POSTGRADUATE UNIT DESCRIPTIONS

ACADEMIC YEAR: 2015
Pilgrim Theological College has been authorised to teach the following postgraduate awards of the University of Divinity:

- Graduate Certificate in Theology
- Graduate Certificate in Research Methodology
- Graduate Diploma in Theology
- Master of Arts (Theology)
- Master of Theological Studies

Please note that former students of the United Faculty of Theology who are enrolled in the Master of Divinity Programme are able to complete their MDiv studies at Pilgrim. Please contact the Coursework Studies Coordinator for more information.

These awards are governed by the regulations of the University of Divinity. These regulations, along with summary information about each award, can be found by clicking on the relevant links at: http://www.divinity.edu.au/study/our-courses/, or on the links below. Brief, summary information is provided here, but students should check with the Registrar or Coursework Studies Coordinator prior to enrolling in any award.

**Graduate Certificate in Theology**

Successful completion of the Graduate Certificate in Theology requires 45 credit points (3 units) of postgraduate level foundational units, taken across three disciplines in at least two fields. It can be taken over single semester full-time, or up to three semesters part-time.

**Graduate Certificate in Research Methodology**

Successful completion of the Graduate Certificate in Research Methodology requires 45 credit points of postgraduate level study. The two components of the award are:

- A postgraduate unit in research methodology (in 2015 this unit is being offered by the Catholic Theological College on behalf of the whole University of Divinity)
- A 12,000 word Research Essay. This will usually be supervised by a member of the Pilgrim Faculty or a Research Associate.

The GradCertResMethod can be taken over a single semester full-time or up to three semesters part-time.

**Graduate Diploma in Theology**

Successful completion of the Graduate Diploma in Theology requires 90 credit points (6 units) of postgraduate level units. At least 45 points (3 units) must be taken at Foundational level across three disciplines in at least two fields. It can be taken over one year full-time, or up to three years part-time.

**Master of Arts (Theology)**

Successful completion of the Master of Arts (Theology) requires 180 credit points (12 units) of postgraduate level units. The units taken must include:

- At least 45 points (3 units) must be taken at Foundational level across three disciplines in at least two fields.
- At least 75 points (5 units) must be taken at Elective Level
- At least 15 points (1 unit) must be taken as a Capstone unit, or as a 12,000 word Research Essay.

The MA(Theol) can be taken over two years full-time, or up to six years part-time.

**Master of Theological Studies**

The Master of Theological Studies is only available to students who hold a Bachelors degree in Theology or an equivalent qualification. Successful completion of the Master of Theological Studies requires 150 credit points (10 units) of postgraduate level units. The units taken must include:

- No more than 30 points (2 units) of Foundational Units
- At least 15 points (1 unit) must be taken as a Capstone unit, or as a 12,000 word Research Essay.

The MTS can be taken over two years (full time) or up to five years (part-time)

For further information about our undergraduate courses and awards, please contact us at study@pilgrim.edu.au
## Postgraduate Units at Pilgrim Theological College: 2015

### Field A: Humanities

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<tbody>
<tr>
<td>AL8100P</td>
<td>Introduction to New Testament Greek A</td>
<td>weekly</td>
<td></td>
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<tr>
<td>AL8200P</td>
<td>Introduction to New Testament Greek B</td>
<td></td>
<td>weekly</td>
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<tr>
<td>AP8000P</td>
<td>Philosophy for Understanding Theology</td>
<td>weekly</td>
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<tr>
<td>AP9750P</td>
<td>Belief after Philosophy</td>
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### Field B: Biblical Studies

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<tr>
<td>BA8010P</td>
<td>Life, History and the People of God in the Hebrew Scriptures</td>
<td>weekly</td>
<td></td>
</tr>
<tr>
<td>BA8019P</td>
<td>Life, History and the People of God in the Hebrew Scriptures</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>BA9030P</td>
<td>Prophets and their Writings</td>
<td>weekly</td>
<td></td>
</tr>
<tr>
<td>BA9039P</td>
<td>Prophets and their Writings</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>BA9020P</td>
<td>Psalms</td>
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<td>intensive</td>
</tr>
<tr>
<td>BA9029P</td>
<td>Psalms</td>
<td></td>
<td>online</td>
</tr>
<tr>
<td>BN8010P</td>
<td>Earliest Christianity: Stories, Texts, Beliefs</td>
<td></td>
<td>weekly</td>
</tr>
<tr>
<td>BN8019P</td>
<td>Earliest Christianity: Stories, Texts, Beliefs</td>
<td></td>
<td>online</td>
</tr>
<tr>
<td>BN9100P</td>
<td>Gospel Church and World: Mission and Ministry in Phil and 2 Cor</td>
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<td>weekly</td>
</tr>
<tr>
<td>BN9109P</td>
<td>Gospel Church and World: Mission and Ministry in Phil and 2 Cor</td>
<td>online</td>
<td></td>
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<tr>
<td>BN9110P</td>
<td>Gospel, Church and World: Mission and Ministry in Phil and 2 Cor (Greek)</td>
<td>weekly</td>
<td></td>
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<tr>
<td>BN9020P</td>
<td>The Historical Jesus</td>
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<td>weekly</td>
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<tr>
<td>BN9029P</td>
<td>The Historical Jesus</td>
<td></td>
<td>online</td>
</tr>
<tr>
<td>BS8000P</td>
<td>Introduction to Christian Scripture</td>
<td>weekly</td>
<td></td>
</tr>
<tr>
<td>BS8009P</td>
<td>Introduction to Christian Scripture</td>
<td>online</td>
<td></td>
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<tr>
<td>BS8010P</td>
<td>Reading and Interpreting the Bible in Contemporary Times</td>
<td></td>
<td>weekly</td>
</tr>
<tr>
<td>BS8019P</td>
<td>Reading and Interpreting the Bible in Contemporary Times</td>
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<td>online</td>
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### Field C: Christian History and Thought

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<tbody>
<tr>
<td>CH8000P</td>
<td>Memory, History and the Historians</td>
<td>weekly</td>
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<tr>
<td>CH8009P</td>
<td>Memory, History and the Historians</td>
<td>online</td>
<td></td>
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<tr>
<td>CH8100P</td>
<td>The Cracking of Christendom: Theological Issues of the Reformation</td>
<td>weekly</td>
<td></td>
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<tr>
<td>CH8109P</td>
<td>The Cracking of Christendom: Theological Issues of the Reformation</td>
<td>online</td>
<td></td>
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<tr>
<td>CH9300P</td>
<td>Medieval Monastic Wisdom</td>
<td></td>
<td>intensive</td>
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<tr>
<td>CH8405P</td>
<td>Prayer and Hospitality: Benedictine Spirituality in Australia</td>
<td></td>
<td>intensive</td>
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<tr>
<td>CT8000P</td>
<td>Faith, Theology and Doctrines</td>
<td></td>
<td>intensive</td>
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<tr>
<td>CT8009P</td>
<td>Faith, Theology and Doctrines</td>
<td></td>
<td>online</td>
</tr>
<tr>
<td>CT8010P</td>
<td>Culture, Beliefs and Theology</td>
<td></td>
<td>intensive</td>
</tr>
<tr>
<td>CT8019P</td>
<td>Culture, Beliefs and Theology</td>
<td></td>
<td>online</td>
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</tbody>
</table>
CT8020P: Jesus, Discipleship and Justice  Semester 2: weekly
CT8029P: Jesus, Discipleship and Justice  Semester 2: online
CT9000P: Trinity, Society and Dialogue  Semester 1: weekly
CT9009P: Trinity, Society and Dialogue  Semester 1: online
CT9010P: Human Person, Culture, World  Semester 2: weekly
CT9019P: Human Person, Culture, World  Semester 2: online

Field D: Theology: Mission and Ministry

DL/DS/CH8400P: Lent and Easter: Forty Days and Fifty Days (see DL3400P)  Semester 1: intensive
DM8000P: Developing a Mission Theology for Today  Semester 1: weekly
DM8009P: Developing a Mission Theology for Today  Semester 1: online
DM8010P: Migrant Christianity in Contemporary Australia  Semester 2: weekly
DM8019P: Migrant Christianity in Contemporary Australia  Semester 2: online
DM9500P: Ferment and Renewal: The Missional Church Today  Semester 2: weekly
DM9509P: Ferment and Renewal: The Missional Church Today  Semester 2: online
DL8400P: Lent and Easter: Forty Days and Fifty Days  Semester 1: intensive
DP8000P: Self and Other in Pastoral Relationships  Semester 1: weekly
DP8900P: Supervised Theological Field Education  As required
DP9900P: Further Supervised Theological Field Education  As required
DP8500P: Theology of Pastoral Care  Semester 1: weekly
DP8509P: Theology of Pastoral Care  Semester 1: online
DP9005P: Educating and Ministering Through Life’s Passages  Semester 1: intensive
DP9605P: Pastoral Counselling and Professional Ministry Practice  Semester 1: intensive
DP9805P: Effective Christian Leadership and Ministry  Semester 2: intensive
DS9300P: Medieval Monastic Wisdom (see CH3300P)  Semester 2: intensive
DS8400P: Lent and Easter: Forty Days and Fifty Days (see DL3400P)  Semester 1: intensive
DS8405P: Prayer and Hospitality: Benedictine Spirituality in Australia (see CH3405P)  Semester 2: Intensive
DT9000P: Contemporary Christian Ethics  Semester 2: weekly

Other Units
Supervised Reading Units
12,000 Word Research Essay
Capstone Integrative Project
AL8100P: Introduction to New Testament Greek

Semester 1: weekly + pre-sessional class: Feb 3rd and Feb 5th 2015 (10-am–4pm)

Description

This unit introduces students to the original language of the New Testament. It provides sufficient knowledge of the vocabulary, grammar and syntax to enable them to begin to translate and interpret the New Testament from the Greek text. Several short passages from the New Testament will be translated. Some attention will also be given to other writings in Greek that were important for early Christians, such as the Septuagint or non-NT Christian texts from the first and second centuries.

Upon successful completion of this unit, it is expected that students will be able to:
1. translate simple sentences and passages from New Testament Greek into English
2. translate simple sentences from English into New Testament Greek
3. know the meaning of 200 words that occur frequently in the New Testament
4. analyse the grammar and syntax of simple sentences in New Testament Greek
5. apply their knowledge of Greek to the exegesis of passages in the New Testament
6. translate simple passages from other Greek texts important to early Christians.

Assessment

Weekly Tests (10 x 10 minutes) (2000 words equivalent)
2 homework exercises (1000 words equivalent)
2 short homework exercises on non NT Greek texts (1000 words equivalent)
1 x 2 hour written examination (2000 word equivalent)

Lecturer: Sunny Chen

Recommended reading

* = set texts recommended for purchase


AL8200P: Introduction to New Testament Greek: Part B

Semester 2: weekly

Description

This unit continues on from AL8100P. It provides further instruction in Greek syntax, grammar and vocabulary, using the same textbook as in the previous semester. About a third of the unit will be devoted to the translation of extended portions of the Greek New Testament (e.g., chapters from 1 John), prepared in advance by the students. These selected passages will be studied for syntactical grammatical analysis and translation into English, but also to see how engaging with a biblical text in its original language can assist in its interpretation. Furthermore, there will be some opportunities to translate passages from other writings in Greek that were important for early Christians.

Upon successful completion of this unit, it is expected that students will be able to:
1. begin to translate complex sentences and passages from NT Greek into English
2. translate simple sentences from English into NT Greek
3. demonstrate a NT Greek vocabulary of 400 words or more
4. analyse the grammar and syntax of complex sentences in NT Greek
5. apply their knowledge of Greek to the exegesis of lengthy NT passages
6. translate simple passages from other Greek texts important to early Christians

Assessment

Weekly Tests (10 x 10 minutes) (2000 word equivalent) 30%
2 x short homework exercises (1000 word equivalent) 20%
2 x homework exercises on non-NT Greek texts (1000 words equivalent) 1 x 2 hour written examination (2000 word equivalent) 50%

Prerequisite: AL8100P: Introduction to New Testament Greek: Part A, or equivalent

Lecturer: Sunny Chen

Recommended Reading

* = set texts recommended for purchase


AP8000P: Philosophy for Understanding Theology

Semester 1: weekly

Description

This unit explores the philosophical underpinnings of some key theological turns in Christian history. Variants of Platonism provide the background against which the Hellenistic elements in the New Testament can be interpreted; subsequent Platonist developments inform Augustine's thought, and thereby, much later, Luther's. Similarly, Aristotle sets the scene for Thomas Aquinas; Kant for Schleiermacher and the nineteenth century liberal theologians; Hegel, in a different way, for Kierkegaard and Barth; Heidegger for Bultmann and Rahner. The unit gives the student an engagement with the philosophers concerned, both in their own right and as they provide a background for scriptural and theological contemporaries and successors. It challenges the student to address critically the question of whether there exists a theoretical limit to fruitful engagement between philosophical and theological approaches to discovering ultimate meaning.

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

1. explain the difference between philosophical and theological approaches to exploring truth;
2. discuss the ways in which the particular philosophers studied have extensions of their philosophical claims that are essentially theological;
3. recognise the issues involved in assessing the theological merits and demerits of the various philosophical positions studied;
4. critically evaluate, with reference to original texts, the coherence of the philosophical positions studied as these bid to inform theological positions.
5. demonstrate understanding, through focus on a particular philosopher or philosophy, of the deeper issues uniting and dividing secular-philosophical and religious-theological approaches.

Assessment

1 x 3000 word essay, following seminar presentation 50%
1 x 3000 word essay 50%

Lecturer: John Martis

Recommended reading

* = set texts recommended for purchase


Belief after Philosophy: Postmodernism and Religious Faith

Semester I: weekly

Description

Is postmodernist suspicion an ally of religious faith, or its deadly enemy? How can anyone doubt the value of foundations and still speak meaningfully of God, or religious faith? Alternatively, does the notion of God as foundation amount to limitation of the divine, or even idolatry? This unit looks at how postmodern thinking bids to rework some traditional connections between faith and philosophy. Canvassing the questions above, it takes the student towards the deeper question of whether theology as such can be said to help, rather than hinder, philosophical approaches to the divine.

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

1. Explain the philosophical meaning(s) of the term postmodern, as it informs interrelated postmodern claims for the death of God, death of the self, end of history, and ‘closure of the book’.
2. Explain and evaluate Taylor’s postmodern advocacy of an a/theological faith, situated in relation to alternatives, such as Jean-Luc Marion’s God without Being, and the Radical Orthodoxy school.
3. Discuss the significant philosophical commitments found expressed in the divergent approaches above, and the echo in these of historically radical philosophical disagreements.
4. Show a critical awareness of the theological dimensions associated with the philosophical positions studied.
5. Debate the claim that postmodern believers’ philosophico-theological premises intersect with those ofagnostics and atheists.

Assessment

Essay (3000 words), following on from seminar presentation 50%

Essay (3000 words) 50%

Prerequisites: Undergraduate philosophical studies, or comparable literary or cultural studies.

Lecturer: John Martis

Recommended Reading

*= set texts recommended for purchase


BA8010P/BA8009P: Life, History and the People of God in the Hebrew Scriptures

Semester 1: weekly
Semester 1: online

Description

This course will introduce the Old Testament (Hebrew Bible) and critically examine its contents for insight into the life, the history and faith of the people of God in ancient Israel. The unit will survey the contents of the Old Testament which formed and established a people's identity; the historical contexts; the diversity of genres; theological positions and of the OT books. The unit will equip the student to assess the meaning of the texts in their ancient Near Eastern environment; to understand the development of Hebrew religion through the 2nd temple period; and the relation of the OT texts to issues of contemporary faith.

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

1. critically analyse the textual, cultural, historical, literary, religious, and theological aspects of the Old Testament
2. assess the relevance of the historical and socio-cultural contexts of the ancient Near Eastern world in which the books of the Old Testament emerged.
3. develop a comprehensive framework for reading and interpreting the diverse contents of the Old Testament
4. engage the Old Testament and its material in theological reflection and in preaching, drawing on engagement with secondary scholarship
5. articulate the significance and relevance of the Old Testament in our times and places.

Assessment

Face to Face
A short exercise - 1000 Words 20%
An Essay introducing a book of the OT – 2500 Words 40%
An Exegetical essay - 2500 Words 40%

Online
Short tutorial exercises (1000 words equivalent) 20%
An Essay introducing a book of the OT – 2500 Words 40%
Exegetical Essay – 2500 Words 40%

Lecturer: Monica Jyotsna Melanchthon

Recommended reading

* = set texts recommended for purchase


BA9030P/BA9039P: Prophets and their Writings

Semester 1: weekly
Semester 1: online

Description

This unit will engage in a critical study of the prophetic literature of the Hebrew Bible/Old Testament. It will examine the prophetic writings against their varied historical, social, political and religious contexts, and will also explore critical issues associated with their interpretation. The unit examines the major theological and ethical themes of the prophetic writings and critically evaluates their contemporary relevance. Special attention is given to a select collection of prophetic texts. The course aims to develop exegetical and interpretive confidence through the critical and creative application of varied methods of analysis to a range of prophetic texts.

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

1. demonstrate a critical, in-depth understanding of the distinctive writings of the biblical prophets from the pre-exilic, exilic and post-exilic periods
2. articulate and analyse critical issues associated with the interpretation of prophetic literature, drawing on secondary literature
3. evaluate the contextual nature of prophecy in the social, political and religious life of Israel
4. assess theological and ethical themes in the prophetic literature and critically evaluate their contemporary relevance
5. demonstrate advanced skills in Old Testament critical method through exegesis and interpretation of various prophetic texts

Assessment

**Face to Face**

- Structural Analysis of a Prophetic Book – 1000 Words: 20%
- Essay exploring a theme in one of the Minor Prophets – 2500 Words: 40%
- Exegetical Essay – 2500 Words: 40%

**Online**

- Engagement in online tutorial forums and tasks (1000 words equivalent): 20%
- Essay exploring a theme in one of the Minor Prophets – 2500 Words: 40%
- Exegetical Essay – 2500 Words: 40%

Prerequisites: 15 points of Biblical Studies

**Lecturer:** Monica Melanchthon

**Recommended Reading**

Semester 2: intensive
Semester 2: online

Description

This unit will introduce the Book of Psalms, and study the formation and development of the Psalter. It will give attention to the various forms of the Psalms, their setting and their functions within the historical experience of Israel. The course also seeks to provide critical knowledge of the theology inherent in the Psalms and explore the relevance, use and functions of the Psalms in today’s context.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate knowledge of the formation and development of the Psalter
2. Analyse the various types of Psalms: their form, content, settings and functions.
3. Critically engage the Psalms and their varied theological positions.
4. Demonstrate understanding and ability to work with a variety of methods and approaches to the interpretation of the Psalter
5. Apply the Psalms and their message to contemporary situations.

Assessment

Face to Face
1 x 3000 word exegetical essay on a Psalm with contextual comments 50%
1 x 3000 word essay on a theme in the Psalms 50%

Online
1 x 3000 word exegetical essay on a Psalm with contextual comments 50%
1 x 3000 word essay on a theme in the Psalms 50%

Prerequisites: 15 points of Old Testament Study

Lecturer: Monica Melanchthon

Recommended Reading

* = set texts recommended for purchase

BN8010P/BN8019P: Earliest Christianity: Stories, Texts, Beliefs

Semester 2: weekly
Semester 2: online

Description

This unit provides an introduction to New Testament history, texts and theology. Beginning with the letters of Paul as the earliest extant Christian literature, and surveying the development of gospel literature as well as other forms of early Christian writing, it considers the rise of the early Christian movement and explores the range of developing theological beliefs that characterised the first two generations of early Christianity. In using the New Testament texts as the main source for investigation, the unit draws attention to the diversity of texts, genres, theologies and perspectives within the New Testament itself, and considers a number of critical historical, literary and theological issues that emerge from the study of New Testament texts.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify the different genres of New Testament literature and the forms of critical analysis appropriate to their interpretation.
2. Demonstrate an understanding of the relationship between the New Testament texts, the historical development of early Christianity, and emerging theological convictions within the Christian movement.
3. Demonstrate an awareness of scholarly debate on early Christianity, identifying strengths and weaknesses in scholarly argument.
4. Write a critical historical analysis of one episode in early Christian history.
5. Write a critical exegetical study of one early Christian text, exploring the historical, literary and theological issues raised by the text.

Assessment

Face to Face
1 x essay (2500 words) 40%
1 x exegetical paper (2500 words) 40%
Tutorial Summary Paper (1000 words) 20%

Online
1 x essay (2500 words) 40%
1 x exegetical paper (2500 words) 40%
Online Tutorial Contributions and Summary
Blog Post (1000 words equivalent) 20%

Lecturer: Sean Winter

Recommended Reading

* = set texts recommended for purchase


BN9100P/BN9109P: Gospel, Church and World: Mission and Ministry in Philippians and 2 Corinthians

Semester 1: weekly
Semester 1: online

Description

This unit provides an in-depth study of Paul's letters to the Philippians and the Second Letter to the Corinthians. The study of the letters will focus on the theological and rhetorical resources used by Paul for the purpose of nurturing churches that understand and take up their vocation in the world. Particular attention will therefore be paid to Paul's key theological convictions (gospel), his construal of the social identity of his audiences (church), and his persuasive aims in each of the letters in relation to the church's mission (world). The unit will also consider Paul's self-portrayal with a view to exploring the understanding of Christian ministry offered within the letters.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate how an understanding of missiological hermeneutics relates to the interpretation of early Christian texts, especially the letters of Paul.
2. Describe and offer a critical interpretation of key aspects of Philippians and 2 Corinthians in the light of critical scholarship.
3. Assess, with in depth exegetical support, the nature of Paul's argument and theology in Philippians and 2 Corinthians.
4. Critically interpret sections in Philippians and 2 Corinthians which explore the relationship between theological conviction, ecclesial identity, and missional practice.
5. Articulate the potential connections between biblical texts and the principles and practice of missiology.

Assessment

Face to Face
1000 word tutorial summary reflection 20%
5000 word essay on either Philippians or 2 Corinthians 80%

Online
Online Tutorial Engagement and Blog Summary (1000 words equivalent) 20%
5000 word essay on either Philippians or 2 Corinthians 80%

Prerequisites: 15 points of NT Foundational Study or equivalent

Lecturer: Sean Winter

Recommended Reading

* = set texts recommended for purchase


BN9110P: Gospel, Church and World: Mission and Ministry in Philippians and 2 Corinthians (Greek Texts)

Semester 1: weekly

Description

This unit provides an in-depth study of Paul’s letters to the Philippians and the Second Letter to the Corinthians using the Greek text. The study of the letters will focus on the theological and rhetorical resources used by Paul for the purpose of nurturing churches that understand and take up their vocation in the world. Particular attention will therefore be paid to Paul’s key theological convictions (gospel), his construal of the social identity of his audiences (church), and his persuasive aims in each of the letters in relation to the church’s mission (world). The unit will also consider Paul’s self-portrayal with a view to exploring the understanding of Christian ministry offered within the letters. The unit builds on introductory understanding of New Testament Greek by providing opportunity to translate and exegete the text with reference to the original language.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate how an understanding of missiological hermeneutics in relation to early Christian texts, especially the letters of Paul.
2. Describe and offer a critical interpretation of key aspects of Philippians and 2 Corinthians in the light of critical scholarship.
3. Discuss, with in depth exegetical support based on the Greek text, the nature of Paul’s argument and theology in Philippians and 2 Corinthians.
4. Critically interpret sections of the Greek text in Philippians and 2 Corinthians which explore the relationship between theological conviction, ecclesial identity, and missional practice.
5. Articulate the potential connections between biblical texts and the principles and practice of missiology.
6. Use their understanding of Greek grammar in the service of exegesis and interpretation of selected passages of the New Testament.

Assessment

6000 word essay on either 2 Corinthians or Philippians, based on the Greek text 100%

Prerequisites: 15 points of Foundational New Testament study or equivalent plus 30 points of New Testament Greek.

Lecturer: Sean Winter

Recommended Reading

= set texts recommended for purchase


BN9020P/BN9029P: The Historical Jesus

Semester 2: weekly
Semester 2: online

Description

This unit provides an introduction to the methodological, historical, theological and contextual issues at stake in scholarly reconstructions of the life and ministry of Jesus of Nazareth. Students will consider the significance of recent scholarship relating to social memory as a way of engaging with the history of New Testament scholarship. The unit will then explore seven or eight key issues in historical Jesus studies including: Jesus and prophetic eschatology/apocalyptic; Jesus and the Torah; Jesus’ self-understanding; the parables of Jesus; Jesus' healings/exorcisms; Jesus and the temple/ scribal elites; the reasons for Jesus’ death. Throughout, students will be invited to consider the potential impact of early memories of Jesus of Nazareth on contemporary Christian faith and practice.

Upon successful completion of this unit, it is expected that students will be able to:
1. Critically discuss a number of methodological, historical, theological and contextual issues relating to the historical study of Jesus of Nazareth.
2. Interpret all relevant sources, and especially the synoptic gospels, in ways that elucidate the relationship between the sources and history.
3. Articulate the insights of the most recent scholarship on the historical Jesus and integrate these insights into their own independent discussion
4. Critically compare and adjudicate between competing scholarly reconstructions of the historical Jesus
5. Present an indepth historical analysis of one main theme or topic related to the historical Jesus and its relation to contemporary Christian faith

Assessment

Face to Face
6000 word essay on a theme or topic related to the historical Jesus and its relation to contemporary Christian faith and practice 100%

Online
6000 word essay on a theme or topic related to the historical Jesus and its relation to contemporary Christian faith and practice 100%

Prerequisites: at least 30 foundational points of Biblical Studies including 15 points of New Testament study

Lecturer: Sean Winter

Recommended Reading

* = set texts recommended for purchase

Le Donne, Anthony. *Historical Jesus: What Can We Know and How Can We Know It?* Grand Rapids: Eerdmans, 2011.


BS8000P/ BS8009P: Introduction to Christian Scripture

Semester 1: weekly
Semester 1: online

Description

This unit provides an introduction to the Bible for students beginning critical biblical studies. It surveys the content of the Old and New Testaments, introduces important features of the biblical world relevant to interpretation, and considers the different kinds of literature contained within the Bible. Attention will be paid to the ways in which the Bible comes to us, through consideration of traditions, texts, versions and translations. In treating the biblical texts as Christian Scripture, the unit explores the history of the development of the biblical canon(s) and understandings of biblical inspiration and authority. Students are introduced to initial skills, resources, and tools for biblical interpretation.

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

1. Demonstrate basic knowledge and understanding of the contents of the Bible, the diversity of biblical texts and genres, the development of biblical traditions and texts, and the history of the process of canonization.
2. Demonstrate an awareness of the range of different approaches to notions of biblical inspiration, authority and interpretation and articulate their own understanding of the role of the Bible in Christian faith.
3. Make use of primary and secondary sources relevant to critical biblical study to investigate two particular biblical texts.
4. Offer a critical assessment of selected examples of contemporary biblical scholarship.

Assessment

Face to Face

2 x short papers on specified biblical texts (1500 words total) 25%
1 x essay on the development of either the OT or NT canon (3000 words) 50%
1 x reflection paper (1500 words)
or
1 x 15 minute oral examination before two examiners 25%

Online

2 x short papers on specified biblical texts (1500 words total) 25%
1 x essay on the development of either the OT or NT canon (3000 words) 50%
Tutorial Contributions + Final Blog Summary (1500 words) 25%

Lecturer: Sean Winter

Recommended Reading

* = set texts recommended for purchase


BS8010P / BS8019P: Reading and Interpreting the Bible in Contemporary Times

Semester 2: weekly
Semester 2: online

Description

How has the Bible been read and interpreted? How important is method in our study and interpretation of the Bible? What are the methods or hermeneutical principles one can employ? How can we effectively interpret the Bible so that it might speak to our contemporary times? This course will survey the many approaches, methods and hermeneutical principles employed by readers and practitioners of the Bible; explore the questions raised by them and assess both their strengths and weaknesses. The course will explore how these methods may be applied to the books of Exodus and Matthew as test cases to encourage the students to appreciate not only the variety of methods but also the multiplicity of meaning inherent within the Biblical text.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the history of biblical interpretation
2. Discuss the approaches, hermeneutical principles, methods and practices of biblical interpretation
3. Analyse and describe the assumptions of the many schools/approaches and perspectives of biblical method and criticism
4. Apply these methods in their reading and interpretation of Biblical texts
5. Evaluate claims made in the world today about Biblical truth.
6. Understand and appreciate the context of the text as well as their own cultural contexts in the process of biblical interpretation.

Assessment

**Face to Face**

A Descriptive essay – outlining a method; its objectives; assessing its strengths and weaknesses and its suitability to the student’s context - 2500 Words 40%

An Exegesis of a biblical text employing a method and approach of choice - 2500 Words 40%

Tutorial Summary Paper (1000 words) 20%

**Online**

A Descriptive essay – outlining a method; its objectives; assessing its strengths and weaknesses and its suitability to the student’s context – 2500 words 40%

An Exegesis of a biblical text employing a method and approach of choice - 2500 Words 40%

Tutorial Contributions and online discussion (1000 words) 20%

Lecturer: Monica Melanchthon

Recommended Reading

*= set texts recommended for purchase


CH8000P/CH8009P: Memory, History, and the Historians

Semester 1: weekly
Semester 1: online

Description

This subject is focused on the historians and other writers who have told the story of Christianity at key times in the past. We draw on writings (and some other sources such as music, images, buildings, public addresses) to trace changes and continuities in Christian self-understanding, and set the men and women who wrote, and their approaches to history, in the context of their own times.

We will also explore what it means to 'think historically'. In the context of the Christian story we will consider the role that historical writing has played; we will explore how memories of people and events have been shaped, and how historians can draw on a range of sources to enrich and enliven understandings of the past, and to continue to relate understandings of the past to our experience today.

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

1. Outline a chronology of key events in the history of the Christian churches from the Jesus movement to the present;
2. Describe the significance of major events within the Christian community over time as they have shaped the historical accounts given by Christian writers;
3. Articulate the principles of interpretation of a range of historical evidence (including varieties of documents, artefacts, music, and art);
4. Demonstrate the ability to interpret a range of historical sources.
5. Identify central features of the context and method of at least one writer on the Christian tradition
6. Discuss the implications of historical understanding for ministry in the contemporary Christian church.

Assessment

Face to Face
Tutorial Exercises 1000 words equivalent 20%
Source Exercise 1000 words 20%
Essay 3000 words 40%
Book Review 1000 words 20%

Online
Online Lessons, Tasks and Tutorial 1000 words equivalent 20%
Source Exercise 1000 words 20%
Essay 2000 words 40%
Engagement in Online lessons, tasks and tutorial discussion (1000 words equivalent) 20%

Lecturer: Katharine Massam

Recommended Reading

* = set texts recommended for purchase

CH8100P/CH8109P: The Cracking of Christendom: Theological issues of the Reformation

Semester 2: weekly
Semester 2: online

Description

This unit examines the theological debates of the sixteenth century Reformation in Europe and their ongoing impact in western societies and churches, with particular attention to the implications for contemporary Australian experience. Students will explore the understandings of grace, salvation, creation, sacrament, scripture and church order using key texts and writers with a focus on the relationship between theological, historical and geographical contexts in shaping new forms of Christian identity and practice.

Upon successful completion of this unit, it is expected that students will be able to:
1. identify the historical and theological features of the doctrinal controversies of sixteenth-century Europe;
2. demonstrate an understanding of the evolution of one of these areas of doctrine;
3. describe the relationship between foundational documents and/or individuals and the ongoing development of particular Christian denominations or movements;
4. evaluate the significance of concepts of ‘centre’ and ‘periphery’ in the evolution of one or more of these Christian identities in Australia.
5. research a specific topic in a critically rigorous, sustained, and self-directed manner.

Assessment

Face to Face
1,200 words x online conversation 20%
1,800 words x Research Exercise 40%
3000 words x Source analysis 40%

Online
1,200 words x online conversation 20%
1,800 words x Research Exercise 40%
3000 words x Source analysis 40%

Prerequisities: 15 points of Church History and 15 points of Systematic Theology

Lecturers: Katharine Massam and Geoff Thompson

Recommended Reading


CH9300P Medieval Monastic Wisdom
DS9300P

Semester 2: intensive

Description

This unit explores the development of the monastic movement in the Medieval Church from 500 - 1500, with an emphasis on the examination of primary sources. The unit will present both an historical study and insights into the spirituality emanating from both male and female monastics during these centuries of Christian monasticism. It offers a method for the study of these texts in the light of present day formation for ministry and mission.

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

1. Analyse the significant movements and personalities within the development of Medieval monasticism.
2. Evaluate key principles of historical interpretation of Medieval Christian sources of monasticism
3. Appraise key features of the spirituality within the Medieval monastic movement.
4. Interpret a range of monastic texts
5. Discuss the implications of these texts for ministry in the contemporary Christian church.
6. Critique medieval monastic texts in relation to the modern context while grounding the text in its own time.

Assessment

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Lecturer: Carmel Posa

Recommended Reading

CH8405P: Prayer and Hospitality. Benedictine Spirituality in Australia
DS9405P

Semester 2: intensive (in Melbourne and New Norcia, Western Australia)

Description

This unit locates Benedictinism in the wider history of monasticism. It covers monastic prayer with particular attention to the psalms, lectio divina, and liturgical life, the place of manual work and understandings of hospitality. Taking the monastic town of New Norcia as an example, it explores the Benedictine tradition in Australia especially in relation to the post-contact history of the former mission town. Students will spend a week living in the guest-house of the Benedictine monastery at New Norcia, Western Australia, participating in the community life of prayer. In addition they will attend lectures and participate in group discussions. There will be a number of structured activities based on the resources of the archives, museum, art gallery and cross-cultural Education Centre.

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

1. Articulate their experience of Benedictine spirituality and hospitality;
2. Explore and analyse central themes of the Rule of St Benedict and Benedictine spirituality;
3. Interpret key themes in Australian history and the history of monasticism in relation to the particular experience of the New Norcia mission;
4. Discuss the historical role and contemporary significance of monasticism within the Australian church.
5. Demonstrate competence in use of historical sources, and in the construction of historical argument.

Assessment

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<td>Essay</td>
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Prohibited Combinations: CH/DS9410P: Living by the Rule

Lecturer: Katharine Massam

Recommended Reading

* = set texts recommended for purchase

CH 9410P: Living by the Rule. Benedictine Spirituality in Australia

Semester 2: intensive (in Melbourne and New Norcia, Western Australia)

Description

This research-rich subject locates Benedictinism in the wider history of monasticism. It covers monastic prayer with particular attention to the psalms, lectio divina, and liturgical life, the place of manual work and understandings of hospitality. Students will spend a week living in the guest-house of the Benedictine monastery at New Norcia, Western Australia, participating in the community life of prayer. In addition they will attend lectures and participate in group discussions. We examine the history of the New Norcia township paying attention to the foundation narratives and key personalities, the role of women, the interaction with Aboriginal Australians, and the patterns of contact with the wider Australian and international communities. Students undertake research work with archival material in English on a key theme relating to the monastery, farm, schools, library, and mission activities.

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

1. Articulate their experience of Benedictine spirituality and hospitality;
2. Explore and analyse central themes of the Rule of St Benedict and Benedictine spirituality;
3. Explore and analyse central themes in the history of Australian missionary work;
4. Interpret key themes in Australian history and the history of monasticism in relation to the particular experience of the New Norcia mission;
5. Discuss the historical role and contemporary significance of monasticism within the Australian church.
6. Demonstrate competence in use of historical sources, including the interpretation of original archival sources, and in the construction of historical argument.

Assessment

- Participation in online forum including peer interaction in relation to development of research essay (2000 words equivalent) 20%
- Journal 4,000 words 20%
- Source Exercise – 2,000 words 20%
- Essay – 4,000 words 40%

Prohibited Combinations: CH/DS9410P: Living by the Rule

Prerequisites: 30 points in Church History with at least one result of 75% or above

Lecturer: Katharine Massam

Recommended Reading

* = set texts recommended for purchase


Semester 1 Intensive and Semester 1 Online

Content
This unit explores three book-length works in depth. It offers the opportunity for students to read whole texts in a structured and supportive learning community, and to reflect on the implications of the content. The books are selected for the quality of their historical scholarship and their engagement with contemporary questions of church or theology. Each year one of the texts will focus particularly on Australian experience, one on a classic work or author in the Christian tradition, and one on an innovative theme in historical work.

In 2015 the book choices will include:

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the approach and content of two recent books in the field of church history:
2. Evaluate the strengths and weakness of each of the books;
3. Assess the contribution each makes to theological conversation, particularly but not exclusively in Australia;
4. Articulate a response to each book.

Assessment
2 x 2000 word summary (4000 words) 60%
2 x 1000 word book review (2000 words) 40%

Lecturer: Katharine Massam

Recommended Reading
* = set texts recommended for purchase

CT8000P/CT8009P: Faith, Theology and Doctrines

Semester 1: weekly
Semester 1: online

Description

This unit introduces the Church’s doctrinal tradition, both generally and specifically. It will offer a general overview of the relationships between faith, belief, theology, confessions, creeds, doctrine and the disciplines of systematic theology. Specifically, it will explore the doctrines of God, creation, humanity, Jesus Christ, salvation, church and hope. It will explore the role of scripture, tradition, reason and context in shaping these doctrines. Particular attention will be paid to the impact on specific doctrines of modern and post-modern thought in the West whilst also exploring the appropriation of the doctrinal tradition in contemporary non-Western Christianity. Against this background the roles of doctrine in shaping the imagination of the Church and of local churches will be noted.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the relationship between faith, belief and doctrine.
2. Outline the main doctrines of the Christian faith.
3. Evaluate the ways scripture, tradition, reason and context shape doctrinal development.
4. Analyse particular ways doctrine functions in the church.
5. Formulate proposals for doctrinal development in particular contexts.

Assessment

Face to Face
1 x essay (1200 words) 20%
1 x study guide (1800 words) 30%
1 x essay (3000 words) 50%

Online
Engagement in Online Tutorial Discussion and Tasks (1200 words equivalent) 20%
1 x study guide (1800 words) 30%
1 x essay (3000 words) 50%

Lecturer: Geoff Thompson

Recommended reading
* = set texts recommended for purchase


*Towey, Anthony. An Introduction to Christian Theology: Biblical, Classical, Contemporary: London: Bloomsbury T&T Clark,
CT8010P/CT8019P: Culture, Beliefs and Theology

Semester 2: intensive
Semester 2: online

Description

This unit will introduce the content and tasks of Christian theology by engaging a range of representations of Christianity in contemporary intellectual and popular cultures, especially but not exclusively in Australia. These will include objections to Christianity, non-Christian explorations of Christianity, assessments of Christianity by other religions, and secular appropriations of the Christian legacy. Engagement with these different sources will provide an opportunity to assess the particular challenges currently posed to Christian belief and therefore to explore the role of theology in responding to those challenges. This will contextualise the introduction to the tasks and disciplines of Christian theology but it will also draw attention to historical links with the birth of Christian theology in the religiously and philosophically diverse world of antiquity.

Upon successful completion of this unit, it is expected that students will be able to:
1. describe various contemporary discussions of Christianity;
2. assess key developments in the emergence of Christian theology;
3. evaluate the strengths and weakness of one major, contemporary non-Christian representation of Christianity;
4. explain the role of theology in responding to contemporary representations and/or appropriations of Christianity;
5. articulate the key ideas which make up the Christian intellectual vision.

Assessment

Face to Face

1 x 1200 word essay on the origins and tasks of Christian theology 20%
1 x 1800 word book review of a key non-Christian account of Christianity 30%
1 x 3000 word essay on a theological engagement with contemporary representations and/or appropriations of Christianity 50%

Online

1 x 1800 book review of a key non-Christian account of Christianity 30%
1 x 3000 word essay on a theological engagement with contemporary representations and/or appropriations of Christianity 50%
Engagement in Online Tutorial Discussion and Tasks (1200 words equivalent) 20%

Lecturer: Geoff Thompson

Recommended Reading

* = set texts recommended for purchase


CT8020P/CT8029P: Jesus, Discipleship and Justice

Semester 2 weekly
Semester 2 online

Description

This unit will explore historical and contemporary discussions about Jesus Christ. It will begin with the New Testament witness to his life, death and resurrection, and the messianic interpretation of those events. The appropriation of that witness in ancient creeds, contemporary theological controversies and proposals, and the lives of his followers will be critically examined. The connections between the Church's proclamation of Christ, patterns of discipleship, and practices of reconciliation and justice will be explored.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the key interpretations of Jesus in the New Testament
2. Appraise the defining Christological issues of the patristic period
3. Assess the issues in contemporary Christological controversies
4. Evaluate the significance of classical Christology for contemporary Christology
5. Articulate the connections between the proclamation of Jesus Christ and the forms of life which it evokes.

Assessment

Face to Face

1 x essay of 2500 words evaluating the Christology of either the New Testament or the patristic period. 40%

Either:
1 x essay of 2500 words engaging the relationship between classical or contemporary Christological discussions and Christian life and practice
Or
1 x group study resource of 2500 words engaging the relationship between contemporary Christological discussions and Christian life and practice 40%

Tutorial Paper (1000 words) 20%

Online

1 x essay of 2500 words evaluating the Christology of either the New Testament or the patristic period. 40%

Either:
1 x essay of 2500 words engaging the relationship between classical or contemporary Christological discussions and Christian life and practice
Or
1 x group study resource of 2500 words engaging the relationship between contemporary Christological discussions and Christian life and practice 40%

Engagement in Online Tutorial Discussion and Tasks (equivalent to 1000 words) 20%

Prerequisites: Either CT 8000P: Faith, Belief and Doctrine or CT8010P: Culture, Beliefs and Theology

Lecturer: Geoff Thompson

Recommended Reading

* = set texts recommended for purchase


CT9000P/CT9009P: Trinity, Society and Dialogue

Semester 1: weekly
Semester 1: online

Description

This unit will explore the controversial developments which led from the biblical witness to Jesus as Lord to the later trinitarian doctrine of God as one substance in three persons. The foundations of this development and the controversies which accompanied it will be studied. Against this historical background, the re-emergence of the doctrine of the Trinity in the twentieth century will be explored through reference to several contemporary texts. Attention will be paid to the role which this doctrine is playing in the church’s encounter with modern atheism, religious pluralism and theological politics.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify the key developments in the emergence of the doctrine of the Trinity
2. Evaluate the sense(s) in which the doctrine can be described as ‘biblical’
3. Explain the different trajectories of the doctrine in the Eastern and Western traditions of Christianity.
4. Explain the reasons for the re-emergence of the doctrine in the twentieth century.
5. Evaluate the key ideas of one significant contemporary text on the Trinity.
6. Assess the contributions of this doctrine to the church’s encounter with one or more of modern atheism, religious pluralism or politics.

Assessment

Face to Face

1x1500 word journal of learning from set readings 25%

1 x 1500 word essay or group study resource on the biblical origins of the doctrine of the Trinity or the patristic trinitarian debates.

1x 3000 word essay or annotated sermon on the contribution of doctrine of the Trinity to Christianity’s encounter with one or more of atheism, religious pluralism or politics. 50%

Online

1x1500 word online blog journal on set readings 25%

1 x 1500 word essay or group study resource on the biblical origins of the doctrine of the Trinity or the patristic trinitarian debates.

1x 3000 word essay or annotated sermon on the contribution of doctrine of the Trinity to Christianity’s encounter with one or more of atheism, religious pluralism or politics. 50%

Prerequisites: Either CT 8000P: Faith, Belief and Doctrine or CT8010P: Culture, Beliefs and Theology

Lecturer: Geoff Thompson

Recommended reading

* = set texts recommended for purchase


CT9010P/CT9019P: Human Person, Culture, and World

Semester 2: weekly
Semester 2: online

Description

This unit is a study of Christian reflection on what it means to be human in relation to God, Grace, and who and what makes up our humanity. The role of different and pluralist cultures on what it means to be human will be examined and how these subjectivities are embodied in the world through human arrangements such as family, race, work, and the limitations of sickness and disability, ageing and death.

Upon successful completion of this unit, it is expected that students will be able to:
1. describe and discuss the main features of Christian teaching on the human person.
2. analyse and evaluate the relative contributions of culture and the world to Christian teaching on the human person.
3. identify and assess theological understanding about humanity’s and God’s relationship with the world.
4. evaluate the influence of the different traditions in Christianity on theology of the human person.

Assessment

Face to Face
1 Research Essay (3000 words) 50%
2 Short Seminar Papers (1,500 words each) 50%

Online
1 Research Essay (3000 words) 50%
1 Short Paper (1500 words) 25%
Engagement in online tutorial tasks and discussion (1500 words equivalent) 25%

Prerequisites: 15 points of Foundational Systematic Theology

Lecturer: Jan Gray

Recommended Reading

* = set texts recommended for purchase

DL8400P: Lent and Easter: Forty Days and Fifty Days
DS8400P
CH8400P

(Semester 1 Intensive)

Description

This unit explores the liturgical theology, spirituality and practice underlying the liturgical seasons of Lent and Easter. Particular emphasis will be placed on the centrality of the Paschal mystery in these liturgical seasons, a critical assessment of this centrality in relation to pastoral praxis today, and the pastoral implications and applications associated with these liturgical moments in the life and mission of the church.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the developments in the liturgical practices of Lent and Easter and describe their significance.
2. Articulate key principles in the rituals for Lent and Easter.
3. Identify a spirituality emanating from the paschal mystery within Lent and Easter.
4. Critically interpret liturgical texts.
5. Formulate implications for pastoral practice related to the liturgical rites.
6. Theorize about the parallel between both the pre-eminence of the Easter Triduum within the liturgical year and that of Sunday in the weekly celebration of the Paschal mystery.

Assessment

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<tr>
<td>Research Essay (3000 words)</td>
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Lecturers: Margaret Smith sgs, Jill O’Brien sgs

Recommended reading


DM8000P/DM8009P: Developing a Mission Theology for Today

Semester 1: weekly
Semester 1: online

Description

In this unit, students will be introduced to the field of mission studies. It will be divided into three main sections: the biblical foundations of mission; the ground and practice of mission through Christian history; key themes shaping the theology and practice of mission today.

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

1. Articulate a range of expressions of mission represented in the biblical text
2. Explain and critique approaches to mission in various epochs of church history
3. Demonstrate an understanding of the key themes informing the theology and practice of mission today
4. Articulate their own theologically informed understanding of a central theme within mission studies

Assessment

Face to Face

Critical Book Review (1000 words) 20%
Research Essay (5000 words) 80%

Online

Online participation: regular postings indicating critical engagement with the content material. This may take the form of questioning, drawing implications setting biblical/historical/theological sections in conversation with other courses within these disciplines. 25%
(1000 words equivalent)
Research Essay (5000 words) 80%

Lecturer: John Flett

Recommended Reading

* = set texts recommended for purchase

DM8010P/DM8019P: The Theology and Spirituality of Migrant Christian Churches in the Contemporary Australian Context

Semester 2: weekly
Semester 2: online

Description

This unit requires the student to read about, reflect upon, and engage with the general challenges of migration, and with a specific concern for migrant Christian communities and their experiences of social justice, cultural integration and identity formation within the Australian context. Special attention will be given to the theology and spirituality of these communities. The unit will involve exposure to and encounter with the migrant churches. It will include an exploration of recent political, social and religious trends in Australian society and the growing impact of globalism.

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

1. Describe the diversity of the contemporary Australian Christian religious and political context in relation to migration and migrant churches
2. Demonstrate skills in identifying the theological and spiritual emphases important within the context of migrant Christian communities and how these find structural expression
3. Demonstrate skills of theological reflection, of identification and collection of appropriate sources, and of critical interaction with the sometimes different theological and cultural emphases found within migrant Christianity.
4. Identify, reflect upon and explain the challenges and opportunities experienced by migrant Christian communities, and the challenges and opportunities that such communities present to 'mainline' Australian Christianity

Assessment

Face to Face

Theological Journal (1500 words) 25%
Research Essay (4500 words) 75%

Online

Theological Journal (1500 words) 25%
Research Essay (4500 words) 75%

Lecturer: John Flett

Recommended Reading

* = set texts recommended for purchase


Description

This unit will explore the challenge facing the Christian churches in societies variously shaped by Christendom. It will examine trends within, and analysis of, the current context. Attention will be paid to the major cultural movements which have defined the Australian church: Christendom and its dying influence; the Enlightenment, its legacy of modernity; and, the challenges of post-modernity and globalization. Against this backdrop, the unit will explore and critique recent missionary models of the church, especially, missional and emergent church and fresh expressions. The course will include engagement with particular communities responding in particular ways to the missional challenges.

Upon successful completion of this unit, it is expected that students will be able to:
1. Understand and articulate different theories describing the religious shape of Western societies, including the significance of such themes as Christendom, Modernity/Post-modernity, secularization, and globalization, and the way these inform religious belonging.
2. Give a critical account of the emerging models of the contemporary church and its mission in Australia.
3. Describe and critique models of missional church and Fresh Expressions with reference to the ecclesial and cultural contexts in which they have developed.
4. Assess the range of central theological ideas informing the missional church/Fresh Expressions debate, and consider the implications of their assessment for the vocation of the church in contemporary Australia.

Assessment

Face to Face

Book Review (1000 words) 20%
Essay (5000 words) 80%

Online

Book Review (1000 words) 20%
Essay (4000 words) 60%
Online Participation (1000 words equivalent) 20%

Lecturer: John Flett

Recommended Reading

* = set texts recommended for purchase


DP8000P: Self and Other in Pastoral Relationships

Semester 1: weekly

Description

In this unit the student will have the opportunity to explore the notion of ‘self’ as part of their identity in pastoral and other relationships. The development of notions of self will be examined theologically and theoretically, the impact on self-identity will be explored from social, familial, and cultural contexts, and a variety of human emotions will be considered as they impact on relationships with others. The implications of understandings of self and emotion will be explored and examined to deepen understanding and practice of healthy pastoral relationships.

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

1. Explain theological and theoretical notions of self as a way of locating their own self identity.
2. Identify social, familial, and cultural influences on their own identity
3. Understand how notions of self impact on relationships with ‘other’ especially within pastoral relationships
4. Identify a variety of human emotions as they impact on pastoral relationships
5. Understand the importance of maintaining emotionally healthy relationships including strategies for the use of supervision, Spiritual direction, peer groups, and ethical boundaries.
6. Research and resource their ongoing learning by identifying relevant texts and resources.

Assessment

Annotated Bibliography (1000 words) 15%

Family/cultural map with narrative explanation (1500 words) 25%

Case study in ministry or work setting (2500 words) 40%

Weekly reflection blog (1000 total words) 20%

Lecturer: Christine Sorensen

Recommended Reading

* = set texts recommended for purchase


DP8500P/DP8509P: Theology of Pastoral Care

Semester 1: weekly
Semester 1: online

Description

This unit explores the theological nature of pastoral care and the relationship between theology and pastoral skills. It aims to help students develop a reflective basis for pastoral practice that is grounded in Christian theology and Biblical studies. Consideration will be given to the uniqueness of ‘pastoral’ care, to some of the challenging questions raised in situations of crisis, and to the appropriate use of prayer and Scripture in pastoral situations. Scope will be given for students to explore a range of contextual issues and questions in pastoral ministry.

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

1. Demonstrate an understanding of contemporary trends and directions in pastoral care
2. Articulate and critique the integrative connections between theology and pastoral practice
3. Illustrate the importance of a solid theological foundation to the practice of pastoral care
4. Engage with challenging questions raised in contemporary pastoral ministry in such a way that demonstrates an integration of theology and pastoral practice

Assessment

Face to Face

4 x 250 word reading reports (1000 words equivalent) 20%

A reflective paper on the integration of theology and ministry in a particular ministerial context (5000 words) 80%

Online

Engagement in Online Tutorial Discussion (1500 words equivalent) 30%

A context based paper which sets out the integration of the student’s pastoral practice and their understanding of pastoral care grounding this in Christian theology and biblical studies (2500 words) 80%

Prerequisites: At least 30 points of Foundational Study

Lecturer: Face to Face – Maryanne Confoy and Jamie Calder; Online: Randall Prior

Recommended reading

* = set texts recommended for purchase

Dykstra, R. *Images of Pastoral Care*. St Louis, US: Chalice Press 2005
Lyall, D. *The Integrity of Pastoral Care*. Ottawa: Novalis, 2002
Pembroke, N. *Renewing Pastoral Practice: Trinitarian Perspectives on Pastoral Care and Counselling*. Aldershot: Ashgate, 2006


DP8900P: Supervised Theological Field Education

As required

Description

This unit will introduce students to the process of field education and theological reflection. Students will be placed in a field placement with an accredited placement supervisor. They will engage in contextual ministry practice and through theological reflection, further reading, self-reflection, and supervision develop skills and competencies in the practice of ministry. Placements available are wide ranging within both metropolitan and rural contexts. Attention will be given to the development of foundational skills in ministry and leadership within the 21st century church.

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

1. Demonstrate competencies in ministry practice in the field placement ministry context.
2. Demonstrate the ability to theologically reflect on ministry practice and ministry context.
3. Document evidence of learning about ministry and self-awareness that has resulted from the field placement.
4. Develop goals and demonstrate key ministry practice skills required within a Field Placement context.
5. Reflect critically on the contribution of the field placement to their spiritual and personal development and ministerial identity.
6. Integrate their wider theological reading into theological reflection on the placement context.

Assessment

Learning Agreement and Evaluations (2000 words) 40%

Essay: Theological reflection on pastoral situation from Field placement (3000 words) 40%

Participation in and presentation to Theological Reflection Seminar (1000 words equivalent) 20%

Lecturer: Sue Withers

Recommended Reading

* = set texts recommended for purchase

DP9900P: Further Supervised Theological Field Education

As required

Description

This unit will extend students' skills in ministry practice and theological reflection. Students will be placed in a field placement with an accredited placement supervisor. They will engage in contextual ministry practice and through theological reflection and supervision develop skills and demonstrate advanced core competencies in the practice of ministry. Placements available are wide ranging within both metropolitan and rural contexts. Attention will be given to the development of skills in ministry and demonstrated leadership within the 21st century church. Attention will be given to the integration of placement learning and classroom learning.

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

1. Develop and demonstrate competencies in ministry leadership in the context of a field placement
2. Demonstrate the ability to theologically reflect on their practice of ministry and ministry context.
3. Document the learning about ministry and self-awareness that has resulted from the field placement.
4. Create and evaluate goals in the context of the field placement
5. Reflect critically on the contribution of the field placement to their spiritual and personal development and ministerial identity
6. Integrate their wider theological reading into theological reflection on the placement context.

Assessment

- Learning agreement and Evaluations (2000 words) 40%
- Essay: Theological reflection on pastoral situation from Field placement (3000 words) 40%
- Participation in and presentation to Theological Reflection Seminar (1000 words equivalent): 20%

Lecturer: Sue Withers

Recommended Reading

DP9005P: Education and Ministering through Life’s Passages

Semester 1: intensive

Description

This unit presents a view of adult spiritual development which integrates psychological and theological understandings of Christian maturational processes. It offers insights on the masculine and feminine aspects of growth through early, middle and late adulthood. Changing spiritual emphases in each stage will be discussed. Students examine pastoral and educational styles and approaches that are appropriate for the different needs and capacities of people moving through the major life phases, and transitional periods. Through engagement with both classical and aesthetic sources, the unit invites participants to reflect on aspects of their own spiritual development and on ways of being more responsive to the changing needs and circumstances of those to whom they minister. Participants are encouraged to work with some of their favourite spiritual classics during the unit.

Upon successful completion of this unit, it is expected that students will be able to:
1. Critically analyse the ways that an understanding of education has implications for the interdisciplinary aspects of adult spiritual development
2. articulate and evaluate different pastoral approaches for people in their changing life phases, and transitional periods in their faith journey
3. communicate aspects of spiritual development through the use of classical and contemporary resources, research and write an essay at postgraduate level

Assessment

One 6000 word essay 100%

Prerequisites: 15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer: Maryanne Confoy

Recommended reading

* = set texts recommended for purchase

DP9605P: Pastoral Counselling and Professional Ministry Practice

Semester 1: intensive

This unit introduces students to the basic skills for working in the context of a pastoral counselling relationship. It focuses on the development of the capacity for and the skills of attending, questioning and disclosing in pastoral settings. The unit explores the theology and ethics of power relations integral to the pastoral psycho-therapeutic relationship.

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

1. Describe the implications of appropriate rapport in pastoral therapeutic practice.
2. Demonstrate the basic skills applied to the conduct of a preliminary interview with a client to establish goals for a possible therapeutic intervention.
3. Reflect upon their own personal engagement in the counselling context, demonstrating awareness of ethical issues, and the identifying the need for and process of referral.
4. Demonstrate an ability to reflect upon the theological significance and relevance of a pastoral approach to counselling.
5. Facilitate the client’s identification of preferred values and narratives.

Assessment

A reflective journal (3000 words equivalent) 45%
Class presentation (1500 words) 25%
A Skills Tape (1500 words equivalent) 30%

Pre-requisites

DP1000P: ‘Self and Other in Pastoral Care’ (or equivalent); 15pts in each of Biblical Studies and Systematic Theology

Students wishing to enrol in this unit must also have a conversation with the lecturer prior to the commencement of the course.

Lecturer: Jamie Calder

Recommended Reading

DP980SP: Effective Christian Leadership and Ministry

Semester 2: intensive

Description

This unit explores the personal, spiritual, professional and ecclesial aspects of ordained and lay ecclesial ministry. Designed to strengthen participants’ ability to collaborate and communicate more effectively, the unit seeks to integrate the collective wisdom of the Christian tradition with personal praxis in contemporary ministry contexts. The diverse and constantly changing demands of life in our twenty-first century church and world call for a baptismal commitment that opens us to deeper and more inclusive understandings of ecclesial leadership. Students will examine the implications of understandings of baptism, vocation, and commitment for shaping Christian identity and community life, and in particular how such understandings shape effective leadership in the twenty-first century Church.

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

1. critique and construct models of faith leadership for effectiveness within their particular faith community
2. critically evaluate their exercise of team leadership as appropriate within their particular field of ministry
3. demonstrate integration of theological and pastoral understandings of ministry in their own context
4. analyse and communicate the effectiveness of collaboration with other ministers and co-workers in their area of ministry

Assessment

One 6000 word essay 100%

Prerequisites: 15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer: Maryanne Confoy

Recommended reading

* = set texts recommended for purchase


DT9000P: Contemporary Christian Ethics

Semester 2: weekly

Description

This unit considers ethics in a pluralist society. It offers an introduction to the principal theories of ethics such as utilitarianism, divine command ethics, basic goods theory. It explores the themes of Christian faith and ethics, Christian anthropology, and the sources of moral knowledge. These themes in turn give rise to consideration of the role of human experience, scripture, narrative, emotions, and worship, within contemporary Christian ethics. Further themes include an introduction to moral conscience, virtue, character and discipleship in the context of Christian ethics. The implications of these theoretical issues are considered in relation to their application to specific ethical issues.

Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a critical understanding of the principal theories of Christian ethics
2. apply Christian ethical methods to contemporary case studies
3. appraise the strengths and weaknesses of each theory of ethics
4. discuss the relationship between Christian faith and contemporary ethics
5. integrate theoretical knowledge and research skills in a rigorous and critical study of one major issue in Christian ethics.

Assessment

6000 word essay 100%

Prerequisites: 30 points of Foundational Study in Biblical Studies and 30 points of Foundational Study in Systematic Theology

Lecturers: Rufus Black and Hoah Dinh

Recommended Reading

* = set texts recommended for purchase

XX9990P: Capstone Integrative Project

Semester 2: 4 seminars held throughout the semester

Description

This unit is offered in order to enable postgraduate students to fulfil the capstone requirements related to their award and is intended to be taken in the student’s final year. It aims to direct, support and encourage the integration of student learning across the theological disciplines by means of participation in an integrative seminar and completion of a project that draws on the student’s prior learning and directs it towards an integrative treatment of a chosen topic. Topics may be related to a particular theme identified in advance by Faculty. Projects must include explicit engagement with methodologies, concepts, and content from more than one Field and show awareness of the issues related to creative and effective communication of theological ideas. Seminars will provide an overall framework for integrative learning, but specific content will be largely determined by the participants’ own interests and experience. Students will be expected to present their ideas to their peers and members of Faculty and to engage in critical interaction and feedback within the seminar process and at a Colloquium before a wider group.

In 2015 the theme chosen for the seminar is: Church and Community

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

1. demonstrate a critical and sophisticated understanding of the methodologies, concepts and key issues from at least two fields of study explored in their prior learning.
2. articulate points of synthesis and integration between different fields of theological study (biblical, historical, systematic, philosophical, practical)
3. direct their understanding towards the generation of new questions and insight in relation to a chosen project that relates to at least two fields of theological study.
4. present integrated theological ideas coherently, creatively and effectively, taking into account critical feedback from peers.
5. Plan and execute a substantial integrative project, drawing on advanced skills in research, writing and presentation.

Assessment

Attendance at and documented engagement in four seminars, comprising intentional, reflective and critical interaction with tutors and peers. (1000 words equivalent) 10%

20 minute seminar presentation of chosen project with due weight given to the critical integration of ideas and peer feedback. 30%

Integrative project of 6,000 words or equivalent 60% or 90% if the mark is higher than that attained for assignment 2

Prerequisites: Required postgraduate foundational units and at least 50% of elective units relevant to the award. The capstone unit will usually be taken during the last two semesters of a Coursework Masters Degree.

Lecturers: Selected from Pilgrim Theological College Faculty with relevant expertise.

Recommended Reading

* = set texts recommended for purchase


Ghiloni, Aaron J., ‘On Writing Interdisciplinary Theology’, *Practical Theology* 6 (2013), 9–33


