

YARRA THEOLOGICAL UNION

A College of

University of Divinity

H A N D B O O K

2021

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CONTENTS

ACADEMIC CALENDAR	4-7
UNIVERSITY OF DIVINITY	8
SCHOOL OF GRADUATE RESEARCH	8
CODE OF CONDUCT	9
COLLEGES	10-11
KEY DATES FOR 2022	11
YTU VISION AND MISSION	12
MEMBER COLLEGES AND FEAST DAYS	13-14
YTU ADMINISTRATION	15
FACULTY, SENIOR FELLOWS AND SPECIAL OFFICES	16-17
ENROLMENT	18-19
ENGLISH LANGUAGE STUDIES FOR PASTORAL MINISTRY	19
FEE STRUCTURE, FEE-HELP	20-21
LIBRARIES AND LIBRARY STAFF	22-23
STUDENTS' REPRESENTATIVE COUNCIL	24
YOUR RIGHTS AS A UD STUDENT	25-26
GENERAL COURSE REQUIREMENTS	27-29
ARK LEARNING MANAGEMENT SYSTEM	29
TURNITIN & PLAGIARISM	30
UNDERGRADUATE ACADEMIC AWARDS	31
DIPLOMAS	32
BACHELOR DEGREES	33-34
EXPLANATION OF THE UNIT NUMBERING SYSTEM	35
A NEW POINTS SYSTEM	36
NOT FOR CREDIT UNITS	37-38
UNDERGRADUATE UNITS	39-84
FIELD A – HUMANITIES UNDERGRADUATE	39
AL Languages	40-41
FIELD B – BIBLICAL STUDIES UNDERGRADUATE	42
BA Old Testament	43
BN New Testament	47
BS Biblical Studies	51
FIELD C – CHRISTIAN THOUGHT AND HISTORY UNDERGRADUATE	52
CH Church History	53
CT Systematic Theology	61
FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE	66
DL Liturgical Studies	68
DM Missiology	71
DP Pastoral Theology and Ministry Studies	75
DS Spirituality	78
DT Moral Theology	81
SUPERVISED READING UNITS UNDERGRADUATE	84

CONTENTS

POSTGRADUATE AWARDS	85
RESEARCH AWARDS	96
POSTGRADUATE UNITS	100-153
FIELD A – HUMANITIES POSTGRADUATE	100
AL Languages	101
FIELD B – BIBLICAL STUDIES POSTGRADUATE	103
BA Old Testament	104
BN New Testament	108
BS Biblical Studies	112
FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE	114
CH Church History	115
CT Systematic Theology	123
FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE	128
DL Liturgical Studies	131
DM Missiology	134
DP Pastoral Theology and Ministry Studies	138
DR Religious Education	141
DS Spirituality	142
DT Moral Theology	143
CAPSTONE UNITS	146-148
UNITS FROM OTHER COLLEGES	149 -151
CLINICAL PASTORAL EDUCATION (CPE)	149
RESEARCH METHODOLOGIES	151
MINOR THESIS	152
SUPERVISED READING UNITS POSTGRADUATE	153
GCTRE UNITS	154-160
GCTRE SCHEDULE OF DATES	160
SILOAM CALENDAR	161-162
SILOAM UNITS.....	163-168
Recent Publications of Faculty	169-176
Style Guide (University of Divinity Style Guide)	177-196
Guide to Referencing	177
Academic Writing	192
Presenting Assignments	194
Index of Units UNDERGRADUATE	197-200
Index of Units POSTGRADUATE	201-205
Timetable UNDERGRADUATE	206-207
Timetable POSTGRADUATE	208-209

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

ACADEMIC CALENDAR 2021

ACADEMIC CALENDAR 2021		
January		
11	Office re-opens	
26	Australia Day Holiday	
27	Enrolments begin	
February		
11	Enrolments end	
12	Academic Leadership Group Meeting	2:00pm
17	Ash Wednesday	
18	Overseas Students' Orientation	2:00pm
19	Faculty Meeting	2:00pm
19	Orientation & BBQ	6:00pm
20	GCTRE - BS8601Y and DR8603Y Box Hill (Sat)	9:00am-4:00pm
22	First Semester Lectures begin	
24	Department Meetings	From 12:00pm
26	Inaugural Eucharistic Celebration and Supper	7:00pm
27	CH/DS3/9217Y Women Doctors of the Church	9.30am-4.30pm
27	DR/DE/DM9663Y Leadership for Mission in a Catholic School Box Hill (MEdTheol)	9.00-4.00pm
March		
8-12	Hospitality Week	
10	Education Board Meeting	2:00pm
11	Faculty and HDR student Seminar	1:00pm
13	GCTRE - BS8601Y and DR8603Y Box Hill (Sat)	9.00am-4.00pm
13	CH/DS3/9217Y Women Doctors of the Church	9.30am-4.30pm
16	Census Date (for semester units)	
18	Finance and Business Development Meeting	10:00am
19	Senate & Council Meetings	10:00am
19	UD Conferral of Degrees – St Patrick's Cathedral	7:30pm
19-20	GCTRE - BS8601Y Ballarat (Fri & Sat)	9:00am-4:00pm
20	DR/DE/DM9663Y Leadership for Mission in a Catholic School Box Hill (MEdTheol)	9.00-4.00pm
25	HDR student seminar	12:00pm
29- April 11	Non-Instruction Period	
April		
4	Easter Sunday	
12	First Semester Lectures resume	

14	Academic Leadership Group	2:00pm
15-16	GCTRE - BS8601Y Box Hill (Thur & Fri)	9:00am-4:00pm
17	CH/DS3/9217Y Women Doctors of the Church	9.30am-4.30pm
21	Department Meetings	From 12:00pm
22	Faculty and HDR student Seminar	1:00pm
24	GCTRE - DR8603Y Box Hill (Saturday)	9:00am-4:00pm
25	ANZAC Day (Sunday)	
28	Education Board Meeting	2:00pm
May		
1	CH/DS3/9217Y Women Doctors of the Church	9.30am-4.30pm
5	Academic Leadership Group	2:00pm
7	Brotherhood Cup (Friday)	9:00am-4:00pm
7-8	GCTRE - BS8601Y Ballarat (Fri & Sat)	9:00am-4:00pm
8	DR/DE/DM9663Y Leadership for Mission in a Catholic School Box Hill (MEdTheol)	9.00-4.00pm
12	Faculty Meeting	2:00pm
13	HDR student seminar	12:00pm
15	CH/DS3/9217Y Women Doctors of the Church	9.30am-4.30pm
15	GCTRE - DR8603Y Box Hill (Saturday)	9:00am-4:00pm
19	Department Meetings (Units due)	From 12:00pm
22	DR/DE/DM9663Y Leadership for Mission in a Catholic School Box Hill (MEdTheol)	9.00-4.00pm
26	Education Board (Part One)	2:00pm
27	Finance and Business Development Meeting	10:00am
28	Faculty Lunch	12:30pm
28	Council Meeting	2:00pm
28	First Semester Lectures end	
31	Study Week	
June		
2-3	University of Divinity Faculty & HDR Students Research Conference	
7	First Semester Exams (Mon–Thurs)	
	MID-YEAR VACATION 12 June – 25 July	
16	Department Meetings	From 12:00pm
28	Results due to YTU Registrar	
July		
5	2nd Semester enrolments begin	

7	Education Board Meeting (Part Two) 2022 New and Revised Units due	2:00pm
9	First Semester Results released to Students	Online
15	2nd Semester enrolments end	
16	Academic Leadership Group Meeting	10:00am
17	BS9662Y Interpreting Biblical Texts Box Hill Intensive	9:00am-4:00pm
Semester 2		
24	BS9662Y Interpreting Biblical Texts Box Hill Intensive	9:00am-4:00pm
23	Overseas Students' Orientation	2:00pm
26	Second Semester lectures begin Week 1	
28	Faculty Meeting	2:00pm
31	GCTRE - CT8602Y & DT8604Y Box Hill (Sat)	9:00am-4:00pm
August		
4	Academic Leadership Group Meeting	2:00pm
6	XS9907Z Enhancing Teacher Professional Learning for Religious Education - MEdTheol Capstone Beaconsfield (Friday)	9:30am - 12:30pm
6-7	GCTRE – CT8602Y Ballarat (Fri & Sat)	9:00am-4:00pm
7	CT/CH/DS2/3/9320Y Mary in the Christian Tradition	9.30am-4.30pm
11	Department Meetings	2:00pm
12	Faculty and HDR student Seminar	1:00pm
13	SRC Evening	7.00pm
14	GCTRE - CT8602Y & DT8604Y Box Hill (Sat)	9:00am-4:00pm
17	Census Date (for semester units)	
18	Education Board Meeting	2:00pm
21	CT/CH/DS2/3/9320Y Mary in the Christian Tradition	9.30am-4.30pm
25	Academic Leadership Group Meeting	2:00pm
26	Finance and Business Development Meeting	10:00am
26	HDR student seminar	12:00pm
27	Senate & Council Meetings	10:00am
28	BS9662Y Interpreting Biblical Texts Box Hill Intensive	9:00am-4:00pm
September		
1	Department Meetings	2:00pm
4	CT/CH/DS2/3/9320Y Mary in the Christian Tradition	9.30am-4.30pm
8	Education Board Meeting	2:00pm
9	Faculty and HDR student Seminar	1:00pm

11	BS9662Y Interpreting Biblical Texts Box Hill - Intensive	9:00am-4:00pm
17	Faculty Day	10:00am
18	CT/CH/DS 2/3/9320Y Mary in the Christian Tradition	9.30am-4.30pm
20-21	GCTRE - CT8602Y & DT8604Y Box Hill (Mon & Tue)	9:00am-4:00pm
20 Sept -Oct 1	Non-Instruction Period	
October		
4	Week 9 – Lectures resume	
6	Academic Leadership Group Meeting	2:00pm
9	CT/CH/DS2/3/9320Y Mary in the Christian Tradition	9.30am-4.30pm
13	Department Meetings	2:00pm
14	Faculty and HDR student Seminar	1:00pm
15	XS9907Z Enhancing Teacher Professional Learning for Religious Education – MEdTheol Capstone Beaconsfield (Friday)	9:30am-12:30pm
15-16	GCTRE - CT8602Y Ballarat (Fri & Sat)	9:00am-4:00pm
20	Education Board Meeting	2:00pm
23	CT/CH/DS2/3/9320Y Mary in the Christian Tradition	9.30am-4.30pm
28	HDR student seminar	12:00pm
29	Second Semester lectures end	
November		
1-5	Study Week	
3	UD Teaching Day (for all academic staff)	
8-11	Second Semester Exams (Mon-Thurs)	
10	Information Night	7:00pm
18	Finance and Business Development Meeting	10:00am
19	Council Meeting	2:00pm
19	End of Year Eucharist	7:00pm
22	Re-enrolment period for 2022: 22 Nov-10 Dec	
26	Faculty Dinner	6:00pm
29	Results due to YTU Registrar	
December		
3	UD Conferral of Degrees - Adelaide	
10	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 were 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 one research-only college (Morling College). By its very nature the University of Divinity is fundamentally committed to ecumenical co-operation in theological education. Each College of the University, while encouraged to be true to its own heritage and commitments, is enriched by membership in a theologically diverse community of scholars and scholarship. Students, faculty, alumni and friends of the University are proud participants in a collaborative effort that seeks to achieve collectively what member institutions could not accomplish individually.

Further information can be obtained from the University website: www.divinity.edu.au
Information for students (including various forms)

- 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
Email: enquiries@divinity.edu.au

University of Divinity: School of Graduate Research (SGR)

In 2020, the University of Divinity, in response to an external review, inaugurated a School of Graduate Research. This new development builds on a long tradition of research excellence and fosters a high-quality learning environment for higher degree by research candidates and their supervisors. It offers advice and guidance from pre-admission information to post-graduate candidature guidance and networking.

The vibrant research culture at the University of Divinity includes four higher degrees by research and a research methodology unit available to students, regular conferences, seminars and access to world-class visiting scholars.

All higher degree by research students and their supervisors became members of the School of Graduate Research (SGR) at the beginning of 2020. Members are entitled to a range of programs to support their successful completion, including an orientation program, annual Research Conference, HREC training, Thesis Boot Camp, and Research Methodologies.

The key personnel are:

- Dean of SGR: Associate Professor Liz Boase
- Registrar of SGR: Dr Suman Kashyap
- Dean of Research: Professor Wendy Mayer
- Research Strategy Officer: Dr Carly Osborn

Further advice about the SGR can be obtained from your College Research Adviser and at YTU this is: Rev. Associate Professor Michael A Kelly CSsR: m.kelly@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

Australian Lutheran College

104 Jeffcott St
North Adelaide SA 5006
Tel: 1800 625 193
Web: www.alc.edu.au
Email: alc@alc.edu.au

Catholic Theological College (CTC)

278 Victoria Pde
East Melbourne 3002
Tel: 03 9412 3333
Web: www.ctc.edu.au
Email: ctc@ctc.edu.au

Eva Burrows College (EBC)

100 Maidstone St
Ringwood 3134
Tel: 03 9847 5400
Web: www.salvationarmy.org.au/cbc/
Email: enquiries@ebc.edu.au

Morling College

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

Pilgrim Theological College

Centre for Theology and Ministry
29 College Cres
Parkville 3052
Tel: 03 9340 8800
Web: www.pilgrim.edu.au
Email: 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

Email: 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

Email: admin@stirling.edu.au

Trinity College Theological School

Royal Parade

Parkville 3052

Tel: 03 9348 7127

Web: www.trinity.unimelb.edu.au/learning/theological-school.html

Email: 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

Yarra Theological Union

98 Albion Road,

PO Box 79

Box Hill 3128

Tel: 03 9890 3771

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KEY DATES FOR 2022

1st Semester 21 February-27 May

Non-teaching period 11-22 April

Mid-year vacation 11 June-24 July

2nd Semester 25 July-28 October

Non-teaching period 19-30 September

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

Redemptorist Seminary (CSsR)

10 Majella Court, Kew 3101

Tel: 03 9816 9342

Website: 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

Cuskelly House (MSC)

18 Parkside St, Blackburn 3130

Tel: 03 9878 0265

Website: www.misacor.org.au

St Paschal College (OFM)

90 Albion Rd, Box Hill 3128

P.O Box 79, Box Hill 3128

Tel: 03 9896 4400

Library: 03 9896 4450

Website: www.franciscans.org.au

St Vincent Pallotti College (SAC)

85 Studley Park Rd, Kew 3101

Tel: 03 9853 8506

Website: www.pallottine.org.au

Dorish Maru College (SVD)

100 Albion Rd, Box Hill 3128

Tel: 03 9890 0065

Website: www.divineword.org.au

Other members of the Union

Congregation of the Blessed Sacrament (SSS)

Website: www.blessedsacrament.com.au

MEMBER COLLEGE FEAST DAYS

The principal feast day of each Member College is:

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

YTU ADMINISTRATION

COUNCIL

Very Rev. Tom McDonough CP (Chair)
 Very Rev. Paul Cahill OCarm (Deputy Chair)
 Rev. Dean Bradbury SAC
 Very Rev. John Hodgson CSsR
 Very Rev. Chris McPhee MSC
 Very Rev. Phillip Miscamble OFM
 Very Rev. Asaeli Rass SVD
 Very Rev. Philip Watkins SSS
 President and Academic Dean
 Ms Maria Kirkwood (co-opted)
 Vacancy (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)

RESEARCH AND EDUCATION

COORDINATOR

Rev. Dr Michael A. Kelly CSsR, BTheol, STM, MEd, PhD

BUSINESS

ADMINISTRATOR

Mrs Rose Cincotta, B Ec (Accounting), Grad Dip Theol

ADMINISTRATIVE

Mrs Nicole Ross

ASSISTANTS

Katherine Blyth

EDUCATION BOARD

Christopher Monaghan CP, BTheol, LSS, PhD
 Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol
 Janette Elliott DipEd, BTheol, MTh, 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 A. 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 DipTheol, PhD
Christopher Monaghan CP, BTheol, LSS, PhD
Francis Ootobo BST, GDBS, 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
Eleanor Flynn MBBS, B Ed, B Theol, M Theol, FRACGP, FRACMA, Dip Ger Med
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol
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

Brendan Connell CP, MA(Ethics), MTheol, PhD (cand)
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 A. Kelly CSsR, BTheol, STM, MEd, PhD
Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE
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 2021 CONTINUED

Visiting Lecturers

Deirdre Browne IBVM, MusBac, DipEd, AMusA, LTCL, MA(Lit Studies)
Elio Capra SDB, BTheol (MCD), MTheol (Berkeley), MTheol (MCD), DTheol (MCD)
Maryanne Confoy RSC, BA, MEd, PhD, MACE

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, MMRSc, DTheol
John Hill CSsR, TheolM, DTheol
Jacob Kavunkal SVD, MA, MPh, DMiss
Ennio Mantovani SVD, LMiss, DMiss
(John) Hilary Martin OP, MDiv, STLr, MLitt, PhD
Christiaan Mostert BA, BD (Hons), MA, PhD
Cormac Nagle OFM, DCL
Lawrence Nemer SVD, LMiss, MA, PhD
Rose Marie Prosser BSc(Hons), DipEd, BTheol, MTheol, 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

Chaplain

Sr Rachel McLoughlin IBVM, BAppSc (Physio), Grad Dip SD, MTS, CMISE, AAOS

Finance and Business Development Committee:

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

ENROLMENT

ALL STUDENTS NEED TO ENROL PERSONALLY BY APPOINTMENT
through the YTU Office – Phone: 03 9890 3771 or Email: admin@ytu.edu.au

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

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

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

- Monday 23 November – Friday 11 December 2020
- Wednesday 27 January – Thursday 11 February 2021
- Monday 5 July – Thursday 15 July 2021
- Monday 22 November - Friday 10 December 2021 for Enrolments for the 2022 year

Overseas Coursework Students re-enrolment periods: as above

Domestic Higher Degrees by Research admission deadlines:

- 15 November 2020: for first semester 2021
- 15 April 2021: for second semester 2021
- 15 November 2021: for first semester 2022

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

- 15 November 2020: for first semester 2021
- 15 April 2021: for second semester 2021
- 15 November 2021: for first semester 2022

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 2020
- 15 April 2021
- 15 November 2021

NEW Domestic Students need to bring the following to the interview:

- USI – A Unique Student Identifier. Apply on line via <https://www.usi.gov.au/>
- 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). Copies must be certified.
- 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/ for the policy and all guidelines 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 or 24 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

No refund of fees applies after the stated **Census Dates** for 2021: **16 March for first semester and 17 August for second semester.** (Note: Different Census dates apply for year-long units)

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 two weeks prior to 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

The SRC of YTU provides tea and coffee facilities in the Common Room during semester. The SRC does ask that students make a **voluntary donation** of at least \$20 per semester 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 dean@ytu.edu.au

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

FEE-HELP

Australian citizens and holders of a permanent humanitarian visa may defer the payment of fees through the FEE-HELP loan scheme. Tuition fees are paid by the Australian Government and debited to a loan account. Students are not required to begin repaying the accumulated loan debt until their taxable income rises above the compulsory repayment threshold.

To apply for a FEE-HELP loan, you must check the request for FEE-HELP box on the enrolment form, and provide current evidence of Australian citizenship. The name on your citizenship documentation must be consistent with your legal name as registered with the ATO. 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. Please see: <https://divinity.edu.au/study/fees/> for an outline of the steps required for the application process. This process must be completed before the stated Census Dates (Semester One: 16th March 2021, Semester Two: 17th August 2021). 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) Since January 1st 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 \$46,620** you will be required to pay a proportion back with your tax from the 20/21 Tax Year. (Please note the threshold amount has increased from \$45,881 in the 2019/20 financial year). The higher your income, the higher the repayment proportion, starting at 1.0%. Voluntary repayments may be made 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 completed your eCAF application you answer a few questions indicating that you are aware of your obligations under the scheme. Once you have received the link for your application and accessed the eCAF website you will be prompted to answer these questions before completing the application. Please see the link below to learn your obligations.
- e) For new students (Those who have never studied at UD or any other University or VET Provider) a **Unique Student Identifier (USI)** will replace the CHESSN.
- f) For new students (Those who have studied at another University or VET student). A **Unique Student Identifier (USI)** will be required, unless they already have one and will sit alongside their current **Commonwealth Higher Education Student Support Number (CHESSN)** if you currently have one. In applying for FEE-HELP (eCAF) you may be asked for your CHESSN, or the USI.
- g) Eligible students can borrow up to the FEE-HELP limit to pay their tuition fees. In **2020 (2021 TBA)**, 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. To check your "HELP-LOAN" balance access: <https://www.studyassist.gov.au/paying-back-your-loan/how-do-i-check-my-help-debt>

For further information see: <https://www.studyassist.gov.au/help-loans/fee-help>

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

Website: 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

Telephone: 03 9682 8553

Website: <http://www.carmelitelibrary.org/>

Library Blog: <http://thecarmelitelibrary.blogspot.com/>

Catalogue: <https://clof.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: <https://ytu-rsl.catalyst-koha.com.au/>

Social Justice Library CSsR Library strengths: Catholic Social teaching, Social ethics, Location: YTU Study Centre. Catalogue: <https://ytu-rsl.catalyst-koha.com.au/>

Patrick Murphy Memorial Library SVD Library strengths: Missiology, History of mission, Interreligious dialogue, SVD history. Catalogue: <https://ytu-dwml.catalyst-koha.com.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 fostersiobhan@hotmail.com or mobile 0412 674 602. For enquiries related to the Patrick Murphy Memorial Library please use this email: library@divineword.com.au

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://library.dmlibrary.org.au/cgi-bin/koha/opac-main.pl>

The **Library Hub** - 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

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 2021:

February	19	Orientation Programme and BBQ
February	26	Inaugural Eucharistic Celebration and Supper
March	8-12	Hospitality Week
August	13	SRC Evening
November	19	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. An SRC member also attends the Occupational, Health and Safety Committee 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: Sr Rachel McLoughlin, IBVM Phone: 0437 061 337; Email: rachel.mcloughlin@loreto.org.au

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: Rachel McLoughlin 0437061337

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/ 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

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 (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

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:

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

Assessment Registration

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

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

Assignments

Assignments must be 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.libguides.com/styleguide/home> or refer to page 177-202 in this Handbook

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 until the assessment is complete. 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 or by request via YTU Reception. See: <https://divinity.edu.au/study/educational-it-systems/> for more information about all the University of Divinity Educational IT Systems.

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.

Students are required to include a title page to their assignments with their details of their assignments. The student's name should also be included in the header (top left). Submission online constitutes a declaration that the work is the student's own work.

Plagiarism

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

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

or

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

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

UNDERGRADUATE ACADEMIC AWARDS

As one of the 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 85-99 onwards.

REGULATIONS

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

ENTRANCE REQUIREMENTS

To enter the degree programs (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.42)
- Field C Christian Thought and History (p.52)
- Field D Theology: Mission and Ministry (p.66)

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 units in the discipline of Pastoral Theology and Ministry Studies including at least 36 points of Supervised Theological Field Education or Clinical Pastoral Education; 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).

For students who begin their course after 1 January 2021, the following is also required:

An undergraduate Capstone unit worth at least 18 points.

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.

For students who begin their course after 1 January 2021, the following is also required:

An undergraduate Capstone unit worth at least 18 points.

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 203-211 the units offered at YTU in 2021 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 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 took effect on 1 January 2019. 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: Free when studied alongside unit(s) for credit, or \$375 as a Stand-alone unit

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

PRESCRIPTION

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

CONTENT

This unit will focus on 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 500word 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

AL1001Y Biblical Hebrew A
AL1002Y Biblical Hebrew B

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

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

CONTENT

Learning biblical Hebrew will have an immediate impact on your reading and understanding the Old Testament and the Bible in general. This unit introduces students to biblical Hebrew through the study of its basic grammar and syntax, the reading of selected Hebrew texts, and the acquisition of a basic Hebrew vocabulary.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. demonstrate an understanding of Hebrew morphology by parsing nouns, verbs and other compound lexemes
2. explain basic aspects of Hebrew grammar to peers
3. recall a basic Hebrew vocabulary
4. translate accurately the Hebrew texts studied
5. use lexical aids for the study and translation of Hebrew texts

ASSESSMENT

Weekly Short Answer Tests equivalent to 1500 words (35%); Learning Resource 1000 words (30%); One 1 ½ hour written examination (35%)

BIBLIOGRAPHY

- Bolozky, Shmuel. *501 Hebrew verbs fully conjugated In all the tenses in a new easy-to-follow format alphabetically arranged by root*. 1996 or 3rd ed. Hauppauge, NY: Barron's Educational Series, 1996; 2008.
- Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Reprint. Peabody, MA: Hendrickson, 1999.
- Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 3rd ed. Stuttgart: Deutsche Bibelgesellschaft, 1987.
- Holladay, William L. and Koehler Ludwig. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based Upon the Lexical Work of Ludwig Koeler and Walter Baumgartner*. 15th corr. Impression ed. Leiden: Brill, 2000.
- Putnam, Frederic Clarke. *A New Grammar of Biblical Hebrew*. Sheffield: Sheffield Phoenix, 2010.
- Sáenz-Badillos, Angel. *A History of the Hebrew Language*. Cambridge: CUP, 1993.
- Van Pelt, Miles V., and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003.
- Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Resources for Biblical Study 48 Atlanta, GA: Society for Biblical Literature, 2003.
- Wonneberger, Reinhard. *Understanding BHS. A Manual for the Users of the Biblia Hebraica Stuttgartensia*. Subsidia Biblica 8. Rome: Editrice Pontificio Istituto Biblico, 1984.

Lecturer: JANINA HIEBEL

CONTENT

This unit will further the study of biblical Hebrew by addressing more advanced aspects of morphology and syntax. A longer consecutive text from the Hebrew Bible will be read and discussed in class.

PREREQUISITES: AL1001Y or equivalent

LEARNING OUTCOMES

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

1. demonstrate command of the morphology and syntax of the Hebrew texts studied
2. recall a core Hebrew vocabulary
3. accurately translate the Hebrew texts studied, as well as unknown texts of equal or lesser difficulty
4. discuss basic exegetical questions in relation to the texts studied
5. use lexical and other aids for the study and translation of Hebrew texts

ASSESSMENT

Weekly Short Answer Tests equivalent to 1500 words (35%); Skill demonstration: annotated translation 1000 words (30%); One 1 ½ hour written examination (35%)

BIBLIOGRAPHY

- Bolozky, Shmuel. *501 Hebrew verbs fully conjugated in all the tenses in a new easy-to-follow format alphabetically arranged by root*. Hauppauge, 2nd ed. NY: Barron's Educational Series, 1996; 2008.
- Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Reprint. Peabody, MA: Hendrickson, 1999.
- Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 3rd ed. Stuttgart: Deutsche Bibelgesellschaft, 1987.
- Futato, Mark D. *Beginning Biblical Hebrew*. Winona Lake, IN: Eisenbrauns, 2003 [ebook available via Library Hub].
- Holladay, William L. and Koehler Ludwig. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based Upon the Lexical Work of Ludwig Koeler and Walter Baumgartner* 15th corr. Impression ed. Leiden: Brill, 2000.
- Joüon, Paul. *A Grammar of Biblical Hebrew*. 2nd ed. Translated and revised by Takamitsu Muraoka. Rome: Pontificio Istituto Biblico, 2006.
- Putnam, Frederic Clarke. *A New Grammar of Biblical Hebrew*. Sheffield: Sheffield Phoenix, 2010.
- Sáenz-Badillos, Angel. *A History of the Hebrew Language*. Cambridge: Cambridge University Press, 1993.
- Van Pelt, Miles V., and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003.
- Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Atlanta, GA: SBL, 2003.
- Wonneberger, Reinhard. *Understanding BHS. A Manual for the Users of the Biblia Hebraica Stuttgartensia*. Subsidia Biblica 8. Rome: Pontificio Istituto Biblico, 1984.

Lecturer: JANINA HIEBEL

FIELD B – BIBLICAL STUDIES BS

OLD TESTAMENT BA

BA1000Y	Entering the World of the Old Testament: Survey & Method
BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA2021Y/BA3021Y	Exile, Trauma and the Presence of God: the Book of Ezekiel
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
BN2011Y/BN3011Y	Luke–Acts
BN2013Y/BN3013Y	The Gospel of John
BN2017Y/BN3017Y	Romans
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 2021, but normally offered in other years

BA2012Y/BA3012Y	Wisdom Literature
BA2013Y/BA3013Y	The Book of Isaiah
BA2017Y/BA3017Y	The Twelve Prophets
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BA2019Y/BA3019Y	The Book of Jeremiah
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2018Y/BN3018Y	The Gospel of Mark
BN3015Y	The Biblical Land and the Gospels
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.

Lecturer: JANINA HIEBEL

CONTENT

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

PREREQUISITES: Successful completion of BA1000Y and BN1000Y

LEARNING OUTCOMES

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

Level 2:

1. demonstrate a critical understanding of the historical, literary and theological issues associated with the Pentateuch and its interpretation
2. discuss distinctive theological themes in the books of the Pentateuch
3. interpret passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries

Level 3:

1. demonstrate a critical understanding of the historical, literary and theological issues associated with the Pentateuch and its interpretation
2. discuss distinctive theological themes in the books of the Pentateuch
3. interpret passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries
5. apply exegetical analysis of texts and understanding of distinctive theological themes to specific issues in the study of the Pentateuch

ASSESSMENT

Level 2: Exegesis 1500 words (35%); essay 3000 words (65%); Level 3: Exegesis 2000 words (40%); essay 3000 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

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

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

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

———. *Pentateuch: Introducing the Torah*. Minneapolis, MN: Augsburg Fortress, 2017.

*Edelman Diana V., et al. *Opening the Book of Moses*. Bible World. Sheffield: Equinox, 2012.

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

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

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

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

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

Lecturer: MARK O'BRIEN OP

CONTENT

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

PREREQUISITES: Level 2: BA1000Y or equivalent

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 various genres found in the Psalter
2. show an understanding of the various ways the Psalms have been interpreted over more than 2000 years
3. apply both diachronic and synchronic methods to the study of specific Psalms
4. describe the shape of the Psalter and its impact on the meaning of the Psalms
5. demonstrate awareness of the influence of the Psalms in Jewish and Christian religious and spiritual life throughout the ages and today

Level 3:

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

ASSESSMENT

Level 2: Exegesis 1500 words (35%); major essay 3000 words (65%)

Level 3: Exegesis 1500 words (35%); major essay 3500 words (65%)

BIBLIOGRAPHY

- Gerstenberger, Erhard S. *Psalms. Part 1: With an Introduction to Cultic Poetry*. The Forms of Old Testament Literature 14. Grand Rapids, MI: Eerdmans, 1988.
- . *Psalms, Part 2 and Lamentations*. The Forms of the Old Testament Literature 15. Grand Rapids, MI: Eerdmans, 2001.
- Gillingham, S. *Psalms through the Centuries*. Vol. 1. Blackwell Bible Commentaries. Chichester: Wiley-Blackwell, 2012.
- Goldingay, J. *Psalms*. 3 vols. Baker commentary on the Old Testament Wisdom and Psalms. Grand Rapids, MI: Baker Academic Press, 2006, 2007, 2008.
- Hossfeld, Frank-Lothar. & Erich Zenger. *Psalms 2: A Commentary on Psalms 101-150*. Linda M. Maloney trans., Edited by Klaus Baltzer. Hermeneia. Minneapolis, MN: Fortress Press, 2005.
- Jacobson, Rolf A., ed. *Soundings in the Theology of the Psalms: Perspectives and Methods in Contemporary Scholarship*. Minneapolis, MN: Fortress Press, 2010.
- McCann, J. Clinton, ed. *The Shape and Shaping of the Psalter*. Journal for the Study of the Old Testament. Supplementary Series 159. Sheffield: JSOT Press, 1993.
- Schaefer, K. *Psalms*. Edited by David W. Cotter. Berit Olam. Collegeville, MN: Liturgical Press, 2001.
- Zenger, Erich. *The Composition of the Book of Psalms*. Bibliotheca Ephemeridum Theologicarum Lovaniensium 238. Leuven: Peeters, 2010.

Lecturer: MARY REABURN NDS

CONTENT

Challenging times produce challenging texts. This unit offers a thematic introduction to the book of Ezekiel, a prophetic book of the Babylonian Exile (597/587-539 BCE) that explores existential questions such as the meaning of exile, the perceived presence (or absence) of God and the emerging of hope from within the crisis. Special attention will be given to the book's historical and socio-religious setting and to the experience of trauma pervading both author and historical audience. The approach of reading Ezekiel as trauma literature can shed light on some of the most challenging texts in this book. It also can help build bridges from these ancient texts into our own contemporary world.

PREREQUISITES: BA1000Y, BN1000Y or equivalents; plus an 18 point Old Testament unit at Level 2

LEARNING OUTCOMES

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

Level 2

1. illustrate the historical, political and religious contexts that influenced the book of Ezekiel
2. recognise and apply select contemporary methods of interpretation to texts within the book of Ezekiel demonstrating some engagement with the text as well as with appropriate secondary literature
3. describe textual and theological difficulties in the text discussed
4. reflect on the ongoing significance of the book of Ezekiel in an informed academic manner
5. engage in constructive, criteria- referenced peer-evaluation of tutorial presentations.

Level 3

1. explain the historical, political and religious contexts that influenced the book of Ezekiel
2. portray and apply select commentary methods of interpretation to texts within the book of Ezekiel, demonstrating competent engagement with the text as well as using appropriate secondary literature.
3. discuss textual and theological difficulties in select texts in light of their content
4. critically reflect on the ongoing significance of the book of Ezekiel for the contemporary Church/ and or society
5. present an exegetical analysis of a text in the book of Ezekiel to a group of peers and engage in constructive, criteria-referenced peer-evaluation.

ASSESSMENT

Level 2: Peer evaluation 500 words (15%); Poster or Concept Map 1000 words (30%); Exegetical Essay 2500 words (55%)

Level 3: Peer evaluation 500 words (15%); Tutorial Paper 1500 words (35%); Exegetical essay 2500 words (50%)

BIBLIOGRAPHY

- Boase, Elizabeth, and Christopher G. Frechette. *Bible Through the Lens of Trauma*. Semeia Studies. Atlanta, GA: SBL Press, 2017.
- Block, Daniel I. *The Book of Ezekiel*. 2 vols. The New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 1997-98 (vol. 2 (chapters 25-48) only).
- Boda, Mark J., Frank Ritzel Ames, John J. Ahn, and Mark Leuchter, eds. *The Prophets Speak on Forced Migration*. Ancient Israel and Its Literature 21. Atlanta, GA: SBL Press, 2015.
- Bowen, Nancy R. *Ezekiel*. Abingdon Old Testament Commentaries. Nashville, TN: Abingdon Press, 2010.
- Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative, and History*. Twentieth Anniversary ed. Baltimore, MD: Johns Hopkins University Press, 2016.
- Joyce, Paul M. *Ezekiel: A Commentary*. Library of Hebrew/Old Testament Studies 482. 2nd ed. New York: T&T Clark, 2009.
- Kutsko, John F. *Between Heaven and Earth: Divine Presence and Absence in the Book of Ezekiel*. Biblical and Judaic Studies 7. Winona Lake, IN: Eisenbrauns, 2000.
- Lyons, Michael A. *An Introduction to the Study of Ezekiel*. T&T Clark Approaches to Biblical Studies. London: Bloomsbury, 2015.
- Tooman, William A., and Michael A. Lyons, eds. *Transforming Visions: Transformations of Text, Tradition, and Theology in Ezekiel*. Princeton Theological Monograph Series 127. Eugene, OR: Pickwick, 2010.
- Zimmerli, Walther. *Ezekiel 1: A Commentary on the Book of the Prophet Ezekiel*. Translated by Ronald E. Clements. Edited by Frank Moore Cross and Klaus Baltzer. Hermeneia. Philadelphia, PA: Fortress, 1979.
- Zimmerli, Walther. *Ezekiel 2: A Commentary on the Book of the Prophet Ezekiel*. Translated by James D. Martin. Edited by Paul D. Hanson and Leonard Jay Greenspoon. Hermeneia. Philadelphia PA: Fortress, 1983.

Lecturer: JANINA HIEBEL

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 exegetical essays each of 1000 words (40%); research essay 2000 words (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.

Lecturers: GLENDA BOURKE SGS AND FRANCIS OTOBO

CONTENT

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

PREREQUISITES: BA1000Y and BN1000Y or equivalent

LEARNING OUTCOMES

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

Levels 2

1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. describe the context in which this theology arose
3. exegete selected texts making use of appropriate methodologies
4. show an awareness of the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. identify and evaluate the significance of the material that is unique to Luke

Level 3

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

ASSESSMENT

Level 2: Essay 2000 words (40%); essay 2500 words (60%)

Level 3: Exegetical Essay 2500 word (50%); essay 2500 words (50%)

BIBLIOGRAPHY

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

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

Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 Vols, New York: Doubleday, 1981 and 1985.

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

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

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

Keener, Craig S. *Acts: An Exegetical Commentary* vol. 1,2,3,4. Grand Rapids, MI: Baker Academic. 2012, 2013, 2014, 2015.

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

Parsons, Mikeal C. *Luke*. Paideia. Grand Rapids, MI: Baker Academic, 2015.

Pervo, Richard I. *Acts: A Commentary*. Edited by Harold W. Attridge. Minneapolis, MN: Augsburg, 2009.

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

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

PREREQUISITES: Level 2: BA1000Y and BN1000Y or equivalent; Level 3: BA1000Y and BN1000Y plus 36 points of Biblical Studies at second level.

LEARNING OUTCOMES

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

Level 2:

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

Level 3:

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

ASSESSMENT

Level 2: Exegetical paper 2000 words (40%); essay 2500 words (60%)

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

BIBLIOGRAPHY *set texts recommended for purchase

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

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

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

Hunt, Steven A., D. Francois Tolmie and Ruben Zimmerman, eds. *Character Studies in the Fourth Gospel: Narrative Approaches to Seventy Figures in John*, Tübingen: Mohr Siebeck, 2013.

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

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

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

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

Schneiders, Sandra M. *Written That You May Believe: Encountering Jesus in the Fourth Gospel*. New York, NY: Crossroad, 2003.

Wheaton, Gerry. *The Role of Jewish Feasts in John's Gospel*. SNTSMS 162. Cambridge: CUP, 2015.

Lecturer: MARY COLOE PBVM

CONTENT

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

PREREQUISITES Level 2: BA1000Y and BN1000Y or the equivalent

LEARNING OUTCOMES

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

Level 2:

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

Level 3:

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

ASSESSMENT

Level 2 Exegetical essay 2000 words (40%); essay 2500 words (60%)

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

BIBLIOGRAPHY *set texts recommended for purchase

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

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

———. *Romans*. 2 Vols, Dallas, TX: Word, 1988.

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

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

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

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

Sampley, J. Paul, ed. *Paul in the Greco-Roman World: A Handbook*. 2nd ed. 2 vols. London: Bloomsbury T. and T. Clark, 2016.

Thiselton, Anthony C. *Discovering Romans: Content, Interpretation, Reception*. London: SPCK, 2016.

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

BS2501Y/BS3501Y EXPLORING THE WORLD OF JESUS

1st semester: Tuesday evening

(Min. No. 6)

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 exegetical essays each of 1000 words (50%); essay 2000 words (50%)

Level 3: Two exegetical essays each of 2000 words (50%); essay 2500 words (50%)

BIBLIOGRAPHY

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
CH2016Y/CH3016Y	Heretics, Reformers and Crusaders (1000-1400): Have They Resonance Today
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (DS2/3212Y)
CH2230Y/CH3230Y	Catholic Social Thought in Australia and Overseas (DT2/3230Y)
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT2/3320Y and DS2/3320Y)
CH2322Y/CH3322Y	Mystery as the Heart of the Church: Traditions of Mysticism
CH3217Y	Women Doctors of the Church (DS2/3217Y)
CH3418Y	Supervised Reading Unit-Church History (18 points)
CH3436Y	Supervised Reading Unit-Church History (36 points)

SYSTEMATIC THEOLOGY CT

CT1003Y	Beginning with Jesus
CT2025Y/CT3025Y	Sent to Serve
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church
CT2320Y/CT3320Y**	Mary in the Christian Tradition (=CH2/3320Y)
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism Confirmation Eucharist
CT3024Y	Theological Methods
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 2021, but normally offered in other years

CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2214Y/CH3214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS2/3214Y)
CH2215Y/CH3215Y**	From Perpetua to Dorothy Day (=DS2/3215Y)
CH2216Y/CH3216Y	Disciples of Holiness (DS2/3216Y)
CH2511Y/CH3511Y**	Martyrs, Minds and Mystics: The Birth of Christian Thought (=CT2/3511Y)
CT2/3/9010Y	Eschatology: Living in Hope
CT3012Y	The Christian Doctrine of God: The Holy Trinity
CT2016Y/CT3016Y	In Search of a Humbler Church
CT3017Y	Jesus: Name of our Salvation
CT3019Y	Human Person: Community and World
CT2020Y/CT3020Y	The Cosmos as Creation
CT2023Y/CT3023Y	Salvation & the End of Time
CT2511Y/CT3511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH2/3511Y)

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

1st semester: Wednesday Morning

(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: Wednesday morning

(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

CH2016Y/CH3016Y HERETICS, REFORMERS AND CRUSADERS (1000-1400): HAVE THEY RESONANCE TODAY?

2nd semester: Wednesday evening

(Min. No. 6)

CONTENT

From the 10th to the 14th century, the Medieval Church faced many challenges including the rise of divergent theological and spiritual thought, diverse experiments in reform and the coming of Islam into the Christian world. This unit seeks to explore the contours of these challenges in order to wrestle with related challenges in the Church today

PREREQUISITES: CH1001Y or equivalent

LEARNING OUTCOMES

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

Level 2 and 3:

1. identify the particular challenges facing the mediaeval church, both from within and external to the Church itself
2. develop the ability to interpret primary and secondary sources in mediaeval church history
3. demonstrate an understanding of the heresies, reform movements and the Crusades
4. analyse and critique the arguments for and against heresies, reform movements and the Crusades
5. suggest and demonstrate, with examples, how mediaeval studies can inform our own times (Level 2)
5. evaluate the contemporary significance of the Middle Ages for the Church and the World of today (Level 3)

ASSESSMENT

Level 2: Portfolio of 5 Tutorial Exercises each of 300 words (30%); Essay 3000 words (70%)

Level 3: Portfolio of 5 Tutorial Exercises each of 300 words (30%); Essay 3500 words (70%)

BIBLIOGRAPHY

Ames, Christine Caldwell, *Medieval Heresies: Christianity, Judaism, and Islam*. Cambridge: Cambridge University Press, 2015.

Bennett, Judith M. *Medieval Europe: A Short History*. New York: McGraw-Hill, 2011.

Constable, Giles. *The Reformation of the Twelfth Century*. Cambridge: Cambridge University Press, 1996.

Deane, Jennifer Kolpacoff. *A History of Medieval Heresy and the Inquisition*. Lanham, MD: Rowman and Littlefield, 2011.

Housley, Norman. *Contesting the Crusades*. Malden, MA: Blackwell, 2006.

Lynch, Joseph H. *The Medieval Church: A Brief History*. Harlow, UK: Longman, 1992.

Riley-Smith, Jonathan. *The Crusades: A Short History*. New Haven, CT: Yale University Press, 1987.

Sackville, L.J. *Heresy and Heretics in the Thirteenth Century: The Textual Representations*. York: York Medieval Press, 2011.

Ullmann, W. *A Short History of the Papacy in the Middle Ages*. 2nd Ed. London: Routledge, 2003.

Whalen, Brett, *The Medieval Papacy*. New York: Palgrave Macmillan, 2014.

Lecturer: CARMEL POSA SGS

CH2212Y/CH3212Y ART HISTORY AND SPIRITUALITY IN WESTERN EUROPE

1st semester: Thursday evening, cross listed as Spirituality DS2212Y/DS3212Y (Min. No. 6)

CONTENT

This unit investigates some of the ways in which visual images for example painting and sculpture reflected the spiritual characteristics and preoccupations of the Late Middle Ages, 1300-1500. After identifying the most important sacred stories and their chief personages, i.e. Jesus, the Virgin Mary, and various saints, the unit examines the patrons and audience for these "images of salvation". What objects inspired devotion and how did these paintings, sculptures and other objects instruct the faithful in the mysteries of faith..

PREREQUISITES: None

LEARNING OUTCOMES

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

1. identify the central iconographic themes of Christian art in the West c.1300-1500
2. demonstrate ability to use the basic vocabulary of visual analysis and historical inquiry
3. manifest oral and written communication skills
4. engage a range of primary and secondary source material to develop a coherent argument
5. articulate understanding of various lenses (historical, spiritual, theological) through which the interpreter views visual images (Level 3 only)

ASSESSMENT

Level 2: Material culture analysis 1500 words (30%); essay 3000 words (70%)

Level 3: Material culture analysis 1500 words (30%); essay 3500 words (70%)

BIBLIOGRAPHY

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

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

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

Hamburger, J. *The Visual and the Visionary: Art and Female Spirituality in Late Medieval Germany*. New York: Zone Books, 1998.

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

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

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

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

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

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

Lecturer: CLAIRE RENKIN

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: Essay 2000 words (40%); essay 2500 words (60%)

Level 3: Essay 2500 words (40%); essay 3000 words (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*. 2nd ed. Washington, DC: Georgetown UP, 2018.

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

Ivireigh, 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

CH2320Y/CT3320Y MARY IN THE CHRISTIAN TRADITION

Intensive (Cross listed as Systematic Theology CT2320Y/CT3320Y or Spirituality DS2320Y/DS3320Y) (Min 6)
2nd semester: Saturdays 7 and 21 August, 4 and 18 September, 9 and 23 October 9:30am- 4:30pm

CONTENT

This unit explores the place of Mary in the tradition of western Christianity, through various prisms: theology, scripture, art, spirituality, history, hymnody and more. Mary will be studied using the tools of these disciplines. The unit will consider the role of Mary in history, culture and theology both methodically and critically.

PREREQUISITES: CH1001 or CT1001 or DS1000Y or equivalent

LEARNING OUTCOMES

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

Level 2:

1. identify the biblical foundations to Christian traditions concerning Mary
2. situate the theologies about, cults of, and devotion to Mary within their historical context
3. link the developments in theological reflection upon Mary to cultural and artistic expressions of her and her cult
4. provide a critique of a Marian spirituality in the light of the theological, biblical and historical traditions concerning Mary
5. present a sustained and multidisciplinary argument on a selected aspect of the Christian tradition concerning Mary

Level 3:

1. analyse the biblical foundations to Christian traditions concerning Mary
2. set out the theologies about, cults of, and devotion to Mary within their historical context
3. describe the mutual effect of developments in theological reflection upon Mary and of cultural and artistic expressions of her and her cult
4. assess a Marian spirituality in the light of the theological, biblical and historical traditions concerning Mary
5. present a sustained and multidisciplinary argument on a selected aspect of the Christian tradition concerning Mary

ASSESSMENT

Level 2: 5 Reflections each of 500 words (10% x5); 2000 word major essay (50%)

Level 3: 5 Reflections each of 500 words (10% x5); 2500 word major essay (50%)

BIBLIOGRAPHY

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

Boss, Sarah Jane. *Mary: The Complete Resource*. Oxford: OUP, 2007.

Ebertshauser, Caroline. *Mary: Art, Culture and Religion through the Ages*. New York: Crossroad, 1998.

Farrell, Marie. *Gathering with Mary under the Southern Cross*. Strathfield: St Pauls, 2007

Gaventa, Beverly Roberts. *Mary: Glimpses of the Mother of Jesus*. Columbia, SC: University of South Carolina Press, 1995.

Graef, Hilda, ed. *Mary: A History of Doctrine and Devotion*. Notre Dame, IN: Christian Classics, 2009.

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

Katz, Melissa R., ed. *Divine Mirrors: The Virgin Mary in the Visual Arts*. Oxford: OUP, 2001.

Levine, Amy-Jill, ed. *A Feminist Companion to Mariology*. London: T&T Clark, 2005.

Rubin, Miri. *Mother of God: A History of the Virgin Mary*. New Haven, CT: Yale University Press, 2009.

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

CH2322Y/CH3322Y MYSTERY AS THE HEART OF THE CHURCH: TRADITIONS OF MYSTICISM

1st semester: Tuesday evening, cross listed as Spirituality DS2322Y/DS3322Y (Min. No. 6)

CONTENT

Karl Rahner is often quoted as saying that: "In the days ahead, you will either be a mystic or nothing at all." In this unit students will explore the importance of this assertion through an investigation of mystical traditions throughout Christian history. These investigations will begin and end with attempts to define what is meant by mysticism and lead to a discussion of the contemporary importance of the mystic for the future flourishing of the Christian message and practice in the World today.

PREREQUISITES: 18 points in CH or DS

LEARNING OUTCOMES

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

Level 2:

1. articulate a definition of Christian mysticism and the role of the mystic
2. develop the ability to interpret writings within the Christian mystical tradition
3. demonstrate an understanding of the role of the mystic in the Church's self-understanding
4. reflect on the place of mysticism in the Church's life today and in the future

Level 3:

1. articulate a definition of Christian mysticism and the role of the mystic
2. develop the ability to interpret writings within the Christian mystical tradition
3. demonstrate an understanding of the role of the mystic in the Church's self-understanding
4. critically assess the role of mysticism in the Church's life today and for the future

ASSESSMENT

Level 2: Portfolio of 10 Tutorial papers 200 words each (50%); essay 2000 words (50%)

Level 3: Portfolio of 10 Tutorial papers 200 words each (50%); essay 3000 words (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Classics in Western Spirituality, New York: Paulist Press: John Cassian, Gregory of Nyssa, Origen, Bernard of Clairvaux, Hildegard of Bingen, Meister Eckhart, Mechthild of Hackeborn, Julian of Norwich, *The Cloud of Unknowing*, Bonaventure.

Clément, Olivier. *The Roots of Christian Mysticism: Texts from the Patristic Era with Commentary*. 2nd ed. New York: New City Press, 2013.

Edwards, Denis. *The God Evolution*. New York: Paulist Press, 1999.

Hollywood, Amy. *Sensible Ecstasy: Mysticism, Sexual Difference, and the Demands of History*. Chicago, IL: University of Chicago Press, 2002.

King, Ursula. *Christian Mystics: Their Lives and Legacies throughout the Ages*. London: Routledge, 1998.

McGinn, Bernard. *The Presence of God*. 4 Vols, London: SCM, 1992–2007. Vol. 1, *The Foundations of Mysticism: Origins to the Fifth Century* (1992); Vol. 2, *The Growth of Mysticism* (1994); Vol. 3, *The Flowering of Mysticism: Men and Women in the New Mysticism (1200–1350)* (1998); Vol. 4, *The Harvest of Mysticism in Medieval Germany (1300–1500)* (2007).

Merton, Thomas. *New Seeds of Contemplation*. Reprint. New York: New Directions, 2007.

Underhill, Evelyn. *Mysticism: A Study in the Nature and Development of Man's Spiritual Consciousness*. Mineola, NY: Dover, 2002.

Weeks, Andrew. *German Mysticism from Hildegard of Bingen to Ludwig Wittgenstein: A Literary and Intellectual History*. Albany, NY: State University of New York Press, 1993.

Lecturer: CARMEL POSA SGS

CH3217Y WOMEN DOCTORS OF THE CHURCH

Intensive (Cross listed as Spirituality DS3217)

(Min. No. 6)

1st semester: Saturdays 27 February, 13 March, 17 April, 1 and 15 May 9.30am-4.30pm

CONTENT

Paul's injunction that women remain silent in the Church (1 Cor 14: 34-36) could be said to have led to the absence of Women's Wisdom from the official teaching of the Church over its 2000 year history. Of the 36 Doctors of the Church, only 4 are women, Teresa of Avila, Catherine of Siena, Thérèse of Lisieux and Hildegard of Bingen, all of whom have only been recognised in the last 50 years. This unit will concentrate on the contribution of these women to our theological understanding of God and also explore other important female voices that have been overlooked through the centuries.

PREREQUISITES: CH1001Y or equivalent

LEARNING OUTCOMES

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

Level 3:

1. Outline the particular challenges facing women in church leadership, particularly in terms of recognition of their wisdom and capacity for leadership
2. summarise the major issues of the context where these challenges arose
3. analyse the writings, and depiction in art, of the four Women Doctors of the Church
4. discuss the implications of the understanding of these texts for ministry in the contemporary Christian church.

ASSESSMENT

Portfolio of 5 Tutorial Exercises of 200 words each (20%); short essay of 1000 words (30%); essay of 3000 words (50%)

BIBLIOGRAPHY

- Catherine of Siena. *The Dialogue*. Translated by Suzanne Noffke. The Classics of Western Spirituality. New York: Paulist Press, 1980.
- Hildegard of Bingen. *The Book of Divine Works*. Translated by Nathaniel M. Campbell. Washington DC: Catholic University of America Press, 2018.
- Hildegard of Bingen. *Scivias*. Translated by Columba Hart and Jane Bishop. The Classics of Western Spirituality. New York: Paulist Press, 1990.
- Malone, Mary T. *Four Women Doctors of the Church*. Maryknoll: Orbis Books, 2017.
- Muir, Elizabeth. *A Women's History of the Christian Church: Two Thousand Years of Female Leadership*. Toronto: University of Toronto Press, 2019.
- Newman, Barbara. *Sister of Wisdom: St. Hildegard's Theology of the Feminine*. Berkeley, CA: University of California Press, 1989.
- Radford Reuther, Rosemary. *Women and Redemption: A Theological History*. 2nd Ed. Minneapolis, MN: Fortress Press, 2012.
- Teresa of Avila, Saint. *The Collected Works of St. Teresa of Avila*. Translated by Kieran Kavanaugh and Otilio Rodriguez. Vols. 1 and 2. Washington: Institute of Carmelite Studies, 1976-80.
- Thérèse of Lisieux, Saint. *Story of A Soul: The autobiography of Saint Therese of Lisieux*. 3rd ed. Washington, Institute of Carmelite Studies, 1996.
- Tyler, Peter and Edward Howells, eds. *Teresa of Avila: Mystical Theology and Spirituality in the Carmelite Tradition*. London: Routledge, 2018.

Lecturer: CARMEL POSA SGS

CT1003Y BEGINNING WITH JESUS

2nd semester: Monday 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

Short paper 1000 words (25%); essay 2000 words (50%); summative reflection 1000 words (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

CONTENT

This unit invites students to develop a theology of vocation and ministry patterned on Christ, the Good Shepherd, who 'came to serve and not be served'. Priest or lay, woman or man, young or old, what are the hallmarks of a healthy call to be a minister of Christ? This unit gives particular attention to the vision of Church of Vatican II, the insights gained from the experience of the Royal Commission into Institutional Responses to Child Sexual Abuse, *Pastores Dabo Vobis* and students' own experiences of vocation and ministry.

PREREQUISITES: 18 points of CT or DP

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

Level 2:

1. identify the biblical foundations to Christian call to vocation
2. reflect critically on the causes of shortcomings identified by the Royal Commission into Institutional Responses to Child Sexual Abuse in ministerial formation and practice
3. identify the elements of a healthy theology of vocation within that of single, married, priestly or religious life

Level 3:

1. identify the biblical foundations to Christian call to vocation
2. reflect critically on the causes of shortcomings identified by the Royal Commission into Institutional Responses to Child Sexual Abuse in ministerial formation and practice
3. establish the factors that impede a healthy response to vocational calls
4. identify the elements of a healthy theology of vocation within that of single, married, priestly or religious life
5. provide a critique of the causes and effects of clericalism

ASSESSMENT

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

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

BIBLIOGRAPHY

Lumen Gentium. Dogmatic Constitution on the Church, Vatican II. 1964.

Confoy, Maryanne. *Religious Life and Priesthood*. New York: Paulist Press, 2008.

Coombs, Maria, and Francis Nemeck. *Called by God: A Theology of Vocation*. Collegeville, MN: Liturgical Press, 1992.

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

John Paul II, *Pastores Dabo Vobis*. Apostolic Exhortation on Formation of Priests, 1992.

Pennington, Basil. *Called: New Thinking on Christian Vocation*. Minneapolis, MN: Seabury, 1983.

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

Sofield, Loughlan, and Carroll Juliano. *Principled Ministry: A Guidebook for Catholic Church Leaders*. Notre Dame, IN: Ave Maria Press, 2011.

Wilson, George. *Clericalism*. Collegeville, MN: Liturgical Press, 2008.

Lecturer: MATTHEW BECKMANN OFM

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

2nd semester: Wednesday 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: essay 1500 words (40%); 2500 word major essay (60%). Level 3: Essay 2000 words (40%); essay 3000 words (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

CT2350Y/CT3350Y SACRAMENTS OF INITIATION: BAPTISM CONFIRMATION EUCHARIST

1st semester: Wednesday evening

(Min. No. 6)

CONTENT

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

PREREQUISITES: Level 2, CT1000Y; Level 3, an extra 36 points of Systematic Theology at second level

LEARNING OUTCOMES

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

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

ASSESSMENT

Level 2: Essay on the history of initiation in the early Church 1500 words (40%); major essay 2500 words (60%); Level 3: Essay on the history of initiation in the early Church 2000 words (40%); major essay 3000 words (60%)

BIBLIOGRAPHY

- Bradshaw, Paul F. and Maxwell E. Johnson, *The Eucharistic Liturgies: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 2012.
- Johnson, Maxwell. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- . *Sacraments and Worship: The Sources of Christian Theology*. Louisville, KY: John Knox, 2012.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago, IL: Liturgy Training, 2004.
- Mazza, Enrico. *The Celebration of the Eucharist: The Origin of the Rite and the Development of its Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Mick, Lawrence. *Living Baptism Daily*. Collegeville, MN: Liturgical Press, 2004.
- Morris, Thomas. *The RCIA Transforming the Church: A Resource for Pastoral Implementation*. 1989. New York and Mahwah, NJ: Paulist Press, 1997.
- O'Loughlin, Frank. *Christ Present in the Eucharist*. Strathfield: St Pauls, 2000.
- Osborne, Kenan. *The Christian Sacraments of Initiation*. New York: Paulist Press, 1987.
- Turner, Paul. *Confirmation: The Baby in Solomon's Court*. Mahwah, NJ: Paulist Press, 1993.
- Wood, Susan K. *One Baptism: Ecumenical Dimensions of the Doctrine of Baptism*. Collegeville, MN: Michael Glazier, 2009.

Lecturer: GAVIN BROWN

CT3024Y THEOLOGICAL METHODS

1st semester: Thursday evening

(Min. No. 6)

CONTENT

This unit is an investigation into the manner in which theology is done and how theologians engage in their craft, rather than a discussion of the content of their conclusions. Thus, it examines their own descriptions of the theological process and their output. The unit provides students with an array of methodological tools for theological work.

PREREQUISITES: 54 points of Systematic Theology including 18 points of Christology

LEARNING OUTCOMES

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

1. identify and describe the main methodologies employed in Christian theology
2. assess the effectiveness of these theological tools in different contexts
3. apply a variety of theological tools to a presented consideration
4. articulate the strengths and weaknesses of various theological approaches

ASSESSMENT

Book review 1000 words (20%); comparison exercise 1500 words (30%); major essay 2500 words (50%)

BIBLIOGRAPHY

- Allen, Paul. *Theological Method: A Guide for the Perplexed*. London: T&T Clark, 2012.
- Balthasar, Hans Urs von. *Theo-Dramatic*. San Francisco, CA: Ignatius Press, 1988.
- Bevans, Stephen. *Contextual Theology for the Twenty-First Century*. Eugene, OR: Pickwick, 2011.
- Eckhardt, A. Roy. *The Theologian at Work*. London: SCM Press, 1968.
- Egan, Philip. *Philosophy and Catholic Theology*. Collegeville, MN: Liturgical Press, 2009.
- Gallagher, Michael. *Faith Maps: Ten Religious Explorers from Newman to Joseph Ratzinger*. London: DLT, 2010.
- Gutierrez, Gustavo. *A Theology of Liberation*. New York: Orbis, 1988.
- Hartwell, Herbert. *The Theology of Karl Barth: An Introduction*. London: Duckworth, 1964.
- Jones, Serene. *Feminist Theory and Christian Theology: Cartography of Grace*. Minneapolis MN: Fortress Press, 2000.
- Lonergan, Bernard. *Method in Theology*. Toronto: University of Toronto Press, 1979.
- Rahner, Karl. *Foundations of Christian Faith*. New York: Seabury Press, 1987.
- Schussler-Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*. New York: Crossroads, 1994.
- Stone, Howard. *How to Think Theologically*. Minneapolis, MN: Fortress Press, 1996.

Lecturer: MATTHEW BECKMANN OFM

FIELD D – THEOLOGY: MISSION AND MINISTRY

CANON LAW DC

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
DL2423Y/DL3423Y	Proclaiming the Word of God
DL3010Y	Liturgy: Presiding and Preaching in Community Celebrations
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
DM2011Y/DM3011Y	A Comparative Study of Religions
DM2015Y/DM3015Y	Recent Approaches to Mission
DM2470Y/DM3470Y	Christian Social Teaching and Indigenous Peoples (DT2/3470Y)
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
DP2004Y/DP3004Y	Loss, Grief and Bereavement Issues within Pastoral Ministry Contexts
DP3006Y	Professional Issues in Pastoral Ministry
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)
DS2212Y/DS3212Y**	Art History and Spirituality in Western Europe (= CH2/3212Y)
DS2320Y/DS3320Y**	Mary in the Christian Tradition (=CH/CT2/3320Y)
DS2322Y/DS3322Y**	Mystery as the Heart of the Church: Traditions of Mysticism (=CH2/3322Y)
DS3217Y**	Women Doctors of the Church (=CH3217Y)
DS3418Y	Supervised Reading Unit-Spirituality (18 points)
DS3436Y	Supervised Reading Unit-Spirituality (36 points)

MORAL THEOLOGY DT

DT1000Y	Introduction to Moral Theology
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology
DT2016Y/DT3016Y	Action for a Fairer World
DT2230Y/DT3230Y**	Catholic Social Thought in Australia and Overseas (=CH2/3230Y)
DT2470Y/DT3470Y**	Christian Social Teaching and Indigenous Peoples (=DM2/3470Y)
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 2021, but normally offered in other years

CANON LAW DC

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

LITURGY DL

DL2422Y/DL3422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (DP2/3422Y)
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MISSIOLOGY DM

DM2/3014Y	Inter-Religious Dialogue in a Multi-religious Society
DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology
DM2/3016Y	Liberating Mission: When Gospel Meets Culture

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP2010Y	Faith, Religion and Spirituality (DS2010Y)
DP3005Y	Trauma – a contemporary issue within the pastoral setting
DP2111Y/DP3111Y	Ministry in Contemporary Context
DP2422Y/DP3422Y**	Ritual and Pastoral Care (=DL2/3422Y)

SPIRITUALITY DS

DS2010Y**	Faith, Religion and Spirituality (=DP2010Y)
DS2214Y/DS3214Y**	Death, Dying and Grief (=CH2/3214Y)
DS2215Y/DS3215Y	From Perpetua to Dorothy Day (CH2/3215Y)
DS2216Y/DS3216Y**	Disciples of Holiness (=CH2/3216Y)
DS2321Y/DS3321Y	Gifted to the Church

MORAL THEOLOGY DT

DT2012Y/DT3012Y	Justice and Human Rights
DT2014Y/DT3014Y	Can War be Just?

DL1430Y DOING AND LIVING THE CHURCH'S LITURGY

2nd semester: Thursday evening

(Min. No. 6)

CONTENT

The unit examines and explores a theological and pastoral understanding of the rites, patterns and corporate nature of the liturgy through the lens of the Church's liturgical praxis.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. identify the principle rites of the Christian liturgy and their components
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, life and mission

ASSESSMENT

Reflection on a prescribed article 200 words (5%); seminar paper 1000 words (35%); essay 2300 words (60%)

BIBLIOGRAPHY

- Foley, Edward, Nathan Mitchell, and Joanne Pierce, eds. *A Commentary on the General Instruction of the Roman Missal*. Collegeville, MN: Liturgical Press, 2007.
- Fortescue, Adrian, John Berthram O'Connell, and Alcuin Reid. *The Ceremonies of the Roman Rite Described*. 15th ed. London: Burns & Oates, 2009.
- The General Instruction of the Roman Missal*. Strathfield, NSW: Australian Catholic Bishops Conference, 2007.
- Hovda, Robert W. *Strong Loving and Wise: Presiding in Liturgy*. Washington DC: Liturgical Conference, 1976.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 2 Vols. 4th ed. Chicago, IL: Liturgy Training Publications, 2004.
- Martin, James. *Celebrating Good Liturgy: A Guide to the Ministries of the Mass*. Chicago, IL: Loyola Press, 2005.
- Pecklers, Keith F. *The Genius of the Roman Rite: On the Reception and Implementation of the New Missal*. Collegeville, MN: Liturgical Press, 2010.
- The Rites of the Catholic Church: As Revised by Decree of the Second Vatican Ecumenical Council and Published by Authority of Pope Paul VI*. Study Ed. 2 Vols. New York, NY: Pueblo, 1976-80.
- Smolarski, Dennis C. *How Not To Say Mass: A Guidebook on Liturgical Principles and the Roman Missal*. Rev. ed. New York: Paulist Press, 2003.
- Smolarski, Dennis C. *Sacred Mysteries: Sacramental Principles and Liturgical Practice*. New York, NY: Paulist Press, 1995.

Lecturer: PHILIP MALONE MSC

DL2423Y/DL3423Y PROCLAIMING THE WORD OF GOD

1st semester: Wednesday morning

(Min. No. 6)

CONTENT

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

PREREQUISITES: Nil

LEARNING OUTCOMES

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

Level 2:

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

Level 3:

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

ASSESSMENT

Level 2: Preparation, delivery and evaluation of a homily plus personal, peer and lecturer review (oral and written) 2,500 words (60%); essay 2000 words (40%)

Level 3: Preparation, delivery and evaluation of a homily plus personal, peer and lecturer review (oral and written) 2,500 words (60%) essay 2500 words (40%)

BIBLIOGRAPHY

De Bona, Gueric. *Preaching Effectively: Revitalising Your Church: The Seven-Step Ladder Toward Successful Homilies*. New York and Mahwah, NJ: Paulist Press, 2009.

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

Francis. *Evangelii gaudium* (The Joy of the Gospel). Apostolic Exhortation, 2013.

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

Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Penguin Books, 2016.

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

O'Mahony, Kieran J. *Speaking from Within: Biblical Approaches for Effective Preaching*. Dublin: Veritas, 2016.

Skiba, Richard J. and Joseph Juknialis. *Easter Fire: Fire Starters for the Easter Weekday Homily*. Collegeville, MN: Liturgical Press, 2016.

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

Whitfield, Joshua J. *The Crisis of Bad Preaching: Redeeming the Heart and Way of the Catholic Preacher*. Notre Dame, IN: Ave Maria Press, 2019.

Lecturer: MICHAEL A. KELLY CSsR

DL3010Y LITURGY: PRESIDING AND PARTICIPATING IN COMMUNITY CELEBRATIONS

1st semester: Tuesday morning

(Min. No. 6)

CONTENT

This is primarily a practical unit which builds on and develops prior study of and/or experience in liturgy, comprising 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 participants and presiders, particularly, for their role in a variety of liturgical celebrations in the Catholic tradition.

PREREQUISITES: DL1430Y Doing and Living the Church's Liturgy

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. conduct approved liturgical and para liturgical services such as a Sunday Service of Word and Communion in the absence of an ordained minister

ASSESSMENT

Five personal reflections on weekly experience and readings 2000 words (40%); practical experience of preparing/ presiding at Liturgy/ written critique 3000 words (60%)

BIBLIOGRAPHY

- Foley, Edward, Nathan Mitchell, and Joanne Pierce, eds. *A Commentary on the General Instruction of the Roman Missal*. Collegeville, MN: Liturgical Press, 2007.
- Fortescue, Adrian, John Berthram O'Connell, and Alcuin Reid. *The Ceremonies of the Roman Rite Described*. 15th ed. London: Burns & Oates, 2009.
- The General Instruction of the Roman Missal*. Strathfield, NSW: Australian Catholic Bishops' Conference, 2007.
- Hovda, Robert W. *Strong Loving and Wise: Presiding in Liturgy*. Washington DC: Liturgical Conference, 1976.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 2 Vols. 4th ed. Chicago, IL: Liturgy Training Publications, 2004.
- Martin, James. *Celebrating Good Liturgy: A Guide to the Ministries of the Mass*. Chicago, IL: Loyola Press, 2005.
- Pecklers, Keith F. *The Genius of the Roman Rite: On the Reception and Implementation of the New Missal*. Collegeville, MN: Liturgical Press, 2010.
- The Rites of the Catholic Church: As Revised by Decree of the Second Vatican Ecumenical Council and Published by Authority of Pope Paul VI*. Study Ed. 2 Vols. New York, NY: Pueblo, 1976-80.
- Smolarski, Dennis C. *How Not To Say Mass: A Guidebook on Liturgical Principles and the Roman Missal*. Rev. ed. New York: Paulist Press, 2003.
- Smolarski, Dennis C. *Sacred Mysteries: Sacramental Principles and Liturgical Practice*. New York, NY: Paulist Press, 1995.

Lecturer: PHILIP MALONE MSC

DM1330Y INTRODUCTION TO THE THEOLOGY OF MISSION

2nd semester: Thursday morning

(Min. No. 6)

CONTENT

This unit explores the nature and historical development of Mission while exploring current definitions and perspectives within Missiology. The importance and practice of mission within the contemporary context is emphasized. Both the historical and contemporary aspects of Mission are explored by examining key Catholic mission documents.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. discuss the nature and importance of mission
2. articulate the biblical foundations of mission
3. illustrate the missionary nature of Christian vocation in the contemporary context
4. examine 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%); essay describing the missionary nature of the church and critically examining how it can be practised in contemporary Australia 2500 words. (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*. New Ed. Maryknoll, NY: Orbis, 2011.
- Flett, John. *The Witness of God: Missio Dei, Karl Barth and the Nature of Christian Community*. Grand Rapids, MI: Eerdmans, 2010.
- Kim, Kirsteen. *Joining in with the Spirit: Connecting World Church and Local Mission*. London: SCM Press, 2012.
- Ott, Craig, et al. *Encountering Theology of Mission. Biblical Foundation, Historical Developments, and Contemporary Issues*. Grand Rapids, MI: Baker Academic, 2010.
- Schroeder, Roger. *What is the Mission of the Church? A Guide for Catholics*. Maryknoll, NY: Orbis, 2008.
- Skreslet, Stanley H. *Comprehending Mission. The Questions, Methods, Themes, Problems and Prospects of Missiology*. Maryknoll, NY: Orbis, 2012.
- Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Gove, IL: IVP Academic, 2006.

Lecturer: ALBANO DA COSTA SVD

DM2011Y/DM3011Y A COMPARATIVE STUDY OF RELIGIONS

2nd semester: Tuesday evening

(Min. No. 6)

CONTENT

The unit provides an empathetic understanding of the different religions practised in Australia including the Aboriginal religions and the New Religious Movements (NRMs), in their historic settings. The unit will begin with a description of religion itself and will conclude with an emphasis on comparative theology and inter religious dialogue.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. illustrate the main tenets of at least three religions in Australia
2. analyse the common aspects of Islam and Christianity
3. demonstrate an empathetic understanding of Australian Aboriginal religions
4. compare prayer in Christianity and the primal religions
5. evaluate the claims of uniqueness by any one religion (Level 3)

ASSESSMENT

Level 2: A presentation and discussion of an aspect of Australian Aboriginal religions. Submit the same as a written essay of 2000 words (40%); Essay demonstrating the need for understanding and collaboration between religions for a better human society 2500 word (60%)

Level 3: As per Level 2, essay 3000 words (60%)

BIBLIOGRAPHY

- Antoun, Richard T. *Understanding Fundamentalism: Christian, Islamic and Jewish Movements*. Walnut Creek, CA: Altamira Press, 2001.
- Bagir, Zainal Abidin, ed. *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide: ATF Press, 2005.
- Charlesworth, Max, et al eds. *Aboriginal Religions in Australia: an Anthology of Recent Writings*. Aldershot, UK: Ashgate Publishing, 2005.
- Cherry, Stephen M., and Helen R. Ebaugh, eds. *Global Religious Movements Across Borders: Sacred Service*. Farnham, UK: Ashgate Publishing, 2014.
- Clooney, Francis, ed. *The New Comparative Theology: Interreligious Insights from the Next Generation*. London: T & T Clark, 2010.
- Hill, Brennan R. *World Religions and Contemporary Issues: How Evolving Views on Ecology, Peace, and Women are Impacting Faith Today*. New London, CT: Twenty Third Publications, 2013.
- Lassner, Jacob. *Jews, Christians and The Abode of Islam: Modern Scholarship, Medieval Realities*. Chicago: University of Chicago Press, 2012.
- Poceski, Mario. *Introducing Chinese Religions*. London: Routledge, 2009.
- Reynolds, Gabriel Said. *The Emergence of Islam: Classical Traditions in Contemporary Perspective*. Minneapolis, MN: Fortress Press, 2012.
- Yandell, Keith, and Harold Netland. *Buddhism: A Christian Exploration and Appraisal*. Downers Grove, IL: IVP Academic, 2009.

Lecturer: ALBANO DA COSTA SVD

DM2015Y/DM3015Y RECENT APPROACHES TO MISSION

1st semester: Thursday morning

(Min. No. 6)

CONTENT

The unit begins with a description of the new world order with its characteristics of violence, globalisation and migration. It would show how the Bible is a narrative of a God of life. Current mission practices like rejecting exclusion and inequality through an insistence on human rights, reconciliation and advocacy are explored. The nature of Discipleship in relation to these missional challenges is examined.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. analyse three challenges human society faces today
2. demonstrate how Christian mission is a service to life
3. illustrate two relevant mission expressions
4. compare these interpretations of mission with former baptism- centred approach
5. evaluate the understanding of mission in *Evangelii Gaudium* (Level 3 only)

ASSESSMENT

Level 2: A tutorial presentation and discussion about one of the challenges to mission in Australia and submit the same as a 2000 word essay (40%); Essay on Lk 4:19, "The Acceptable Year of the Lord," and critically presenting any one of the recent approaches to mission showing how it is an expression of the acceptable year of the Lord 2500 words (60%)

Level 3: As per Level 2, with a 3000 word essay (60%)

BIBLIOGRAPHY

- Barnett, Mike, and Robin Martin, eds. *Discovering the Mission of God: Best Missional Practices for the 21st Century*. Downers Grove, IL: IVP Academic, 2012.
- Bevans, Stephen B., ed. *Mission and Culture: The Louis J. Luzbetak Lectures*. Maryknoll, NY: Orbis Books, 2012.
- Bolger, Ryan K., ed. *The Gospel after Christendom: New Voices, New Cultures, New Expressions*. Grand Rapids, MI: Baker Academic, 2012.
- Coloe, Mary L., ed. *Creation is Groaning: Biblical and Theological Perspectives*. Collegeville, MN: Liturgical Press, 2013.
- Drew, Rose. *Buddhist and Christian? An exploration of dual belonging*. Abingdon: Routledge, 2011.
- Engelsviken, Tormod, Erling Lundebj, and Dagfinn Solheim. *The Church Going Global: Mission and Globalization: Proceedings of the Fjellhaug Symposium 2010*. Eugene, OR: Wipf and Stock, 2011.
- Kalu, Ogbu U., Peter Vethanayagamony, and Edmund Kee-Fook Chia, eds. *Mission after Christendom: Emergent Themes in Contemporary Mission*. Louisville, KY: Lutheran School of Theology at Chicago, 2010.
- Montgomery, Robert L. *Why Religions Spread: The Expansion of Buddhism, Christianity and Islam with Implications for Mission*. 2nd ed. Asheville, NC: Cross Lines Publication, 2012.
- Schreiter, Robert J., and Knud Jørgensen, eds. *Mission as Ministry of Reconciliation*. Oxford: Regnum, 2013.
- Walls, Andrew F., and Cathy Ross, eds. *Mission in the Twenty-First Century: Exploring the Five Marks of Global Mission*. Maryknoll, NY: Orbis Books, 2008.

Lecturer: ALBANO DA COSTA SVD

DM2470Y/DM3470Y CHRISTIAN SOCIAL TEACHING AND INDIGENOUS PEOPLES

1st semester: Tuesday morning cross listed as Moral Theology DT2470Y/DT3470Y (Min. No. 6)

CONTENT

The unit will provide students with a comprehensive exposure to Christian Social Teaching (principally Catholic) in relation to Indigenous Peoples. The main focus is the Australian context and to the issues relating to Aboriginal Australians. Relevant ecclesial, biblical and theological writings addressing indigenous social issues will be considered. Topics under discussion include: the human person, justice and reconciliation, history, land, and church involvement with indigenous people.

PREREQUISITES

CH/DT 2230Y Catholic Social Thought in Australia & Overseas OR 18 points in DM or DT

LEARNING OUTCOMES

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

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

ASSESSMENT

Level 2: Tutorial presentation 1000 words (30%); 3000 word essay (70%)

Level 3: Tutorial presentation 1000 words (30%); 4000 word essay (70%)

BIBLIOGRAPHY

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

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

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

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

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

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

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

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

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

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

This unit explores concepts of developmental theory and selected theological works linking pastoral theory and pastoral practice. It introduces some theories of psychosocial development across the lifespan, and explores how we reach an understanding of the self within personal, familial, social and cultural contexts.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. demonstrate an understanding of selected approaches to human development
2. compare and contrast some theological and psychological positions on human development and a theology of the self
3. outline some key notions of the self within different social and cultural contexts
4. describe the place of human development theory and a theological understanding of the self within pastoral practice

ASSESSMENT

Short essay on a human development theory 1000 words (20%); Short essay on a cultural understanding of the self of 1000 words (30%); Essay on human development theory and theological understanding in relation to pastoral practice 2000 words (50%)

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.

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern approach* (Revised and expanded edition). Louisville, KY: Westminster John Knox Press, 2014.

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

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.

*Patton, John. *Pastoral Care: An Essential Guide*. Nashville: Abingdon Press, 2005.

Williams, Rowan. *Being Human: Bodies, Minds, Persons*. London: SPCK, 2018.

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

Lecturer: BARRY ROGERS

DP2004Y/DP3004Y LOSS, GRIEF AND BEREAVEMENT ISSUES IN PASTORAL MINISTRY CONTEXTS

2nd semester: Thursday morning

(Min. No. 6)

CONTENT

This unit examines the more common loss-related events and some key theoretical approaches with regard to loss, grief and bereavement. Loss and grief contexts considered here include: family related loss, assault and domestic violence; abuse; discrimination; complicated grief; loss in educational contexts; unemployment and financial loss; natural, and human disasters; asylum-seeking, and refugees. It includes pastoral, spiritual, and theological considerations in addressing loss, grief and transition experience, and examines ethical and boundary issues in pastoral contexts. It also considers collaborative, resilience-based approaches in the context of providing holistic care for those impacted by loss, grief and bereavement experiences.

PREREQUISITES: DP1001Y Foundations for Pastoral Practice, or equivalent

LEARNING OUTCOMES

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

Level 2:

1. show a clear understanding of some major theories exploring loss, grief and bereavement experience.
2. illustrate a clear understanding of loss and grief experience in a range of life situations.
3. discuss a range of theoretical and pastoral approaches to loss and grief,
4. discuss ethical, and role-related boundaries within therapeutic relationships.
5. review and discuss a range of pastoral, theological and spiritual contribution to people's experience of loss and grief.

Level 3:

1. show a clear understanding of some major theories exploring loss, grief and bereavement experience through a critical reading of current literature.
2. critically assess loss and grief experience in a range of life situations.
3. investigate a range of theoretical and pastoral approaches to loss and grief,
4. critically examine ethical, and role-related boundaries within therapeutic relationships.
5. critically review and discuss a range of pastoral, theological and spiritual contribution to people's loss and grief experience.

ASSESSMENT

Level 2: Case study 1000 words (20%); critical review of assigned reading 150 words per week over ten weeks (30%); essay 2000 words (50%) Level 3: As for Level 2 with and Essay of 2500 words (50%)

BIBLIOGRAPHY *set texts recommended for purchase

* = set texts recommended for purchase

Attig, Thomas. *How we grieve. Relearning the World*. 2nd ed. Oxford: Oxford University Press, 2011.

Brownell, Philip. *Spiritual Competency in Psychotherapy*. New York: Springer Publishing Company, 2014.

Earle, Sarah, Komaromy, Carol and Bartholomew, Caroline (Eds.). *Death and Dying: A Reader/Making Sense of Death, Dying and Bereavement: An Anthology*. London: Sage Publications, 2009.

*Giddings, Philip, Down, Martin, Sugden, Elaine, and Tuckwell, Gareth. *Talking about dying. Help in facing death and dying*. London: Wilberforce Publications, 2017.

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

*Machin, Linda. *Working with Loss and Grief: A Theoretical and Practical Approach*. 2nd ed. Thousand Oaks, CA: Sage Publications, 2013.

Mallon, Brenda. *Dying, Death and Grief: Working with Adult Bereavement*. Thousand Oaks, CA: Sage Publications, 2008.

Musgrave, Beverley A., and McGettigan, Neil (Eds.) *Spiritual and psychological aspects of illness: Dealing with sickness, loss, dying and death*. New York, Mahwah: Paulist Press, 2010.

*Nolan, Steve. *Spiritual care at the end of life: The Chaplain as 'hopeful presence'*. London: Jessica Kingsley Publishers, 2012.

Read, Sue. *Supporting People with Intellectual Disabilities Experiencing Loss and Bereavement: Theory and Compassionate Practice*. London: Jessica Kingsley Publishers, 2014.

Lecturer: BARRY ROGERS

DP3006Y PROFESSIONAL ISSUES IN PASTORAL MINISTRY

2nd semester: Wednesday evening

(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 Counselling & Psychotherapy: Standards, Research, and Emerging Issues*. 6th ed. Sydney: Cengage Learning, 2015.

Lecturer: BARRY ROGERS

DS1000Y FOUNDATIONS FOR CHRISTIAN SPIRITUALITY

2nd semester: Tuesday 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

Integrative assignment 1000 words (25%); tutorial paper 1000 words (25%); essay 2000 words (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 (Crosslisted as DP2101Y)

Friday mornings with individual supervision once per month on rotating Friday afternoons.

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

SPIRITUAL LEADERS CALENDAR 2021 Program (including Orientation) commences 12 February Semester 1 (Term 1) 12 February-26 March (Term 2) 7 May-18 June Semester 2 (Term 3) 30 July-10 September (Term 4) 8 October-19 November End-of-Year Missioning of Graduates 22 November 2 x compulsory residential prayer weekends 21-22 May, 15-16 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	\$ 975
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	\$ 975
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

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

1st semester: Thursday evening

(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

Journal Reflection on weekly readings 1500 words total (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

DT2011Y/DT3011Y MAJOR ISSUES IN CONTEMPORARY MORAL THEOLOGY

2nd semester: Tuesday evening

(Min. No. 6)

CONTENT

This unit aims to build on the introductory unit in Moral Theology by exploring Church Teaching and Pastoral Response in relation to a range of current issues in social and political forums; for example issues relating to 'a Christian theology of the body', Communion for divorced & invalidly married couples, life & death, bioethics, justice & peace, environment, economics.

Consideration will also be given to reflection on what is an appropriate role for the Church in public discourse.

PREREQUISITES: DT1000Y Introduction to Moral Theology or equivalent

LEARNING OUTCOMES

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

1. understand the nature and purpose of Catholic Church teaching related to contemporary moral issues
2. assess 'secular' and 'church' stances taken on contemporary moral issues in the public forum
3. engage in dialogue using Christian ethic methodology in current discussions on contemporary moral issues
4. evaluate complex moral issues arising in particular case situations
5. present a cogent argument for a position taken on a selected topic
6. engage with a non-academic audience in presenting Church teaching on contemporary moral issues (Level 3 only)

ASSESSMENT

Level 2: Tutorial paper 2250 words (50%); essay 2500 words (50%) OR One 4500 word essay

Level 3: Tutorial paper 2250 words (50%); essay 2500 words (50%) OR One 5000 word essay

BIBLIOGRAPHY *set text recommended for purchase

Callahan, Daniel. *The Roots of Bioethics: Health, Progress, Technology, Death*. Oxford: OUP, 2012.

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

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

Keen, Karen R. *Scripture, Ethics, and the Possibility of Same-Sex Relationships*. Grand Rapids, MI: Wm.B.Eerdmans Publishing Co., 2018.

Martin, James. *Building a Bridge: How the Catholic Church and the LGBT Community Can Enter Into a Relationship of Respect, Compassion, and Sensitivity*. New York: HarperCollins Publishing Inc., 2017.

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

Pope Francis. *Amoris laetitia*, Post Synodal Apostolic Exhortation March 19 2016.

Pope Francis. *Laudato Si'*, Encyclical Letter 24 May 2015.

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

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

Lecturer: BERNARD TEO CSsR

CONTENT

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

PREREQUISITES: 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
6. critically evaluate major moral aspects in current economic and environmental issues (Level 3 only)

ASSESSMENT

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

Level 3: Essay 1500 words (40%); essay 3000 words (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.

Today, 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 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 Dean (Postgraduate Awards), or Research Coordinator at YTU. Detailed regulations for all students for all awards can be found at: www.divinity.edu.au.

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

UNIVERSITY OF DIVINITY POSTGRADUATE AWARDS

PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY BT_{THEOL} or BM_{IN} (ALSO; BT_{THEOL}, BM_{IN})	
<p>■ BT_{THEOL}, BM_{IN}, AND BT_{THEOL}, BM_{IN}</p> <p style="text-align: center;">↓</p> <p>[1] GRADUATE DIPLOMA IN THEOLOGY Consists of six units (144 points) of study (four specialised units and two electives).</p> <p style="text-align: center;">↓</p> <p>[2] If articulating to a Research Masters MT_{THEOL}, MP_{HIL}, (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>■ MT_{THEOL} OR MP_{HIL} [1] A 40,000 word thesis (including eight hours of postgraduate seminars per annum)</p> <p style="text-align: center;">↓</p> <p>■ DT_{THEOL} 100,000 word thesis</p>	<p>■ BT_{THEOL}, BM_{IN}, AND BT_{THEOL}, BM_{IN})</p> <p style="text-align: center;">↓ ↓</p> <p>■ MASTER OF THEOLOGY (COURSEWORK) 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 Research Masters 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>■ MT_{THEOL} OR MP_{HIL} [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)

- Entry Requirements:** Undergraduate degree or equivalent
- Structure:** Three (3) units of study at postgraduate level
- Normal Duration:** 1 - 3 semesters (i.e. 1.5 years)
- Articulation:** 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.

- Entry Requirements:** Bachelor's degree or equivalent
- Structure:** Three foundational units (in at least 2 Fields and three Disciplines)
- Normal Duration:** 1 - 3 semesters (i.e. 1.5 years)
- Articulation:** 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
A previous unit of Clinical Pastoral Education

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: **Religious Experience and the Christian Spiritual Tradition I**
DD8702Y or DD8712Y: **Religious Experience and the Christian Spiritual Tradition II**
DD8703Y or DD8713Y: **Personal Awareness and Human Development I**
DD8704Y or DD8714Y: **Personal Awareness and Human Development 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))

and

- 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))

and

- 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

or

- 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

AL8001Y Biblical Hebrew A (Foundational unit)

AL8002Y Biblical Hebrew B (Foundational unit)

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

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)

AL8001Y BIBLICAL HEBREW A

Foundational unit

(Min. No.6)

1st semester: Thursday evening

CONTENT

Learning biblical Hebrew will have an immediate impact on your reading and understanding the Old Testament and the Bible in general. This unit introduces students to biblical Hebrew through the study of its basic grammar and syntax, the reading of selected Hebrew texts, and the acquisition of a basic Hebrew vocabulary.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. demonstrate an understanding of Hebrew morphology by parsing nouns, verbs and other compound lexemes
2. explain aspects of Hebrew grammar to peers
3. recall an extended Hebrew vocabulary
4. accurately translate the Hebrew texts studied, as well as simpler unseen texts with the help of lexical aids
5. use biblical dictionaries and lexical aids to prepare a word study on key Hebrew terms

ASSESSMENT

Weekly short answer tests equivalent to 1500 words (25%); skill demonstration: word study 1500 words (25%); learning resource 1000 words (20%); One 2 hour written examination (30%)

BIBLIOGRAPHY

- Bolozky, Shmuel. *501 Hebrew Verbs Fully Conjugated in all the Tenses in a New Easy-to-follow Format Alphabetically Arranged by Root*. Hauppauge, 2nd ed. NY: Barron's Educational Series, 1996; 2088.
- Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Reprint. Peabody, MA: Hendrickson, 1999.
- Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 3rd ed. Stuttgart: Deutsche Bibelgesellschaft, 1987.
- Futato, Mark D. *Beginning Biblical Hebrew*. Winona Lake, IN: Eisenbrauns, 2003 [ebook available via Library Hub].
- Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament. Based Upon the Lexical Work of Ludwig Koehler and Walter Baumgartner* 15th corr. Impression ed. Leiden: Brill, 2000.
- Putnam, Frederic Clarke. *A New Grammar of Biblical Hebrew*. Sheffield: Sheffield Phoenix, 2010.
- Sáenz-Badillos, Angel. *A History of the Hebrew Language*. Cambridge: CUP, 1993.
- Van Pelt, Miles V., and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003.
- Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Resources for Biblical Study 48 Atlanta, GA: Society for Biblical Literature, 2003.
- Wonneberger, Reinhard. *Understanding BHS: A Manual for the Users of the Biblia Hebraica Stuttgartensia*. Subsidia Biblica 8. Rome: Editricie Pontificio Istituto Biblico, 1984.

Lecturer: JANINA HIEBEL

AL8002Y BIBLICAL HEBREW B

Foundational unit

(Min. No. 6)

2nd semester: Thursday evening

CONTENT

This unit will further the study of biblical Hebrew by addressing more advanced aspects of morphology and syntax. A longer consecutive text from the Hebrew Bible will be read and discussed in class.

PREREQUISITES: AL8001Y or equivalent

LEARNING OUTCOMES

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

1. demonstrate command of the morphology and syntax of the Hebrew texts studied
2. apply extensive knowledge of Hebrew
3. accurately translate the Hebrew texts studied, as well as unknown texts of equal or lesser difficulty
4. critically discuss exegetical questions in relation to the texts studied
5. use lexical and other aids for the study and translation of Hebrew texts

ASSESSMENT

Weekly short answer tests equivalent to 1500 words (25%); skill demonstration: annotated translation 2500 words (40%); One 2-hour written examination 2000 words (35%)

BIBLIOGRAPHY *set texts recommended for purchase

- Bolozky, Shmuel. *501 Hebrew Verbs Fully Conjugated in all the Tenses in a New Easy-to-follow Format Alphabetically Arranged by Root*. Hauppauge, 2nd ed. NY: Barron's Educational Series, 1996; 2088.
- Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Reprint. Peabody, MA: Hendrickson, 1999.
- Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 3rd ed. Stuttgart: Deutsche Bibelgesellschaft, 1987.
- Futato, Mark D. *Beginning Biblical Hebrew*. Winona Lake, IN: Eisenbrauns, 2003 [ebook available via Library Hub].
- Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament. Based Upon the Lexical Work of Ludwig Koehler and Walter Baumgartner* 15th corr. Impression ed. Leiden: Brill, 2000.
- Joüon, Paul. *A Grammar of Biblical Hebrew*. 2nd ed. Translated and Revised by Takamitsu Muraoka. Rome: Editrice Pontificio Istituto Biblico, 2006.
- Putnam, Frederic Clarke. *A New Grammar of Biblical Hebrew*. Sheffield: Sheffield Phoenix, 2010.
- Sáenz-Badillos, Angel. *A History of the Hebrew Language*. Cambridge: CUP, 1993.
- Van Pelt, Miles V., and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003.
- Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Resources for Biblical Study 48 Atlanta, GA: Society for Biblical Literature, 2003.
- Wonneberger, Reinhard. *Understanding BHS: A Manual for the Users of the Biblia Hebraica Stuttgartensia*. Subsidia Biblica 8. Rome: Editrice Pontificio Istituto Biblico, 1984.

Lecturer: JANINA HIEBEL

FIELD B – BIBLICAL STUDIES POSTGRADUATE

OLD TESTAMENT BA

BA8000Y	Entering the World of the Old Testament (Foundational unit)
BA9010Y	Pentateuch
BA9011Y	Psalms
BA9021Y	Exile, Trauma and the Presence of God: the Book of Ezekiel
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
BN9011Y	Luke-Acts
BN9013Y	The Gospel of John
BN9017Y	Romans
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 (MEdTheol)
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 2021, but normally offered in other years

BA9012Y	Wisdom Literature
BA9013Y	The Book of Isaiah
BA9017Y	The Twelve Prophets
BA9018Y	Justice Mercy and Theodicy in the Old Testament
BA9019Y	The Book of Jeremiah
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9015Y	The Biblical Land and the Gospels
BN9018Y	The Gospel of Mark
BS9116Y	Biblical Justice and the Reign of God

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

Foundational unit

(Min. No. 6)

2nd semester: Tuesday evening

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

BA9010Y PENTATEUCH

Elective unit

(Min. No. 6)

1st semester: Wednesday evening

CONTENT

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

PREREQUISITES: Successful completion of one foundational unit in the Old Testament

LEARNING OUTCOMES

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

1. apply a critical grasp of the historical, literary and theological issues associated with the Pentateuch to its interpretation
2. demonstrate a critical knowledge of the theological themes in the books of the Pentateuch
3. interpret passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries
5. critically discuss the issue of the continuing relevance of the Pentateuch
6. apply exegetical analysis of text and understanding of distinctive theological themes to specific issues in the study of the Pentateuch

ASSESSMENT

Essay 2000 words (35%); essay 4000 words (65%)

BIBLIOGRAPHY *set texts recommended for purchase

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

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

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

Dozeman, Thomas B. *Pentateuch: Introducing the Torah*. Minneapolis, MN: Augsburg Fortress, 2017.

*Edelman, Diana V., et al. *Opening the Book of Moses*. Bible World. Sheffield: Equinox, 2012.

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

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

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

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

Wenham, Gordon. *Exploring the Old Testament: A Guide to the Pentateuch*. Vol1. Downers Grove, IL: Inter-Varsity, 2003.

Lecturer: MARK O'BRIEN OP

BA9011Y PSALMS

Elective unit

(Min. No. 6)

2nd semester: Tuesday morning

CONTENT

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

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

ASSESSMENT

Exegesis 3000 words (35%); essay 4500 words (65%)

BIBLIOGRAPHY

- Gerstenberger, Erhard S. *Psalms*. FOTL 14. Grand Rapids, MI: Eerdmans, 1988.
- . *Psalms, Part 2 and Lamentations*. FOTL15. Grand Rapids, MI: Eerdmans, 2001.
- Gillingham, S. *Psalms through the Centuries*. Vol. 1. Oxford: Blackwell Publishing, 2008.
- Goldingay, J. *Psalms*. Vols 1, 2 and 3. Grand Rapids, MI: Baker Academic Press, 2006 and 2007.
- Hossfeld Frank-Lothar, & Erich Zenger. *Psalms 2: A Commentary on Psalms 51-100*. Linda M. Maloney, trans., Edited by Klaus Baltzer. Hermeneia. Minneapolis, MN: Fortress Press, 2005.
- . *Psalms 3: A Commentary on Psalms 101-150*. Edited by Klaus Baltzer. Hermeneia. Minneapolis, MN: Fortress Press, 2011.
- Jacobson, Rolf A., ed. *Soundings in the Theology of Psalms: Perspectives and Methods in Contemporary Scholarship*. Minneapolis, MN: Fortress, 2010.
- McCann, J. Clinton, ed. *The Shape and Shaping of the Psalter*. JSOTSup 159. Sheffield: JSOT, 1993.
- Schaefer, K. *Psalms*. Collegeville, MN: Liturgical Press, 2001.
- Zenger, Erich. *The Composition of the Book of Psalms*. Bibliotheca Ephemeridum Theologicarum Lovaniensium 238. Leuven: Peeters, 2010.

Lecturer: MARY REABURN NDS

CONTENT

Challenging times produce challenging texts. This unit offers a thematic introduction to the book of Ezekiel, a prophetic book of the Babylonian Exile (597/587-539 BCE) that explores existential questions such as the meaning of exile, the perceived presence (or absence) of God and the emerging of hope from within the crisis. Special attention will be given to the book's historical and socio-religious setting and to the experience of trauma pervading both author and historical audience. The approach of reading Ezekiel as trauma literature can shed light on some of the most challenging texts in this book. It also can help build bridges from these ancient texts into our own contemporary world.

PREREQUISITES: BA8000Y or equivalent

LEARNING OUTCOMES

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

1. analyse the historical, political and religious contexts that influenced the book of Ezekiel
2. apply and evaluate select contemporary methods of interpretation to texts within the book of Ezekiel, demonstrating a level of independent engagement with the text as well as skilful choice and use of high quality secondary literature
3. examine and elucidate textual and theological difficulties in the texts discussed in light of their context
4. critically assess the ongoing significance of the book of Ezekiel for the contemporary Church and/or society
5. present an exegetical analysis of a text in the book of Ezekiel to a group of peers and engage in constructive, criteria-referenced peer-evaluation
6. survey and critique a range of scholarly literature on the book of Ezekiel

ASSESSMENT

Peer evaluation 500 words (10%); tutorial paper 2000 words (30%); annotated bibliography 500 words (10%); exegetical essay (50%)

BIBLIOGRAPHY

- Boase, Elizabeth, and Christopher G. Frechette. *Bible Through the Lens of Trauma*. Semeia Studies. Atlanta, GA: SBL Press, 2017.
- Block, Daniel I. *The Book of Ezekiel*. 2 vols. The New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 1997-98 (vol. 2 (chapters 25-48) only).
- Boda, Mark J., Frank Rithel Ames, John J. Ahn, and Mark Leuchter, eds. *The Prophets Speak on Forced Migration*. Ancient Israel and Its Literature 21. Atlanta, GA: SBL Press, 2015.
- Bowen, Nancy R. *Ezekiel*. Abingdon Old Testament Commentaries. Nashville, TN: Abingdon Press, 2010.
- Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative, and History*. Twentieth Anniversary ed. Baltimore, MD: Johns Hopkins University Press, 2016.
- Joyce, Paul M. *Ezekiel: A Commentary*. Library of Hebrew/Old Testament Studies 482. 2nd ed. New York: T&T Clark, 2009.
- Kutsko, John F. *Between Heaven and Earth: Divine Presence and Absence in the Book of Ezekiel*. Biblical and Judaic Studies 7. Winona Lake, IN: Eisenbrauns, 2000.
- Lyons, Michael A. *An Introduction to the Study of Ezekiel*. T&T Clark Approaches to Biblical Studies. London: Bloomsbury, 2015.
- Tooman, William A., and Michael A. Lyons, eds. *Transforming Visions: Transformations of Text, Tradition, and Theology in Ezekiel*. Princeton Theological Monograph Series 127. Eugene, OR: Pickwick, 2010.
- Zimmerli, Walther. *Ezekiel 1: A Commentary on the Book of the Prophet Ezekiel*. Translated by Ronald E. Clements. Edited by Frank Moore Cross and Klaus Baltzer. Hermeneia. Philadelphia, PA: Fortress, 1979.
- Zimmerli, Walther. *Ezekiel 2: A Commentary on the Book of the Prophet Ezekiel*. Translated by James D. Martin. Edited by Paul D. Hanson and Leonard Jay Greenspoon. Hermeneia. Philadelphia, PA: Fortress, 1983.

Lecturer: JANINA HIEBEL

BN8000Y ENTERING THE WORLD OF THE NEW TESTAMENT

Foundational unit

(Min. No. 6)

1st 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

Exegetical essay 2000 words (35%); research essay 4000 words (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.

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

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

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

Levine, Amy-Jill, and Marc Zvi Brettler, eds. *The Jewish Annotated New Testament: 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.

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

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

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.

Lecturers: GLENDA BOURKE SGS AND FRANCIS OTOBO

CONTENT

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

PREREQUISITES: Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

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

1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. discuss the context in which this theology arose and the ways in which it addresses the challenges faced by Luke's community
3. exegete various texts making use of appropriate methodologies
4. show an awareness of the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. identify and evaluate the significance of the material that is unique to Luke
6. apply appropriate skills in contemporary critical methods of biblical interpretation

ASSESSMENT

Exegesis 2500 words (40%); essay 4500 words (60%)

BIBLIOGRAPHY

- Bovon, François. *Luke 1. Luke 2. Luke 3. Hermeneia*. 3 Vols, Minneapolis, MN: Fortress, 2002-2013.
- Byrne, Brendan. *The Hospitality of God*. Strathfield: St Pauls, 2000.
- Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 Vols, New York: Doubleday, 1981 and 1985.
- Green, Joel B. *The Gospel of Luke*. NICNT. Grand Rapids, MI: Eerdmans, 1997.
- Johnson, Luke T. *The Acts of the Apostles*. Collegeville, MN: Liturgical Press, 1992.
- . *The Gospel of Luke*. Collegeville, MN: Liturgical Press, 1991.
- Keener, Craig S. *Acts: An Exegetical Commentary* vol. 1,2,3,4. Grand Rapids, MI: Baker Academic. 2012,2013,2014,2015
- Levine, Amy Jill and Ben Witherington III. *The Gospel of Luke*. New Cambridge Bible Commentary. Cambridge: Cambridge University Press, 2018.
- Mullins, Michael. *The Gospel of Luke: A Commentary*. Dublin: Columba, 2010.
- Parsons, Mikeal C. *Luke*. Paideia. Grand Rapids, MI: Baker Academic, 2015.
- Pervo, Richard I. *Profit with Delight: The Literary Genre of Acts of the Apostles*. Philadelphia, PA: Fortress, 1987.
- Tannehill, Robert C. *The Narrative Unity of Luke-Acts*. Vol. 1, *Luke*. Philadelphia, PA: Fortress, 1986.
- . *The Narrative Unity of Luke-Acts*. Vol. 2, *Acts*. Minneapolis, MN: Fortress, 1990.

Lecturer: CHRISTOPHER MONAGHAN CP

BN9013Y THE GOSPEL OF JOHN

Elective unit

(Min. No. 6)

2nd semester: Tuesday evening

CONTENT

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

PREREQUISITES: at least one foundational unit in Biblical Studies, preferably two

LEARNING OUTCOMES

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

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

ASSESSMENT

Exegesis 2500 words (40%); Exegetical essay 4500 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

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

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

Culpepper, R. Alan, and Paul Nn. Anderson, ed.s *John and Judaism: A Contested Relationship in Context*, RBS 87, Atlanta, GA: SBL, 2017.

Hunt, Steven A., D. Francois Tolmie and Ruben Zimmerman, eds. *Character Studies in the Fourth Gospel: Narrative Approaches to Seventy Figures in John*, Tübingen: Mohr Siebeck, 2013.

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

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

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

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

Reynolds, Benjamin E. and Gabriele Boccaccini, eds. *Reading the Gospel of John's Christology as Jewish Messianism: Royal, Prophetic, and Divine Messiahs*, Leiden: Brill, 2018.

Wheaton, Gerry. *The Role of Jewish Feasts in John's Gospel*. SNTSMS 162. Cambridge: CUP, 2015.

Lecturer: MARY COLOE PBVM

BN9017Y ROMANS

Elective Unit

(Min. No. 6)

2nd semester: Monday evening

CONTENT

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

PREREQUISITES: Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

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

1. exegetic specific texts from Romans, making use of appropriate methodologies
2. articulate Paul's theology as it emerges from the letter to the Romans
3. exhibit critical awareness of the social, political and religious context of the Roman community
4. discuss critically the relationship between the context of Paul's community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature
6. engage in independent research that involves analytical use of biblical interpretative skills

ASSESSMENT

Exegetical essay 2500 words (40%); essay 4500 words (60%)

BIBLIOGRAPHY

- Byrne, Brendan. *Romans*. Sacra Pagina. Collegeville, MN: Liturgical Press, 1996.
- Dunn, James D. G. *The Theology of Paul the Apostle*. London: T&T Clark, 2003.
- . *Romans*. 2 Vols, Dallas, TX: Word Books, 1988.
- Fitzmyer, Joseph A. *Romans*. AB 33. New York: Doubleday, 1993.
- Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids, MI: Eerdmans, 2004.
- Horrell, David G. *An Introduction to the Study of Paul*. 2nd ed. London: T&T Clark, 2006.
- Longenecker, Richard N. *Introducing Romans: Critical Issues in Paul's Most Famous Letter*. Grand Rapids, Michigan MI: Eerdmans, 2011.
- Neyrey, Jerome H. *Paul, in Other Words: A Cultural Reading of His Letters*. Louisville, KY: Westminster John Knox, 1990.
- Sampley, J. Paul, ed. *Paul in the Greco-Roman World: A Handbook*. 2nd ed, 2 vols. London: Bloomsbury T. and T. Clark, 2016.
- Thiselton, Anthony C. *Discovering Romans: Content, Interpretation, Reception*. London: SPCK, 2016.
- 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

BS9501Y EXPLORING THE WORLD OF JESUS

Elective unit

(Min. No. 6)

1st semester: Tuesday evening

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

Exegetical essay 2500 words (40%); essay 4500 words (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 Intensive (Box Hill)

(Min. No. 6)

2nd semester: 9:00am-4:00pm Saturdays 17 and 24 July; Two days of online learning (12 hours equivalent); Saturday 28 August and Saturday 11 September

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

Exegetical essay 3500 words (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.

Lecturers: MARY COLOE, 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
CH9016Y	Heretics, Reformers and Crusaders (1000-1400): Have They Resonance Today?
CH9212Y	Art History & Spirituality in Western Europe (DS9212Y)
CH9217Y	Women Doctors of the Church (DS9217Y)
CH9320Y	Mary in the Christian Tradition (CT/DS9320Y)
CH9322Y	Mystery as the Heart of the Church (DS9322Y)
CH9230Y	Catholic Social Thought in Aust. & Overseas (DT9230Y)
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)
CT9024Y	Theological Methods
CT9025Y	Sent to Serve
CT9310Y	Signs and Gifts of God: Sacraments of Life and Church
CT9320Y**	Mary in the Christian Tradition (=CH9320Y, DS9324Y)
CT9350Y	Sacraments of Initiation: Baptism Confirmation and Eucharist
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 2021, but normally offered in other years

CH9010Y	Reformation Histories and Theologies
CH9011Y	Foundations of Australian Catholicism
CH9012Y	Introduction to Early Christian Art and Architecture
CH9214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS9214Y)
CH9215Y**	From Perpetua to Dorothy Day (=DS9215Y)
CH9216Y	Disciples of Holiness (DS9216Y)
CH9511Y**	Martyrs, Minds and Mystics: The Birth of Christian Thought (=CT9511Y)
CT9010Y	Eschatology: Living in Hope
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	In Search of A Humbler Church
CT9017Y	Jesus: Name of our Salvation
CT9019Y	Human Person: Community and World
CT9020Y	The Cosmos as Creation
CT9023Y	Salvation and the End of Time
CT9511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH9511Y)

CH8001Y A SURVEY OF EARLY AND MEDIEVAL CHURCH HISTORY (100-1450)

Foundational unit

(Min. No. 6)

1st semester: Wednesday morning

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.100CE) 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

Minor essay 1500 words (25%); document study 1500 words (25%); major essay 3000 words (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.
- Dale, Irvin and Scott Sunquist. *History of the World Christian Movement*. Vol 1. Edinburgh: T&T Clark, 2000.
- 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.
- 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: Wednesday morning

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 (14th to 18th Centuries) and its aftermaths, to the Enlightenment, colonialism, the Age of Revolutions, and the Religious developments of the 19th Century in church authority structures and 'Social Christianity', as a preface to interpreting twentieth century conflicts, reforms and renewal.

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

Minor essay 2000 words (25%); document study 2000 words (25%); major essay 4000 word (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

CH9016Y HERETICS, REFORMERS AND CRUSADERS (1000-1400): HAVE THEY RESONANCE TODAY?

Elective unit

(Min. No. 6)

2nd semester: Wednesday evening

CONTENT

From the 10th to the 14th century, the Medieval Church faced many challenges including the rise of divergent theological and spiritual thought, diverse experiments in reform and the coming of Islam into the Christian world. This unit seeks to explore the contours of these challenges in order to wrestle with related challenges in the Church today.

PREREQUISITES: CH8001Y or equivalent

LEARNING OUTCOMES

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

1. articulate the particular challenges facing the mediaeval church, both from within and external to the Church itself
2. analyse and critically interpret primary and secondary sources from mediaeval church history
3. demonstrate an understanding of the heresies, reform movements and the Crusades
4. analyse and critique the arguments for and against various heresies, reform movements and the Crusades
5. formulate a sustained argument about a question or issues that emerge in the study of heresy, reform or the Crusades
6. analyse and debate the contemporary significance of the Middle Ages for the Church and the World of today

ASSESSMENT

Portfolio of 5 Tutorial Exercises 300 words each (25%); tutorial presentation 1500 words (25%); essay 4000 words (50%)

BIBLIOGRAPHY

Allen, S.J. and Emilie Amt, eds. *The Crusades: A Reader*. 2nd Ed. North York, ONT: University of Toronto Press, 2014.

Bennett, Judith M. *Medieval Europe: A Short History*. New York: McGraw-Hill, 2011.

Constable, Giles. *The Reformation of the Twelfth Century*. Cambridge: Cambridge University Press, 1996.

Deane, Jennifer Kolpacoff. *A History of Medieval Heresy and the Inquisition*. Lanham, MD: Rowman and Littlefield, 2011.

Housley, Norman. *Contesting the Crusades*. Malden, MA: Blackwell, 2006.

Lynch, Joseph H. *The Medieval Church: A Brief History*. Harlow, UK: Longman, 1992.

Riley-Smith, Jonathan. *The Crusades: A History*. 3rd Ed. London: Bloomsbury Academic, 2014.

Sackville, L.J. *Heresy and Heretics in the Thirteenth Century: The Textual Representations*. York: York Medieval Press, 2011.

Ullmann, W. *A Short History of the Papacy in the Middle Ages*. 2nd Ed. London: Routledge, 2003.

Whalen, Brett. *The Medieval Papacy*. New York: Palgrave Macmillan, 2014.

Lecturer: CARMEL POSA SGS

CH9212Y ART HISTORY AND SPIRITUALITY IN WESTERN EUROPE

Elective unit (cross listed as Spirituality DS9212Y)

(Min. No. 6)

1st semester: Thursday evening,

CONTENT

This unit investigates some of the ways in which visual images for example painting and sculpture reflected the spiritual characteristics and preoccupations of the Late Middle Ages, c. 1300-1500. After identifying the most important sacred stories and their chief personages, i.e. Jesus, the Virgin Mary, and various saints, the unit examines the patrons and audience for these "images of salvation". What objects inspired devotion and how did these paintings, sculptures and other objects instruct the faithful in the mysteries of faith.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. identify and locate the sources of the central iconographic themes of Christian art in the West, c. 1300-1500
2. apply the basic vocabulary of visual analysis and historical inquiry in both oral and written work
3. evaluate some of the lenses (historical, biblical, spiritual, literary) through which the interpreter views visual images
4. critically appraise bibliographic resources both in oral and written work
5. display sophisticated capacity to analyse and synthesise research material and to express findings coherently in written form

ASSESSMENT

Material culture analysis (identification and description of artefacts) 1000 words (30%); essay 5000 words (70%)

BIBLIOGRAPHY

- Baxandall, Michael. *Painting and Experience in Fifteenth Century Italy*. Oxford: OUP, 1988.
- Clifton, James. *The Body of Christ in the Art of Europe and New Spain, 1150-1800*. Munich: Prestel-Verlag, 1997.
- De Voragine, Jacobus. *The Golden Legend*. Translated by William Granger Ryan. 2 Vols. Princeton: Princeton University Press, 1993.
- Finaldi, Gabriele. *The Image of Christ*. London: National Gallery, 2000.
- Hamburger, J. *The Visual and the Visionary: Art and Female Spirituality in Late Medieval Germany*. New York: Zone Books, 1998.
- Katz, Melissa. R. *Divine Mirrors: The Virgin Mary in the Visual Arts*. New York: Cambridge University Press, 2001.
- Marks, Richard. *Image and Devotion in Late Medieval England*. Stroud: Sutton, 2004.
- Os, H. W. van. *The Art of Devotion in the Late Middle Ages in Europe, 1300-1500*. Princeton, NJ: Princeton University Press, 1994.
- Raitt, J., ed. *Christian Spirituality: High Middle Ages and Reformation*. New York: Crossroad, 1988.
- Woods, Kim W., ed. *Art and Visual Culture: 1100-1600: Medieval to Renaissance*. Millbank, London: Tate Publisher in association with Open University, 2012.

Lecturer: CLAIRE RENKIN

CH9217Y WOMEN DOCTORS OF THE CHURCH

Elective unit, Intensive (Cross listed as Spirituality DS3217Y)

(Min. No. 6)

1st semester: 9.30am-4.30pm Saturdays 27 February, 13 March, 17 April, 1 and 15 May

CONTENT

Paul's injunction that women remain silent in the Church (1 Cor 14: 34-36) could be said to have led to the absence of Women's Wisdom from the official teaching of the Church over its 2000 year history. Of the 36 Doctors of the Church, only 4 are women, Teresa of Avila, Catherine of Siena, Thérèse of Lisieux and Hildegard of Bingen, all of whom have only been recognised in the last 50 years. This unit will concentration on the contribution of these women to our theological understanding of God and also explore other important female voices that have been overlooked through the centuries.

PREREQUISITES: CH8001Y or equivalent

LEARNING OUTCOMES

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

1. articulate the particular challenges facing women in church history, particularly in terms of recognition of their wisdom and capacity for leadership
2. demonstrate an understanding of the context from which these challenges arose
3. analyse critically the writings, and depiction in art, of the four Women Doctors of the Church
4. engage with arguments for and against of other female voices to the rank of Doctor of the Church
5. formulate a sustained argument in response to the unit readings on the contribution of women in theology and church life in the contemporary world

ASSESSMENT

Oral presentation 2000 words (30%); short essay 1000 words (20%); major essay 4000 words (50%)

BIBLIOGRAPHY

- Catherine of Siena. *The Dialogue*. Translated by Suzanne Noffke. The Classics of Western Spirituality. New York: Paulist Press, 1980.
- Hildegard of Bingen. *The Book of Divine Works*. Translated by Nathaniel M. Campbell. Washington DC: Catholic University of America Press, 2018.
- Hildegard of Bingen. *Scivias*. Translated by Columba Hart and Jane Bishop. The Classics of Western Spirituality. New York: Paulist Press, 1990.
- Malone, Mary T. *Four Women Doctors of the Church*. Maryknoll: Orbis Books, 2017.
- Muir, Elizabeth. *A Women's History of the Christian Church: Two Thousand Years of Female Leadership*. Toronto: University of Toronto Press, 2019.
- Newman, Barbara. *Sister of Wisdom: St. Hildegard's Theology of the Feminine*. Berkeley, CA: University of California Press, 1989.
- Radford Reuther, Rosemary. *Women and Redemption: A Theological History*. 2nd Ed. Minneapolis, MN: Fortress Press, 2012.
- Teresa of Avila, Saint. *The Collected Works of St. Teresa of Avila*. Translated by Kieran Kavanaugh and Otilio Rodriguez. Vols. 1 and 2. Washington: Institute of Carmelite Studies, 1976-80.
- Thérèse of Lisieux, Saint. *Story of A Soul: The autobiography of Saint Therese of Lisieux*. 3rd ed. Washington, Institute of Carmelite Studies, 1996.
- Tyler, Peter and Edward Howells, eds. *Teresa of Avila: Mystical Theology and Spirituality in the Carmelite Tradition*. London: Routledge, 2018.

Lecturer: CARMEL POSA SGS

CH9230Y CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

Elective Unit (cross listed as Moral Theology DT9230Y)

(Min. No. 6)

1st semester: Monday evening

CONTENT

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

Essay 3000 words (40%); essay 4000 words (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*. Washington, DC: Georgetown UP, 2004.

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: 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

CH9320Y MARY IN THE CHRISTIAN TRADITION

Elective unit, Intensive

(Min. No.6)

(Cross listed as Systematic Theology CT9320Y and Spirituality DS9320Y)

2nd semester: 9:30am-4:30pm Saturdays August 7 and 21, September 4 and 18, October 9 and 23

CONTENT

This unit explores the place of Mary in the tradition of western Christianity, through various prisms: theology, scripture, art, spirituality, history, hymnody and more. Mary will be studied using the tools of these disciplines. The unit will consider the role of Mary in history, culture and theology both methodically and critically.

PREREQUISITES: One foundational unit in CH, CT or DS

LEARNING OUTCOMES

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

1. evaluate Christian traditions concerning Mary in the light of their biblical foundations
2. explain development in the theologies about, cults of, and devotion to Mary because of their historical context
3. analyse the mutual effect of developments in theological reflection upon Mary and of cultural and artistic expressions of her and her cult
4. assess critically a Marian spirituality in the light of the theological, biblical and historical traditions concerning Mary
5. present a sustained and multidisciplinary argument on a selected aspect of the Christian tradition concerning Mary

ASSESSMENT

Five reflections 700 words each (10% x 5); major essay 3500 words (50%)

BIBLIOGRAPHY

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

Boss, Sarah Jane. *Mary: The Complete Resource*. Oxford: OUP, 2007.

Ebertshauser, Caroline. *Mary: Art, Culture and Religion through the Ages*. New York: Crossroad, 1998.

Farrell, Marie. *Gathering with Mary under the Southern Cross*. Strathfield: St Pauls, 2007

Gaventa, Beverly Roberts. *Mary: Glimpses of the Mother of Jesus*. Columbia, SC: University of South Carolina Press, 1995.

Graef, Hilda, ed. *Mary: A History of Doctrine and Devotion*. Notre Dame, IN: Christian Classics, 2009.

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

Katz, Melissa R., ed. *Divine Mirrors: The Virgin Mary in the Visual Arts*. Oxford: OUP, 2001.

Levine, Amy-Jill, ed. *A Feminist Companion to Mariology*. London: T&T Clark, 2005.

Rubin, Miri. *Mother of God: A History of the Virgin Mary*. New Haven, CT: Yale University Press, 2009.

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

CH9322Y MYSTERY AS THE HEART OF THE CHURCH: TRADITIONS OF MYSTICISM

Elective unit (cross listed as Spirituality DS9322Y)

(Min. No. 6)

1st semester: Tuesday evening,

CONTENT

Karl Rahner is often quoted as saying that: "In the days ahead, you will either be a mystic or nothing at all." In this unit students will explore the importance of this assertion through an investigation of mystical traditions throughout Christian history. These investigations will begin and end with attempts to define what is meant by mysticism and lead to a discussion of the contemporary importance of the mystic for the future flourishing of the Christian message and practice in the World today.

PREREQUISITES: CH8001Y or equivalent

LEARNING OUTCOMES

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

1. articulate a definition of Christian mysticism and the role of the mystic
2. develop the ability to interpret writings within the Christian mystical tradition
3. demonstrate an understanding of the role of the mystic in the Church's self-understanding
4. critically analyze ways in which a mystical posture can be integrated into the life of the church
5. critically assess the role of mysticism in the Church's life today and for the future

ASSESSMENT

Portfolio of 10 tutorial exercises 300 words each (50%); essay 5000 words (50%)

BIBLIOGRAPHY

Bernard of Clairvaux. *Selected Works*. Translated by G. R. Evans. The Classics of Western Spirituality. New York: Paulist Press, 1987.

Bonaventure. *The Soul's Journey to Life; The Tree of Life; The Life of St. Francis*. Translated by Ewert Cousins. The Classics of Western Spirituality. New York: Paulist Press, 1978.

Clément, Olivier. *The Roots of Christian Mysticism: Texts and Commentary*. 2nd ed. New York: New City Press, 2013.

Edwards, Denis. *The God of Evolution: a Trinitarian Theology*. New York: Paulist Press, 1999.

Hildegard of Bingen. *Scivias*. Translated by Columba Hart & Jane Bishop. The Classics of Western Spirituality. New York: Paulist Press, 1986.

John Cassian. *Conferences*. Translated by Colm Luibheid. The Classics of Western Spirituality. New York: Paulist Press, 1985.

Julian of Norwich. *Showings*. Translated by Edmund Colledge & James Walsh. The Classics of Western Spirituality. New York: Paulist Press, 1978.

McGinn, Bernard. *The Presence of God*. Vols. 1, 2, 3, 4 & 5. London: SCM, 1992, 1994, 1998, 2007, 2012.

Mechthild of Magdeburg. *The Flowing Light of the Godhead*. Translated by Frank Tobin. The Classics of Western Spirituality. New York: Paulist Press, 1998.

Meister Eckhart. *The Essential Sermons*. Translated by Edmund Colledge & Bernard McGinn. The Classics of Western Spirituality. New York: Paulist Press, 1981.

Merton, Thomas. *New Seeds of Contemplation*. Reprint. New York: New Directions, 2007.

Lecturer: CARMEL POSA SGS

CT8003Y BEGINNING WITH JESUS

Foundational unit

(Min. No. 6)

2nd semester: Monday 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

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*. 2009. Columbia, FL: Convivium, 2012.

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

Lecturer: ROSS FISHBURN

CT9024Y THEOLOGICAL METHODS

Elective unit

(Min. No. 6)

1st semester: Thursday evening

CONTENT

This unit is an investigation into the manner in which theology is done and how theologians engage in their craft, rather than a discussion of the content of their conclusions. Thus, it examines their own descriptions of the theological process and their output. The unit provides students with an array of methodological tools for theological work.

PREREQUISITES: 36 points of Systematic Theology, including 18 points of Christology

LEARNING OUTCOMES

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

1. identify and describe the main methodologies employed in Christian theology
2. assess the effectiveness of these theological tools in different contexts
3. select and apply appropriate theological tools to a presented consideration
4. analyse critically the strengths and weaknesses of various theological approaches
5. present a rigorous and sustained work of theological analysis employing at least one major modern theological method

ASSESSMENT

Book review 1500 words (20%); comparison exercise 2000 words (30%); major essay 3500 words (50%)

BIBLIOGRAPHY

- Allen, Paul. *Theological Method: A Guide for the Perplexed*. London: T&T Clark, 2012.
- Balthasar, Hans Urs von. *Theo-Dramatic*. San Francisco, CA: Ignatius Press, 1988.
- Bevans, Stephen. *Contextual Theology for the Twenty-First Century*. Eugene, OR: Pickwick, 2011.
- Bohm, David. *Wholeness and the Implicate Order*. London: Routledge, 1980.
- Eckhardt, A. Roy. *The Theologian at Work*. London: SCM Press, 1968.
- Egan, Philip. *Philosophy and Catholic Theology*. Collegeville, MN: Liturgical Press, 2009.
- Gallagher, Michael. *Faith Maps: Ten Religious Explorers from Newman to Joseph Ratzinger*. London: Darton, Longman and Todd, 2010.
- Gutierrez, Gustavo. *A Theology of Liberation*. New York: Orbis, 1988.
- Hartwell, Herbert. *The Theology of Karl Barth: An Introduction*. London: Duckworth, 1964.
- Jones, Serene. *Feminist Theory and Christian Theology: Cartography of Grace*. Minneapolis, MN: Fortress, 2000.
- Lonergan, Bernard. *Method in Theology*. Toronto: University of Toronto Press, 1979.
- Rahner, Karl. *Foundations of Christian Faith*. New York: Seabury Press, 1987.
- Schussler-Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*. New York: Crossroads, 1994.
- Stone, Howard. *How to Think Theologically*. Minneapolis, MN: Fortress, 1996.

Lecturer: MATTHEW BECKMANN OFM

CT9025Y SENT TO SERVE

Elective unit

(Min. No. 6)

2nd semester: Thursday evening

CONTENT

This unit invites students to develop a theology of vocation and ministry patterned on Christ, the Good Shepherd, who 'came to serve and not be served'. Priest or lay, woman or man, young or old, what are the hallmarks of a healthy call to be a minister of Christ? This unit gives particular attention to the vision of Church of Vatican II, the insights gained from the experience of the Royal Commission into Institutional Responses to Child Sexual Abuse, *Pastores Dabo Vobis* and students' own experiences of vocation and ministry.

PREREQUISITES: 18 points of CT or DP

LEARNING OUTCOMES

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

1. identify the biblical foundations to Christian call to vocation
2. reflect critically on the causes of shortcomings identified by the Royal Commission into Institutional Responses to Child Sexual Abuse in ministerial formation and practice
3. evaluate the healthiness of various theologies of vocation
4. identify the elements of a healthy theology of vocation within that of single, married, priestly or religious life.
5. provide a critique of the causes and effects of clericalism
6. assess the theology underpinning vocational and/or ministerial models

ASSESSMENT

Essay 2500 words (40%); essay 3500 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

- Lumen Gentium*. Dogmatic Constitution on the Church, Vatican II. 1964.
- Confoy, Maryanne. *Religious Life and Priesthood*. New York: Paulist Press, 2008.
- Coombs, Maria, and Francis Nemeck. *Called by God: A Theology of Vocation*. Collegeville, MN: Liturgical Press, 1992.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis, 2008.
- John Paul II, *Pastores Dabo Vobis*. Apostolic Exhortation on Formation of Priests, 1992.
- Pennington, Basil. *Called: New Thinking on Christian Vocation*. Minneapolis, MN: Seabury, 1983.
- Power, David Noel. *Mission, Ministry, Order: Reading the Tradition in the Present Context*. New York: Continuum, 2008.
- Sofield, Loughlan, and Carroll Juliano. *Principled Ministry: A Guidebook for Catholic Church Leaders*. Notre Dame, IN: Ave Maria Press, 2011.
- Wilson, George. *Clericalism*. Collegeville, MN: Liturgical Press, 2008.

Lecturer: MATTHEW BECKMANN OFM

CT9310Y SIGNS AND GIFTS OF GOD: SACRAMENTS OF LIFE AND THE CHURCH

Elective unit

(Min. No.6)

2nd semester: Wednesday 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

Essay 2500 words (35%); tutorial paper 1000 words (15%); essay 3500 words (50%)

BIBLIOGRAPHY

- 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.
- 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

CT9350Y SACRAMENTS OF INITIATION: BAPTISM CONFIRMATION EUCHARIST

Elective unit

(Min. No. 6)

1st semester: Wednesday evening

CONTENT

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

PREREQUISITES: One Foundational unit in Systematic Theology

LEARNING OUTCOMES

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

1. explain the cultural significance attached to initiation as a ritual process
2. identify key historical developments in the emergence and evolution of baptism, confirmation and Eucharist as sacraments of initiation
3. articulate major theological insights regarding Christian initiation following the Second Vatican Council, especially in relation to the RCIA
4. demonstrate skills in reading and analysing key texts and rites associated with the sacraments of initiation;
5. discuss the place of the Eucharist in the church's sacraments of initiation
6. analyse debates surrounding the understanding and celebration of the sacraments of initiation in the contemporary Church
7. differentiate between differing ecumenical understandings of initiation, and Evaluate the theological issues involved

ASSESSMENT

Essay 2500 words (35%); tutorial paper 1000 words (15%); essay 3500 words (50%)

BIBLIOGRAPHY

- Bradshaw, Paul F. and Maxwell E. Johnson, *The Eucharistic Liturgies: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 2012.
- Johnson, Maxwell E. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Pres, 2007.
- Johnson, Maxwell E. *Sacraments and Worship: The Sources of Christian Theology*. Louisville, Kentucky: Westminster John Knox Press, 2012.
- Mick, Lawrence E. *Living Baptism Daily*. Collegeville, MN: Liturgical Press, 2004.
- Morris, Thomas H. *The RCIA: Transforming the Church*. New York: Paulist Press, 1997.
- Osborne, Kenan. *The Christian Sacraments of Initiation: Baptism, Confirmation, Eucharist*. New York/Mahwah NJ: Paulist Press, 1987.
- Rite of Christian Initiation of Adults*. Australia and New Zealand: E. J. Dwyer, 2003.
- The Rites of the Catholic Church: Volume 1*. Collegeville, MN: Liturgical Press, 1990.
- Turner, Paul. *Confirmation: The Baby in Solomon's Court*. Chicago, IL: Hillenbrand, 2006.
- Wood, Susan K. *One Baptism: Ecumenical Dimensions of the Doctrine of Baptism*. Collegeville, MN: Liturgical Press, 2009.

Lecturer: GAVIN BROWN

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

CANON LAW DC

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) MEdTheol
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LITURGY DL

DL8430Y	Doing and Living the Church's Liturgy) (Foundational unit)
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations
DL9423Y	Proclaiming the Word of God
DL9424Y	Supervised Reading Unit-Liturgy (24 points)
DL9448Y	Supervised Reading Unit-Liturgy (48 points)

MISSIOLOGY DM

DM8330Y	Introduction to Theology of Mission (Foundational unit)
DM9011Y	A Comparative Study of Religions
DM9015Y	Recent Approaches to Mission
DM9470Y	Christian Social Teaching and Indigenous Peoples (DT9470Y)
DM9663Y**	Leadership for Mission in a Catholic School (=DR9663Y) MEdTheol
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)
DP9004Y	Loss, Grief and Bereavement Issues in Pastoral Ministry Contexts
DP9006Y	Professional Issues in Pastoral Ministry
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) MEdTheol
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**	Art History and Spirituality in Western Europe (=CH9212Y)
DS9217Y**	Women Doctors of the Church (=CH9217Y)
DS9320Y**	Mary in the Christian Tradition (=CH9320Y, CT9320Y)
DS9322Y**	Mystery as the Heart of the Church (=CH9322Y)
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)
DT9011Y	Major Issues in Contemporary Moral Theology
DT9016Y	Action for a Fairer World
DT9230Y**	Catholic Social Thought in Aust. and Overseas (=CH9230Y)
DT9470Y**	Christian Social Teaching and Indigenous Peoples (=DM9470Y)
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 161--168

UNITS FROM OTHER COLLEGES

DP9100S	Clinical Pastoral Education CPE, see page 149-150
RQ9021C	Research Methodologies (Catholic Theological College), see page 151

CAPSTONE UNITS

XS9992Y	Pastoral Leadership
XS9907Z	Enhancing Teacher Professional Learning for Religious Education (MEdTheol)

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

XS9991Y	A Faith to Live By
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GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION UNITS

Schedule at each centre see page 160. Required units are usually taken in the following order:

BS8601Y	Introduction to Scripture for Religious Educators
CT8602Y	Jesus Christ Today: Church, Mission and Sacraments
DR8603Y	Foundations of Religious Education
DT8604Y	Making Our Moral Choices in Life: A Value Added Approach
DR8605Y	Integrative Exercise

MASTER OF EDUCATION AND THEOLOGY UNITS

Details of this Course are found on page 93 of the handbook including core units. YTU and CTC offer units taught at both College sites and each College is responsible for units at Beaconsfield in alternating years. Units are negotiated with the College Coordinator. These units include but are not limited to:

DR9663Y	Leadership for Mission in a Catholic School (DE/DM966Y)
BS9662Y	Interpreting Biblical Texts
DR9016C	Religious Education and Catholic Identity through Pedagogy of Encounter
CT9013C	Doing Theology: Engaging with Catholic Tradition
DR9303C	Theology and Religious Education Through Art (CT/DS9303C)
CT9017C	Christian Faith and World Religions: Interreligious Dialogue in Australia (DP9017C)
XS9907Z	Enhancing Teacher Professional Learning for Religious Education (Capstone)

View online timetables for more information:

YTU: ytu.edu.au/medtheol-new-award-2/

CTC: ctc.edu.au/study/timetable/

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

CANON LAW DC

DC9011Y	Canon Law A
DC9012Y	Canon Law B
DC9410Y	Principles and Practice for Church Governance (DP9410Y)

LITURGY DL

DL9422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (DP9422Y)
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MISSIOLOGY DM

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

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP9005Y	Trauma – a contemporary issue within a pastoral setting
DP9010Y	Faith, Religion and Spirituality (DS9010Y)
DP9111Y	Ministry in Contemporary Context
DP9410Y**	Principles and Practice of Church Governance (=DC9410Y)
DP9422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL9422Y)

SPIRITUALITY DS

DS9010Y**	Faith, Religion and Spirituality (=DP9010Y)
DS9214Y**	Death, Dying and Grief: Through the Lens of Art and Spirituality (=CH9214Y)
DS9212Y	Introduction to Early Christian Art and Architecture
DS9215Y	From Perpetua to Dorothy Day (CH9215Y)
DS9216Y**	Disciples of Holiness (=CH9216Y)
DS9321Y	Gifted to the Church

MORAL THEOLOGY DT

DT9012Y	Justice and Human Rights
DT9014Y	Can war be just?

**See cross listing for detailed unit description.

CONTENT

This unit examines and explores a theological and pastoral understanding of the rites, patterns and corporate nature of the liturgy through the lens of the Church's liturgical praxis.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. identify the principle rites of the Christian liturgy and their components
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, life and mission
6. engage in informed and constructive evaluation of regular and seasonal liturgical celebrations

ASSESSMENT

Reflection on a prescribed article 4 x 250 words (20%); seminar paper 1000 words (20%); essay 4000 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

- Foley, Edward, Nathan Mitchell, and Joanne Pierce, eds. *A Commentary on the General Instruction of the Roman Missal*. Collegeville, MN: Liturgical Press, 2007.
- Fortescue, Adrian, John Berthram O'Connell, and Alcuin Reid. *The Ceremonies of the Roman Rite Described*. 15th ed. London: Burns & Oates, 2009.
- The General Instruction of the Roman Missal*. Strathfield, NSW: Australian Catholic Bishops Conference, 2007.
- Hovda, Robert W. *Strong Loving and Wise: Presiding in Liturgy*. Washington DC: Liturgical Conference, 1976.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 2 Vols. 4th ed. Chicago, IL: Liturgy Training Publications, 2004.
- Martin, James. *Celebrating Good Liturgy: A Guide to the Ministries of the Mass*. Chicago, IL: Loyola Press, 2005.
- Pecklers, Keith F. *The Genius of the Roman Rite: On the Reception and Implementation of the New Missal*. Collegeville, MN: Liturgical Press, 2010.
- The Rites of the Catholic Church: As Revised by Decree of the Second Vatican Ecumenical Council and Published by Authority of Pope Paul VI*. Study Ed. 2 Vols. New York, NY: Pueblo, 1976-80.
- Smolarski, Dennis C. *How Not To Say Mass: A Guidebook on Liturgical Principles and the Roman Missal*. Rev. ed. New York: Paulist Press, 2003.
- Smolarski, Dennis C. *Sacred Mysteries: Sacramental Principles and Liturgical Practice*. New York, NY: Paulist Press, 1995.

Lecturer: PHILIP MALONE MSC

CONTENT

This is primarily a practical unit which builds on and develops prior study of and/or experience in liturgy, comprising 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 participants and presiders, particularly, for their role in a variety of liturgical celebrations in the Catholic tradition.

PREREQUISITES: DL8430Y or equivalent

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. conduct approved liturgical and para liturgical services such as Sunday Service of Word and Communion in the absence of an ordained minister.

ASSESSMENT

Five personal reflections on weekly experience and reading 3000 words (40%); practical experience of preparing, presiding at Liturgy with a written critique 5000 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.
- 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.
- The Rites of the Catholic Church: As Revised by Decree of the Second Vatican Ecumenical Council and Published by Authority of Pope Paul VI. Study Ed. 2 Vols. New York, NY: Pueblo, 1976-80
- 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.

Lecturer: PHILIP MALONE MSC

DL9423Y PROCLAIMING THE WORD OF GOD

Elective unit

(Min. No. 6)

1st semester: Wednesday morning,

CONTENT

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

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

LEARNING OUTCOMES

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

1. prepare and deliver a homily
2. critically and appreciatively evaluate the content and delivery of a homily
3. identify and analyse the different “texts” involved in preaching as a communicative process
4. examine issues concerning the interpretation of biblical texts
5. discuss the place of preaching in the life of the faith community
6. describe the difference between at least two cultural contexts and their impact on preaching

ASSESSMENT

Preparation, delivery and evaluation of a homily (7 minutes), plus personal, peer and lecturer review (oral and written) of this homily and oral review of two shorter homilies. All homilies are videotaped and replayed for review as part of the process, total equivalent to 3500 words (60%); Essay 3500 words (40%)

BIBLIOGRAPHY

- De Bona, Gueric. *Preaching Effectively, Revitalising your Church: The Seven-Step Ladder Toward Successful Homilies*. New York and Mahwah, NJ: Paulist Press, 2009.
- De Leers, Stephen V. *Written Text Becomes Living Word: The Vision and Practice of Sunday Preaching*. Collegeville, MN: Liturgical Press, 2004.
- Francis. *Evangelii gaudium* (The Joy of the Gospel). Apostolic Exhortation, 2013
- Hilkert, Mary C. *Naming Grace, Preaching and the Sacramental Imagination*. New York: Paulist Press, 1997.
- Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Penguin Books, 2016.
- Lischer, Richard, ed. *The Company of Preachers: Wisdom on Preaching, Augustine to the Present*. Grand Rapids, MI: Eerdmans, 2002.
- O'Mahony, Kieran J. *Speaking from Within: Biblical Approaches for Effective Preaching*. Dublin: Veritas, 2016.
- Sklba, Richard J. and Joseph Juknialis. *Easter Fire: Fire Starters for the Easter Weekday Homily*. Collegeville, MN: Liturgical Press, 2016.
- Waznak, Robert P. *An Introduction to the Homily*. Collegeville, MN: Liturgical Press, 1998.
- Whitfield, Joshua J. *The Crisis of Bad Preaching: Redeeming the Heart and Way of the Catholic Preacher*. Notre Dame, IN: Ave Maria Press, 2019.

Lecturer: MICHAEL A. KELLY CSsR

DM8330Y INTRODUCTION TO THE THEOLOGY OF MISSION

Foundational unit

(Min. No. 6)

2nd semester: Thursday morning

CONTENT

This unit explores the nature and historical development of Mission while exploring current definitions and perspectives within Missiology. The importance and practice of mission within the contemporary context is emphasized. Both the historical and contemporary aspects of Mission are explored by examining key Catholic mission documents.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. discuss the nature and importance of Mission
2. articulate and interpret the biblical foundation of mission
3. illustrate the missionary nature of Christian vocation in relation to the contemporary context
4. analyse the impact of colonialism on mission
5. assess the origin of the *Missio Dei* in relation to the nature of God

ASSESSMENT

Presentation and discussion of a case study in Mission and submitting the same as a 2000 word essay (40%); essay describing the missionary nature of the church and critically examining how it can be practised in contemporary Australia 5000 words (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.
- Kim, Kirsteen. *Joining in with the Spirit: Connecting World Church and Local Mission*. London: SCM Press, 2012.
- Ott, Craig, et al. *Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Schroeder, Roger. *What is the Mission of the Church? A Guide for Catholics*. Maryknoll, NY: Orbis, 2008.
- Skreslet, Stanley H. *Comprehending Mission: The Questions, Methods, Themes, Problems and Prospects of Missiology*. Maryknoll, NY: Orbis Books, 2012.
- Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Gove, IL: IVP Academic, 2006.

Lecturer: ALBANO DA COSTA SVD

DM9011Y A COMPARATIVE STUDY OF RELIGIONS

Elective unit

(Min. No. 6)

2nd semester: Tuesday evening

CONTENT

The unit provides an empathetic understanding of the different religions practised in Australia including the Aboriginal religions and the New Religious Movements (NRMs) in their historic settings. The unit will begin with a description of religion itself and will conclude with an emphasis on comparative theology and inter religious dialogue.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. encapsulate the main tenets of at least three religions in Australia
2. analyse the common aspects of Islam and Christianity
3. illustrate an empathetic understanding of Australian Aboriginal religions
4. compare prayer in Christianity and the primal religions
5. assess the claims of uniqueness by any one religion
6. appraise the significance of inter-religious relations in the Australian context

ASSESSMENT

Presentation and discussion of an aspect of Australian Aboriginal religions. Submit the same as a written essay of 3000 words (40%); essay showing the need for understanding and collaboration between religions for a better human society 5000 words (60%)

BIBLIOGRAPHY

- Antoun, Richard T. *Understanding Fundamentalism: Christian, Islamic and Jewish Movements*. Walnut Creek, CA: AltaMira Press, 2001.
- Bagir, Zainal Abidin, ed. *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide: ATF Press, 2005.
- Charlesworth, Max, ed. *Aboriginal Religions in Australia*. Hampshire: Ashgate, 2005.
- Cherry, Stephen M., and Helen R. Ebaugh, eds. *Global Religious Movements Across Borders: Sacred Service*. Farnham, UK: Ashgate Publishing, 2014.
- Clooney, Francis., ed. *The New Comparative Theology: Interreligious Insights from the Next Generation*. London: T&T Clark, 2010.
- Eliade, Mircea. *Patterns in Comparative Religion*. London: Sheed and Ward, 1958.
- Hill, Brennan R. *World Religions and Contemporary Issues*. London: Twenty-Third, 2013.
- Lassner, Jacob. *Jews, Christians and The Abode of Islam*. Chicago, IL: University of Chicago Press, 2012.
- Poceski, Mario. *Introducing Chinese Religions*. London: Routledge, 2009.
- Reynolds, Gabriel Said. *The Emergence of Islam: Classical Traditions in Contemporary Perspective*. Minneapolis, MN: Fortress, 2012.
- Yandell, Keith, and Harold Netland. *Buddhism: A Christian Exploration and Appraisal*. Downers Grove, IL: IVP Academic, 2009.

Lecturer: ALBANO DA COSTA SVD

CONTENT

The unit begins with a description of the new world order with its characteristics of violence, globalisation and migration. It would show how the Bible is a narrative of a God of life. Current mission practices like rejecting exclusion and inequality through an insistence on human rights, reconciliation and advocacy are explored. The nature of Discipleship in relation to these missional challenges is examined.

PREREQUISITES:**LEARNING OUTCOMES**

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

1. develop an understanding of at least three challenges human society faces today
2. analyse how Christian mission is a service to life
3. illustrate two relevant expressions of mission
4. justify these expressions of mission with former the former baptism-centred approach
5. assess the understanding of mission in *Evangelii Gaudium*
6. appraise two relevant mission practices for an Australian Context

ASSESSMENT

Presentation and discussion of a challenge to mission in Australia and submit the same as a 3000 word essay (40%); essay on Lk 4:19, "The acceptable year of the Lord," critically presenting any one of the recent approaches to mission as an expression of the acceptable year of the Lord 5000 words (60%)

BIBLIOGRAPHY

- Barnett, Mike, ed. *Discovering the Mission of God: Best Missional Practice for the 21st Century*. Downers Grove, IL: IVP Academic, 2012.
- Bevans, Stephen. *Mission and Culture*. Maryknoll, NY: Orbis, 2012.
- Bolger, Ryan, ed. *The Gospel after Christendom: New Voices, New Cultures, New Expressions*. Grand Rapids, MI: Baker Academic, 2012.
- Coloe, Mary L., ed. *Creation is Groaning: Biblical and Theological Perspectives*. Collegeville, MN: Liturgical Press, 2013.
- Drew, Rose. *Buddhist and Christian? An exploration of dual belonging*. London: Routledge, 2011.
- Engelsviken, Tormod, Erling Lundebj and Dagfinn Solheim. *The Church Going Global: Mission and Globalization*. Oxford: Regnum, 2011.
- Kalu, Ogbu, Peter Vethanayagamony and Edmund Chia, eds. *Mission after Christendom: Emergent Themes in Contemporary Mission*. Louisville, KY: John Knox, 2010.
- Montgomery, Robert L. *Why Religions Spread: The Expansion of Buddhism, Christianity and Islam with Implications for Mission*. 2nd ed. Asheville, NC: Cross Lines Publication, 2012.
- Schreiter, R., and K. Jørgensen, eds. *Mission as Ministry of Reconciliation*. Oxford: Regnum, 2013.
- Walls, Andrew, and Cathy Ross. *Mission in the 21st Century*. Maryknoll, NY: Orbis, 2008.

Lecturer: ALBANO DA COSTA SVD

CONTENT

The unit will provide students with an exposure to Christian Social Teaching (principally Catholic) in relation to Indigenous Peoples. The main focus is the Australian context and to issues relating to Aboriginal Australians. Relevant ecclesial, biblical and theological writings addressing indigenous social issues will be considered. Topics under discussion include: the human person, justice and reconciliation, history, land, and church involvement with indigenous people.

PREREQUISITES: CH/DT9230Y Catholic Social Thought in Australia & Overseas OR 24 points at level 8 in DM or DT.

LEARNING OUTCOMES

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

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

ASSESSMENT

Tutorial presentation 2500 words (30%); essay 4500 word (70%)

BIBLIOGRAPHY *set texts recommended for purchase

- Arbuckle, Gerald A. *Culture, Inculturation, and Theologians*. Collegeville, MN: Liturgical, 1996.
- Copeland, M. Shawn. *Enfleshing Freedom*. Minneapolis, MN: Fortress Press, 2010.
- Cornish, Sandie, *The Catholic Human Rights Tradition and the Rights of Indigenous Peoples*. North Blackburn, Victoria: Collins Dove, 1994.
- Cullen, P, Bernard Hoose, and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. Maiden Lane, NY: Continuum, 2007.
- Hall, Gerard, and Joan Hendriks, eds. *Dreaming a New Earth*. Melbourne: Mosaic Press, 2012.
- Massingale, Bryan N. *Racial Justice and the Catholic Church*. Maryknoll, NY: Orbis, 2010.
- McCarthy, David Matzko, ed. *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.
- McKenna, Kevin E. *Catholic Social Teaching*. Notre Dame, IN: Ave Maria Press, 2002.
- Nardoni, Enrique. *Rise up, O Judge: A Study of Justice in the Biblical World*. Peabody, MA: Hendrikson, 2004.
- O'Sullivan, D. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide: ATF Press, 2005.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

This unit explores concepts of developmental theory and selected theological works linking pastoral theory and pastoral practice. It introduces some theories of psychosocial development across the lifespan, and explores how we reach an understanding of the self within personal, familial, social and cultural contexts.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. demonstrate an understanding of some selected approaches to human development
2. compare and contrast some theological and psychological positions on human development and a theology of the self
3. analyse some key notions of the self within different social and cultural contexts
4. critically examine the place of human development theory and a theological understanding of the self, within pastoral practice
5. formulate a pastoral practice strategy that links human developmental, and theological understandings of the self
6. critically evaluate how these linked understandings can apply in complex and challenging pastoral situations

ASSESSMENT

Essay of 1500 words (20%); Essay of 1500 words (30%); Essay of 3000 words (50%)

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.
- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern approach* (Revised and expanded edition). Louisville, KY: Westminster John Knox Press, 2014.
- 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.
- 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.
- *Patton, John. *Pastoral Care: An Essential Guide*. Nashville: Abingdon Press, 2005.
- Williams, Rowan. *Being Human: Bodies, Minds, Persons*. London: SPCK, 2018.
- Welker, Michael, ed. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, Michigan: William B. Eerdmans, 2014.

Lecturer: BARRY ROGERS

CONTENT

This unit examines the more common loss-related events and some key theoretical approaches with regard to loss, grief and bereavement. Loss and grief contexts considered here include: family related loss, assault and domestic violence; abuse; discrimination; complicated grief; loss in educational contexts; unemployment and financial loss; natural, and human disasters; asylum-seeking, and refugees. It includes pastoral, spiritual, and theological considerations in addressing loss, grief and transition experience, and examines ethical and boundary issues in pastoral contexts. It also considers collaborative, resilience-based approaches in the context of providing holistic care for those impacted by loss, grief and bereavement experiences.

PREREQUISITES: DP8001Y Foundations for Pastoral Practice or equivalent

LEARNING OUTCOMES

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

1. show an effective understanding of some major theories exploring loss, grief and bereavement experience through a critical reading of current literature
2. critically assess a range of loss and grief experiences in a variety of life situations
3. evaluate a range of theoretical and pastoral approaches to loss and grief in their application to ministry practice
4. appraise the ethical and role boundaries routinely occurring in a therapeutic relationship
5. critically review and validate a range of pastoral, theological and spiritual contribution within a loss-related therapeutic context
6. determine the value of loss-related pastoral collaborations with specialist professional services, including in a multi-disciplinary setting

ASSESSMENT

Case study 2000 words (20%); critical review of assigned reading - 250 words per week over 10 weeks = 2500 words (30%); essay 3000 words (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Attig, Thomas. *How We Grieve: Relearning the World*. 2nd ed. Oxford: OUP, 2011.

Brownell, Philip. *Spiritual Competency in Psychotherapy*. New York: Springer Publishing Company, 2014.

Earle, Sarah, Komaromy, Carol and Bartholomew, Caroline (Eds.). *Death and Dying: A Reader/Making Sense of Death, Dying and Bereavement: An Anthology*. London: Sage Publications, 2009.

*Giddings, Philip, Martin Down, Elaine Sugden and Gareth Tuckwell. *Talking About Dying: Help in Facing Death and Dying*. London: Wilberforce Publications, 2016.

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

*Machin, Linda. *Working with Loss and Grief: A Theoretical and Practical Approach*. 2nd ed. Thousand Oaks, CA: Sage, 2013.

Mallon, Brenda. *Dying, Death and Grief: Working with Adult Bereavement*. Thousand Oaks, CA: Sage, 2008.

Musgrave, Beverley A., and Neil McGettigan, eds. *Spiritual and psychological aspects of illness: Dealing with sickness, loss, dying and death*. New York, Mahwah: Paulist Press, 2010.

*Nolan, S. *Spiritual Care at End of Life: The Chaplain as Hopeful Presence*. London and Philadelphia, PA: Jessica Kingsley, 2010.

Read, Sue. *Supporting People with Intellectual Disabilities Experiencing Loss and Bereavement: Theory and Compassionate Practice*. London: Jessica Kingsley Publishers, 2014.

Lecturer: BARRY ROGERS

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

- 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.
- *Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. New York: Paulist Press, 2010.
- *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., and 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

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 on the place of 'mission' in a Catholic school 3000 words (40%); One paper on the development of a vision for a Catholic school and a strategic plan to effect its implementation 3000 words (40%); review and reflection on online learning day one 750 words (10%); review and reflection on online learning day two 750 words (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: Tuesday 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

Tutorial 1500 words (25%); integrative assignment 1500 words (25%); essay 4000 words (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.

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.

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

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

Stockton, Eugene. *The Aboriginal Gift: Spirituality for a Nation*. Alexandria: 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

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 equivalent (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.
- Lamoureux, Patricia and Paul Wadell. *The Christian Moral Life: Faithful Discipleship For a Global Society*. Maryknoll, NY: Orbis Books, 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

DT9011Y MAJOR ISSUES IN CONTEMPORARY MORAL THEOLOGY

Elective unit

(Min. No. 6)

2nd semester: Tuesday evening

CONTENT

This unit aims to build on the introductory unit in Moral Theology by exploring Church Teaching and Pastoral Response in relation to a range of issues currently discussed in social and political forums; for example issues relating to 'a Christian theology of the body', Communion for divorced & invalidly married couples, life & death, bioethics, justice & peace, environment, economics. Consideration will also be given to reflection on what is an appropriate role for the Church in public discourse.

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. understand and explain the nature and purpose of Catholic Church teaching relating to contemporary moral issues
2. critique 'secular' and 'church' stances taken on contemporary moral issues in the public forum
3. engage in dialogue using Christian ethical methodology in current discussions on contemporary moral issues
4. analyse and evaluate complex moral issues arising in particular case situations
5. present a cogent and sustained argument for a position taken on a selected topic
6. engage with a non-academic audience in presenting Church teaching on contemporary moral issues

ASSESSMENT

Tutorial presentation 3500 words paper (50%); essay 3500 words (50%),

OR Essay 7000 words for those not opting to do the tutorial presentation (100%)

BIBLIOGRAPHY *set text recommended for purchase

Callahan, Daniel. *The Roots of Bioethics: Health, Progress, Technology, Death*. Oxford: OUP, 2012.

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

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

Keen, Karen R. *Scripture, Ethics, and the Possibility of Same-Sex Relationships*. Grand Rapids, MI: Wm.B.Eerdmans Publishing Co., 2018.

Martin, James. *Building a Bridge: How the Catholic Church and the LGBT Community Can Enter Into a Relationship of Respect, Compassion, and Sensitivity*. New York: HarperCollins Publishing Inc., 2017.

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

Pope Francis. *Amoris laetitia*, Post Synodal Apostolic Exhortation March 19 2016.

Pope Francis. *Laudato Si'*, Encyclical Letter 24 May 2015.

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

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

Lecturer: BERNARD TEO CSsR

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

Essay 3000 words (40%); essay 4000 words (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, D. K, ed. *The True Wealth of Nations: Catholic Social Thought and Economic Life*. Oxford: OUP, 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). Encyclical Letter, 2015.
- 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: 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.
- . *Commonwealth: Economics for a Crowded Planet*. Melbourne: Allen Lane, 2008.
- 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 2021

XS9992Y	Pastoral Leadership	24 point unit
XS9907Z	Enhancing Teacher Professional Learning for Religious Education (MEdTheol Capstone)	24 point unit

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

XS9991Y	A Faith to Live By	24 point unit
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XS9992Y PASTORAL LEADERSHIP

Capstone Unit

(Min. No. 6)

2nd semester: Wednesday evening

CONTENT

This unit focuses on the fact that graduates will, in many ways, assume positions of leadership within the Christian community. The roles will differ but this unit will help students develop principles and practices of leadership that are coherent with their personal faith commitment and their theological studies. Drawing on the sources of faith (Scripture, Tradition, experience) and the literature on leadership, students will develop methods for theological reflection, an understanding of the relationship between faith and community, an examination of qualities of leadership, pastoral planning skills, and creative approaches to the challenges that confront all who are called to leadership

PREREQUISITES At least 120 points of Elective units (i.e. 5 units at 24 points each)

LEARNING OUTCOMES

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

1. outline biblical and theological approaches to leadership
2. evaluate Christian appropriations of contemporary leadership models
3. apply insights from the various disciplines of theology to the practice of pastoral leadership
4. develop approaches to pastoral planning and leadership
5. explain a personal approach to pastoral leadership in a faith community

ASSESSMENT

One essay of 6000 words (85%); Outline and Bibliography for final essay 1000 words (15%)

BIBLIOGRAPHY *set texts recommended for purchase

- Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Expanded Edition. Downers Grove, IL: Inter-Varsity Press, 2018.
- Davies, Mervyn, and Graham Dodds. *Leadership in the Church for a People of Hope*. London: T&T Clark, 2011.
- Day, David, and John Antonakis, eds. *The Nature of Leadership*. 2nd ed. Thousand Oaks, CA: Sage, 2012.
- Doohan, Leonard. *Courageous Hope: The Call of Leadership*. New York: Paulist Press, 2011.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.
- Gula, Richard M. *The Way of Goodness and Holiness: A Spirituality for Pastoral Ministers*. Collegeville, MN: Liturgical Press, 2011.
- Habiger Institute for Catholic Leadership at the University of St Thomas, Minnesota. *True Leadership*. St Paul, MN: Sophia Consulting, 2015.
- Massaro, Thomas. *Living Justice: Catholic Social Teaching in Action*. Lanham, MD: Rowman and Littlefield, 2008.
- Northouse, Peter G. *Leadership: Theory and Practice*. 5th ed. Thousand Oaks, CA: Sage, 2010.
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing, 1989.

Lecturer: MICHAEL A. KELLY CSsR

Capstone: MEdTheol St Francis Xavier College, Beaconsfield**(Min. No.6)**

2nd semester Face to Face sessions: 9.30 – 12.30 Friday August 6 and Friday October 15. 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#!>

Brookfield, Stephen. D. *Becoming a Critically Reflective Teacher*. 2nd 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

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

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 A. 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 2021 CPE Placements refer to the Stirling Theological College website using this link: <https://stirling.edu.au/diplomas/clinical-pastoral-education/> or contact Allison Whitby.

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 Registrar, or for YTU students 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 Allison Whitby:

Email: awhitby@stirling.edu.au

Phone Number (Stirling Theological College): (03) 9790 1000

DP9100S Clinical Pastoral Education Level 1

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

Level 2 and Specialist CPE Units are available. Enrolment in these units requires the satisfactory completion of DP9100S Clinical Pastoral Education Level 1. Information about these subsequent CPE Units is able on the Stirling Theological College website as noted on previous page..

RQ9021C RESEARCH METHODOLOGIES

Elective unit, taught at Catholic Theological College

1st semester: Please refer to ctc.edu.au/study/timetable/

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*, 5th Ed. New York: Routledge, 2004.

*Booth, W., et al. *The Craft of Research*, 3rd ed. Chicago: Chicago University Press, 2008.

Corbin, J., and A. Strauss. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 3rd ed. Thousand Oaks: Sage, 2008.

Fink, A. *Conducting Research Literature Reviews: From the Internet to the Paper*, 3rd ed. Thousand Oaks: Sage, 2010.

Locharoenrat, Kitsakorn. *Research Methodologies for Beginners*. Singapore: Pan Stanford, 2017.

Marshall, C., and G. B. Rossman. *Designing Qualitative Research*, 5th 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: Dr Elizabeth Boase

16,000 WORD MINOR THESIS

Unit value 48 points (See Minor Thesis Policy on the University of Divinity website for more details, new policy from 1 January 2021)

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 is a substantial piece of writing that can be undertaken in a number of postgraduate awards and is an important entry point into a Higher Degree by Research award. It provides training for students in research skills and tests their capacity to undertake 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. However, from 1 January 2021 all students enrolling in a new postgraduate award will need to complete a unit in Research Methodologies before undertaking a minor thesis.
- 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-policy-w-e-f-1-jan-2021/>
This must be signed by the student, the College Research Coordinator, the nominated supervisor, and must be lodged with the University of Divinity Dean of the School of Graduate 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 Dean of the School of Graduate Research will assess each application and, where the application is satisfactory, confirm the enrolment.
- The University of Divinity Dean of the School of Graduate 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 Dean of the School of Graduate 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 will exercise an expedited review process, in which the University of Divinity Dean of the School of Graduate 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 and Ballarat.

The required units are usually taken in the following order:

- BS8601Y Introduction to Scripture for Religious Educators
- CT8602Y Jesus Christ Today: Church, Mission and Sacraments
- DR8603Y Foundations of Religious Education
- DT8604Y Making our Moral 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 focusing 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 and principles and methods of biblical interpretation. The unit studies:

- overview of key eras in Israelite history
- the Genesis Creation stories in their Ancient Near Eastern context
- the social, political and religious context of first century CE Judaism,
- the formation of the Gospels.
- the Infancy Narratives
- the Gospel of Mark.

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 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 critically assess the appropriate uses of Scripture in religious education

ASSESSMENT

Exegetical essay 2000 words (50%); essay 2000 words (50%)

BIBLIOGRAPHY

- Albertz, Rainer. *A History of Israelite Religion in the Old Testament Period*. Vol. 1, *From the Beginnings until the End of the Exile*. London: SCM, 1994.
- . *A History of Israelite Religion in the Old Testament Period*. Vol. 2, *From the Exile to the Maccabees*. London: SCM, 1994.
- Boring, Eugene. *An Introduction to the New Testament: History, Literature, Theology*. Louisville, KY: Westminster John Knox, 2012.
- Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress, 2004 (or 2nd ed., (2014).
- Moloney, Francis J. *The Gospel of Mark: a Commentary*. Peabody, MA: Hendrickson Publishers, 2002.
- 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, Joanna Dewey & Donald Michie. *Mark as Story: Introduction to the Narrative of a Gospel*. 2nd ed. Minneapolis, MN: Fortress, 1999.
- Ryan, Maurice, ed. *Reading the Bible: An Introduction for Students*. Tuggerah, NSW: Social Science Press, 2003.
- Scullion, John J. *Genesis: a Commentary for Students, Teachers and Preachers*. Collegeville, MN: Liturgical Press, 1992.

Lecturers: MARY REABURN NDS, GLENDA BOURKE SGS and CHRIS MONAGHAN CP (Box Hill); MARY REABURN NDS AND MARY COLOE PBVM (Ballarat)

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 mission, life, sacraments, 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. evaluate how the Church in the world today continues the mission of God (*mission Dei*)
3. appraise particular human experiences as possible signs and paths to the mystery of God
4. explain how the Church's ritual sacraments originate in both the Christ-event and in the Church's response
5. apply and critique an understanding of sacramentality to the Mission of God today
6. evaluate the role of the Holy Spirit as the life and soul of the Church, its mission, its ministries, and its sacraments

ASSESSMENT

Two essays each of 2000 words (50% each)

BIBLIOGRAPHY

- Bausch, William. *A New Look at the Sacraments*. Rev. ed. Mystic, CT: Twenty-Third Publications, 1983.
- 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 Publications, 1983.
- DeGidio, Sandra. *Sacraments Alive: Their History, Celebration and Significance*. Mystic, CT: Twenty-Third Publications, 1991.
- Fuellenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis Books, 2002.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.
- Guzie, Tad. *The Book of Sacramental Basics*. New York: Paulist Press, 1981.
- Hughes, Kathleen. *Saying Amen: A Mystagogy of Sacraments*. Chicago, IL: Liturgy Training Publications, 1999.
- Lohfink, Gerhard. *Jesus of Nazareth: What He Wanted, Who He Was*. Translated by Linda M. Maloney. Collegeville, MN: Liturgical Press, 2012.
- Lohfink, Gerhard. *No Irrelevant Jesus: On Jesus and the Church Today*. Translated by Linda M. Moloney. Collegeville, MN: Liturgical Press, 2014.
- Martos, Joseph. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church*. Revised and Updated Ed. Liguori, MI: Liguori/Triumph, 2001.
- Mitchell, Nathan D. *Meeting Mystery: Liturgy, Worship, Sacraments*. Theology in Global Perspective. Maryknoll, NY: Orbis, 2006.
- Noll, Ray. *Sacraments: A New Understanding for a New Generation*. Mystic, CT: Twenty-Third Publications, 1999.

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 and mission, there is also an exploration of the possibilities of enrichment through interfaith dialogue.

PREREQUISITES: Successful completion of two First year GCTRE units

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. 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

Two essays each of 2000 words (50% each)

BIBLIOGRAPHY

Archdiocesan and Diocesan Religious Education texts (Melbourne, Ballarat, Sale).

Benjamin, Anne, and Dan Riley, eds. *Catholic Schools: Hope in Uncertain Times*. Mulgrave, VIC: John Garratt Publishing, 2008.

D'Orsa, Jim and Therese. *Catholic Curriculum: A Mission to the Heart of Young People*. Mulgrave, Vic: Vaughan Publishing, 2012.

Green, Michael. *Now With Enthusiasm: Charism, God's Mission and Catholic School's Today*. BBI – The Australian Institute of Theological Education Mission and Education Series. Mulgrave: Vaughan Publishing, 2018.

Groome, Thomas H. *Faith for the Heart: A “Catholic” Spirituality*. New York: Paulist Press, 2019.

Groome, Thomas H. *Will there be Faith? A New Vision for Educating and Growing Disciples*. New York, NY: HarperOne, 2011.

Maher, Anthony, and Bob Bouwens. *Educating Hearts: Seven Characteristics of a Good School*. Strathfield: St Pauls Publications, 2013.

National Catholic Education Commission. *Framing Paper: Religious Education in Catholic Schools*. Sydney: NCEC, 2018.

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, 2014.

Ryan, Maurice. *A Common Search: The History and Forms of Religious Education in Catholic Schools*. Hamilton, QLD: Lumino Press, 2007.

Taylor, Tony. *Class Wars: Money, Schools and Power in Modern Australia*. Melbourne: Monash University Publishing, 2018.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

This unit has a threefold purpose. Drawing on scripture and Catholic theological tradition, the unit aims to provide a framework for understanding the nature and place of moral decision making in Christian living. It will explore methods and strategies for teaching Christian morality in Catholic schools, 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 in the light of the Jesus event, sources of moral knowledge, human freedom, sin and redemption, conscience formation, the meaning and function of Church authority, and a strategy for making moral decisions in dialogue with Church teachings.

LEARNING OUTCOMES

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

1. understand the sources of, and methods employed, in Catholic moral teachings and the Catholic moral tradition
2. discuss current moral issues objectively, critically, and intelligently
3. critique different perspectives on contemporary moral issues
4. identify the process of moral decision making in regard to current ethical questions for teachers and students in Catholic schools
5. apply Catholic moral methodology to the making of Christian moral choices for teachers and students in Catholic schools
6. communicate in an age appropriate manner with students about the importance and relevance for living of making (Christian) moral choices.

ASSESSMENT

Written presentation 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: Rowman & Littlefield Publishers, 2012.
- 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. <https://divinity-on-worldcat-org.divinity.idm.oclc.org/oclc/873238312>
- Gula, Richard. *Call to Holiness: Embracing a Fully Christian Life*. New York: Paulist Press, 2003.
- Kasper, Walter. *Mercy: The Essence of the Gospel and the Key to Christian Life*. Mahwah, NJ: Paulist Press, 2014
- Lamoureux, Patricia, and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*. Maryknoll, NY: Orbis, 2010.
- Mattison, William C. III. *Introducing Moral Theology: True Happiness and the Virtues*. Grand Rapids, MI: Brazos Press, 2008.
- Moloney, Francis J. *Broken for You: Jesus Christ, The Priesthood, and the Word of God*. Bayswater, Vic: Coventry Press, 2018.
- O'Neill, Kevin J. and Peter Black, *The Essential Moral Handbook: A Guide to Catholic Living*. Liguori, MO: Liguori Publications, 2003.

Lecturer: BERNARD TEO CSsR

DR8605Y INTEGRATIVE EXERCISE

DR8605Y

Course: GCTRE unit value 8 points, unscheduled

See page 160 for Schedule of dates

CONTENT

This unit is taken concurrently with the other units in the GCTRE program. It provides the student with an opportunity for personal and professional appropriation, synthesis and integration of content, skills and formative experiences provided in each of these units.

COREQUISITES

BS8601Y, CT8602Y, DR8603Y, DT8604Y

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.

BIBLIOGRAPHY

The bibliographies are those pertinent to each of the four units of the GCTRE course.

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

SCHEDULE FOR 2021

Box Hill (YTU) Classes: 9:00am–4:00pm

Semester one

BS8601Y 1st year	Introduction to Scripture for Religious Educators (MR, GB, CM) Sat 20 Feb; Sat 13 Mar; Thur 15 April; Fri 16 April
DR8603Y 2nd year	Foundations of Religious Education (MAK) Sat 20 Feb; Sat 13 Mar; Sat 24 April; Sat 15 May

Semester two

CT8602Y 1st year	Jesus Christ Today: Church, Mission and Sacraments (CP) Sat 31 July; Sat 14 Aug; Mon 20 Sept; Tues 21 Sept
DT8604Y 2nd year	Making our Moral Choices in Life: A Value Added Approach (BT) Sat 31 July; Sat 14 Aug; Mon 20 Sept; Tues 21 Sept
DR8605Y 2nd year first or second semester	Integrative Exercise

Ballarat Classes: Friday & Saturday 9:00am–4:00pm

(REAP) Same program as GCTRE

Semester one

BS8601Y 2nd year	Introduction to Scripture for Religious Educators (MR, MC) Fri 19 Mar; Sat 20 Mar; Fri 7 May; Sat 8 May
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Semester two

CT8602Y 2nd year	Jesus Christ Today: Church, Mission and Sacraments (MAK) 6 Aug; Sat 7 Aug; Fri 15 Oct; Sat 16 Oct
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Dates: Version 5, 20th September 2020

Lecturers

MR	Mary Reaburn
GB	Glenda Bourke
MC	Mary Coloe
CM	Chris Monaghan
MAK	Michael A. Kelly
CP	Carmel Posa
BT	Bernard Teo

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, 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 Reflection weekends & student amenities costs	<u>\$ 2300</u>
Total	\$ 18140

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 Reflection weekends & student amenities costs	<u>\$ 2300</u>
Total:	\$ 13738

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 43rd 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), 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 Centre for Spiritual and Pastoral Formation

296 Glenferrie Road, Malvern VIC 3144

Phone: 03 9890 1101

Email: info@heartoflife.melbourne

Website: <http://www.heartoflife.melbourne>

Siloam Calendar 2021

Immersion Weekend (compulsory)	4-5 Feb (Full-time participants)
Orientation (compulsory)	5-6 Feb (Part-time Year 1 participants)
Orientation Week	8-11 Feb (Full-time participants)
Orientation Day	8 Feb only (Part-time participants Yr 1)
Semester 1	15 February-25 June
Mid-semester 1 break	2 -18 April
Semester 2	19 July- 22 November
Mid semester 2 break	18 September - 3 October
Retreat Week Full-time participants (compulsory)	13-17 Sept
3 compulsory reflection weekends (Full-time participants)	30 April-2 May, 6-8 Aug, 19-21 Nov
2 compulsory reflection weekends (Part-time Year 1 participants)	14-16 May, 20-22 Aug
2 compulsory reflection weekends (Part-time Year 2 students)	Not applicable 2021

End-of-Year Missioning of Graduates: Monday 22 November 2020

Applications for 2021 close on 30 November 2020.

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

Personal reflection on Religious experience 3000 word; 1500 words (50%); Personal reflection on personal Grace 1500 words (25%); Personal reflection on the experience of Conversion 1500 words (25%) ***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: Harper Collins Religious, 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: Harper San Francisco, 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: ROBYN REYNOLDS OLSH AND PETER MALONE MSC

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

Essay on Discernment 3000 words (50%); essay on Eco-spirituality 3000 words (50%)

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). Encyclical Letter, 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

Essay 3000 words (50%); essay 3000 words. ***This unit is assessed on a pass/fail basis***

BIBLIOGRAPHY

- Cooper, Austin. *Julian of Norwich: Reflections on Selected Texts*. Strathfield: St Pauls, 1986.
- 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.
- Erikson, E. H., and J. M. Erikson. *The Life Cycle Completed: Extended Version*. New York: W. W. Norton, 1998.
- 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.
- Moberg, D. O., ed. *Aging & Spirituality: Spiritual Dimensions of Aging*. New York: Howarth, 2001.
- Moody, H. R., and D. Carroll. *The Five Stages of the Soul*. New York: Random House, 1998.
- Moore, T. *Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life*. New York: HarperCollins, 1992.
- . *Dark Nights of the Soul: A Guide to Finding Your Way through Life's Ordeals*. New York: Gotham, 2004.
- 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 TBA

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

Reflective essay 3000 words, **or** one 1500 word reflective essay and one multi-media project equivalent to 1500 words (50%); reflective essay 3000 words (50%) ***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.

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

Fiand, Barbara. *From Religion Back to Faith—a Journey of the Heart*. New York: Crossroad Publishing, 2006.

Keating, Thomas. *The Human Condition*. Mahwah, NJ: Paulist Press, 2007.

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.

Australian Catholic Bishops Conference and Catholic Religious Australia (National Committee for Professional Standards), *Towards Healing*, amended 2016, <http://ncps.org.au/public/public/41-towards-healing/>

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 (50%); Workplace evaluation [case study] 1000 words (20%); Personal and Professional evaluation [self-evaluation] 1000 words (20%); Personal reflection on goal setting 1000 words (10%)

This unit is assessed on a pass/fail basis

BIBLIOGRAPHY *set text recommended for purchase

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Supervisors: LIS TEGGELOVE RSM, MICHELE McCOURT (Full-time Program); CAROLE CARMODY RSM, MARLENE McGRATH (Part-time Program)

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 (50%); case study 1000 words (20%); Work Place self-evaluation 1000 words (20%); Workplace evaluation [retreat log] 1000 words (10%) ***This unit is assessed on a pass/fail basis***

BIBLIOGRAPHY *set texts recommended for purchase

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Supervisors: LIS TEGGELOVE RSM AND MICHELE McCOURT

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Gavin Brown

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"**SPOTLIGHT**": Membongkar Korupsi Sistemik dalam Institusi Gereja," [Spotlight: Exposing systematic Corruption in the Institutional Church.] *Jurnal Ledalero* 15, no.1 (2016): 302-326.

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"Testimonio y presencia." In *Interculturalidad En La Vida Y En La Misión*, edited by Lazar T. Stanislaus and Martin Ueffing, 515-534. Pamplona: Editorial verbo divino, 2017.

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"Interkulturalität, Eine Würdigung des von der Föderation der Asiatischen Bischöfenskonferenzen in Gang gesetzten Prozesses." In *Inkulturation: Gottes Gegenwart in den Kulturen* edited by Klau Krämer and Klaus Vellguth 322-333. Freiburg: Herder, 2017.

"Christian Witness in a Multi-Religious World." IACM Conference Synthesis. Pattaya, Thailand, 9-15 July 2017, *Verbum SVD* 58, 2/3 (2017): 321-328. (Sankt Augustin, Germany) Also published in, *Missio Inter Gentes* 3, no. 2 (2017): 51-59. (Tagaytay, Philippines)

986: The Year of Mounting Lucidity." *Verbum SVD* 59/1-2 (2018): 11-24.

"Insights from Eco-Theology in Lazar." In *Missionary Discipleship in Global Contexts* edited by Lazar T. Stanislaus and Martin Ueffing. Sankt Augustin: Steyler Missionswissenschaftliches Institut, 2018: 165-180.

Claire Renkin

"A Feast of Love: Visual images of Francis of Assisi and Mary Magdalen and Late Medieval Mendicant Devotion." In *Poverty and Devotion in Mendicant Cultures*, edited by J. Mews, and Anna Welch, Chapter 6, 92-104. London: Routledge, 2016.

Robyn Reynolds

"Bound to be free: Vowed Religious Life." *The Furrow – a Journal for the Contemporary Church* 68, no 5 (May 2017): 279-286.

"From Marginalization to Leadership: Re-shaping a Theology and Praxis of Mission." *Colloquim* 49, no 2 (November 2017): 24-35.

Barry Rogers

"Meditation, Mindfulness and the Brain." In *A Reckless God? Currents and Challenges in the Christian Conversation with Science*. Reservoir: Nexus Books/ ISCAST, 2018.

Anna Welch

Creating and Collecting: Artists' Books in Australia, *La Trobe Library Journal*, edited by Des Cowley, Robert Heather and Anna Welch, State Library of Victoria. Special Issue no. 95, 2015.
Liturgy, Books and Franciscan Identities in Medieval Umbria. Leiden: Brill, 2016.

"Francis of Assisi, Sister Bird and Interpretations of the Founder in Thirteenth and Fourteenth Century Sources." In *Poverty and Devotion in Mendicant Cultures*, edited by Constant J. Mews and Anna Welch, Chapter 5. London: Routledge, 2016.

Kathleen Williams

"Graced Friendship and Being Oneself: Releasing Excellence." In *Grace and Friendship. Theological Essays in Honor of Fred Lawrence, from his grateful students*, edited by M. Shawn Copeland and Jeremy D. Wilkins, with a Foreword Tribute by Frederick E. Crowe, S.J. Milwaukee WI: Marquette University Press, 2016.

"God's Image Revealed in Authentic Living: Mutual Enrichment through the Drama of Theological Education Across Cultures." In *Enfleshing Theology: Embodiment, Discipleship, and Politics in the Work of M. Shawn Copeland, 185-197*. Lanham: Lexington Books, 2018.

UNIVERSITY OF DIVINITY STYLE GUIDE

The University Style Guide may be located via the following URL:

<https://divinity.libguides.com/styleguide> Below is a copy of the content of the Style Guide.

I. GUIDE TO REFERENCING

The University of Divinity observes the **notes-bibliography style** of referencing outlined in the latest edition of *The Chicago Manual of Style* for theology courses. In other areas, such as counselling and education, students will be advised of the styles that are required. This Guide to Referencing provides rules and examples for commonly cited materials. More complex referencing advice may be found in *The Chicago Manual of Style (CMOS) Online* via the UD Library Hub. Click on the link to the *CMOS index* to locate required topics.

<https://www.chicagomanualofstyle-org.divinity.idm.oclc.org/book/ed17/part3/ch14/toc.html>

Add a footnote each time you refer to the work of another scholar, whether you quote directly, use the work as a source of information, or critically engage with its ideas. When inserting a footnote, add a superscript numeral *after the punctuation*. The bibliography lists only those sources mentioned in the footnotes.

When following the rule for notes or bibliography entries you should include all the punctuation, italics and spacing as they are set out here. Note that second and subsequent citations of a work are abbreviated in a specific way, and that *ibid.* and *op.cit.* are *not* used. When preparing a bibliography, sources should be presented on a separate page and listed in alphabetical order by author surname. Sources without an author should be listed before sources with authors.

Scholarly works

Book with one author

CMOS 14.75

Rule for notes	First name Surname, <i>Title of book in italics</i> (Place of publication: Publishers, Year published), page number, DOI or URL or electronic format if consulted online.
Example of note entry	Peggy Brock, <i>Outback Ghettoes: Aborigines, Institutionalisation and Survival</i> (Melbourne: Cambridge University Press, 1993), 49. Chung Hyun Kyung, <i>Struggling to be the Sun Again: Introducing Asian Women's Theology</i> (Maryknoll, NY: Orbis Books, 1990), 72, https://archive.org/details/struggletobesuna00chun .
Example of subsequent note entry	Chung, <i>Struggling to be the Sun</i> , 144. Brock, <i>Outback Ghettoes</i> , 50.
Rule for bibliography	Surname, First name. <i>Title of book in italics</i> . Place of publication: Publisher, Year published. DOI or URL or electronic format if consulted online.
Example of bibliography entry	Brock, Peggy. <i>Outback Ghettoes: Aborigines, Institutionalisation and Survival</i> . Melbourne: Cambridge University Press, 1993. Chung, Hyun Kyung. <i>Struggling to be the Sun Again: Introducing Asian Women's Theology</i> . Maryknoll, NY: Orbis Books, 1990. https://archive.org/details/struggletobesuna00chun .

Note that page numbers or page ranges are included in footnotes only, and that ff. is *not* used. If the work was consulted online, Chicago recommends including a URL to indicate this.

Note that the examples above demonstrate English and Asian conventions around the arrangement of first name and surname.

Book published before 1900. No publisher name required. List place and date only. [CMOS 14.128](#)

Using a modern edition of a classic text where the original publication date is relevant for historical reasons. Add the original publication date in square brackets after the date of publication. For example: Sydney: Angus and Robertson, 1967 [1901].

Book with a non-English title. Provide the title in italics as usual but follow it with an English translation of the title in brackets but not in italics. For example: [In Brackets like This].

Place of publication includes the state only if clarification is required. For example, the town is not well-known, or there are two cities with the same name. [CMOS 14.130](#)

Book with two or three authors

[CMOS 14.76–14.77](#)

Rule for notes	First name Surname and First name Surname, <i>Title of book in italics</i> (Place of publication: Publishers, Year published), page number.
Example of note entry	Bill Ashcroft, Frances Devlin-Glass, and Lyn McCredden, <i>Intimate Horizons: The Post-Colonial Sacred in Australian Literature</i> (Hindmarsh, SA: Australian Theological Forum Press, 2009), 24.
Example of subsequent note entry	Ashcroft, Devlin-Glass, and McCredden, <i>Intimate Horizons</i> , 42.
Rule for bibliography	Surname, First name, First name Surname. <i>Title of book in italics</i> . Place of publication: Publisher, Year published.
Example of bibliography entry	Ashcroft, Bill, Frances Devlin-Glass, and Lyn McCredden. <i>Intimate Horizons: The Post-Colonial Sacred in Australian Literature</i> . Hindmarsh, SA: Australian Theological Forum Press, 2009.

Books with four or more authors

[CMOS 14.76](#)

Rule for notes	First name Surname [of first author only], et al., <i>Title of book in italics</i> (Place of publication: Publishers, Year published), page number.
Rule for bibliography	Surname, First name, First name Surname, First name Surname, First name Surname, and First name Surname. <i>Title of book in italics</i> . Place of publication: Publisher, Year published.

Book with a translator and/or editor in addition to an author**CMOS 14.103–14.105**

Rule for notes	First name Surname, <i>Title of book in italics</i> , trans. and/or ed. First name Surname of translator and/or editor (Place of publication: Publisher, Year published), page number, DOI or URL if consulted online.
Example of note entry	Alexis Mallon, <i>Coptic Grammar – Grammaire Copte</i> , trans. Boulos A. Ayad (Cairo: Youssef Kamal Printing House, 2004), 21.
Example of subsequent note entry	Mallon, <i>Coptic Grammar</i> , 302.
Rule for bibliography	Surname, First name. <i>Title of book in italics</i> . Translated and/or edited by First name Surname of translator or editor. Place of publication: Publisher, Year published. DOI or URL if consulted online.
Example of bibliography entry	Mallon, Alexis. <i>Coptic Grammar – Grammaire Copte</i> . Translated by Boulos A. Ayad. Cairo: Youssef Kamal Printing House, 2004.

Text in a book with multiple authors or encyclopaedia entry**CMOS 14.107**

Rule for notes	First name Surname of chapter author, "Title of Chapter in quotation marks," in <i>Title of book in italics</i> , ed. First name Surname of editor (Place of publication: Publisher, Year published), page number, DOI or URL if consulted online.
Example of note entry	Musimbi R. A. Kanyoro, "Cultural Hermeneutics: An African Contribution," in <i>Other Ways of Reading: African Women and the Bible</i> , ed. Musa Dube (Geneva: World Council of Churches Publications, 2001), 101.
Example of subsequent note entry	Kanyoro, "Cultural Hermeneutics," 103.
Rule for bibliography	Surname, First name of chapter author. "Title of chapter in quotation marks." In <i>Title of book in italics</i> , edited by First name Surname of editor, page range of the chapter. Place of publication: Publisher, Year published. DOI or URL if consulted online.
Example of bibliography entry	Kanyoro, Musimbi R. A. "Cultural Hermeneutics: An African Contribution." In <i>Other Ways of Reading: African Women and the Bible</i> , edited by Musa Dube, 100–113. Geneva: World Council of Churches Publications, 2001.

Text may include chapters, essays, poems, songs, short stories, etc.

Book (or chapter) in a series or multivolume work**CMOS 14.123–14.124**

Rule for notes	First name Surname, <i>Title of book in italics</i> , Series Title and number within series (Place of publication: Publisher, Year), page number.
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Example of note entry	Amy-Jill Levine and Ben Witherington III, <i>The Gospel of Luke</i> , New Cambridge Bible Commentary (Cambridge: Cambridge University Press, 2018), 14. Pamela Sue Anderson, "Unselfing in Love: A Contradiction in Terms," in <i>Faith and Enlightenment? The Critique of the Enlightenment Revisited</i> , edited by Lieven Boeve et al., <i>Currents of Encounter</i> 30 (Amsterdam: Rodopi, 2006), 260.
Example of subsequent note entry	Anderson, "Unselfing in Love," 245. Levine and Witherington, <i>Luke</i> , 12.
Rule for bibliography	Surname, First name. <i>Title of book in italics</i> . Series Title and number within series. Place of publication: Publisher, Year.
Example of bibliography entry	Anderson, Pamela Sue. "Unselfing in Love: A Contradiction in Terms." In <i>Faith and Enlightenment? The Critique of the Enlightenment Revisited</i> , edited by Lieven Boeve, Joeri Schrijvers, Wessel Stoker, and Hendrik M. Vroom. <i>Currents of Encounter</i> 30, 243–67. Amsterdam: Rodopi, 2006. Levine, Amy-Jill, and Ben Witherington III. <i>The Gospel of Luke</i> . New Cambridge Bible Commentary. Cambridge: Cambridge University Press, 2018.

The **name of the series editor** is usually omitted. When included, it follows the series title.

The advice on referencing **Bible commentaries** offered by *The SBL Handbook of Style* is also acceptable. See SBL 7.3.9–7.3.10.

Book that is authored by an organisation

CMOS 14.84

Example of note entry	Uniting Church in Australia, <i>Basis of Union</i> (Melbourne: Uniting Church Press, 1992), para. 18. Second Anglican–Roman Catholic International Commission (ARCIC), <i>Church as Communion: An Agreed Statement by the Second Anglican–Roman Catholic International Commission</i> (London: Church House, 1991), 11.
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Use the name of the organisation as the author in both the footnote and bibliography.

Foreword, Preface, Afterword not written by the book's author

CMOS 14.110

Rule for notes	First name Surname, preface (or other component) to <i>Title of book</i> , by First name Surname of book author (Place: Publisher, Year), page number.
Example of note entry	Henry Lawson, preface to <i>My Brilliant Career</i> , by Miles Franklin (Sydney: Angus and Robertson, 1966 [1901]), iii.
Example of subsequent note entry	Lawson, preface.

Rule for bibliography	Surname, First name. Preface (or other component) to <i>Title of book</i> , by First name Surname of book author, page range. Place: Publisher, Year.
Example of bibliography entry	Lawson, Henry. Preface to <i>My Brilliant Career</i> , by Miles Franklin, iii. Sydney: Angus and Robertson, 1966 [1901].

Illustration, map, graph, chart, table from a print publication **CMOS 14.158**

Rule for notes	First name Surname, <i>Title of book in italics</i> (Place of publication: Publishers, Year published), fig.9.
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Provide the type and number instead of the page reference, for example: table 4.4 or map 3.27.

Footnote instead of text **CMOS 14.157**

Rule for notes	First name Surname, <i>Title of book in italics</i> (Place of publication: Publishers, Year published), 12n.
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Provide the footnote number instead of the page number, for example: 72n, 80n.

Page number not available in an e-book or electronic format **CMOS 14.159–14.160**

Rule for notes	First name Surname, <i>Title of book in italics</i> (Place of publication: Publishers, Year published), chap. 7. Kindle.
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List chapter number or section heading instead, and add the electronic format. Formats include iBooks, Kindle, NOOK, Google Play Books, Adobe Digital Editions EPUB, etc.

Citation taken from a secondary source (quoting a quotation) **CMOS 14.260**

Example of note entry	William Hall to Clergy and School Lands Committee, 1 January 1827, Letters received from the Master of the Native Institution, NRS 780 [4/345], State Records of New South Wales, quoted in Tracey Banivanua Mar, "Shadowing Imperial Networks: Indigenous Mobility and Australia's Pacific Past," <i>Australian Historical Studies</i> 46, no. 3 (2015): 351, DOI:10.1080/1031461X.2015.1076012.
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Rather than quote a quotation, go to the original source. If the original source is unavailable, cite both the original and the secondary sources.

Book with a very long title **CMOS 14.97**

Example of bibliography entry	Booth, Herbert and Cornelia Booth. "Programme and Songs for the Great Social Salvation Carnival at the Exhibition Building [...]." Melbourne: Salvation Army Press, 1898.
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In texts with long titles, common prior to the twentieth century, omit part of the title and indicate the omission with [...].

Unit reader or lecture handout

Example of note entry	John Locke, <i>Second Treatise of Government</i> , adapted by Jonathan Bennett, chap. 7, §80, in <i>AP235/335 Readings</i> (Melbourne: CTC, 2011), 76.
Example of subsequent note entry	Locke, <i>Second Treatise of Government</i> , chap. 7, §80, p. 76.
Example of bibliography	Locke, John. <i>Second Treatise of Government</i> . Adapted by Jonathan Bennett. In <i>AP235/335 Readings</i> . Melbourne: CTC, 2011.

Only cite unit readers or lecture handouts if, after thorough searching, original sources cannot be located.

Journal article**CMOS 14.168–14.187**

Rule for notes	First name Surname, "Article title in quotation marks," <i>Journal title in italics</i> volume number, no. issue number (Month or season if given Year): page number, DOI or URL if consulted online.
Example of note entry	Van Nguyen-Marshall, "Tools of Empire? Vietnamese Catholics in South Vietnam," <i>Social History of Empire</i> 20, no.2 (2009): 140, https://doi.org/10.7202/044402ar .
Example of subsequent note entry	Nguyen-Marshall, "Tools of Empire?" 144.
Rule for bibliography	Surname, First name. "Article title in quotation marks." <i>Journal title in italics</i> volume number, no. issue number (Month or season if given Year): page range of full article. DOI or URL if consulted online.
Example of bibliography entry	Nguyen-Marshall, Van. "Tools of Empire? Vietnamese Catholics in South Vietnam." <i>Social History of Empire</i> 20, no.2 (2009): 138–159. https://doi.org/10.7202/044402ar .

Where possible provide the DOI (or Digital Object Identifier, a permanent URL), but a URL (preferably from the journal website) will suffice if no DOI exists.

Book review in a journal**CMOS 14.202**

Rule for notes	First name Surname of reviewer, review of <i>Title of reviewed book in italics</i> , by First name Surname of book author, <i>Journal Title</i> volume number, no. issue number (Month Year): page number.
Example of note entry	Mary-Jane Rubenstein, review of <i>Strange Wonder: The Closure of Metaphysics and the Opening of Awe</i> , by Catherine Keller, <i>Modern Theology</i> 26, no. 2 (April 2010): 311.
Example of subsequent note entry	Rubenstein, review of <i>Strange Wonder</i> , 309.

Rule for bibliography	Surname, First name of reviewer. Review of <i>Title of reviewed book in italics</i> by First name Surname of book author. <i>Journal Title in italics</i> volume number, no. issue number (Month Year): page range.
Example of bibliography entry	Rubenstein, Mary-Jane. Review of <i>Strange Wonder: The Closure of Metaphysics and the Opening of Awe</i> , by Catherine Keller. <i>Modern Theology</i> 26, no. 2 (April 2010): 308–311.

Thesis or dissertation

CMOS 14.215

Rule for notes	First name Surname, "Title of thesis" (Degree thesis or diss., University, Year of award), page number.
Example of note entry	Georgia E. Harkness, "The Philosophy of Thomas Hill Green, with Special Reference to the Relations between Ethics and the Philosophy of Religion" (MA diss., Boston University, 1923), 26.
Example of subsequent note entry	Harkness, "Philosophy," 299.
Rule for bibliography	Surname, First name. "Title of thesis." Degree thesis or diss., University, Year of award.
Example of bibliography entry	Harkness, Georgia E. "The Philosophy of Thomas Hill Green, with Special Reference to the Relations between Ethics and the Philosophy of Religion." MA diss., Boston University, 1923.

Other sources

Newspaper article

CMOS 14.191

Rule for notes	Author first name and surname if credited in newspaper, "Title of newspaper article," <i>Title of newspaper excluding 'The' as the first word of the title</i> (place of publication if not apparent from the title), day month year of publication, URL if applicable.
Example of note entry	"Maternal Welfare and the Maternity Allowance," <i>Dawn</i> (W.A.), 24 October 1934.
Example of subsequent note entry	"Maternal Welfare."
Rule for bibliography	Surname, first name. "Title of newspaper article." <i>Title of newspaper excluding 'The' as the first word of the title</i> (place of publication if not apparent from the title), day month year of publication, URL if applicable. <i>Newspaper articles without an author are not listed in the bibliography.</i>

Website**CMOS 14.205–14.209**

Rule for notes	First name Surname of author if available, "Title of article," Title of website, date of access or last modified, URL.
Example of note entry	"Writing Tips," Lexico, accessed 6 July 2020, https://www.lexico.com/grammar/writing-help .
Example of subsequent note entry	"Writing Tips."
Rule for bibliography	Surname, First name of author if available. "Title of article." Title of website. Date of access or last modified. URL.
Example of bibliography entry	"Writing Tips." Lexico. Accessed 6 July 2020. https://www.lexico.com/grammar/writing-help .

Cautiously consider the authorship and purpose of a website before using it in scholarly work.

Audiovisual or audio recording**CMOS 14.261–14.268**

Rule for notes	First name Surname, role, "Title of performance," date of performance, Publisher and format, URL.
Example of note entry	Kathy Jetnil-Kijiner, poet and performer, "UN Climate Summit Poem, 'Dear Matafele Peinem'," 23 September 2014, Kathy Jetnil-Kijiner youtube channel, https://www.youtube.com/watch?v=DJuRjy9k7GA .
Example of subsequent note entry	Jetnil-Kijiner, "Dear Matafele Peinem."
Rule for bibliography	Surname, First name, role. "Title of performance," date of performance. Publisher and format. URL.
Example of bibliography entry	Jetnil-Kijiner, Kathy, poet and performer. "UN Climate Summit Poem, 'Dear Matafele Peinem'," 23 September 2014. Kathy Jetnil-Kijiner youtube channel. https://www.youtube.com/watch?v=DJuRjy9k7GA .

Speech, sermon or lecture**CMOS 14.217**

Rule for notes	First name Surname, "Title of sermon or speech or lecture" (type of address [i.e. sermon/lecture/speech/other presentation], event if relevant, venue, city or region, day month year).
Example of note entry	Archbishop Justin Welby, "Easter Sermon" (sermon, Canterbury Cathedral, UK, 29 March 2018).
Example of subsequent note entry	Welby, "Easter Sermon."
Rule for bibliography	Surname, First name. "Title of sermon or speech or lecture." Presented or delivered at venue, city or region, day month year.
Example of bibliography entry	Welby, Justin. "Easter Sermon." Sermon preached at Canterbury Cathedral, UK, 29 March 2018.

Social media**CMOS 14.209**

Rule for notes	First name Surname of author (screen name), "up to 160 characters in place of title," Social media platform, date of communication, URL.
Rule for bibliography	Surname, First name (screen name). "Up to 160 characters in place of title." Social media platform, date of communication. URL.

In-text citation is often sufficient. For example: "LOL ammonites" (@HildaofWhitby, 1 May 680).

Personal communication**CMOS 14.211–14.214**

Rule for notes	First name Surname of interviewee, means of communication with the author, date of communication.
Example of note entry	Sr. Anna Gonzalez, interview with the author, August 2018.
Example of subsequent note entry	Gonzalez, interview.
Rule for bibliography	<i>Personal communications are usually not listed in the bibliography.</i>

Personal communications include unpublished interviews, conversation, email, text message, etc.

Artwork in a gallery or on a website, artefact in a collection**CMOS 14.235**

Rule for notes	First name Surname of artist, <i>Title of work</i> , year in which work of art was produced, medium and dimensions, location of work, URL or place and date artwork was viewed in person.
Example of note entry	Liddy Nampijinpa Miller, <i>Ngapa Jukurrpa (Water Dreaming)</i> , 1986, gouache on cardboard, 83.9 x 59 cm, National Gallery of Victoria, Melbourne, https://www.ngv.vic.gov.au/explore/collection/work/2481/ .
Example of subsequent note entry	Miller, <i>Ngapa Jukurrpa</i> .
Rule for bibliography	Surname, First name of artist. <i>Title of work</i> . Year in which work of art was produced. Medium and dimensions. Location of work. URL or place and date artwork was viewed in person.
Example of bibliography entry	Miller, Liddy Nampijinpa. <i>Ngapa Jukurrpa (Water Dreaming)</i> . 1986. Gouache on cardboard, 83.9 x 59 cm. National Gallery of Victoria, Melbourne. https://www.ngv.vic.gov.au/explore/collection/work/2481/ .

Ancient text

The University of Divinity observes either of two referencing systems for ancient texts. Consult your lecturer regarding their preferred mode.

1. The latest edition of *The SBL Handbook of Style*, chapter 8. Short references are given in text, using an abbreviated title with the translation or translator's surname in square brackets. Full edition details are provided in the bibliography.

2. The latest edition of the *Chicago Manual of Style*. References are provided in the manner of any text with translator and/or editor.

Ancient text in-text citation

The SBL Handbook of Style, chapter 8

Rule for notes (in text)	(Author, Title in italics Number reference [Translator/Translation])
Example of note entry (in text)	(Justin, <i>Apology</i> 1.16 [ANCL])

Ancient text in collected volume

[CMOS 14.246](#)

Rule for notes (in a footnote)	Author, "Title," trans. First name Surname, <i>Title of volume in italics</i> , vol. number if applicable, ed. First name Surname (Place of publication: Publisher, Year), page number.
Example of note entry (in a footnote)	Leo the Great, "Letter XXVIII to Flavian," trans. Charles Lett Feltoe, <i>Nicene and Post-Nicene Fathers</i> , Second Series, vol. 12, ed. Philip Schaff and Henry Wace (Edinburgh, UK and Grand Rapids, MI: T&T Clark and Eerdmans, 1997), 38–43.
Example of subsequent note entry (in a footnote)	Leo, "Letter XXVIII," 39.
Rule for bibliography	Author. "Title." Translated by First name Surname. <i>Title of volume in italics</i> , vol. number if applicable, edited by First name Surname, page number. Place of publication: Publisher, Year.
Example of bibliography entry	Leo the Great. "Letter XXVII to Flavian." Translated by Charles Lett Feltoe. In <i>Nicene and Post-Nicene Fathers</i> , Second Series, Vol. 12, edited by Philip Schaff and Henry Wace, 38–43. Edinburgh, UK and Grand Rapids, MI: T&T Clark and Eerdmans, 1997.

In published collections of ancient texts there are sometimes **numerous translators in each volume**. In this case (as above), the translator's name follows the title of the document. If there is **just one translator** for the entire volume, then the translator's name follows the editor's name.

References to editorial comment or translator's notes instead of the ancient text can be indicated along with the page number, for example: 56, n.3 or 56, introductory note.

If your engagement with the notes is extensive, follow the guidelines on citing forewords, prefaces, and other material not written by the book's author (as outlined in [CMOS 14.110](#)).

Bible

For referencing of biblical texts the University of Divinity observes the latest edition of *The SBL Handbook of Style* available online via the UD Library Hub.

The Society of Biblical Literature (SBL) has a student supplement of the handbook in pdf format available for free download: <https://www.sbl-site.org/assets/pdfs/pubs/SBLHSupp2015-02.pdf>

Referencing biblical text

Short biblical references are given in parentheses in the text, using an abbreviated title. Semi-colons separate each biblical reference where **multiple references** are used. If the **translation** needs specifying, it is noted in abbreviated form after the verse number. If the same translation is used throughout, mention it in the first note only. Biblical **languages** may be quoted in the original characters or in transliteration (see *The SBL Handbook of Style* for guidance). Do *not* begin a sentence with a **numeral**, e.g. 1 Corinthians. Find another way to express the thought, or use the term First Corinthians instead, so that the 1 in 1 Corinthians is not at the beginning of the sentence.

Where the **biblical book is mentioned as part of a sentence** use the book's **title**.

For example: Jesus' parable of the Good Samaritan at Luke 10:25–37 speaks of the neighbourliness required of Jesus' followers.

Where the **biblical book is mentioned in parentheses** use the book's **abbreviation**.

For example: Jesus' parable of the Good Samaritan (Lk 10:25–37) speaks of the neighbourliness required of Jesus' followers.

Rule for notes in text	(Abbreviated book title Chapter:Verses in sequence separated by an en dash Translation if required)
Example of note entry in text	(Gal 5:22–23a, 25; Jer 17:7–8 NRSV)
Bibliography	<i>Bibles are not usually listed in the bibliography (except in particular types of essays, for example, a historical or missional theology study of the publication of particular bible editions and translations).</i>

For a **range of verses** use an en dash with no spaces either side of the dash. Do not use ff.
For example: Luke 10:38–42; 15:3–10 or Lk 1:5–25, 57–66.

For **non-consecutive verses** use a comma to separate.
For example: Galatians 5:13, 26.

For a **range of chapters** use an en dash with no spaces either side of the dash.
For example: Luke 16–19.

Commonly used abbreviations

SBL 8.3

ch. / chs.	chapter / chapters	NIV	New International Version
v. / vv.	verse / verses	NJB	New Jerusalem Bible
LXX	Septuagint	NRSV	New Revised Standard Version
MT	Masoretic Text	RSV	Revised Standard Version

Hebrew Bible/Old Testament abbreviations**SBL 8.3**

Gen	Genesis	Isa	Isaiah
Exod	Exodus	Jer	Jeremiah
Lev	Leviticus	Lam	Lamentations
Num	Numbers	Ezek	Ezekiel
Deut	Deuteronomy	Dan	Daniel
Josh	Joshua	Hos	Hosea
Judg	Judges	Joel	Joel
Ruth	Ruth	Amos	Amos
1–2 Sam	1–2 Samuel	Obad	Obadiah
1–2 Kgdms	1–2 Kings (LXX)	Jonah	Jonah
1–2 Kgs	1–2 Kings	Mic	Micah
3–4 Kgdms	3–4 Kings (LXX)	Nah	Nahum
1–2 Chr	1–2 Chronicles	Hab	Habakkuk
Ezra	Ezra	Zeph	Zephaniah
Neh	Nehemiah	Hag	Haggai
Esth	Esther	Zech	Zechariah
Job	Job	Mal	Malachi
Ps/Pss	Psalms	Prov	Proverbs

New Testament abbreviations

Matt	Matthew	1–2 Thess	1–2 Thessalonians
Mark	Mark	1–2 Tim	1–2 Timothy
Luke	Luke	Titus	Titus
John	John	Phlm	Philemon
Acts	Acts	Heb	Hebrews
Rom	Romans	Jas	James
1–2 Cor	1–2 Corinthians	1–2 Pet	1–2 Peter
Gal	Galatians	1–2–3 John	1–2–3 John
Eph	Ephesians	Jude	Jude
Phil	Philippians	Rev	Revelation
Col	Colossians		

Deutero-canonical abbreviations

Bar	Baruch	Ep Jer	Epistle of Jeremiah
Add Dan	Additions to Daniel	Jdt	Judith
Pr Azar	Prayer of Azariah	1–2 Macc	1–2 Maccabees
Bel	Bel and the Dragon	3–4 Macc	3–4 Maccabees
Sg Three	Song of the Three Young Men	Pr Man	Prayer of Manasseh
Sus	Susanna	Sir	Sirach (Ecclesiasticus)
1–2 Esd	1–2 Esdras	Tob	Tobit
Add Esth	Additions to Esther	Wis	Wisdom

Church and government documents**Catechism**

Example of note entry	<i>Catechism of the Catholic Church</i> , English translation, 2nd ed. (1997), n. 778.
Example of subsequent note entry	<i>Catechism of the Catholic Church</i> , n. 778.
Example of bibliography entry	<i>Catechism of the Catholic Church</i> . English translation. 2nd ed. 1997.

Church Document (Roman Catholic, not including conciliar or papal documents)

Example of note entry	Congregation for the Doctrine of the Faith, <i>Doctrinal Note on Some Questions regarding the Participation of Catholics in Political Life</i> (2002), n. 5.
Example of subsequent note entry	Congregation for the Doctrine of the Faith, <i>Catholics in Political Life</i> , n. 5.
Example of bibliography entry	Congregation for the Doctrine of the Faith. <i>Doctrinal Note on Some Questions regarding the Participation of Catholics in Political Life</i> . 2002.

Conciliar Document

Example of note entry	Vatican Council II, <i>Dei Verbum</i> , Dogmatic Constitution on Divine Revelation (18 November 1965), n. 5, in <i>Vatican II: The Conciliar and Post Conciliar Documents</i> , ed. A. Flannery (Collegeville, MN: Liturgical Press, 1980).
Example of subsequent note entry	Vatican Council II, <i>Dei Verbum</i> , n. 5.
Example of bibliography entry	Vatican Council II. <i>Dei Verbum</i> . Dogmatic Constitution on Divine Revelation. 18 November 1965. In <i>Vatican II: The Conciliar and Post Conciliar Documents</i> , edited by A. Flannery. Collegeville, MN: Liturgical Press, 1980.

Papal Document

Example of note entry	John Paul II, <i>Veritatis Splendor</i> , Encyclical Letter (1993), n. 3.
Example of subsequent note entry	John Paul II, <i>Veritatis Splendor</i> , n. 3.
Example of bibliography entry	John Paul II. <i>Veritatis Splendor</i> . Encyclical Letter. 1993.

The Book of Concord

In citations the following abbreviations are used for the Lutheran confessional writings:

AC	Augsburg Confession
Ap	Apology of the Augsburg Confession
SA	Smalcald Articles
Tractate	Treatise on the Power and Primacy of the Pope
LC	Large Catechism
SC	Small Catechism
FC	Formula of Concord
Epit	Epitome of the Formula of Concord
SD	Solid Declaration of the Formula of Concord

When quoting from the Confessions, the source of the quotation must be given. For example:

Speaking of church unity the confessors are adamant that “it is enough for the true unity of the church to agree concerning the teaching of the gospel and the administration of the sacraments” (AC 7, 2; Kolb and Wengert: 43).

Notes:

1. The first part of the citation refers to Article 7 of the Augsburg Confession, paragraph 2. The second part indicates that the quotation is found on page 43 of the Kolb and Wengert edition of *The Book of Concord*.
2. When quoting from *The Book of Concord*, be careful not to say, “Kolb and Wengert say,” or “Tappert says.” The writers are either “the confessors” (The Augsburg Confession, The Apology of the Augsburg Confession, The Treatise on the Power and Primacy of the Pope, and the Formula of Concord) or “Luther” (the catechisms and The Smalcald Articles).

Luther's Works

Example of note entry	Martin Luther, “The sacrament of penance,” trans. E. Theodore Bachman, <i>Luther's Works: Word and Sacrament 1</i> , Vol. 35, ed. E. Theodore Bachman and Helmut T. Lehmann (Philadelphia, PA: Muhlenberg Press, 1960), 3–15.
Example of subsequent note entry	Luther, “The sacrament of penance,” 17.
Example of bibliography entry	Luther, Martin. “The sacrament of penance.” Translated by E. Theodore Bachman. In <i>Luther's Works: Word and Sacrament 1</i> , Vol. 35, edited by E. Theodore Bachman and Helmut T. Lehmann: 3–22. Philadelphia, PA: Muhlenberg Press, 1960.

Doctrinal Statements and Theological Opinions of the Lutheran Church of Australia (DSTO)

Example of note entry	Doctrinal Statements and Opinions of the Lutheran Church of Australia, “A Consensus Statement on Holy Scripture,” DSTO I.B: B10–B12, adopted by the LCA General Synod, 1987 Convention.
Example of subsequent note entry	“A Consensus Statement on Holy Scripture,” DSTO I.B: B10–B12.
Example of bibliography entry	Doctrinal Statements and Opinions of the Lutheran Church of Australia. “A Consensus Statement on

	Holy Scripture ,” DSTO I.B: B10–B12. Adopted by the LCA General Synod, 1987 Convention.
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Theses of Agreement

Example of note entry	Theses of Agreement adopted by the United Evangelical Lutheran Church in Australia and the Evangelical Lutheran Church of Australia, “The Permanent Status of the Theses of Agreement,” DSTO 1.A: A31, adopted by the Commission on Theology and Inter-Church Relations, May 1976.
Example of subsequent note entry	“The Permanent Status of the Theses of Agreement,” DSTO 1.A: A31.
Example of bibliography entry	Theses of Agreement adopted by the United Evangelical Lutheran Church in Australia and the Evangelical Lutheran Church of Australia. “The Permanent Status of the Theses of Agreement,” DSTO 1.A: A31. Adopted by the Commission on Theology and Inter-Church Relations, May 1976.

Government document

Example of note entry	Royal Commission into Institutional Responses to Child Sexual Abuse, <i>Royal Commission into Institutional Responses to Child Sexual Abuse, Final Report, Vol. 16, Religious Institutions Book 1</i> (Sydney, 2017), 11–12, https://www.childabuseroyalcommission.gov.au/sites/default/files/final_report_-_volume_16_religious_institutions_book_1.pdf .
Example of subsequent note entry	<i>Institutional Responses to Child Sexual Abuse</i> 16, bk. 1, 12.
Example of bibliography entry	Royal Commission into Institutional Responses to Child Sexual Abuse. <i>Royal Commission into Institutional Responses to Child Sexual Abuse, Final Report, Vol. 16, Religious Institutions Book 1</i> . Sydney, 2017. https://www.childabuseroyalcommission.gov.au/sites/default/files/final_report_-_volume_16_religious_institutions_book_1.pdf .

II. ACADEMIC WRITING

Academic writing is a skill you can learn. There are techniques to be mastered in conveying meaning well and constructing essays. Academic writing observes formal conventions that are intended to facilitate considered and respectful in-depth discussion. This guide provides advice to students undertaking studies at the University of Divinity and should be used alongside “Presenting Assignments” and the “Guide to Referencing.”

Lecturers love **elegant scholarly writing**. They aspire to it themselves! Good writing is persuasive as well as a pleasure to read. It fixes the reader’s focus on the page with concrete nouns that speak to the senses, even when discussing abstract concepts. Readability is paramount, so strive for clarity, coherence and concision in an engaging style.

Convey **meaning with clarity**. One useful technique is to keep nouns and verbs together so that readers understand who is doing what in each sentence. The verse “Jesus wept” is a powerful and succinct example. If we separate the noun and verb, the sentence loses some of its force and readers must work to reconnect the noun and verb in their minds: “Jesus, on discovering the death of his friend Lazarus and witnessing the grief of others, especially Martha and Mary, wept.” Rather than cram all the information into one serpentine sentence with multiple sub-clauses, write a few sentences of varying length. Eloquent brevity is better than laboured constructions intended to impress. Jargon can obfuscate too. You need to know the specialised language of your chosen discipline and you should use it thoughtfully, but jargon-laden writing can tell the reader another story. It may suggest academic hubris and it rarely facilitates considered and respectful discussion.

Avoid clutter. Assessment word counts have a tolerance of 10% above or below the total specified including text and footnotes, but not the bibliography. Concision is required. Hedging statements, such as “I am inclined to think that possibly,” are common in polite conversation but are extraneous in academic writing. Get to the point! Likewise, generalisations take up space and contribute little. Focus instead on detail and significance. Overusing adjectives and adverbs can congest your writing too. Use them where required, though you may not need many if you choose your verbs well.

Enliven your writing. Consider how often you use “is,” “are,” “was,” “were” and other conjugations of the verb “to be.” Exchange a few for some more animated verbs. You may need to rephrase sentences to achieve this, but it will give your writing verve. Compare “Jan’s book *is* important” with “Jan’s book *radiates* importance.” The verb “radiates” tells the reader so much more. Varied, lively verbs will also help you avoid passive verb constructions that can deaden prose if overused. Passive verb constructions usually name the passive person or thing that is being acted upon and then combine a form of “to be” with a past tense verb: “Our neighbour *is loved* by us.” Active verb constructions are more direct and lively. They place the actor and the action up front: “We *love* our neighbour.” Using the first person “I” or “we” tends to keep your writing in the active voice too, and it implicitly acknowledges your subjectivity as a scholar.

Read discerningly in preparation for your assignments. When selecting secondary sources avail yourself of your lecturers' wisdom, and when researching further keep in mind the four-fold criteria (with its memorable acronym): currency, reliability, authority and purpose or point of view. In a world awash with information and opinion, use only those sources that satisfy these selection criteria. Having assembled quality sources, examine each for argument, method and perspective. Be scrupulous in recording direct quotation and page numbers so that you can reference accurately. As you take notes, add some searchable key words highlighting themes across all your sources. Then use those themes to construct an original argument that takes account of a variety of perspectives and is not reliant on the information, argument or structure of any one source.

Structure your essays. Every essay requires an introduction that outlines scope and argument, a series of paragraphs that each deal with a single theme pertinent to the argument, and a conclusion that summarises afresh while critically reflecting. In each paragraph lead your reader from example to explanation, and point out the link between the paragraph and the overall argument. Rather than let the evidence speak for itself, make your points clearly, succinctly and persuasively. Introductions should address the topic and state the main argument, but may begin with an apt quotation, example or concrete visual description. There is scope for both rigour and creativity in structured writing. Just as composers master harmony and musical form in order to innovate, scholars master academic writing in order to engage with courage, spark and passion.

Use **inclusive language**. It is the policy of the University of Divinity to use inclusive language at all times. Avoid generic use of gender specific terms such as "man," "men," "his," "him," "he," and words that incorporate "-man" such as "caveman," or "sportsmanlike." Consult a thesaurus for gender neutral terms. The phrase "he or she" and the singular "they" are commonly accepted. Do not add feminine or diminutive suffixes to masculine forms as in "authoress," "aviatrix," or "heroine": women can be heroes.

Respectful discussion requires formal language. To write with studied precision, scholars avoid informal contractions, slang and colloquialisms. Never use informal contractions such as "don't" or "isn't," but instead use "do not" or "is not." Do not use the contraction "it's," but instead use "it is," unless quoting informal speech: "it's certain you won't use contractions." Euphemisms, slang and colloquialisms are also to be avoided as they do not aid considered discussion. Indeed, they are frequently imprecise and may even add unintended connotations: the formal phrase "Harry remained in the role for several years" is preferable to the colloquial "Harry had a good spell."

Choose words thoughtfully. Consult a dictionary and thesaurus to help you write with accuracy, nuance and variety. Use technical terms with precision and, if they are likely to be unfamiliar to your reader, a brief explanation. Acknowledge unfamiliar non-English terms with the use of italics: *conscientização*. Italics are not needed if the word is in an English dictionary: agape; en route.

There are conventions for the use of **abbreviations**. No full-stop is required for abbreviations of measurements (cm, km), contractions of titles (Dr, Mme, Sr, Fr, St), or abbreviations using two or more uppercase initials (NSW, SA, NZ, UN, NGO, DVD, BCE, AD, PhD, DMin). Full-stops are required for abbreviations ending in a lowercase letter (vol., a.m., etc., Vic., Tas., Qld., Feb., Aug.), and initials standing for given names (E. S. Fiorenza).

Numbers and dates are expressed in particular ways. Dates follow the day-month-year pattern, using numerals for the day and year but letters for the month: 1 May 1901. Years are expressed as numerals, but use letters at the beginning of a sentence: "Nineteen twenty-nine was a more difficult year than 1928." Decades do *not* require apostrophes: the 1920s. Centuries are expressed in letters: the twentieth century; a twentieth-century theologian. Except for dates, spell out numbers from zero to one hundred, multiples of a hundred, fractions, and numbers at the start of a sentence: fifty-six; seven hundred; two-thirds; Three little kittens. Decimals and numbers over one hundred may appear as numerals: 3.14159; 101. Further and more detailed conventions are outlined in the latest edition of *The Chicago Manual of Style*.

III. PRESENTING ASSIGNMENTS

A Sample Essay

This sample essay *explains and demonstrates* the basic conventions for the presentation of academic work. It describes how to set up your page and how to use sub-headings, footnotes, quotations and other conventions.

Begin by setting up your page. You will need margins of at least 2.54 cm on all four sides of the page. Set your line spacing to 1.5 or double and your spelling to "English (Australia)". Insert page numbers for ease of reference when discussing the work with your lecturer. The font must be easy to read: Times New Roman, Constantia and Cambria are commonly chosen. Font size matters too: use twelve point for text and ten point for footnotes. You will not need a header or front page as Turnitin automatically records details of author, word count and assignment when it converts your word document, rtf or pdf into a format for marking.

Use paragraphs to arrange your ideas. Start each paragraph with a topic sentence to indicate the theme to the reader. When formatting, paragraphs should be aligned left. Begin each paragraph with an indent so that the paragraphs may be easily distinguished.

Headings and sub-headings

Did you notice that the heading at the top of the page was slightly larger and bold? The heading does not need to be stylish, but it is helpful to set it out from the main body of text. Sub-headings should be bold but not larger than the rest of the text. Use them only if they significantly improve reading and comprehending. In a short essay like this you may find that sub-headings impede fluency.

Add a footnote each time you refer to the work of another scholar, whether you quote directly, use the work as a source of information, or critically engage with its ideas.¹ When inserting a footnote, add a superscript numeral outside the quotation mark and *after* the punctuation.² The bibliography lists the sources in the footnotes. Exemplifying good practice, there is a bibliography on a *separate* page at the end of this essay and the references are listed in alphabetical order by author surname, as per the University's guidelines and the latest edition of *The Chicago Manual of Style*. In *Chicago*, the preference is to place punctuation *before* the end quotation marks even where it is not part of the quotation (—end, "). The University acknowledges that placing punctuation *after* the end quotation marks where the punctuation is not part of the quotation makes grammatical sense and has long been used in British English (—end"). Exercise your judgement, and be consistent with both text and references.

Quotations should be "reproduced exactly" in quotation marks.³ If you change the first letter or the tense of the verb, indicate this with square brackets so that, "[t]he sentence [is] not interrupted."⁴ But, as illustrated, this practice does interrupt so keep it to a minimum by using shorter quotations instead. Use an ellipsis (...) to indicate words omitted. Do *not* use an ellipsis at the start or end of a quotation. If you add emphasis with italics, acknowledge the emphasis as your own. Quotations of more than four lines are presented as an indented block, without quotation marks, and single-spaced. There is one other use of quotation marks to consider:

Quotation marks are often used to alert readers that a term is used in a nonstandard (or slang), ironic, or ... special sense. Such scare quotes imply "This is not my term" or "This is not how the term is usually applied." Like any such device, scare quotes *lose their force and irritate readers if overused*.⁵ [my emphasis]

If the paragraph resumes after the block quotation, make sure that the text is aligned left and not indented as per a new paragraph. Long quotations can add considerably to your word count, so use them sparingly.

Word counts have a tolerance of 10% above or below the total specified. The word count includes footnotes, but not the bibliography. Keep the word count down by writing concisely. Be direct!

There are many other conventions that are useful to know. Use italics for unfamiliar foreign terms, such as *telenovelas*, but familiar words such as *agape* and *en route* do not require such treatment. Dates follow the day-month-year pattern: 1 Jan 1901. Decades do *not* require

¹ I. N. Shaw, *The Scholar's Integrity: Adequate References Always* (Minnamurra, NSW: Forger's Press, 1998), 5.

² *The Chicago Manual of Style*, 17th edition (Chicago: University of Chicago Press, 2017), 14.24.

³ *Chicago Manual of Style*, 13.7.

⁴ Shaw, *Scholar's Integrity*, 42. Shaw's text was invented for the purposes of illustration.

Substantive notes that amplify the text or continue the discussion may be included according to [CMOS 14.39](#).

⁵ *Chicago Manual of Style*, 7.57.

apostrophes: 1920s. The word “its” (meaning belonging to it) does not require an apostrophe. Never use the word “it’s” (the contraction of “it is”) as contractions do not belong in formal academic writing. With the exception of dates, spell out numbers from zero to one hundred, multiples of a hundred, and numbers at the start of a sentence. Numbers such as 101 and 3.14159 may appear as numerals. For more details, see *The Chicago Manual of Style*.

In conclusion, present your assignments clearly, formally and plainly. Allow your ideas to shine through!

Bibliography

The Chicago Manual of Style, 17th ed. Chicago: University of Chicago Press, 2017.

Shaw, I. N. *The Scholar’s Integrity: Adequate References Always*. Minnamurra, NSW: Forger’s Press, 1998.

INDEX OF UNDERGRADUATE UNITS

Semester Page

NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1/2	38
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FIELD A – HUMANITIES

LANGUAGES AL

AL1001Y	Biblical Hebrew A	1	40
AL1002Y	Biblical Hebrew B	2	41

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

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

FIELD B – BIBLICAL STUDIES BS

OLD TESTAMENT BA

BA1000Y	Entering the World of the Old Testament	2	43
BA2010Y/BA3010Y	Pentateuch	1	44
BA2011Y/BA3011Y	Psalms	2	45
BA2021Y/BA3021Y	Exile, Trauma and the Presence of God: the Book Of Ezekiel	1	46
BA3418Y	Supervised Reading Unit–Old Testament (18 points)		84
BA3436Y	Supervised Reading Unit–Old Testament (36 points)		84

NEW TESTAMENT BN

BN1000Y	Entering the World of the New Testament	1	47
BN2011Y/BN3011Y	Luke-Acts	1	48
BN2013Y/BN3013Y	The Gospel of John	2	49
BN2017Y/BN3017Y	Romans	2	50
BN3418Y	Supervised Reading Unit-New Testament (18 points)		84
BN3436Y	Supervised Reading Unit-New Testament (36 points)		84

BIBLICAL STUDIES BS

BS2501Y/BS3501Y	Exploring the World of Jesus	1	51
BS3418Y	Supervised Reading Unit-Biblical Studies (18 points)		84
BS3436Y	Supervised Reading Unit-Biblical Studies (36 points)		84

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

BA2012Y/BA3012Y	Wisdom Literature
BA2013Y/BA3013Y	The Book of Isaiah
BA2017Y/BA3017Y	The Twelve Prophets
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BA2019Y/BA3019Y	The Book of Jeremiah
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2018Y/BN3018Y	The Gospel of Mark
BN3015Y	The Biblical Land and the Gospels
BS3116Y/BS9116Y	Biblical Justice and the Reign of God

FIELD C – CHRISTIAN THOUGHT AND HISTORY

		Semester	Page
CHURCH HISTORY CH			
CH1001Y	A Survey of Early and Medieval Church History	1	53
CH2002Y	A Survey of Early Modern and Modern Church History	2	54
CH2016Y/CH3016Y	Heretics, Reformers and Crusaders (1000-1400): Have They Resonance Today?	2	55
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (DS2/3212Y)	1	56
CH2230Y/CH3230Y	Catholic Social Thought in Australia and Overseas (DT2/3230Y)	1	57
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT/DS2/3320Y)	2	58
CH2322Y/CH3322Y	Mystery as the Heart of the Church (DS2/3322Y)	1	59
CH3217Y	Women Doctors of the Church (DS3217Y)	1	60
CH3418Y	Supervised Reading Unit-Church History (18 points)		84
CH3436Y	Supervised Reading Unit-Church History (36 points)		84
SYSTEMATIC THEOLOGY CT			
CT1003Y	Beginning with Jesus	2	61
CT2025/CT3025Y	Sent to Serve	2	62
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church	2	63
CT2320Y/CT3320Y**	Mary in the Christian Tradition (=CH2/3320Y)	2	58
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism Confirmation Eucharist	1	64
CT3024Y	Theological Methods	1	65
CT3418Y	Supervised Reading Unit-Systematic Theology (18 points)		84
CT3436Y	Supervised Reading Unit-Systematic Theology (36 points)		84

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years			
CH2010Y/CH3010Y	Reformation Histories and Theologies		
CH2011Y/CH3011Y	Foundations of Australian Catholicism		
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture		
CH2214Y/CH3214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS2/3214Y)		
CH2215Y/CH3215Y**	From Perpetua to Dorothy Day (=DS2/3215Y)		
CH2216Y/CH3216Y	Disciples of Holiness (DS2/3216Y)		
CH2511Y/CH3511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT2/3511Y)		
CT2010Y/CT3010Y	Eschatology: Living in Hope		
CT2016Y/CT3016Y	In Search Of A Humbler Church		
CT2020Y/CT3020Y	The Cosmos as Creation		
CT2023Y/CT3023Y	Salvation and the End of Time		
CT2511Y/CT3511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH2/3511Y)		
CT3012Y	The Christian Doctrine of God: The Holy Trinity		
CT3017Y	Jesus: Name of our Salvation		
CT3019Y	Human Person: Community and World		

FIELD D – THEOLOGY: MISSION AND MINISTRY

Semester Page

CANON LAW DC

DC3418Y	Supervised Reading Unit-Canon Law (18 points)	84
DC3436Y	Supervised Reading Unit-Canon Law (36 points)	84

LITURGY DL

DL1430Y	Doing and Living the Church's Liturgy	2	68
DL2423Y/DL3423Y	Proclaiming the Word of God	1	69
DL3010Y	Liturgy: Presiding and Participating	1	70
DL3418Y	Supervised Reading Unit-Liturgical Studies (18 points)		84
DL3436Y	Supervised Reading Unit-Liturgical Studies (36 points)		84

MISSIOLOGY DM

DM1330Y	Introduction to the Theology of Mission	2	71
DM2011Y/DM3011Y	A Comparative Study of Religions	2	72
DM2015Y/DM3015Y	Recent Approaches to Mission	1	73
DM2470Y/DM3470Y	Christian Social Teaching and Indigenous Peoples (DT2470Y/DT3470Y)	1	74
DM3418Y	Supervised Reading Unit-Missiology (18 points)		84
DM3436Y	Supervised Reading Unit-Missiology (36 points)		84

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP1001Y	Foundations for Pastoral Practice	1	75
DP2004Y/DP3004Y	Loss, Grief and Bereavement Issues within Pastoral Ministry Contexts	2	76
DP3006Y	Professional Issues in Pastoral Ministry	2	77
DP2101Y**	Spiritual Leaders (=DS2101Y)	1&2	79
DP9100S	Clinical Pastoral Education (CPE)		149
DP3418Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies		84
DP3436Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies		84

RELIGIOUS EDUCATION DR

DR3418Y	Supervised Reading Unit-Religious Education (18 points)	84
DR3438Y	Supervised Reading Unit-Religious Education (36 points)	84

SPIRITUALITY DS

DS1000Y	Foundations for Christian Spirituality	2	78
DS2101Y	Spiritual Leaders (DP2101Y)	1&2	79
DS2212Y/DS3212Y**	Art History and Spirituality in Western Europe (= CH2/3212Y) 1		56
DS2320Y/DS3320Y**	Mary in the Christian Tradition (=CH/CT2/3320Y)	2	58
DS2322Y/DS3322Y**	Mystery as the Heart of the Church (=CH2/3322Y)	1	59
DS3217Y**	Women Doctors of the Church (=CH3217Y)	1	60
DS3418Y	Supervised Reading Unit-Spirituality (18 points)		84
DS3436Y	Supervised Reading Unit-Spirituality (36 points)		84

MORAL THEOLOGY DT

DT1000Y	Introduction to Moral Theology	1	81
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology	2	82
DT2016Y/DT3016Y	Action for a Fairer World	2	83
DT2230Y/DT3230Y**	Catholic Social Thought in Aust. & O'seas (=CH2/3230Y)	1	57
DT2470Y/DT3470Y**	Christian Social Teaching and Indigenous Peoples (=DM2/3470Y)	1	74
DT3418Y	Supervised Reading Unit-Moral Theology (18 points)		84
DT3436Y	Supervised Reading Unit-Moral Theology (36 points)		84

**See cross listing for detailed unit description.

FIELD D – THEOLOGY: MISSION AND MINISTRY

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

CANON LAW DC

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

LITURGY DL

DL2422Y/DL3422Y	Ritual and Pastoral Care: in Sickness and Life's Ending (DP2/3422Y)
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MISSIOLOGY DM

DM2014Y/DM3014Y	Inter-Religious Dialogue in a Multi-religious Society
DM2016Y/DM3016Y	Liberating Mission: When Gospel Meets Culture
DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP3005Y	Trauma
DP2111Y/DP3111Y	Ministry in Contemporary Context
DP2010Y	Faith, Religion and Spirituality (DS2010Y)
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

DS2010Y**	Faith, Religion and Spirituality (=DP2010Y)
DS2214Y/DS3214Y**	Death, Dying and Grief (=CH2/3214Y)
DS2215Y/DS3215Y	From Perpetua to Dorothy Day (CH2/3215Y)
DS2216Y/DS3216Y**	Disciples of Holiness (=CH2216Y/CH3216Y)
DS2321Y/DS3321Y	Gifted to the Church

MORAL THEOLOGY DT

DT2012Y/DT3012Y	Justice and Human Rights
DT2014Y/DT3014Y	Can War be Just?

INDEX OF POSTGRADUATE UNITS

Semester Page

NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1	38
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FIELD A – HUMANITIES

LANGUAGES

AL8011Y	Biblical Hebrew A (Foundational unit)	1	101
AL8012Y	Biblical Hebrew B (Foundational unit)	2	102

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

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 B – BIBLICAL STUDIES

OLD TESTAMENT BA

BA8000Y	Entering the World of the Old Testament (Foundational unit)	2	104
BA9010Y	Pentateuch	1	105
BA9011Y	Psalms	2	106
BA9021Y	Exile, Trauma and the Presence of God: the Book Of Ezekiel	1	107
BA9424Y	Supervised Reading Unit-Old Testament (24 points)		153
BA9448Y	Supervised Reading Unit-Old Testament (48 points)		153

NEW TESTAMENT BN

BN8000Y	Entering the World of the New Testament	1	108
BN9011Y	Luke-Acts	1	109
BN9013Y	The Gospel of John	2	110
BN9017Y	Romans	2	111
BN9424Y	Supervised Reading Unit-New Testament (24 points)		153
BN9448Y	Supervised Reading Unit-New Testament (48 points)		153

BIBLICAL STUDIES BS

BS9501Y	Exploring the World of Jesus	1	112
BS9662Y	Interpreting Biblical Texts MEdTheol	2	113
BS9424Y	Supervised Reading Unit-Biblical Studies (24 points)		15
BS9448Y	Supervised Reading Unit-Biblical Studies (48 points)		153

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

BA9012Y	Wisdom Literature
BA9013Y	The Book of Isaiah
BA9017Y	The Twelve Prophets
BA9018Y	Justice Mercy and Theodicy in the Old Testament
BA9019Y	The Book of Jeremiah
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9018Y	The Gospel of Mark
BN9015Y	The Biblical Land and the Gospels
BS9116Y	Biblical Justice and the Reign of God

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

Semester Page

CHURCH HISTORY CH

CH8001Y	A Survey of Early and Medieval Church History (Foundational)	1	115
CH9002Y	A Survey of Early Modern and Modern Church History	2	116
CH9016Y	Heretics, Reformers and Crusaders (1000-1400): Have They Resonance Today?	2	117
CH9212Y	Art History and Spirituality in Western Europe (DS9212Y)	1	118
CH9217Y	Women Doctors of the Church (DS9217Y)	1	119
CH9230Y	Catholic Social Thought in Australia and Overseas (DT2/3230Y)	1	120
CH9320Y	Mary in the Christian Tradition (CT/DS2/3320Y)	2	121
CH9322Y	Mystery as the Heart of the Church (DS2/3322Y)	1	122
CH9424Y	Supervised Reading Unit-Church History (24 points)		153
CH9448Y	Supervised Reading Unit-Church History (48 points)		153

SYSTEMATIC THEOLOGY CT

CT8003Y	Beginning with Jesus (Foundational unit)	2	123
CT9024Y	Theological Methods	1	124
CT9025Y	Sent to Serve	2	125
CT9310Y	Signs and Gifts of God: Sacraments of Life and Church 126	2	
CT9320Y**	Mary in the Christian Tradition (=CH9320Y, DS9324Y)	2	121
CT9350Y	Sacraments of Initiation: Baptism Confirmation and Eucharist	1	127
CT9424Y	Supervised Reading Unit-Systematic Theology (24 points)		153
CT9448Y	Supervised Reading Unit-Systematic Theology (48 points)		153

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

CH9010Y	Reformation Histories and Theologies
CH9011Y	Foundations of Australian Catholicism
CH9212Y	Introduction to Early Christian Art and Architecture (DS9212Y)
CH9214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS9214Y)
CH9216Y	Disciples of Holiness (DS9216Y)
CH9215Y**	From Perpetua to Dorothy Day (=DS9215Y)
CH9511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT9511Y)
CT9010Y	Eschatology: Living in Hope
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	In Search of A Humbler Church
CT9017Y	Jesus: Name of our Salvation
CT9019Y	Human Person: Community and World
CT9020Y	The Cosmos as Creation
CT9023Y	Salvation and the End of Time
CT9511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH9511Y)

FIELD D - THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

Semester Page

CANON LAW DC

DC9424Y	Supervised Reading Unit – Canon Law (24 points)		153
DC9448Y	Supervised Reading Unit – Canon Law (48 points)		153

EDUCATION STUDIES DE

DE9663Y**	Leadership for Mission in a Catholic School (=DR9663Y)	1	141
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LITURGY DL

DL8430Y	Doing and Living the Church's Liturgy	2	131
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations	1	132
DL9423Y	Proclaiming the Word of God	1	123
DL9424Y	Supervised Reading Unit-Liturgy (24 points)		153
DL9448Y	Supervised Reading Unit-Liturgy (48 points)		153

MISSIOLOGY DM

DM8330Y	Introduction to Theology of Mission (Foundational unit)	2	134
DM9011Y	A Comparative Study of Religions	2	135
DM9015Y	Recent Approaches to Mission	1	136
DM9470Y	Christian Social Teaching and Indigenous Peoples (DT9470Y)	1	137
DM9663Y**	Leadership for Mission in a Catholic School (=DR9663Y)	1	141
DM9424Y	Supervised Reading Unit-Missiology (24 points)		153
DM9448Y	Supervised Reading Unit-Missiology (48 points)		153

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP8001Y	Foundations for Pastoral Practice (Foundational unit)	1	138
DP9004Y	Loss, Grief and Bereavement Issues within Pastoral Ministry Contexts	2	139
DP9006Y	Professional Issues in Pastoral Ministry	2	140
DP9100S	Clinical Pastoral Education CPE	1 or 2	149
DP9424Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (24 points)		153
DP9448Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (48 points)		153

RELIGIOUS EDUCATION DR

DR9663Y	Leadership for Mission in a Catholic School (DM/DE9663Y)	1	141
DP9424Y	Supervised Reading Unit-Religious Education (24 points)		153
DP9448Y	Supervised Reading Unit-Religious Education (48 points)		153

SPIRITUALITY DS

DS8000Y	Foundations for Christian Spirituality (Foundational unit)	2	142
DS9212Y**	Art History and Spirituality in Western Europe (=CH9212Y)	1	118
DS9217Y**	Women Doctors in the Church (=CH9217Y)	1	119
DS9320Y**	Mary in the Christian Tradition (=CH9320Y, CT9320Y)	2	121
DS9322Y**	Mystery as the Heart of the Church (=CH9322Y)	1	122
DS9424Y	Supervised Reading Unit-Spirituality (24 points)		153
DS9448Y	Supervised Reading Unit-Spirituality (48 points)		153

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

Semester Page

MORAL THEOLOGY DT

DT8000Y	Introduction to Moral Theology (Foundational unit)	1	143
DT9011Y	Major Issues in Contemporary Moral Theology	2	144
DT9016Y	Action for a Fairer World	2	145
DT9230Y**	Catholic Social Thought in Aust. and Overseas (=CH9230Y)	1	120
DT9470Y**	Christian Social Teaching and Indigenous Peoples (=DM9470Y)	1	137
DT9424Y	Supervised Reading Unit-Moral Theology (24 points)		153
DT9448Y	Supervised Reading Unit-Moral Theology (48 points)		153

**See cross listing for detailed unit description.

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

CANON LAW DC

DC9011Y	Canon Law A
DC9012Y	Canon Law B
DC9410Y	Principles and Practice for Church Governance (DP9410Y)

MISSIOLOGY DM

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

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP9005Y	Trauma-a contemporary issue within the pastoral setting
DP9010Y	Faith, Religion and Spirituality (DS9010Y)
DP9111Y	Ministry in Contemporary Context
DP9410Y**	Principles and Practice of Church Governance (=DC9410Y)
DP9422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL9422Y)

SPIRITUALITY DS

DS9010Y**	Faith, Religion and Spirituality (=DP9010Y)
DS9212Y**	Introduction to Early Christian Art and Architecture (=CH9212Y)
DS9214Y**	Death, Dying and Grief (=CH9214Y)
DS9215Y	From Perpetua to Dorothy Day (CH9215Y)
DS9216Y**	Disciples of Holiness (=CH9216Y)
DS9321Y	Gifted to the Church

MORAL THEOLOGY DT

DT9012Y	Justice and Human Rights
DT9014Y	Can war be just?

CAPSTONE UNITS

XS9992Y	Pastoral Leadership	2	147
XS9907Z	Enhancing Teacher Professional Learning for Religious Education	2	148

CAPSTONE UNITS OFFERED IN OTHER YEARS

Units not offered in 2021, but normally offered in other years

XS9991Y	A Faith to Live By		
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UNITS FROM OTHER COLLEGES

DP9100S	Clinical Pastoral Education (Stirling Theological College)	1 or 2	149
RQ9021C	Research Methodologies (Catholic Theological College)	1	151

SUPERVISED READING UNITS

Details of these units are on page 84 (undergraduate) and page 153 (postgraduate).

MINOR THESIS

RQ9748M	16,000 word Minor Thesis		152
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GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

See page 160 for GCTRE Course Schedule at each centre

The required units are usually taken in the following order:

BS8601Y	Introduction to Scripture for Religious Educators (Box Hill, Ballarat)	Sem 1	155
CT8602Y	Jesus Christ Today: Church, Mission and Sacraments (Box Hill, Ballarat)	Sem 2	156
DR8603Y	Foundations of Religious Education (Box Hill)	Sem 1	157
DT8604Y	Making our Moral Choices in Life: A Value Added Approach (Box Hill)	Sem 2	158
DR8605Y	Integrative Exercise (Final semester of GCTRE)	Sem 1 & 2	159

SILOAM PROGRAM (HEART OF LIFE)

Program and contact details see page 161-168

Undergraduate First Semester 2021
(22 February – 28 May)

Monday

9:30			
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	BA2/3021Y JH Exile, Trauma and the Presence of God: the Book of Ezekiel	CH/DT2/3230Y BD Catholic Social Thought in Australia and Overseas	

Tuesday

9:30	DL3010Y PM Liturgy: Presiding and Participating in Community Celebrations	DM/DT2/3470Y RR Christian Social Teaching & Indigenous Peoples	
6:00	BN1000Y GB & FO Entering the World of the New Testament	BS2/3501Y Exploring the World of Jesus	CH/DS2/3322Y CP Mystery as the Heart of the Church: Traditions of Mysticism

Wednesday

9:30	CH1001Y MB A Survey of Early and Medieval Church History (100-1450)	DL2/3423Y MK Proclaiming the Word of God	
6:00	BA2/3010Y M O'B Pentateuch	CT2/3350Y GBr Sacraments of Initiation: Baptism, Confirmation, Eucharist	DP1001Y BR Foundations for Pastoral Practice

Thursday

9:30	BN2/3011Y CMon Luke-Acts		DM2/3015Y ADaC Recent Approaches to Mission	
6:00	AL1001Y JH Biblical Hebrew A	CH/DS2/3212Y CR Art History & Spirituality in Western Europe	CT3024Y MB Theological Methods	DT1000Y PM Introduction to Moral Theology: The God I believe in is the God to whom I respond

Units with special arrangements:

CH/DS3217Y Women Doctors of the Church CP 9:30am-4:30pm Saturdays 27 Feb; 13 March; 17 April; 1 May; 15 May
DS/DP2101Y Spiritual Leaders PBeirne 9:30am-12:30pm Friday mornings plus rotating individual supervision once per month. (Year-long unit)

Undergraduate Second Semester 2021
(26 July – 29 October)

Monday

9:30			
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	BN2/3017Y CMon Romans	CT1003Y RF Beginning With Jesus	DT2/3016Y BD Action for a Fairer World

Tuesday

9:30	BA2/3011Y MR Psalms	DS1000Y RR Foundations for Christian Spirituality	
6:00	BA1000Y JH Entering the World of the OT	BN2/3013Y MC The Gospel of John	DM2/3011Y ADaC A Comparative Study of Religions
			DT2/3011Y BT Major Issues in Contemporary Moral Theology

Wednesday

9:30	CH2002Y MB A Survey of Early Modern and Modern Church History		
6:00	CH2/3016Y CP Heretics, Reformers and Crusaders (1000-1400): Have They Resonance Today?	CT2/3310Y GBr Signs and Gifts of God: Sacraments of Life and Church	DP3006Y BR Professional Issues in Pastoral Ministry

Thursday

9:30	DM1330Y ADaC Introduction to the Theology of Mission		DP2/3004Y BR Loss, Grief and Bereavement Issues in Pastoral Ministry Contexts
6:00	AL1002Y JH Biblical Hebrew B	CT2/3025Y MB Sent to Serve	DL1430Y PM Doing and Living the Church's Liturgy

Units with special arrangements:

CH/CT/DS2/3320Y Mary in the Christian Tradition MB CR CP 9:30am-4:30pm Saturdays 7 August; 21 August; 4 September; 18 September; 9 October; 23 October

Postgraduate First Semester 2021
(22 February – 28 May)

Monday

9:30			
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	BA9021Y JH Exile, Trauma and the Presence of God: the Book of Ezekiel	CH/DT9230Y BD Catholic Social Thought in Australia and Overseas	

Tuesday

9:30	DL9010Y PM Liturgy: Presiding and Participating in Community Celebrations	DM/DT9470Y RR Christian Social Teaching & Indigenous Peoples	
6:00	BN8000Y GB &FO Entering the World of the New Testament	BS9501Y AG Exploring the World of Jesus	CH/DS9322Y CP Mystery as the Heart of the Church: Traditions of Mysticism

Wednesday

9:30	CH8001Y MB A Survey of Early and Medieval Church History (100-1450)	DL9423Y MK Proclaiming the Word of God	
6:00	BA9010Y M O'B Pentateuch	CT9350Y GBr Sacraments of Initiation: Baptism, Confirmation, Eucharist	DP8001Y BR Foundations for Pastoral Practice

Thursday

9:30	BN9011Y CMon Luke-Acts		DM9015Y ADaC Recent Approaches to Mission	
6:00	AL8001Y JH Biblical Hebrew A	CH/DS9212Y CR Art History & Spirituality in Western Europe	CT9024Y MB Theological Methods	DT8000Y PM Introduction to Moral Theology: The God I believe in is the God to whom I respond

Units with special arrangements:

CH/DS9217Y Women Doctors of the Church CP 9:30am-4:30pm Saturdays 27 Feb; 13 March; 17 April; 1 May; 15 May
DR/DE/DM9663Y Leadership for Mission in a Catholic School MAK 9:00am-4:00pm Saturday 27 February; Saturday 20 March; 2 online days asynchronous; Saturday 8 May; Saturday 22 May

Postgraduate Second Semester 2021
(26 July – 29 October)

Monday

9:30			
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	BN9017Y CMon Romans	CT8003Y RF Beginning With Jesus	DT9016Y BD Action for a Fairer World

Tuesday

9:30	BA9011Y MR Psalms	DS8000Y RR Foundations for Christian Spirituality	
6:00	BA8000Y JH Entering the World of the OT	BN9013Y MC The Gospel of John	DM9011Y ADaC A Comparative Study of Religions
			DT9011Y BT Major Issues in Contemporary Moral Theology

Wednesday

9:30	CH9002Y MB A Survey of Early Modern and Modern Church History		
6:00	CH9016Y CP Heretics, Reformers and Crusaders (1000-1400): Have They Resonance Today?	CT9310Y GBr Signs and Gifts of God: Sacraments of Life and Church	DP9006Y BR Professional Issues in Pastoral Ministry
			XS9992Y MAK Pastoral Leadership

Thursday

9:30	DM8330Y ADaC Introduction to the Theology of Mission	DP9004Y BR Loss, Grief and Bereavement Issues in Pastoral Ministry Contexts	
6:00	AL8002Y JH Biblical Hebrew B	CT9025Y MB Sent to Serve	DL8430Y PM Doing and Living the Church's Liturgy

Units with special arrangements:

BS9662Y Interpreting Biblical Texts (METH) MC, JH, FO 9.00am-4:00pm Saturday 17 July; Saturday 24 July; 2 online days asynchronous; Saturday 28 August; 11 September
CH/CT/DS9320Y Mary in the Christian Tradition MB CR CP 9:30am-4:30pm Saturdays 7 August; 21 August; 4 September; 18 September; 9 October; 23 October
XS9907Z Enhancing Teacher Professional Learning for R.E (MEdTheol) MK, KL 9.30am-12.30am Friday 6 August; Friday 15 October

NOTES