UNDERGRADUATE UNIT DESCRIPTIONS

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

- Diploma in Theology
- Advanced Diploma in Theology and Ministry
- Bachelor of Theology
- Bachelor of Theology (Honours)
- Bachelor of Ministry

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.

**Diploma in Theology**
Successful completion of the Diploma of Theology requires 120 credit points of Bachelor of Theology level study (usually 8 units). The following requirements also apply:

- 30 points (usually 2 units) must be taken in Field B (Biblical Studies)
- 30 points (usually 2 units) must be taken in Field C (Christian History and Thought)

The Diploma of Theology takes between 1 and 3 years to complete.

**Advanced Diploma in Theology and Ministry**
Successful completion of the Advanced Diploma of Theology requires 240 credit points of Bachelor of Theology level study (usually 16 units). The following requirements also apply:

- 15 points (1 unit) must be taken in each of the following disciplines: Old Testament, New Testament, Church History, Systematic Theology
- 30 additional points must be taken from Field B (Biblical Studies) and/or Field C (Christian History and Thought)

The Advanced Diploma in Theology and Ministry takes between 2 and 6 years to complete.

**Bachelor of Theology**
Successful completion of the Bachelor of Theology requires 360 credit points of Bachelor of Theology level study (usually 24 units). The requirements for the degree are complex, so please seek advice from the Coursework Studies Coordinator.

The Bachelor of Theology takes between 3 and 9 years to complete.

**Bachelor of Ministry**
Successful completion of the Bachelor of Ministry requires 360 points of Bachelor of Theology level study (usually 24 units) with an emphasis on units related to ministry praxis. Again, it is best to seek advice from the Coursework Studies Coordinator for the details.

The Bachelor of Ministry takes between 3 and 9 years to complete.

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

Field A: Humanities

AL1100P: Introduction to New Testament Greek A  
Semester 1: weekly

AL2200P: Introduction to New Testament Greek B  
Semester 2: weekly

AP1000P: Philosophy for Understanding Theology  
Semester 1: weekly

AP2750P: Belief after Philosophy  
Semester 1: weekly

AP3750P: Belief after Philosophy  
Semester 1: weekly

Field B: Biblical Studies

BA1010P: Life, History and the People of God in the Hebrew Scriptures  
Semester 1: weekly

BA1019P: Life, History and the People of God in the Hebrew Scriptures  
Semester 1: online

BA2010P: Life, History and the People of God in the Hebrew Scriptures  
Semester 1: weekly

BA2019P: Life, History and the People of God in the Hebrew Scriptures  
Semester 1: online

BA2030P: Prophets and their Writings  
Semester 1: weekly

BA2039P: Prophets and their Writings  
Semester 1: online

BA3030P: Prophets and their Writings  
Semester 1: weekly

BA3039P: Prophets and their Writings  
Semester 1: online

BA3020P: Psalms  
Semester 2: intensive

BA3029P: Psalms  
Semester 2: online

BN1010P: Earliest Christianity: Stories, Texts, Beliefs  
Semester 2: weekly

BN1019P: Earliest Christianity: Stories, Texts, Beliefs  
Semester 2: online

BN2010P: Earliest Christianity: Stories, Texts, Beliefs  
Semester 2: weekly

BN2019P: Earliest Christianity: Stories, Texts, Beliefs  
Semester 2: online

BN2100P: Gospel Church and World: Mission and Ministry in Phil and 2 Cor  
Semester 1: weekly

BN2109P: Gospel Church and World: Mission and Ministry in Phil and 2 Cor  
Semester 1: online

BN3100P: Gospel, Church and World: Mission and Ministry in Phil and 2 Cor  
Semester 1: weekly

BN3109P: Gospel, Church and World: Mission and Ministry in Phil and 2 Cor  
Semester 1: online

BN3110P: Gospel, Church and World: Mission and Ministry in Phil and 2 Cor (Greek)  
Semester 1: weekly

BN3020P: The Historical Jesus  
Semester 2: weekly

BN3029P: The Historical Jesus  
Semester 2: online

BS1000P: Introduction to Christian Scripture  
Semester 1: weekly

BS1009P: Introduction to Christian Scripture  
Semester 1: online

BS1010P: Reading and Interpreting the Bible in Contemporary Times  
Semester 2: weekly

BS1019P: Reading and Interpreting the Bible in Contemporary Times  
Semester 2: online

Field C: Christian History and Thought

CH1000P: Memory, History and the Historians  
Semester 1: weekly

CH1009P: Memory, History and the Historians  
Semester 1: online

CH2100P: The Cracking of Christendom: Theological Issues of the Reformation  
Semester 2: weekly

CH2109P: The Cracking of Christendom: Theological Issues of the Reformation  
Semester 2: online

CH3300P: Medieval Monastic Wisdom  
Semester 2: intensive

CH3400P: Lent and Easter: Forty Days and Fifty Days (see DL3400P)  
Semester 1: intensive

CH3405P: Prayer and Hospitality: Benedictine Spirituality in Australia  
Semester 2: intensive
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<td>CT1010P</td>
<td>Culture, Beliefs and Theology</td>
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<td>CT2020P</td>
<td>Jesus, Discipleship and Justice</td>
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<td>Jesus, Discipleship and Justice</td>
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<td>CT3000P</td>
<td>Trinity, Society and Dialogue</td>
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<td>CT3010P</td>
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<td>CT3019P</td>
<td>Human Person, Culture, World</td>
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<td>DM2500P</td>
<td>Ferment and Renewal: The Missional Church Today</td>
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<td>Lent and Easter: Forty Days and Fifty Days</td>
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<td>Self and Other in Pastoral Relationships</td>
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<td>Supervised Theological Field Education</td>
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**Field D: Theology: Mission and Ministry**

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**Other Units**

Supervised Reading Units
ALI100P: 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.

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

Assessment

Weekly Tests (10 x 10 minutes) (2000 words equivalent)
2 homework exercises (1000 words equivalent)
1 x 2 hour written examination (2000 word equivalent)

Lecturer: Sunny Chen

Recommended reading

* = set texts recommended for purchase

AL2200P: Introduction to New Testament Greek: Part B

Semester 2: weekly

Description

This unit continues on from AL1000P. 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.

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.

Assessment

Weekly Tests (10 x 10 minutes) (2000 word equivalent) 30%
2 x short homework exercises (1000 word equivalent) 20%
1 x 2 hour written examination (2000 word equivalent) 50%

Pre-requisite: AL1100P: Introduction to New Testament Greek: Part A, or equivalent

Lecturer: Sunny Chen

Recommended Reading

* = set texts recommended for purchase


AP1000P: 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.

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. identify and describe the issues involved in assessing the theological merits and demerits of the various philosophical positions studied
4. describe the relationship between the philosophers studied and the theological responses and reactions they generated in others
5. outline the ways in which secular-philosophical and religious-theological currents have flowed together in Christian history.

Assessment

1 x 2000 word essay 50%
1 x 2 hour examination 50%

Lecturer: John Martis

Recommended reading
* = set texts recommended for purchase


AP2750P /AP3750P: Belief after Philosophy: Postmodernism and Religious Faith

Semester 1: 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.

Upon successful completion of this unit, it is expected that Level 2 students will be able to:

1. Explain the meaning(s) of the term postmodern, in relation to and differentiation from the terms classical and modern, as these are understood philosophically.
2. Show understanding of the interrelatedness between the postmodern claims for the death of God, death of the self, end of history, and ‘closure of the book’.
3. Explain and evaluate Taylor’s postmodern advocacy of an a/theological faith, with its relationship to anonymous subjectivity and an erring Word.
4. Describe and assess alternatives to Taylor which remain cognisant of postmodernism: Jean-Luc Marion’s God without Being, and also the Radical Orthodoxy school.

Upon successful completion of this unit, it is expected that Level 3 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, with its relationship to anonymous subjectivity and an erring Word.
3. Describe and assess alternatives to Taylor which remain cognisant of postmodernism: Jean-Luc Marion’s God without Being, and also the Radical Orthodoxy school.
4. Demonstrate awareness of the significant philosophical commitments expressed in the divergent approaches above.

Assessment

Level 2
Essay (2500 words) 50%
Essay (2500 words) 50%

Level 3
Essay (3000 words) 50%
Essay (3000 words) 50%

Pre-requisites: For AP2750P: 15 points in Philosophy; For AP3750P: 15 points in Philosophy at Level 2

Lecturer: John Martis

Recommended Reading

* = set texts recommended for purchase


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 **Level 1** students will be able to:

1. demonstrate understanding of the textual, cultural, historical, literary, religious, and theological aspects of the Old Testament
2. describe the historical and socio-cultural contexts of the ancient Near Eastern world in which the books of the Old Testament emerged.
3. develop a 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.
5. discern the significance and relevance of the Old Testament in our times and places.

Upon successful completion of this unit, it is expected that **Level 2** students will be able to:

1. demonstrate understanding of the textual, cultural, historical, literary, religious, and theological aspects of the Old Testament
3. develop a critical 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.
5. interpret the significance and relevance of the Old Testament in our times and places.

**Assessment**

**Level 1: Face to Face**

A short exercise - 1000 Words 20%
An Essay introducing a book of the OT – 1500 Words 40%
An Exegetical essay - 1500 Words 40%

**Level 1: Online**

Short tutorial exercises (1000 words equivalent) 20%
An Essay introducing a book of the OT – 1500 Words 40%
Exegetical Essay – 1500 Words 40%

**Level 2: Face to Face**

A short exercise - 1000 Words 20%
An Essay introducing a book of the OT – 2000 Words 40%
An Exegetical essay - 2000 Words 40%

**Level 2: Online**

Short tutorial exercises (1000 words equivalent) 20%
An Essay introducing a book of the OT – 2000 Words 40%
Exegetical Essay – 2000 Words 40%

**Lecturer:** Monica Jyotsna Melanchthon

**Recommended reading**

* = set texts recommended for purchase


BA2030P/ BA3030P: Prophets and their Writings
BA2039P/BA3039P

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 Level 2 students will be able to:

1. demonstrate an understanding of the distinctive writings of the biblical prophets from the pre-exilic, exilic and post-exilic periods
2. demonstrate an understanding of critical issues associated with the interpretation of prophetic literature
3. discuss the contextual nature of prophecy in the social, political and religious life of Israel
4. discuss major theological and ethical themes in the prophetic literature and critically evaluate their contemporary relevance.

Upon successful completion of this unit, it is expected that Level 3 students will be able to:

1. demonstrate an in-depth understanding of the distinctive writings of the biblical prophets from the pre-exilic, exilic and post-exilic periods
2. identify and explain the critical issues associated with the interpretation of prophetic literature, drawing on secondary literature
3. analyse the contextual nature of prophecy in the social, political and religious life of Israel
4. interpret major theological and ethical themes in the prophetic literature and critically evaluate their contemporary relevance.

Assessment

Level 2: Face to Face
Structural Analysis of a Prophetic Book – 1000 Words 20%
Essay exploring a theme in one of the Minor Prophets – 2000 Words 40%
Exegetical Essay – 2000 Words 40%

Level 2: Online
Engagement in online tutorial forums and tasks (1000 words equivalent) 20%
Essay exploring a theme in one of the Minor Prophets – 2000 Words 40%
Exegetical Essay – 2000 Words 40%

Level 3: 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%

Level 3: 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: At least 30 points of Biblical Studies with at least 15 points in Old Testament

Lecturer: Monica Melanchthon

Recommended Reading


BA3020P/BA3029P: Psalms: Exegetical and Theological Study

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. 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%

Pre-requisite: 15 points of Old Testament Study

Lecturer: Monica Melanchthon

Recommended Reading

* = set texts recommended for purchase

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 Level 1 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. Write a critical historical analysis of one episode in early Christian history.
4. Write a critical exegetical study of one early Christian text, exploring the historical, literary and theological issues raised by the text.

Upon successful completion of this unit, it is expected that Level 2 students will be able to:
1. Use their understanding of the genres of New Testament literature to offer critical analysis appropriate to their interpretation.
2. Articulate the relationship between the New Testament texts, the historical development of early Christianity, and emerging theological convictions within the Christian movement.
3. Write a critical historical analysis of one episode in early Christian history, informed by a range of scholarly resources.
4. Write a critical exegetical study of one early Christian text, exploring the historical, literary and theological issues raised by the text.

Assessment

Level 1: Face to Face
1 x essay (1500 words) 40%
1 x exegetical paper (1500 words) 40%
Tutorial Summary Paper (1000 words) 20%

Level 1: Online
1 x essay (1500 words) 40%
1 x exegetical paper (1500 words) 40%
Online Tutorial Contributions and Summary Blog Post (1000 words equivalent) 20%

Level 2: Face to Face
1 x essay (2000 words) 50%
1 x exegetical paper (2000 words) 50%
Tutorial Summary Paper (1000 words) 20%

Level 2: Online
1 x essay (2000 words) 40%
1 x exegetical paper (2000 words) 40%
Online Tutorial Contributions and Summary Blog Post (1000 words equivalent) 20%

Pre-requisites: Level 1: none; Level 2: 15 points of Biblical Studies
Recommended Reading

* = set texts recommended for purchase


BN2100P/BN2109P: Gospel, Church and World: Mission and Ministry in BN3100P/ BN3109P  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 Level 2 students will be able to:
1. Demonstrate an understanding of missiological hermeneutics in relation to early Christian, especially the letters of Paul.
2. Describe key aspects of Philippians and 2 Corinthians in the light of critical scholarship.
3. Discuss, with exegetical support, the nature of Paul’s argument and theology in Philippians and 2 Corinthians.
4. Critically assess sections in Philippians and 2 Corinthians which explore the relationship between theological conviction, ecclesial identity, and missional practice.

Upon successful completion of this unit, it is expected that Level 3 students will be able to:
1. Demonstrate an understanding of missiological hermeneutics in relation to early Christian texts, especially the letters of Paul.
2. Critically interpret key aspects of Philippians and 2 Corinthians in the light of critical scholarship.
3. Discuss, with exegetical support and consideration of a range of secondary scholarship the nature of Paul’s argument and theology in Philippians and 2 Corinthians.
4. Provide a critically informed account of sections in Philippians and 2 Corinthians which explore the relationship between theological conviction, ecclesial identity, and missional practice.

Assessment

Level 2: face to face
1000 word tutorial summary reflection 20%
2000 word essay on Philippians 40%
2000 word essay on 2 Corinthians 40%

Level 2: online
Online Tutorial Engagement and Blog Summary (1000 words equivalent) 20%
2000 word essay on Philippians 40%
2000 word essay on 2 Corinthians 40%

Level 3: face to face
1000 word tutorial summary reflection 20%
2500 word essay on Philippians 40%
2500 word essay on 2 Corinthians 40%

Level 3: online
Online Tutorial Engagement and Blog Summary (1000 words equivalent) 20%
2500 word essay on Philippians 40%
2500 word essay on 2 Corinthians 40%

Pre-requisite: 15 points of New Testament Study

Lecturer: Sean Winter

Recommended Reading

* = set texts recommended for purchase


BN3110P: 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. Demonstrate an understanding of missiological hermeneutics in relation to early Christian texts, especially the letters of Paul
2. Critically interpret key aspects of Philippians and 2 Corinthians in the light of critical scholarship.
3. Discuss, with exegetical support based on the Greek text, the nature of Paul’s argument and theology in Philippians and 2 Corinthians.
4. Provide a critically informed account of the Greek text of sections in Philippians and 2 Corinthians which explore the relationship between theological conviction, ecclesial identity, and missional practice.
5. Use their understanding of Greek grammar in the service of exegesis and interpretation of selected passages of the New Testament.

Assessment

3000 word essay on Philippians, based on the Greek text 50%
3000 word essay on 2 Corinthians, based on the Greek text 50%

Pre-requisites: 15 points of New Testament Study; 30 points of New Testament Greek

Lecturer: Sean Winter

Recommended Reading

* = set texts recommended for purchase


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.
4. Critically analyse one scholarly reconstruction of the historical Jesus.
5. Present a historical analysis of one main theme or topic related to the historical Jesus and its relation to contemporary Christian faith and practice.

Assessment

**Face to Face**
- 2000 word critical assessment of one scholarly reconstruction of the historical Jesus: 35%
- 4000 word essay on a theme or topic related to the historical Jesus and its relation to contemporary Christian faith and practice: 65%

**Online**
- 2000 word critical assessment of one scholarly reconstruction of the historical Jesus: 35%
- 4000 word essay on a theme or topic related to the historical Jesus and its relation to contemporary Christian faith and practice: 65%

**Pre-requisites:** At least 30 points of Biblical Studies including 15 points of New Testament Study

**Lecturer:** Sean Winter

**Recommended Reading**

* = set texts recommended for purchase


BS1000P/ BS1009P: 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.
3. Make use of primary and secondary sources relevant to critical biblical study to investigate two particular biblical texts.

Assessment

Face to Face

2 x short papers on specified biblical texts (1000 words total) 25%
1 x essay on the development of either the OT or NT canon (2000 words) 50%
1 x reflection paper (1000 words)
or
1 x 15 minute oral examination before two examiners 25%

Online

2 x short papers on specified biblical texts (1000 words total) 25%
1 x essay on the development of either the OT or NT canon (2000 words) 50%
Tutorial Contributions + Final Blog Summary (1000 words) 25%

Lecturer: Sean Winter

Recommended Reading

* = set texts recommended for purchase

BS1010P / BS1019P: 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 and employ these methods in their reading and interpretation of Biblical texts

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 - 1500 Words 40%

An Exegesis of a biblical text employing a method and approach of choice - 1500 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 – 2000 words 40%

An Exegesis of a biblical text employing a method and approach of choice - 2000 Words 40%

Tutorial Contributions and online discussion 20%

Lecturer: Monica Melanchthon

Recommended Reading

* set texts recommended for purchase


CH1000P/CH1009P: 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. Discuss the implications of historical understanding for ministry in the contemporary Christian church.

Assessment

Face to Face

Source Exercise 1000 words 40%
Essay 2000 words 40%
Book Review 1000 words 20%

Online

Source Exercise 1000 words 40%
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

CH2100P/CH2109P: The Cracking of Christendom: Theological issues of the Reformation
CT2100P/CT2109P

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.

Assessment

Face to Face
1,000 words x online conversation 20%
1,500 words x Research Exercise 40%
2,500 words x Source analysis 40%

Online
1,000 words x online conversation 20%
1,500 words x Research Exercise 40%
2,500 words x Source analysis 40%

Pre-requisites: 15 points in CH and 15 points in CT

Lecturers: Katharine Massam and Geoff Thompson

Recommended Reading


CH3300P Medieval Monastic Wisdom
DS3300P

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. Outline the significant movements and personalities within the development of Medieval monasticism.
2. Articulate key principles of historical interpretation of Medieval Christian sources of monasticism
3. Identify 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.

Assessment

Topic Essay (2000 words) 40%
Research Essay (3000 words) 60%

Lecturer: Carmel Posa

Recommended Reading

CH3405P: Prayer and Hospitality. Benedictine Spirituality in Australia
DS3405P

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. Identify the 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

Assessment

Journal – 4,000 words 60%
Source Exercise – 2,000 words 40%
(CH and DS options provided)

Prohibited combinations: CH9410P: Living by the Rule: Benedictine Spirituality in Australia

Lecturer: Katharine Massam

Recommended Reading

* = set texts recommended for purchase

CT1000P/CT1009P: 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. Identify the main doctrines of the Christian faith.
3. Articulate the ways scripture, tradition, reason and context shape doctrinal development.
4. Communicate the ways doctrine forms a Christian imagination though retrieval, polemic and construction.

Assessment

Face to Face
1 x essay (800 words) 20%
1 x study guide (1200 words) 30%
1 x essay (2000 words) 50%

Online
Engagement in Online Tutorial Discussion and Tasks (800 words equivalent) 20%
1 x study guide (1200 words) 30%
1 x essay (2000 words) 50%

Lecturer: Geoff Thompson

Recommended reading  * = set texts recommended for purchase


CT1010P/CT1019P: 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. identify key developments in the emergence of Christian theology
3. summarise the strengths and weakness of one major, contemporary non-Christian representation of Christianity;
4. explain the role of theology and its intellectual vision in responding to contemporary representations and/or appropriations of Christianity.

Assessment

Face to Face

1 x 800 word essay on the origins and tasks of Christian theology 20%
1 x 1200 word book review of a key non-Christian account of Christianity 30%
1 x 2000 word essay on a theological engagement with contemporary representations and/or appropriations of Christianity 50%

Online

1 x 1200 book review of a key non-Christian account of Christianity 30%
1 x 2000 word essay on a theological engagement with contemporary representations and/or appropriations of Christianity 50%

Engagement in Online Tutorial Discussion and Tasks (800 words equivalent) 20%

Lecturer: Geoff Thompson

Recommended Reading

* = set texts recommended for purchase

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. Identify the key interpretations of Jesus in the New Testament
2. Articulate the defining Christological issues of the patristic period
3. Outline the issues in contemporary Christological controversies
4. Explore the connections between the proclamation of Jesus Christ and the forms of life which it evokes

Assessment

**Face to Face**

1 x essay of 2000 words evaluating the Christology of either the New Testament or the patristic period. 40%

Either:
1 x essay of 2000 words engaging the relationship between classical or contemporary Christological discussions and Christian life and practice
Or
1 x group study resource of 2000 words engaging the relationship between contemporary Christological discussions and Christian life and practice 40%

Tutorial Paper (1000 words) 20%

**Online**

1 x essay of 2000 words evaluating the Christology of either the New Testament or the patristic period. 40%

Either:
1 x essay of 2000 words engaging the relationship between classical or contemporary Christological discussions and Christian life and practice
Or
1 x group study resource of 2000 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 CT1000P Faith, Theology and Doctrines or CT1010P Culture, Beliefs and Theology

**Lecturer:** Geoff Thompson

**Recommended Reading**

* = set texts recommended for purchase


CT3000P/CT3009P: 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. Articulate the sense(s) in which the doctrine can be described as ‘biblical’
3. Understand the different trajectories of the doctrine in the Eastern and Western traditions of Christianity.
4. Summarise the reasons for the re-emergence of the doctrine in the twentieth century.
5. Explain the potential contributions of this doctrine to the church’s dialogue with one or more of modern atheism, religious pluralism or politics.

Assessment

Face to Face

1x1500 word journal of learning from set readings 25%
1x1500 word essay or group study resource on the biblical origins of the doctrine of the Trinity or the patristic trinitarian debates. 25%
1x3000 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%
1x1500 word essay or group study resource on the biblical origins of the doctrine of the Trinity or the patristic trinitarian debates. 25%
1x3000 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 CT1000P Faith, Theology and Doctrines or CT1010P: Culture, Beliefs and Theology and one level 2 CT or CH unit.

Lecturer: Geoff Thompson

Recommended reading

* = set texts recommended for purchase


CT3010P/CT3019P: 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.

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%

Prerequisite: CT2020P or equivalent Christology unit Lecturer: Jan Gray

Recommended Reading

* = set texts recommended for purchase

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 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 developments in the liturgical practices of Lent and Easter.
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. Interpret liturgical texts.
5. Discuss the implications for pastoral practice of the Lenten and Easter rites.

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Essay (1000 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Journal (1500 words)</td>
<td>30%</td>
</tr>
<tr>
<td>Research Essay (2500 words)</td>
<td>50%</td>
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</tbody>
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Lecturers: Margaret Smith sgs, Jill O’Brien sgs

Recommended reading

DM1000P/DM1009P: 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

Assessment

Face to Face

Critical Summary of the biblical theology of mission section (1300 words) 33%
Critical Summary of the mission in Christian history section (1300 words) 33%
Critical Summary of the themes in mission theology section (1400 words) 34%

Online

Critical Summary of the biblical theology of mission section (1000 words) 25%
Critical Summary of the mission in Christian history section (1000 words) 25%
Critical Summary of the themes in mission theology section (1000 words) 25%

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)

Lecturer: John Flett

Recommended Reading

* = set texts recommended for purchase

Saayman, Willem A., and J. J. Kritzinger, eds. Mission in Bold Humility: David Bosch’s Work Considered Maryknoll, NY:
DM2010P/DM2019P: 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. Identify the theological and spiritual emphases important within the context of migrant Christian communities and describe how these find structural expression
3. 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 (2000 words) 40%
Essay (3000 words) 60%

Online

Theological Journal (2000 words) 40%
Essay (3000 words) 60%

Lecturer: John Flett

Recommended Reading

# = set texts recommended for purchase


DM2500P/DM2509P: Ferment and Renewal: The Missional Church Today
DM3500P/DM3509P

Semester 2: weekly
Semester 2: online

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 Level 2 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 an account of the emerging models of the contemporary church and its mission in Australia
3. Describe and critique the missional church and fresh expressions models, including demonstrating an awareness of the ecclesial and cultural contexts within they have developed

Upon successful completion of this unit, it is expected that Level 3 students will be able to:
1. Understand and evaluate 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. Construct a critical account of the emerging models of the contemporary church and its mission in Australia
3. Analyze and critique the missional church and fresh expressions models, including demonstrating an awareness of the ecclesial and cultural contexts within they have developed

Assessment

Face to Face (Level 2)

Book Review (2000 words) 40%
Essay (3000 words) 60%

Face to Face (Level 3)

Book Review (2000 words) 40%
Essay (4000 words) 60%

Online Level 2

Book Review (1000 words) 25%
Essay (3000 words) 55%
Online Participation (1000 words equivalent) 20%

Online Level 3

Book Review (1500 words) 25%
Essay (3500 words) 55%
Online Participation (1000 words equivalent) 20%
Lecturer: John Flett

Recommended Reading
* = set texts recommended for purchase

DP 1000P: 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.

Assessment

- Family/ cultural map with narrative explanation (1200 words) 35%
- Case study in ministry or work setting (1800 words) 40%
- Weekly reflection blog (1000 total words) 25%

Lecturer: Christine Sorensen

Recommended Reading

* = set texts recommended for purchase


DP1900P: 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. 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.

Assessment

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

Corequisites: This unit accompanies or follows immediately on from engagement in an approved Field Education Placement.

Lecturer: Sue Withers

Recommended Reading

* = set texts recommended for purchase


DP2900P: 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. Evaluate their developing skills in ministry practice and theological reflection.

Assessment

Learning agreement and Evaluations (2000 words) 40%

Essay: Theological reflection on pastoral situation from Field placement (2000 words) 40%

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

Corequisites: This unit accompanies or follows immediately on from engagement in an approved Field Education Placement.

Lecturer: Sue Withers

Recommended Reading

DP2500P: Theology of Pastoral Care
DP2509P

Semester I: weekly
Semester I: 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 the biblical and theological foundations of pastoral care.
2. articulate the integrative connections between theology and pastoral practice.
3. integrate theology and skills in their own pastoral practice.

Assessment

**Face to Face**

Two 500 word book reviews (1000 words equivalent) 30%

A reflective paper on the integration of theology and ministry in a particular ministerial context (3000 words) 70%

**Online**

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

A reflective 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) 70%

Prerequisites: 15pts in each of Biblical Studies and Theology

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

DP3005P: 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. demonstrate an understanding of educational implications for the interdisciplinary aspects of adult spiritual development
2. articulate 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

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

DP3605P: 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 pastoral-therapeutic intervention.
3. Reflect upon their own personal engagement in the counselling context, demonstrating awareness of ethical issues, and identifying the need for and process of referral.
4. Reflect upon the theological significance and relevance of a pastoral approach to counselling.

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

(Higher 3: “The Criterion”)
(Chapter 5: “Jesus the Fullness of Revelation”; & Chapter 6: “The Crucified and Resurrected Revealer”)
(Chapter 2: “Imago Dei”)
DP3805P: 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 models of faith leadership for effectiveness within their particular faith community
2. reflect critically on 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


DT2000P: Contemporary Christian Ethics
DT3000P

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 Level 2 students will be able to:
1. demonstrate a basic 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

Upon successful completion of this unit, it is expected that Level 3 students will be able to:
1. articulate and critically compare the principal theories of Christian ethics
2. apply Christian ethical methods to contemporary case studies
3. evaluate the strengths and weaknesses of each theory of ethics
4. construct an account of the relationship between Christian faith and contemporary ethics

Assessment

**Level 2**

- 2500 word essay 50%
- 2500 case study 50%

**Level 3**

- 3000 word essay 50%
- 3000 word case study 50%

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

Lecturers: Rufus Black and Hoah Dinh

Recommended Reading

* = set texts recommended for purchase

Supervised Reading Units

Students wishing to study an appropriate topic otherwise available on the regular unit timetable can undertake a Supervised Reading Unit.

In consultation with a Faculty member or approved lecturer, the student must prepare a bibliography for the Reading unit and complete the required application form. These should be sent to the Coursework Studies Co-ordinator who, in consultation with the Academic Dean, approve the supervisor, programme of study and assessment tasks. The student is to maintain regular contact with their supervisor throughout the semester in which the Reading Unit is taken. The usual length of a reading unit assessment task is 6000 words or equivalent and is worth 15 credit points towards an undergraduate award.

Supervised Reading units are available in the following areas:

BS3415P     SRU Biblical Studies
CH3415P     SRU Church History
CT3415P     SRU Systematic Theology
DA3415P     SRU Mission and Ministry

In certain circumstances it may be possible to take a reading unit of 12,000 words, worth 30 points towards an undergraduate award.
For all enquiries regarding admission, enrolment, courses and units, please contact us on:

study@pilgrim.edu.au