

# **YARRA THEOLOGICAL UNION**

A College of

University of Divinity

## **H A N D B O O K**

**2020**

**98 Albion Road, Box Hill, Vic. 3128**

***All mail 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](mailto:admin@ytu.edu.au)**

**Website: [www.ytu.edu.au](http://www.ytu.edu.au)**

**Facebook: [@yarratheologicalunion](https://www.facebook.com/yarratheologicalunion)**

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Any revisions to this handbook will appear in our website version [www.ytu.edu.au](http://www.ytu.edu.au)

## ACADEMIC CALENDAR 2020

January		
13	Office re-opens	
27	Australia Day Holiday	
28	Enrolments begin	
February		
7	UD Conferral of Degrees - Perth	
13	Enrolments end	
14	Academic Leadership Group Meeting	2:00pm
15	GCTRE - DR8601Y and DR8603Y Box Hill (Sat)	9:00am-4:00pm
20	Overseas Students' Orientation	2:00pm
21	Faculty Meeting	2:00pm
21	Orientation & BBQ	6:00pm
22-23	DP/DS2/9010Y Faith, Religion and Spirituality in contemporary Society - Intensive (Saturday and Sunday)	9:00am-4:00pm
24	<b>First Semester Lectures begin</b>	
26	Ash Wednesday	
26	Department Meetings	From 12:00pm
28	Inaugural Eucharistic Celebration and Supper	7:00pm
29	CH/DS2/3/9216Y Disciples of Holiness - Intensive (Saturday)	9.30am-4.30pm
29	GCTRE - DR8601Y and DR8603Y Box Hill (Sat)	9.00am-4.00pm
March		
9-13	Hospitality Week	
11	Education Board Meeting	2:00pm
12-13	DR9663Y Leadership for Mission in a Catholic School - Intensive Beaconsfield (Thur and Fri)	9:00am-4:00pm
12	Faculty and HDR student Seminar	1:00pm
14	CH/DS2/3/9216Y Disciples of Holiness - Intensive (Saturday)	9.30am-4.30pm
14-15	DP/DS2/9010Y Faith, Religion and Spirituality in contemporary Society - Intensive (Saturday and Sunday)	9:00am-4:00pm
17	<b>Census Date (for semester units)</b>	
19	Finance and Business Development Meeting	10:00am
20	Senate & Council Meetings	10:00am
20-21	GCTRE - DR8603Y Warrnambool (Fri & Sat)	9:00am-4:00pm
20-21	GCTRE - DR8604Y Ballarat (Fri & Sat)	9:00am-4:00pm
25	Academic Leadership Group	2:00pm
26	HDR student seminar	12:00pm
27	UD Conferral of Degrees – St Patrick's Cathedral	7:30pm

30-31	GCTRE - DR8601Y and DR8603Y Box Hill (Mon & Tue)	9:00am-4:00pm
<b>April</b>		
1	Department Meetings	From 12:00pm
2	Faculty and HDR student Seminar	1:00pm
6-17	<b>Non-Instruction Period</b>	
12	Easter Sunday	
18-19	DP/DS2/9010Y Faith, Religion and Spirituality in contemporary Society - Intensive (Saturday and Sunday)	9:00am-4:00pm
20	First Semester Lectures resume	
25	ANZAC Day (Saturday)	
29	Education Board Meeting	2:00pm
<b>May</b>		
2	CH/DS2/3/9216Y Disciples of Holiness - Intensive (Saturday)	9:30am-4:30am
6	Department Meetings	From 12:00pm
7-8	DR9663Y Leadership for Mission in a Catholic School - Intensive Beaconsfield (Thur & Fri)	9:00am-4:00pm
8-9	GCTRE - DR8603Y Warrnambool (Fri & Sat)	9:00am-4:00pm
8-9	GCTRE - DR8604Y Ballarat (Fri & Sat)	9:00am-4:00pm
9	Brotherhood Cup	9:00am-4:00pm
13	Faculty Meeting	2:00pm
14	HDR student seminar	12:00pm
16	CH/DS2/3/9216Y Disciples of Holiness - Intensive (Saturday)	9:30am-4:30pm
27	Education Board Meeting <b>2021 New and Revised Units due</b>	2:00pm
28	Finance and Business Development Meeting	10:00am
29	Faculty Lunch (CANCELLED)	12:30pm
29	Council Meeting	2:00pm
29	<b>First Semester Lectures end</b>	
30	CH/DS2/3/9216Y Disciples of Holiness - Intensive (Saturday)	9:30am-4:30pm
<b>June</b>		
1	<b>Study Week</b>	
3	University of Divinity Faculty Research Day	
8	First Semester Exams (Mon–Thurs)	
29	Results due to YTU Registrar	
<b>July</b>		
6		
16	2nd Semester enrolments end	

10	Academic Leadership Group Meeting	10:00am
10	First Semester Results released to Students	Online
	<b>MID-YEAR VACATION 12 June – 24 July</b>	
<b>Semester 2</b>		
23-24	BS9662Y Interpreting Biblical Texts - Intensive Beaconsfield (Thur & Fri)	9:00am-4:00pm
24	Overseas Students' Orientation	2:00pm
25	GCTRE - DR8602Y & DR8604Y Box Hill (Sat)	9:00am-4:00pm
27	<b>Second Semester lectures begin Week 1</b>	
29	Faculty Meeting	2:00pm
<b>August</b>		
1	BS2/3/9501Y Exploring the World of Jesus - Intensive (Saturday)	9:30am-4:30pm
5	Academic Leadership Group Meeting	2:00pm
7	XS9907Y Enhancing Teacher Professional Learning for Religious Education - MEdTheol Capstone Beaconsfield (Friday)	9:30am - 12:30pm
8	CT3/9019Y Human Person: Community and World - Semi-Intensive	9:30am -4:30pm
8	GCTRE - DR8602Y & DR8604Y Box Hill (Sat)	9:00am-4:00pm
12	Department Meetings	2:00pm
13	Faculty and HDR student Seminar	1:00pm
14	SRC Evening	7.00pm
15	BS2/3/9501Y Exploring the World of Jesus - Intensive (Saturday)	9:30am-4:30pm
18	<b>Census Date (for semester units)</b>	
19	Education Board Meeting	2:00pm
20-21	BS9662Y Interpreting Biblical Texts - Intensive Beaconsfield (Thur & Fri)	9.00am-4.00pm
21-22	GCTRE - DR8604Y Warrnambool (Fri & Sat)	9:00am-4:00pm
21-22	GCTRE - DR8603Y Ballarat (Fri & Sat)	9:00am-4:00pm
26	Academic Leadership Group Meeting	2:00pm
27	Finance and Business Development Meeting	10:00am
27	HDR student seminar	12:00pm
28	Senate & Council Meetings	10:00am
<b>September</b>		
2	Department Meetings	2:00pm
5	BS2/3/9501Y Exploring the World of Jesus - Intensive (Saturday)	9:30am-4:30pm
7 Sept – 6 Oct	BN3/9015Y Biblical Land and the Gospel - Jerusalem Intensive	
9	Education Board Meeting	2:00pm

10	Faculty and HDR student Seminar	1:00pm
12	CT3/9019Y Human Person: Community and World - Semi-Intensive	9:30-4:30pm
18	Faculty Day	10:00am
19	BS2/3/9501Y Exploring the World of Jesus - Intensive (Saturday)	9:30-4:30pm
21-22	GCTRE - DR8602Y & DR8604Y Box Hill (Mon & Tue)	9:00am-4:00pm
21 Sept -Oct 2	<b>Non-Instruction Period</b>	
<b>October</b>		
5	Week 9 – Lectures resume	
7	Academic Leadership Group Meeting	2:00pm
9	XS9907Y Enhancing Teacher Professional Learning for Religious Education – MEdTheol Capstone Beaconsfield (Friday)	9:30am-12:30pm
9-10	GCTRE - DR8604Y Warrnambool (Fri & Sat)	9:00am-4:00pm
9-10	GCTRE - DR8603Y Ballarat (Fri & Sat)	9:00am-4:00pm
10	BS2/3/9501Y Exploring the World of Jesus - Intensive (Saturday)	9:30am-4:30pm
14	Department Meetings	2:00pm
15	Faculty and HDR student Seminar	1:00pm
17	BS2/3/9501Y Exploring the World of Jesus - Intensive (Saturday)	9:30am-4:30pm
21	Education Board Meeting	2:00pm
29	HDR student seminar	12:00pm
30	<b>Second Semester lectures end</b>	
<b>November</b>		
2-6	<b>Study Week</b>	
4	UD Teaching Day (for all academic staff)	
9-12	Second Semester Exams (Mon-Thurs)	
11	Information Night	7:00pm
19	Finance and Business Development Meeting	10:00am
20	Council Meeting	2:00pm
20	End of Year Eucharist	7:00pm
23	Re-enrolment period for 2021: 23 Nov-11 Dec	
27	Faculty Dinner	6:00pm
30	Results due to YTU Registrar	
<b>December</b>		
4	UD Conferral of Degrees - Adelaide	
11	Second Semester Results released to students	online

# 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, Jesuit College of Spirituality, 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](http://www.divinity.edu.au)  
Information for students (including various forms)

- Overseas 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](http://www.divinity.edu.au)  
Email: [enquiries@divinity.edu.au](mailto:enquiries@divinity.edu.au)

## **MASTER OF EDUCATION AND THEOLOGY** – An award for teachers

The Master of Education and Theology (MEdTheol) is an award for teachers who seek to develop their ability to lead in Catholic schools.

This award offered collaboratively by YTU and CTC and is also available through ALC (Adelaide).

Handbook: pages 98, 120, 151 and 158



**YTU Contact**  
*Michael Kelly*  
0408 556 761

**[www.ytu.edu.au](http://www.ytu.edu.au)**



# CODE OF CONDUCT

The Code of Conduct applies to all members of the University of Divinity as defined in Regulation 82 (from 1 January 2020).

While on University or College premises, using University or College facilities and services, or engaging in University or College activities related to my duties or responsibilities as a member of the University of Divinity, I must

## **1. Strive to act with honesty and integrity**

This includes

1. a) refusing to initiate or engage in cheating, plagiarism or fraud
2. b) complying with ethical standards in research and academic practice
3. c) disclosing conflicts of interest
4. d) being willing to report academic misconduct

## **2. Promote the responsible exercise of academic freedom and academic judgement**

This includes

1. a) applying structured argument and critical thought
2. b) forming an opinion or making a decision on the basis of evidence
3. c) respecting the integrity and diversity of theological traditions represented in the Colleges of the University
4. d) pursuing excellence

## **3. Be courteous towards all persons in my behaviour and communication**

This includes

1. a) complying with reasonable directions issued by responsible persons
2. b) respecting the privacy of others and information given in confidence
3. c) being willing to engage with views different from my own

## **4. Protect from harm myself and others, especially children, young people and vulnerable adults**

This includes

1. a) refraining from and refusing to participate in abuse, harassment, bullying and assault
2. b) supporting activities that ensure the University is a safe and healthy environment
3. c) being willing to report general misconduct

## **5. Use University resources responsibly**

This includes

1. a) making judicious use of staff time, library collections, physical spaces, and technology
2. b) supporting activities that promote environmental and economic sustainability

## **6. Comply with University policies and procedures and applicable Australian laws**

This includes

1. a) complying with applicable policies and procedures of my home College
2. b) complying with any contractual arrangements I have entered into with the University or with one of its Colleges

## **As a member of the University I have the right**

1. a) to seek a review of, or to appeal, a decision made by an officer of the University
2. b) to make a complaint if I believe in good faith that a breach of this Code of Conduct may have occurred

## COLLEGES OF UNIVERSITY OF DIVINITY

### **Australian Lutheran College**

104 Jeffcott St  
North Adelaide SA 5006  
Tel: 1800 625 193  
Web: [www.alc.edu.au](http://www.alc.edu.au)  
Email: [alc@alc.edu.au](mailto:alc@alc.edu.au)

### **Catholic Theological College (CTC)**

278 Victoria Pde  
East Melbourne 3002  
Tel: 03 9412 3333  
Web: [www.ctc.edu.au](http://www.ctc.edu.au)  
Email: [ctc@ctc.edu.au](mailto:ctc@ctc.edu.au)

### **Eva Burrows College (EBC)**

100 Maidstone St  
Ringwood 3134  
Tel: 03 9847 5400  
Web: [www.salvationarmy.org.au/cbc/](http://www.salvationarmy.org.au/cbc/)  
Email: [enquiries@ebc.edu.au](mailto:enquiries@ebc.edu.au)

### **Jesuit College of Spirituality**

175 Royal Pde  
Parkville Vic 3052  
Web: [www.jcs.edu.au](http://www.jcs.edu.au)  
Email: [enquiries@jcs.edu.au](mailto:enquiries@jcs.edu.au)

### **Morling College**

120 Herring Rd  
Macquarie Park NSW 2113  
Tel: 02 9878 0201  
Web: [www.morling.nsw.edu.au](http://www.morling.nsw.edu.au)  
Email: [enquiries@morling.edu.au](mailto:enquiries@morling.edu.au)

### **Pilgrim Theological College**

Centre for Theology and Ministry  
29 College Cres  
Parkville 3052  
Tel: 03 9340 8800  
Web: [www.pilgrim.edu.au](http://www.pilgrim.edu.au)  
Email: [study@pilgrim.edu.au](mailto:study@pilgrim.edu.au)

## COLLEGES OF UNIVERSITY OF DIVINITY

### **St Athanasius Coptic Orthodox Theological College (SACOTC)**

88 -154 Park Rd, Donvale 3111  
PO Box 1153, Mitcham North 3132

Tel: 03 8872 8450

Web: [www.sac.edu.au](http://www.sac.edu.au)

Email: [info@sac.edu.au](mailto:info@sac.edu.au)

**City Campus:** Eporo Tower, 285 Latrobe St, Melbourne

### **Stirling Theological College**

44-60 Jacksons Rd

Mulgrave 3170

Tel: 03 9790 1000

Web: [www.stirling.edu.au](http://www.stirling.edu.au)

Email: [admin@stirling.edu.au](mailto: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](http://www.trinity.unimelb.edu.au/learning/theological-school.html)

Email: [tcts@trinity.unimelb.edu.au](mailto:tcts@trinity.unimelb.edu.au)

### **Whitley College**

50 The Avenue

(PO Box 134)

Parkville 3052

Tel: 9340 8100 (main office)

Web: <http://whitley.edu.au/>

Email: [whitley@whitley.edu.au](mailto:whitley@whitley.edu.au)

### **Yarra Theological Union**

98 Albion Road,

PO Box 79

Box Hill 3128

Tel: 03 9890 3771

Web: [www.ytu.edu.au](http://www.ytu.edu.au)

Email: [admin@ytu.edu.au](mailto:admin@ytu.edu.au)

## KEY DATES

**1st Semester** 24 February-29 May

Non-teaching period 6 April-17 April

Mid-year vacation 12 June-24 July

**2nd Semester** 27 July-30 October

Non-teaching period 21 September-2 October

# 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

We are an inclusive and welcoming community for theological education and ministerial formation, open to those who seek educational and personal transformation in changing contexts. As a College of the University of Divinity, which is Catholic in tradition and ecumenical in spirit, we seek to promote and resource the participation of all people in the mission of God for the building up of a healthy church and for the transformation of the world.

## MISSION STATEMENT

**We fulfil our vision by:**

- offering undergraduate and postgraduate awards of the University of Divinity and other educational experiences
- engaging in critical theological inquiry, scholarly research and publication in theology
- equipping people (professed and lay) for various ministries in the churches: parishes, schools, hospitals, church agencies and in the world at large
- being a forum 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 OF YTU

### **Holy Cross Retreat (CP)**

207 Serpells Rd, Templestowe 3106

**Tel: 03 9846 1622**

Website: [www.passionists.com](http://www.passionists.com)

### **Redemptorist Seminary (CSsR)**

10 Majella Court, Kew 3101

**Tel: 03 9816 9342**

Website: [www.cssr.org.au](http://www.cssr.org.au)

### **Carmelite Theological College (OCarm)**

75 Wright St, Middle Park, 3206

**Tel: 03 9699 1922**

**Library:** 214 Richardson St, Middle Park 3206

**Tel: 03 9682 8553**

Website: [www.carmelites.org.au](http://www.carmelites.org.au)

### **Cuskelly House (MSC)**

18 Parkside St, Blackburn 3130

**Tel: 03 9878 0265**

Website: [www.misacor.org.au](http://www.misacor.org.au)

### **St Paschal College (OFM)**

90 Albion Rd, Box Hill 3128

**Tel: 03 9896 4400**

**Library: 03 9896 4450**

Website: [www.franciscans.org.au](http://www.franciscans.org.au)

### **St Vincent Pallotti College (SAC)**

85 Studley Park Rd, Kew 3101

**Tel: 03 9853 8506**

Website: [www.pallottine.org.au](http://www.pallottine.org.au)

### **Dorish Maru College (SVD)**

100 Albion Rd, Box Hill 3128

**Tel: 03 9890 0065**

Website: [www.divineword.org.au](http://www.divineword.org.au)

## **Other members of the Union**

### **Congregation of the Blessed Sacrament (SSS)**

Website: [www.blessedsacrament.com.au](http://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. Paul Cahill OCarm  
 Very Rev. John Hodgson CSsR  
 Very Rev. Philip Watkins SSS  
 Very Rev. Chris McPhee MSC  
 Very Rev. Tom McDonough CP (Chair)  
 Rev. Eugene San SAC  
 Very Rev. Phillip Miscamble OFM  
 Very Rev. Asaeli Rass SVD  
 President and Academic Dean  
 Ms Maria Kirkwood (co-opted)

## 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

Mrs Janette Elliott DipEd, BTheol, MTS, Dip Mgt, PhD (cand)

## BUSINESS

## ADMINISTRATOR

Mrs Tricia Lewis BCom (Hons)

## ADMINISTRATIVE

## ASSISTANTS

Mrs Nicole Ross  
 Katherine Blyth

## EDUCATION BOARD

Christopher Monaghan CP, BTheol, LSS, PhD

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

Janette Elliott DipEd, BTheol, MTS, Dip Mgt, PhD (cand)

*(President)*

*(Academic Dean)*

*(Registrar)*

Christopher Monaghan CP, BTheol, LSS, PhD

– Biblical Studies Department Head

Claire Renkin BA, DipEd, AMusA, MA, PhD

– Christian Thought and History Department Head

Rosemarie Joyce CSB, BA, BEd, MEd(Admin), GDipEd, MCL, LCL, PhD

– Theology: Mission and Ministry Department Head

Michael Kelly CSsR, BTheol, STM, MEd, PhD

– Research and Education Coordinator

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

- Faculty Rep.

Carmel Posa SGS, BSc, BTh, Grad Dip Ed, MA (Monastic Studs), PhD

- Faculty Rep.

President, Student Representative Council

Secretary, Student Representative Council

## Co-Opted

Kevin Lenehan, BA, BTheol(Hons), GCHE, MRelStud, MTheol, STL, STD/PhD

– Master, Catholic Theological College

Emeritus Professor Paul Beirne, MA, MDiv, DMin, PhD

## FACULTY 2020

### DEPARTMENT OF BIBLICAL STUDIES

Glenda Bourke SGS, BA, BTheol, TheolM  
Mary Coloe PBVM, BA, BTheol(Hons), DTheol  
Anne Gardner MA, BD, CertSecEd, PhD  
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

Matthew Beckmann OFM, BA LLB, BTheol, MA, PhD  
Gavin Brown, BA(Hons), PhD, MTS, Grad Dip Ed  
Bruce Duncan CSsR, BEc(Hons), PhD  
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol  
Christiaan Mostert BA, BD (Hons), MA, PhD  
Carmel Posa SGS, BSc, BTh, Grad Dip Ed, MA (Monastic Studs), PhD  
Claire Renkin BA, DipEd, AMusA, MA, PhD  
Robyn Reynolds OLSH, BA(Hons), MA, PhD

*(Department Head)*

#### Visiting Lecturers

Gregory Brett CM, STL, MEd, PhD  
Graeme Pender, BEd (Mus) Sec, A.Mus.A, BTheol, MTheol, Grad Dip Theol, DTheol  
Miroslaw Mejzner SAC, MTh, STL, ThD

### DEPARTMENT OF THEOLOGY: MISSION AND MINISTRY

Albano Da Costa SVD, B.Th, MA, LMiss  
Bruce Duncan CSsR, BEc(Hons), PhD  
Rosemarie Joyce CSB, BA, BEd, MEd(Admin), GDipEd, MCL, LCL, PhD *(Department Head)*  
Michael Kelly CSsR, BTheol, STM, MEd, PhD  
Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE  
Rose Marie Prosser BSc(Hons), DipEd, BTheol, MTheol, PhD  
Robyn Reynolds OLSH, BA(Hons), MA, PhD  
Bernard Teo CSsR, STD

#### Faculty Associate Members

Barry Rogers, Ph.D.(Psych), D.Theol., M.A.(Hons), B. Ed.(Psych), B.Ed.  
(Hons), Dip. Civ. Eng., MAPS



## YTU FACULTY 2020 CONTINUED

### Visiting Lecturers

Deirdre Browne IBVM, MusBac, DipEd, AMusA, LTCL, MA(Lit Studies)  
Elio Capra SDB, BTheol (MCD), MTheol (Berkeley), MTheol (MCD), DTheol (MCD)  
Marianne Confoy RSC, BA, MEd, PhD, MACE  
Gerard Patrick (Joe) Fleming, BA, BEd, MEd, PhD, Dip Teach, Grad CertRE

### HEART OF LIFE SPIRITUALITY CENTRE

#### LECTURERS

Emeritus Professor Paul Beirne, MA, MDiv, DMin, PhD  
Peter Malone MSC, STL(Hons) BA, MA, STD, Cert SD  
Rev Dr Peter Bentley, Dip Eng, Grad Dip Ed, BTh, MA, PhD  
Simon Jenkinson, BA(Hons), MS(Clin Psych), Grad Dip SD  
Robyn Reynolds OLSH, BA(Hons), MA, PhD

#### PRACTICUM SUPERVISORS

Carole Carmody RSM, M Ed, Grad Dip RE, Dip T, Cert SD  
Marlene McGrath  
Michele McCourt, MA(Spir), Cert SD, Grad. Dip. Counselling, BTheol, BEd.  
Lis Teggelove RSM, Cert RE

### LECTOR EMERITUS

Peter Cantwell OFM, MA, PhD, MAPsS, MASH  
John Collins STL, BSS, PhD, DipEd  
Brian Gleeson CP, MA, MMRS, DTheol  
Jacob Kavunkal SVD, MA, MPh, DMiss  
Ennio Mantovani SVD, LMiss, DMiss  
John Hill CSsR, TheolM, DTheol  
(John) Hilary Martin OP, MDiv, STLr, MLitt, PhD  
Cormac Nagle OFM, DCL  
Lawrence Nemer SVD, LMiss, MA, PhD  
Mary Scarfe, BA, DipSocStud  
Margaret Smith SGS, BA, MA(Lit Studies), DMin  
Kathleen Williams RSM, BA, MEd(Admin), MTS, DTheol  
Norman Young, BA(Hons), BD(Hons), PhD

### SPECIAL OFFICES

#### Research and Education Coordinator

Michael Kelly CSsR, BTheol, STM, MEd, PhD

#### Chaplain

Rachel McLoughlin IBVM

#### Finance and Business Development Committee:

Dean Bradbury SAC	Bill Keenan
Tricia Lewis	Christopher Monaghan CP
Peter Whiting	

# ENROLMENT

ALL STUDENTS NEED TO ENROL PERSONALLY BY APPOINTMENT  
through the YTU Office – Phone 03 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.

## **Domestic Coursework student's admission and re-enrolment periods:**

- Monday 25 November – Friday 13 December 2019
- Tuesday 28 January – Thursday 13 February 2020
- Monday 6 July – Thursday 16 July 2020
- Monday 23 November 2020 – Friday 11 December 2020 for Enrolments for the 2021 year

**Overseas Coursework Students re-enrolment periods: as above**

## **Domestic Higher Degrees by Research admission deadlines:**

- 15 November 2019: for first semester 2020
- 15 April 2020: for second semester 2020
- 15 November 2020: for first semester 2021

## **Overseas Students: Applications for international admissions (coursework) deadlines:**

- 15 November 2019: for first semester 2020
- 15 April 2020: for second semester 2020
- 15 November 2020: for first semester 2021

## **Overseas Students: (Higher Degrees by Research) admission deadlines:**

***The start date of degree will depend on the time it takes for a visa to be granted***

- 15 November 2019
- 15 April 2020
- 15 November 2020

## **NEW Domestic 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)
- Domestic Sponsor Statement, and/ or sponsorship documentation
- For Upfront Fees a cheque or credit card details is required (If not paying by Bpay or through FEE-HELP)
- For FEE-HELP a Tax File Number is required (applications are completed online)

**ALL Students must enrol by the above dates.**

**Only in exceptional circumstances would a student be permitted to enrol in a unit after the classes in that unit have begun.**

## **Student ID Cards:**

A University of Divinity Student ID Card will be issued by YTU once the student has officially been enrolled. YTU will take a photo at your interview meeting and then issue the card.

*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 using the appropriate form, by the Academic Dean or Research & Education Coordinator of YTU. These changes must occur **BEFORE** the Census Date in each semester (normally, three weeks into the semester).

### OVERSEAS STUDENTS

Overseas 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 of Practice for Providers of Education and Training to Overseas Students 2018) published by the Australian Federal Government.

See: <http://www.legislation.gov.au/Details/F2017L01182>

While all students are invited to attend the Orientation for new students, there are particular requirements for overseas students. All students on an overseas student visa must attend the orientation session that directly addresses their welfare while studying in Australia and the responsibilities that accompany this particular visa. The dates for the General Orientation event and the Overseas Student Orientation are included in the Academic Calendar at the front of the Handbook.

## English Language Studies for Pastoral Ministry

English Language Studies for Pastoral Ministry, ELSPM, began on the YTU campus in June 2015. It endeavours to contextualise Second Language English Learning within a student body, who are committed to all the shared values of a pastoral ministry enterprise.

ELSPM aims to cater especially for the Asia – Pacific church, particularly the Dioceses and Religious Orders within the region. We specialise our courses for students who are committed to the vocation of pastoral ministry in today's church: - seminary students, candidates for priesthood, Ministry of the Word, pastoral care workers, nurses and teachers in church institutions as well as those preparing for ministry experiences in English speaking countries.

The Language Centre aims to help students communicate in English as quickly and efficiently as possible. The courses are designed to develop listening, speaking, reading and writing skills and are carefully structured to improve student's fluency and accuracy.

After completing courses at ELSPM a number of students go onto further studies at YTU. They enjoy the proximity and support of their English language teachers and other students. They already have a familiarity with the premises that can sometimes be daunting for new students to a College of Divinity.

The school has had a number of students return to their countries with a renewed confidence in communicating, reading and writing in the English Language. In fact one of the students is teaching English to candidates in Ecuador in South America in a religious formation program and others are working within their own Congregations or have gone onto further studies.

ELSPM's English courses are all accredited through the Australian Government and are registered to it, through the National ELICOS Accreditation Scheme (NEAS).

## FEES AND OTHER COSTS

See University of Divinity Fees Policy [www.divinity.edu.au/documents/fees-policy/](http://www.divinity.edu.au/documents/fees-policy/) for rules regarding fees.

BTheol (and Diploma courses): **\$1704.00** per 18 point unit of study  
Postgraduate Courses **\$2640.00** per 24 point unit of study  
GCTRE units \$1760.00 per 16 point unit of study  
GCTRE Integrative unit \$880.00 per 8 point unit of study  
Audit (unit taken without assessment): \$500.00 per 18 point unit of study  
Not for Credit Units \$500.00 per unit

**Fees for academic documents** (as approved by the University Council):

- Academic Transcript (3 copies): \$50
- Australian Higher Education Graduation Statement (1 copy): \$30
- Combination (2 transcripts and 1 AHEGS): \$50
- Additional copy of transcript or AHEGS (per copy): \$10
- Replacement Testamur [conditions apply]: \$200

For more information on academic records go to University of Divinity Website:

<http://www.divinity.edu.au/alumni/academic-records/>

Contact Rose Allinson. Email [RAllinson@divinity.edu.au](mailto:RAllinson@divinity.edu.au)

No refund of fees applies after the stated **Census Dates** for 2020: **17 March for first semester and 18 August for second semester.**

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

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

**UD regulations require accounts to be paid in full before the start of classes.**

All tuition and any library fines must have been paid before results are released or the next semester's enrolment is confirmed. This also applies to a student's ability to graduate.

### **Student Representative Council**

**Email address:** [src@ytu.edu.au](mailto: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 \$20 per semester to the SRC 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. 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, contact the Academic Dean

**Fee reductions can also be negotiated in cases of need or hardship.**

## 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 (HELP)** for short.

To apply for a FEE-HELP loan, you must check the request for FEE-HELP box on their enrolment form, and provide current evidence of Australian citizenship. After the processing of that enrolment, an email will be sent to the student with a link to the FEE-HELP website and login details so that the eCAF application may be completed. This process must be completed before the stated Census Dates (Semester One: 17<sup>th</sup> March 2020, Semester Two: 18<sup>th</sup> August 2020). Students who do not complete their FEE-HELP application process by Census day will be charged fees directly.

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

- a) From January 1<sup>st</sup> 2019, for all students, only the amount borrowed is subject to repayment. The former practice of charging interest for undergraduate students has been abolished. 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 the threshold of \$45,881** you will be required to pay a proportion back with your tax from the 2019/20 Tax Year. (Please note the threshold amount has decreased from \$51,957 last financial year). The higher your income, the higher the repayment proportion, starting at 1.0%. 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. You will receive a **Commonwealth Higher Education Student Support Number (CHESSN)**, which remains unique to you for life. If you have been provided a CHESSN number previously you need this for your FEE-HELP application.
- e) Eligible students can borrow up to the FEE-HELP limit to pay their tuition fees. In **2020**, the FEE-HELP limit is **\$106,319** for most students. The FEE-HELP limit is a lifetime limit and is not reset or 'topped up' by any repayments that you make. The FEE-HELP limit is the total amount available to eligible students under the FEE-HELP loan scheme. This means that any amount you borrow under FEE-HELP will reduce your FEE-HELP balance until you have reached the FEE-HELP limit.

For further information:

Read the **FEE-HELP Information Booklet**

Visit the **Study assist website** at: [www.studyassist.gov.au](http://www.studyassist.gov.au)

Call the FEE-HELP enquiry line on **1800 020 108**

## LIBRARIES AND LIBRARY STAFF

Within Yarra Theological Union there are five 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 OFM** owned by the Franciscan Province of the Holy Spirit 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 is strong in patristic and medieval studies, ancient languages, contemporary theology and art history.

Library Manager: Miranda Fyfield BA, Grad Dip Librarianship, DipEd., BTheol., AALIA  
Assistant Librarian: Sai Gaytan, BLibSt (Mex.), GradDipInfoMgt., AALIA  
Associate Librarian: Nicholas Gellatly, DipLIS, ALIAtec  
Library Assistant: Ben Ross  
Address: 90 Albion Road, Box Hill 3128. Telephone: 03 9896 4450. Fax: 03 9898 0181.  
Email: [info.library@franciscans.org.au](mailto:info.library@franciscans.org.au)  
Website: [www.vspc-franciscan.org.au](http://www.vspc-franciscan.org.au)  
Catalogue: <http://stpascal.softlinkhosting.com.au/liberty/libraryHome.do>  
Hours: Monday-Friday 9am-5pm; Saturday 9am-4pm. (Please check website for any alterations)

**Carmelite Library OCarm.** Library strengths: Spirituality and mysticism, Mariology, hagiography, monasticism, icons, and Carmelitana.  
Librarian: Philip Harvey BA (Hons), Grad Dip Librarianship  
Library Assistant: Susan Southall  
Address: 214 Richardson Street, Middle Park 3206. Phone: 03 9682 8553  
Email: [librarian@carmelitelibrary.org](mailto:librarian@carmelitelibrary.org)  
Telephone: 03 9682 8553  
Website: <http://www.carmelitelibrary.org/>  
Library Blog: <http://thecarmelitelibrary.blogspot.com/>  
Catalogue: <https://clcf.softlinkhosting.com.au/liberty/libraryHome.do?SAMLResponse>  
Hours: Tuesday 12 noon-8pm; Wednesday, Thursday & Friday 9am-5pm; closed on Mondays.

**Redemptorist Seminary Library CSsR** Library strengths: Systematic theology, Moral theology, Old Testament, Sociology of religion. Catalogue: <http://ytu-rsl.calyx.net.au>

**Social Justice Library CSsR** Library strengths: Catholic Social teaching, Social ethics, Location: YTU Study Centre. Catalogue: <http://ytu-rsl.calyx.net.au>

**Patrick Murphy Memorial Library SVD** Library strengths: Missiology, History of mission, Interreligious dialogue, SVD history. Catalogue: <http://ytu-dwml.calyx.net.au>

*Regarding the Redemptorist Seminary Library, Social Justice Library and the Patrick Murphy Memorial Library the Library Manager, Siobhan Foster BA, BTheol, DipLib. may be contacted by email [fostersiohban@hotmail.com](mailto:fostersiohban@hotmail.com) or mobile 0412 674 602.*

### University of Divinity Library Information

**University ID Cards:** All members of the University are entitled to receive a **University ID Card** which allows access to the University's Library Hub, to visit and borrow from all libraries which are affiliated with the University of Divinity. Borrowing rights are now also in place with the University of Melbourne libraries.

Please note that your card and contact details need to be added to each individual library's management system. This will generally already be done for you at the primary library associated with your home institution. If you wish to access any other library collections, please remember to register at each additional library before you borrow for the first time.

**Please note:** You are advised to check your entitlements at Dalton McCaughey Library  
<https://pydio.calyx.net.au/data/public/dmlmembership>

The **Library Hub** - [www.divinity.edu.au/library](http://www.divinity.edu.au/library) provides access to an extensive range of online resources and a wealth of other library-related information.

**UDCat** is a combined library catalogue that allows the simultaneous searching of the catalogues of libraries affiliated with the UD and can still be searched at  
<https://divinity.on.worldcat.org/discovery>

[Interlibrary loans of resources held by UD-affiliated libraries \(with the exception of Dalton McCaughey Library\) are available free of charge to all UD faculty and staff.](#)

**The Libraries Brochure** provides further information about all available libraries:  
<https://library.divinity.edu.au/libraries.html>

Enquiries about University-wide library resources and services [library@divinity.edu.au](mailto:library@divinity.edu.au)

For further library contact information, refer to YTU Member Colleges on page 13.

## 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 2020:

February	21	Orientation Programme and BBQ
February	28	Inaugural Eucharistic Celebration and Supper
March	9-13	Hospitality Week
August	14	SRC Evening
November	20	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 and 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

**Chaplain:** Rachel McLoughlin IBVM

The Chaplain's room is currently 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 in the University's Code of Conduct. 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/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

YTU Chaplain: TBA ( Please check YTU website)

Or a Peer contact Officer: Please check YTU website or noticeboard for names.

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/governance/policies-and-procedures/](http://www.divinity.edu.au/university-of-divinity/governance/policies-and-procedures/) These include:

Academic Integrity Policy

Academic Misconduct Policy

Appeals Policy

Assessment Policy

Fair Treatment 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/justice-committee](http://www.catholicreligiousaustralia.org/justice-committee)

### **DISABILITY**

Students with disabilities are respectfully asked to make their particular needs known to the YTU Academic Dean or the Research and Education Coordinator either at their initial interview or at enrolment, so that every effort can be made to accommodate these needs.

Students are invited to indicate a disability on the enrolment forms and whether or not they would like further information regarding services provided by YTU in relation to disabilities. This information is provided on request from YTU reception or can be accessed on our website: [www.ytu.edu.au](http://www.ytu.edu.au) (Students who require some form of special consideration in relation to their disability, we respectfully request appropriate documentation to support such consideration.)

For University of Divinity Inclusion Policy see: [www.divinity.edu.au/documents/inclusion-policy](http://www.divinity.edu.au/documents/inclusion-policy)

# GENERAL COURSE REQUIREMENTS

## DEGREES AND DIPLOMAS

### 1. STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

Overseas 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.

Overseas 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 Overseas Students Officer.

### 2. INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY

NN1000Y: Introduction to Tertiary Studies in Theology will be offered in 2020. 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.

### 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 and Teaching Committee advises the following regarding assessment:

Undergraduate Level 1: 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 3000 words and not in excess of 3500 words.

Undergraduate Level 2: written requirement 4000–4500 words

Undergraduate Level 3: written requirement 4500–5000 words

Postgraduate Foundational: written requirement 6000- 7,000 words

Postgraduate Elective & Capstone: written requirement 7000- 8,000 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:

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

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

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

**All assessment tasks must be submitted through Turnitin via ARK.**

### **Style Guide**

**Assignments must be presented in the format prescribed in the Style guide.**

The University of Divinity is committed to the use of one basic Style Guide. The referencing style observed by the University of Divinity is based on the latest version of the Chicago Manual of Style (17th ed. 2017). See: <https://divinity.edu.au/style-guide> for more information.

**Research students can also utilise the UD license for the software package called Endnote. This is available through the Library Hub**  
<https://divinity.libguides.com/endnote>

### **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:

1. 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.
2. 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.
3. 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 SYSTEM**

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. Lecturers upload tutorial readings and other resources for their particular unit(s). 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](http://www.ytu.edu.au) or by request via YTU Reception.

## 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, the YTU website and through the YTU Office.

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 page 90 onwards.

## REGULATIONS

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

## ENTRANCE REQUIREMENTS

To enter the degree programs (BTheol, BMin 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 DipTheol complete this award and the AdvDipTheol and Min and *then* access the BTheol 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 72 credit points, will then be permitted to proceed as an ordinary candidate for the award. Candidates who fail more than 18 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 (p.39)                     |
| Field B | Biblical Studies (p.44)               |
| Field C | Christian Thought and History (p.54)  |
| Field D | Theology: Mission and Ministry (p.68) |

## ASSESSMENT

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

## **DIPLOMA IN THEOLOGY**

### **DipTheol**

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 144 credit points (usually 8 units) of study, and must include at least 36 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**

### **AdvDipTheolMin**

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 288 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 18 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 Entering the World of the New Testament
- BA1000Y Entering the World of the Old Testament: Survey & Method
- CH1001Y A Survey of Early and Medieval Church History
- CH2002Y A Survey of Early Modern and Modern Church History
- CT1003Y Beginning with Jesus

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

## **ADVANCED DIPLOMA IN PHILOSOPHY**

### **AdvDipPhil**

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



# **BACHELOR OF MINISTRY**

## **BMin**

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

The Bachelor of Ministry consists of 432 points comprised of:

- a) 72 points in a discipline or disciplines in Field B (Biblical Studies) which must include at least 18 points in each Testament;
- b) 36 points in the discipline of Church History;
- c) 72 points in the discipline of Systematic Theology;
- d) 36 points in a discipline or disciplines in Field D (Theology: Mission and Ministry);
- e) 72 points of praxis units in a discipline or disciplines in Field D (Theology: Mission and Ministry); and
- f) A further 144 points.

Each course of study for the Bachelor of Ministry:

- a) must not include more than 216 points at level 1; and
- b) must include at least 108 points at level 3 including 36 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 carries four units of general credit. 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 288 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 432 points comprised of:

- a) 72 points in a discipline or disciplines in Field B (Biblical Studies) which must include at least 18 points in each Testament;
- b) 36 points in the discipline of Church History;
- c) 72 points in the discipline of Systematic Theology;
- d) 36 points in a discipline or disciplines in Field D (Theology: Mission and Ministry); and
- e) A further 216 points.

Each course of study for the Bachelor of Theology:

- a) must not include more than 216 points at level 1; and
- b) must include at least 108 points at level 3 including 36 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 carries four units of general credit. 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 288 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                      Entering the World of the New Testament**

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.]

### **CT2310Y                      Signs and Gifts of God: Sacraments of Life and Church**

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

### **CH9010Y                      Reformation Histories and Theologies**

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

### **DT2016Y/3016Y              Action for a Fairer World**

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

On pages 186-194 the units offered at YTU in 2020 are listed under their respective disciplines.

Minimum Number:              Where "(Min. No. 6)" accompanies a unit description this means that the unit will be offered if the minimum number of students is enrolled.

## A NEW POINTS SYSTEM

The University's Academic Board has approved a major change to the points system used at the University of Divinity to denote the weighting of units in all University awards. This system will take effect on 1 January 2019 (subject to approval of changes to the Regulations by the University Council on 20 June 2018). The new system means that for all units and awards:

- a full-time year of study will be 144 points
- a full-time semester (half-year) 72 points
- a standard postgraduate unit will be 24 points (1/6 of a full-time year)
- a standard undergraduate unit will be 18 points (1/8 of a full-time year)

### Why change?

For twenty years, the University has operated the same points systems for undergraduate and postgraduate units. Standard undergraduate units have been valued at 15 points each, but a full-time year's study requires 8 undergraduate units, or 120 points. Although standard postgraduate units have also been valued at 15 points each, a full-time year's study has requires 6 undergraduate units, or 90 points. This has created confusion for some students, especially for students transferring into the University from other providers. The change aligns both the undergraduate and postgraduate systems into a single framework without changing the volume of study required for each. The conversion of units will be as follows:

- existing undergraduate points  $\times 1.2$  = new undergraduate points
- existing postgraduate points  $\times 1.6$  = new postgraduate points

This framework is designed to accommodate all existing unit values, both standard and non-standard, undergraduate and postgraduate. The smallest units accredited by the University are currently 1/18th of the full-time postgraduate load for a year, and 1/16th of the full-time undergraduate load for a year. The new system allows all current standard and non-standard units to be represented using a whole number, without use of decimal points.

### How will this affect students?

Students will not experience any change in tuition fees, time commitment or assessment workload for units. Eligibility to graduate will not be affected as study requirements will remain identical. Academic transcripts (the formal record of study completed) will show the new points system for units completed after 1 January 2019, while continuing to show the old points system for units completed prior to 2019. The total points required for completion will be calculated by applying a multiplier to units completed prior to 2019.

## **NOT FOR CREDIT UNITS**

NN1000Y Introduction to Tertiary Studies in Theology - Fee options: \$375 Stand-alone unit or free if studied alongside unit(s) for credit

# **NN1000Y INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY**

## **Non-credit unit**

(Min. No. 6)

1st semester and 2nd semester: Monday afternoon, nine classes 1:30pm-3:00pm

Fee options: \$375 standalone unit or free if studied alongside unit(s) for credit

## **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 an understanding of the University of Divinity as a collegiate and specialist university, degree paths, study methods, utilising the library and the library HUB for research, theological language, academic style for footnotes and bibliography, reading skills, note-taking, electronic research resources, 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 in theology

## **ASSESSMENT**

Two 500 word papers to demonstrate academic skills. These are not for Credit but for student learning.

## **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.

University of Divinity, Library HUB resources for citation.

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.

Lecturer: MICHAEL A. KELLY CSsR

## **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 2020, but normally offered in other 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 written tests (40%); final three hour written exam (60%)

**BIBLIOGRAPHY** \*set texts recommended for purchase

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.

\* Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: CUP, 2005.

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.

———. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids, MI: Zondervan, 2009.

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:** None

**LEARNING OUTCOMES**

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

1. translate from the Greek New Testament selected passages
2. demonstrate familiarity with vocabulary and style (up to 600 words)
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 written tests (40%); final three hour written exam (60%)

**BIBLIOGRAPHY** \*set texts recommended for purchase

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.

\* Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: CUP, 2005.

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.

———. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids, MI: Zondervan, 2009.

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

# AL1031Y THEOLOGICAL GERMAN A

1st semester: Thursday evening

(Min. No. 6)

## 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.

PREREQUISITES: None

## 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 1500 words total (40%); one 2 hour exam at the end of the semester equivalent to 2000 words (60%)

BIBLIOGRAPHY \*set texts recommended for purchase

\*A major German-English dictionary, either

*Collins German Dictionary*. Complete and unabridged. 8th ed. Glasgow: HarperCollins, 2013.

or

*Oxford-Duden German Dictionary*. 3rd ed. Oxford: OUP, 2005.

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, 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: Adelaide University Press, 1971.

\*Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007 or 2015.

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.

Lecturer: JANINA HIEBEL

# AL1032Y THEOLOGICAL GERMAN B

2nd semester: Thursday evening

(Min. No. 6)

## 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: 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 1500 words total (40%); one final 2 hour exam equivalent to 2000 words (60%)

BIBLIOGRAPHY \*set texts recommended for purchase

\*A major German-English dictionary, either

*Collins German Dictionary*. Complete and unabridged. 8th ed. Glasgow: HarperCollins, 2013.

or

*Oxford-Duden German Dictionary*. 3rd ed. Oxford: OUP, 2005.

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, 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: University of Adelaide Press, 1971.

\*Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007 or 2015.

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

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

Lecturer: JANINA HIEBEL

## **FIELD B – BIBLICAL STUDIES BS**

### **OLD TESTAMENT BA**

BA1000Y	Entering the World of the Old Testament: Survey & Method
BA2012Y/BA3012Y	Wisdom Literature
BA2019Y/BA3019Y	The Book of Jeremiah
BA3418Y	Supervised Reading Unit–Old Testament (18 points)
BA3436Y	Supervised Reading Unit–Old Testament (36 points)

### **NEW TESTAMENT BN**

BN1000Y	Entering the World of the New Testament
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2018Y/BN3018Y	The Gospel of Mark
BN3015Y	The Biblical Land and the Gospels
BN3418Y	Supervised Reading Unit-New Testament (18 points)
BN3436Y	Supervised Reading Unit-New Testament (36 points)

### **BIBLICAL STUDIES BS**

BS2501Y/BS3501Y	Exploring the World of Jesus
BS3418Y	Supervised Reading Unit-Biblical Studies (18 points)
BS3436Y	Supervised Reading Unit-Biblical Studies (36 points)

## **FIELD B UNITS AVAILABLE IN OTHER YEARS**

Units not offered in 2020, but normally offered in other years

BA2011Y/BA3011Y	Psalms
BA2010Y/BA3010Y	Pentateuch
BA2013Y/BA3013Y	The Book of Isaiah
BA2017Y/BA3017Y	The Twelve Prophets
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BN2011Y/BN3011Y	Luke–Acts
BN2013Y/BN3013Y	The Gospel of John
BN2017Y/BN3017Y	Romans
BS3116Y/BS3116Y	Biblical Justice and the Reign of God

# BA1000Y ENTERING THE WORLD OF THE OLD TESTAMENT: SURVEY & METHOD

2nd semester: Tuesday evening

(Min. No. 6)

## CONTENT

This unit is an introduction to the Old Testament. It consists of a study of the history and geography of biblical Israel, as well as a survey of the literature of the Old Testament and its formation. It includes an introduction to the contemporary critical methodologies used to explore biblical texts and an application of these to specific texts.

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. articulate a knowledge of the history of Israel/Judah, ca. 1000–63 BCE, and of the geography of the biblical land and its surrounds
2. list and recognise the structure of the Old Testament and the main types of biblical literature found there
3. demonstrate awareness and an elementary use of resources for research and academic exegetical literature
4. exegete a text of the Old Testament, showing a familiarity with contemporary critical methods of interpretation
5. discuss contemporary debates about the historicity of the Old Testament and describe the ongoing significance of the text for the Christian community

ASSESSMENT Exegetical essay 1300 words (35%); essay 1300 words (35%); 1 hour exam (30%)

BIBLIOGRAPHY \*set text recommended for purchase

\*Bible with the Deuterocanonical/Apocryphal Books. The *NRSV (New Revised Standard Version)* is the preferred version.

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.

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress, 2004 (or 2nd. ed., 2014).

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: OUP, 2006.

Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids, MI: Baker Academic, 2005.

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

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

Miller, J. Maxwell. "Introduction to the History of Ancient Israel." In *New Interpreter's Bible*. Vol. 1, 244–271. Nashville, TN: Abingdon, 1994.

Redditt, Paul L. *Introduction to the Prophets*. Grand Rapids, MI: Eerdmans, 2008.

Ska, Jean-Louis. *Introduction to Reading the Pentateuch*. Winona Lake, IN: Eisenbrauns, 2006.

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

Lecturers: JANINA HIEBEL

## BA2012Y/BA3012Y WISDOM LITERATURE

2nd semester: Tuesday morning

(Min. No. 6)

### CONTENT

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

**PREREQUISITES:** Level 2: BA1000Y and BN1000Y or equivalent; Level 3: at least 18 points Old Testament at Level 2

### 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 major essay (65%)

Level 3: 1500 word exegetical paper (35%); 3500 word major essay (65%)

### BIBLIOGRAPHY

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

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

Crenshaw, James L. *Old Testament Wisdom: An Introduction*. Atlanta, GA: John Knox Press, 1988.

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

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

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

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

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

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

# BA2019Y/BA3019Y THE BOOK OF JEREMIAH

1st semester: Thursday morning

(Min. No. 6)

## 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; and 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: 2000 word exegetical paper (30%); 3000 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 University Press, 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, 1966, 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

# BN1000Y ENTERING THE WORLD OF THE NEW TESTAMENT

1st semester: Tuesday evening

(Min. No. 6)

## 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.

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. demonstrate an understanding of the social, historical and political milieu of the first century CE
2. describe the relationship between New Testament texts and the Old Testament and articulate implicit and explicit intertextual references
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. identify and utilise the materials that assist New Testament interpretation, particularly by writing exegetical papers and an exegetical essay

## ASSESSMENT

Two 1000 word exegetical essays (40%); one 2000 word research essay (60%)

## BIBLIOGRAPHY \*set texts recommended for purchase

\*Bible, with the Deuterocanonical or Apocryphal Books. Suitable version of the *NRSV (New Revised Standard Version)* or the *RSV (Revised Standard Version)*. *NRSV* preferred.

\*Set Text \*Perkins, PHEME. *Reading the New Testament*. Revised and updated 3rd ed. New York: Paulist Press, 2012. (Available through Amazon or Book Depository)

Boring, Eugene. *An Introduction to the New Testament: History, Literature, Theology*. Louisville, KY: Westminster John Knox, 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, 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: New Revised Standard Version Bible Translation*. New York: OUP, 2011.

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

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

———. *Gospel Interpretation and Christian Life*. Adelaide, SA: ATF Press, 2017.

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: Social Science Press, 2003.

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

Lecturer: GLENDA BOURKE SGS AND FRANCIS OTOBO



# BN2010Y/BN3010Y THE CORINTHIAN CORRESPONDENCE

2nd semester: Thursday evening

(Min. No. 6)

## CONTENT

This unit will study the foundation of the Corinthian Community by Paul and 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 focusing on Paul's theological and pastoral responses to the issues that arose at Corinth. Paul is in dialogue with his own Jewish tradition, the community of Corinth, the first century world of the Roman Empire, and his own experience. The problems faced in Corinth helped Paul to articulate new maps of time, space and people as these communities learned how to be Christian as they awaited the Lord's return.

PREREQUISITES: BA1000Y and BN1000Y or equivalent

## LEARNING OUTCOMES

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

Level 2:

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

Level 3: 1, 2 and 4 see above, and

3. discuss the social, political and religious context of the Corinthian community and how these contexts influence both the community and Paul's pastoral and theological responses

## ASSESSMENT

Level 2: 2000 word exegetical paper (40%); 2500 word essay (60%)

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

## BIBLIOGRAPHY

Bailey, Kenneth E. *Paul Through Mediterranean Eyes: Cultural Studies in 1 Corinthians*. Downers Grove, IL: IVP Academic, 2011.

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

Ciampa, Roy E., and Brian S. Rosner, *The First Letter to the Corinthians*. Pillar New Testament Commentaries. Grand Rapids, MI and Nottingham: Eerdmans, Apollos, 2010.

Collins, Raymond F. *First Corinthians*. Sacra Pagina 7. Collegeville, MN: Michael Glazier, 1999.

Finney, Mark T. *Honour and conflict in the ancient world: 1 Corinthians in its Greco-Roman Setting*. LNTS 460. New York: T & T Clark, 2012.

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

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

Murphy-O'Connor, Jerome, *Keys to First Corinthians: Revising the Major Issues*. Oxford: University Press, 2009.

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

Roetzel, Calvin J. *2 Corinthians*. Abingdon New Testament Commentaries. Nashville, TN: Abingdon, 2007.

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

# BN2012Y/BN3012Y MATTHEW

1st semester: Wednesday morning

(Min. No. 6)

## CONTENT

The Matthean community stands at the crossroads wrestling with how to preserve and honour their Jewish past while welcoming Gentiles into the Christian community. Matthew articulates an inclusive vision where both Jew and Gentile are welcome, and unity can be found in putting into practice the higher righteousness espoused in the Sermon on the Mount. 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: BA1000Y and BN1000Y or equivalent

## LEARNING OUTCOMES

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

### Level 2

1. identify and interpret Matthew's redaction of Mark's Gospel and other traditions
2. discuss the context in which this theology arose
3. describe the distinctive theology of Matthew
4. exegete specified texts making use of appropriate methodologies
5. evaluate the significance of the material that is unique to Matthew.

### Level 3

1. identify and interpret Matthew's redaction of Mark's Gospel and other traditions
2. discuss and evaluate the context in which this theology arose
3. appraise the distinctive theology of Matthew
4. exegete specified texts applying appropriate methodologies
5. identify the material unique to Matthew's Gospel and demonstrate a critical appreciation of the ways in which these materials have been incorporated

## ASSESSMENT

Level 2: 2000 word exegesis (40%); 2500 word essay (60%)

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

## BIBLIOGRAPHY

Carter, W. *Matthew and Empire: Initial Explorations*. Harrisburg PA: Trinity Press International, 2001.

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

Davies, William D., and Dale C. Allison. *Matthew*. ICC. Vol. 1, 2 and 3. Edinburgh: T&T Clark, 1988-1997.

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

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

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

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

Luz, Ulrich. *Matthew 1-7: A Commentary*. Minneapolis, MN: Fortress, 2007.

———. *Matthew 8-20: A Commentary*. Minneapolis, MN: Fortress, 2001.

———. *Matthew 21-28: A Commentary*. Minneapolis, MN: Fortress, 2001.

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

Nolland, John. *The Gospel of Matthew: A Commentary on the Greek Text*. NIGTC. Grand Rapids, MI: Eerdmans, 2005.

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

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

Talbert, Charles H. *Matthew*. Grand Rapids, MI: Baker Academic, 2010.

Lecturer: CHRISTOPHER MONAGHAN CP

# BN2018Y/BN3018Y THE GOSPEL OF MARK

2nd semester: Tuesday evening

(Min. No. 6)

## CONTENT

The unit will commence with a brief study of the historical setting and literary forms of the New Testament writings, with special emphasis on the origin, literary character and theology of the Markan narrative. The methodology of biblical exegesis will be explained and illustrated in relation to the Gospel – and also in relation to the broader scope of the Synoptic Gospels.

PREREQUISITES: BA1000Y and BN1000Y

## LEARNING OUTCOMES

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

Level 2:

1. describe the types of literature and literary forms found in the Gospel of Mark
2. analyse the geographic and historical background to the Gospel of Mark and discuss the social and political world in which it emerged
3. identify the structure, content and key theological themes of the Gospel of Mark, the purpose for which it was written and its relationship to the other Synoptic Gospels
4. demonstrate awareness of the relationship between the Gospel of Mark and the OT
5. identify and utilise the materials that assist NT interpretation

Level 3:

- 1-2. see above
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. demonstrate awareness 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

## ASSESSMENT

Level 2: Two 1000 word exegetical essays (40%); one 2000 word research essay (60%)

Level 3: Two 1000 word exegetical essays (40%); one 2500 word research essay (60%)

BIBLIOGRAPHY \*set texts recommended for purchase. Choose one of these.

NRSV Bible with the Apocryphal/Deuterocanonical Books (RSV is acceptable)

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

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

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

Dowd, Sharyn. *Reading Mark: A Literary and Theological Commentary on the Second Gospel*. Macon, GA: Smith Helwys, 2000.

Flanagan, Patrick J. *The Gospel of Mark Made Easy*. Fairfield: Fairfield Press, 1996.

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

Moloney, Francis J. *A Friendly Guide to the New Testament*. Mulgrave: Garratt Publishing, 2012.

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

Perkins, Pheme. *Reading the New Testament*. Revised and updated 3rd ed. New York: Paulist Press, 2012.

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

Lecturer: GLENDA BOURKE SGS AND FRANCIS OTOBO

# BN3015Y THE BIBLICAL LANDS AND THE GOSPEL

2<sup>nd</sup> Semester, Intensive Travel Unit September 7 – October 6

## CONTENT

Students will travel to Israel and will follow a four week course, based at *Ecce Homo* Convent in the Old City of Jerusalem, on one Gospel which involves lectures on the Gospel, on Judaism, and the many religious traditions present. The course, 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. Over the four weeks students will experience approx. 35 hours of classroom lectures plus 78 hours of Biblical site visits.. **For more information see [www.biblicalformationcentre.com](http://www.biblicalformationcentre.com) It is necessary to enrol with the Program at the Centre for Biblical Formation at Ecce Homo in Jerusalem.**

**PREREQUISITES:** at least two units of Biblical Studies preferably one OT, one NT

## LEARNING OUTCOMES

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

1. evaluate 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. demonstrate knowledge of the Jewish background to the Gospel studied
4. assess the contribution of archaeology to the study of the Gospel
5. apply the knowledge gained concerning the Gospel and the Land to preaching or teaching the Gospel

## ASSESSMENT:

An oral presentation on one of the Sunday Gospels while in Jerusalem, then submit a 2000 word written submission (40%); A 3000 word summative reflection on one text from the Gospel studied that demonstrates the significance of studying in in the Biblical land(50%)

## BIBLIOGRAPHY

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.

Murphy-O'Connor, Jerome. *The Holy Land: An Oxford Archaeological Guide*

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

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 Pagina1. Collegeville, MN: Liturgical Press, 1991.

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

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

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

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

Byrne, Brendan. *Life Abounding: A Reading of John's Gospel*. Collegeville, MN: Liturgical Press, 2014.

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

Supervisor: MARY COLOE PBVM

## BS2501Y/BS3501Y EXPLORING THE WORLD OF JESUS

2nd semester: Weekend Intensive

(Min. No. 6)

9.30am-4.30pm Saturdays 1 and 15 August, 5 and 19 September, 10 and 17 October

### CONTENT

Israel between 200 BCE and 70 CE was a complex society affected by the domination of empires past and present. Political, social, economic and religious aspects will be studied. People such as the Samaritans, Sadducees, Pharisees, the Dead Sea Sect (Essenes?), the Zealots, and the poor will feature, as will attitudes to women, the main Jewish festivals, modes of worship and their institutions. Sources, which include some Biblical and apocalyptic books, the Dead Sea Scrolls, the works of the Jewish historian Josephus, and of Philo the Jewish philosopher, will be explored. Together these illuminate the world of Jesus.

PREREQUISITES: First level units in BA and BN

### LEARNING OUTCOMES

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

1. demonstrate familiarity with the political, social, economic and religious history of the people of Israel from c.200 BCE to c.70 CE
2. Level 2: Incorporate archaeological data where it is available; Level 3: Incorporate archaeological data where it is available and use it critically in conjunction with the literary evidence
3. exegete passages from the primary texts with the aid of commentaries
4. assign a piece of literature to a genre and be aware of the methodologies used to interpret various genres
5. Level 2: Identify the ways in which, and why, theological ideas about how to live in accordance with God's wishes were diverse; Level 3: Evaluate the ways in which, and why, theological ideas about how to live in accordance with God's wishes were diverse

### ASSESSMENT

Level 2: Two 1000 word exegetical essays (50%); One 2000 word essay (50%)

Level 3: Two 1000 word exegetical essays (50%); One 2500 word essay (50%)

BIBLIOGRAPHY \*set texts recommended for purchase

#### Secondary Works

Collins, J. J. *Between Athens and Jerusalem: Jewish Identity in the Hellenistic Diaspora*. The Biblical Resource Series. Grand Rapids, MI: Eerdmans, 2000.

Heyler, L. R. *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students*. Downers Grove, IL: Inter-Varsity Press, 2002.

Portier-Young, A. E. *Apocalyptic Against Empire: Theologies of Resistance in Early Judaism*. Grand Rapids, MI: Eerdmans, 2014.

Sanders, E. P., ed. *Jewish and Christian Self-Definition*. Vol. 2. London: SCM, 1981.

Schürer, E. *A History of the Jewish People in the Age of Jesus Christ*. Rev. ed. Vols 1, 2, 3, and 3.2. Oxford: OUP, 1979-1986.

\*Vanderkam, J. C. *An Introduction to Early Judaism*. Grand Rapids, MI: Eerdmans, 2001.

#### Primary Sources in addition to the Bible

Charlesworth, J. H. *The Old Testament Pseudepigrapha*. Vols 1 and 2. London: Darton, Longman and Todd, 1983-85.

Garcia Martinez, F. *The Dead Sea Scrolls Translated: The Qumran Texts in English*. Translated by W. G. E. Watson. Leiden: Brill, 1994.

Josephus. *The Works of Josephus*. Translated by W. Whiston. Peabody, MA: Hendrickson, 1987.

Philo of Alexandria. *Works*. Translated by F. H. Colson, and G. H. Whittaker, Loeb Classical Library, London/Cambridge, Mass: Heinemann/Harvard University Press, various dates.

Lecturer: ANNE E. GARDNER

**FIELD C – CHRISTIAN THOUGHT AND HISTORY UNDERGRADUATE****CHURCH HISTORY**

CH1001Y	A Survey of Early and Medieval Church History
CH2002Y	A Survey of Early Modern and Modern Church History
CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2216Y/CH3216Y	Disciples of Holiness (DS2/3216Y)
CH2230Y/CH3230Y	Catholic Social Thought in Australia and Overseas (DT2/3230Y)
CH2215Y/CH3215Y**	From Perpetua to Dorothy Day (=DS2/3215Y)
CH2511Y/CH3511Y**	Martyrs, Minds and Mystics: The Birth of Christian Thought (=CT2/3511Y)
CH3418Y	Supervised Reading Unit-Church History (18 points)
CH3436Y	Supervised Reading Unit-Church History (36 points)

**SYSTEMATIC THEOLOGY CT**

CT1003Y	Beginning with Jesus
CT2016Y/CT3016Y	In Search of a Humbler Church
CT2023Y/CT3023Y	Salvation & the End of Time
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church and Church
CT2511Y/CT3511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH2/3511Y)
CT3012Y	The Christian Doctrine of God: The Holy Trinity
CT3019Y	Human Person: Community and World
CT3418Y	Supervised Reading Unit-Systematic Theology (18 points)
CT3436Y	Supervised Reading Unit-Systematic Theology (36 points)

\*\*See cross listing for detailed unit description.

**FIELD C UNITS AVAILABLE IN OTHER YEARS**

Units not offered in 2020, but normally offered in other years

CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2015Y/CH3015Y	Religion in the Age of Faith
CT2020Y/CT3020Y	The Cosmos as Creation
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (DS2/3212Y)
CH2214Y/CH3214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS2/3214Y)
CT2/3/9010Y	Eschatology: Living in Hope
CT2320Y/CT3320Y**	Mary in the Christian Tradition (=CH2/3320Y)
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism Confirmation Eucharist
CH2911Y/CH3911Y	Umbria, Cradle of the Franciscan Movement
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT/DS 2/3320Y)
CT3017Y	Jesus: Name of our Salvation
CT3024Y	Theological Methods

# CH1001Y A SURVEY OF EARLY AND MEDIEVAL CHURCH HISTORY

1st semester: Monday evening

(Min. No. 6)

## CONTENT

This unit fulfils two major functions. Firstly, to introduce students to modern skills in the discipline of history: historiography, historical consciousness, research skills, critical use of sources, interpretation methodologies, and presentation of evidenced historical arguments. Secondly, to introduces students to the broad sweep of church history from the end of the apostolic era (c. AD 100) to the end of the era of feudal states and of the first flowerings of the Renaissance in the mid fourteenth century. Particular emphasis is placed on the development of the fundamental doctrines and structures of Christianity, the mutual relationships between Church, State and Culture, the Crusades, the observances of popular religion and challenges to the Church's authority in the High Middle Ages, leading to the growth of movements towards reform.

PREREQUISITES: None

## 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
2. analyse critically both primary and secondary historical sources
3. present a critical evaluation of selected historical evidence from the period
4. engage with debates surrounding major historiographical issues of this period
5. research and assemble evidence for a sustained historical argument on a selected event in early or medieval church history
6. identify and discuss the inter-relationship between history and theology

## ASSESSMENT

Material culture study 800 words (20%); document study 1200 words (30%); research essay 2000 words (50%)

## BIBLIOGRAPHY \*set text recommended for purchase

\*Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: OUP, 1999. (various editions)

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

Brooke, R., and C. Brooke. *Popular Religion in the Middle Ages*. 2nd ed. London: Thames and Hudson, 1984.

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.

Eusebius of Caesarea. *The Church History*. Edited by Paul Maier. Grand Rapids, MI: Kregel Academic, 2007.

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

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

Irvin, Dale, and Scott Sunquist. *History of the World Christian Movement*. Vol. 1. Edinburgh: T&T Clark, 2000.

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.

Lecturer: MATTHEW BECKMANN OFM

# CH2002Y A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY

2nd semester: Monday evening

(Min. No. 6)

## 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 Renaissance to the present. Particular emphasis is given to the current historiography of the Long Reformation (14th to 18th Centuries) and its aftermaths, to the Enlightenment, colonialism, the Age of Revolutions, the great age of mission 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.

PREREQUISITES: CH1001Y or equivalent

## 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
2. analyse critically both primary and secondary historical sources
3. assess and weigh the meaning and significance of selected historical evidence
4. integrate historiographical debates into historical analysis
5. research and assemble evidence for a sustained historical argument on a selected event in early modern or modern church history
6. demonstrate the interrelationship between history and theology

## ASSESSMENT

Document study 1500 words (40%); essay 2500 words (60%)

## BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: OUP, 1999. (various editions)
- 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: HarperCollins, 2006.
- . *Sacred Causes: The Clash of Religion and Politics from the Great War to the War on Terror*. London: HarperCollins, 2006.
- Cameron, Euan. *The European Reformation*. 2nd ed. Oxford: OUP, 2012.
- Duffy, Eamonn. *The Stripping of the Altars*. New Haven, CT: Yale University Press, 1992.
- 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.
- Wallace, Peter G. *The Long European Reformation*. New York: Palgrave MacMillan, 2004.

Lecturer: MATTHEW BECKMANN OFM



# CH2010Y/CH3010Y REFORMATION HISTORIES AND THEOLOGIES

2nd semester: Tuesday evening

(Min. No. 6)

## CONTENT

This is an examination of the reform movements in the Western European Church during the sixteenth and seventeenth centuries, with special attention to the interactions between theology and history. Building on religious practice in the late medieval era, this unit moves through the major theological and political issues raised by figures like Martin Luther, Ulrich Zwingli, John Calvin, Thomas Cranmer and Thomas Cajetan, examining in detail their theological positions, writings and the reactions which they sparked. This material will be located in its socio-political contexts to demonstrate the mutual effect of religion and politics upon each other.

PREREQUISITES: CH1001Y or equivalent

## LEARNING OUTCOMES

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

### Level 2

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

### Level 3

1. demonstrate familiarity with the major theological and political issues of the European Reformation
2. analyse critically a range of early modern historical sources, including written material and visual evidence
3. evaluate and criticise the key historiographical debates on the causes, nature and effect of 'Reformation'
4. identify patterns and trends of division and union in the European Reformation

## ASSESSMENT

Level 2: Document study 1500 words (40%); major essay 2500 words (60%)

Level 3: Document study 2000 words (40%); major essay 3000 words (60%)

## BIBLIOGRAPHY \*set texts recommended for purchase

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

Collinson, Patrick. *The Reformation: A History*. New York: Random House, 2006.

Dixon, C. Scott. *Contesting the Reformation*. Chichester: Wiley-Blackwell, 2012.

Heal, Felicity. *Reformation in Britain and Ireland*. Oxford: OUP, 2003.

Jones, M. D. W. *The Counter-Reformation: Religion and Society in Early Modern Europe*. Oxford: OUP, 1995.

Lindberg, Carter, ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2014.

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

MacCulloch, Diarmaid. *Reformation: Europe's House Divided 1490-1700*. London: Penguin, 2004.

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

Po Chia Hsia, R. *The World of Catholic Renewal, 1540-1770*. Cambridge: Cambridge University Press, 1998.

Lecturer: MATTHEW BECKMANN OFM

# CH2012Y/3012Y INTRODUCTION TO EARLY CHRISTIAN ART AND ARCHITECTURE

2<sup>nd</sup> semester: Wednesday evening

(Min. No. 6)

## CONTENT

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

## NO PREREQUISITES OR COREQUISITES

## LEARNING OUTCOMES

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

Level 2:

1. identify the central iconographic themes of Early Christian and Byzantine art
2. demonstrate ability to use basic vocabulary of visual analysis and historical inquiry in written communication
3. exhibit an understanding of the various lenses (historical, spiritual) through which the interpreter views visual images.
4. engage a range of primary and secondary source material to develop a coherent argument
5. demonstrate basic bibliographic skills (Level 3 only)

## ASSESSMENT

Level 2: 1500 material culture analysis (30%); 3000 word essay (70%)

Level 3: 1500 material culture analysis (30%); 3500 word essay (70%)

## BIBLIOGRAPHY

\* = set texts recommended for purchase

Cormack, R. *Writing in Gold: Byzantine Society and Its Icons*. London: George Philip, 1985.

-----, *Byzantine Art*, Oxford: OxfordUniversity Press, 2000.

Finney, Paul Corbey, *The Invisible God: The Earliest Christians on Art*, New York: OxfordUniversity Press, 1994.

Grabar, A. *Christian Iconography: A Study of Its Origins*. Princeton: PrincetonUniversity Press, 1968.

Jensen, R.M. *Understanding Early Christian Art*. London: Routledge, 2000.

Kessler, Herbert. *Spiritual Seeing: Picturing God's Invisibility in Medieval Art*. Philadelphia: University of Pennsylvania Press, 2000.

Kitzinger, E. *Byzantine Art in the Making*. Cambridge, MA.: HarvardUniversity Press, 1977.

\*Lowden, J. *Early Christian and Byzantine Art*. London: Phaidon, 1997.

Safran, Linda. (ed.) *Heaven on Earth. Art and the Church in Byzantium*. University Park, PA: PennsylvaniaStateUniversity Press, 2002.

Spier, Jeffrey. (ed.) *Picturing the Bible: The Earliest Christian Art*. New Haven CT: Yale University Press, 2007.

Lecturer: CLAIRE RENKIN

## CH2216Y/CH3216Y DISCIPLES OF HOLINESS

**Intensive**, (Cross listed as Spirituality DS2216Y/DS3216Y)

(Min. No. 6)

1<sup>st</sup> semester: Saturdays 29 February, 14 March, 2 May, 16 May and 30 May 9.30am – 4.30pm

### CONTENT

Christians profess belief in a 'communion of the saints'; believers are united in Christ to the holy ones of all ages and places. This unit investigates how believers have understood the idea of 'holiness' through time. How has holiness found expression, how has it been taught and depicted and how is it expressed in contemporary society. Encountering the saints, these models of holiness, is a key focus of the course.

PREREQUISITES: 15 Points of Church History

### LEARNING OUTCOMES

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

Level 2:

1. Trace the evolving understandings of 'holiness' through Christian history.
2. Identify the ways in which modern Christianity give expressions to holiness.
3. Read and make critical use of hagiographical texts and other sources
4. Articulate the meaning of the doctrine of the communion of the saints.

Level 3:

1. Trace the evolving understanding of 'holiness' through Christian history
2. Assess the ways in which modern Christianity gives expression to holiness
3. Read and make critical use of hagiographical texts and other sources
4. Reflect theologically on the doctrine of the communion of the saints

### ASSESSMENT

Level 2: 5 Essays of 500 words (50%); 2000 word Essay (50%)

Level 3: 5 Essays of 500 words (50%); 2500 word Essay (50%)

### BIBLIOGRAPHY

Bartlett, Robert. *Why Can the Dead do Such Great Things? Saints and Worshippers from the Martyrs to the Reformation*. Princeton: Princeton University Press, 2013.

Bingemer, Maria Clara. *Saints and Sanctity Today*. London: SCM Press, 2013

Clarke, Peter, and Tony Claydon (eds). *Saints and Sanctity*. Woodbridge: Boydell, 2010

Pope Francis, *Gaudete et Exultate*, Apostolic Exhortation, 2018

Head, Thomas. *Medieval Hagiography: An Anthology*. London: Routledge, 2001

Le Goff, Jacques. *In Search of Sacred Times*. Princeton, NJ: Princeton University Press, 2014

Wilson, Stephen. *Saints and their Cults*. Cambridge: CUP, 1985

Lecturers: MATTHEW BECKMANN OFM, CLAIRE RENKIN AND CARMEL POSA SGS

# CH2230Y/CH3230Y CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

1st semester: Monday evening, cross listed as Moral Theology DT2230Y/DT3230Y (Min. No. 6)

## CONTENT

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

**PREREQUISITES:** One 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 social encyclicals
2. demonstrate the importance of key social concepts: the common good, solidarity, social and distributive justice, capitalism, communism, socialism, corporatism
3. describe key debates about Catholic social movements
4. critique the strengths and weaknesses in the development of Catholic social thought
5. demonstrate the current relevance of Church social justice efforts (Level 3 only).

## ASSESSMENT

Level 2: one 2000 word essay (40%); one 2500 word essay (60%)

Level 3: one 2500 word essay (40%); one 3000 word essay (60%)

## BIBLIOGRAPHY

Duncan, Bruce. *Crusade or Conspiracy? Catholics and the anti-Communist Struggle in Australia*. Sydney: UNSW Press, 2001.

Faggioli, Massimo. *John XXIII: the Medicine of Mercy*. Collegeville MN: Liturgical Press, 2104.

Himes, Kenneth R., ed. *Modern Catholic Social Teaching: Commentaries and Interpretations*. 2<sup>nd</sup> ed. Washington, DC: Georgetown UP, 2018.

Hogan, Michael. *Australian Catholics: The Social Justice Tradition*. Melbourne: Collins Dove, 1993.

Ivereigh, Austen: *The Great Reformer: Francis and the Making of a Radical Pope*. Sydney: Allen & Unwin, 2014.

Mathews, Race. *Of Labour and Liberty: Distributism in Victoria 1891-1966*. Melbourne: Monash Publishing, 2017.

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.

Rourke, Thomas R. *The Roots of Pope Francis's Social and Political Thought: From Argentina to the Vatican*. Lanham MD: Rowman & Littlefield, 2018.

Tornielli, Andrea & Galeazzi, Giacomo. *This Economy Kills: Pope Francis on Capitalism and Social Justice*. Collegeville MN: Liturgical Press, 2015.

Vallely, Paul. *Pope Francis: Untying the Knots*. London: Bloomsbury, 2013.

Lecturer: BRUCE DUNCAN CSsR

## CT1003Y BEGINNING WITH JESUS

2nd semester: Thursday evening

(Min. No. 6)

### CONTENT

"No-one has ever seen God. It is God the only Son, who is close to the Father's heart who has made him known" (John1:18). Ultimately, the normative source of our knowledge of God is what God reveals of Godself through Jesus the Christ. This unit introduces the study of theology, its sources and methods, through the study of Christology. It focusses on Jesus Christ, his life and ministry, his death and resurrection, and the subsequent reflection of the Church on his identity.

### PREREQUISITES: None

### LEARNING OUTCOMES

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

1. demonstrate an understanding of the issues involved in the quests for the historical Jesus and the fruits of these quests
2. identify the theological issues at stake in a selected topic in Christology
3. discuss a selected topic in Christology in the light of the Scriptures and contemporary theological writing
4. reflect theologically on the identity of Jesus in the light of Scripture and Tradition

### ASSESSMENT

1000 word short paper (25%); 2000 word essay (50%); 1000 word summative reflection (25%)

### BIBLIOGRAPHY \*set texts recommended for purchase

- Bockmuehl, Markus, ed. *The Cambridge Companion to Jesus*. Cambridge: Cambridge University Press, 2001.
- Fuellenbach, John. *The Kingdom of God: The Message of Jesus Today*. Maryknoll, NY: Orbis, 1995.
- Karkkainen, Veli-Matti. *Christology: A Global Introduction*. Grand Rapids, MI: Baker Academic, 2003.
- 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.
- Matera, Frank. *New Testament Christology*. Louisville, KY: Westminster, 1999.
- Meier, John P. *A Marginal Jew: Rethinking the Historical Jesus*. Vols 1-3. New York: Doubleday, 1991-2001. Vol. 4. New Haven: Yale University Press, 2009.
- Murphy, Francesca Aran. *The Oxford Handbook of Christology*. Oxford: OUP, 2015.
- O'Collins, Gerald. *Christology: A Biblical, Historical and Systematic Study of Jesus*. Oxford: OUP, 2009.
- Pagola, Jose A. *Jesus: An Historical Approximation*. Columbia, FL: Convivium, 2012.
- \*Rausch, Thomas. *Who is Jesus? An Introduction to Christology*. Collegeville, MN: Liturgical Press, 2003.

Lecturer: ROSS FISHBURN

# CT2016Y/CT3016Y IN SEARCH OF A HUMBLER CHURCH

1st semester: Thursday evening

(Min. No. 6)

## CONTENT

What ecclesiological resources do we have for transforming the culture of the church? How can we reclaim the church as a collaborative and vulnerable space? Can we build a church where the mission of serving the reign of God and the relationships of community are more important than the preservation of the institution? In the light of these questions, this unit examines the theology of the church grounded in Jesus' preaching of God's kingdom / reign and oriented to the mission of that kingdom. It will explore New Testament images and metaphors for the church and historical and contemporary models of church and mission. The ecclesiological documents of the Second Vatican Council will be assessed both for what they contribute to the quest for a humbler church, and for what they fail to resolve.

**PREREQUISITES:** Level 2: one Level 1 CT unit; Level 3: one Level 1 CT unit and one Level 2 CT unit

## 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. discuss a variety of theological approaches to church and mission (Level 2 only) Assess a variety of theological approaches to church and mission (Level 3 only)
3. discuss the ecclesiological significance and contribution of *Lumen Gentium* and *Gaudium et Spes* (Level 2 only) Assess the ecclesiological significance and contribution of *Lumen Gentium* and *Gaudium et Spes* (Level 3 only)
4. articulate a theology of the nature and mission of the church

## ASSESSMENT

Level 2: Minor essay 1000 words (30%); major essay 2500 words (50%); summative essay 500 words (20%) Level 3: Minor essay 1000 words (25%); major essay 3000 words (50%); summative essay 750 words (25%)

## BIBLIOGRAPHY

- Bosch, David. *Transforming Mission*. Maryknoll, NY: Orbis, 2011.
- Dulles, Avery. *Models of the Church*. New York: Doubleday, 2002.
- Fuellenbach, John. *Church, Community for the Kingdom*. Maryknoll, NY: Orbis, 2002.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis, 2008.
- Gaillardetz, Richard R., and Edward P. Hahnenberg. *A Church with Open Doors: Catholic Ecclesiology for the Third Millennium*. Collegeville, MN: Liturgical Press, 2015.
- Kasper, Walter. *The Catholic Church. Nature, Reality and Mission*. London: Bloomsbury; T&T Clark, 2015.
- Küng, Hans. *The Church*. London: Burns & Oates, 1967.
- Lakeland, Paul. *Church: Living Communion*. Engaging Theology: Catholic Perspectives. Collegeville, MN: Liturgical Press, 2009.
- . *A Council That Will Never End: Lumen Gentium and the Church Today*. Collegeville, MN: Liturgical Press/Michael Glazier, 2013.
- Mannion, Gerard. *Ecclesiology and Postmodernity*. Collegeville, MN: Liturgical Press, 2007.
- Ogden, Steven. *The Church, Authority and Foucault: Imagining the Church as an Open Space of Freedom*. Abingdon, VA: Routledge, 2017.
- Phan, Peter, ed. *The Gift of the Church*. Collegeville, MN: Liturgical Press, 2000.
- Pickard, Stephen. *Seeking the Church: An Introduction to Ecclesiology*. London: SCM, 2012.
- Tillard, Jean-Marie Roger. *Church of Churches: The Ecclesiology of Communion*. Collegeville, MN: Liturgical Press, 1992.

Lecturer: ROSS FISHBURN

# CT2023Y/CT3023Y SALVATION AND THE END OF TIME

1st semester: Tuesday evening

(Min. No. 6)

## CONTENT

This unit explores key questions in the doctrine of salvation and the Christian understanding of the end times: From what are we saved? How are we saved? Who is saved? What happens after our earthly life? Where do we go? Drawing upon scriptural and theological metaphors for salvation and the end times, the unit undertakes a critical evaluation of classical and modern approaches to the issues in Christian soteriology and eschatology.

PREREQUISITES: 15 points of Christology [Prohibited combinations CT2/3010Y & CT3017Y]

## LEARNING OUTCOMES

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

Level 2:

1. identify the biblical roots for the Christian understanding of salvation
2. evaluate critically at least two approaches, from differing time periods, to the Christian understanding of salvation
3. describe and evaluate the consequences of this understanding for eschatology
4. identify the issues around universalism and the scope of salvation
5. demonstrate a critical awareness of at least one classical and one modern treatment of salvation and their consequences for understanding the end times.

Level 3:

1. identify the biblical roots for the Christian understanding of salvation
2. evaluate critically at least two approaches, from differing time periods, to the Christian understanding of salvation
3. describe and evaluate the consequences of this understanding for eschatology
4. analyse critically the issues around universalism and the scope of salvation
5. demonstrate a critical awareness of at least one classical and one modern treatment of salvation and their consequences for understanding the end times.
6. engage with scholarly theological discourse on salvation and the events of the end times

## ASSESSMENT

Level 2: Soteriological Essay 3000 words (65%); Eschatological Essay 1500 words (35%)

Level 3: Soteriological Essay 3500 words (65%); Eschatological Essay 1500 words (35%)

## BIBLIOGRAPHY

'*Nostra Aetate*'. In *Documents of Vatican II* ed. by Walter Abbott. London: Geoffrey Chapman, 1966.

Gunter, 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*. Louvain: Peeters, 1992.

Moore, Sebastian. *The Fire and the Rose are One*. London: DLT, 1980.

O'Collins, Gerald. *Jesus our Redeemer*. Oxford, OUP, 2007.

Tanner, Kathryn. *Christ the Key*. Cambridge: CUP, 2010.

Tugwell, Simon. *Human Immortality and the Redemption of Death*. London: DLT, 1990.

Williams, Rowan. *Resurrection*. London: DLT, 2002.

Lecturer: MATTHEW BECKMANN OFM

# CT2310Y/CT3310Y SIGNS AND GIFTS OF GOD: SACRAMENTS OF LIFE AND CHURCH

2nd semester: Thursday evening

(Min. No. 6)

## 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, CT1003Y or equivalent; two units in Biblical Studies at Level 1; Level 3: as per Level 2 plus one unit of Systematic Theology at second Level

## 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. analyse how the sacraments manifest the presence and work of the Holy Spirit (Level 3 only)

## ASSESSMENT

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

## BIBLIOGRAPHY \*set texts recommended for purchase

Chauvet, Louis-Marie. *The Sacraments: The Word of God at the Mercy of the Body*. Collegeville, MN: Liturgical Press, 2001.

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

Lawler, Michael. *Symbol and Sacrament: A Contemporary Sacramental Theology*. 1987. Reprint. Omaha, NE: Creighton University Press, 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*. 1999. Reprint, Mystic, CT: Twenty-Third, 2001.

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

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

Schillebeeckx, E. *Christ the Sacrament of Encounter with God*. New York: Sheed and Ward, 1963.

Lecturer: GAVIN BROWN



# CT2511Y/CT3511Y MARTYRS, MINDS AND MYSTICS: THE BIRTH OF CHRISTIAN THOUGHT

1st semester: Wednesday evening, cross listed as Church History CH2511Y/CH3511Y (Min. No. 6)

## CONTENT

A study of the theology, history, and spirituality of the patristic period from the apostles' deaths to the pontificate of Gregory the Great (600CE). Through a study of the writings of the key patristic figures, we come to appreciate the diverse cultures and experiences that marked the earliest centuries of the church. These events have enduring relevance to the contemporary church.

PREREQUISITES: 15 points of Systematic Theology at Level 1

## LEARNING OUTCOMES

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

Level 2:

1. identify the principal themes within patristic theology
2. locate the early development of church doctrine within its wider historical and cultural context
3. employ primary and secondary sources in the analysis of patristic themes
4. assess the enduring impact of patrology upon contemporary theology and spirituality
5. compose a sustained argument on the work and thought of a selected patristic author

Level 3:

1. identify the principal themes within patristic theology
2. locate the early development of church doctrine within its wider historical and cultural context
3. employ primary and secondary sources in the analysis of patristic themes
4. assess the enduring impact of patrology upon contemporary theology and spirituality
5. compose a sustained argument on the work and thought of a selected patristic author
6. demonstrate the mutual influence of historical events and theological developments upon each other in the patristic era

## ASSESSMENT

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

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

## BIBLIOGRAPHY

- Chadwick, Henry. *The Church in Ancient Society: From Galilee to Gregory the Great*. London: OUP, 2002.
- Drobner, Hubertus R. *The Fathers of the Church: A Comprehensive Introduction*. Peabody, MA: Hendrickson, 2007.
- Hamman, Adalbert. *How to Read the Church Fathers*. London: SCM Press, 1993.
- Harmless, William. *Desert Christians: An Introduction to the Literature of Early Monasticism*. Oxford: OUP, 2004.
- Irvin, Dale. *Christian Histories, Christian Traditioning: Rendering Account*. Maryknoll, NY: Orbis, 1998.
- Louth, Andrew. *The Origins of the Christian Mystical Tradition from Plato to Denys*. Oxford: Clarendon, 1983.
- Meredith, Anthony. *The Cappadocians*. Crestwood, NY: St Vladimir's Seminary, 1995.
- Quasten, Johannes. *Patrology*. 4 Vols. Westminster: Christian Classics, 1986-88.
- Ramsay, Boniface. *Beginning to Read the Fathers*. London: Darton, Longman and Todd, 1985.
- Silvas, Anna M. *Macrina the Younger: Philosopher of God*. Turnhout, Belgium: Brepols, 2008.
- Wetzel, James. *Augustine: A Guide for the Perplexed*. London: Continuum, 2010.

Lecturer: CARMEL POSA SGS

**CONTENT**

This unit assumes the central importance of the doctrine of the Trinity in the Christian Church and undertakes an exploration of the reasons – biblical, theological and patristic – for this high status. It will include an estimate of the weight of its biblical foundations and christological presuppositions against the Jewish insistence that God is one. Through influential theologians and key conciliar statements, the unit traces the major landmarks in the development of the doctrine in both the Greek and Latin parts of the church. It also investigates a range of contemporary exposition of the doctrine in theologians of different traditions and concludes with a study of the trinitarian bearing on some other doctrines and contemporary issues.

**PREREQUISITES:** CT1003Y or equivalent

**LEARNING OUTCOMES**

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

1. examine the way biblical material is typically used as support for the Christian doctrine of God as the Holy Trinity
2. identify and explain both the unity and the main differences in the Latin and Greek patristic traditions, including the later church-dividing matter of the *Filioque*
3. demonstrate a critical appreciation of various influential writers on the Trinity in the last one hundred years, incorporating Catholic, Orthodox and Protestant theologians,
4. evaluate the ways in which the doctrine of the Trinity has influenced developments in Christian spirituality, liturgy, praxis or inter-religious dialogue.

**ASSESSMENT**

Early exercise of 1000 word (20%): Book Review of 1500 words (30%): Essay of 2500 words (50%)

**BIBLIOGRAPHY**

- Emery, G. & Levering, M. *The Oxford Handbook of the Trinity*. Oxford University Press, 2011.
- Grenz, S. *Rediscovering the Triune God: The Trinity in Contemporary Theology*. Minneapolis MI: Fortress Press, 2004.
- Holmes, S. *The Quest for the Trinity: The Doctrine of God in Scripture, History and Modernity..* Downers Grove, Ill: IVP Academic, 2012.
- Hunt, A. *Trinity: Nexus of the Mysteries of Faith*. New York: Maryknoll, 2005.
- LaCugna, C.M. *God for Us: the Trinity and Christian Life*. San Francisco CA: Harper, 1991.
- Johnson, E. *She Who Is: The Mystery of God in Feminist Theological Discourse..* New York: Crossroad, 1993.
- Kärkkäinen, V-M. *The Trinity: Global Perspectives*. Louisville: Westminster John Knox, 2007.
- Kasper, W. *The God of Jesus Christ*. New York: Crossroad, 1997 ed.
- Moltmann, J. *The Trinity and the Kingdom of God: the Doctrine of God*. London: SCM, 1981.
- O'Collins, G. *The Tripersonal God: Understanding and Interpreting the Trinity*. New York: Paulist, 1999.
- Toom, T. *Classical Trinitarian Theology: A Textbook*. London: T & T Clark, 2007.

Lecturer: CHRISTIAAN MOSTERT

## CT3019Y HUMAN PERSON: COMMUNITY AND WORLD

2nd semester: Wednesday morning and 2 Intensive Days

(Min. No. 6)

Eight weeks commencing 9:30am 29th July; and two Saturdays, 9:30am-4:30pm: 8 August and 12 September

### CONTENT

This unit is a study of Christian reflection on what it means to be human in relation to God and what makes up our humanity. It explores biblical foundations including humanity as created in the image of God, human freedom, grace, nature and grace, sin, persons and community, and how these are embodied through human arrangements such as family, race, work, and the limitations of sickness and disability, ageing and death.

**PREREQUISITES:** CT1000Y, CT2011Y or equivalent and at least one more unit of Systematic Theology at Level 2; at least one unit in Biblical Studies

### LEARNING OUTCOMES

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

1. describe and discuss the main features of Christian teaching on the human person
2. analyse and evaluate the relative contributions of cultures on understanding Christian teaching about the human person
3. identify and assess theological understanding about humanity's and God's relationship
4. identify and describe the theological understanding of grace in relation to persons
5. describe and evaluate the shift in the theological tradition from an individualistic concept of person to persons-in-relationship

### ASSESSMENT

Two short seminar papers of 1000 words each (50%); one research essay 3000 words (50%)

### BIBLIOGRAPHY

- Brett, Gregory. *The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang, 2013.
- Duffy, Stephen. *The Dynamics of Grace*. Collegeville, MN: Liturgical Press, 1993.
- Edwards, Denis. *Human Experience of God*. New York: Paulist Press, 1983.
- Gonzalez, M. A. *Created in God's Image*. Maryknoll, NY: Orbis, 2007.
- McFarland, Ian. *Difference and Identity: A Theological Anthropology*. Cleveland, OH: Pilgrim, 2001.
- Pannenberg, Wolfhart. *Anthropology in Christian Perspective*. Translated by G. W. Bromiley. Edinburgh: T&T Clark, 1985.
- Ross, Susan. *Anthropology: Seeking Light and Beauty*. Collegeville, MN: Liturgical Press, 2012.
- Sachs, John R. *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Liturgical Press, 1991.
- Schwarz, Hans. *The Human Being: Theological Anthropology*. Grand Rapids, MI: Eerdmans, 2013.
- Welker, Michael. *The Depth of the Human Person*. Grand Rapids, MI: Eerdmans, 2014.
- Young, Norman. *Creator, Creation and Faith*. London: Collins, 1976.

Lecturer: MIROSLAV MESNER SAC

## FIELD D – THEOLOGY: MISSION AND MINISTRY

### CANON LAW DC

DC2011Y/DC3011Y	Canon Law A
DC2012Y/DC3012Y	Canon Law B
DC3418Y	Supervised Reading Unit-Canon Law (18 points)
DC3436Y	Supervised Reading Unit-Canon Law (36 points)

### LITURGY DL

DL1430Y	Doing and Living the Church's Liturgy
DL2010Y/DL3010Y	Liturgy: Presiding and Participating
DL3418Y	Supervised Reading Unit-Liturgical Studies (18 points)
DL3436Y	Supervised Reading Unit-Liturgical Studies (36 points)

### MISSIOLOGY DM

DM1330Y	Introduction to the Theology of Mission
DM2/3014Y	Inter-Religious Dialogue in a Multi-religious Society
DM2/3016Y	Liberating Mission: When Gospel Meets Culture
DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology
DM3418Y	Supervised Reading Unit-Missiology (18 points)
DM3436Y	Supervised Reading Unit-Missiology (36 points)

### PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP1001Y	Foundations for Pastoral Practice
DP2010Y	Faith, Religion and Spirituality (DS2010Y)
DP3005Y	Trauma
DP3006Y	Professional Issues in Pastoral Ministry
DP2111Y/DP3111Y	Ministry in Contemporary Context
DP2101Y**	Spiritual Leaders (=DS2101Y)
DP9100S	Clinical Pastoral Education (CPE) – See Units from Other Colleges
DP3418Y	Supervised Reading Unit-Pastoral Theology and Min. Studies (18 points)
DP3436Y	Supervised Reading Unit-Pastoral Theology and Min. Studies (36 points)

### RELIGIOUS EDUCATION DR

DR3418Y	Supervised Reading Unit-Religious Education (18 points)
DR3436Y	Supervised Reading Unit-Religious Education (36 points)

### SPIRITUALITY DS

DS1000Y	Foundations for Christian Spirituality
DS2101Y	Spiritual Leaders (=DP2101Y)
DS2215Y/DS3215Y	From Perpetua to Dorothy Day (CH2/3215Y)
DS2010Y**	Faith, Religion and Spirituality (=DP2010Y)
DS2216Y/DS3216Y**	Disciples of Holiness (=CH2/3216Y)
DS3418Y	Supervised Reading Unit-Spirituality (18 points)
DS3436Y	Supervised Reading Unit-Spirituality (36 points)

### MORAL THEOLOGY DT

DT1000Y	Introduction to Moral Theology
DT2016Y/DT3016Y	Action for a Fairer World
DT2230Y/DT3230Y**	Catholic Social Thought in Australia and Overseas (=CH2/3230Y)
DT3418Y	Supervised Reading Unit-Moral Theology (18 points)
DT3436Y	Supervised Reading Unit-Moral Theology (36 points)

\*\*See cross listing for detailed unit description.

## FIELD D – THEOLOGY: MISSION AND MINISTRY

### FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, 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)

#### MISSIOLOGY DM

DM2011Y/DM3011Y A Comparative Study of Religions

DM2015Y/DM3015Y Recent Approaches to Mission

DM2470Y/DM3470Y Social Teaching and Indigenous Persons

#### PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP2004Y/DP3004Y Loss and Grief within a Contemporary Pastoral Setting

DP2422Y/DP3422Y\*\* Ritual and Pastoral Care (=DL2/3422Y)

DP2423Y/DP3423Y\*\* Proclaiming the Word of God (=DL2/3423Y)

#### SPIRITUALITY DS

DS2212Y/DS3212Y\*\* Art History and Spirituality in Western Europe (= CH2/3212Y)

DS2214Y/DS3214Y\*\* Death, Dying and Grief (=CH2/3214Y)

DS2320Y/DS3320Y\*\* Mary in the Christian Tradition (=CH/CT2/3320Y)

DS2322Y/DS3322Y\*\* Mystery as the Heart of the Church: Traditions of Mysticism (=CH2/3322Y)

DS2321Y/DS3321Y Gifted to the Church

#### MORAL THEOLOGY DT

DT2011Y/DT3011Y Major Issues in Contemporary Moral Theology

DT2012Y/DT3012Y Justice and Human Rights

DT2014Y/DT3014Y Can War be Just?

# DC2011Y/DC3011Y CANON LAW A

1st semester: Monday morning

(Min. No. 6)

## 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 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 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: None

## 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 (Level 3 only)

## ASSESSMENT

Level 2: 1000 word tutorial presentation (20%); 1000 word tutorial presentation (20%); 2000 word essay (60%)

Level 3: 1000 word tutorial presentation (20%); 1000 word tutorial presentation (20%); 3000 word essay (60%)

## BIBLIOGRAPHY \*set text recommended for purchase

Beal, J. 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.

———. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

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

Flannery, A., ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

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

Huels, J. *The Pastoral Companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan, 2009.

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.

*Studia Canonica*. Ottawa: Saint Paul University.

*The Jurist*. Washington, DC: CLSA.

Lecturer: ROSEMARIE JOYCE CSB

## DC2012Y/DC3012Y CANON LAW B

2nd semester: Monday morning

(Min. No.6)

### 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. analyse the relevance of the Teaching Office of the Church in everyday situations
5. demonstrate understanding of major aspects of the laws relating to governance, Particular Churches, the Teaching Office of the Church and Temporal Goods (Level 3 only)

### ASSESSMENT

Level 2: 1000 word tutorial presentation (20%); 1000 word tutorial presentation (20%); 2000 word essay (60%)

Level 3: 1000 word tutorial presentation (20%); 1000 word tutorial presentation (20%); 3000 word essay (60%)

### BIBLIOGRAPHY \*set text recommended for purchase

Beal, J. 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.

———. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

Caparros, E., & Aubé, H, (eds). *Code of Canon Law Annotated* (Second Edition). Montréal: Wilson & Lafleur, 2004

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

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

Flannery, A., ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

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

Huels, J. *The Pastoral Companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan, 2009.

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.

*Studia Canonica*. Ottawa: Saint Paul University.

*The Jurist*. Washington, DC: CLSA.

Lecturer: ROSEMARIE JOYCE CSB

## **DL1430Y DOING AND LIVING THE CHURCH'S LITURGY**

2nd semester: Monday evening

(Min. No. 6)

### **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.

**PREREQUISITES:** None

### **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%); seminar paper 1000 words (20%); essay 2000 words (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: James Gould House, 2010.

Day, Juliette, and Benjamin Gordon-Taylor, eds. *The Study of Liturgy and Worship*. An Alcuin Guide. London: SPCK, 2013.

\*Ferrone, Rita. *Liturgy: Sacrosanctum Concilium*. Rediscovering Vatican II. 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, 2004.

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

Pilcher, Carmel, et al., eds. *Vatican Council II: Reforming Liturgy*. Adelaide: ATF Press, 2013.

Searle, Mark, et al. *Called to Participate: Theological, Ritual and Social Perspectives*. Collegeville, MN: Liturgical Press, 2005.

\*Vincie, C. *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*. 3rd ed. Nashville, TN: Abingdon Press, 2000.

Lecturer: PHILIP MALONE MSC



**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 for selected ecclesial occasions (Level 3 only)

**ASSESSMENT**

Level 2: Weekly journal reflections: reading and praxis 2000 words (40%); practicum and critical reflection 2500 words (60%). Level 3: Weekly journal reflections: reading and praxis 2000 words (40%); practicum and critical reflection 3000 words (60%)

**BIBLIOGRAPHY**

- Australian Catholic Bishops Conference. *The General Instruction of the Roman Missal*. 2007.
- Foley, Edward. *From Age to Age: How Christians Have Celebrated Eucharist*. Rev. ed. Collegeville, MN: Liturgical Press, 2008.
- 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.
- International Committee on English in the Liturgy. *English Translation of the Order of Mass*. 2008.
- Kavanaugh, Aidan. *Elements of Rite: A Handbook of Liturgical Style*. Collegeville, MN: Liturgical Press, 1990.
- Lysik, D., ed. *The Liturgy Documents: A Parish Resource*. 4th ed. 2 Vols. Chicago, IL: Liturgy Training, 2004.
- Martin, James. *Celebrating Good Liturgy*. Chicago, IL: Loyola Press, 2005.
- Mitchell, Nathan. *Meeting Mystery*. New York, NY: Orbis, 2006.
- Pecklers, Keith. *The Genius of the Roman Rite: On the Reception and Implementation of the New Missal*. London: Burns & Oates, 2009.
- Smolarski, Dennis C. *How Not to Say Mass*. Rev. ed. New York: Paulist Press, 2003.
- . *Sacred Mysteries: Sacramental Principles & Liturgical Practice*. New York: Paulist, 1995.
- . *The Rites of the Catholic Church*. 2 Vols. New York: Pueblo, 1990.

Lecturer: PHILIP MALONE MSC

# DM1330Y INTRODUCTION TO THE THEOLOGY OF MISSION

2nd semester: Thursday morning

(Min. No. 6)

## 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.

PREQUISITES: None

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

## BIBLIOGRAPHY

- Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker Academic, 2003.
- Bevans, Stephen, and Roger 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*. Edited by D. A. Carson. Downers Grove, IL: Inter-Varsity, 2012.
- Bosch, D. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis, 1991.
- Flett, John. *The Witness of God: Missio Dei*. 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, 2006.
- Ott, Craig, et al. *Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Redford, Shawn B. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Schroeder, Roger. *What is the Mission of the Church?* Maryknoll, NY: Orbis, 2009.
- Skreslet, Stanley H. *Comprehending Mission*. Maryknoll, NY: Orbis, 2012.
- Sunquist, Scott W. *Understanding Christian Mission: Participation in Suffering and Glory*. Grand Rapids, MI: Baker Academic, 2013.

Lecturer: ALBANO DA COSTA SVD

# DM2014Y/3014Y INTERRELIGIOUS DIALOGUE IN A MULTI-RELIGIOUS SOCIETY

1st semester: Tuesday evening

(Min. No. 6)

## CONTENT

This unit is designed to explore the significance and importance of interreligious 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. This unit will further examine the biblical and theological foundations for interreligious dialogue and address its related challenges and opportunities. It will engage in some actual dialogue, leading to a harmonious society in the Australian context and beyond.

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. demonstrate an understanding of interreligious dialogue
2. analyse interreligious dialogue as an expression of the church's mission
3. illustrate how interreligious dialogue is an experience of rootedness and openness
4. compare interreligious dialogue with the mission of proclamation
5. critically evaluate interreligious dialogue as an expression of the divine reign (level 3 only)

## ASSESSMENT

Level 2: 2000 word tutorial presentation (40%); 2500 word essay on religions and world peace (60%) Level 3: 2000 word tutorial presentation (40%); 3000 word essay on religions and world peace (60%)

## BIBLIOGRAPHY

- Becker, Karl, and Ilaria Morali, eds. *Catholic Engagement with World Religions*. New York: Orbis, 2010.
- Clooney, Francis. *Hindu God, Christian God: How Reason Helps Break down the Boundaries between Religions*. Oxford: OUP, 2002.
- . *The New Comparative Theology: Interreligious Insights from the Next Generation*. New York: T&T Clark, 2010.
- Fitzgerald, Michael, and Borelli, J.(eds). *Interfaith Dialogue: a Catholic view*. Maryknoll, New York: Orbis Books, 2006.
- Hill, Brennan. *World Religions and Contemporary Issues*. Mystic, CT: Twenty-Third, 2013.
- Horsley, R. *Jesus Empire: The Kingdom of God and the New World Disorder*. Minneapolis, MN: Fortress, 2003.
- Mays, Rebecca (ed). *Interfaith Dialogue at the grass roots*. Philadelphia PA: Ecumenical Press, 2008.
- O'Collins, Gerald. *Salvation for All: God's Other Peoples*. Oxford: OUP, 2008.
- Painadath, Sebastian. *We are Co-Pilgrims*. Delhi: ISPCK, 2006.
- Phan, Peter. *Being Religious Interreligiously: Asian Perspectives on Interfaith Dialogue*. New York: Orbis, 2004.
- Race, Alan, and Paul Hedges. *Christian Approaches to Other Faiths*. London: SCM Press, 2008.
- Swidler, Leonard et al. *Triologue: Jews, Christians, and Muslims in dialogue*. New London, CT: Twenty-Third Publications, 2007.
- Timmerman, Christiane, and Barbara Segaeert. *How to Conquer the Barriers to Intercultural Dialogue*. Bruxelles: P.I.E. Peter Lang, 2005.

Lecturer: ALBANO DA COSTA SVD

# DM2016Y/DM3016Y LIBERATING MISSION: WHEN GOSPEL MEETS CULTURE

1st semester: Wednesday morning

(Min. No. 6)

## 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:** Level 2: DT1330Y or equivalent; Level 3: DT1330Y or equivalent, plus one unit of Missiology at second Level

## 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. evaluate situations and experiences of intercultural dialogue and gospel inculturation
4. demonstrate an ability for personal critical reflection in terms of a spirituality for mission in today's world
5. critically reflect on a selected aspect of 'liberating mission' (Level 3 only)

## ASSESSMENT

Level 2: 1000 word tutorial (30%); 3500 word essay (70%)

Level 3: 1000 word tutorial (30%); 4000 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, 2004.
- Gallagher, Robert L., and Paul Hertig, eds. *Landmark Essays in Mission and World Christianity*. Maryknoll, NY: Orbis, 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, 1991.
- Pocock, M. *The Changing Faces of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker Academic, 2005.
- Pui-lan, K., ed. *Hope Abundant: Third World and Indigenous Women's Theology*. Maryknoll, NY: Orbis, 1998.
- Reynolds, Robyn. "Catholic sacrament engaging with Wadeye Culture." PhD unpublished thesis. Darwin: Northern Territory University, 2000.
- Smith, Susan. *Women in Mission: From the New Testament to Today*. Maryknoll, NY: Orbis, 2010.
- Tanner, Kathryn. *Theories of Culture: A New Agenda for Theology*. Minneapolis, MN: Fortress, 1997.

Lecturer: ROBYN REYNOLDS OLSH

# DM2331Y/DM3331Y THEOLOGY IN ASIA: A MODEL OF DEVELOPMENT IN THEOLOGY

1st semester: Thursday morning

(Min. No. 6)

## CONTENT

The unit will offer students a review of the major Asian theologians as well as the major theological themes that have developed in the Asian context of religious pluralism, different cultures, the poor, and marginalized groups like women, *dalits* and others.

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. discuss the work of at least one significant Asian theologians
2. articulate three major Asian theological themes
3. compare three characteristics of Asian theology with that of western theology
4. example the relevant of Asian theology for mission in Asia
5. make a case for contextual theology (Level 3 only)

## ASSESSMENT

Level 2: A 2000 word written submission of a tutorial presentation and discussion of an Asian theologian (40%); A 2500 word essay (60%). Level 3: A 2000 word written submission of a tutorial presentation and discussion of an Asian theologian (40%); A 3000 word essay (60%)

## BIBLIOGRAPHY

- Amaladoss, Michael. *Making Harmony. Living in a Pluralistic World*, Chennai: IDCR, 2003.
- Chung, Hyun Kyung. *Struggle to be the Sun Again: Introducing Asian Women's Theology*. Maryknoll, NY: Orbis Books. 1990.
- Clarke, Manchala, Peacock. *Dalit Theology*. Oxford: University Press, 2011.
- England, John. *Living Theology in Asia*. London: SCM Press, 1981.
- Fabella, Virginia and Park Sun Ai Lee, eds. *We Dare to Dream: Doing Theology as Asian Women*. Maryknoll, NY: Orbis Books. 1990.
- Fernandez, Eleazar. *Toward a Theology of Struggle*, Maryknoll, NY: Orbis Books, 1994.
- Gonsalves, Francis. *God of Our Soil: Towards Subaltern Trinitarian Theology*, Delhi: ISPCK, 2010.
- Kavunkal, Jacob et al. *Church In The Service of Asia's Peoples*. Pune: Jnana Deepa Vidyapeeth, 2003.
- Kim, Sebastian, ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press. 2008.
- Parratt, John. *The Other Jesus: Christology in Asian Perspective*. Frankfurt: Peter Lang, 2012.
- Phan, Peter. *Christianity with an Asian Face*. Maryknoll, NY: Orbis Books, 2003.
- Pieris, A. *An Asian Theology of Liberation*. Maryknoll, NY: Orbis Books, 1989.
- Sugirtharaja, R.S. ed. *Asian Faces of Jesus*, Maryknoll, NY: Orbis Books, 1995.
- Sugirtharaja, Rasiah. *Frontiers in Asian Christian Theology: Emerging Trends*. Maryknoll, NY: Orbis Books, 1994.
- Suh, D.Kwang-sun. *The Korean Minjung in Christ*. Hong Kong: Commission on Theological Concerns, 2002.
- Tirimanna, V. ed. *Sprouts of Theology from Asian Soil*. Bangalore: Claretian Publications, 2007.
- Wilfred, Felix. *Asian Public Theology: Critical Concerns*. New Delhi: ISPCK, 2010.

Lecturer: ALBANO DA COSTA 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.

**PREREQUISITES:** None

**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**

Short essay focussing on the student demonstrating a clear understanding of human development theory. The essay may utilise both theory and case examples 1000 words (20%); seminar paper on one specific cultural understanding of the self (e.g. Vietnamese, Polynesian, Anglo-Celtic, Indian). 1000 words (20%); essay demonstrating how human development theory, and theological perspectives on the self, are relevant to a pastoral practice environment. The essay will refer to relevant theory and also utilise a case study to demonstrate a clear understanding of the material in the unit 2000 words (60%)

**BIBLIOGRAPHY** \* = set texts recommended for purchase

\*Balswick, Jack O., Pamela Ebstein King and Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Illinois: IVP, 2005.

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

Hermans, Hubert J. M. and Giancarlo Dimaggio. *The Dialogical Self in Psychotherapy*. New York: Routledge, 2016.

Hoffnung, Michele, Robert J. Hoffnung, Kelvin L. Seifert, Rosanne Burton Smith, Alison Hine, Lynn Ward, Cat Pausé, Karen Yates, and Karen Swabey. *Lifespan Development: A Chronological Approach*. 3rd Australasian Edition. Milton, QLD: John Wiley & Sons Australia, 2016.

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

Lerner, Richard M. *Concepts and Theories of Human Development*. 4th ed. New York: Routledge, 2018.

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.

Seigel, Jerrold. *The Idea of the Self. Thought and Experience in Western Europe since the Seventeenth Century*. New York: Cambridge University Press, 2005.

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

Lecturer: BARRY ROGERS

# DP2010Y FAITH RELIGION AND SPIRITUALITY IN CONTEMPORARY SOCIETY

**Intensive** (Cross listed as Spirituality DS2010Y)

(Min. No. 6)

1st semester, 9:00am-4:00pm, Sat & Sun 22-23 February; 14-15 March; 18-19 April

## CONTENT

This unit provides an opportunity for participants to reflect on decreasing interest in institutional religion, but increasing interest in spirituality. Using a range of educational tools, the unit will examine: generational differences in the western post-modern world; the role of religion in traditional and post-traditional societies; an overview of the development theory; biblical, traditional and more modern understandings of faith; the dialogue between institutional religion and personal spirituality; the modern challenges facing individuals and religious communities in our contemporary scientifically oriented society.

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. identify the impact of generational and cultural changes on the role of religion, images of God and the understanding of faith
2. exhibit an awareness of theological and developmental theories of human growth
3. discuss cultural and age-related issues in the construction and reconstruction of meaning
4. recognise the relationship between people's image of God and their ideas about religion and spirituality
5. analyse the challenges and possibilities of reconstructing personal and communal meaning in contemporary scientifically oriented society

## ASSESSMENT:

Analysis of major ideas and issues presented in article/s chosen by the lecturer 1500 words (30%); essay on a topic related to the student's ministry or experience which looks at the challenges facing Church members in meeting the needs of the varying groups in our communities 3000 words (70%)

## BIBLIOGRAPHY

- Bouma, Gary. *Australian Soul: Religion and Spirituality in Australia*. Melbourne: CUP, 2006.
- Cowdell, Scott. *God's Next Big Thing: Discovering the Future Church*. Mulgrave: Garratt Publishing, 2004.
- Frame, Tom. *Losing my Religion: Unbelief in Australia*. Sydney: UNSW Press, 2009.
- Gallagher, Michael Paul. *Faith Maps*. London: Darton, Longman and Todd, 2010.
- Langmead, Ross. *Reimagining God and Mission*. Adelaide: ATF Press, 2007.
- Mackay, Hugh. *Beyond Belief: How we Find Meaning, With or Without Religion*. Sydney: Macmillan, 2016.
- Maher, Anthony, ed. *Bridging the Divide between Faith, Theology and Life*. Adelaide: ATF Press, 2015.
- O'Leary, Daniel. *Begin with the Heart: Recovering a Sacramental Vision*. Dublin: Columba, 2008.
- Ranson, David. *Across the Great Divide: Bridging Religion and Spirituality Today*. Strathfield: St Pauls, 2002.
- Rolheiser, Ronald. *Seeking Spirituality: Guidelines for a Christian Spirituality for the Twenty-First Century*. London: Hodder & Stoughton, 1998.
- . *Secularity and the Gospel: Being Missionaries to our Children*. New York: Crossroad, 2006.
- Tacey, David. *Beyond Literal Belief, Religion as Metaphor*. Mulgrave: Garratt Publishing, 2015.
- Tickle, Phyllis. *The Great Emergence: How Christianity is Changing and Why*. Michigan, MI: Baker, 2008.
- Walker, Andrew. *Spirituality in the City*. London: SPCK, 2005.

Lecturer: ROSE MARIE PROSSER

## DP3005Y TRAUMA – A CONTEMPORARY ISSUE WITHIN THE PASTORAL SETTING

2nd semester: Wednesday evening

(Min. No. 6)

### CONTENT

This unit will explore the experience of trauma as a consequence of: industrial disasters, natural disasters, tragic accidents, domestic violence, child abuse, assaults and murder, terrorism and war. It will begin by helping the student to develop a broad understanding of trauma and its impact on human development and relationships. It will then focus on trauma experiences which are beyond our control, such as natural disasters. It will then explore trauma that arises from domestic conflicts and accidents. This will be followed by an exploration of complex trauma which emerges as a consequence of international conflict and terrorism. The unit will explore theological perspectives on trauma, and of the place of pastoral and spiritual care for victims of trauma.

**PREREQUISITES:** DP1001Y: Foundations for Pastoral Practice. An interview with the lecturer will be required prior to enrolment in this unit

### LEARNING OUTCOMES

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

1. understand and articulate a broad understanding of the complex experience of trauma
2. critically analyse and compare the key elements of a range of traumatic experiences
3. articulate, analyse and reflect psychologically on specific experiences of trauma
4. articulate, analyse and reflect theologically on specific areas of trauma
5. demonstrate an understanding of various intervention strategies in the treatment of trauma and illustrate this through examples of pastorally integrated practice

### ASSESSMENT

Critically review two key articles or book chapters 1000 words (20%); essay: an exploration of two key areas of trauma, comparing and contrasting the theory, experience and intervention 1500 words (30%); essay: understanding traumatic experiences, exploring psychological and theological perspectives, and pastoral implications 2500 words (50%)

### BIBLIOGRAPHY \*set texts recommended for purchase

\*Herman, Judith L. *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*. 1992. Reprint, New York: Basic Books, 2015.

\*Van der Kolk, Bessel. *The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma*. London: Penguin Books, 2015

Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament: A Practical Theology for Professional Caregivers*. London: Jessica Kingsley, 2003.

Briere, John, and Catherine Scott. *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. 2nd ed. Thousand Oaks, CA: Sage, 2014.

Courtois, Christine A., and Julian D. Ford, eds. *Treating Complex Traumatic Stress Disorders: Scientific Foundations and Therapeutic Models*. New York: Guilford Press, 2013.

Joseph, Stephen. *What doesn't kill us: The new psychology of posttraumatic growth*. London: Piatkus, 2012.

Sanderson, Christiane. *Introduction to Counselling Survivors of Interpersonal Trauma*. London: Jessica Kingsley, 2010.

Walker, Donald F., Christine A. Courtois and Jamie D. Aten, eds. *Spiritually Oriented Psychotherapy for Trauma*. Washington, DC: American Psychological Association, 2014.

Wilson, John P., and Boris Droždek. *Broken Spirits: The Treatment of Traumatized Asylum Seekers, Refugees, War and Torture Victims*. New York: Brunner-Routledge, 2004.

Lecturer: BARRY ROGERS



# DP3006Y PROFESSIONAL ISSUES IN PASTORAL MINISTRY

2nd semester: Thursday morning

(Min. No. 6)

## CONTENT

This unit will explore a broad range of personal, professional and ethical issues common in pastoral ministry, offering students an opportunity to engage in a reflexive process on pastoral practice. The unit will emphasise the interrelatedness of theory and practice in ministry, and the intersection of the personal and the professional. It will focus on issues such as: personal calling and discernment; personal virtues and professional skills as foundations to ethical practice; professional ethics; ethical decision making; confidentiality; professional boundaries, power and trust; and potential areas of professional misconduct. The unit will also focus on the significance of reflection, professional consultation and supervision in the maintenance of a compassionate and just ministry, and ministerial and spiritual health and wellbeing.

PREREQUISITES: DP1001Y Foundations of Pastoral Practice

## LEARNING OUTCOMES

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

1. compare and contrast various ethical approaches within the "helping professions"
2. analyse, articulate and reflect theologically on professional ethics in a pastoral setting
3. demonstrate and illustrate a clear understanding of ethical standards in pastoral practice
4. critically analyse complex ethical dilemmas within a pastoral setting, demonstrating theory, ethical decision-making and ethical resolutions
5. synthesise the personal, professional and ethical complexities of the pastoral setting

## ASSESSMENT

Compare and contrast two different ethical codes 1000 word essay (20%); a focus on two significant elements in one ethical code 1500 word essay (30%); an ethical dilemma within a pastoral practice setting 2500 word essay (50%)

## BIBLIOGRAPHY \*set text recommended for purchase

- \*Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. New York: Paulist Press, 2010.
- Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament: A Practical Theology for Professional Caregivers*. London: Jessica Kingsley Publishers, 2003.
- \*Hawkins, Peter and Robin Shohet. *Supervision in the Helping Professions*. 4th ed. Maidenhead: Open University Press, 2012.
- Carroll, Michael and Elisabeth Shaw. *Ethical Maturity in the Helping Professions: Making Difficult Life and Work Decisions*. London: Jessica Kingsley Publishers, 2013.
- Corey, Gerald, M. S. Corey and Patrick Callanan. *Issues and Ethics in the Helping Professions*. 9th ed. Sydney: Cengage Learning, 2014.
- Davys, Allyson and Liz Beddoe. *Best Practice in Professional Supervision: A Guide for the Helping Professions*. London: Jessica Kingsley Publishers, 2010.
- Fook, Jan and Fiona Gardner. *Practising Critical Reflection: A Resource Handbook*. Milton Keynes, UK: Open University Press, 2008.
- Lynch, Gordon. *Pastoral Care & Counselling*. Ethics in Practice, edited by Tim Bond. London: Sage Publications, 2002.
- Robinson, Simon. *Spirituality, Ethics and Care*. London: Jessica Kingsley, 2008.
- \*Trull, Joe E. & Robert Creech (2017). *Ethics for Christian Ministry: Moral Formation for Twenty-First-Century Leaders*. Baker Academic Press.
- Welfel, Elizabeth Reynolds. *Ethics in Counseling & Psychotherapy: Standards, Research, and Emerging Issues*. 6th ed. Sydney: Cengage Learning, 2015.

Lecturer: BARRY ROGERS

## CONTENT

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

## NO PREREQUISITES

## LEARNING OUTCOMES

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

1. describe and analyse the development of Christian ministry over the centuries
2. identify the different roles of lay and ordained ministry
3. analyse relevant issues in contemporary pastoral leadership
4. articulate a spirituality that will sustain those in ministry
5. **Level 3 only** demonstrate an understanding of the importance of ecclesiology in pastoral ministry.

## ASSESSMENT

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

Level 3: 1500 word paper and 1000 word review of feedback on a class presentation (50%); 2500 word essay

## BIBLIOGRAPHY

- Bartlett, David. *Ministry in the New Testament*. Minneapolis, MN: Fortress Press, 1993.
- Bernier, Paul. *Ministry in the Church: a Historical and Pastoral Approach*. Mystic, CT: Twenty-Third Publications, 1992.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: a People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.
- Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010.
- Hoge, Dean R., and Jacqueline Wegner. *Evolving Visions of the Priesthood: Changes from Vatican II to the Turn of the New Century*. Collegeville, MN: The Liturgical Press, 2003.
- O'Meara, Thomas. *Theology of Ministry*. Rev. ed. Mahwah, NJ: Paulist Press, 1999.
- Pickard, Stephen. *Theological Foundations for Collaborative Ministry: Explorations in Practical, Pastoral and Empirical Theology*. London: Ashgate, 2009.
- Osborne, Kenan B. *Ministry: Lay Ministry in the Roman Catholic Church: Its History and Theology*. Eugene, OR: Wipf & Stock, 2003.
- Senior, Donald, and Carroll Stuhlmueeller. *The Biblical Foundations for Mission*. Maryknoll, NY: Orbis Books, 1983.
- Sofield, Loughlan, and Carroll Juliano. *Principled Ministry: A Guidebook for Catholic Church Leaders*. Notre Dame, IN: Ave Maria Press, 2011.

Lecturer: MICHAEL A KELLY CSsR

# DS1000Y FOUNDATIONS FOR CHRISTIAN SPIRITUALITY

2nd semester: Wednesday morning

(Min. No. 6)

## 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.

PREREQUISITES: None

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

## 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, 2006.
- Groody, Daniel. *Globalisation, Spirituality and Justice*. Maryknoll, NY: Orbis, 2007.
- Holder, Arthur. *The Blackwell Companion to Christian Spirituality*. Oxford: Blackwell, 2005.
- Jones, Cheslyn, Geoffrey Wainwright, and Edward Yarnold, eds. *The Study of Spirituality*. London: SPCK, 1986.
- Jungmann, Joseph A. *Christian Prayer through the Centuries*. New York: Paulist Press, 2006.
- King, Ursula. *Christian Mystic: Their Lives and Legacies throughout the Ages*. Mahwah, NJ: Hidden Spring, 2001.
- Lescher, Bruce H., and Elizabeth Liebert, eds. *Exploring Christian Spirituality*. New York: Paulist Press, 2016.
- McGinn, Bernard, John Meyendorff, and Jean Leclercq. *Christian Spirituality: Origins to the Twelfth Century*. London: Routledge & Kegan Paul, 1987.
- Schreiter, Robert. *The Ministry of Reconciliation: Spirituality and Strategies*. Maryknoll, NY: Orbis, 1998.
- Stockton, Eugene. *The Aboriginal Gift: Spirituality for a Nation*. Alexandria: Millenium, 1995.
- Wiseman, James A. *Spirituality and Mysticism*. Maryknoll, NY: Orbis, 2006.
- Woods, Richard. *Christian Spirituality: God's Presence through the Ages*. Maryknoll, NY: Orbis, 2006.

Lecturer: ROBYN REYNOLDS OLSH

## DS2101Y SPIRITUAL LEADERS

1st and 2nd Semester: Friday mornings

Crosslisted as DP2101Y. Individual supervision once per month on rotating Friday afternoons.

See: <http://www.heartoflife.melbourne/seminars-courses/spiritual-leaders-2019/>

SPIRITUAL LEADERS CALENDAR 2020 Program (including Orientation) commences 14 February Semester 1 (Term 1) 14 February-27 March (Term 2) 1 May-12 June Semester 2 (Term 3) 24 July-11 September (Term 4) 9 October-13 November End-of-Year Missioning of Graduates 23 November 2 x compulsory residential prayer weekends 8-9 May, 16-17 October

Students undertaking the Spiritual Leaders Program as enrolled students for a Diploma in Theology, Bachelor of Theology or Bachelor of Ministry through the University of Divinity will pay the following for the two units that make up the Spiritual Leaders Program:

University of Divinity Tuition fees (Fee-Help may be available)	\$ 3,408
Heart of Life Residential Weekends & Student Amenities costs	<u>\$ 975</u>
Total	\$ 4,383

Students undertaking the Spiritual Leaders Program as not-for-credit ('non-Award') students will pay the following:

Heart of Life Program fees	\$ 2,490
Heart of Life Residential Weekends & Student Amenities costs	<u>\$ 975</u>
Total:	\$ 3,465

### CONTENT

*Spiritual Leaders* focuses on personal integration of the theory and practice of a discerning approach to pastoral ministry. It is a year-long, integrated unit for those involved in leadership roles in pastoral ministry: parish priests/ministers, lay ecclesial ministers, chaplains involved in a variety of ministries, educators and community leaders. Utilising a contemplative, experiential approach to learning, the course incorporates individual (monthly) and peer group (weekly) supervision, written and oral verbatims, and seminar work. *Spiritual Leaders* focuses on growth in self-awareness and sensitivity to the movement of God's Spirit in oneself, as well as in the person(s) to whom one is ministering. Content areas include the leadership exercised by Jesus, Christian prayer and mysticism, spiritual practices in world religions, the nature and source of interior movements, discernment of spirits and contemplative decision-making.

PREREQUISITES: None

### LEARNING OUTCOMES

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

1. identify and articulate interior movements and dynamics within the human person
2. engage in a contemplative approach to pastoral ministry and life experience
3. recognise, articulate and demonstrate awareness of the signs of God's Spirit (and spirits not of God) present in themselves and others
4. apply the principles of spiritual discernment in pastoral leadership
5. reflect critically on, and articulate, their experience of contemplative listening in spiritual and pastoral leadership and ministry

### ASSESSMENT

Eight verbatim reports equivalent to 500 words each (Assessed as Pass/Fail); Two essays of 1000 words each (Assessed as Pass/Fail); Two evaluations equivalent to 1000 words each (Assessed as Pass/Fail) **All Tasks must be completed satisfactorily to pass the unit**

## BIBLIOGRAPHY\*set text recommended for purchase

- \*Attar, Farid ud-Din. *The Conference of the Birds*. New York: Interlink Publishing Group, 2003.
- \*Nouwen, Henri with Michael J. Christensen, and Rebecca J. Laird. *Discernment: Reading the Signs of Daily Life*. New York: HarperCollins Publishers, 2015. PConvivium Press 2013
- \* Sharmer, C. Otto. *Theory U: Leading from the Future as it Emerges*, Second Edition, Berrett-Koehler Publishers, San Francisco, September 2016.
- Armstrong, Karen. *The Great Transformation*. New York: Anchor Books, 2006.
- Gallagher, Brian. *Set Me Free: Spiritual Direction & Discernment of Spirits*. Melbourne: Coventry Press, 2019.
- \_\_\_\_\_. *Communal Wisdom: A Way of Discernment for a Pilgrim Church*. Melbourne: Coventry Press, 2018.
- \_\_\_\_\_. *Taking God to Heart*. Strathfield: St Pauls, 2008.
- Pagola, Jose Antonio. *Jesus: An Historical Approximation*. Miami, FL: Convivium Press, 2013.
- Schmidt, Joseph. *Praying Our Experiences: An Invitation to Open Our Lives to God*. Maryland USA: Word Among Us Press, 2008.

Lecturer: PAUL BEIRNE

## DS2215Y/DS3215Y FROM PERPETUA TO DOROTHY DAY

1st semester: Thursday evening, cross listed as Church History CH2215Y/CH3215Y (Min. No. 6)  
CONTENT

This unit explores the meaning of Christian spirituality using the writings of women throughout history. Emphasis will be placed on the historical context of the primary sources used, the struggles of women in coming to find their own voices within their contexts, and their specific literary genres. This study aims to bring the reader to an appreciation of both the significance of these writings for their own times, as well as their continuing relevance to our life and mission in the Christian Church today.

PREREQUISITES: None

### LEARNING OUTCOMES

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

Level 2:

1. outline the elements that identify Christian Spirituality particularly in relation to women's writings throughout history
2. articulate the historical contexts within which women communicate Christian spirituality throughout history
3. identify key features of Christian spirituality within women's writings
4. interpret a range of literary genres used by women writers in Christian History
5. discuss the implications of the understanding of these texts for ministry in the contemporary Christian church

Level 3:

- 1-4. see above
5. describe how women did or did not find their voice through their writings in the context of the Church of their times
6. discuss the implications of the understanding of these texts for ministry in the contemporary Christian church

### ASSESSMENT

Level 2: 1000 word tutorial journal (20%); 1000 word tutorial essay (30%); 2000 word research essay (50%). Level 3: 1000 word tutorial journal (20%); 1500 word tutorial essay (30%); 2500 word research essay (50%)

### BIBLIOGRAPHY

- Castelli, Elizabeth A. *Martyrdom and Memory: Early Christian Culture Making*. New York: Columbia University Press, 2007.
- Coon, Lynda L. *Sacred Fictions: Holy Women and Hagiography in Late Antiquity*. Philadelphia, PA: University of Pennsylvania, 1997.
- Day, Dorothy. *The Long Loneliness: The Autobiography of Dorothy Day*. San Francisco, CA: Harper & Row, 1981.
- Finnegan, M. J. *The Women of Helfta: Scholars and Mystics*. Athens, GA: University of Georgia, 1991.
- Harmless, William. *Mystics*. Oxford: OUP, 2008.
- Hillesum, Etty. *An Interrupted Life: The Diaries and Letters of Etty Hillesum*. Preface by Eva Hoffman, London: Persephone, 1999.
- Schulenberg, Jane Tibbets. *Forgetful of her Sex: Female Sanctity and Society: 500-1100*. Chicago, IL: University of Chicago Press, 1998.
- Sor Juana Inés de la Cruz: *Selected Works*. Trans. by Edith Grossman. London: Norton, 2014.
- Tyler, Peter, and Edward Howells, eds. *Teresa of Avila: Mystical Theology and Spirituality in the Carmelite Tradition*. London: Routledge, 2017.
- Ward, Benedicta, trans. *Sayings of the Desert Fathers*. Vol. 59. Kalamazoo, MI: Cistercian, 1984.
- Wheeler, Bonnie, ed. *Listening to Heloise: The Voice of a Twelfth-Century Woman*. Basingstoke: Palgrave MacMillan, 2000.
- Lecturer: CARMEL POSA SGS

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

1st semester: Tuesday morning

(Min. No. 6)

## CONTENT

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

PREREQUISITES: None

## 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 1500 words (40%); essay 2500 words (60%)

## BIBLIOGRAPHY

- Chan, Yiu Sing Lúcas. *The Ten Commandments and the Beatitudes: Biblical Studies and Ethics for Real Life*. Lanham, MD: Sheed and Ward, 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 City: Accent, 2010.
- Gascoigne, Robert. *Freedom and Purpose: An Introduction to Christian Ethics*. Sydney: E. J. Dwyer, 2005.
- Harrington, Daniel, and James Keenan. *Jesus and Virtue Ethics: Building Bridges between New Testament Studies and Moral Theology*. Lanham, MD: Sheed and Ward, 2002.
- Keenan, James. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. New York: Continuum, 2010.
- MacNamara, Vincent. *The Call to Be Human: Making Sense of Morality*. Dublin: Veritas, 2010.
- McDonagh, Enda, and Vincent MacNamara, eds. *An Irish Reader in Moral Theology: The Legacy of the Last Fifty Years*. Dublin: Columba, 2009.
- Nichols, Alan. *Street Called Choice: Ethical Choices for Ordinary People*. Melbourne: Acorn Press, 2005.
- Wadell, Paul. *Happiness and the Christian Moral Life: An Introduction to Christian Ethics*. Lanham, MD: Rowman & Littlefield, 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

# DT2016Y/DT3016Y ACTION FOR A FAIRER WORLD

2nd semester: Monday evening

(Min. No. 6)

## 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: DT1000Y or equivalent

## LEARNING OUTCOMES

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

Level 2:

1. describe key debates about sustainability and economic development
2. critically evaluate arguments around sustainability and social equity examined in the unit
3. demonstrate understanding of the moral principles 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

Level 3:

- 1-5. as above
6. critically evaluate major moral aspects in current economic and environmental issues

## ASSESSMENT

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

Level 3: 1500 word essay (40%); 3000 word essay (60%)

## BIBLIOGRAPHY

Cavanagh, John and Jerry Mander (eds.). *Alternatives to Economic Globalization*. San Francisco CA: Berrett-Koehler, 2004.

Clarke, Matthew (ed.). *Handbook of Research on Development and Religion*. Cheltenham UK: Edward Edgar, 2013.

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.

Francis (Pope), *Laudato Si: On the Care of Our Common Home*, 2015, various editions.

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: Pilgrim Press, 1993.

Sachs, Jeffrey. *The Age of Sustainable Development*. New York: Columbia University Press, 2015.

-----, *Commonwealth: Economics for a Crowded Planet*. Melbourne: 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: WW Norton & Co., 2010.

-----, *Making Globalization Work: the next Steps to Global Justice*. London: Allen Lane, 2006.

Todaro, Michael and Smith, Stephen. *Economic Development*. Harlow: Addison Wesley, 2015.

Lecturer: BRUCE DUNCAN CSSR



## **SUPERVISED READING UNITS UNDERGRADUATE**

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 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 (5000 words, worth 18 points) MAY BE ARRANGED IN THE FOLLOWING DISCIPLINES.**

### **Undergraduate**

BA3418Y OLD TESTAMENT

BN3418Y NEW TESTAMENT

BS3418Y BIBLICAL STUDIES

CH3418Y CHURCH HISTORY

CT3418Y SYSTEMATIC THEOLOGY

DA3418Y MISSION AND MINISTRY

DC3418Y CANON LAW

DL3418Y LITURGY

DM3418Y MISSIOLOGY

DP3418Y PASTORAL THEOLOGY AND MINISTRY STUDIES

DR3418Y RELIGIOUS EDUCATION

DS3418Y SPIRITUALITY

DT3418Y MORAL THEOLOGY

36 point Supervised Reading Units may also be approved. Consult the Academic Dean.

## POSTGRADUATE AWARDS

### Postgraduate Coursework Awards\*

Graduate Certificate in Divinity (GCDiv)

Graduate Certificate in Teaching Religious Education (GCTRE)

Graduate Certificate in Theology (GCTheol)

Graduate Diploma in Pastoral Care (GDPC)

Graduate Diploma in Spiritual Direction (GDSD)

Graduate Diploma in Theology (GDTheol)

Graduate Diploma in Divinity (GDDiv)

Master of Education and Theology (MEdTheol)

Master of Pastoral Care (MPC) Formerly, Master of Arts (Pastoral Care)

Master of Theological Studies (MTS) Formerly, Master of Arts (Theology)

Master of Theology (Coursework) (MTh) Formerly, Master of Theological Studies

Master of Divinity (MDiv)

### Postgraduate Research Awards

Master of Philosophy (MPhil)

Master of Theology (Research) (MTheol) Formerly, Master of Theology

Doctor of Philosophy (PhD)

Doctor of Theology (DTheol)

\*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. Detailed regulations for all students for all awards can be found at: [www.divinity.edu.au](http://www.divinity.edu.au).

Please see page 18 for dates for applications for higher degrees by research.

# UNIVERSITY OF DIVINITY POSTGRADUATE AWARDS

<b>PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY</b> <b>BT<sub>THEOL</sub> OR BM<sub>IN</sub> (ALSO; BT<sub>THEOL</sub>, BM<sub>IN</sub>)</b>	
<p>■ <b>BT<sub>THEOL</sub>, BM<sub>IN</sub>, AND BT<sub>THEOL</sub>, BM<sub>IN</sub></b></p> <p style="text-align: center;">↓</p> <p><b>[1] GRADUATE DIPLOMA IN THEOLOGY</b> Consists of six units (144 points) of study (four specialised units and two electives).</p> <p style="text-align: center;">↓</p> <p><b>[2] If articulating to a Research Masters</b> <b>MT<sub>THEOL</sub>, MP<sub>HIL</sub></b>, (the Graduate Diploma consists of 96 points (four units) in an area of specialisation, and demonstrated capacity to undertake research at masters or doctoral level through completion of a piece of written work of at least 12,000 words assessed at or above a standard determined by the Academic Board. At the University of Divinity this is now a Minor Thesis (48 points) of 16,000 words 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>■ <b>MT<sub>THEOL</sub> OR MP<sub>HIL</sub></b> [1] A 40,000 word thesis (including eight hours of postgraduate seminars per annum)</p> <p style="text-align: center;">↓</p> <p>■ <b>DT<sub>THEOL</sub></b> 100,000 word thesis</p>	<p>■ <b>BT<sub>THEOL</sub>, BM<sub>IN</sub>, AND BT<sub>THEOL</sub>, BM<sub>IN</sub></b></p> <p style="text-align: center;">↓</p> <p>■ <b>MASTER OF THEOLOGY (COURSEWORK)</b> Ten units (240 points) (There are three types of units available: Foundational, Elective and Capstone units. Candidates may include up to 72 points of Foundational units, and must complete a Capstone unit worth at least 24 points).</p> <p>This may articulate to <b>Research Masters</b> by demonstrated capacity to undertake research at masters or doctoral level through completion of a piece of written work of at least 12,000 words assessed at or above a standard determined by the Academic Board. At the University of Divinity this is now a Minor Thesis (48 points) of 16,000 words 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>■ <b>MT<sub>THEOL</sub> OR MP<sub>HIL</sub></b> [1] A 40,000 word thesis (including eight hours of postgraduate seminars per annum)</p>

**REGULATIONS** for all awards can be found at: <https://divinity.edu.au/university-of-divinity/governance/the-act-and-regulations/>

# UNIVERSITY OF DIVINITY

## POSTGRADUATE AWARDS (CONTINUED)

### PATHWAYS FOR GRADUATES IN OTHER DISCIPLINES

#### ■ GRADUATE CERTIFICATE IN THEOLOGY

Consists of 72 points of study in an area of specialisation (e.g., Graduate Certificate in Teaching Religious Education)

#### ■ GRADUATE DIPLOMA IN THEOLOGY or direct entry to **MASTER OF THEOLOGY (COURSEWORK)**

A student articulating from the Graduate Certificate will be credited with 72 points toward the Graduate Diploma.

The Graduate Diploma in Theology consists of 144 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 144 points including the required foundational units and a capstone unit.



#### **MASTER OF THEOLOGY (COURSEWORK)**

Four postgraduate units (96 points) plus a 16,000 word or a minor thesis (48 points)

If articulating to a **Research Master's**, the Graduate Diploma consists of 96 points (4 units) and demonstrated capacity to undertake research at masters or doctoral level through completion of a piece of written work of at least 12,000 words assessed at or above a standard determined by the Academic Board. At the University of Divinity this is now a Minor Thesis (48 points) of 16,000 words graded to at least 75% and a 75% average across the coursework and research components of the degree.

#### ■ **MPHIL (RESEARCH)**

A 40,000 word thesis

#### ■ **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 (432 points)

**168 points of Foundational units** (comprised of 48 points in a single Biblical Language, 48 points of units in Field B, 48 points in Field C and 24 points in Field D. Candidates may also complete a further 24 points of Foundational study in any Field or Discipline)

*and*

Not less than **168 points** and not more than **240 points of Elective units** (candidates must include at least 24 points of Elective units in Field B, 24 points of Elective units in Field C, and 24 points of Elective units in Field D)

*and*

**A Capstone unit** worth at least **24 points**

An **MDiv** graduate who has completed a 16,000 word Minor Thesis 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 DIVINITY GCDIV (REGULATION 76)**

<b>Entry Requirements:</b>	Undergraduate degree or equivalent
<b>Structure:</b>	Three (3) units of study at postgraduate level
<b>Normal Duration:</b>	1 - 3 semesters (i.e. 1.5 years)
<b>Articulation:</b>	Graduates may proceed to a Graduate Diploma or Masters degree

## **GRADUATE CERTIFICATE IN THEOLOGY GCTHEOL (REGULATION 27)**

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

<b>Entry Requirements:</b>	Bachelor's degree or equivalent
<b>Structure:</b>	Three foundational units (in at least 2 Fields and three Disciplines)
<b>Normal Duration:</b>	1 - 3 semesters (i.e. 1.5 years)
<b>Articulation:</b>	Graduates may proceed to a Graduate Diploma or Masters degree

## GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION GCTRE (REGULATION 54)

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 16 point study with each unit normally being taught over two Saturdays and two days in the school term holidays (Box Hill), plus one 8 point unit taken cumulatively over the four units.

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

**Articulation:** Graduate Diploma in Theology  
(3 additional units = 72 points)  
On completion of the Graduate Diploma in Theology students can articulate to Master of Theological Studies (MTS).  
From the Graduate Certificate in Teaching Religious Education to a Master of Education and Theology

## GRADUATE DIPLOMA IN THEOLOGY GDTheol (REGULATION 20)

The Graduate Diploma in Theology 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 Theological Studies (MTS)  
If, as part of the GDTheol, the candidate completed a 16,000 word minor thesis graded to at least 75% and a 75% average across the coursework components of the degree they may articulate to a research award: Master of Theology (Research) or MPhil, DTheol, PhD. If not, they can apply for candidature in the coursework Master of Theological Studies (MTS).

## GRADUATE DIPLOMA IN DIVINITY GDDIV (REGULATION 81)

The Graduate Diploma in Divinity offers

**Entry Requirements:**

- a) a Bachelor degree from the University of Divinity or from a university or college recognised by the Academic Board; or
- b) a Graduate Certificate from the University of Divinity.

**Structure:** The Graduate Diploma in Divinity consists of 6 units of Postgraduate Foundational or Postgraduate Elective units.

**Normal Duration:** One year full-time or up to three years part-time.

**Articulation:** Master of Theological Studies (MTS)

## GRADUATE DIPLOMA IN PASTORAL CARE GDPC (REGULATION 61)

The Graduate Diploma in Pastoral Care provides students with the opportunity and skills for reflective and critical engagement in the conversation between the texts of human experience, contemporary culture, ministry or service or wider societal context, and Christian scriptures and tradition. The purpose of this engagement is to encourage the development of relevant, flexible strategies for effective pastoral mission and practice in partnership with all those who seek to serve the world through individual or systemic practice.

**Entry Requirements:** Bachelor's degree or equivalent

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

- 48 points in the discipline of Pastoral Theology and Ministry Studies
- a unit of Clinical Pastoral Education worth 48 points
- a further 48 points.

**Normal Duration:** 1 - 3 years

**Articulation:** Master of Pastoral Care

## GRADUATE DIPLOMA IN SPIRITUAL DIRECTION GDSD (REGULATION 65)

The Graduate Diploma in Spiritual Direction provides formation for the ministry of spiritual direction. Students explore the dynamics of Christian spirituality through reflection on their personal experience and integration of this with insights from the literature. Graduates are equipped for the ministry of spiritual direction in the particular tradition.

**Entry Requirements:** Bachelor's degree or equivalent

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

DD8701Y or DD8711Y: **Foundational Concepts in Spiritual Direction I**  
DD8702Y or DD8712Y: **Foundational Concepts in Spiritual Direction II**  
DD8703Y or DD8713Y: **Interpersonal Dynamics in Spiritual Direction I**  
DD8704Y or DD8714Y: **Interpersonal Dynamics in Spiritual Direction II**  
DD8705Y or DD8715Y: **Spiritual Direction Practicum I**  
DD8706Y or DD8716Y: **Spiritual Direction Practicum II**

**Normal Duration:** 1 year full time; 2 years part time

**Articulation:** Master of Spirituality or Master of Spiritual Direction (available through other UD Colleges – not available at YTU)



## MASTER OF THEOLOGICAL STUDIES MTS (REGULATION 21)

**Pathway 1:** The Master of Theological Studies (MTS) 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 MTS.

**Pathway 2:** The MTS 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 MTS*  
**Pathway 1:** Twelve (12) postgraduate units which must include a capstone unit worth at least 24 points.  
**or**  
**Pathway 2:** Six (6) postgraduate units which must include a capstone unit worth at least 24 points or a minor thesis of 16,000 words (48 points).

**Normal Duration:** 2 - 6 years

**Articulation:** Master of Theology (Research), Master of Philosophy, Doctor of Philosophy/Theology [If **MTS** from the Institution, with a 16,000 word Minor Thesis graded to at least 75%].

## MASTER OF PASTORAL CARE MPC (REGULATION 70)

The Master of Pastoral Care enables students to acquire a deep and broad understanding of key themes and methodologies in pastoral care and to integrate knowledge of the field.

**Entry Requirements:** Successful completion of an undergraduate degree, or an approved equivalent.

**Structure:**

- 96 points of Foundational units comprised of:  
48 points in the discipline of Biblical Studies;  
24 points in the discipline of Systematic Theology;  
and 24 points in the discipline of Pastoral Theology and Ministry Studies
- 96 points of Elective units in the discipline of Pastoral Theology and Ministry Studies
- 24 points of Elective units in any discipline
- One Capstone unit of at least 24 points in the discipline of Pastoral Theology and Ministry Studies or in synthesis with it
- Further Foundational or Elective units to make a total of 288 points.

**Normal Duration:** 2 - 6 years

**Articulation:** Master of Theology (Research), Master of Philosophy, Doctor of Philosophy/Theology [If **MPC** from the University of Divinity, with a 16,000 word Minor Thesis graded to at least 75%].

## MASTER OF EDUCATION AND THEOLOGY

### MEdTHEOL (REGULATION 39)

The Master of Education and Theology is a coursework Master's degree offered by CTC and YTU in collaboration and Australian Lutheran College (ALC).

#### Entry Requirements:

- an undergraduate degree; **and**
- a qualification recognised for teacher registration in Australia; **and**
- two years of full-time teaching experience or part-time equivalent.

#### Structure:

216 Credit points (nine units) with up to 108 points of Credit available

- 24 point unit: DR9663Y /DM9663Y/ DE9663Y Leadership for Mission in a Catholic School;  
**or** DE9016L Education and Theology in Dialogue (ALC)
- 24 point unit: BS9662Y Interpreting Biblical Texts (or an alternative unit in Biblical Studies or Systematic Theology)
- 48 points in any combination of the disciplines of Biblical Studies, Systematic Theology, Education or Religious Education
- 24 point capstone unit integrating the disciplines of Education and Systematic Theology;  
**or** a minor thesis on a related theme
- further Foundational, Elective, Praxis or Capstone units

A minimum of 96 points of Elective units must be included

**Normal Duration:** 1.5 - 4.5 years

**Articulation:** If the Master of Education and Theology includes a Minor Thesis of 16,000 words graded to at least 75% and a 75% average across the coursework components of the degree, one can articulate to a Research Masters [MPhil, MTheol (Research)] or direct entry to a doctoral award [PhD].

## MASTER OF DIVINITY

### MDiv (REGULATION 24)

The Master of Divinity (MDiv) 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 24 points = 432 points at graduate level

- **168 points of Foundational units**

Comprised of 48 points of units in a single Biblical Language, 48 points of units in Field B, 48 points in Field C, and 24 points in Field D (candidates may complete a further 24 points of Foundational study in any Field or Discipline)

- **Not less than 168 points and not more than 240 points of Elective units**

Candidates must include at least 24 points of Elective units in Field B, 24 points of Elective units in Field C, and 24 points of Elective units in Field D

- **Capstone unit (minimum of 24 points)**

Candidates must complete a Capstone unit worth at least 24 points

**Normal Duration:** 3 - 9 years

**Articulation:** On completion of the Master of Divinity from the UD with a 16,000 word Minor Thesis 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: Master of Theology (Research), MPhil or direct entry to a doctoral award: DTheol, PhD.

## MASTER OF THEOLOGY (COURSEWORK) MTh (REGULATION 19)

The Master of Theology (Coursework) 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:**

240 Credit points (normally 10 units)

- Candidates may include up to 48 points of Foundational units
- Candidates must include a **Capstone Unit** worth at least 24 points

**Normal Duration:** 1.5 - 5 years

**Articulation:**

**Research:** Master of Theology (Research), Master of Philosophy, Doctor of Philosophy/Theology (if the Master of Theology (Coursework) includes a 16,000 word Minor Thesis 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 Master of Theological Studies (MTS).

## MASTER OF PHILOSOPHY MPHIL (REGULATION 28)

The Master of Philosophy is a research degree open to those who have completed the equivalent of at least four years of full-time tertiary study, including at least one year of study in divinity or its associated disciplines, at the University of Divinity or at a university or college recognised by the Academic Board.

**Entry Requirements:**

Completion of one of the following UD awards at the required standard, or an equivalent award in divinity or its associated disciplines at another higher education provider recognised by the Academic Board to an equivalent standard

- a) Masters by coursework with a 75% average
- b) A Graduate Diploma with a 75% average
- c) A four-year undergraduate degree with Honours with a 75% average

These awards must include the completion of a research essay or thesis of at least 12,000 words graded at or above 75%. At the UD this will now be a 16,000 word Minor Thesis.

**Structure:**

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 (maximum 4 years)

**Articulation:**

Doctor of Philosophy

## MASTER OF THEOLOGY (RESEARCH) MTHEOL (REGULATION 7)

The Master of Theology (Research) is a research degree open to theology graduates who have completed one of the following awards at the University of Divinity to the specified standard, or an equivalent award in divinity at another higher education provider recognised by the Academic Board to an equivalent standard.

**Entry Requirements:**

- a four-year undergraduate degree with Honours with a 75% average
- or**
- a Graduate Diploma with a 75% average
- or**
- a Masters by coursework with a 75% average
- and**
- completion of a research essay or minor thesis of at least 12,000 words graded at or above 75%. The research essay or thesis may have been completed within one of the awards listed above or as part of another program of study

**Structure:**

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 (maximum 4 years)

**Articulation:**

Doctor of Theology, Doctor of Philosophy

## DOCTOR OF PHILOSOPHY PHD (REGULATION 22)

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) Completion of the equivalent of at least four years of full-time tertiary study, including at least one year of study in divinity or its associated disciplines, at the University of Divinity or at a university or college recognised by the Academic Board, at a standard determined by the Academic Board; and

b) Capacity to undertake research at doctoral level through completion of a piece of written work of at least 12,000 words assessed at or above a standard determined by the Academic Board.

### ***Completion of one of the following awards from the University of Divinity***

- a four-year undergraduate degree with Honours with a 75% average
- a Graduate Diploma with a 75% average
- a Masters by coursework with a 75% average (Master of Divinity or a Master of Theology (Coursework))
- completion of a research essay or thesis of at least 12,000 words graded at or above 75%. In current UD awards this is now a 16,000 word minor thesis graded to at least 75%, and a 75% average across the coursework component of the degree

### ***Or***

- a Masters by research with a 75% average, or where a mark is not available, examiners' reports which indicate to the satisfaction of the Research Committee that the candidate is adequately prepared for doctoral research
- completion of a research essay or thesis of at least 12,000 words graded at or above 75% if coming from another program of study

**Structure:** 1) Thesis of 100,000 words

2) Alternatives to thesis

- a) Exegeted Research Project: A substantial project such as a musical composition, an artwork, field work, a translation, an edition, or scholarly tool such as a lexicon, accompanied by a written exegesis of at least 50,000 words that demonstrates how the project contributes to the production of new knowledge or to a re-evaluation or modification of existing knowledge.
- b) Portfolio: A portfolio of between 100,000 and 120,000 words in total, consisting of:
  - (i) peer-reviewed scholarship previously published or accepted for publication on a central unifying theme within six years prior to the date of submission
  - (ii) an original, substantial integrating essay of between 10,000 and 50,000 words that demonstrates how the portfolio contributes to the production of new knowledge or to a re-evaluation or modification of existing knowledge.

Every candidate for this degree must participate in eight hours of postgraduate seminars per year of candidacy.

**Normal Duration:** The standard full-time duration for the PhD is 3 years. A full-time candidate must complete in 4 years. Standard part-time duration for the PhD is 6 years. A part-time candidate must complete within 8 years.

## DOCTOR OF THEOLOGY DTheol (REGULATION 9)

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:**

To be eligible for admission an applicant must satisfy the Research Committee that he or she has completed one of the following awards at the University of Divinity to the specified standard, or an equivalent award in divinity at another higher education provider recognised by the Academic Board to an equivalent standard:

### ***Completion of one of the following awards from the University of Divinity***

- a four-year undergraduate degree with Honours with a 75% average
- a Graduate Diploma with a 75% average
- a Masters by coursework with a 75% average (Master of Divinity or a Master of Theology (Coursework))
- Each with a 16,000 word research essay or minor thesis graded to at least 75%, and a 75% average across the coursework component of the degree
- Masters by research with a 75% average, or where a mark is not available, examiners' reports which indicate to the satisfaction of the Research Committee that the candidate is adequately prepared for doctoral research
- completion of a research essay or thesis of at least 12,000 words graded at or above 75% if coming from another program of study.

### **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:**

The standard full-time duration for the DTheol is 3 years. A full-time candidate must complete in 4 years. Standard part-time duration for the DTheol is 6 years. A part-time candidate must complete within 8 years.



## **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 2020, but normally offered in other years

AL8001Y Hebrew A (Foundational unit)

AL8002Y Hebrew B (Foundational unit)

1st semester: Tuesday evening

### CONTENT

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

PREREQUISITES: None

### LEARNING OUTCOMES

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

1. translate from 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 written tests equivalent to 3000 words (40%); final three hour written exam (60%)

### BIBLIOGRAPHY \*set text recommended for purchase

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.

\*Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005.

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.

———. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids, MI: Zondervan, 2009.

Porter, Stanley E. *Idioms of the Greek New Testament*. 2nd ed. Sheffield: 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 began in AL8011Y. 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:** None

**LEARNING OUTCOMES**

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

1. translate from the Greek New Testament selected passages, amounting to about four chapters
2. demonstrate familiarity with vocabulary and style (up to 600 words)
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. apply Greek language skills to exegetical and hermeneutical tasks

**ASSESSMENT**

Weekly written tests, equivalent to 2000 words (30%); 2000 word project (20%); final three hour written exam (50%)

**BIBLIOGRAPHY** \*set texts recommended for purchase

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

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

\*Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: CUP, 2005.

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.

———. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids, MI: Zondervan, 2009.

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

# AL8031Y THEOLOGICAL GERMAN A

## Foundational unit

(Min. No.6)

1st semester: Thursday evening

## 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.

PREREQUISITES: None

## 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 1500 words total (20%); additional quizzes equivalent to 1500 words total (20%); one three hour exam at the end of the semester (60%)

BIBLIOGRAPHY \*set texts recommended for purchase

\*A major German-English dictionary, either:

*Collins German Dictionary*. Complete and unabridged. 8th ed. Glasgow: HarperCollins, 2013.

or

*Oxford-Duden German Dictionary*. 3rd ed. Oxford: OUP, 2005.

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, 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: Adelaide University Press, 1971.

\*Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007 or 2015.

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

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

Lecturer: JANINA HIEBEL

## AL8032Y THEOLOGICAL GERMAN B

Foundational unit

(Min. No. 6)

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: 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 1500 words total (25%); skill demonstration (translation; time equivalent to 1500 words) (25%); 3 hour exam end of semester (50%)

BIBLIOGRAPHY \*set texts recommended for purchase

\*A major German-English dictionary, either:

*Collins German Dictionary*. Complete and unabridged. 8th ed. Glasgow: HarperCollins, 2013.

or

*Oxford-Duden German Dictionary*. 3rd ed. Oxford: OUP, 2005.

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, 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: Adelaide University Press, 1971.

\*Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007 or 2015.

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

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

Lecturer: JANINA HIEBEL

## FIELD B – BIBLICAL STUDIES POSTGRADUATE

### OLD TESTAMENT BA

BA8000Y	Entering the World of the Old Testament (Foundational unit)
BA9012Y	Wisdom Literature
BA9019Y	The Book of Jeremiah
BA9424Y	Supervised Reading Unit-Old Testament (24 points)
BA9448Y	Supervised Reading Unit-Old Testament (48 points)

### NEW TESTAMENT BN

BN8000Y	Entering the World of the New Testament
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9018Y	The Gospel of Mark
BN9015Y	The Biblical Land and the Gospels
BN9424Y	Supervised Reading Unit-New Testament (24 points)
BN9448Y	Supervised Reading Unit-New Testament (48 points)

### BIBLICAL STUDIES BS

BS9501Y	Exploring the World of Jesus
BS9662Y	Interpreting Biblical Texts ( <b>MEdTheol</b> )
BS9424Y	Supervised Reading Unit-Biblical Studies (24 points)
BS9448Y	Supervised Reading Unit-Biblical Studies (48 points)

### FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

BA9010Y	Pentateuch
BA9011Y	Psalms
BA9013Y	The Book of Isaiah
BA9017Y	The Twelve Prophets
BA9018Y	Justice Mercy and Theodicy in the Old Testament
BN9011Y	Luke-Acts
BN9013Y	The Gospel of John
BN9017Y	Romans
BS9116Y	Biblical Justice and the Reign of God

# BA8000Y ENTERING THE WORLD OF THE OLD TESTAMENT: SURVEY & METHOD

**Foundational unit** 2nd semester: Tuesday evening

(Min. No. 6)

## CONTENT

This unit is an introduction to the Old Testament. It consists of a study of the history and geography of biblical Israel, as well as a survey of the literature of the Old Testament and its formation. It includes an introduction to the contemporary critical methodologies used to explore biblical texts and an application of these to specific texts.

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. demonstrate an understanding of the history of Israel/Judah, 1000-63 BCE, and of the geography of the biblical land and its surrounds
2. identify and describe the structure of the Old Testament and the different types of literature found in the Old Testament
3. locate and use resources for research and academic exegetical literature
4. demonstrate a familiarity with and an ability to apply contemporary methods critically in the interpretation of selected Old Testament texts
5. engage critically with contemporary debates about the historicity of the Old Testament and evaluate the ongoing significance of the text for the Christian community

## ASSESSMENT

Exegetical essay 2000 words (35%); major essay 4000 words (65%)

## BIBLIOGRAPHY \*set texts recommended for purchase

\*Bible with the Deuterocanonical/Apocryphal Books. Suitable versions are the *NRSV* (*New Revised Standard Version*) or *RSV* (*Revised Standard Version*).

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.

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress, 2004. (2nd ed. 2014)

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: OUP, 2006.

Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids, MI: Baker Academic, 2005.

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

———. *Psalms, Part 2 and Lamentations*. FOTL 15. Grand Rapids, MI: Eerdmans, 2001.

Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3rd ed. Atlanta, GA: John Knox, 2007.

Hays, Christopher B. *Hidden Riches: A Sourcebook for the Comparative Study of the Hebrew Bible and the Ancient Near East*. Louisville, KY: Westminster John Knox, 2014.

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

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

Redditt, Paul L. *Introduction to the Prophets*. Grand Rapids, MI: Eerdmans, 2008.

Ska, Jean-Louis. *Introduction to Reading the Pentateuch*. Winona Lake, IN: Eisenbrauns, 2006.

Westermann, Claus. *Genesis: A Commentary*. 3 Vols, Minneapolis, MN: Augsburg, 1984-1986.

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

Lecturer: JANINA HIEBEL

## BA9012Y WISDOM LITERATURE

Elective unit

(Min. No. 6)

2nd semester: Tuesday morning

### 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. In 2018 it will be Ecclesiastes 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
6. demonstrate appropriate skills in critical biblical interpretation

### ASSESSMENT

3000 word exegetical paper (35%); 4500 word major essay (65%)

### BIBLIOGRAPHY

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



# BA9019Y THE BOOK OF JEREMIAH

## Elective unit

(Min. No. 6)

1st semester Thursday morning

## 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

3000 word exegetical paper (30%); 5000 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 University Press, 2007.
- Carroll, Robert. *Jeremiah*. OTL; London: SCM, 1986.
- Holladay, William L. *Jeremiah*. Vols 1, 2. Hermeneia. Augsburg, MN: Fortress, 1986, 1989.
- Jones, Douglas R. *Jeremiah: Based on the Revised Standard Version*. NCB; Grand Rapids, MI: Eerdmans, 1992.
- 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

# BN8000Y ENTERING THE WORLD OF THE NEW TESTAMENT

## Foundational unit

(Min. No. 6)

1<sup>st</sup> semester: Tuesday evening

## CONTENT

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

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. demonstrate an advanced understanding of the social, historical and political milieu of the first century CE
2. analyse the relationship between New Testament texts and the Old Testament and articulate implicit and explicit intertextual references
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 exegetical essay
6. use resources, such as commentaries, dictionaries and concordances, for biblical research and communicate their findings in a research essay

## ASSESSMENT

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

## BIBLIOGRAPHY \*set texts recommended for purchase

\*Bible, with the Deuterocanonical or Apocryphal Books. Suitable version of the *NRSV* (*New Revised Standard Version*) or the *RSV* (*Revised Standard Version*). *NRSV* preferred.

Set text: \*Perkins, Pheme. *Reading the New Testament*. Revised and updated 3rd ed. New York: Paulist Press, 2012. (Available through Amazon or Book Depository)

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

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

Levine, Amy-Jill, and Marc Zvi Brettler, eds. *The Jewish Annotated New Testament: New Revised Standard Version Bible Translation*. New York: OUP, 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: Garratt Publishing, 2010.

———. *Gospel Interpretation and Christian Life*. Adelaide, SA: ATF Press, 2017.

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: Social Science Press, 2003.

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

Lecturer: GLENDA BOURKE SGS AND FRANCIS OTOBO

**CONTENT**

This unit will study the foundation of the Corinthian Community by Paul and 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 focusing on Paul's theological and pastoral responses to the issues that arose at Corinth. Paul is in dialogue with his own Jewish tradition, the community of Corinth, the first century world of the Roman Empire, and his own experience. The problems faced in Corinth help Paul to articulate new maps of time, space and people as these communities learn how to be Christian as they await the Lord's return.

**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. exegete specific texts from 1-2 Corinthians, making use of appropriate methodologies
2. explain Paul's response to the specific challenges and problems faced by the Corinthian communities
3. discuss the social, political and religious context of the Corinthian community
4. recognise and analyse Paul's rhetorical techniques used in 1-2 Corinthians
5. engage in independent research that involves the analytical use of biblical interpretative skills

**ASSESSMENT**

2500 word exegetical paper (40%); 4500 word essay (60%)

**BIBLIOGRAPHY**

Bailey, Kenneth E. *Paul Through Mediterranean Eyes: Cultural Studies in 1 Corinthians*. Downers Grove, IL: IVP Academic, 2011.

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

Ciampa, Roy E., and Brian S. Rosner, *The First Letter to the Corinthians*. Pillar New Testament Commentaries. Grand Rapids, MI and Nottingham: Eerdmans, Apollos, 2010.

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

Finney, Mark T. *Honour and conflict in the ancient world: 1 Corinthians in its Greco-Roman Setting*. LNTS 460. New York: T & T Clark, 2012.

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

Meeks, Wayne. *The First Urban Christians: the social world of the Apostle Paul*. New Haven, CT: Yale University Press, 1983.

Murphy-O'Connor, Jerome, *Keys to First Corinthians: Revising the Major Issues*. Oxford: University Press, 2009.

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

Roetzel, Calvin J. *2 Corinthians*. Abingdon New Testament Commentaries. Nashville, TN: Abingdon, 2007.

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

## BN9012Y MATTHEW

### Elective unit

(Min. No. 6)

1st semester: Wednesday morning

### CONTENT

The Matthean community stands at the crossroads wrestling with how to preserve and honour their Jewish past while welcoming Gentiles into the Christian community. Matthew articulates an inclusive vision where both Jew and Gentile are welcome, and unity can be found in putting into practice the higher righteousness espoused in the Sermon on the Mount. 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. discuss and evaluate the context in which this theology arose
3. assess the distinctive theology of Matthew compared to Mark and Luke
4. exegete specified 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

2500 exegetical paper (40%); 4500 word essay (60%)

### BIBLIOGRAPHY

- Byrne, Brendan. *Lifting the Burden: Reading Matthew's Gospel in the Church Today*. Strathfield: St Pauls, 2004.
- Davies, William D., and Dale C. Allison. *Matthew*. ICC. Vols. 1-3. Edinburgh: T&T Clark, 1988-97.
- France, Richard T. *The Gospel of Matthew*. NICNT. Grand Rapids, MI: Eerdmans, 2007.
- Hagner, Donald A. *Matthew 1-13*. WBC 33a. Dallas, TX: Word Books, 1993.
- . *Matthew 14-28*. WBC 33b. Dallas, TX: Word Books, 1995.
- Harrington, Daniel J. *The Gospel of Matthew*. Collegeville, MN: Liturgical Press, 1991.
- Levine, Amy-Jill (ed) *A Feminist Companion to Matthew*. Sheffield: Academic Press, 2001.
- Luz, Ulrich. *Matthew 1-7: A Commentary*. Minneapolis, MN: Fortress, 2007.
- . *Matthew 8-20: A Commentary*. Minneapolis, MN: Fortress, 2001.
- . *Matthew 21-28: A Commentary*. Minneapolis, MN: Fortress, 2001.
- Malina, Bruce J. and Richard L. Rohrbaugh, *Social Science Commentary on the Synoptic Gospels*. Minneapolis, MN: Fortress, 1992
- Nolland, John. *The Gospel of Matthew: A Commentary on the Greek Text*. NIGTC. Grand Rapids, MI: Eerdmans, 2005.
- Riches, John and David Sim (eds) *The Gospel of Matthew in its Roman Imperial Context*. London/NY: T&T Clark, 2005.
- Talbert, Charles H. *Matthew*. Grand Rapids, MI: Baker Academic, 2010.

Lecturer: CHRISTOPHER MONAGHAN CP

# BN9018Y THE GOSPEL OF MARK

## Elective unit

(Min. No. 6)

2nd semester: Tuesday evening

## 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 – and also in relation to the broader scope of the Synoptic Gospels.

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. describe the types of literary forms found in the Gospel of Mark and demonstrate how knowledge of these forms aid in the interpretation of specific passages
2. analyse the geographic and historical background to the Gospel of Mark and define the social and political world in which it emerged
3. critically engage with 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 and also The Gospel of Thomas
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
6. demonstrate an understanding of the distinctive theology of Mark

## ASSESSMENT

One 2500 word exegetical essay (40%); one 4500 word research essay (60%)

BIBLIOGRAPHY \*set texts recommended for purchase. Choose one of these.

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

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

———. *An Introduction to the New Testament: History, Literature, Theology*. Louisville, KY: Westminster John Knox, 2012.

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

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

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

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

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

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

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

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

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, 1992.

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

Lecturer: GLENDA BOURKE SGS AND FRANCIS OTOBO

## BN9015Y BIBLICAL LAND AND THE GOSPELS

**Elective unit,** Intensive Travel Unit

(Min. No. 6)

2nd semester: September 7<sup>th</sup> – October 6<sup>th</sup> 2020

### CONTENT

Students will travel to Israel and will follow a four week course, based at *Ecce Homo* Convent in the Old City of Jerusalem, on one Gospel which involves lectures on the Gospel, on Judaism, and the many religious traditions present. The course, 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. Over the four weeks students will experience approx. 35 hours of classroom lectures plus 78 hours of Biblical site visits. **For more information see [www.biblicalformationcentre.com](http://www.biblicalformationcentre.com) It is necessary to enrol with the Program at the Centre for Biblical Formation at Ecce Homo in Jerusalem.**

**PREREQUISITES:** at least two units of Biblical Studies, preferably one OT, one NT.

### LEARNING OUTCOMES

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

1. examine and explain 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. evaluate information about the Jewish background to the Gospel studied
4. critically assess the contribution of archeology to the study of the Gospels
5. write an exegetical paper on a specific text demonstrating appropriate skills in biblical interpretation.

### ASSESSMENT

An oral presentation on one of the Sunday Gospels while in Jerusalem, then a 3000 word written submission (40%); Exegetical Essay of 4500 words (60%)

### BIBLIOGRAPHY

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.

Murphy-O'Connor, Jerome. *The Holy Land: An Oxford Archaeological Guide*,

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

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 Pagina1. Collegeville, MN: Liturgical Press, 1991.

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

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

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

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

Byrne, Brendan. *Life Abounding: A Reading of John's Gospel*. Collegeville, MN: Liturgical Press, 20

Frey, Jörg. *The Glory of the Crucified One: Christology and Theology in the Gospel of John*. BMSEC. Waco, TX: Baylor University Press, 2018.

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

Supervisor: MARY COLOE PBVM

## BS9501Y EXPLORING THE WORLD OF JESUS

**Elective unit**, Intensive

(Min. No. 6)

2nd semester: Weekend Intensive

9.30am-4.30pm Saturdays 1 and 15 August, 5 and 19 September, 10 and 17 October

### CONTENT

Israel between 200 BCE and 70 CE was a complex society affected by the domination of empires past and present. Political, social, economic and religious aspects will be studied. People such as the Samaritans, Sadducees, Pharisees, the Dead Sea Sect (Essenes?), the Zealots, and the poor, will feature, as will attitudes to women, the main Jewish festivals, modes of worship and their institutions. Sources, which include some Biblical and apocalyptic books, the Dead Sea Scrolls, the works of the Jewish historian Josephus, and of Philo the Jewish philosopher, will be explored. Together these illuminate the world of Jesus.

**PREREQUISITES:** One foundational unit in BA, BN or BS

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

1. demonstrate familiarity with the political, social, economic and religious history of the people of Israel from c.200 BCE to c.70 CE
2. incorporate archaeological data, where it is available, and use it critically in conjunction with the literary evidence
3. exegete passages from the primary texts with the aid of commentaries
4. assign a piece of literature to a genre and show awareness of the methodologies used to interpret various genres
5. critically evaluate the ways in which, and why, theological ideas about how to live in accordance with God's wishes were diverse
6. analyse how life in all its aspects in Judea and the diaspora were affected by other nations, cultures or religions

### ASSESSMENT

One 2500 word exegetical essay (40%); one 4500 word essay (60%)

**BIBLIOGRAPHY** \*set texts recommended for purchase

#### Secondary Works

Collins, J.J., *Between Athens and Jerusalem. Jewish Identity in the Hellenistic Diaspora*. Grand Rapids, MI: Eerdmans, 2000.

Heyler, L.R., *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students*. Downers Grove, IL: Inter-Varsity Press, 2002.

Sanders, E.P. (ed), *Jewish and Christian Self-Definition*, Vol. 2. London: SCM, 1981.

Schürer, E., *A History of the Jewish People in the Age of Jesus Christ*. Rev. ed. Vols 1, 2, 3, and 3.2. Oxford: OUP, 1979-1986.

Portier-Young, A.E., *Apocalyptic Against Empire: Theologies of Resistance in Early Judaism*. Grand Rapids, MI: Eerdmans, 2014.

\*Vanderkam, J.C., *An Introduction to Early Judaism*. Grand Rapids, MI: Eerdmans, 2001.

#### Primary Sources in addition to the Bible

Charlesworth, J.H., *The Old Testament Pseudepigrapha*. Vols 1 and 2. London: Darton, Longman and Todd, 1983-85.

Garcia Martinez, F., *The Dead Sea Scrolls*, Translated: the Qumran Texts in English. Translated by W.G.E. Watson. Leiden: Brill, 1994.

Josephus, *The Works of Josephus*. Translated by W. Whiston, Peabody, MA: Hendrickson, 1987.

Philo of Alexandria, *Works*. Translated by F.H. Colson, and G.H. Whittaker, Loeb Classical Library, London/Cambridge, Mass: Heinemann/Harvard University Press, various dates.

Lecturer: ANNE E. GARDNER

## BS9662Y INTERPRETING BIBLICAL TEXTS

**Elective unit, MEdTheol - Beaconsfield**

(Min. No. 6)

2nd semester: 9:00am-4:00pm Thursday 23 and Friday 24 July, Two days of online learning (12 hours equivalent), Thursday 20 and Friday 21 August)

### CONTENT

This unit develops skills in the narrative-critical investigation of biblical texts, and in understanding how the narrative works to convey the theological perspective/s of its author/s. The narratives will be the Book of Exodus, and either two of the Passion narratives and two of the Resurrection narratives, or two discrete sections of the Gospels chosen from *The Lukan Journey to Jerusalem (9:51-19:48)*, or *Matthew's Sermon on the Mount (5:1-7:29)*, or *Mark 8:22- 10:52*, or *John's Cana to Cana (2:1-4:54)*.

**PREREQUISITES:** One foundational unit (18 points) in Biblical Studies, or equivalent

### 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. explain how the Scriptures developed in particular social, political and religious contexts
3. identify and critique different theological views present in the biblical texts studied
4. develop skills in the narrative analysis of texts
5. conduct a narrative analysis of selected texts, showing how the text expresses a particular faith perspective
6. demonstrate a critical and appropriate use of Scripture in a religious education context

### ASSESSMENT

3500 word exegetical essay (Old Testament) (50%); Learning resource: prepare a 20 minute PowerPoint for a staff meeting on one of the New Testament narratives you studied, and also provide a 3000 word commentary (50%)

### BIBLIOGRAPHY \*set texts recommended for purchase

\*Bible with the Deuterocanonical or Apocrypha Books. Suitable version is the *NRSV (New Revised Standard Version)*, RSV.

Bat Ephrat, Shimon. *Narrative Art in the Bible*. Bible and Literature. Series 17. Sheffield: JSOT, 1989.

Blackburn, W. Ross. *The God who Makes himself Known: The Missionary Heart of the Book of Exodus*. New Studies in Biblical Theology 28. Downers Grove, IL: Apollos, 2012.

Brown, Raymond E. *The Death of the Messiah: From Gethsemane to the Grave: A Commentary on the Passion Narratives in the Four Gospels*. New York: Doubleday, 1994.

Coggins, Richard. *The Book of Exodus*. Peterborough: Epworth, 2010.

Dozeman, Thomas B. *God at War: Power in the Exodus Tradition*. Oxford: OUP, 1996.

Edelman, Diana V., et al. *Opening the Books of Moses*. Sheffield: Equinox, 2012.

\*Moloney, Francis J. *Reading the New Testament in the Church: A Primer for Pastors, Religious Educators and Believers*. Grand Rapids, MI: Baker Academic, 2015.

Perkins, Pheme. *Reading the New Testament: An Introduction*. 3rd ed. New York: Paulist, 2012.

Polak, Frank H. *Exodus*. Berit Olam. Studies in Hebrew Narrative and Poetry. Collegeville, MN: Liturgical, 2009.

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. Boston, MA: St Pauls, 1993.

Lecturer: MARY COLOE PBVM, JANINA HIEBEL AND FRANCIS OTOBO



## **FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE**

### **CHURCH HISTORY CH**

CH8001Y	A Survey of Early and Medieval Church History (Foundational)
CH9002Y	A Survey of Early Modern and Modern Church History
CH9010Y	Reformation Histories and Theologies
CH9012Y	Introduction to Early Christian Art and Architecture
CH9216Y	Disciples of Holiness (DS9216Y)
CH9230Y	Catholic Social Thought in Aust. & Overseas (DT9230Y)
CH9215Y**	From Perpetua to Dorothy Day (=DS9215Y)
CH9511Y**	Martyrs, Minds and Mystics: The Birth of Christian Thought (=CT9511Y)
CH9424Y	Supervised Reading Unit-Church History (24 points)
CH9448Y	Supervised Reading Unit-Church History (48 points)

### **SYSTEMATIC THEOLOGY CT**

CT8003Y	Beginning with Jesus (Foundational unit)
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	In Search Of A Humbler Church
CT9019Y	Human Person: Community and World
CT9023Y	Salvation and the End of Time
CT9310Y	Signs and Gifts of God: Sacraments of Life and Church
CT9511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH9511Y)
CT9424Y	Supervised Reading Unit-Systematic Theology (24 points)
CT9448Y	Supervised Reading Unit-Systematic Theology (48 points)

\*\*See cross listing for detailed unit description.

### **FIELD C UNITS AVAILABLE IN OTHER YEARS**

Units not offered in 2020, but normally offered in other years

CH9011Y	Foundations of Australian Catholicism
CH9015Y	Religion in the Age of Faith
CH9211Y	Umbria Cradle of the Franciscan Movement (DS8211Y)
CH9212Y	Art History & Spirituality in Western Europe (DS9212Y)
CH9214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS9214Y)
CH9320Y	Mary in the Christian Tradition (CT/DS9320Y)
CH9322Y	Mystery as the Heart of the Church (DS9322Y)
CT9010Y	Eschatology: Living in Hope
CT9017Y	Jesus: Name of our Salvation
CT9020Y	The Cosmos as Creation
CT9024Y	Theological Methods
CT9025Y	Sent to Serve
CT9320Y**	Mary in the Christian Tradition (=CH9320Y, DS9324Y)
CT9350Y	Sacraments of Initiation: Baptism Confirmation and Eucharist

# CH8001Y A SURVEY OF EARLY AND MEDIEVAL CHURCH HISTORY

## Foundational unit

(Min. No. 6)

1st semester: Monday evening

## CONTENT

This unit fulfils two major functions. Firstly to introduce students to modern skills in the discipline of history: historiography, historical consciousness, research skills, critical use of sources, interpretation methodologies, and presentation of evidenced historical arguments. Secondly, to introduces students to the broad sweep of church history from the end of the apostolic era (c.AD 100) to the end of the era of feudal states and of the first flowering of the Renaissance in the mid fourteenth century. Particular emphasis is placed on the development of the fundamental doctrines and structures of Christianity, the mutual relationships between Church, State and Culture, the Crusades, the observances of popular religion and challenges to the Church's authority in the High Middle Ages, leading to the growth of movements towards reform.

PREREQUISITES: None

## 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
2. analyse critically both primary and secondary historical sources
3. present a critical evaluation of selected historical evidence from the period
4. engage with debates on major historiographical issues surrounding of this period
5. research and assemble evidence for a sustained historical argument on a selected event in early or medieval church history
6. identify and discuss the inter-relationship between history and theology
7. formulate reasoned historical interpretations of key moments in church's history

## ASSESSMENT

1500 word minor essay (25%); 1500 word document study (25%); 3000 word major essay (50%)

## BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: OUP, 1999. (various editions)
- Bradley, James, and Richard Muller. *Church History: An Introduction to Research, Reference Works and Methods*. Grand Rapids, MI: Eerdmans, 1995.
- Brooke, R., and C. Brooke. *Popular Religion in the Middle Ages*. London: Thames & Hudson, 1984.
- 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.
- Eusebius of Caesarea. *The Church History*. Edited by Paul Maier. Grand Rapids, MI: Kregel Academic, 2007.
- Ferguson, Everett. *Backgrounds of Early Christianity*. 3rd ed. Grand Rapids, MI: Eerdmans, 2003.
- Gonzalez, Justo L. *The Changing Shape of Church History*. St. Louis, MO: Chalice Press, 2002.
- Irvin, Dale, and Scott Sunquist. *History of the World Christian Movement*. Vol 1. Edinburgh: T&T Clark, 2000.
- 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.

Lecturer: MATTHEW BECKMANN OFM

# CH9002Y A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY

**Elective unit**

(Min. No. 6)

2nd semester: Monday evening

## CONTENT

This unit develops the students' historical methodology and research skills, building on fundamental learnings from the first survey (CH8001Y). Applying these skills, it surveys the history of the Church from the Renaissance to the present. Particular emphasis is given to the current historiography of the Long Reformation (14<sup>th</sup> to 18<sup>th</sup> Centuries) and its aftermaths, to the Enlightenment, colonialism, the Age of Revolutions, and the Religious developments of the 19<sup>th</sup> Century in church authority structures and 'Social Christianity', as a preface to interpreting twentieth century conflicts, reforms and renewal.

**PREREQUISITES:** CH8001Y or equivalent

## LEARNING OUTCOMES

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

1. employ fruitfully the dynamic meaning of church history
2. analyse critically both primary and secondary historical sources
3. argue a critical evaluation of selected historical evidence from the period
4. integrate historiographical debates into historical analysis
5. research, arrange and analyse evidence within a sustained historical argument on a selected event in early modern or modern church history
6. identify and demonstrate the inter-relationship between history and theology
7. formulate reasoned historical interpretations of key moments in church's history

## ASSESSMENT

2000 word minor essay (25%); 2000 word document study (25%); 4000 word major essay (50%)

## BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: OUP, 1999. (various editions)
- Bireley, Robert. *The Refashioning of Catholicism, 1450–1700*. Washington, DC: Catholic University of America Press, 1999.
- Burleigh, Michael. *Earthly Powers: Religion and Politics from the Enlightenment to the Great War*. London: HarperCollins, 2006.
- . *Sacred Causes: The Clash of Religion and Politics from the Great War to the War on Terror*. London: HarperCollins, 2006.
- Cameron, Euan. *The European Reformation*. 2nd ed. Oxford: OUP, 2012.
- Duffy, Eamonn. *The Stripping of the Altars*. New Haven, CT: Yale University Press, 1992.
- 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.
- Wallace, Peter G. *The Long European Reformation*. New York: Palgrave MacMillan, 2004.

Lecturer: MATTHEW BECKMANN OFM

**Elective unit**

(Min. No. 6)

2nd semester: Tuesday evening

**CONTENT**

This is an examination of the reform movements in the Western European Church during the sixteenth and seventeenth centuries, with special attention to the interactions between theology and history. Building on religious practice in the late medieval era, this unit moves through the major theological and political issues raised by figures like Martin Luther, Ulrich Zwingli, John Calvin, Thomas Cranmer and Thomas Cajetan, examining in detail their theological positions, writings and the reactions which they sparked. This material will be located in its socio-political contexts to demonstrate the mutual effect of religion and politics upon each other.

**PREREQUISITES:** CH8001Y or equivalent and 15 points of elective units from fields B or C

**LEARNING OUTCOMES**

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

1. demonstrate familiarity with the major theological and political issues of the European Reformation
2. analyse critically a range of early modern historical sources, including written material and visual evidence
3. evaluate critically the key historiographical debates on the causes, nature and effect of 'Reformation'
4. distinguish the theological and socio-political forces at work in the European Reformation
5. articulate historical conclusions drawn from study of primary and secondary historical sources of the Reformation

**ASSESSMENT**

Document study 3000 words (40%); major essay 4000 words (60%)

**BIBLIOGRAPHY** \*set texts recommended for purchase

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

Collinson, Patrick. *The Reformation: A History*. New York: Random House, 2006.

Dixon, C. Scott. *Contesting the Reformation*. Chichester: Wiley-Blackwell, 2012.

Heal, Felicity. *Reformation in Britain and Ireland*. Oxford: OUP, 2003.

Jones, M. D. W. *The Counter-Reformation: Religion and Society in Early Modern Europe*. Oxford: OUP, 1995.

Lindberg, Carter, ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2014.

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

MacCulloch, Diarmaid. *Reformation: Europe's House Divided, 1490-1700*. London: Penguin, 2004.

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

Po Chia Hsia, R. *The World of Catholic Renewal 1540-1770*. Cambridge: Cambridge University Press, 1998.

Lecturer: MATTHEW BECKMANN OFM

## CONTENT

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

## NO PREREQUISITES OR COREQUISITES

## LEARNING OUTCOMES

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

1. identify the central iconographic themes of Early Christian and Byzantine art
2. demonstrate ability to use vocabulary of visual analysis and historical inquiry in written communication at a more advanced level
3. demonstrate a sophisticated understanding of the various lenses (historical, ideological, spiritual) through which the interpreter views visual images
4. engage in critical analysis of a variety of methodological perspectives of art historical scholarship
5. display sophisticated capacity to analyse and synthesise research material and to express findings coherently in written form

## ASSESSMENT

2000 word critical review (30%); 5000 word essay (70%)

## BIBLIOGRAPHY

\* = set texts recommended for purchase

Cormack, R. *Writing in Gold: Byzantine Society and Its Icons*. London: George Philip, 1985.

\_\_\_\_\_. *Byzantine Art*. Oxford: Oxford University Press, 2000.

Finney, Paul Corbey. *The Invisible God: The Earliest Christians on Art*. New York: Oxford University Press, 1994.

Grabar, A. *Christian Iconography: A Study of Its Origins*. Princeton, NJ: Princeton University Press, 1968.

Jensen, Robin M. *Understanding Early Christian Art*. London: Routledge, 2000.

Kessler, Herbert. *Spiritual Seeing: Picturing God's Invisibility in Medieval Art*. Philadelphia, PN: University of Pennsylvania Press, 2000.

Kitzinger, E. *Byzantine Art in the Making*. Cambridge, MA.: Harvard University Press, 1977.

\*Lowden, Ernst John. *Early Christian and Byzantine Art*. London: Phaidon, 1997.

Safran, Linda, ed. *Heaven on Earth. Art and the Church in Byzantium*. University Park, PA: Pennsylvania State University Press, 2002.

Spier, Jeffrey. ed. *Picturing the Bible: The Earliest Christian Art*. New Haven: Yale University Press, 2007.

Lecturer: CLAIRE RENKIN

## CH9216Y DISCIPLES OF HOLINESS

**Elective unit**, Intensive (Cross listed to DS9216Y)

(Min. No. 6)

1<sup>st</sup> semester: Saturdays 29 February, 14 March, 2 May, 16 May, 30 May 9.30 – 4.30pm

### CONTENT

Christians profess belief in a 'communion of the saints'; believers are united in Christ to the holy ones of all ages and places. This unit investigates how believers have understood the idea of 'holiness' through time. How has holiness found expression, how has it been taught and depicted and how is it expressed in contemporary society. Encountering the saints, these models of holiness, is a key focus of the course.

**PREREQUISITES:** At least one unit of Church History or Spirituality

### LEARNING OUTCOMES

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

1. account for the evolving understandings of 'holiness' through Christian history
2. critically assess the ways in which modern Christianity give expressions to holiness
3. analyse and make critical use of hagiographical and other texts
4. investigate the theological underpinnings to the doctrine of the communion of the saints
5. analyse how contemporary understandings of holiness finds expression in liturgy, prayer and devotion

**ASSESSMENT:** 5 Essays of 700 words (5 x 10%); Essay of 3500 words (50%)

**BIBLIOGRAPHY** \*set texts recommended for purchase

No set texts. Readings will be provided on line for the students at the commencement of the unit.

Robert Bartlett. *Why Can the Dead do Such Great Things? Saints and Worshippers from the Martyrs to the Reformation*. Princeton: Princeton University Press, 2013.

Bingemer, Maria Clara. *Saints and Sanctity Today*. London: SCM Press, 2013

Clarke, Peter, and Tony Claydon (eds). *Saints and Sanctity*. Woodbridge: Boydell, 2010

Pope Francis, *Gaudete et Exultate*, Apostolic Exhortation, 2018

Head, Thomas. *Medieval Hagiography: An Anthology*. London: Routledge, 2001

Le Goff, Jacques. *In Search of Sacred Times*. Princeton, NJ: Princeton University Press, 2014

Wilson, Stephen. *Saints and their Cults*. Cambridge: CUP, 1985

Lecturers: MATTHEW BECKMANN OFM, CLAIRE RENKIN AND CARMEL POSA SGS

# CH9230Y CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

1st semester: Monday evening, cross listed as Moral Theology DT9230Y

(Min. No. 6)

## CONTENT

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

One 3000 word essay (40%); one 4000 word essay (60%)

## BIBLIOGRAPHY

- Boswell, Jonathan E., Francis P. McHugh, and Johan Verstraeten. *Catholic Social Thought: Twilight or Renaissance*. Leuven: Leuven University Press, 2000.
- Cullen, Philomena, Bernard Hoose, and Gerard Mannion. *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: CollinsDove, 1991.
- 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: Collins Dove, 1993.
- McCarthy, David M. *The Heart of Catholic Social Teaching: its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos, 2009.
- Palst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge: James Clarke & Co., 2011.

Lecturer: BRUCE DUNCAN CSsR

# CT8003Y BEGINNING WITH JESUS

Foundational unit

(Min. No. 6)

2nd semester: Thursday evening

## CONTENT

"No-one has ever seen God. It is God the only Son, who is close to the Father's heart who has made him known" (John1:18). Ultimately, the normative source of our knowledge of God is what God reveals of Godself through Jesus the Christ. This unit introduces the study of theology, its sources and methods, through the study of Christology. It focusses on Jesus Christ, his life and ministry, his death and resurrection, and the subsequent reflection of the Church on his identity.

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. demonstrate an understanding of the issues involved in the quests for the historical Jesus and the fruits of these quests
2. identify the theological issues at stake in a selected topic in Christology
3. critically apply the sources of the Scriptures and contemporary theological writing to the discussion of a selected topic in Christology
4. critically reflect on the identity of Jesus in the light of Scripture and Tradition

## ASSESSMENT

Short paper 1500 words (25%); essay 3000 words (50%); summative reflection 1500 words (25%)

## BIBLIOGRAPHY \*set texts recommended for purchase

Bockhmuehl, Markus, ed. *The Cambridge Companion to Jesus*. Cambridge: Cambridge University Press, 2001.

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

Karkkainen, Veli-Matti. *Christology: A Global Introduction*. Grand Rapids, MI: Baker Academic, 2003.

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.

Matera, Frank. *New Testament Christology*. Louisville, KY: Westminster, 1999.

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

Murphy, Francesca Aran. *The Oxford Handbook of Christology*. Oxford: OUP, 2015.

O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. Oxford: OUP, 2009.

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

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

Lecturer: ROSS FISHBURN



**Elective unit**

(Min. No. 6)

1st semester: Tuesday morning

**CONTENT**

This unit assumes the central importance of the doctrine of the Trinity in the Christian Church and undertakes an exploration of the reasons – biblical, theological and patristic – for this high status. It will include an estimate of the weight of its biblical foundations and christological presuppositions against the Jewish insistence that God is one. Through influential theologians and key conciliar statements, the unit traces the major landmarks in the development of the doctrine in both the Greek and Latin parts of the church. It also investigates a range of contemporary exposition of the doctrine in theologians of different traditions and concludes with a study of the trinitarian bearing on some other doctrines and contemporary issues.

**PREREQUISITES:** CT8003Y or equivalent**LEARNING OUTCOMES**

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

1. analyse the way biblical material is typically used as support for the Christian doctrine of God as the Holy Trinity
2. identify and explain both the unity and the main differences in the Latin and Greek patristic traditions, including the later church-dividing matter of the *Filioque*
3. demonstrate a critical appreciation of various influential writers on the Trinity in the last one hundred years, incorporating Catholic, Orthodox and Protestant theologians,
4. critically appraise the ways in which the doctrine of the Trinity has influenced developments in Christian spirituality, liturgy, praxis or inter-religious dialogue
6. demonstrate development of research and argumentation skills appropriate to study at postgraduate level

**ASSESSMENT**

Early exercise of 1500 words (20%); Book review of 2000 words (30%) and Essay of 4000 words (50%)

**BIBLIOGRAPHY**

- Emery, G. & Levering, M. *The Oxford Handbook of the Trinity*. Oxford University Press, 2011.
- Grenz, S. *Rediscovering the Triune God: The Trinity in Contemporary Theology*. Minneapolis MN: Fortress Press, 2004.
- Holmes, S. *The Quest for the Trinity: The Doctrine of God in Scripture, History and Modernity..* Downers Grove, Ill: IVP Academic, 2012.
- Hunt, A. *Trinity: Nexus of the Mysteries of Faith*. New York: Maryknoll, 2005.
- LaCugna, C.M. *God for Us: the Trinity and Christian Life*. San Francisco CA: Harper, 1991.
- Johnson, E. *She Who Is: The Mystery of God in Feminist Theological Discourse*. New York: Crossroad, 1993.
- Kärkkäinen, V-M. *The Trinity: Global Perspectives*. Louisville: Westminster John Knox, 2007.
- Kasper, W. *The God of Jesus Christ*. New York: Crossroad, 1997 ed.
- Moltmann, J. *The Trinity and the Kingdom of God: the Doctrine of God*. London: SCM, 1981.
- O'Collins, G. *The Tripersonal God: Understanding and Interpreting the Trinity..* New York: Paulist, 1999.
- Toom, T. *Classical Trinitarian Theology: A Textbook*. London: T & T Clark, 2007.

**Lecturer:** CHRISTIAAN MOSTERT

**CONTENT**

What ecclesiological resources do we have for transforming the culture of the church? How can we reclaim the church as a collaborative and vulnerable space? Can we build a church where the mission of serving the reign of God and the relationships of community are more important than the preservation of the institution? In the light of these questions, this unit examines the theology of the church grounded in Jesus' preaching of God's kingdom/reign and oriented to the mission of that kingdom. It will explore New Testament images and metaphors for the church and historical and contemporary models of church and mission. The ecclesiological documents of the Second Vatican Council will be assessed both for what they contribute to the quest for a humbler church, and for what they fail to resolve.

**PREREQUISITES:** One Foundational unit in both BN and CT

**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**

Minor essay 2000 words (25%); major essay 3000 words (50%); summative essay: reflection and application 2000 words (25%)

**BIBLIOGRAPHY** \*set texts recommended for purchase

- Bosch, David. *Transforming Mission*. Maryknoll, NY: Orbis, 2011.
- Dulles, Avery. *Models of the Church*. New York: Doubleday, 2002.
- Fuellenbach, John. *Church, Community for the Kingdom*. Maryknoll, NY: Orbis, 2002.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis, 2008.
- Gaillardetz, Richard R., and Edward P. Hahnenberg. *A Church with Open Doors: Catholic Ecclesiology for the Third Millennium*. Collegeville, MN: Liturgical Press, 2015.
- Kasper, Walter. *The Catholic Church. Nature, Reality and Mission*. London: Bloomsbury; T&T Clark, 2015.
- Küng, Hans. *The Church*. London: Burns & Oates, 1967.
- Lakeland, Paul. *Church: Living Communion*. Engaging Theology: Catholic Perspectives. Collegeville, MN: Liturgical Press, 2009.
- . *A Council That Will Never End: Lumen Gentium and the Church Today*. Collegeville, MN: Liturgical Press, 2013.
- Mannion, Gerard. *Ecclesiology and Postmodernity*. Collegeville, MN: Liturgical Press, 2007.
- Ogden, Steven. *The Church, Authority and Foucault: Imagining the Church as an Open Space of Freedom*. Abingdon, VA: Routledge, 2017.
- Phan, Peter, ed. *The Gift of the Church*. Collegeville, MN: Liturgical Press, 2000.
- Pickard, Stephen. *Seeking the Church: An Introduction to Ecclesiology*. London: SCM, 2012.
- Tillard, Jean-Marie Roger. *Church of Churches: The Ecclesiology of Communion*. Collegeville, MN: Liturgical Press, 1992.

Lecturer: ROSS FISHBURN

**Elective unit, Intensive**

(Min. No. 6)

2nd semester: eight weeks commencing 9:30am Wednesday morning 29 July; and two Saturdays 8 August and 12 September 9:30am-4:30pm

**CONTENT**

This unit is a study of Christian reflection on what it means to be human in relation to God and what makes up our humanity. It explores biblical foundations including humanity as created in the image of God, human freedom, grace, nature and grace, sin, persons and community, and how these are embodied through human arrangements such as family, race, work, and the limitations of sickness and disability, ageing and death.

**PREREQUISITES:** 15 points of foundational Systematic Theology CT

**LEARNING OUTCOMES**

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

1. describe and discuss the main features of Christian teaching on the human person
2. analyse and evaluate the relative contributions of culture and the world on understanding Christian teaching about the human person
3. identify and assess theological understandings about humanity's and God's relationship
4. identify and describe the theological understandings of grace in relation to persons
5. describe and evaluate the shift in the theological tradition from an individualistic concept of person to persons-in-relationship
6. assess and articulate a theological understanding of the dynamic tension revealed in nature/grace; body/soul; person/community
7. demonstrate advanced research skills appropriate to study at graduate level

**ASSESSMENT**

Research essay 4000 words (50%); Two short seminar papers 1750 words each (50%)

**BIBLIOGRAPHY**

- Brett, Gregory. *The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang, 2013.
- Duffy, Stephen. *The Dynamics of Grace*. Collegeville, MN: Michael Glazier/Liturgical Press, 1993.
- Edwards, Denis. *Human Experience of God*. New York, NY: Paulist Press, 1983.
- Gonzalez, M. A. *Created in God's Image*. Maryknoll, NY: Orbis, 2007.
- McFarland, Ian. *Difference and Identity: A Theological Anthropology*. Cleveland, OH: Pilgrim, 2001.
- Pannenberg, Wolfhart. *Anthropology in Christian Perspective*. Translated by G. W. Bromiley. Edinburgh: T&T Clark, 1985.
- Ross, Susan. *Anthropology: Seeking Light and Beauty*. Collegeville, MN: Liturgical Press, 2012.
- Sachs, John R. *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1991.
- Schwarz, Hans. *The Human Being: Theological Anthropology*. Grand Rapids, MI: Eerdmans, 2013.
- Welker, M. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, MI: Eerdmans, 2014.
- Young, Norman. *Creator, Creation and Faith*. London: Collins, 1976.

Lecturer: MIROSLAV MESNER SAC

## CT9023Y SALVATION AND THE END OF TIME

Elective unit

(Min. No. 6)

1st semester: Tuesday evening

### CONTENT

This unit explores key questions in the doctrine of salvation and the Christian understanding of the end times: From what are we saved? How are we saved? Who is saved? What happens after our earthly life? Where do we go? Drawing upon scriptural and theological metaphors for salvation and the end times, the unit undertakes a critical evaluation of classical and modern approaches to the issues in Christian soteriology and eschatology.

PREREQUISITES: A Foundational Unit in CT

### LEARNING OUTCOMES

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

1. apply the biblical understanding of salvation to contemporary soteriological discourse
2. synthesise at least two approaches to the understanding of salvation
3. argue clearly the consequences of this undertaking for eschatology
4. analyse critically the issues around universalism and the scope of salvation
5. employ successfully at least one classical and one modern treatment of salvation in reasoning their consequences for understanding the end times
6. engage with scholarly theological discourse on salvation and the events of the end times

### ASSESSMENT

Soteriological essay 4500 words (60%); Summative essay 1200 words (15%); Eschatology essay 1800 words (25%)

### BIBLIOGRAPHY \*set texts recommended for purchase

'*Nostra Aetate*'. In *Documents of Vatican II* ed. by Walter Abbott. London: Geoffrey Chapman, 1966.

Gunter, 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*. Louvain: Peeters, 1992.

Moore, Sebastian. *The Fire and the Rose are One*. London: DLT, 1980.

O'Collins, Gerald. *Jesus our Redeemer*. Oxford, OUP, 2007.

Tanner, Kathryn. *Christ the Key*. Cambridge: CUP, 2010.

Tugwell, Simon. *Human Immortality and the Redemption of Death*. London: DLT, 1990.

Williams, Rowan. *Resurrection*. London: DLT, 2002.

Lecturer: MATTHEW BECKMANN OFM

# CT9310Y SIGNS AND GIFTS OF GOD: SACRAMENTS OF LIFE AND THE CHURCH

**Elective unit**

(Min. No.6)

2nd semester: Thursday evening

## 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. analyse how the sacraments manifest the presence and work of the Holy Spirit
6. articulate the eschatological, missiological and ethical dimensions of the sacraments
7. evaluate recent research and directions within sacramental theology as a discipline

## ASSESSMENT

2500 word essay (35%); 1000 word tutorial paper (15%); 3500 word essay (50%)

## BIBLIOGRAPHY \*set text recommended for purchase

Chauvet, Louis-Marie. *The Sacraments: The Word of God at the Mercy of the Body*. Collegeville, MN: Liturgical Press, 2001.

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

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

———. *The Sacraments: An Interdisciplinary and Interactive Study*. Collegeville, MN: Liturgical Press, 2009.

Noll, Ray. *Sacraments: A New Understanding for a New Generation*. 1999. Reprint, Mystic, CT: Twenty-Third, 2001.

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

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

Schillebeeckx, E. *Christ the Sacrament of Encounter with God*. New York: Sheed and Ward, 1963.

Lecturer: GAVIN BROWN

**Elective unit**

(Min. No. 8)

1st semester: Wednesday evening, cross listed as Church History CH9511Y

**CONTENT**

A study of the theology, history, and spirituality of the patristic period from the apostles' deaths to the pontificate of Gregory the Great 600 CE. Through a study of the writings of the key patristic figures, we come to appreciate the diverse cultures and experiences that marked the earliest centuries of the church. These events have enduring relevance to the contemporary church.

**PREREQUISITES:** A foundational unit in Systematic Theology CT or Church History CH

**LEARNING OUTCOMES**

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

1. identify and source the principal themes within patristic theology
2. articulate the early development of church doctrine within its wider historical and cultural context
3. use critically primary and secondary sources in the analysis of patristic themes
4. assess and provide evidence of the enduring impact of patrology upon contemporary theology and spirituality
5. formulate, with the use of primary material, a sustained argument on the work, thought and historical significance of a selected patristic author
6. show in primary sources the mutual influence of historical events and theological developments upon each other in the patristic era

**ASSESSMENT**

Document study 1500 words (20%); minor essay 2500 words (30%); major essay 3500 words (50%)

**BIBLIOGRAPHY**

Brown, Peter. *Augustine of Hippo*. London: Faber & Faber, 1967.

Chadwick, Henry. *The Church in Ancient Society: From Galilee to Gregory the Great*. London: OUP, 2002.

Eno, Robert. *Teaching and Authority in the Early Church*. Wilmington, DE: Glazier, 1984.

Hamman, Adalbert. *How to Read the Church Fathers*. London: SCM Press, 1993.

Irvin, Dale. *Christian Histories, Christian Traditioning: Rendering Account*. Maryknoll, NY: Orbis, 1998.

Louth, Andrew. *The Origins of the Christian Mystical Tradition from Plato to Denys*. Oxford: Clarendon, 1983.

Meredith, Anthony. *The Cappadocians*. Crestwood, NY: St Vladimir's Seminary, 1995.

Quasten, Johannes. *Patrology*. 4 Vols. Westminster: Christian Classics, 1986-88.

Ramsay, Boniface. *Beginning to Read the Fathers*. London: DLT, 1985.

Wetzel, James. *Augustine: A Guide for the Perplexed*. London: Continuum, 2010.

Lecturer: CARMEL POSA SGS

## FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

### CANON LAW DC

DC9011Y	Canon Law A
DC9012Y	Canon Law B
DC9424Y	Supervised Reading Unit – Canon Law (24 points)
DC9448Y	Supervised Reading Unit – Canon Law (48 points)

### EDUCATION STUDIES DE

DE9663Y**	Leadership for Mission in a Catholic School (=DR9663Y) <b>MEdTheol</b>
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### LITURGY DL

DL8430Y	Doing and Living the Church's Liturgy (Foundational unit)
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations
DL9424Y	Supervised Reading Unit-Liturgy (24 points)
DL9448Y	Supervised Reading Unit-Liturgy (48 points)

### MISSIOLOGY DM

DM8330Y	Introduction to Theology of Mission (Foundational unit)
DM9014Y	Inter-Religious Dialogue in a Multi-Religious Society
DM9016Y	Liberating Mission: When Gospel Meets Culture
DM9331Y	Theology in Asia: A Model of Development in Theology
DM9663Y**	Leadership for Mission in a Catholic School (=DR9663Y) <b>MEdTheol</b>
DM9424Y	Supervised Reading Unit-Missiology (24 points)
DM9448Y	Supervised Reading Unit-Missiology (48 points)

### PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP8001Y	Foundations for Pastoral Practice (Foundational unit)
DP9005Y	Trauma-a contemporary issue within the pastoral setting
DP9006Y	Professional Issues in Pastoral Ministry
DP9010Y	Faith, Religion and Spirituality (DS9010Y)
DP9111Y	Ministry in Contemporary Context
DP9100S	Clinical Pastoral Education (CPE) – Units from Other Colleges
DP9424Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (24 points)
DP9448Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (48 points)

### RELIGIOUS EDUCATION DR

DR9663Y	Leadership for Mission in a Catholic School (DM/DE9663Y) <b>MEdTheol</b>
DR9424Y	Supervised Reading Unit-Religious Education (24 points)
DR9448Y	Supervised Reading Unit-Religious Education (48 points)

### SPIRITUALITY DS

DS8000Y	Foundations for Christian Spirituality (Foundational unit)
DS9212Y	Introduction to Early Christian Art and Architecture
DS9215Y	From Perpetua to Dorothy Day (CH9215Y)
DS9010Y**	Faith, Religion and Spirituality (=DP9010Y)
DS9216Y**	Disciples of Holiness (=CH9216Y)
DS9424Y	Supervised Reading Unit-Spirituality (24 points)
DS9448Y	Supervised Reading Unit-Spirituality (48 points)

## **FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE**

### **MORAL THEOLOGY DT**

DT8000Y	Introduction to Moral Theology (Foundational unit)
DT9016Y	Action for a Fairer World
DT9230Y**	Catholic Social Thought in Aust. and Overseas (=CH9230Y)
DT9424Y	Supervised Reading Unit-Moral Theology (24 points)
DT9448Y	Supervised Reading Unit-Moral Theology (48 points)

### **SILOAM UNITS (HEART OF LIFE)**

Siloam program and contact details see page 171-178

## **UNITS FROM OTHER COLLEGES**

DP9100S	Clinical Pastoral Education CPE, see page 159-160
RQ9021C	Research Methodologies (Catholic Theological College), see page 161

## **CAPSTONE UNITS**

XS9991Y	A Faith to Live By
XS9907Y	Enhancing Teacher Professional Learning for Religious Education (MEdTheol)

## **CAPSTONE UNITS AVAILABLE IN OTHER YEARS**

Units not offered in 2020, but normally offered in other years

XS9992Y	Pastoral Leadership
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## **GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION UNITS**

Schedule at each centre see page 170. 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 Our (Christian) Choices in Life: A Value Added Approach
DR8605Y	Integrative Exercise



## POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

### CANON LAW DC

DC9410Y Principles and Practice for Church Governance (DP9410Y)

### LITURGY DL

DL9422Y Ritual and Pastoral Care: In Sickness and Life's Ending (DP9422Y)

DL9423Y Proclaiming the Word of God (DP9423Y)

### MISSIOLOGY DM

DM9011Y A Comparative Study of Religions

DM9015Y Recent Approaches to Mission

DM9470Y Social Teaching and Indigenous Persons (DT9470Y)

### PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP9004Y Loss and Grief within a Contemporary Pastoral Setting

DP9410Y\*\* Principles and Practice of Church Governance (=DC9410Y)

DP9422Y\*\* Ritual and Pastoral Care: In Sickness and Life's  
Ending (=DL9422Y)

DP9423Y\*\* Proclaiming the Word of God (=DL9423Y)

### SPIRITUALITY DS

DS9212Y\*\* Art History and Spirituality in Western Europe (=CH9212Y)

DS9214Y\*\* Death, Dying and Grief: Through the Lens of Art and Spirituality (=CH9214Y)

DS9320Y\*\* Mary in the Christian Tradition (=CH9320Y, CT9320Y)

DS9321Y Gifted to the Church

DS9322Y\*\* Mystery as the Heart of the Church (=CH9322Y)

### MORAL THEOLOGY DT

DT9011Y Major Issues in Contemporary Moral Theology

DT9012Y Justice and Human Rights

DT9014Y Can war be just?

\*\*See cross listing for detailed unit description.

**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:** nil

**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**

Tutorial presentation 1000 words (20%); tutorial presentation 1000 words (20%); 5000 word essay (60%)

**BIBLIOGRAPHY** \*set text recommended for purchase

Beal, J. 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.

———. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

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

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

Flannery, A., ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

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

Huels, J. *The Pastoral Companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan, 2009.

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.

*Studia Canonica*. Ottawa: Saint Paul University.

*The Jurist*. Washington, DC: CLSA.

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. 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. analyse the relevance of the Church relating to the Sacrament of Orders
5. demonstrate understanding of major aspects of the laws relating to governance, particular churches, the teaching office of the Church and temporal goods

**ASSESSMENT**

Tutorial presentation 1000 words (20%); tutorial presentation 1000 words (20%); 5000 word essay (60%)

**BIBLIOGRAPHY** \*set text recommended for purchase

Beal, J. 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.

———. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

Caparros, E., & Aubé, H, (eds). *Code of Canon Law Annotated* (Second Edition). Montréal: Wilson & Lafleur, 2004.

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

Flannery, A., ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

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

Huels, J. *The Pastoral Companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan, 2009.

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.

*Studia Canonica*. Ottawa: Saint Paul University.

*The Jurist*. Washington, DC: CLSA.

**Lecturer:** ROSEMARIE JOYCE CSB

**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.

**PREREQUISITES:** None

**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%); seminar paper 1000 words (20%); essay 4000 words (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: James Gould House, 2010.

Day, Juliette, and Benjamin Gordon-Taylor, eds. *The Study of Liturgy and Worship: An Alcuin Guide*. Collegeville, MN: Liturgical Press and Pueblo, 2013.

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

Johnson, Lawrence. *The Three Days: A Liturgical Guide*. Washington, DC: Federation of Diocesan Liturgical Commissions, 2012.

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

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

Pilcher, Carmel, et al., eds. *Vatican Council II: Reforming Liturgy*. Adelaide: ATF Press, 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*. 3rd ed. Nashville, TN: Abingdon Press, 2000.

Lecturer: PHILIP MALONE MSC

**Elective unit**

(Min. No. 6)

2<sup>nd</sup> semester: Tuesday morning**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 (Level 3)
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 and praxis 3250 words (40%); practicum and critical reflection 4000 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.
- International Committee on English in the Liturgy. *English Translation of the Order of Mass*. 2008.
- Kavanaugh, Aidan. *Elements of Rite: Handbook of Liturgical Style*. Collegeville, MN: Liturgical, 1990.
- Lysik, D., ed. *The Liturgy Documents: A Parish Resource*. 4th ed. 2 Vols. Chicago, IL: Liturgy Training, 2004.
- Martin, James. *Celebrating Good Liturgy*. Chicago, IL: Loyola Press, 2005.
- Mitchell, Nathan. *Meeting Mystery*. New York, NY: Orbis, 2006.
- Pecklers, Keith. *The Genius of the Roman Rite: On the Reception and Implementation of the New Missal*. London: Burns & Oates, 2009.
- Smolarski, Dennis C. *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: Pueblo, 1990.
- White, James. *Introduction to Christian Worship*. Revised ed. Nashville, TN: Abingdon Press, 2000.

Lecturer: PHILIP MALONE MSC

# DM8330Y INTRODUCTION TO THE THEOLOGY OF MISSION

## Foundational unit

(Min. No. 6)

2nd semester: Thursday morning

### 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.

PREREQUISITES: None

### 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

A tutorial presentation and discussion of a case study in mission and submitting the same as a 2000 word essay (40%); 5000 word essay describing the missionary nature of the church and critically examining how it can be practised in contemporary Australia (60%).

### BIBLIOGRAPHY

- Bauchham, R. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker, 2003.
- Bevans, Stephen, and Roger Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.
- Blackburn, W. Ross. *The God who Makes himself Known: The Missionary Heart of the Book of Exodus*. Edited by D. A. Carson. Downers Grove, IL: Inter-Varsity, 2012.
- Bosch, D. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis, 1991.
- Flett, John. *The Witness of God: Missio Dei*. Grand Rapids, MI: Eerdmans, 2010.
- Kalu, Ogbu U., et al. *Mission after Christendom*. Louisville, KY: Westminster John Knox, 2010.
- Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. New Delhi: ISPCK, 2008.
- Oborji, Francis A. *Concepts of Mission*. Maryknoll, NY: Orbis, 2006.
- Ott, Craig, et al. *Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Redford, Shawn B. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Schroeder, Roger. *What is the Mission of the Church*. Maryknoll, NY: Orbis, 2009.
- Skreslet, Stanley H. *Comprehending Mission*. Maryknoll, NY: Orbis, 2012.
- Sunquist, Scott W. *Understanding Christian Mission: Participation in Suffering and Glory*. Grand Rapids, MI: Baker Academic, 2013.
- Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-First Century*. Grand Rapids, MI: Kregel, 2010.

Lecturer: ALBANO DA COSTA SVD

**Elective unit**

(Min. No. 6)

1<sup>st</sup> semester: Tuesday evening**CONTENT**

This unit is designed to explore the significance and importance of interreligious 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. This unit will further examine the biblical and theological foundations for interreligious dialogue and address its related challenges and opportunities. It will engage in some actual dialogue, leading to a harmonious society in the Australian context and beyond.

**PREREQUISITES:** None**LEARNING OUTCOMES**

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

1. develop an understanding of interreligious dialogue
2. analyse interreligious dialogue as an expression of the church's mission
3. justify how interreligious dialogue is an experience of rootedness and openness
4. compare interreligious dialogue with the mission of proclamation
5. assess interreligious dialogue as an expression of the divine reign
6. appraise 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 J., and Ilaria Morali, eds. *Catholic Engagement with World Religions: A Comprehensive Study*. New York: Orbis, 2010.
- Clooney, Francis. *Hindu God, Christian God: How Reason Helps Break down the Boundaries between Religions*. Oxford: OUP, 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: Crossroad, 2008.
- Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. New York: Orbis, 2004.
- Fitzgerald, Michael and Borelli, J. (eds). *Interfaith Dialogue: a Catholic View*. Maryknoll, New York: Orbis Books, 2006.
- Hill, Brennan. *World Religions and Contemporary Issues*. Mystic, CT: Twenty-Third, 2013.
- Horsley, Richard. *Jesus and Empire: The Kingdom of God and the New World Disorder*. Minneapolis MN: Fortress, 2003.
- Howe, R. L. *The Miracle of Dialogue*. Edinburgh: St Andrew Press, 1963.
- O'Collins, Gerald. *The Second Vatican Council on Other Religions*. Oxford: OUP, 2013.
- . *Salvation for All: God's Other Peoples*. Oxford: OUP, 2008.
- Painadath, Sebastian. *We are Co-Pilgrims*. Delhi: ISPCCK, 2006.
- Phan, Peter. *Being Religious Interreligiously: Asian Perspectives on Interfaith Dialogue*. New York: Orbis, 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, MI: Eerdmans, 2004.
- Timmerman, Christiane, and Barbara Segaert. *How to Conquer the Barriers to Intercultural Dialogue: Christianity, Islam and Judaism*. Bruxelles: P.I.E. Peter Lang, 2005.

**Lecturer:** ALBANO DA COSTA SVD

**Elective unit**

(Min. No. 6)

1st semester: Wednesday morning

**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**

2000 word tutorial paper (30%); 5000 word essay (70%)

**BIBLIOGRAPHY**

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

**Lecturer:** ROBYN REYNOLDS OLSH



Elective

(Min. No. 6)

1st semester: Thursday morning

**CONTENT**

The unit will offer students a review of the major Asian theologians as well as the major theological themes that have developed in the Asian context of religious pluralism, different cultures, the poor, and marginalized groups like women, *dalits* and others.

**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. critically evaluate the work of at least one significant Asian theologians
2. articulate three major Asian theological themes
3. compare three characteristics of Asian theology with that of western theology
4. examine the relevance of Asian theology for mission in Asia
5. make a case for contextual theology
6. critically assess how an Asian theological theme is relevant in Australia

**ASSESSMENT**

Tutorial presentation and 3000 word essay (40%); 5000 word essay (60%)

**BIBLIOGRAPHY**

- Amaladoss, Michael. *Making All Things New: Dialogue, Pluralism and Evangelization in Asia*. New York: Orbis Books, 1990.
- Amaladoss, Michael. *Making Harmony. Living in a Pluralistic World*, Chennai: IDCRC, 2003.
- Clarke, Manchala, and Philip Peacock. *Dalit Theology in the 21<sup>st</sup> Century*. Oxford: University Press, 2011.
- England, John, et al. *Asian Christian Theologies: A Research Guide to Authors, Movements, Sources*. (3 vols.). New York
- England, John and Archie Lee, eds. *Doing Theology with Asian Resources*. Singapore: PTCA 1993.
- Fabella, Virginia and Park Sun Ai Lee, eds. *We Dare to Dream: Doing Theology as Asian Women*. New York: Orbis Books. 1990.
- Fabella, V. Lee, P. & Suh David, *Asian Christian Spirituality: Reclaiming Traditions*, New York: Orbis Books, 1992.
- Fernandez, Eleazar, *Toward a Theology of Struggle*, New York: Orbis Books, 1994.
- Gonsalves, Francis. *God of Our Soil: Towards Subaltern Trinitarian Theology*, Delhi: ISPCK, 2010.
- Kalu, Ogbu. Vethanayagamony, Peter. Chia, Edmund (eds). *Mission after Christendom: Emergent Themes in Contemporary Mission*. Louisville: Westminster John Knox Press, 2010.
- Kim, Sebastian, ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press. 2008.
- Parratt, John. *The Other Jesus: Christology in Asian Perspective*. Frankfurt: Peter Lang, 2012.
- Phan, Peter. *Christianity with an Asian Face*. Maryknoll, NY: Orbis Books, 2003.
- Pieris, Anoma. *An Asian Theology of Liberation*. Maryknoll, NY: Orbis Books, 1989.
- Suh, D.Kwang-sun. *The Korean Minjung in Christ*. Hong Kong: Commission on Theological Concerns, 2002.
- Sugirtharaja, R.S. ed. *Asian Faces of Jesus*, New York: Orbis Books, 1995.
- Tan, Jonathan Y. *Christian Mission Among Peoples of Asia*. New York: Orbis Books, 2014.
- Wilfred, Felix. *Asian Public Theology: Critical Concerns*. New Delhi: ISPCK, 2010.

Lecturer: ALBANO DA COSTA 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.

**PREREQUISITES:** None

**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**

Short essay focussing on the student demonstrating a clear understanding of human development theory 1500 words (20%); a seminar paper, written and presented, on one specific cultural understanding of the self, e.g. Vietnamese, Polynesian, Anglo-Celtic, Indian 1500 words (20%); an essay demonstrating how human development theory, and theological perspectives on the self, are relevant to a pastoral practice environment 3000 words (60%)

**BIBLIOGRAPHY**

- Balswick, Jack O., Pamela Ebstein King and Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Illinois: IVP, 2005.
- Boyd, Denise and Helen Bee. *Lifespan Development*. 6th ed. Sydney: Pearson, 2011.
- Harter, Susan. *Construction of the Self: Developmental and Sociocultural Foundations*. New York: Guilford Publications, 2012.
- Hermans, Hubert J. M. and Giancarlo Dimaggio. *The Dialogical Self in Psychotherapy*. New York: Routledge, 2016.
- Hoffnung, Michele, Robert J. Hoffnung, Kelvin L. Seifert, Rosanne Burton Smith, Alison Hine, Lynn Ward, Cat Pausé, Karen Yates, and Karen Swabey. *Lifespan Development: A Chronological Approach*. 3rd Australasian Edition. Milton, QLD: John Wiley & Sons Australia, 2016.
- Kopas, Jane. *Sacred Identity: Exploring a Theology of the Person*. Mahwah, NJ: Paulist Press, 1995.
- Lerner, Richard M. *Concepts and Theories of Human Development*. 4th ed. New York: Routledge, 2018.
- 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.
- Seigel, Jerrold. *The Idea of the Self. Thought and Experience in Western Europe since the Seventeenth Century*. New York: Cambridge University Press, 2005.
- Welker, Michael, ed. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, Michigan: William B. Eerdmans, 2014.

Lecturer: BARRY ROGERS

**Elective unit**

(Min. No. 6)

2nd semester: Wednesday evening

**CONTENT**

This unit will explore the experience of trauma as a consequence of: industrial disasters, natural disasters, tragic accidents, domestic violence, child abuse, assaults and murder, terrorism and war. It will begin by helping the student to develop a broad understanding of trauma and its impact on human development and relationships. It will then focus on trauma experiences which are beyond our control, such as natural disasters. It will then explore trauma that arises from domestic conflicts and accidents. This will be followed by an exploration of complex trauma which emerges as a consequence of international conflict and terrorism. The unit will explore theological perspectives on trauma, and of the place of pastoral and spiritual care for victims of trauma.

**PREREQUISITES:** DP8001Y Foundations for Pastoral Practice; an interview with the lecturer is required prior to enrolment in this unit

**LEARNING OUTCOMES**

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

1. understand and articulate a broad understanding of the complex experience of trauma
2. critically analyse and compare the key elements of a range of traumatic experiences
3. articulate, analyse and reflect psychologically on specific experiences of trauma
4. articulate, analyse and reflect theologically on specific areas of trauma
5. demonstrate an understanding of various intervention strategies in the treatment of trauma and illustrate this through examples of pastorally integrated practice
6. critically review current research on the psychological and spiritual impact of trauma and illustrate appropriate pastoral responses

**ASSESSMENT**

Critically review two key articles or book chapters 1500 words (20%); exploration of two key areas of trauma, comparing and contrasting the theory, experience and intervention 2500 word essay (30%); understanding traumatic experiences, exploring psychological and theological perspectives, and pastoral implications 3500 word essay (50%)

**BIBLIOGRAPHY** \*set texts recommended for purchase

\*Herman, Judith L. *Trauma and Recovery: The Aftermath of Violence-from Domestic Abuse to Political Terror*. 1992. Reprint, New York: Basic Books, 2015.

Alford, C. Fred. *Trauma and Forgiveness: Consequences and Communities*. Cambridge: Cambridge University Press, 2013.

Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament: A Practical Theology for Professional Caregivers*. London: Jessica Kingsley, 2003.

Briere, John, and Catherine Scott. *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. 2nd ed. Thousand Oaks, CA: Sage, 2014.

Courtois, Christine A., and Julian D. Ford, eds. *Treating Complex Traumatic Stress Disorders: Scientific Foundations and Therapeutic Models*. New York: Guilford Press, 2013.

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Louisville, Kentucky: Westminster, 2006

McGinley, Eileen, and Arturo Varchevker. *Enduring Trauma through the Life Cycle*. London: Karnac, 2013.

Sanderson, Christiane. *Introduction to Counselling Survivors of Interpersonal Trauma*. London: Jessica Kingsley, 2010.

Walker, Donald F., Christine A. Courtois and Jamie D. Aten, eds. *Spiritually Oriented Psychotherapy for Trauma*. Washington, DC: American Psychological Association, 2014.

Wilson, John P., and Boris Droždek. *Broken Spirits: The Treatment of Traumatized Asylum Seekers, Refugees, War and Torture Victims*. New York: Brunner-Routledge, 2004.

Lecturer: BARRY ROGERS

# DP9006Y PROFESSIONAL ISSUES IN PASTORAL MINISTRY

## Elective unit

(Min. No. 6)

2nd semester: Thursday morning

## CONTENT

This unit will explore a broad range of personal, professional and ethical issues common in pastoral ministry, offering students an opportunity to engage in a reflexive process on pastoral practice. The unit will emphasise the interrelatedness of theory and practice in ministry, and the intersection of the personal and the professional. It will focus on issues such as: personal calling and discernment; personal virtues and professional skills as foundations to ethical practice; professional ethics; ethical decision making; confidentiality; professional boundaries, power and trust; and potential areas of professional misconduct. The unit will also focus on the significance of reflection, professional consultation and supervision in the maintenance of a compassionate and just ministry, and ministerial and spiritual health and wellbeing.

PREREQUISITES: DP8001Y Foundations of Pastoral Practice

## LEARNING OUTCOMES

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

1. compare and contrast various ethical approaches within the "helping professions"
2. analyse, articulate and reflect theologically on professional ethics in a pastoral setting
3. demonstrate and illustrate a clear understanding of ethical standards in pastoral practice
4. critically analyse complex ethical dilemmas within a pastoral setting, demonstrating theory, ethical decision-making and ethical resolutions
5. demonstrate an integrated understanding of the personal, professional and ethical complexities of the pastoral setting
6. demonstrate a critical understanding of current research on healthy, ethical formation and practice, and reflect on this understanding for personal pastoral practice

## ASSESSMENT

Compare and contrast two different ethical codes 1500 word essay (20%); focus on 3 significant elements in one ethical code 2500 word essay (30%); ethical dilemma within a pastoral practice setting 3500 word essay (50%)

## BIBLIOGRAPHY \*set text recommended for purchase

- \*Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. New York: Paulist Press, 2010.
- Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament: A Practical Theology for Professional Caregivers*. London: Jessica Kingsley, 2003.
- Carroll, Michael, and Elisabeth Shaw. *Ethical Maturity in the Helping Professions: Making Difficult Life and Work Decisions*. London: Jessica Kingsley, 2013.
- Corey, Gerald, M. S. Corey, and Patrick Callanan. *Issues and Ethics in the Helping Professions*. 9th ed. Sydney: Cengage Learning, 2014.
- Davys, Allyson, and Liz Beddoe. *Best Practice in Professional Supervision: A Guide for the Helping Professions*. London: Jessica Kingsley, 2010.
- Fook, Jan, and Fiona Gardner. *Practising Critical Reflection: A Resource Handbook*. Milton Keynes: Open University Press, 2008.
- \*Hawkins, Peter and Robin Shohet. *Supervision in the Helping Professions*. 4th ed. Maidenhead: Open University Press, 2012.
- Lynch, Gordon. *Pastoral Care and Counselling*. Ethics in Practice. Series editor Tim Bond. London: Sage, 2002.
- Robinson, Simon. *Spirituality, Ethics and Care*. London: Jessica Kingsley, 2008.
- \*Trull, Joe E. & Robert Creech. *Ethics for Christian Ministry: Moral Formation for Twenty-First-Century Leaders*. Grand Rapids, Michigan: Baker Academic Press, 2017.
- Welfel, Elizabeth Reynolds. *Ethics in Counseling & Psychotherapy: Standards, Research, and Emerging Issues*. 6th ed. Sydney: Cengage Learning, 2015
- Lecturer: BARRY ROGERS

## DP9010Y FAITH RELIGION AND SPIRITUALITY IN CONTEMPORARY SOCIETY

**Elective unit, Intensive** (crosslisted as Spirituality DS9010Y)

(Min. No. 6)

1st semester: 9:00am-4:00pm, Sat & Sun 22-23 Feb; 14-15 March, 18-19 May

### CONTENT

This unit provides an opportunity for participants to reflect on decreasing interest in institutional religion, but increasing interest in spirituality.

Using a range of educational tools, the unit will examine: generational differences in the western post-modern world; the role of religion in traditional and post-traditional societies; an overview of the development theory; biblical, traditional and more modern understandings of faith; the dialogue between institutional religion and personal spirituality; the modern challenges facing individuals and religious communities in our contemporary scientifically oriented society.

PREREQUISITES: None

### LEARNING OUTCOMES

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

1. identify the impact of generational and cultural changes on the role of religion, images of God and the understanding of faith
2. exhibit an awareness of theological and developmental theories of human growth
3. discuss cultural and age-related issues in the construction and reconstruction of meaning
4. recognise the relationship between people's image of God and their ideas about religion and spirituality
5. analyse the challenges and possibilities of reconstructing personal and communal meaning in our contemporary scientifically-oriented society
6. propose and evaluate a way of engaging Christian identity with broad, diffuse spirituality in contemporary culture

### ASSESSMENT

Analysis of major ideas and issues presented in article/s chosen by the lecturer 2500 words (30%); essay on a topic related to the student's ministry or experience which looks at the challenges facing Church members in meeting the needs of the varying groups in our communities 4500 words (70%)

### BIBLIOGRAPHY

Bouma, Gary. *Australian Soul: Religion and Spirituality in Australia*. Melbourne: Cambridge University Press, 2006.

Cowdell, Scott. *God's Next Big Thing: Discovering the Future Church*. Mulgrave: Garratt Publishing, 2004.

Delio, Ilia. *The Emergent Christ*, New York: Orbis Books, 2011.

Frame, Tom. *Losing my Religion: Unbelief in Australia*. Sydney: UNSW Press, 2009.

Gallagher, Michael Paul. *Faith Maps*. London: Darton, Longman and Todd, 2010.

Langmead, Ross. *Reimagining God and Mission*. Adelaide: ATF Press, 2007.

Maher, Anthony, ed. *Bridging the Divide between Faith, Theology and Life*. Adelaide: ATF, 2015.

O'Leary, Daniel. *Begin with the Heart Recovering a Sacramental Vision*. Dublin: Columba, 2008.

Ranson, David. *Across the Great Divide: Bridging Religion and Spirituality Today*. Strathfield: St Pauls, 2002.

Rolheiser, Ronald. *Secularity and the Gospel: Being Missionaries to our Children*. New York: Crossroad, 2006.

———. *Seeking Spirituality: Guidelines for a Christian Spirituality for the Twenty-First Century*. London: Hodder & Stoughton, 1998.

Tacey, David. *Beyond Literal Belief: Religion as Metaphor*. Mulgrave: Garratt Publishing, 2015.

Treston, Kevin. *Emergence for life not fall from grace*. Preston: Mosaic, 2013.

Walker, Andrew. *Spirituality in the City*. London: SPCK, 2005.

Webb, Val. *In Defence of Doubt*. St. Louis, MI: Chalice Press, 1995.

Lecturer: ROSE MARIE PROSSER

**CONTENT**

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

**PREREQUISITES**

Undergraduate degree in theology or three foundational units in a postgraduate award

**LEARNING OUTCOMES**

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

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

**ASSESSMENT**

2500 word presentation paper and 1000 word class feedback (50%); 3500 word essay (50%)

**BIBLIOGRAPHY \* = set texts recommended for purchase**

- Bartlett, David. *Ministry in the New Testament*. Minneapolis, MN: Fortress Press, 1993.
- Bernier, Paul. *Ministry in the Church: a Historical and Pastoral Approach*. Mystic, CT: Twenty-Third Publications, 1992.
- Brett, Gregory. *The Theological Notion of The Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang, 2013.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: a People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.
- Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions*. Notre Dame, IN: Ave Maria Press, 2013.
- Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010.
- Hoge, Dean R., and Jacqueline Wegner. *Evolving Visions of the Priesthood: Changes from Vatican II to the Turn of the New Century*. Collegeville, MN: The Liturgical Press, 2003.
- O'Meara, Thomas. *Theology of Ministry*. Revised Edition. Mahwah, NJ: Paulist Press, 1999.
- Pickard, Stephen. *Theological Foundations for Collaborative Ministry (Explorations in Practical, Pastoral and Empirical Theology)*. London: Ashgate, 2009.
- Osborne, Kenan B. *Ministry: Lay Ministry in the Roman Catholic Church: Its History and Theology*. Eugene, OR: Wipf & Stock, 2003.
- Power, David Noel. *Mission, Ministry, Order: Reading the Tradition in the Present Context*. New York: Continuum, 2008.
- Senior, Donald, and Carroll Stuhlmueller. *The Biblical Foundations for Mission*. Maryknoll, NY: Orbis Books, 1983.
- Sofield, Loughlan, and Carroll Juliano. *Principled Ministry: A Guidebook for Catholic Church Leaders*. Notre Dame, IN: Ave Maria Press, 2011.
- World Council of Churches. *Baptism, Eucharist and Ministry* (Faith and Order Paper no. 111. The Lima Text). Geneva: World Council of Churches, 1982.

Lecturer: MICHAEL A. KELLY CSsR

# DR9663Y LEADERSHIP FOR MISSION IN A CATHOLIC SCHOOL

**Elective unit Intensive, MEdTheol** St Francis Xavier College, Beaconsfield (Min. No. 6)  
1st semester: 9:00am-4:00pm Thur 12 Mar and Fri 13 Mar ; (2 days online asynchronous); Thur 7 May and Fri 8 May. Crosslisted as DE9663Y/ DM9663Y

## CONTENT

This unit will address the changing context in which Catholic schools operate and the import this has for school leaders. It will focus on the centrality of 'mission' in a context where the historical partnership between family, school and parish has diminished. The unit will then address the need for openness to the Spirit as we re-contextualise by drawing on the wisdom of Tradition, Scripture, church and human experience as we negotiate the needs of an increasingly pluralist school community. It will also examine the responsibilities of those aspiring to or involved in leadership under the rubrics of educational, spiritual and managerial leadership.

**PREREQUISITES:** 16 points of Scripture, and 16 points of Systematic Theology or Education or Religious Education or equivalent

## LEARNING OUTCOMES

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

1. analyse the signs of the times as they are reflected in the context of Catholic schools
2. demonstrate an understanding of the concept of mission and its import for school leadership
3. critically engage issues to which those in Catholic school leadership must attend
4. evaluate the roles of Tradition, Scripture, church and human experience in the re-contextualisation of Catholic schools
5. identify and describe the range of skills necessary for educational leadership

## ASSESSMENT

One paper of 3000 words focussing on the place of 'mission' in a Catholic school (40%); one paper of 3000 words focussing on the development of a vision for a Catholic school and a strategic plan to effect its implementation (40%); Review and reflection of 750 words on online learning day one (10%); Review and reflection of 750 words on online learning day two (10%)

## BIBLIOGRAPHY

- Arbuckle, Gerard A. *Intentional Faith Communities in Catholic Education: Challenge and Response*. Strathfield: St Pauls, 2016.
- Calian, Carnegie Samuel. *The Spirit-Driven Leader: Seven Keys to Succeeding Under Pressure*. Louisville, KY: Westminster John Knox, 2010.
- D'Orsa, Jim and Therese. *Leading for Mission: Integrating Life, Culture and Faith in Catholic Education*. The Broken Bay Institute Mission and Education Series. Mulgrave: Vaughan, 2013.
- Daw, Joan. *Young People, Faith and Social Justice*. Box Hill: Yarra Institute Press, 2013.
- Doohan, Leonard. *Spiritual Leadership: The Quest for Integrity*. New York and Mahwah, NJ: Paulist, 2007.
- Door, Donal. *Spirituality: Our Deepest Heart's Desire*. Dublin: Columba, 2008.
- Duignan, Patrick. *Educational Leadership: Together creating ethical learning environments*. 2nd ed. Port Melbourne: Cambridge University Press, 2012.
- Franchi, Leonardo and Stephen McKinney, eds. *A Companion to Catholic Education*. Leominster: Gracewing, 2011.
- Grogan, Margaret, ed. *The Jossey-Bass Reader on Educational Leadership*. San Francisco, CA: John Wiley & Sons, 2013.
- Hession, Anne. *Catholic Primary Religious Education in a Pluralist Environment*. Dublin: Veritas, 2015.
- Kouzes, James M., and Barry Z. Posner. *Leadership Challenge*. 3rd ed. San Francisco, CA: Jossey-Bass, 2002.
- Massaro, Thomas. *Living Justice: Catholic Social Teaching in Action*. Lanham, MD: Rowman & Littlefield, 2008.
- Rymarz, Richard, and Angelo Belmonte, eds. *Religious Education in Australian Catholic Schools: Exploring the Landscape*. Mulgrave: Vaughan Publishing, 2017.
- Sipe, James W., and Don M. Frick. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. Revised and Expanded Edition. New York and Mahwah, NJ: Paulist Press, 2015.
- Church Documents on Catholic Education: 1965-2002*. Strathfield: St Pauls, 2004.
- Lecturer: MICHAEL A. KELLY CSsR

# DS8000Y FOUNDATIONS FOR CHRISTIAN SPIRITUALITY

## Foundational unit

(Min. No. 6)

2nd semester: Wednesday morning

### 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.

PREREQUISITES: None

### 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 a specific selected aspect of the unit

### ASSESSMENT

3000 word essay (50%); 1500 word integrative assignment (25%); 1500 word tutorial (25%)

### 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, 2006.
- Groody, Daniel. *Globalisation, Spirituality and Justice*. Maryknoll, NY: Orbis, 2007.
- Holder, Arthur. *The Blackwell Companion to Christian Spirituality*. Oxford: Blackwell, 2005.
- Jones, Cheslyn, Geoffrey Wainwright, and Edward Yarnold, eds. *The Study of Spirituality*. London: SPCK, 1986.
- Jungmann, Joseph A. *Christian Prayer through the Centuries*. New York: Paulist Press, 2006.
- King, Ursula. *Christian Mystic: Their Lives and Legacies throughout the Ages*. Mahwah, NJ: Hidden Spring, 2001.
- Lescher, Bruce H., and Elizabeth Liebert, eds. *Exploring Christian Spirituality*. New York: Paulist Press, 2016.
- 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: Millenium, 1995.
- Wiseman, James A. *Spirituality and Mysticism*. Maryknoll, NY: Orbis, 2006.
- Woods, R. *Christian Spirituality: God's Presence through the Ages*. Maryknoll, NY: Orbis, 2006.

Lecturer: ROBYN REYNOLDS OLSH



## DS9215Y FROM PERPETUA TO DOROTHY DAY

**Elective unit** cross listed as Church History CH9215Y

(Min. No. 6)

1st semester: Thursday evening,

### CONTENT

This unit explores the meaning of Christian spirituality using the writings of women throughout history. Emphasis will be placed on the historical context of the primary sources used, the struggles of women in coming to find their own voices within their contexts, and their specific literary genres. This study aims to bring the reader to an appreciation of both the significance of these writings for their own times, as well as their continuing relevance to our life and mission in the Christian Church today.

PREREQUISITES: None

### LEARNING OUTCOMES

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

1. outline the elements that identify Christian Spirituality particularly in relation to women's writings throughout history
2. articulate the historical contexts within which women communicate Christian spirituality throughout history
3. identify key features of Christian spirituality within women's writings
4. interpret a range of literary genres used by women writers in Christian History
5. discuss the implications of the understanding of these texts for ministry in the contemporary Christian church
6. describe how women did or did not find their voice through their writings in the context of the Church of their times
7. demonstrate the critical and creative tension between an understanding of historical texts in their original context and an appreciation of their contemporary value

### ASSESSMENT

Tutorial journal 1500 words (20%); tutorial essay 2500 words (30%); research essay 3500 words (50%)

### BIBLIOGRAPHY

- Castelli, Elizabeth A. *Martyrdom and Memory: Early Christian Culture Making*. New York: Columbia University Press, 2007.
- Coon, Lynda L. *Sacred Fictions: Holy Women and Hagiography in Late Antiquity*. Philadelphia, PA: University of Pennsylvania, 1997.
- D'Arcens, Louise and Juanita Feros Ruys, eds. *Maistresse of My Wit: Medieval Women, Modern Scholars*. Vol. 7. Turnhout: Brepols, 2004.
- Day, Dorothy. *The Long Loneliness: The Autobiography of Dorothy Day*. San Francisco, CA: Harper & Row, 1981.
- Finnegan, Mary Jeremy. *The Women of Helfta: Scholars and Mystics*. Athens, GA: University of Georgia Press, 1991.
- Harmless, William. *Mystics*. Oxford: OUP, 2008.
- Hilesun, Ety. *An Interrupted Life: The Diaries and Letters of Ety Hilesun*. Preface by Eva Hoffman. London: Persephone, 1999.
- Meville, Gert. *The World of Medieval Monasticism: Its History and Forms of Life*. Kalamazoo, MI: Cistercian, 2016.
- Schulenberg, Jane Tibbets. *Forgetful of her Sex: Female Sanctity and Society: 500-1100*. Chicago, IL: University of Chicago, 1998.
- Tyler, Peter, and Edward Howells, eds. *Teresa of Avila: Mystical Theology and Spirituality in the Carmelite Tradition*. London: Routledge, 2017.
- Ward, Benedicta, trans. *Sayings of the Desert Fathers*. Vol. 59. Kalamazoo, MI: Cistercian, 1984.
- Wheeler, Bonnie, ed. *Listening to Heloise: The Voice of a Twelfth-Century Woman*. Basingstoke: Palgrave MacMillan, 2000.

Lecturer: CARMEL POSA SGS

# **DT8000Y INTRODUCTION TO MORAL THEOLOGY: THE GOD I BELIEVE IN IS THE GOD TO WHOM I RESPOND**

## **Foundational unit**

(Min. No. 6)

1st semester: Tuesday morning

## **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.

**PREREQUISITES:** None

## **LEARNING OUTCOMES**

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

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

## **ASSESSMENT**

Reflection on weekly readings 2000 words (40%); essay 4000 words (60%)

## **BIBLIOGRAPHY**

- Chan, Yiu Sing Lúcas. *The Ten Commandments and the Beatitudes: Biblical Studies and Ethics for Real Life*. Lanham, MD: Sheed and Ward, 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 City: Accent, 2010.
- Gascoigne, Robert. *Freedom and Purpose: An Introduction to Christian Ethics*. Sydney: E. J. Dwyer, 2005.
- Harrington, Daniel, and James Keenan. *Jesus and Virtue Ethics: Building Bridges between New Testament Studies and Moral Theology*. Lanham, MD: Sheed and Ward, 2002.
- Keenan, James. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. New York: Continuum, 2010.
- MacNamara, Vincent. *The Call to Be Human: Making Sense of Morality*. Dublin: Veritas, 2010.
- McDonagh, Enda, and Vincent MacNamara, eds. *An Irish Reader in Moral Theology: The Legacy of the Last Fifty Years*. Dublin: Columba, 2009.
- Nichols, Alan. *Street Called Choice: Ethical Choices for Ordinary People*. Melbourne: Acorn Press, 2005.
- Wadell, Paul. *Happiness and the Christian Moral Life: An Introduction to Christian Ethics*. Lanham, MD: Rowman & Littlefield, 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

## DT9016Y ACTION FOR A FAIRER WORLD

**Elective unit**

(Min. No. 6)

2nd semester: Monday evening

### 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 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 around sustainability and social equity examined in the unit
3. demonstrate understanding of the moral principles 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

One 3000 word essay (40%); one 4000 word essay (60%)

### BIBLIOGRAPHY

- Browne, Stephen. *Sustainable Development Goals and UN Goal-Setting*. London: Routledge, 2017.
- Cavanagh, John and Jerry Mander (eds.). *Alternatives to Economic Globalization*. San Francisco CA: Berrett-Koehler, 2004.
- Clarke, Matthew (ed.). *Handbook of Research on Development and Religion*. Cheltenham UK Edward Edgar, 2013.
- Finn, D. K., ed. *The True Wealth of Nations: Catholic Social Thought and Economic Life*. Oxford: OUP, 2010.
- Francis (Pope), *Laudato Si: On the Care of Our Common Home*, 2015, various editions
- Francis. *Laudato Si: On the Care of Our Common Home*. 2015. (various editions)
- Pabst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge: James Clarke, 2011.
- Preston, Ronald H. *Religion and the Ambiguities of Capitalism*. Cleveland: Pilgrim Press, 1993.
- Sachs, Jeffrey. *The Age of Sustainable Development*. New York: Columbia University Press, 2015.
- . *The Price of Civilization: Economics and Ethics after the Fall*. London: 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, 2010.
- Todaro, Michael, and Stephen Smith. *Economic Development*. Harlow: Addison Wesley, 2015.

Lecturer: BRUCE DUNCAN CSsR

## 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 24 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.

### 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.

## CAPSTONE UNITS AVAILABLE IN 2020

XS9991Y	A Faith to Live By	24 point unit
XS9907Y	Enhancing Teacher Professional Learning in Religious Education (MEdTheol Capstone)	24 point unit

## CAPSTONE UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

XS9992Y	Pastoral Leadership	24 point unit
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## **XS9991Y A FAITH TO LIVE BY**

### **Capstone Unit**

(Min. No. 6)

2nd semester: Wednesday evening

### **CONTENT**

This capstone unit uses the framework of the Church's affirmation of faith as found in the Apostles' and Nicene Creeds to prompt reflection on the basic components of Christian belief, and to draw conclusions about how our believing informs responsible living in the present and hope for the future. Consideration is given to how the various components of these articulations of faith arise from the biblical witness and are shaped by the experience of Christian communities. Students will use their biblical, historical, systematic and applied theological knowledge to offer an integrate perspective on an article of the creed and its implication for Christian practice today.

**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. describe the biblical foundations of the creedal affirmations
2. evaluate how issues in the early church influenced these beliefs
3. explore the ongoing significance of at least two creedal articles
4. integrate the biblical, historical and theological sources in understanding and articulating faith
5. evaluate the implications for Christian life of one creedal article

### **ASSESSMENT**

Minor essay 2500 words focussing on origin and importance of a creedal article (30%); major essay 5000 words focussing on origin, importance and implications for Christian life of a different creedal article (70%)

### **BIBLIOGRAPHY** \*set texts recommended for purchase

Ashwin-Siejkowski, Piotr. *Early Christian Doctrine and the Creeds*. London: SCM, 2010.

Gunton, Colin, ed. *The Cambridge Companion to Christian Doctrine*. Cambridge: Cambridge University Press, 1997.

Johnson, Luke T. *The Creed: What Christians Believe and Why It Matters*. London: Darton, Longman and Todd, 2003.

Kelly, Anthony. *The Creed by Heart: Relearning the Nicene Creed*. Blackburn: HarperCollins, 1996.

Kelly, J. N. D. *Early Christian Creeds*. 3rd ed. New York: Continuum, 2004.

Küng, Hans. *Credo: the Apostles' Creed for Today*. London: SCM, 1993.

Lochman, Jan. *The Faith We Confess: An Ecumenical Dogmatics*. Eugene, OR: Wipf and Stock, 2004.

Quash, Ben, and Michael Ward, eds. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. London: SPCK, 2007.

Schüssler Fiorenza, Francis, and John P. Galvin, eds. *Systematic Theology: Roman Catholic Perspectives*. Minneapolis, MN: Fortress, 2011.

Webster, John, Kathryn Tanner and Iain Torrance, eds. *The Oxford Handbook of Systematic Theology*. Oxford: OUP, 2007.

World Council of Churches. *Confessing the One Faith: An Ecumenical Explication of the Apostolic Faith*. Geneva: WCC, 2015.

Young, Frances. *The Making of the Creeds*. London: SCM, 2002.

Lecturer: CARMEL POSA SGS

## XS9907Y

## ENHANCING TEACHER PROFESSIONAL LEARNING FOR RELIGIOUS EDUCATION

**Capstone: MEdTheol St Francis Xavier College, Beaconsfield**

(Min. No.6)

2nd semester: Face to Face sessions: 9.30 – 12.30 Friday 7<sup>th</sup> August and Friday 9<sup>th</sup> October.

The remainder of the unit: self-directed, peer engaged learning with supervisor support

### CONTENT

In this unit, students will undertake a capstone learning experience that includes personal study, collaborative enquiry, and reflective practice. This unit investigates and evaluates insights aimed at improving the quality and effectiveness of teacher professional development in Religious Education. A focus of this unit will be to articulate key features of a professional learning framework suited to enhancing teacher capacity in Religious Education. Students will demonstrate advanced and well-integrated knowledge and skills within the disciplines of education, theology and religious pedagogy, with application to their school context.

**PREREQUISITES:** This unit may only be taken in the final two semesters of the MEdTheol

### LEARNING OUTCOMES

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

1. identify and explain key features of in-service teacher professional development, according to contemporary standards of excellent practice
2. distinguish and analyse dimensions of professional learning for teachers particularly relevant to Religious Education
3. design a framework of evidence-informed criteria for enhancing teacher capacity in Religious Education
4. use advanced academic skills to construct an integrated presentation of the learning outcomes above, using methodologies and scholarship appropriate to the disciplines of education, theology and religious pedagogy.

### ASSESSMENT

Report (outline and bibliography for essay) of 1000 words (10%); Essay of 7000 words (90%)

### BIBLIOGRAPHY \*set texts recommended for purchase

- Australian Institute for Teaching and School Leadership. *Australian Professional Standards for Teachers*. Education Council, 2018. <https://www.aitsl.edu.au/teach/standards#/>
- Brooksfield, Stephen. D. *Becoming a Critically Reflective Teacher*. 2<sup>nd</sup> ed. San Francisco, CA: Jossey-Bass, 2017.
- Catholic Education Melbourne. *Horizons of Hope*. Catholic Education Melbourne, 2018. <https://www.cem.edu.au/Our-Schools/Curriculum/Horizons-of-Hope.aspx>
- Congregation for Catholic Education. *Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love*. Website of the Holy See, 2013. [http://www.vatican.va/roman\\_curia/congregations/ccatheduc/documents/rc\\_con\\_ccatheduc\\_doc\\_20131028\\_dialogo-interculturale\\_en.html](http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_dialogo-interculturale_en.html)
- Groome, Thomas. *Educating for Life: A Spiritual Vision for Every Teacher and Parent*. New York: Crossroad, 1998.
- National Catholic Education Commission. *A Framework for Formation for Mission in Catholic Education*. National Catholic Education Commission, 2017. <https://www.ncec.catholic.edu.au/images/AFramework4FormationMission.pdf>
- National Catholic Education Commission. *Religious Education in Australian Catholic Schools*. National Catholic Education Commission, 2017. [https://www.ncec.catholic.edu.au/images/NCEC\\_Framing\\_Paper\\_Religious\\_Education.pdf](https://www.ncec.catholic.edu.au/images/NCEC_Framing_Paper_Religious_Education.pdf)
- Pollefeyt, Didier & Jan Bouwens, *Identity in Dialogue*. Berlin: LIT Verlag, 2014.
- Rymarz, Richard & Angelo Belmonte, eds. *Religious Education in Australian Catholic Schools: Exploring the Landscape*. Mulgrave, VIC: Vaughan Publishing, 2017.
- Sharkey, Paul. *Educator's Guide to Catholic Identity*. Mulgrave, VIC: Vaughan Publishing, 2015.

Lecturer: MICHAEL KELLY CSsR AND KEVIN LENEHAN

## DP9100S CLINICAL PASTORAL EDUCATION (CPE)

**This unit is offered at Postgraduate Level, but Undergraduate students may enrol.**

Placement in a hospital (clinical) setting offers the opportunity to develop skills in pastoral and spiritual care with people across the spectrum of society and to integrate one's operational theology with the actual offering of care in situations of major and minor life transitions including birth and birthing, ageing, trauma, rehabilitation, mental health issues, dying and death. The clinical setting confronts people with the major questions of meaning and purpose and in meeting them in these profound places, the CPE student learns the possibilities for offering effective pastoral care.

While all hospital based CPE Centres have placements in the clinical setting, several accept students with external placements in a variety of settings, including aged care, mental health, community and schools. External placements offer students the opportunity to reflect on their experience as pastoral and spiritual caregivers in their current or intended area of pastoral practice.

For 2020 CPE Placements see:

<http://stirling.edu.au/wp-content/uploads/2019/08/2020-CPE-programmes-1.pdf>

Clinical Pastoral Education (CPE) is offered through the [University of Divinity](#) in partnership with [ASACPEV](#) (the Association for Supervised and Clinical Pastoral Education in Victoria, Inc). The program is required by some churches for formal ministry accreditation or ordination, and is available to pastoral and spiritual carers. Most units are offered in hospital or clinical contexts, but some can be undertaken in a variety of ministry contexts. The CPE program is led by ASACPEV's accredited supervisors.

### DEMANDS OF THE CPE PROGRAM

The CPE program demands much of students, both in time and emotional investment. Encounters with others can be challenging, as can the reflection on those encounters. The discipline of writing up journals, case studies and verbatims, enhances personal integration. Students who are new to hospital or healthcare settings, or multi-faith and multi-cultural settings may find these confronting.

CPE is often reported as one of the most rewarding units taken by students.

### ENROLLING IN CPE

Students interested in taking a unit of CPE should first speak with the Dean of their Home University of Divinity College. Enrolments are managed through the University's Colleges in conjunction with the University's CPE Liaison Officer, Allison Whitby, who is located at Stirling Theological College. The CPE Liaison Officer can offer advice on who to contact at which CPE Centre, and the [ASACPEV website](#) <https://www.asacpev.org.au> can also guide students.

Contact Alison Whitby:

Email: [awhitby@stirling.edu.au](mailto:awhitby@stirling.edu.au)

Phone Number (Stirling Theological College): (03) 9790 1000

## CONTENT

Clinical Pastoral Education (CPE) is a programme of education and formation for the work of pastoral care. The programme's methodology utilises the action/reflection model of learning. The action component entails the actual provision of pastoral care within a pastoral setting. This care acknowledges and attends to the human condition, particularly life's religious and spiritual dimensions. The reflection component entails the exploration of the ministry experience, the dynamics present, and the theological and spiritual dimensions. This action/reflection process is integral to the participants' understanding and the formation of their pastoral identity and competence. CPE is "learning theology from the living human document" (Anton Boisen). The goal of the programme is that the participant will be acknowledged first hand as the bearer of the sacred and the distinctive provider of spiritual and pastoral care.

## LEARNING OUTCOMES

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

1. develop goals for their learning which identify their learning edges for the Unit
2. begin, develop and conclude pastoral interactions with people with varied experiences
3. identify and respond to a person's spiritual needs and resources in ways that contribute to a person's well-being
4. demonstrate a basic capacity to engage with inter-disciplinary staff
5. engage in reflection on their experience of spiritual care in writing, with a group of peers and with their supervisor, as they work towards their goals and objectives
6. reflect upon their encounters and pastoral experience within a spiritual/ theological framework
7. articulate how the insights gained from theological/spiritual reflection on the pastoral experiences can be incorporated into future pastoral practice
8. demonstrate a growing awareness of their identity as a spiritual carer.

## CO-REQUISITE REQUIREMENTS

In Undergraduate programs:

At least one unit at 2000 level or higher in CT AND at least one unit in DP AND at least one unit in Field B; AND demonstrated pastoral competence; AND a successful interview with the CPE Centre Director or delegate.

In Postgraduate programs:

At least one Unit in Field B or in CT AND One Unit in DP; AND demonstrated pastoral competence; AND a successful interview with the CPE Centre Director or delegate.

## ASSESSMENT

- Statement of Learning Goals (200 words) 5%
- Reports of spiritual care with people (8 of) (approx. 6000 words) 30%
- Faith/spirituality and ministry story (min 100 words) 5%
- Case study (2500 words) 10%
- Mid term evaluation paper (2500 words) 20%
- Final evaluation paper (2500 words) 30%

This unit is graded Pass/Fail

ALL tasks MUST be completed satisfactorily to pass this unit.

Lecturers will be those already approved by ASPEA and recorded by the University.

Bibliography: No particular readings are set for this unit



## RQ9021C RESEARCH METHODOLOGIES

Elective unit, taught at Catholic Theological College

1st semester: Wednesday evening

### CONTENT

This unit introduces students to contemporary approaches to research methodologies across various disciplines. It provides students with the skills to apply these 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

### 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
5. critically review scholarly literature relevant to their own research topics
6. develop skills in research design that clearly identify their research question, hypothesis, and methodology

ASSESSMENT: 2000 word review essay (30%); 6000 word research proposal (70%)

### BIBLIOGRAPHY \*Recommended Texts

Anderson, R. A. *The Shape of Practical Theology: Empowering Ministry with Theological Praxis*. Downers Grove: IVP, 2001.

Berry, Ralph. *The Research Project: How to Write It*, 5<sup>th</sup> Ed. New York: Routledge, 2004.

\*Booth, W., et al. *The Craft of Research*, 3<sup>rd</sup> ed. Chicago: Chicago University Press, 2008.

Corbin, J., and A. Strauss. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 3<sup>rd</sup> ed. Thousand Oaks: Sage, 2008.

Fink, A. *Conducting Research Literature Reviews: From the Internet to the Paper*, 3<sup>rd</sup> ed. Thousand Oaks: Sage, 2010.

Locharoenrat, Kitsakorn. *Research Methodologies for Beginners*. Singapore: Pan Stanford, 2017.

Marshall, C., and G. B. Rossman. *Designing Qualitative Research*, 5<sup>th</sup> ed. Los Angeles: Sage, 2011.

Ricoeur, P. *Hermeneutics and the Human Sciences: Essays on Language, Action, and Interpretation*. Edited translated by J. B. Thompson. Cambridge & New York: Cambridge University Press, 1981.

Yaghjian, L. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York: Continuum, 2006.

Lecturer and Coordinator: TBA

## 16,000 WORD MINOR THESIS

**Unit value 48 points** (See Minor Thesis Policy on the University of Divinity website for more details)

RQ9748M One semester 16,000 minor thesis

RQ9748M - Full year 16,000 minor thesis beginning Semester One

RQ9748M - Full year 16,000 minor thesis beginning Semester Two

The Minor Thesis provides training for students in development of research skills and tests their capacity to undertake research. It may serve as a pathway into higher degrees by research.

### **Procedures for 16,000 Word Minor Thesis**

#### *Admissions and approvals*

- Students indicate their intention to enrol in the 16,000 word minor thesis by including the unit 'Minor Thesis' on the standard University of Divinity admission or re-enrolment form for the relevant year. Students may elect to take the 16,000 word minor thesis 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 '16,000 word minor thesis approval form'. This includes an outline of the topic to be researched, learning outcomes and the assessment schedule.  
<https://divinity.edu.au/documents/minor-thesis-approval-form/>  
This must be signed by the student, the College Research Coordinator, 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 '16,000 word 'minor thesis approval form' to the appropriate Chair of Examiners for approval or amendment. Once a thesis 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.

#### *\*Timing*

It is recommended that a candidate for a minor thesis enrol through the office of the Academic Dean late in the semester prior to beginning the minor thesis, and then consult with the Research and Education Coordinator so that they can make adequate preparation for submission of the minor thesis approval form and if required an ethics clearance application.

## **SUPERVISED READING UNITS POSTGRADUATE**

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, 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 (8000 words, worth 24 points) MAY BE ARRANGED IN THE FOLLOWING DISCIPLINES.**

### **Postgraduate**

BA9424Y OLD TESTAMENT

BN9424Y NEW TESTAMENT

BS9424Y BIBLICAL STUDIES

CH9424Y CHURCH HISTORY

CT9424Y SYSTEMATIC THEOLOGY

DA9424Y MISSION AND MINISTRY

DC9424Y CANON LAW

DE9424Y EDUCATION STUDIES

DL9424Y LITURGY

DM9424Y MISSIOLOGY

DP9424Y PASTORAL THEOLOGY AND MINISTRY STUDIES

DR9424Y RELIGIOUS EDUCATION

DS9424Y SPIRITUALITY

DT9424Y MORAL THEOLOGY

48 point Supervised Reading Units may also be approved. Consult the Academic Dean.

## **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 16 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, Warrnambool and Ballarat.

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 8 point unit (DR8605Y Integrative Exercise) is taken concurrently over the duration of the course.

### **FEES**

GCTRE units \$1760.00 per 16 point unit of study

GCTRE Integrative unit \$880.00 per 8 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: John Knox Press, 2003.

Coloe, Mary L. *A Friendly Guide to the Birth of Jesus*. Mulgrave: Garratt Publishing, 2017.

———. *The Two Hands of God: Creation and Scripture*. Mulgrave: Garratt Publishing, 2014.

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

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

———. *A Friendly Guide to the New Testament*. Mulgrave: Garratt Publishing, 2010

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

Monaghan, Christopher J. *The Gospels: God with Us*. Mulgrave: Garratt Publishing, 2014.

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: Lumino Press, 2009.

Scullion, J. J. *Genesis. An Introduction for Students, Teachers and Preachers*. Collegeville, MN: Liturgical, 1992.

Lecturer: ROSE MARIE PROSSER

**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, 1983
- Chauvet, Louis-Marie. *The Sacraments*. Collegeville, MN: Liturgical Press, 2001.
- Cooke, Bernard. *Sacraments and Sacramentality*. Mystic, CT: Twenty-Third, 1983.
- De Gidio, Sandra. *Sacraments Alive: Their History, Celebration and Significance*. Mystic, CT: Twenty-Third, 1991.
- Feullenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis, 2002.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis, 2006.
- Guize, Tad. *The Book of Sacramental Basics*. New York: 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, 1999.

Lecturer: CARMEL POSA SGS

## DR8603Y FOUNDATIONS OF RELIGIOUS EDUCATION

DR8603Y Box Hill; DR8603Y Ballarat; DR8603Y Warrnambool

(Min. No. 8)

**Course:** GCTRE unit value 16 points

See page 170 for Schedule of dates

### 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: 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: Vaughan Publishing, 2012.

Groome, Thomas H. *Christian Religious Education: Sharing Our Vision and Story*. Blackburn: 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: Social Science Press, 2002.

Maher, Anthony, and Bob Hanley. *Educating Hearts: Seven Characteristics of a Good School*. Strathfield: St Pauls, 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: Lumino Press, 2007.

Lecturer: MICHAEL KELLY CSSR AND G.P. (JOE) FLEMING

**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.

**ASSESSMENT**

1500 word written presentation (40%); 2500 word essay (60%)

**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 and Ward, 1999.
- Lamoureux, Patricia, and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*. Maryknoll, NY: Orbis, 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*. Mulgrave: Garratt Publishing, 2002.
- Nichols, Alan. *Street called Choice: Ethical Choices for Ordinary People*. Melbourne: Acorn Press, 2005.
- Shelton, Charles. *Achieving Moral Health: An Exercise Plan for Your Conscience*. New York: Crossroad, 2000.

Lecturer: BERNARD TEO CSsR AND BRENDAN CONNELL CP



## **DR8605Y      INTEGRATIVE EXERCISE**

### **DR8605Y**

**Course:** GCTRE unit value 8 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 2020

**Box Hill (YTU) Classes: 9:00am–4:00pm**

### Semester one

DR8601Y 1st year	Introduction to Scripture for Religious Educators ( <b>RMP</b> ) Sat 15 Feb; Sat 29 Feb; Mon 30; Tue 31 Mar
DR8603Y 2nd year	Foundations of Religious Education ( <b>MAK</b> ) Sat 15 Feb; Sat 29 Feb; Mon 30; Tues 31 Mar

### Semester two

DR8602Y 1st year	Jesus Christ Today: In Church, Mission and Sacraments ( <b>CP</b> ) Sat 25 July; Sat 8 Aug; Mon 21 Sept; Tues 22 Sept
DR8604Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach ( <b>BC</b> ) Sat 25 July; Sat 8 Aug; Mon 21 Sept; Tues 22 Sept
DR8605Y 2nd year	Integrative Exercise

**Warrnambool Classes: Friday & Saturday 9:00am–4:00pm**

### Semester one

DR8603Y 1st year	Foundations of Religious Education ( <b>JF</b> ) Fri 20 Mar; Sat 21 Mar; Fri 8 May; Sat 9 May
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### Semester two

DR8604Y 1st year	Making our (Christian) Choices in Life: A Value Added Approach ( <b>BT</b> ) Fri 21 Aug; Sat 22 Aug; Fri 9 Oct; Sat 10 Oct
DR8605Y 2nd year	Integrative Exercise

**Ballarat Classes: Friday & Saturday 9:00am–4:00pm**

**(REAP) Same program as GCTRE**

### Semester one

DR8604Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach ( <b>BT</b> ) Fri 20 Mar; Sat 21 Mar; Fri 8 May; Sat 9 May
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### Semester two

DR8603Y 2nd year	Foundations of Religious Education ( <b>JF</b> ) Fri 21 Aug; Sat 22 Aug; Fri 9 Oct; Sat 10 Oct
DR8605Y 2nd year	Integrative Exercise

**Dates: Version 5: 18<sup>th</sup> September 2019**

### Lecturers

RMP	Rose Marie Prosser	BC	Brendan Connell
MAK	Michael Kelly	BT	Bernard Teo
JF	G. P. (Joe) Fleming	CP	Carmel Posa

## SILOAM: A FORMATION PROGRAM IN SPIRITUAL DIRECTION

### GRADUATE DIPLOMA IN SPIRITUAL DIRECTION

Siloam is an integrated program for the formation of spiritual directors that may be studied full-time, or part-time (Mondays, approx. 8:45am-5:30pm). It is taken over 2 semesters full time or 4 semesters part time. Three units are studied concurrently in each semester (full time students) or in each year (part time students).

Full-time	Part-time	Unit Title
Semester 1	Year 1	
DD8701Y	DD8711Y	Religious Experience and the Christian Spiritual Tradition I
DD8703Y	DD8713Y	Personal Awareness and Human Development I
DD8705Y	DD8715Y	Spiritual Direction Practicum I
Semester 2	Year 2	
DD8702Y	DD8712Y	Religious Experience and the Christian Spiritual Tradition II
DD8704Y	DD8714Y	Personal Awareness and Human Development II
DD8706Y	DD8716Y	Spiritual Direction Practicum II

Application for this program is made directly to Heart of Life: Phone (03) 9890 1101, Email: [info@heartoflife.melbourne](mailto:info@heartoflife.melbourne), followed by application through Yarra Theological Union to the University of Divinity if studying for the Graduate Diploma in Spiritual Direction.

See <http://www.heartoflife.melbourne/siloam/> for a detailed brochure and application form.

#### **Fees: Siloam Program (Graduate Diploma in Spiritual Direction)**

Students undertaking the Siloam program as enrolled students for the Graduate Diploma in Spiritual Direction through the University of Divinity will pay the following:

University of Divinity Tuition fees (Fee-Help is available to qualifying Australian citizens)	\$ 15840
Heart of Life Residential weekends & student amenities costs	<u>\$ 2300</u>
<b>Total</b>	<b>\$ 18140</b>

Students undertaking the Siloam program as not-for-credit students will pay the following fees and costs:

Heart of Life Program fees	\$ 11438
Heart of Life Residential weekends & student amenities costs	<u>\$ 2300</u>
<b>Total:</b>	<b>\$ 13738</b>

In addition to the program, students are expected to undertake regular spiritual direction, and a psychological assessment, at their own expense.

## **Content: Siloam Program (Graduate Diploma in Spiritual Direction)**

Currently in its 42nd year of operation, and international in scope, the Siloam Formation Program for Spiritual Directors is recognised by the Australian Ecumenical Council for Spiritual Direction ([www.spiritualdirection.org.au](http://www.spiritualdirection.org.au)), as meeting the Council's guidelines for the formation of spiritual directors. Siloam is committed to the standards for formation and the norms for ethical practice set by AECSD. The guidelines for the practice of spiritual direction are outlined in the documents of AECSD – for example, the nature of the relationship between director and directee, confidentiality, protocols for spiritual direction sessions, ethical practice, and the place, and practice, of supervision. These issues are basic to the Siloam Program.

Siloam is an integrated program, the content of which includes units on Religious Experience and the Christian Spiritual Tradition I & II, Personal Awareness and Human Development I & II, and Spiritual Direction Practicum I & II. Integrated into these units are modules on the contemplative foundation of spiritual direction, the varieties of religious experience, the human experience of God, life stage models of spiritual and human development, spirituality of particular needs, ethics and professional standards in ministry, grace and conversion, the discernment of spirits, ecological spirituality and spiritual direction practice.

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

## **Contact**

Emeritus Professor Paul Beirne  
(University of Divinity)

Director  
Heart of Life

296 Glenferried Road, Malvern 3144 (As at 31 January 2020) Phone: 03 9890 1101

Email: [info@heartoflife.melbourne](mailto:info@heartoflife.melbourne) Website: <http://www.heartoflife.melbourne>

## **Siloam Calendar 2020**

Immersion Weekend (compulsory)	7-8 Feb (Full-time participants)
Orientation (compulsory)	7-8 Feb (Part-time Year 1 participants)
Orientation Week – Full Time Students	10-14 Feb (Full-time participants)
Orientation Day – Part Time Students	10 Feb only (Part-time participants Yr 1)
<b>Semester 1</b>	<b>17 February-26 June</b>
Mid-semester 1 break	30 March - 13 April
<b>Semester 2</b>	<b>20 July- 23 November</b>
Mid semester 2 break	21 September - 2 October
Retreat Week-FT and PT2 students (compulsory)	14-18 Sept
3 compulsory residential prayer weekends (Full-time students)	1-3 May, 14-16 Aug, 20-22 Nov
2 compulsory residential prayer weekends (Part-time Year 1 students)	15-17 May, 21-23 Aug
2 compulsory residential prayer weekends (Part-time Year 2 students)	22-24 May, 20-22 Nov

**End-of-Year Missioning of Graduates: Monday 23 November 2020**

Applications for 2020 close on 30 November 2019.

Unit undertaken as full time, 1st semester: DD8701Y, or part time, 1st year: DD8711Y

## CONTENT

Beginning with students' spiritual autobiographies, the unit develops an understanding of the nature of religious experience through appreciation and interpretation of their own experience, which includes reflection on images of God and Jesus, both historical and personal.

The unit examines the contemplative foundations of spiritual direction through an examination of, and reflection on, Biblical, Patristic, Medieval, Reformation, and Mystical spirituality, and for contrast, the spirituality immanent in East Asian and other religious traditions.

The unit also specifies and explores the varieties of religious experience as well as the effect mindfulness and meditation have on human and religious experience, and considers Grace and Conversion and the crucial role these play within the Christian spiritual tradition.

PREREQUISITES: None

## LEARNING OUTCOMES

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

1. demonstrate a critical understanding of the Biblical, theological and spiritual underpinnings of the ministry of spiritual direction
2. discern and describe the varieties of religious experience they encounter in their ministry as spiritual directors
3. understand and explain the role mindfulness and meditation play in religious experience and spiritual direction
4. identify and explore the movement of grace in their personal experience and the experience of those to whom they minister
5. develop a theology of grace on the basis of their experience and be able to elucidate this learning

## ASSESSMENT

3000 word Personal reflection on Religious experience; 1500 word Personal reflection on personal Grace ; 1500 word Personal reflection on the experience of Conversion

*This unit is assessed on a pass/fail basis*

## BIBLIOGRAPHY

*\*Readings for Religious Experience:*

Barry, William A. *Spiritual Direction and the Encounter with God: A Theological Enquiry*. Mahwah, NJ: Paulist Press, 1982.

Coutinho, Paul. *How Big is Your God? The Freedom to Experience the Divine*. Chicago, IL: Loyola, 2007.

De Mello, Anthony. *Sadhana: A Way to God Christian Exercises in Eastern Form*. East Melbourne: HarperCollinsReligious, 1998.

Edwards, Denis. *Human Experience of God*. Romsey, NJ: Paulist Press, 1983.

———. *Jesus, the Wisdom of God*. Strathfield: St Pauls, 1985.

Eliade, M. *The Sacred and the Profane*. New York: Harcourt, 1957.

Lane, D. *The Experience of God*. New York: Paulist Press, 1981.

Navone, J. "Write a Gospel." *Review for Religious* 38, no. 5 (September 1979): 668-673.

Pearson, C. *Awakening the Heroes Within: Twelve Archetypes to Help Us Find Ourselves and Transform Our World*. San Francisco, CA: HarperSanFrancisco, 1991.

Stewart, C. *The World of the Desert Fathers*. Oxford: SLG Press, 1991.

*\*Readings for Grace and Conversion:*

Alphonso, Herbert. *The Personal Vocation*. Rome: Centrum Ignatianum, 2002.

Conn, Walter, ed. *Christian Conversion*. New York: Alba House, 1986.

Liebert, Elizabeth. *The Way of Discernment*. Louisville, KY: Westminster John Knox, 2008.

Louf, Andre. *Grace Can Do More: Spiritual Accompaniment and Spiritual Growth*. Kalamazoo, MI: Cistercian, 2002.

Lecturers: PETER MALONE MSC, ROBYN REYNOLDS OLSH AND PAUL BEIRNE

Unit undertaken as full time, 2nd semester: DD8702Y, or part time, 2nd year: DD8712Y

### CONTENT

This unit considers the central role Discernment plays in spiritual direction, including the discernment of spirits, and the means of identifying God's Spirit from spirits not of God. The central role examination of conscience plays in the spiritual life and in spiritual direction will also be considered.

Drawing on the insights of Christian theology and spirituality, and modern science, the unit explores the deep interconnectedness of all life, and examines the link between Eco-spirituality and spiritual direction.

PREREQUISITES: None

### LEARNING OUTCOMES

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

1. understand and articulate the processes of discerning the spirits (towards God and away from God) informed by their own and others' experience, and the wisdom of tradition
2. demonstrate an ability to apply this understanding to the practice of the ministry of spiritual direction
3. demonstrate awareness of theories relating to the interconnectedness of all life and the relevance of ecological spirituality to the contemplative practice of spiritual direction
4. communicate this knowledge, and its implications for humanity and all forms of life, to others in a practical and useful form

### ASSESSMENT

3000 word essay on Discernment ; 3000 word essay on Eco-spirituality

*This unit is assessed on a pass/fail basis*

### BIBLIOGRAPHY \*set text recommended for purchase

#### *\*Readings for Discernment*

Armstrong, Karen. *Twelve Steps to a Compassionate Life*. New York: Anchor, 2011.

Aschenbrenner, George A. "Consciousness Examen." *Review for Religious* 31, no. 1 (Jan 1972): 17-21.

Barry, William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.

Gallagher, B. *Taking God to Heart*. Strathfield: St Pauls, 2008.

Larkin, E. *Silent Presence: Discernment as Process and Problem*. Denville, NJ: Dimension, 1981.

Nouwen, H. *Discernment: Reading the Signs of Daily Life*. New York: HarperCollins, 2013.

Toner, J. J. *A Commentary on St Ignatius' Rules for the Discernment of Spirits*. St Louis, MI: St Louis University, 1995.

#### *\*Readings for Ecological Spirituality*

Berry, T. *The Sacred Universe: Earth, Spirituality and Religion in the Twenty-First Century*. Edited by Mary Tucker and J. Grimm. New York: Columbia University Press, 2009.

Cannato, J. *How the New Cosmology is Transforming Spiritual Life*. Notre Dame, IN: Green, 2010.

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

Francis. *Laudato Si': On Care of our Common Home*. Strathfield: St Pauls, 2015.

Lecturer: PAUL BEIRNE

## DD8703Y PERSONAL AWARENESS & HUMAN DEVELOPMENT I

Unit undertaken as full time, 1st semester: DD8703Y, or part time, 1st year: DD8713Y

### CONTENT

One aspect of the unit examines spiritual development in the context of human development. Several "life stage" models of human development will be examined to elucidate the extensive changes that an individual's spiritual growth encompasses over a lifetime. The following fundamental human experiences will be explored from the developmental perspective: painful emotions; grief and loss; gender identity and sexuality; love and friendship.

Another aspect of the unit highlights the Spiritual Director's understanding of, and response to, directees with special needs. It addresses methods for recognising directees who may be undergoing more serious mental health problems, and how to refer them appropriately to professional mental health services. It also addresses cross-cultural factors in spiritual direction, ensuring the culturally and linguistically diverse directee's cultural framework is respected, and idioms of spiritual expression are understood and valued.

PREREQUISITES: None

### LEARNING OUTCOMES

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

1. demonstrate an understanding of the sociological, psychological, and pastoral underpinnings of the ministry of spiritual direction
2. understand and explain representative "life stage" models of human development and their relevance to spiritual direction
3. apply this knowledge and understanding to the practice of spiritual direction;
4. recognise when a person needs to be referred to a qualified professional in mental health services, and to whom this referral can be made
5. demonstrate sensitivity to the needs of a culturally and linguistically diverse clientele

### ASSESSMENT

3000 word essay; 3000 word essay *This unit is assessed on a pass/fail basis*

### BIBLIOGRAPHY

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- Delio, Ilia. *The Unbearable Wholeness of Being: God, Evolution and the Power of Love*. Maryknoll, NY: Orbis, 2013.
- Don, Megan. *Falling into the Arms of God: Meditations with Teresa of Avila*. Navoto, CA: New World Library, 2005.
- Dowrick, S. *Intimacy and Solitude: How to Give Love and Receive It*. Crows Nest: Allen & Unwin, 2014.
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- Flanagan, Sabina, trans. *Secrets of God: Writings of Hildegard of Bingen*. London: Shambala, 1996.
- McKissock, M., and D. McKissock. *Coping with Grief*. 4th ed. Sydney: HarperCollins, 2012.
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- Moore, T. *Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life*. New York: HarperCollins, 1992.
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- Stevens, R. *Erik Erikson: Explorer of Identity and the Life Cycle*. New York: Palgrave, 2008.
- Whitehead, E., and J. Whitehead. *Nourishing the Spirit*. New York: Orbis, 2012.
- \_\_\_\_\_. *Transforming Our Painful Emotions*. New York: Orbis, 2010.
- Lecturers: PETER BENTLEY and SIMON JENKINSON

## DD8704Y PERSONAL AWARENESS & HUMAN DEVELOPMENT II

Unit undertaken as full time, 2nd semester: DD8704Y, or part time, 2nd year: DD8714Y

### CONTENT

The unit examines the human experience of God, incarnation, Kenosis, self-emptying love, God working through personal experience, and consequent approaches to contemplation and contemplative prayer. The unit also examines the influence that the visual and narrative arts, images and imagination have on human and religious experience as well as the roles each of these play in the formation of spiritual directors. The unit addresses professional standards and integrity in ministry linked to students' experience, guided by reference to Ethical Guidelines for Spiritual Directors such as Integrity in the Service of the Church, Integrity in Ministry, Towards Healing, and the Australian Ecumenical Council for Spiritual Director's Code of Ethics for Spiritual Directors.

PREREQUISITES: None

### LEARNING OUTCOMES

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

1. discuss various ways of expressing the human encounter with God through the utilisation of one's reading, reflection and personal experience
2. critically evaluate different traditions of spirituality and their methods of proclaiming the sacred immanent in human experience
3. apply the knowledge referred to in 1. and 2. above in the practice of spiritual direction
4. integrate professional standards and ethical guidelines into the practice of spiritual direction
5. engage with those seeking information/direction relating to professional standards and be able to articulate those standards appropriately and professionally

### ASSESSMENT

3000 word reflective essay, **or** one 1500 word reflective essay and one multi-media project equivalent to 1500 words ; 3000 word reflective essay *This unit is assessed on a pass/fail basis*

### BIBLIOGRAPHY

*\*Readings for Human Experience of God*

Barry, William A. *Spiritual Direction and the Encounter with God*. Rev. ed. NY: Paulist Press, 2004.

Burrows, Ruth. *Guidelines for Mystical Prayer*. London: Sheed and Ward, 1976.

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Laird, Martin. *Into the Silent Land*. Oxford: OUP, 2006.

*\*Readings for Professional Standards*

Australian Catholic Bishops Conference and Australian Conference of Leaders of Religious Institutes. *Integrity in the Service of the Church*. Canberra: ACBC, 2004.

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Australian Ecumenical Council for Spiritual Direction: *Code of Ethics*, <http://spiritualdirection.org.au>, 2005.

*Integrity in Ministry: A Resource Document of Principles and Standards for Lay Workers in the Catholic Church in Australia*. Canberra: National Committee for Professional Standards, 2011.

Lecturers: ROBYN REYNOLDS OLSH and PETER BENTLEY



## DD8705Y SPIRITUAL DIRECTION PRACTICUM I

Unit undertaken as full time, 1st semester: DD8705Y, or part time, 1st year: DD8715Y

### 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 focussing on, a contemplative approach to spiritual direction; 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. The unit includes individual and group supervision, individual and group evaluations, group interaction, and leadership of group prayer.

CO-REQUISITES: DD8701Y Religious Experience and the Christian Spiritual Tradition I and DD8703Y; Personal Awareness and Human Development I or equivalent units

### 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. demonstrate an ability to engage in group supervision processes
4. integrate their theoretical learnings, their ministerial practice, and their personal development

### ASSESSMENT

Ten verbatim reports, incorporating critical reflection, of 300 words each; 1000 word Workplace evaluation [case study] ; 1000 word Personal and Professional evaluation [self-evaluation]; 1000 word Personal reflection on goal setting

*This unit is assessed on a pass/fail basis*

### BIBLIOGRAPHY \*set text 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: Crossroad Publishing, 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 University Press, 1995.
- . *The Discerning Heart: Discovering a Personal God*. Chicago, IL: Loyola, 1993.
- Coutinho, Paul. *How Big is Your God? The Freedom to Experience the Divine*. Chicago, IL: Loyola, 2007.
- Gallagher, Brian. *Set me Free: Spiritual Direction and Discernment of Spirits*. Melbourne: Coventry Press, 2019.
- Guenther, Margaret. *Holy Listening: The Art of Spiritual Direction*. Boston, MA: Cowley, 1992.
- Hart, Thomas N. *The Art of Christian Listening*. New York: Paulist Press, 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.
- Ruffing, Janet K. *Spiritual Direction: Beyond the Beginnings*. New York: Paulist Press, 2000.

Supervisors: LIS TEGGELOVE RSM, MICHELE McCOURT, AND PAUL BEIRNE

## DD8706Y SPIRITUAL DIRECTION PRACTICUM II

Unit undertaken as full time, 2nd semester: DD8706Y, or part time, 2nd year: DD8716Y

### CONTENT

The unit provides students with the opportunity to undertake spiritual direction under appropriate supervision and to reflect critically on that experience. The unit develops on the first semester unit DD8705Y. Students continue their ministry of spiritual direction and their ongoing focus on, a contemplative approach to spiritual direction; 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. Each student will direct a retreat under supervision as part of this unit.

CO-REQUISITES: DD8702Y Religious Experience and the Christian Spiritual Tradition II and DD8704Y Personal Awareness and Human Development II or equivalent units

### 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, in particular, in relation to their own experience of spiritual direction as director and directee
3. demonstrate an ability to articulate their capacities and limitations as developing spiritual directors within the context of group supervision
4. continue to integrate their theoretical learnings, their ministerial practice, and their personal development
5. understand the key elements of leading a retreat and be able to put them into practice

### ASSESSMENT

Ten verbatim reports, incorporating critical reflection, of at least 300 words each; 1000 word Workplace evaluation [case study]; 1000 word Personal and Professional evaluation [self-evaluation]; 1000 word Workplace evaluation [retreat log]

*This unit is assessed on a pass/fail basis*

### BIBLIOGRAPHY \*set texts recommended for purchase

- \*Barry, William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.
- Buckley, Suzanne M., ed. *Sacred is the Call*. New York: Crossroad Publishing, 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 University Press, 1995.
- . *The Discerning Heart: Discovering a Personal God*. Chicago, IL: Loyola, 1993.
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- Ruffing, Janet K. *Spiritual Direction: Beyond the Beginnings*. New York: Paulist, 2000.

Supervisors: LIS TEGGELOVE RSM, MICHELE McCOURT, and PAUL BEIRNE

## RECENT PUBLICATIONS OF THE FACULTY

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### Gavin Brown

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### John N. Collins

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### **Ross Fishburn**

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### **Brian Gallagher**

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### **Anne Gardner**

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### **Brian Gleeson**

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### **Janina Hiebel**

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### **Rosemarie Joyce**

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### **Jacob Kavunkal**

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"Mission and Evangelism in South and Central Asia." In *Edinburgh Companions to Global Christianity*. Volume 3, 351-362. Christianity in South and Central Asia Series. Edited by Kenneth R. Ross & Todd M. Johnson, Edinburgh: Edinburgh University Press, 2019.

### **Michael A. Kelly**

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### **Ennio Mantovani**

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## **Mirek Mejzner**

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## **Christopher J. Monaghan**

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## **Christiaan Mostert**

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## **Cormac Nagle**

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## **Lawrence Nemer**

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### **Mark O'Brien**

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### **Graeme Pender**

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### **Carmel Posa**

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### **John Prior**

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### **Robyn Reynolds**

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# INDEX OF UNDERGRADUATE UNITS

		Semester	Page
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## NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1/2 a'noon	38
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## FIELD A – HUMANITIES

### LANGUAGES AL

AL1011Y	New Testament Greek A	1 eve	40
AL1012Y	New Testament Greek B	2 eve	41
AL1031Y	Theological German A	1 eve	42
AL1032Y	Theological German B	2 eve	43

## FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

AL1001Y	Hebrew A
AL1002Y	Hebrew B

## FIELD B – BIBLICAL STUDIES BS

### OLD TESTAMENT BA

BA1000Y	Entering the World of the Old Testament	2 eve	45
BA2012Y/BA3012Y	Wisdom Literature	2 morn	46
BA2019Y/BA3019Y	The Book of Jeremiah	1 morn	47
BA3418Y	Supervised Reading Unit–Old Testament (18 points)		89
BA3436Y	Supervised Reading Unit–Old Testament (36 points)		89

### NEW TESTAMENT BN

BN1000Y	Entering the World of the New Testament	1 eve	48
BN2010Y/BN3010Y	The Corinthian Correspondence	2 eve	49
BN2012Y/BN3012Y	Matthew	1 morn	50
BN2018Y/BN3018Y	The Gospel of Mark	2 eve	51
BN3015Y	The Biblical Land and the Gospels	2 Intens	52
BN3418Y	Supervised Reading Unit–New Testament (18 points)		89
BN3436Y	Supervised Reading Unit–New Testament (36 points)		89

### BIBLICAL STUDIES BS

BS2501Y/BS3501Y	Exploring the World of Jesus	2 Intens	53
BS3418Y	Supervised Reading Unit–Biblical Studies (18 points)		89
BS3436Y	Supervised Reading Unit–Biblical Studies (36 points)		89

## FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA2013Y/BA3013Y	The Book of Isaiah
BA2017Y/BA3017Y	The Twelve Prophets
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BN2011Y/BN3011Y	Luke–Acts
BN2013Y/BN3013Y	The Gospel of John
BN2017Y/BN3017Y	Romans
BS3116Y/BS9116Y	Biblical Justice and the Reign of God

## FIELD C – CHRISTIAN THOUGHT AND HISTORY

		Semester	Page
<b>CHURCH HISTORY CH</b>			
CH1001Y	A Survey of Early and Medieval Church History	1 eve	55
CH2002Y	A Survey of Early Modern and Modern Church History	2 eve	56
CH2010Y/CH3010Y	Reformation Histories and Theologies	2 eve	57
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture	2 eve	58
CH2216Y/CH3216Y	Disciples of Holiness (DS2/3216Y)	1 Intens	59
CH2230Y/CH3230Y	Catholic Social Thought in Australia and Overseas	1 eve	60
CH2215Y/CH3215Y**	From Perpetua to Dorothy Day (=DS2/3215Y) (DT2/3230Y)	1 eve	86
CH2511Y/CH3511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT2/3511Y)	1 eve	65
CH3418Y	Supervised Reading Unit-Church History (18 points)		89
CH3436Y	Supervised Reading Unit-Church History (36 points)		89
<b>SYSTEMATIC THEOLOGY CT</b>			
CT1003Y	Beginning with Jesus	2 eve	61
CT2016Y/CT3016Y	In Search Of A Humbler Church	1 eve	62
CT2023Y/CT3023Y	Salvation and the End of Time	1 eve	63
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church	2 eve	64
CT2511Y/CT3511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH2/3511Y)	1 eve	65
CT3012Y	The Christian Doctrine of God: The Holy Trinity	1 morn	66
CT3019Y	Human Person: Community and World	2 Intens	67
CT3418Y	Supervised Reading Unit-Systematic Theology (18 points)		89
CT3436Y	Supervised Reading Unit-Systematic Theology (36 points)		89

\*\*See cross listing for detailed unit description.

### FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2015Y/CH3015Y	Religion in the Age of Faith
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (DS2/3212Y)
CH2214Y/CH3214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS2/3214Y)
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT/DS2/3320Y)
CH2322Y/CH3322Y	Mystery at the Heart of the Church (DS2/3322Y)
CH2911Y/CH3911Y	Umbria, Cradle of the Franciscan Movement
CT2010Y/CT3010Y	Eschatology: Living in Hope
CT2020Y/CT3020Y	The Cosmos as Creation
CT2025Y/CT3025Y	Sent to Serve
CT2320Y/CT3320Y**	Mary in the Christian Tradition (=CH2/3320Y)
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism Confirmation Eucharist
CT3017Y	Jesus: Name of our Salvation
CT3024Y	Theological Method

## FIELD D – THEOLOGY: MISSION AND MINISTRY

		Semester	Page
<b>CANON LAW DC</b>			
DC2011Y/DC3011Y	Canon Law A	1 morn	70
DC2012Y/DC3012Y	Canon Law B	2 morn	71
DC3418Y	Supervised Reading Unit-Canon Law (18 points)		89
DC3436Y	Supervised Reading Unit-Canon Law (36 points)		89
<b>LITURGY DL</b>			
DL1430Y	Doing and Living the Church's Liturgy	2 eve	72
DL2010Y/DL3010Y	Liturgy: Presiding and Participating	2 morn	73
DL3418Y	Supervised Reading Unit-Liturgical Studies (18 points)		89
DL3436Y	Supervised Reading Unit-Liturgical Studies (36 points)		89
<b>MISSIOLOGY DM</b>			
DM1330Y	Introduction to the Theology of Mission	2 morn	74
DM2014Y/DM3014Y	Inter-Religious Dialogue in a Multi-religious Society	1 eve	75
DM2016Y/DM3016Y	Liberating Mission: When Gospel Meets Culture	1 morn	76
DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology	1 morn	77
DM3418Y	Supervised Reading Unit-Missiology (18 points)		89
DM3436Y	Supervised Reading Unit-Missiology (36 points)		89
<b>PASTORAL THEOLOGY AND MINISTRY STUDIES DP</b>			
DP1001Y	Foundations for Pastoral Practice	1 eve	78
DP2010Y	Faith, Religion and Spirituality (DS2010Y)	1 Intens	79
DP3005Y	Trauma	2 eve	80
DP3006Y	Professional Issues in Pastoral Ministry	2 morn	81
DP2111Y/DP3111Y	Ministry in Contemporary Context	2 eve	82
DP2101Y**	Spiritual Leaders (=DS2101Y)	1&2 morn	84
DP9100S	Clinical Pastoral Education (CPE)		159
DP3418Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies		89
DP3436Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies		89
<b>RELIGIOUS EDUCATION DR</b>			
DR3418Y	Supervised Reading Unit-Religious Education (18 points)		89
DR3438Y	Supervised Reading Unit-Religious Education (36 points)		89
<b>SPIRITUALITY DS</b>			
DS1000Y	Foundations for Christian Spirituality	2 morn	83
DS2101Y	Spiritual Leaders (DP2101Y)	1&2 morn	84
DS2215Y/DS3215Y	From Perpetua to Dorothy Day (CH2/3215Y)	1 eve	86
DS2010Y**	Faith, Religion and Spirituality (=DP2010Y)	1 Intens	79
DS2216Y/DS3216Y**	Disciples of Holiness (=CH2216Y/CH3216Y)	1 Intens	59
DS3418Y	Supervised Reading Unit-Spirituality (18 points)		89
DS3436Y	Supervised Reading Unit-Spirituality (36 points)		89
<b>MORAL THEOLOGY DT</b>			
DT1000Y	Introduction to Moral Theology	1 morn	87
DT2016Y/DT3016Y	Action for a Fairer World	2 eve	88
DT2230Y/DT3230Y**	Catholic Social Thought in Aust. & O'seas (=CH2/3230Y)	1 eve	60
DT3418Y	Supervised Reading Unit-Moral Theology (18 points)		89
DT3436Y	Supervised Reading Unit-Moral Theology (36 points)		89

\*\*See cross listing for detailed unit description.

## FIELD D – THEOLOGY: MISSION AND MINISTRY

### FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, 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)

#### MISSIOLOGY DM

DM2011Y/DM3011Y	A Comparative Study of Religions
DM2015Y/DM3015Y	Recent Approaches to Mission
DM2470Y/DM3470Y	Social Teaching and Indigenous Persons

#### PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP2004Y/DP3004Y	Loss and Grief within a Contemporary Pastoral Setting
DP2422Y/DP3422Y**	Ritual and Pastoral Care: in Sickness and Life's Ending (=DL2/3422Y)
DP2423Y/DP3423Y**	Proclaiming the Word of God (=DL2/3423Y)

#### SPIRITUALITY DS

DS2212Y/DS3212Y**	Art History and Spirituality in Western Europe (= CH2/3212Y)
DS2214Y/DS3214Y**	Death, Dying and Grief (=CH2/3214Y)
DS2320Y/DS3320Y**	Mary in the Christian Tradition (=CH/CT2/3320Y)
DS2321Y/DS3321Y	Gifted to the Church
DS2322Y/DS3322Y**	Mystery as the Heart of the Church: Traditions of Mysticism (=CH2/3322Y)

#### MORAL THEOLOGY DT

DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology
DT2012Y/DT3012Y	Justice and Human Rights
DT2014Y/DT3014Y	Can War be Just?

# INDEX OF POSTGRADUATE UNITS

## NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1 a'noon	38
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### FIELD A – HUMANITIES

#### LANGUAGES

AL8011Y	New Testament Greek A (Foundational unit)	1 eve	106
AL8012Y	New Testament Greek B (Foundational unit)	2 eve	107
AL8031Y	Theological German A (Foundational unit)	1 eve	108
AL8032Y	Theological German B (Foundational unit)	2 eve	109

#### FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

AL8011Y	Hebrew A (Foundational unit)
AL8012Y	Hebrew B (Foundational unit)

### FIELD B – BIBLICAL STUDIES

#### OLD TESTAMENT BA

BA8000Y	Entering the World of the Old Testament (Foundational unit)	2 eve	111
BA9012Y	Wisdom Literature	2 morn	112
BA9019Y	The Book of Jeremiah	1 morn	113
BA9424Y	Supervised Reading Unit-Old Testament (24 points)		163
BA9448Y	Supervised Reading Unit-Old Testament (48 points)		163

#### NEW TESTAMENT BN

BN8000Y	Entering the World of the New Testament	1 eve	114
BN9010Y	The Corinthian Correspondence	2 eve	115
BN9012Y	Matthew	1morn	116
BN9018Y	The Gospel of Mark	2 eve	117
BN9015Y	The Biblical Land and the Gospels	2 Intens	118
BN9424Y	Supervised Reading Unit-New Testament (24 points)		163
BN9448Y	Supervised Reading Unit-New Testament (48 points)		163

#### BIBLICAL STUDIES BS

BS9501Y	Exploring the World of Jesus	2 Intens	119
BS9662Y	Interpreting Biblical Texts <b>MEdTheol</b>	2 Intens	120
BS9424Y	Supervised Reading Unit-Biblical Studies (24 points)		163
BS9448Y	Supervised Reading Unit-Biblical Studies (48 points)		163

#### FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

BA9010Y	Pentateuch
BA9011Y	Psalms
BA9013Y	The Book of Isaiah
BA9017Y	The Twelve Prophets
BA9018Y	Justice Mercy and Theodicy in the Old Testament
BN9011Y	Luke-Acts
BN9013Y	The Gospel of John
BN9017Y	Romans
BS9116Y	Biblical Justice and the Reign of God

## FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

		Semester	Page
<b>CHURCH HISTORY CH</b>			
CH8001Y	A Survey of Early and Medieval Church History (Foundational)	1 eve	122
CH9002Y	A Survey of Early Modern and Modern Church History	2 eve	123
CH9010Y	Reformation Histories and Theologies	2 eve	124
CH9212Y	Introduction to Early Christian Art and Architecture (DS9212Y)	2 eve	125
CH9216Y	Disciples of Holiness (DS9216Y)	1 Intens	126
CH9230Y	Catholic Social Thought in Aust. & Overseas (DT9230Y)	1 eve	127
CH9215Y**	From Perpetua to Dorothy Day (=DS9215Y)	1 eve	153
CH9511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT9511Y)	1 eve	134
CH9424Y	Supervised Reading Unit-Church History (24 points)		163
CH9448Y	Supervised Reading Unit-Church History (48 points)		163
<b>SYSTEMATIC THEOLOGY CT</b>			
CT8003Y	Beginning with Jesus (Foundational unit)	2 eve	128
CT9012Y	The Christian Doctrine of God: The Holy Trinity	1 morn	129
CT9016Y	In Search Of A Humbler Church	1 eve	130
CT9019Y	Human Person: Community and World	2 Intens	131
CT9023Y	Salvation and the End of Time	1 eve	132
CT9310Y	Signs and Gifts of God: Sacraments of Life and Church	2 eve	133
CT9511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH9511Y)	1 eve	134
CT9424Y	Supervised Reading Unit-Systematic Theology (24 points)		163
CT9448Y	Supervised Reading Unit-Systematic Theology (48 points)		163

\*\*See cross listing for detailed unit description.

### FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

CH9011Y	Foundations of Australian Catholicism
CH9015Y	Religion in the Age of Faith
CH9214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS9214Y)
CH9211Y	Umbria Cradle of the Franciscan Movement (DS8211Y)
CH9212Y	Art History & Spirituality in Western Europe (DS9212Y)
CH9320Y	Mary in the Christian Tradition (CT/DS9320Y)
CH9322Y	Mystery as the Heart of the Church (DS9322Y)
CT9010Y	Eschatology: Living in Hope
CT9017Y	Jesus: Name of our Salvation
CT9020Y	The Cosmos as Creation
CT9024Y	Theological Methods
CT9025Y	Sent to Serve
CT9320Y**	Mary in the Christian Tradition (=CH9320Y, DS9324Y)
CT9350Y	Sacraments of Initiation: Baptism Confirmation and Eucharist

## FIELD D - THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

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<b>CANON LAW DC</b>			
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DC9012Y	Canon Law B	2 morn	139
DC9424Y	Supervised Reading Unit – Canon Law (24 points)		163
DC9448Y	Supervised Reading Unit – Canon Law (48 points)		163
<b>EDUCATION STUDIES DE</b>			
DE9663Y**	Leadership for Mission in a Catholic School (=DR9663Y)	1 Intens	151
<b>LITURGY DL</b>			
DL8430Y	Doing and Living the Church's Liturgy	2 eve	140
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations	2 morn	141
DL9424Y	Supervised Reading Unit-Liturgy (24 points)		163
DL9448Y	Supervised Reading Unit-Liturgy (48 points)		163
<b>MISSIOLOGY DM</b>			
DM8330Y	Introduction to Theology of Mission (Foundational unit)	2 morn	142
DM9014Y	Inter-Religious Dialogue in a Multi-Religious Society	1 eve	143
DM9016Y	Liberating Mission: When Gospel Meets Culture	1 morn	144
DM9331Y	Theology in Asia: A Model of Development in Theology	1 morn	145
DM9663Y**	Leadership for Mission in a Catholic School (=DR9663Y)	1 Intens	151
DM9424Y	Supervised Reading Unit-Missiology (24 points)		
DM9448Y	Supervised Reading Unit-Missiology (48 points)		
<b>PASTORAL THEOLOGY AND MINISTRY STUDIES DP</b>			
DP8001Y	Foundations for Pastoral Practice (Foundational unit)	1 eve	146
DP9005Y	Trauma-a contemporary issue within the pastoral setting	2 eve	147
DP9006Y	Professional Issues in Pastoral Ministry	2 morn	148
DP9010Y	Faith, Religion and Spirituality (DS9010Y)	1 Intens	149
DP9111Y	Ministry in Contemporary Context	2 eve	150
DP9100S	Clinical Pastoral Education CPE	1 or 2	159
DP9424Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies(24 points)		163
DP9448Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (48 points)		163
<b>RELIGIOUS EDUCATION DR</b>			
DR9663Y	Leadership for Mission in a Catholic School (DM/DE9663Y)	MEdTheol 1 Inten	151
DP9424Y	Supervised Reading Unit-Religious Education (24 points)		163
DP9448Y	Supervised Reading Unit-Religious Education (48 points)		163
<b>SPIRITUALITY DS</b>			
DS8000Y	Foundations for Christian Spirituality (Foundational unit)	2 morn	152
DS9010Y**	Faith, Religion and Spirituality (=DP9010Y)	1 Intens	149
DS9212Y**	Introduction to Early Christian Art and Architecture(=CH9212Y)	2 eve	125
DS9215Y	From Perpetua to Dorothy Day (CH9215Y)	1 eve	153
DS9216Y**	Disciples of Holiness (=CH9216Y)	1 Intens	126
DS9424Y	Supervised Reading Unit-Spirituality (24 points)		163
DS9448Y	Supervised Reading Unit-Spirituality (48 points)		163



## FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

		Semester	Page
<b>MORAL THEOLOGY DT</b>			
DT8000Y	Introduction to Moral Theology (Foundational unit)	1 morn	154
DT9016Y	Action for a Fairer World	2 eve	155
DT9230Y**	Catholic Social Thought in Aust. and Overseas (=CH9230Y)	1 eve	127
DT9424Y	Supervised Reading Unit-Moral Theology (24 points)		163
DT9448Y	Supervised Reading Unit-Moral Theology (48 points)		163

\*\*See cross listing for detailed unit description.

### POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

#### CANON LAW DC

DC9410Y	Principles and Practice for Church Governance (DP9410Y)
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#### LITURGY DL

DL9422Y	Ritual and Pastoral Care (DP9422Y)
DL9423Y	Proclaiming the Word of God (DP9423Y)

#### MISSIONOLOGY DM

DM9011Y	A Comparative Study of Religions
DM9015Y	Recent Approaches to Mission
DM9470Y	Social Teaching and Indigenous Persons (DT9470Y)

#### PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP9004Y	Loss and Grief within a Contemporary Pastoral Setting
DP9410Y**	Principles and Practice of Church Governance (=DC9410Y)
DP9422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL9422Y)
DP9423Y**	Proclaiming the Word of God (=DL9423Y)

#### SPIRITUALITY DS

DS9212Y**	Art History and Spirituality in Western Europe (=CH9212Y)
DS9214Y**	Death, Dying and Grief (=CH9214Y)
DS9320Y**	Mary in the Christian Tradition (=CH9320Y, CT9320Y)
DS9322Y**	Mystery as the Heart of the Church (=CH9322Y)
DS9321Y	Gifted to the Church

#### MORAL THEOLOGY DT

DT9011Y	Major Issues in Contemporary Moral Theology
DT9012Y	Justice and Human Rights
DT9014Y	Can war be just?
DT9470Y**	Social Teaching and Indigenous Persons (=DM9470Y)

## CAPSTONE UNITS

XS9991Y	A Faith to Live By	2 eve	157
XS9907Y	Enhancing Teacher Professional Learning for Religious Education	2 morn	158

## CAPSTONE UNITS OFFERED IN OTHER YEARS

Units not offered in 2020, but normally offered in other years

XS9992Y	Pastoral Leadership		
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## UNITS FROM OTHER COLLEGES

DP9100S	Clinical Pastoral Education (Stirling Theological College)	1 or 2	159
RQ9021C	Research Methodologies (Catholic Theological College)	1 eve	161

## SUPERVISED READING UNITS

Details of these units are on page 89 (undergraduate) and page 163 (postgraduate).

## MINOR THESIS

RQ9748M	16,000 word Minor Thesis		162
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## GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

See page 170 for GCTRE Course Schedule at each centre

The required units are usually taken in the following order:

DR8601Y	Introduction to Scripture for Religious Educators	Sem 1	165
DR8602Y	Jesus Christ Today: In Church, Mission and Sacraments	Sem 2	166
DR8603Y	Foundations of Religious Education (Box Hill, Warrnambool)	Sem 1	167
DR8603Y	Foundations of Religious Education (Ballarat)	Sem 2	167
DR8604Y	Making our (Christian) Choices in Life:		
	A Value Added Approach (Ballarat)	Sem 1	168
DR8604Y	Making our (Christian) Choices in Life: A Value Added		
	Approach (Box Hill, Warrnambool)	Sem 2	168
DR8605Y	Integrative Exercise (Final semester of GCTRE)	1 & 2	169

## SILOAM PROGRAM (HEART OF LIFE)

Program and contact details see page 171-178

**UNDERGRADUATE AND POSTGRADUATE TIMETABLES**  
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## Undergraduate First Semester 2020

### Monday

9:30	<b>DC2/3011Y RJ</b> Canon Law A		
1:30	<b>NN1000Y MAK Non-credit unit</b> , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	<b>CH1001Y MB</b> A Survey of Early and Medieval Church History (100-1450)	<b>CH/DT2/3230Y BD</b> Catholic Social Thought in Australia and Overseas	

### Tuesday

9:30	<b>CT3012Y CMos</b> The Christian Doctrine of God the Holy Trinity		<b>DT1000Y PM</b> Introduction to Moral Theology: The God I believe in is the God to whom I respond	
6:00	<b>AL1011Y MC</b> NT Greek A	<b>BN1000Y GB &amp;FO</b> Entering the World of the New Testament	<b>CT2/3023Y MB</b> Salvation & the End of Time	<b>DM2/3014Y ADaC</b> Interreligious Dialogue

### Wednesday

9:30	<b>BN2/3012Y CMon</b> Matthew		<b>DM2/3016Y RR</b> Liberating Mission: Where Gospel meets Culture	
6:00	<b>DP1001Y BR</b> Foundations for Pastoral Practice		<b>CT/CH2/3511Y CP</b> Martyrs, Minds and Mystics: The Birth of Christian Thought	

### Thursday

9:30	<b>BA2/3019Y MO'B</b> The Book of Jeremiah		<b>DM2/3331Y ADaC</b> Theology in Asia: A Model of Development in Theology	
6:00	<b>AL1031Y JH</b> Theological German A	<b>CT2/3016Y RF</b> In Search of a Humbler Church	<b>DS/CH 2/3215Y CP</b> From Perpetua to Dorothy Day: Women's Spiritual Experience from the Early Church to Today	

### Units with special arrangements:

<b>CH/DS2/3216Y</b> Disciples of Holiness <b>MB &amp; CR</b> 9:30am-4:30pm Saturdays 29 Feb; 14 March; 2 May; 16 May; 30 May
<b>DP/DS2010Y</b> Faith, Religion and Spirituality in Contemporary Society <b>RMP</b> 9:00am-4:00pm Saturday and Sunday 22-23 Feb; 14-15 March; 18-19 April
<b>DS/DP2101Y</b> Spiritual Leaders <b>PBeirne</b> 9:30am-12:30pm Friday mornings plus rotating individual supervision once per month. (Year long unit)

## Undergraduate Second Semester 2020

### Monday

9:30	<b>DC2/3012Y RJ</b> Canon Law B		
1:30	<b>NN1000Y MAK Non-credit unit</b> , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	<b>CH2002Y MB</b> A Survey of Early Modern and Modern Church History	<b>DL1430Y PM</b> Doing and Living the Church's Liturgy	<b>DT2/3016Y BD</b> Action for a Fairer World

### Tuesday

9:30	<b>BA2/3012Y MR</b> Wisdom Literature	<b>DL2/3010Y PM</b> Liturgy: Presiding and Participating in Community Celebrations	
6:00	<b>BA1000Y JH</b> Entering the World of the OT	<b>BN2/3018Y GB/FO</b> The Gospel of Mark	<b>CH2/3010Y MB</b> Reformation Histories & Theologies

### Wednesday

9:30	<b>CT3019Y MM</b> Human Person: Community and World*		<b>DS1000Y RR</b> Foundations for Christian Spirituality
6:00	<b>AL1012Y CMon</b> NT Greek B	<b>CH2/3012Y CR</b> Introduction to Early Christian Art & Architecture	<b>DP2/3005Y BR</b> Trauma – A Contemporary Issue within in a Pastoral Setting

### Thursday

9:30	<b>DM1330Y ADaC</b> Introduction to the Theology of Mission			<b>DP3006Y BR</b> Professional Issues in Pastoral Ministry	
6:00	<b>AL1032Y JH</b> Theological German B	<b>BN2/3010Y CMon</b> The Corinthian Correspondence	<b>CT1003Y RF</b> Beginning With Jesus	<b>CT2/3310Y GB</b> Signs and Gifts of God	<b>DP2/3111Y MK</b> Ministry in Contemporary Context

### Units with special arrangements:

<b>BN3015Y Biblical Lands and the Gospel MC</b> Sept 7-Oct 6 in Jerusalem
<b>BS2/3501Y Exploring the World of Jesus AG</b> 9.30am-4.30pm Saturdays 1 and 15 August; 5 and 19 September; 10 and 17 October
<b>*CT3019Y Human Person: Community and World MM</b> Eight mornings commencing July 29 <sup>th</sup> ; Two Saturdays 9.00am-4.00pm 8 August & 12 September

## Postgraduate First Semester 2020

### Monday

9:30	<b>DC9011Y RJ</b> Canon Law A	
1:30	<b>NN1000Y MAK</b> Non-credit unit, Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology	
6:00	<b>CH8001Y MB</b> A Survey of Early and Medieval Church History (100-1450)	<b>CH/DT9230Y BD</b> Catholic Social Thought in Australia and Overseas

### Tuesday

9:30	<b>CT9012Y CMos</b> The Christian Doctrine of God the Holy Trinity		<b>DT8000Y PM</b> Introduction to Moral Theology: The God I believe in is the God to whom I respond	
6:00	<b>AL8011Y MC</b> NT Greek A	<b>BN8000Y GB &amp;FO</b> Entering the World of the New Testament	<b>CT9023Y MB</b> Salvation & the End of Time	<b>DM9014Y ADaC</b> Interreligious Dialogue

### Wednesday

9:30	<b>BN9012Y CMon</b> Matthew		<b>DM9016Y RR</b> Liberating Mission: Where Gospel meets Culture	
6:00	<b>DP8001Y BR</b> Foundations for Pastoral Practice		<b>CT/CH9511Y CP</b> Martyrs, Minds and Mystics: The Birth of Christian Thought	

### Thursday

9:30	<b>BA9019Y MO'B</b> The Book of Jeremiah		<b>DM9331Y ADaC</b> Theology in Asia: A Model of Development in Theology	
6:00	<b>AL8031Y JH</b> Theological German A	<b>CT9016Y RF</b> In Search of a Humbler Church	<b>DS/CH9215Y CP</b> From Perpetua to Dorothy Day: Women's Spiritual Experience from the Early Church to Today	

### Units with special arrangements

**GCTRE Course: 2020 Schedule, see page 170**

<b>CH/DS9216Y Disciples of Holiness MB &amp; CR</b> 9:30am-4:30pm Saturdays 29 Feb; 14 March; 2 May; 16 May; 30 May
<b>DP/DS9010Y Faith, Religion and Spirituality in Contemporary Society RMP</b> 9:00am-4:00pm Saturday and Sunday 22-23 Feb; 14-15 March; 18-19 April
<b>DR9663Y Leadership for Mission in a Catholic School MK</b> 9:00am-4:00pm Thursday 12 and Friday 13 Mar; 2 days asynchronous; Thursday 7 and Friday 8 May

## Postgraduate Second Semester 2020

### Monday

9:30	<b>DC9012Y RJ</b> Canon Law B		
1:30	<b>NN1000Y MAK</b> Non-credit unit, Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	<b>CH9002Y MB</b> A Survey of Early Modern and Modern Church History	<b>DL8430Y PM</b> Doing and Living the Church's Liturgy	<b>DT9016Y BD</b> Action for a Fairer World

### Tuesday

9:30	<b>BA9012Y MR</b> Wisdom Literature	<b>DL9010Y PM</b> Liturgy: Presiding and Participating in Community Celebrations	
6:00	<b>BA8000Y JH</b> Entering the World of the OT	<b>BN9018Y GB/FO</b> The Gospel of Mark	<b>CH9010Y MB</b> Reformation Histories & Theologies

### Wednesday

9:30	<b>CT9019Y MM</b> Human Person: Community and World*		<b>DS8000Y RR</b> Foundations for Christian Spirituality	
6:00	<b>AL8012Y CMon</b> NT Greek B	<b>CH9012Y CR</b> Introduction to Early Christian Art & Architecture	<b>DP9005Y BR</b> Trauma – A Contemporary Issue within in a Pastoral Setting	<b>XS9991Y CP</b> A Faith to Live By

### Thursday

9:30	<b>DM8330Y ADaC</b> Introduction to the Theology of Mission			<b>DP9006Y BR</b> Professional Issues in Pastoral Ministry	
6:00	<b>AL8032Y JH</b> Theological German B	<b>BN9010Y CMon</b> The Corinthian Correspondence	<b>CT8003Y RF</b> Beginning With Jesus	<b>CT9310Y GB</b> Signs and Gifts of God	<b>DP9111Y MK</b> Ministry in Contemporary Context

### Units with special arrangements:

GCTRE Course: 2020 Schedule, see page 170

<b>BN9015Y</b> Biblical Lands and the Gospel MC Sept 7-Oct 6 in Jerusalem
<b>BS9501Y</b> Exploring the World of Jesus AG 9.30am-4.30pm Saturdays 1 and 15 August; 5 and 19 September; 10 and 17 October
<b>BS9662Y</b> Interpreting Biblical Texts (METH) MC, JH, FO 9.00am-4:00pm Thur 23 and Fri 24 July; Thur 20 and Fri 21 August; and 2 days asynchronous
* <b>CT9019Y</b> Human Person: Community and World MM Eight mornings commencing July 29 <sup>th</sup> ; Two Saturdays 9.00am-4.00pm 8 August & 12 September
<b>XS9907Y</b> Enhancing Teacher Professional Learning for R.E (MedTheol) MK, KL 9.30am-12.30am Friday 7 Aug & Friday 9 Oct

## NOTES