

**2017**  
HANDBOOK



PILGRIM  
THEOLOGICAL COLLEGE



UNIVERSITY  
OF DIVINITY





HANDBOOK

2017

## Acknowledgement

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We who teach, study and work in the Centre for Theology & Ministry, Pilgrim Theological College and the Dalton McCaughey Library acknowledge the Wurundjeri people as the original inhabitants and custodians of this land.

We respect their cultural and religious traditions and undertake to work for reconciliation and justice.

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# 2017 ACADEMIC CALENDAR

## First Semester

February	27	Monday	Semester 1 commences
March	21	Tuesday	Census date
	24	Friday	Graduation (Melbourne)
April	10	Tuesday	Non-teaching period (Easter) – until 21 April
	25	Tuesday	ANZAC Day
May	26	Friday	Classes conclude
	29	Monday	HDR Confirmation period – until Friday, 9 June
June	7	Wednesday	Research Day
	5	Monday	Study Week – until Friday, 9 June
	12	Monday	Examination Week – until Friday, 16 June

## Second Semester

July	14	Friday	Semester One results published
	31	Monday	Classes commence
August	22	Tuesday	Census date
September	25	Monday	Non-teaching period – until 6 Oct
October	28	Friday	Classes conclude
	30	Monday	HDR Confirmation period – until Friday, 10 November
November	6	Monday	Study Week – until Friday, 10 November
	13	Monday	Examination Week – until Friday, 17 November
December	15	Friday	Semester Two results published

## University Holidays

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January	1	Saturday	Christmas/New Year, closed Saturday, 24 Dec to Monday, 2 Jan 26	Tuesday	Australia Day
March	25	Friday	Easter, closed Friday, 25 March to Tuesday, 29 March		
April	25	Monday	ANZAC Day		
June	13	Monday	Queen's Birthday		
September	TBC		Grand Final Eve (Victoria)		
December	23	Saturday	Christmas/New Year, closed Saturday, 23 Dec to Monday, 1 Jan		

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## Formation Weeks for UCA VicTas Candidates

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Feb 15-19      Focus Week - Tasmanian Immersion

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Feb 27          Candidates' Orientation Day

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July 24-28      Focus Week - Leadership Intensive

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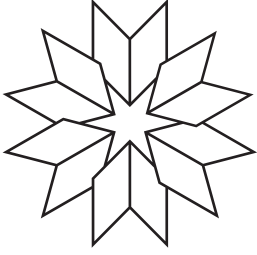
## ACADEMIC AWARDS

Pilgrim Theological College is accredited to offer and teach the required units for the following Undergraduate and Postgraduate awards through the University of Divinity.

	Award	Classroom Mode	Online Mode	Overseas Students
<b>Undergraduate Awards</b>				
1	Diploma in Theology	Yes	Yes	Yes
2	Advanced Diploma in Theology and Ministry	Yes	Yes	Yes
3	Bachelor of Ministry	Yes	No	Yes
4	Bachelor of Theology	Yes	Yes	Yes
<b>Postgraduate Awards</b>				
6	Graduate Certificate in Research Methodology	Yes	No	N/A
7	Graduate Certificate in Theology	Yes	Yes	Yes
8	Graduate Certificate in Leadership	Yes	Yes	Yes
9	Graduate Certificate in Spirituality	Yes	Yes	Yes
10	Graduate Certificate in Children and Families Ministry	Yes	Yes	Yes
11	Graduate Diploma in Theology	Yes	Yes	Yes
12	Graduate Diploma in Spirituality			
9	Master of Arts (Theology)	Yes	Yes	Yes
10	Master of Theological Studies	Yes	Yes	Yes
11	Master of Philosophy	Yes	No	Yes
12	Master of Theology	Yes	No	Yes
13	Doctor of Philosophy	Yes	No	Yes
14	Doctor of Theology	Yes	No	Yes

Each award may have different regulations in terms of admissions and enrolment, course structure, award and credit. The detailed regulations for each award is available online at [www.divinity.edu.au/university-of-divinity/governance/the-act-and-regulations](http://www.divinity.edu.au/university-of-divinity/governance/the-act-and-regulations)

## UNIVERSITY OF DIVINITY



**UNIVERSITY  
OF DIVINITY**

The University of Divinity promotes the highest standards of scholarship in theology, philosophy and ministry. Through scholarship, the University aims to address the issues of the contemporary world.

Founded in 1910 as the Melbourne College of Divinity, the University has a long history of pursuing and achieving these aims.

All students and staff join the University through one of its Colleges. Based in the Australian cities of Melbourne, Adelaide and Sydney, each College is a unique learning community. The Colleges are supported by a wide range of churches and religious orders that together resource the University as a whole.

The University's work is further resourced by the Office of the Vice-Chancellor, which provides support to the Colleges and the University's Council and Academic Board.

### **The Office of the Vice-Chancellor**

21 Highbury Grove  
Kew VIC 3101  
Australia  
Phone: +61 3 9853 3177  
Fax: +61 3 9853 6695  
Email: [enquiries@divinity.edu.au](mailto:enquiries@divinity.edu.au)

ABN 95 290 912 141  
CRICOS Provider 01037A

### **Research enquiries**

The Research department within the Office of the Vice-Chancellor is located at the Centre for Theology & Ministry  
29 College Crescent  
Parkville VIC 3052  
Australia  
Phone: +61 3 9340 8820

## COLLEGES OF THE UNIVERSITY OF DIVINITY

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### **Pilgrim Theological College**

29 College Crescent  
Parkville VIC 3052  
Phone: +61 3 9340 8800  
Fax: +61 3 9340 8805  
study@pilgrim.edu.au  
www.pilgrim.edu.au

### **Catherine Booth College**

100 Maidstone Street  
Ringwood VIC 3134  
Phone: +61 3 9847 5400  
Fax: +61 3 9847 5499  
registrar@aus.salvationarmy.org

### **Morling College**

120 Herring Road  
Macquarie Park NSW 2113  
Phone: +61 2 9878 0201  
Fax: +61 2 9878 2175  
enquiries@morling.edu.au

### **Sentir Graduate College of Spiritual Formation**

99 Studley Park Road  
Kew VIC 3101  
Phone: +61 3 9854 8110  
Fax: +61 3 9347 6371  
registrar@sentir.edu.au

### **Trinity College Theological School**

Royal Parade  
Parkville VIC 3052  
Phone: +61 3 9348 7127  
Fax: +61 3 9348 7610  
tcts@trinity.edu.au

### **Yarra Theological Union**

98 Albion Road (PO Box 79)  
Box Hill VIC 3128  
Phone: +61 3 9890 3771  
admin@ytu.edu.au

### **Australian Lutheran College**

104 Jeffcott Street  
North Adelaide SA 5006  
Phone: +61 8 8267 7400  
Freecall: 1800 625 193  
Fax: +61 8 8267 7350  
alc@alc.edu.au

### **Catholic Theological College**

278 Victoria Pde (PO Box 146)  
East Melbourne VIC 8002  
Phone: +61 3 9412 3333  
Fax: +61 3 9415 9867  
ctc@ctc.edu.au

### **St Athanasius Coptic Orthodox Theological College**

88-154 Park Road, Donvale VIC 3111  
PO Box 1153, Mitcham North VIC 3132  
Phone: +61 3 8872 8450  
Fax: +61 3 9874 0688  
registrar@sacotc.vic.edu.au

### **Stirling Theological College**

44-60 Jacksons Road  
Mulgrave VIC 3170  
Phone: +61 3 9790 1000  
Fax: +61 3 9795 1688  
admin@stirling.edu.au

### **Whitley College**

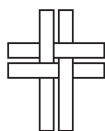
271 Royal Parade  
Parkville VIC 3052  
Phone: +61 3 9340 8100  
Fax: +61 3 9349 4241  
whitley@whitley.unimelb.edu.au

Visit [divinity.edu.au](http://divinity.edu.au) for further details  
on the Colleges and for links to their  
individual websites.



# PILGRIM THEOLOGICAL COLLEGE

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**PILGRIM**  
THEOLOGICAL COLLEGE

Pilgrim Theological College is an initiative of the Uniting Church Synod of Victoria and Tasmania providing a rich tapestry of ecumenical theological education under the leadership of a Faculty of eminent scholars.

We are a college of the University of Divinity, which is internationally recognised for promoting the highest standards of scholarship in theology, philosophy and ministry.

Situated within the Centre for Theology & Ministry in Parkville, Melbourne, Pilgrim is located in an appealing setting, just three kilometres from the CBD and on the perimeter of the Princes Parklands and Melbourne University.

Students at the College are from varied countries, cultures, denominations and ages, forming a diverse and vibrant educational community.

We welcome those who are:

- interested in studying theology for their personal and spiritual development, from all traditions or none
- preparing for ordained ministry within the Uniting Church in Australia
- ordained ministers of the Uniting Church in Australia seeking higher education
- preparing for ordained ministry within the Uniting Church in Australia or another denomination preparing for ministry as a lay preacher or pastor
- engaged in the Period of Discernment.

Building on a long history of theological education, Pilgrim offers a full range of awards aimed at creating a theologically equipped people of God formed for ministry, discipleship and leadership within and beyond the church.

Awards offered include diplomas, undergraduate degrees, graduate certificates and diplomas, postgraduate degrees and higher degrees by research.

Full-time and part-time study options are available and courses can be undertaken either face-to-face on campus or online for those who need to study at a distance.



## HISTORY

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Pilgrim Theological College, inaugurated in September 2014, has evolved from the Uniting Church Theological College, which was a partner teaching institution of the United Faculty of Theology (UFT).

The UFT was formed in 1973 when the theological colleges of the Anglican, Congregational, Methodist and Presbyterian churches joined with Jesuit Theological College to pool their teaching resources.

These theological colleges were part of the Melbourne College of Divinity, which was founded in 1910.

In 1977 the Congregational, Methodist and Presbyterian churches combined to form the Uniting Church in Australia and, from this union, the Uniting Church Theological College was formed. From then, the UFT comprised the Uniting Church Theological College, Jesuit Theological College and Trinity College Theological School.

In 2012 the Melbourne College of Divinity gained university status and from 2014 began operating as the University of Divinity.

During 2013 it was decided the UFT would close and two of its three partners – the Uniting Church Theological College and Trinity College Theological School – would become independent colleges of the University of Divinity. Jesuit Theological College chose to cease operations as a teaching institute.

In 2014 the pronouncement was realised, with the Uniting Church Theological College being transformed into Pilgrim Theological College within the Centre for Theology & Ministry, a vibrant hub of educational advancement.

## FACULTY

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Rev Dr Jennifer Byrnes

Head of College

+61 3 9340 8800; jenny.byrnes@ctm.uca.edu.au

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HDTs, GDAET, BTheol, MA, DEd

Pastoral Theology and Ministry Studies

### Research Interests

Jenny's doctoral research was in leadership education, specifically in the development of leadership with adults. Jenny's Master of Arts explored issues of women in the church. Following the completion of her doctoral research Jenny's main interest has been in the exploration of recent findings in neuroscience and adult education through coaching and intentional transformation.

### Research Supervision

Jenny is open to supervising in the areas of adult education, women in ministry and leadership.

Rev Associate Professor Sean Winter

Academic Dean

+61 3 9340 8831; sean.winter@ctm.uca.edu.au

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BA (Hons), DPhil

Biblical Studies; New Testament

### Research Interests

Sean's research focuses on the letters and theology of the apostle Paul, with special reference to Philippians and 2 Corinthians. He has also worked in the area of biblical hermeneutics, especially theological understandings of biblical interpretation (particularly in the work of Dietrich Bonhoeffer) and biblical reception history.

### Research Supervision

Sean is open to receiving research proposals on any aspect of New Testament study, especially those that relate to the interpretation of the Pauline letters and/or that have a particularly theological or hermeneutical focus.

He has successfully supervised projects on: The Meaning of *dikaionunê* Language in Romans; Paul's use of Isaiah in Romans 9–11; The Relevance of the Watchers Tradition to the Synoptic Gospels; Paul's Understanding of Suffering in Romans 8; Paul's Anthropological Terms; The Development of early Wisdom Christology.

Professor Maryanne Confoy, RSC

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BA, MEd, PhD

Theology: Mission/Ministry

Rev PD Dr John Flett

Co-ordinator of Studies – Missiology

+61 3 9340 8827; john.flett@ctm.uca.edu.au

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BMin, MTheol, PhD, DTheol Habil

Co-ordinator of Studies – Missiology

### Research Interests

John has an interdisciplinary research focus, concentrating on constructive theologies of mission, intercultural and ecumenical theologies. His publications have explored such ranging topics as the doctrine of the Trinity, apostolicity, Karl Barth, ecclesiology, ecumenical theologies of mission, intercultural hermeneutics, Lesslie Newbigin, migrant Christianity, and missional church.

### Research Supervision

John welcomes research proposals dealing with all aspects of mission, intercultural, and ecumenical theology, including contemporary themes such as contextualization, intercultural hermeneutics, mission and the arts, the cross-cultural transmission and appropriation of the Christian gospel, missional church/Fresh Expressions, and historical themes dealing with the problem of colonialisation and cultural replication, and the development of mission theology within Germany and within the ecumenical movement (International Missionary Council, the World Council of Churches, and Lausanne).

Projects he has worked with include: 'witch-children' in Goma, DRC; Christian/Muslim relations in Indonesia; second-generation Korean Christians in Germany; mission and church music in Indonesia; patterns of Christian discipleship in Africa.

# FACULTY

Rev Dr John Martis, SJ

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BSc (Hons), BA, BTheol, MA, PhD  
Philosophy

**Associate Professor Katharine Massam**

**Co-ordinator of Studies – Church History**

+61 3 9340 8822; katharine.massam@ctm.uca.edu.au

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BA (Hons), DipEd, PhD  
Church History; Christian Spirituality

### **Research Interests**

Katharine's research explores intersections between Christian tradition and wider culture in postcolonial, settler societies, including Australia. She writes on the history of Christian spirituality (especially Benedictine traditions), cross-cultural encounter in the Australian mission context, the dynamics work and leisure, and is especially interested in methodologies that open-up neglected sources and experience (such as historical readings of space and place, devotional literature, art, music, and material culture).

### **Research Supervision**

Katharine supervises topics on religion in Australia and on the history of Christian spirituality. She particularly welcomes projects that explore community memory and traditions, including monasticism and its contemporary expressions.

Recent students have successfully completed major theses on Australian missionary women in Papua New Guinea, Eucharistic tradition and devotion in Australia, the twelfth-century Benedictine abbess Eloise of the Paraclete, the cook books and food traditions of church communities in Victoria, and a range of minor theses and research essays including several drawing on the photographs and documents of the mission archive at New Norcia.

**Rev Associate Professor Monica Melanchthon**

**Co-ordinator of Studies – Old Testament**

+61 3 9340 8835; monica.melanchthon@ctm.uca.edu.au

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BA, BD, ThM, PhD  
Biblical Studies; Old Testament

### **Research Interests**

Monica has strong commitments to the marginalized, particularly, women and Dalits. She has contributed toward developing Dalit and Indian Feminist hermeneutics and theologies, and interpretation of Biblical texts drawing on insights from the social biographies of these communities, their perspectives and their lived experiences. Her approach is therefore contextual, inter disciplinary and liberational. Her research interests include cultural and literary studies, reception histories, epistemologies, ecological readings, feminist hermeneutics and interpretations. Her current research projects include a feminist commentary on 1 Kings (Liturgical Press) and a commentary on Joshua 1-11 (Earth Bible Commentary Series, Sheffield Press).

### **Research Supervision**

Monica welcomes the opportunity to work with students interested in studying the Old Testament/Hebrew Bible in general but would be excited about those projects that seek to bring the Hebrew text into conversation with issues of culture, gender, other scriptural traditions, and social issues; those open to employing new and emerging approaches and methodologies and engaging sources also from the non-Western world.

She has successfully supervised research projects on, The History and Significance of Manual Labour in the Hebrew Bible: A Sociological Approach; The Process of the Formulation of Liberative Hebrew Scripture as a Paradigm for the formulation of a Scripture for the Liberation of Dalits, at the PHD level and many at the Masters level.

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**Rev Dr Geoff Thompson**

**Co-ordinator of Studies – Systematic Theology**

+61 3 9340 8828; geoff.thompson@ctm.uca.edu.au

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BAgrSci, BD, PhD  
Systematic Theology

### **Research Interests**

Geoff's research has focused on Karl Barth, Karl Rahner, the functions of doctrine in the church, the relationship between practical and systematic theology, the theology of the Uniting Church (especially the Basis of Union). Current and future research is focused on the relationship between Christology and Discipleship and the theological significance of secular or non-Christian appropriations of, or responses to, the Christian narrative.

## Research Supervision

Geoff invites research proposals on the study of doctrine or particular doctrines, especially their articulation in a post-Christendom pluralist milieu. Studies on Karl Barth, the Basis of Union, and contemporary ecclesiologies will also be welcomed.

## Rev Sue Withers

### Integration Co-ordinator

+61 3 9340 8834; sue.withers@ctm.uca.edu.au

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BTheol, DipTeach

Supervised Theological Field Education

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## STAFF

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### Erlinda Loveseed

#### Registrar

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registrar@pilgrim.edu.au

Phone: +61 3 9340 8892

Fax: +61 3 9340 8805

### Fotini Toso

#### Coursework and Research Co-ordinator

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coursework@pilgrim.edu.au

Phone: +61 3 9340 8891

Fax: +61 3 9340 8805

Our faculty and staff are assisted by the dedicated staff of the Centre for Theology & Ministry:

David Bamby	...	...	Administration Manager – Executive Assistant
Ruth Boermans	...	...	Finance Officer
David Caldecoat	...	...	Facilities and Resources Assistant
Merryn Gray	...	...	Administration Officer – CTM Resourcing
Lorrayne Morton	...	...	Receptionist – Administration
Rose Kizinska	...	...	Marketing and Communications Co-ordinator
Daniel Failla	...	...	Property and Maintenance Officer

## GENERAL INFORMATION

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### Hours of operation and key contacts

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Pilgrim Theological College staff are available Monday to Friday 9am-5pm.

#### Erlinda Loveseed

##### Registrar

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registrar@pilgrim.edu.au

Phone: +61 3 9340 8892

Fax: +61 3 9340 8805

#### Fotini Toso

##### Coursework and Research Co-ordinator

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coursework@pilgrim.edu.au

Phone: +61 3 9340 8891

Fax: +61 3 9340 8805

See the faculty pages for contact details of key members of faculty.

### Lecture and morning prayer times

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Morning Prayer	...	9.10am to 9.25am
Mornings	...	9.30am to 12.30pm
Afternoons	...	2pm to 5pm
Evenings	...	6pm to 8 or 9pm

Intensive course hours may vary.

## **Disability support**

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Students with disabilities are asked to make their specific needs known to the College Registrar at the time of enrolment so that every effort can be made to accommodate their needs.

The Centre for Theology & Ministry building which houses the Pilgrim Theological College and Dalton McCaughey Library is fully wheelchair accessible, with disabled bathroom facilities located near the library foyer. A disabled parking space is available upon request for holders of a disability parking permit. Contact the receptionist on +61 3 9340 8800 to arrange for parking prior to your attendance.

## **Distance learning**

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Pilgrim Theological College offers a flexible, ecumenical, world-class standard of theological distance education for students through the Internet. For information and advice regarding availability of courses and the support provided to distance students please contact the Registrar or Coursework and Research Co-ordinator.

## **Accommodation**

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Maclean House is provided to the Uniting Church community by the Centre for Theology & Ministry and is located in the picturesque grounds of Ormond College, Parkville.

Maclean House provides a range of comfortable double and twin share rooms over two levels. All linen is included, there's on-site parking, a self-serve light breakfast, comfortable living room and desks in every room, while free wi-fi enhances your stay. Discounts are available for longer stays.

When you arrive at the Centre for Theology & Ministry please park near the entrance to the car park and visit the reception area for check-in, where you'll receive your key and car park pass.

Check-in is available after 2pm, and check-out is 11am.

Please email [macleanhouse@ctm.uca.edu.au](mailto:macleanhouse@ctm.uca.edu.au) or call +61 3 9340 8800 for more information or to book a room.

## **CTM Resourcing**

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CTM Resourcing is wholly committed to assist in sourcing and selling up-to-date, quality theological material. This includes standard Uniting Church in Australia resources for groups, presbyteries and individuals, whether they are lay or ordained.

Many of the college courses' required texts are available through CTM resourcing. Visit [ctm.uca.edu.au/resources/books-materials/ctm-resourcing](http://ctm.uca.edu.au/resources/books-materials/ctm-resourcing) for details and to order.

## **Scholarships and grants**

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There are a number of grants and scholarships available through the Centre for Theology & Ministry, which, alongside the Synod of Victoria and Tasmania, has oversight of some financial resources and scholarships available for those participating in study. Some of these funding opportunities are available for both ordained and lay people, as well as individuals and groups. Some of these funds have been donated by generous individuals and the Uniting Church in Australia, the Synod, and the Centre for Theology & Ministry are thankful for the generous support of these people.

Other funding sources are available in recognition of the need to encourage and assist people in their ongoing learning for ministry and research endeavours. Details of the grants and scholarships available through the Centre for Theology & Ministry, forms and guidelines are available in the resources section of the website: [www.ctm.uca.edu.au](http://www.ctm.uca.edu.au)

## **Health and safety**

The Centre for Theology & Ministry and Pilgrim Theological College have procedures in place to keep all staff and visitors to the building safe.

Please be aware that there are site-specific evacuation maps throughout the building and please make yourself aware of the best evacuation routes in the event of an emergency.

In the unlikely event of a fire, or if you see or smell smoke you should report this to reception immediately, and re-join your fellow students for further instructions if it is safe to do so. In an emergency an evacuation alarm may sound. If this happens when you're in the building stay together as a group with your fellow students and follow your lecturer or tutor's instructions. If required, the lecturer may need you to evacuate to one of the Centre for Theology & Ministry's two assembly point locations.

The primary assembly point is the Centre for Theology & Ministry's car park on College Crescent, while the secondary assembly centre is under the verandah at the University Oval clubrooms at the rear of the building.

There is a first aid kit located at reception, and a defibrillator at the base of the stairs near the lift.

#### *Important telephone numbers*

Chief Warden: Danny Failla +61 3 9340 8802 or 0447 784 045

First Aid Officer: Merryn Gray +61 3 9340 8815

Emergency: (Fire/Police/Ambulance): 000

### **Reporting maintenance issues**

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As part of the Centre for Theology & Ministry's vibrant community, Pilgrim Theological College students are encouraged to report any potential safety issues they come across. This may include faulty IT or AV equipment, wet floors, frayed cords, doors or windows that aren't opening or closing properly and kitchen equipment that might not be operating effectively. Issues can be reported to reception for further action.

The Centre for Theology & Ministry is a well-designed and maintained learning space and the College encourages you to help keep it that way by sharing in the responsibility of building maintenance.

### **Student lockers**

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Dalton McCaughey Library users can make use of a locker for a day to store personal items. A locker key can be requested from the loans desk of the library and must be returned at the end of the day. Use of lockers is free of charge.

### **Internet access**

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Wireless Internet access is provided for student use throughout the college. Details on accessing the Internet and passwords can be obtained from reception.

### **Student email**

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Students use their own personal email. It is mandatory for students to provide their email address upon application or re-enrolment. The provided email address is used in accessing the Learning Management System (ARK) to access online resources and submit assignments. The same email address is used to access the University of Divinity database, TAMS, to check results.

The dissemination of information is generally done by email. It is essential for students to check their emails regularly and to report to the Registrar any change to their email address as soon as possible.



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## **Theological Academic Management System (TAMS)**

TAMS is the University of Divinity's Academic Management System, by which you can access your enrolment summary and results.

To access your unit's webpage you first need a username and password. Your username will be the same as your email address registered with the University of Divinity on TAMS. New students will be notified of their username and password by the Registrar when their enrolments are processed.

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## **ARK Learning Management System**

ARK is the University of Divinity's learning management system. Every on-campus and online unit has a webpage on ARK. You will find course notes, activities and a place to submit your assignments for your units.

To access your unit's webpage on ARK you first need a username and password. These are exactly the same as for your TAMS account.

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## **Academic Skills Program**

Pilgrim Theological College provides a program for supporting students in the development of academic skills, study skills and support for academic writing. Contact the Registrar for details.

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## **Examinations and Assessments Policy**

All students at Pilgrim Theological College should familiarise themselves with the University of Divinity Examinations and Assessments Policy available on the University's website.

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## **Extensions**

Before requesting an extension please refer to the Extensions and Special Consideration Policy available from the University of Divinity.

Request a Lecturer's extension using the editable .docx Lecturer's Extension Application Form. This is to be used for an extension request of up to 14 days after the original due date but no later than the final day of the examination period for the semester.

For an extension request requiring more than 14 days beyond the original due date and beyond the final day of the examination period for the semester please request a Dean's extension using the editable .docx Dean's Extension Application Form.

Additional information about requesting extensions can be found on the forms themselves.

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## **Pilgrim Assessment Task Guidelines**

Additionally, all students at Pilgrim Theological College should download the Pilgrim\_Assessment\_Task\_Guidelines document at this address:

[pilgrim.edu.au/wp-content/uploads/2015/01/Pilgrim\\_Assessment\\_Task\\_Guidelines\\_2015.pdf](http://pilgrim.edu.au/wp-content/uploads/2015/01/Pilgrim_Assessment_Task_Guidelines_2015.pdf)

This document provides detailed information on:

- Assessment
- The skills of writing essays
- Referencing and the dangers of plagiarism
- Policies and materials of relevance
- Presentation and submission of assignments

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## **Essay submission**

Turnitin is the University's plagiarism-checking software system. Assignments must be submitted electronically only through the unit on ARK and in the relevant assessment task.

Pilgrim students please note that there is an essay coversheet available from the student information section of the Pilgrim website that must be used in the event that Turnitin is not available. The coversheet must only be used for all written assignments submitted in hard copy form or via email in the event that plagiarism checking software Turnitin is not available.

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## **Student ID card**

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A Student ID card template will be provided to students upon enrolment as part of the enrolment pack. Students need to sign and affix a photo to the template which will be sent directly by the student to the University. The Student ID Card template provides instruction on how to process the student card and to which address this will be sent to.

The University of Divinity will sign, laminate and return the card to the student's home address provided that the fees have been paid for the current semester or a Fee-Help form has been submitted.

A student card is issued to new students upon enrolment and is renewed every year.

### **Student concession card**

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A full-time undergraduate student of the University of Divinity is eligible to apply for a Victorian Public Transport Concession Card. Please refer to the link for conditions of eligibility and further information on public transport concession cards: [ptv.vic.gov.au/tickets/concessions/students/](http://ptv.vic.gov.au/tickets/concessions/students/)

Students may request a hard copy of the application form from any Melbourne Train Station or download the form from the Public Transport Victoria (PTV) website.

Please bring the completed form and two passport size photos to the Registrar's Office for validation. Lodgement of the application will be done by the student to any of the designated offices of Public Transport Victoria.

## **ENROLMENT INFORMATION**

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### **Entrance requirements**

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To enter the undergraduate awards, a successful completion of Year 12 or equivalent generally fulfils the requirement. A probationary admission can be made available to approved mature aged applicants aged 21 or greater who have not completed Year 12.

Detailed information on entry requirements for specific Undergraduate and Postgraduate awards can be accessed online at [www.divinity.edu.au/study/our-courses](http://www.divinity.edu.au/study/our-courses)

All students at the University of Divinity must enrol through one of its Colleges, attend an interview (this may be conducted by phone or email), and complete an admission or re-enrolment form.

You may wish to consult the Admissions Policy and the Enrolment Policy.

### **How to enrol**

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#### **Select a course**

The University offers a wide variety of awards, from diplomas to doctorates. Finding the right course of study will depend partly on your prior academic qualifications and partly on your objectives.

#### **Attend an interview**

It is a requirement that all students attend an admissions interview with the Coursework and Research Co-ordinator. The interview may be conducted by telephone or email or similar means. The purpose of the interview is to help you choose the right course, to ensure you meet the admission requirements, and to plan a program of study appropriate to your course and your needs.

#### **Complete a form**

Visit the University of Divinity and download the *Application for Admission form* if you are new to the University or are enrolling in a new course. If you are a re-enrolling student, download the *Re-enrolment form*.

Complete the form and submit it the Registrar together with supporting documents (either originals or certified copies).

#### **Pay your fees**

See the tuition fees section of this Handbook on pages 39-43 for details.

## **INTERNATIONAL STUDENT INFORMATION**

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### **International students / student visa holders**

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Pilgrim Theological College is a diverse hub of people from different cultures, denominations and ages interested in studying theology for a variety of reasons.

Students who hold a student visa to study in one of the awards of the University will follow the same entry requirements as stipulated in the specific course regulation, but with the addition of evidence of English Language proficiency.

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### **English language requirements for student visa holders**

Apart from requirements for admission, a student visa holder must satisfy the English language requirement of the award.

#### ***For undergraduate and postgraduate coursework study***

An International English Language Testing System (IELTS Academic) score of at least 6.5 with no individual band score under 6.0.

#### ***For Higher Degrees by Research***

An IELTS Academic score of at least 7.0 with no individual band score under 6.5.

Apart from IELTS, there are other accepted English language tests such as Test of English as a Foreign Language (TOEFL Academic, iBT\* and PBT\*\*), Pearson Test of English (PTE Academic) and equivalent results in an English language test as approved by the Academic Board.

For further details on the English language requirements of the University please download the English Language Requirements Policy: [divinity.edu.au/wp-content/uploads/2013/12/English-Language-Requirements-Policy.pdf](http://divinity.edu.au/wp-content/uploads/2013/12/English-Language-Requirements-Policy.pdf)

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## **INTERNATIONAL STUDENT INFORMATION**

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### **Student visa information**

Student visa requirements vary depending on the country of origin of the applicant. It is helpful to check with the Department of Immigration and Border Protection (DIBP) to find out the requirements and conditions of the visa that a student will apply for.

Please refer to the DIBP link below for more information regarding student visa and studying in Australia in general:

[www.border.gov.au/Trav/Stud](http://www.border.gov.au/Trav/Stud)

The University of Divinity had also outlined information on how to apply, obtain and maintain a student visa on its website:

[www.divinity.edu.au/study/international-student-resources/applying-for-student-visa](http://www.divinity.edu.au/study/international-student-resources/applying-for-student-visa)

Pilgrim Theological College will conduct a separate orientation for Student Visa Holders to acquaint them with the University policies, requirements, and expectations governing their visa and study. The orientation will also assist them to familiarise with the facilities of the College and make the transition into the Australian way of life smoother.

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### **Overseas student support services**

Australia's education system is highly regarded all over the globe. Due to this, a large number of students from various parts of the world travel to Australia for study.

For information on support services available to student visa holders in Australia, please refer to

[www.studyinaustralia.gov.au/global/live-in-australia/support-services](http://www.studyinaustralia.gov.au/global/live-in-australia/support-services)

The University of Divinity has a range of services for student visa holders to help and to support them in their study. These services will be delivered through the home college.

Further information about these services can be found at:

[www.divinity.edu.au/study/international-student-resources/overseas-student-support/](http://www.divinity.edu.au/study/international-student-resources/overseas-student-support/)

[www.border.gov.au/Trav/Stud/More/Student-Visa-English-Language-Requirements](http://www.border.gov.au/Trav/Stud/More/Student-Visa-English-Language-Requirements)

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## **THE DALTON MCCAUGHEY LIBRARY**

The Dalton McCaughey Library formed at Ormond College in the late 1960s with the unification of the collections of the Jesuit Theological College and Ormond's Theological Hall. When the Uniting Church came into being the new library received valuable additions from Queen's College and the theological hall of the Victorian Congregational Church.

As the Joint Theological Library, the library occupied buildings in Ormond until January 2007, when it moved to its present location on College Crescent, and adopted its present name, in honour of its creators.

The Rev Dr Davis McCaughey was Master of Ormond College, and Fr Bill Dalton was Principal of the Jesuit Theological College, when the Joint Theological Library formed.

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### **Address and contact details**

29 College Crescent  
Parkville VIC 3052  
Phone: +61 3 9340 8888  
Fax: +61 3 8669 4418  
www.dml.vic.edu.au

## Email contacts

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General inquiries: [info@dml.vic.edu.au](mailto:info@dml.vic.edu.au) Off-campus students: [offcampus@dml.vic.edu.au](mailto:offcampus@dml.vic.edu.au)  
Loans and renewals: [loans@dml.vic.edu.au](mailto:loans@dml.vic.edu.au) Cataloguing: [cataloguing@dml.vic.edu.au](mailto:cataloguing@dml.vic.edu.au)  
Interlibrary loans: [ill@dml.vic.edu.au](mailto:ill@dml.vic.edu.au) New acquisitions: [acquisitions@dml.vic.edu.au](mailto:acquisitions@dml.vic.edu.au)  
Reference: [reference@dml.vic.edu.au](mailto:reference@dml.vic.edu.au) Web site inquiries: [webmaster@dml.vic.edu.au](mailto:webmaster@dml.vic.edu.au)

## After hours

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To contact staff outside of opening hours please email [loans@dml.vic.edu.au](mailto:loans@dml.vic.edu.au) for loan renewals, [info@dml.vic.edu.au](mailto:info@dml.vic.edu.au) for general inquiries, or leave a voice message on +61 3 9340 8888.

## Hours of operation

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			Opens	Closes
Sunday ...	...	...	Closed	... Closed
Monday ...	...	...	8.45am	... 6.30pm
Tuesday	...	...	8.45am	... 7.30pm
Wednesday	...	...	8.45am	... 6.30pm
Thursday...	...	8.45am	... 7.30pm	
Friday ...	...	...	8.45am	... 5pm
Saturday...	...	...	Closed	... Closed

Library hours during mid-semester breaks are 9am to 5pm Monday to Friday. Please check the Library website for the most up-to-date information regarding opening hours.

## Staff

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**Stephen Connelly**  
Management, reference  
Email: [reference@dml.vic.edu.au](mailto:reference@dml.vic.edu.au)



**Sabine Voermans**  
Loans, general inquiries, off-campus students  
Email: [info@dml.vic.edu.au](mailto:info@dml.vic.edu.au)



**Ria McMahon**  
Periodicals, acquisitions  
Email: [acquisitions@dml.vic.edu.au](mailto:acquisitions@dml.vic.edu.au)



**Carlos Lopez**  
Cataloguing, IT  
Email: [webmaster@dml.vic.edu.au](mailto:webmaster@dml.vic.edu.au)

# UNIVERSITY OF DIVINITY POLICIES

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The University of Divinity has a range of policies which apply to all members of the University. The full range of policies and procedures can be viewed on the University of Divinity website at [www.divinity.edu.au/university-of-divinity/governance/policies-and-procedures](http://www.divinity.edu.au/university-of-divinity/governance/policies-and-procedures)

Key policies are featured below.

## Statement of rights, responsibilities, and conduct of members of the University

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1. All members of the University must adhere to the highest standards of academic learning, integrity, fairness and honesty. All forms of cheating, plagiarism, or other academic fraud are strictly forbidden.
2. All members of the University are entitled to be treated fairly in all academic and administrative matters. All members of the University are entitled to appeal a decision made by the University or its Colleges or to seek resolution of a grievance in accordance with University policies without disadvantage. No decision of the University in regard to academic or administrative matters may discriminate against a member of the University of an applicant for admission to the University on the grounds of age, gender, marital status, sexual orientation, religion, colour, race, ethnicity or country of origin.
3. All members of the University have the right to be safe and to feel safe in University and College environments. Bullying or harassment in any form – spiritual, sexual, or discriminatory – is wrong and not permitted.
4. Academic staff and examiners are to grade all assessment in a timely manner and without regard to any personal knowledge of, or relationship with, any student or group of students.
5. Students are expected to participate actively in all classes and to have consideration for staff and other students and their learning.
6. Students are expected to comply with reasonable and lawful directions from University and College staff.
7. Students must not behave in a way that disrupts or interferes with any teaching or academic activity of the University.
8. All officers of the University undertake to treat personal information given to the University or Colleges in confidence and to use it only for the purpose for which it was given. Personal information may only be accessed by people or agencies entitled to do so.
9. Each student who has been admitted to a University award is assured that educational and financial resources are in place to ensure the award may be completed. In the highly unlikely event that the University cannot deliver a course for which a student has paid fees, these will be refunded, or a place at another higher education provided arranged by the University.

## Discrimination and harassment

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Pilgrim Theological College and the University of Divinity uphold the right of all persons to freedom from any form of discrimination or harassment. All members of the college are expected to respect this right.

Procedures for dealing with situations of discrimination and harassment are set out on the University of Divinity's website: [www.divinity.edu.au](http://www.divinity.edu.au)

## Appeals and grievances

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Pilgrim University is committed to a fair and just environment for all its members. It has separate processes for managing grievances and appeals.

### Appeals

An appeal is a matter in which a student, staff member, or applicant for admission to the University seeks review of a decision made by the University or by one of its colleges. Appeals may include the mark given to a piece of assessment, refusal of admission to a course, or refusal to confer an award. The Appeals Policy establishes a three-stage process of hearing the appeal, an appeals panel, and external review. It includes procedures dealing with the most common types of appeal and setting out time limits on appeals and notice of the outcome of appeals.

### Grievances

A grievance is a matter in which a student, staff member, or applicant for admission to the University believes the conduct of a member or members of the University towards him or her has not been in accordance with the Statement of Rights, Responsibilities and Conduct of Members of the University. The Grievances Policy establishes a three-stage process of mediation, grievance panel, external review. In most cases, grievances are raised at the college level and a support officer is provided to assist a person through the grievance process. In situations where mediation may not be possible, such as bullying or harassment, a grievance may proceed directly to a panel (Stage 2) without prior mediation.

### Support

If you require support in making an appeal or a grievance, you should contact your college in the first instance and seek advice from a college support officer.

More information and relevant forms are available online at

[www.divinity.edu.au/study/appeals-grievances/](http://www.divinity.edu.au/study/appeals-grievances/)

## TUITION FEES AND OTHER COSTS

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### Tuition fees

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**Audit Unit** (These fees cannot be paid through FEE-HELP)

- Standard audit enrolment fee: ... \$350 per 15-point unit
- Enhanced audit enrolment fee: \$550 per 15-point unit

**Single Unit** (These fees cannot be paid through FEE-HELP)

- Undergraduate: ... \$1,470 per 15-point unit
- Postgraduate: ... \$2,286 per 15-point unit

#### Undergraduate Coursework

- Coursework: ... \$1,470 per 15-point unit

#### Postgraduate Coursework

- Coursework: ... \$2,286 per 15-point unit

#### Postgraduate Research

- Masters Research: ... \$15,990\* total course cost at 2017 rates  
\$15,990^ total course cost at 2017 rates  
(\*minor thesis plus two 15-point post-graduate units; ^major thesis)
- Doctoral Research ... \$15,952 per annum (full-time)  
\$7,976 per annum (part-time)

More details are available at the University of Divinity's website:

<https://www.divinity.edu.au/study/fees/>

## TUITION FEES AND OTHER COSTS

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### Invoices and statements (Domestic students)

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All fees, except Audit enrolment, are payable to the University of Divinity.

Payment of fees, except Audit enrolment, can be done by paying upfront or through FEE-Help.

Upfront payment can be in the form of cheque/money order, BPAY payment, a sponsor statement, or by providing a credit card number. Upfront payment must be made in full prior to the commencement of the semester.

FEE-Help forms and FEE-help booklets are available at the Registrar's Office. Students who will be using FEE-Help are required to provide their Tax File Number. The completed FEE- Help form must be submitted along with the application form upon enrolment.

Current Students who have been on FEE-Help or are not changing course or College are not required to complete the form every re-enrolment.

To check on eligibility criteria and conditions of using FEE-Help, please refer to the FEE-Help Booklet or visit [www.studyassist.gov.au](http://www.studyassist.gov.au)

Students may also call the FEE-Help enquiry hotline on 1 800 020 108.

#### University of Divinity overseas student fee

Application Fee for Overseas Students ... \$300

## TUITION FEES AND OTHER COSTS

## Refunds

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Students who withdraw before the census date (see the dates on page 4) receive a full refund of the unit fee. Those who withdraw after the census date receive no refund.

However, audit students who withdraw before the census date receive a full refund of the unit fee. For those who withdraw after the census date, refund of fees is negotiated with the Academic Dean. After the census date \$200 of the audit fee is not refundable.

The policy is detailed in the following document:  
[www.divinity.edu.au/wp-content/uploads/2015/08/Enrolment-Policy.pdf](http://www.divinity.edu.au/wp-content/uploads/2015/08/Enrolment-Policy.pdf)

## AUSTUDY and Youth Allowance

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Full-time students in the following coursework degrees are eligible for AUSTUDY and/or the Youth Allowance. Students should apply directly through Centrelink.

- Bachelor of Theology
- Graduate Certificates and Diplomas
- Master of Theological Studies
- Master of Arts (Theology)

More information is available at [www.studyassist.gov.au](http://www.studyassist.gov.au).

## FEE-HELP

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Students in any University of Divinity course can have their tuition fees met by a loan from the Commonwealth Government (conditions apply).

The scheme is called the Higher Education Loan Program: Fee-Help for short. The following are correct at the time of printing and are subject to change. Legislation is currently before parliament.

### Am I eligible for Fee-Help?

You are eligible for Fee-Help if you:

- Are an Australian citizen or permanent humanitarian visa holder (resident in Australia)
- Have an Australian Tax File Number
- Have not exceeded the Fee-Help limit \$100,879 (2017 figure) Note that holders of permanent resident visas are not entitled to Fee-Help

### How much can I borrow?

You can borrow up to a maximum of \$100,879 (2017 figure) over your lifetime

### Is there a loan fee?

Undergraduate students: the Government adds a one-off 25 per cent loan fee to your tax liability: a 15-point unit costing \$1,320 will thus incur a tax liability of \$1,650.

Note: The loan fee does not count towards your Fee-Help limit.

Postgraduate students: no further charge applies.

### How do I apply?

You must fill in the Government form and hand it in to the Registrar, who will then forward it to the University of Divinity. Fee-Help Forms and the Fee-Help Information 2017 Booklet are available from the Registrar's Office.

### How do I repay my FEE-Help loan?

Students repay their loan through the tax system once their income is above the minimum threshold (2016-17: \$54,869)

You can also make voluntary payments off your Fee-Help debt. See the FEE-HELP Information 2017 booklet for more information.

## **FEE-HELP**

### **Fee-Help and Privacy**

The University of Divinity and Pilgrim Theological College take your right to privacy seriously, and only use information you provide for the purpose for which you give it. The top page of the FEE-HELP form includes your Tax File Number (TFN), which is seen by only two people in the University of Divinity office; Pilgrim Theological College retains a copy of the second page, which does not include your TFN.

Students If you participate in Fee-Help, your details will be listed in Department of Education's *Higher Education Information Management System* (HEIMS), and you will receive a Commonwealth *Higher Education Student Support Number* (CHESSN), which remains unique to you for life.

### **Further information**

- Read the FEE-HELP Information 2017 booklet
- Visit the Study Assist website at [www.studyassist.gov.au](http://www.studyassist.gov.au)
- Call the FEE-HELP enquiry line on 1800 020 108

The government sets a census date for each unit. All enrolments in relation to FEE-HELP loans must be finalised at Pilgrim Theological College by this date. For 2017 census dates see the Academic Calendar on page 4 of this handbook.



## 2017 UNDERGRADUATE UNITS

Course code: Name of course ... .. Semester: Delivery mode

### Field A: Humanities

AL1100P: Introduction to New Testament Greek: Part A	...	1: Classroom-based
AL2200P: Introduction to New Testament Greek: Part B	...	2: Classroom-based
AP1000P: Philosophy for Understanding Theology	...	1: Classroom-based
AP2/3170P: The Modern Self as Subject	...	1: Classroom-based
AP2/3179P: The Modern Self as Subject	...	1: Online
AP2/3750P: Belief After Philosophy: Postmodernism And Religious Faith	...	2: Classroom-based
AP2/3850P: God's Existence I000: Defensible or Delusion	...	1: Classroom-based
AP2/3859P: God's Existence: Defensible or Delusion	...	1: Online
AR1000P: Conversations: Interdisciplinary Theological Perspectives on Contemporary Issues	...	1: Intensive

### Field B: Biblical Studies

BA1/2010P: Life, History and the People of God in the Hebrew Scriptures	...	1: Classroom-based
BA1/2019P: Life, History and the People of God in the Hebrew Scriptures	...	1: Online
BA3020P: Psalms: Exegetical and Theological Study	...	1: Intensive
BA3029P: Psalms: Exegetical and Theological Study	...	1: Online
BA2/3030P: Prophets and Their Writings	...	2: Intensive
BA2/3039P: Prophets and Their Writings	...	2: Online
BN1/2010P: Earliest Christianity: Stories, Texts, Beliefs	...	2: Classroom-based
BN1/2019P: Earliest Christianity: Stories, Texts, Beliefs	...	2: Online
BN3020P: The Historical Jesus...	...	2: Classroom-based
BN3029P: The Historical Jesus...	...	2: Online
BN2/3030P: Mark's Gospel in Context	...	2: Classroom-based
BN2/3100P: Gospel, Church, and World...	...	1: Classroom-based
BN2/3109P: Gospel, Church, and World...	...	1: Online
BN3110P: Gospel, Church, and World (Greek)	...	1: Classroom-based
BS1000P: Introduction to Christian Scripture	...	1: Classroom-based
BS1009P: Introduction to Christian Scripture	...	1: Online
BS1010P: Reading and Interpreting the Bible	...	2: Intensive
BS1019P: Reading and Interpreting the Bible	...	2: Online

### Field C: Christian History and Thought

CH/DS1000P: Memory, History and the Historians...	...	1: Classroom-based
CH/DS1009P: Memory, History and the Historians...	...	1: Online
CH3300P: Medieval Monastic Wisdom	...	2: Intensive
CT1010P: Culture, Beliefs, and Theology...	...	2: Intensive
CT1019P: Culture, Beliefs, and Theology...	...	2: Online
CT/CH1100P: The Cracking of Christendom	...	2: Classroom-based
CT/CH1109P: The Cracking of Christendom	...	2: Online
CT3000P: Trinity, Society and Dialogue	...	1: Classroom-based
CT3009P: Trinity, Society and Dialogue	...	1: Online
CT3050P: Readings in Christian Doctrine	...	2: Intensive
CT3059P: Readings in Christian Doctrine	...	2: Online

### Field D: Theology: Mission and Ministry

DA1000P: Children and Families Ministry	...	1: Intensive
DA2/3040P: Nurture and Spiritual Guidance of Children	...	2: Intensive
DE/DS1/2001P: The Art and Practice of Oral Storytelling	...	2: Intensive
DM1000P: Developing a Mission Theology for Today	...	2: Classroom-based
DM1009P: Developing a Mission Theology for Today	...	2: Online
DM1010P: Multicultural and Migrant Churches	...	1: Intensive
DM1019P: Multicultural and Migrant Churches	...	1: Online
DM3500P: Ferment and Renewal	...	1: Intensive
DM3509P: Ferment and Renewal	...	1: Online
DP1900P: Supervised Theological Field Education	...	As required
DP2900P: Further Supervised Theological Field Education	...	As required
DP2500P: Theology of Pastoral Care	...	2: Classroom-based
DP2509P: Theology of Pastoral Care	...	2: Online
DP3005P: Educating and Ministering Through Life's Passages...	...	1: Intensive
DP3805P: Effective Christian Leadership and Ministry	...	2: Intensive

### Other Units

Supervised Reading Units	...	As required
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# 2017 UNDERGRADUATE UNIT DESCRIPTIONS

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## ALI100P

### Introduction to New Testament Greek: Part A

Semester I: Weekly

#### 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.

#### Learning outcomes

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	...	...	...	...	...	...	Weighting
Weekly tests (10 x 10 minutes) (2000 words equivalent)	...					...	30%
Two homework exercises (1000 words equivalent)	...					...	20%
Two-hour written examination (2000 word equivalent)	...					...	50%

#### Lecturer

Sunny Chen

#### Recommended reading

\* = set texts recommended for purchase

\* Aland, Barbara, Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini and Bruce M. Metzger, eds. *Novum Testamentum Graece*. Stuttgart: Deutsche Bibelgesellschaft, 2012.

Bauer, Walter, Frederick Danker, et al., *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000.

Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: Eerdmans, 2007

\*Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005. [The CDROM often packaged with this is optional.]

Mounce, William D. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids: Zondervan, 2009 [or 2nd ed., 2003].

Newman, Barclay M. *A Concise Greek-English Dictionary of the New Testament*. Stuttgart: Deutsche Bibelgesellschaft. New York: United Bible Societies, 1993.

## Introduction to New Testament Greek: Part B

### Semester 2: Weekly

#### Description

This unit continues on from ALI000P. 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.

#### Learning outcomes

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	...	...	...	...	...	Weighting
Weekly tests (10 x 10 minutes) (2000 word equivalent)...	...	...	...	...	...	30%
Two short homework exercises (1000 word equivalent) ...	...	...	...	...	...	20%
Two-hour written examination (2000 word equivalent) ...	...	...	...	...	...	50%

#### Pre-requisite

ALI100P: Introduction to New Testament Greek: Part A, or equivalent

#### Lecturer

Sunny Chen

#### Recommended reading

\* = set texts recommended for purchase

\*Aland, Barbara, Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini and Bruce M. Metzger, eds. *Novum Testamentum Graece*. Stuttgart: Deutsche Bibelgesellschaft, 2012.

Bauer, Walter, Frederick Danker, et al. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000.

Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: Eerdmans, 2007.

\* Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005. [The CDROM often packaged with this is optional.]

Kubo, Sakae. *A Reader's Greek-English Lexicon of the New Testament*. Grand Rapids: Zondervan, 1975.

Mounce, William D. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids: Zondervan, 2009 [or 2nd. ed., 2003].

Mounce, William D. *A Graded Reader of Biblical Greek*. Grand Rapids: Zondervan, 1996.

Newman, Barclay M. *A Concise Greek-English Dictionary of the New Testament*. Stuttgart: Deutsche Bibelgesellschaft. New York: United Bible Societies, 1993.

# API000P Philosophy for Understanding Theology

## Semester I: 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.

### Learning outcomes

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	...	...	...	...	...	...	Weighting
Essay (2000 words)	...	...	...	...	...	...	50%
Two-hour examination	...	...	...	...	...	...	50%

### Lecturer

John Martis

### Recommended reading

\* = set texts recommended for purchase

\*Allen, Diogenes and Eric O. Springsted. *Philosophy for Understanding Theology*. 2nd ed. Louisville, KY: Westminster-John Knox Press, 2007.

Allen, Diogenes and Eric O. Springsted, eds. *Primary Readings in Philosophy for Understanding Theology*. Louisville, KY: Westminster-John Knox Press, 1992. **Suggestion: seek second hand copies.**

Bonsor, Jack A. *Athens and Jerusalem: The Role of Philosophy in Theology*. Marwah, NJ: Paulist Press, 1993.

Brown, Colin. *Philosophy and the Christian Faith: a Historical Sketch from the Middle Ages to the Present Day*. Downers Grove, IL: Intervarsity Press, 1980.

Beilby, James K., ed. *For Faith and Clarity: Philosophical Contributions to Christian Theology*. Grand Rapids, MI: Baker Academic, 2006.

Copleston, F. *A History of Philosophy*. Garden City, NY: Image Books, 1962-1977.

Craig, William Lane, and J.P. Moreland, eds. *The Blackwell Companion to Natural Theology*. Chichester, UK; Malden, MA: Wiley-Blackwell, 2009.

Gilson, Etienne. *God and Philosophy*. New Haven, CT: Yale UP, 1941.

Melchert, Norman. *The Great Conversation: A Historical Introduction to Philosophy*.

4th ed. Boston, MA: McGraw Hill, 2001; or 3rd. ed. Mountain View, CA: Mayfield Publishing Co, 1999.

Vesey, Godfrey, ed. *The Philosophy in Christianity*. Cambridge: Cambridge UP, 1989.

# AP2/3170P/AP2/3179P Modern Self as Subject

Semester I: Weekly

## Description

Can my experience of myself be trusted as what is finally real? Or is this experience just another obstacle to knowing things as they are? This unit explores the modern project, beginning with Descartes, and continuing through Hume and Kant, to place the knowing self at the centre of existence.

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

1. Debate and appreciate the issues informing origination of the term "subject" (with Aristotle), and its link with the question of "substance", as this continues into medieval philosophy
2. Distinguish philosophically the successive "turnings" by which the notion of the substantial subject evolves into "self" through the modern period (with Descartes, Hume and Kant).
3. Critically explain the philosophical issues involved in the post-Kantian attempt to salvage the substantiality of the self.
4. Classify the various accounts of the substantial self in relation other philosophical categorisations and distinctions. (Examples of these: epistemology vs. ontology, soul vs. body, mind vs. matter, freedom vs. necessity, human vs. animal, rationalism vs. empiricism).
5. Develop a sustained argument for or against a given philosophical account of subjectivity, as regards its internal coherence and/or consistency with wider accounts of experience.

### Assessment

Level 2 Classroom-based:	...	...	...	...	Weighting
Essay (2500words)	...	...	...	...	50%
Essay (2500 words)...	...	...	...	...	50%
Level 2 Online :	...	...	...	...	Weighting
Essay (2000words)	...	...	...	...	40%
Essay (2000 words)...	...	...	...	...	40%
Weekly participation online (1000 words)	...	...	...	...	20%
Level 3 Classroom-based:	...	...	...	...	Weighting
Essay (3000words)	...	...	...	...	50%
Essay (3000 words)...	...	...	...	...	50%
Level 3 Online :	...	...	...	...	Weighting
Essay (2400words)	...	...	...	...	40%
Essay (2400 words)...	...	...	...	...	40%
Weekly participation online (1200 words)	...	...	...	...	20%

### Lecturer

John Martis

### Recommended reading

\* = set texts recommended for purchase

\*Descartes, René. "Discourse on Method" and "The Meditations." Trans. and introd. F.E. Sutcliffe. Penguin Classics. Harmondsworth: Penguin Books, 1968.

\*Hume, David. *A Treatise on Human Nature*. Introd. Ernest C. Mossner. Penguin Classics. London: Penguin Books, 1969.

Guyer, Paul, ed. *The Cambridge Companion to Kant's Critique of Pure Reason*. Cambridge: Cambridge University Press, 2010.

Kant, Immanuel. *Critique of Pure Reason*. Trans. and ed. Paul Guyer and Allen W. Wood. Cambridge: Cambridge University Press, 1997.

\*Melchert, Norman. *The Great Conversation: A Historical Introduction to Philosophy*. 4th ed. Boston: McGraw-Hill, 2001.

Robinson, David, and C. Garratt. *Introducing Descartes*. Cambridge: Icon Books, 1999.

[\*\* A book sought in the "Introducing -----" Series (Introducing Kant, Introducing Descartes, etc.) can often be found under the alternative title "----- for Beginners" (Kant for Beginners, Descartes for Beginners, etc.), and vice versa.

\*Schacht, R. *Classical Modern philosophers: Descartes to Kant*. London: Routledge and Kegan Paul, 1984.

Snell, R.J., and Steven F. McGuire, eds. *Subjectivity: Ancient and Modern*. Lanham, MD: Lexington Books, 2016.

Uleman, Jennifer K. *An Introduction to Kant's Moral Philosophy*. Cambridge: Cambridge University Press, 2010.

Want, Christopher and Andrzej Klimowski. *Introducing Kant*. Cambridge: Icon Books, 1999.

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

## Semester 2: 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.
5. Demonstrate awareness of the significant philosophical commitments expressed in the divergent approaches above. (Level 3)

### Assessment

Level 2 Classroom-based:	...	...	...	Weighting	
Essay (2500words)	...	...	...	...	50%
Essay (2500 words)...	...	...	...	...	50%
Level 3 Classroom-based:	...	...	...	Weighting	
Essay (3000words)	...	...	...	...	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

\*Mark C. Taylor, *Erring: A Postmodern A/Theology*. Chicago: U of Chicago P, 1984. Paperback editions 1987, 1999.

Appignanesi, R., and C. Garratt. *Postmodernism for Beginners*. Cambridge: Icon Books, 1995. N.B. This book is also available in the alternative title, *Introducing Postmodernism*.

Caputo, John D. *On Religion*. New York: Routledge, 2001.

Descombes, Vincent. *Modern French Philosophy*. Trans L. Scott-Fox and J.M. Harding. Cambridge: Cambridge UP, 1980.

Eagleton, T. *Literary Theory: an Introduction*. 2nd ed. Oxford: Blackwell Publishers, 1996.

\*Hart, Kevin. *Postmodernism: a Beginner's Guide*. Oxford: Oneworld Publications, 2004.

Homer, Robyn. *Jean-Luc Marion: A Theo-Logical Introduction*. Hants, UK: Burlington VT, 2008.

Melchert, Norman. *The Great Conversation: A Historical Introduction to Philosophy*. 4th ed. Boston, MA: McGraw-Hill, 2002. (Or 3rd ed., 1999.)

Reese, William. *Dictionary of Philosophy and Religion*. New, enlarged ed. Atlantic Highlands, NJ: Humanities Press International, 1996.

Sim, Stuart (ed.) *The Routledge Companion to Postmodernism*. 3rd ed. London: Routledge, 2011.

# AP2/3850P; AP2/3859P: God's Existence Defensible or Delusion

Semester 2: Weekly

## Description

Does God exist? And can this be proved to the satisfaction of a non-believer, or even the doubter in myself? This unit looks at how philosophers – from Plato's time to ours – have sought to answer these questions. It explores traditional moves, such as ontological and cosmological proofs, Leibniz' argument and Pascal's wager, as well as more recent discussion, including the intelligent design argument, and Richard Dawkins' characterisation of this and other proofs as "deluded". Gradually, great philosophers – Aquinas and Descartes, Hume and Kant – are seen to shine within an ongoing quest, to which we ourselves might be drawn: the search for a God whom philosophy can persuasively defend, but never enclose.

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

1. Analyse and assess arguments comprising various traditional proofs for God's existence.
2. Expand knowledge of particular proofs to encompass reasoning patterns or "types" which those proofs identify.
3. Construct and/or critique modern versions of the traditional proofs.
4. Sustain reasoned debate on the question of whether a given philosophical proof enhances faith claims for God's existence.
5. Reflect at meta-level on the question of the philosophical meaning of "proof" when applied to the question of divine existence. (Level 3)

## Assessment

<b>Level 2 Classroom-based:</b>	...	...	...	<b>Weighting</b>
Essay (2500words)	...	...	...	50%
Essay (2500 words)...	...	...	...	50%
<b>Level 2 Online :</b>	...	...	...	<b>Weighting</b>
Essay (2000words)	...	...	...	40%
Essay (2000 words)...	...	...	...	40%
Weekly participation online (1000 words)	...	...	...	20%
<b>Level 3 Classroom-based:</b>	...	...	...	<b>Weighting</b>
Essay (3000words)	...	...	...	50%
Essay (3000 words)...	...	...	...	50%
<b>Level 3 Online :</b>	...	...	...	<b>Weighting</b>
Essay (2400words)	...	...	...	40%
Essay (2400 words)...	...	...	...	40%
Weekly participation online (1200 words)	...	...	...	20%

## Lecturer

John Martis

## Recommended reading

\* = set texts recommended for purchase

Background Texts:

Davies, Brian. *An Introduction to the Philosophy of Religion*. Oxford: Oxford UP, 1982.

Davies, Paul. *The Mind of God*. London: Penguin Books, 1992.

Dawkins, Richard. *The God Delusion*. Paperback ed. Boston: Mariner Books, 2007.

Descartes, René. *Discourse on Method and the Meditations*. Harmondsworth: Penguin, 1968.

\*Hick, J.H. *Arguments for the Existence of God*. London: Macmillan, 1970.

Hume, David. *Principal Writings on Religion including Dialogues Concerning*

*Natural Religion and the Natural History of Religion*. Pref. J.C.A. Gaskin. Oxford: Oxford University Press, 1998.

Küng, Hans. *Does God Exist?* New York: Crossroad, 1991.

Levering, Michael *Proofs of God: Classical Arguments from Tertullian to Barth*. Grand Rapids, Michigan: Baker Academic, 2016.

Mackie, J. L. *The Miracle of Theism*. Paperback ed. Oxford: Oxford University Press, 1994.

Melchert, N. *The Great Conversation: A Historical Introduction to Philosophy*. 4th ed. Boston: McGraw Hill, 2002.

Spitzer, Robert J. *New Proofs for the Existence of God: Contributions of Contemporary Physics and Philosophy*. Grand Rapids, Michigan: Eerdmans, 2010.

Swinburne, Richard. *The Existence of God*. Rev. ed. Oxford: Oxford University Press, 1991.

Swinburne, Richard. *Is There a God?* Oxford: Oxford University Press, 1996.

## Semester I: Intensive

### Description

This course provides the opportunity for theological engagement from a number of perspectives on a selected hot-button cultural, social, or political issue, for example: borders, science and religion, good and evil. It introduces the student to a range of methods (linguistic, hermeneutical, historical, feminist, systematic, philosophical, artistic, liturgical, intercultural) and shows how these contribute to debates underway in the contested public sphere.

### Learning outcomes –

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

1. Articulate the limits and strengths of interdisciplinary conversation
2. Outline the range of methodological resources and perspectives basic to each theological discipline
3. Evaluate how the theological disciplines marshal different authorities to approach the same question
4. Identify theological resources which might assist when participating in contested public debates

### Assessment

Level I:	...	...	...	Weighting
A portfolio which provides an overview of how one or more theological discipline approaches a select issue. (2000 word equivalent)			...	50%
A essay or a 30 minute oral presentation(2000 words)	...			50%

### Lecturer

John Flett

### Recommended reading

\* = set texts recommended for purchase

Andraos, Michel Elias. "Engaging Diversity in Teaching Religion and Theology: An Intercultural, De-Colonial Epistemic Perspective." *Teaching Theology & Religion* 15, no. 1 (2012): 3–15.

Butkus, Russell A. and Steven A. Kolmes. "Theology in Ecological Perspective: An Interdisciplinary, Inquiry-Based Experiment." *Teaching Theology & Religion* 11, no. 1 (2008): 42–53.

Canale, Fernando. "Interdisciplinary Method in Christian Theology? In Search of a Working Proposal." *Neue Zeitschrift für systematische Theologie und Religionsphilosophie* 43, no. 3 (2001): 366–89.

Geffré, Claude and Werner G. Jeanrond, eds. *Why Theology*. Maryknoll, NY: Orbis, 1994.

Ghiloni, Aaron J. "On Writing Interdisciplinary Theology." *Practical Theology* 6, no. 1 (2013): 9–33.

Jagessar, Michael N. "Dis-Place Theologizing: Fragments of Intercultural Adventurous God-Talk." *Black Theology* 13, no. 3 (2015): 258–72.

Jesse, Jennifer G. "Reflections of the Benefits and Risks of Interdisciplinary Study in Theology, Philosophy, and Literature." *American Journal of Theology & Philosophy* 32, no. 1 (2011): 62–73.

Ortiz, Gaye. "Women, Theology, and Film: Approaching the Challenge of Interdisciplinary Teaching," *In Teaching Religion and Film*, 165–73. New York: Oxford University Press, 2008.

O'Callaghan, Phyllis. *A Clashing of Symbols: Method and Meaning in Liberal Studies*. Georgetown University Press, 1988.

Setyawan, Yusak Budi. "Education for Developing Interfaith and Intercultural Awareness: Toward Global Peace and Harmony." *Theologies and Cultures* 9, no. 2 (2012): 45–58.

van den Toren, Benno. "Intercultural Theology as a Three-Way Conversation." *Exchange* 44, no. 2 (2015): 123–43.

Walton, Heather. *Literature and Theology: New Interdisciplinary Spaces*. Routledge, 2011.

Webster, John B. *Theological Theology: An Inaugural Lecture Delivered Before the University of Oxford on 27 October 1997*. Oxford: Clarendon Press, 1998.



# BA1010P / BA1019P / BA2010P / BA2019P – Life, History and the People of God in the Hebrew Scriptures

## Semester I: Weekly

### 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.

### Learning outcomes – Level I

Upon successful completion of this unit, it is expected that Level I 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.
6. Interpret the significance and relevance of the Old Testament in our times and places. (Level 2)

### Assessment

Level 1: Classroom-based	...	...	...	Weighting
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%
Essay introducing a book of the OT (1500 words)	...	...	...	40%
Exegetical essay (1500 words)	...	...	...	40%
Level 2: Classroom-based	...	...	...	Weighting
One short exercise (1000 words)...	...	...	...	20%
Essay introducing a book of the OT (2000 words)	...	...	...	40%
Exegetical essay (2000 words)	...	...	...	40%
Level 2: Online				
Short tutorial exercises (1000 words equivalent)	...	...	...	20%
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

Boadt, Lawrence. *Reading the Old Testament: An Introduction*. Second Edition. Revised and Updated by Richard Clifford and Daniel Harrington. New York/Mahwah, N. J.: Paulist Press, 2012.

\* Brueggemann, Walter and Tod Linfelt. *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville, Kentucky: Westminster John Knox Press, 2012.

\* Collins, John J. *Introduction to the Hebrew Bible*. 2nd ed. Minneapolis: Fortress, 2014.

Dick, Michael B. *Reading the Old Testament: An Inductive Introduction*. Peabody, Massachusetts: 2008.

Drane, Jonathan. *Introducing the Old Testament*. Third Edition. Minneapolis: Fortress Press, 2011.

Gertz, Jan Christian, Angelika Berlejung, Konrad Schmid and Markus Witte. T and T Clark. *Handbook on the Old Testament: An Introduction to the Literature, Religion and History of the Old Testament*. London/New York: T and T Clark International, 2012.

\* Gravett, Sandra L., Karla G. Bohmbach, F. V. Greifenhagen and Donald L. Polaski. *An Introduction to the Hebrew Bible: A Thematic Approach*. Louisville/London: Westminster John Knox Press, 2008.

JPS Guide, *The Jewish Bible*. Philadelphia: The Jewish Publication Society, 2008.

Knight, Douglas A. and Amy-Jill Levine. *The Meaning of the Bible: What the Jewish Scriptures and Christian Old Testament Can Teach us*. New York: Harper One, 2011.

Rutledge, Fleming. *And God Spoke to Abraham: Preaching from the Old Testament*. Grand Rapids, Michigan/Cambridge, U.K.: William B. Eerdmans Publishing Company, 2011

Schottroff, Luise and Marie-Theres Wacker, Editors. *Feminist Biblical Interpretation: A Compendium of Critical Commentary on the Books of the Bible and Related Literature*. Grand Rapids, Michigan/Cambridge, U.K.: William B. Eerdmans Publishing Company, 2010

**BA3020P/BA3029P: Psalms: Exegetical and Theological Study**  
**Semester I: Intensive**

**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, 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**

<b>Classroom-based:</b>	...	...	...	...	<b>Weighting</b>
Essay (3000 words)	...	...	...	...	50%
Exegetical Essay (3000 words)	...	...	...	...	50%
<b>Online :</b>	...	...	...	...	<b>Weighting</b>
Essay (3000 words)	...	...	...	...	50%
Exegetical Essay (3000 words)	...	...	...	...	50%

**Lecturer**

Monica Melanchthon

**Recommended reading**

\* = set texts recommended for purchase

Allen, L. C., *Psalms 101–150*, WBC, Waco, Texas: Word, 1987

Brown, William P. (Ed.). *The Oxford Handbook of the Psalms*. Oxford: OUP, 2014.

\*Brueggemann, W and Billinger Jr, William H. *Psalms. New Cambridge Bible Commentary*. Cambridge: Cambridge University Press, 2014.

Craigie, P. C., *Psalms 1–50*, WBC, Waco, Texas: Word. 1983.

deClaisse-Walford, N. L., *Introduction to the Psalms*, St Louis: Chalice, 2004.

Gerstenberger, E., *Psalms 1–60 with an Introduction to Cultic Poetry, Part 1, FOTL*. Grand Rapids: Eerdmans, 1988

\_\_\_\_\_, *Psalms and Lamentations, Part 2, FOTL*, Grand Rapids: Eerdmans, 2001.

Gillingham, S. E., *The Psalms through the Centuries, Volume 1*, Oxford: Blackwell, 2008.

Jacobson, Rolf A. (ed.) *Soundings in the Theology of Psalms: Perspectives and Methods in Contemporary Scholarship*. Minneapolis: Fortress, 2011

Tate, M., *Psalms 51–1000*, WBC, Waco, Texas: Word, 1990.

## BA2/3030P; BA2/3039P: Prophets and their Writings

Semester 2: weekly

### 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 classroom-based:	...	...	...	Weighting
Structural Analysis of a Prophetic Book (1000 words)	...	.....	20%	
Essay (2000 words)	...	...	...	40%
Exegetical Essay (2000 words)	...	...	...	40%
Level 3 classroom-based:	...	...	...	Weighting
Structural Analysis of a Prophetic Book (1000 words)	...	...	20%	
Essay (2500 words)	...	...	...	40%
Exegetical Essay (2500 words)	...	...	...	40%
Level 2 online:	...	...	...	Weighting
Engagement in online tutorial forums and tasks (1000 words)	...	20%		
Essay (2000 words)	...	...	...	40%
Exegetical Essay (2000 words)	...	...	...	40%
Level 3 online:	...	...	...	Weighting
Engagement in online tutorial forums and tasks (1000 words)	...	20%		
Essay (2500 words)	...	...	...	40%
Exegetical Essay (2500 words)	...	...	...	40%

### Lecturer

Monica Melanchthon

### Recommended reading

\* = set texts recommended for purchase

- Brenner, A. *Prophets and Daniel: A Feminist Companion to the Bible*. London: Sheffield Academic Press, 2001.
- Brueggemann, W. *Like Fire in the Bones: Listening for the Prophetic Word in Jeremiah*. Philadelphia, PA: Fortress Press, 2006.
- Conrad, E. W. *Reading the Latter Prophets: Toward a New Canonical Criticism*. New York, NY: T & T Clark, 2003.
- de Moor, J. C. (Ed.). *The Elusive Prophet: The Prophet as a Historical Person, Literary Character and Anonymous Artist*. Leiden: Brill, 2001.
- \*Floyd, M. H., & Haak, R. D. (Eds.). *Prophets, Prophecy and Prophetic Texts in Second Temple Judaism*. New York, NY: T. & T. Clark, 2006.
- Nissinen, M. *Prophets and Prophecy in the ancient Near East*. Atlanta, GA: Society for Biblical Literature, 2003.
- \*O'Brien, J. M. *Challenging Prophetic Metaphor: Theology and Ideology in the prophets*. Louisville, KY: Westminster John Knox, 2008.
- \*Redditt, P. *Introduction to the Prophets*. Grand Rapids, MI: Eerdmans, 2008.
- Seitz, C. R. *Prophecy and Hermeneutics: Toward a New Introduction to the Prophets*. Grand Rapids MI: Baker Academic, 2007.

# BN1010P / BN1019P / BN2010P / BN2019P

## Earliest Christianity: Stories, Texts, Beliefs

### Semester 2: Weekly

#### 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.

#### Learning outcomes – Level 1

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.

#### Learning outcomes – Level 2

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: Classroom-based				...	...	...	Weighting
Essay (1500 words)	...	...	...	...	...	...	40%
Exegetical paper (1500 words)	...	...	...	...	...	...	40%
Tutorial summary paper (1000 words)	...	...	...	...	...	...	20%
Level 1: Online				...	...	...	
Essay (1500 words)	...	...	...	...	...	...	40%
Exegetical paper (1500 words)	...	...	...	...	...	...	40%
Online tutorial contributions and summary blog post (1000 words equivalent)	...	...	...	...	...	...	20%
Level 2: Classroom-based				...	...	...	Weighting
Essay (2000 words)	...	...	...	...	...	...	40%
Exegetical paper (2000 words)	...	...	...	...	...	...	40%
Tutorial summary paper (1000 words)	...	...	...	...	...	...	20%
Level 2: Online				...	...	...	
Essay (2000 words)	...	...	...	...	...	...	40%
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

#### Lecturer

Sean Winter

#### Recommended reading

\* = set texts recommended for purchase

Achtemeier, Paul J., Joel B. Green and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

- Boring, M. Eugene. *An Introduction to the New Testament: History, Literature, Theology*. Louisville: Westminster John Knox, 2012.
- Brown, Raymond E. *An Introduction to the New Testament ABRL*. New York: Doubleday, 1997.
- Dunn, James D. G. *Unity and Diversity in the New Testament: An Inquiry into the Character of Earliest Christianity*. 2nd ed. London: SCM, 1990.
- Hagner, Donald A. *The New Testament: A Historical and Theological Introduction*. Grand Rapids: Baker Academic, 2012.
- McDonald, Lee Martin and Stanley E. Porter, eds. *Early Christianity and Its Sacred Literature*. Peabody: Hendrickson, 2000.
- Rowland, Christopher. *Christian Origins: The Setting and Character of the Most Important Messianic Sect of Judaism*. 2nd ed. London: SPCK, 2002.
- Theissen, Gerd. *The New Testament: History, Religion, Literature*. Translated by John Bowden. London / New York: T and T Clark, 2003.
- Wedderburn, Alexander J. M. *A History of the First Christians Understanding the Bible and Its World*. London / New York: Continuum, 2004.
- Wright, N. T. *The New Testament and the People of God*. London: SPCK, 1992.

# BN3020P/BN3029P: The Historical Jesus

## Semester 2: Weekly

### 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 Level 3 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

Level 3 classroom-based:	...	...	...	Weighting
Critical assessment of one scholarly reconstruction of the historical Jesus (2000 words)	...	...	...	35%
Essay (4000 words)	...	...	...	65%
Level 3 online:	...	...	...	Weighting
Critical assessment of one scholarly reconstruction of the historical Jesus (2000 words)	...	...	...	35%
Essay (4000 words)	...	...	...	65%

### Lecturer

Sean Winter

### Recommended reading

\* = set texts recommended for purchase

Allison Jr, Dale C. *Constructing Jesus: Memory, Imagination, and History*. Grand: Baker Academic, 2010.

\*Bond, Helen K. *The Historical Jesus: A Guide for the Perplexed*. London: T & T Clark International, 2012.

Crossan, John Dominic. *The Historical Jesus: The Life of a Mediterranean Jewish Peasant*. Edinburgh: T & T Clark, 1991.

Dunn, James D. G. *Christianity in the Making, Volume 1: Jesus Remembered*. Grand Rapids / Cambridge: Eerdmans, 2003.

Funk, Robert W. *Honest to Jesus: Jesus for a New Millenium*. New York: HarperSanFrancisco, 1996.

Keith, Chris. *Jesus against the Scribal Elite: The Origins of the Conflict*. Grand Rapids: Baker Academic, 2014.

Keith, Chris and Anthony Le Donne, eds. *Jesus. Criteria and the Demise of Authenticity*. London: T & T Clark International, 2012.

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

Meier, John P. *A Marginal Jew: Rethinking the Historical Jesus (4 volumes)* Anchor Bible Reference Library. New York / London / Toronto / Sydney / Auckland: Doubleday, 1987.

Sanders, E. P. *Jesus and Judaism*. London: SCM, 1985.

Schröter, Jens. *From Jesus to the New Testament: Early Christian Theology and the Origin of the New Testament Canon*. Translated by Wayne Coppins. Waco: Baylor University Press, 2013.

Wright, N. T. *Jesus and the Victory of God*. London: SPCK, 1996.

# BN2030P / BN3030P

## Mark's Gospel in Context

### Semester 2: Classroom-based

#### Description

This unit provides an extended study of Mark's Gospel. It will focus on exegesis of key passages in this gospel and equip students with the ability to critically engage with primary and secondary sources. Particular attention will be given to narrative critical methodologies and their value for gospel and Markan studies.

In addition, this unit will ground Mark's Gospel within various contexts. Consideration will be given to the contexts of Jewish and Greco-Roman history, culture and worldviews in the Common Era. Particular attention will be paid to issues of cosmology and gender, other canonical gospels and related non-canonical texts, the context of early church christology and soteriology.

#### Learning outcomes – Level 2

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

1. Demonstrate an understanding of the key content, structure and themes in Mark's Gospel.
2. Critically exegete a passage from Mark's Gospel.
3. Deploy an aspect of narrative critical methodologies in the interpretation of Mark's Gospel.
4. Show awareness and understanding of secondary sources in relation to aspects of Mark's Gospel.
5. Relate the Gospel of Mark to its historical, cultural, literary and theological contexts.

#### Learning outcomes – Level 3

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

1. Articulate the relationship between the content, structure and themes in Mark's Gospel.
2. Critically exegete a passage from Mark's Gospel.
3. Deploy several aspects of narrative critical methodologies in the interpretation of Mark's Gospel.
4. Critically engage with secondary sources in their exegetical and thematic study of Mark's Gospel.
5. Integrate their understanding of the historical, cultural, literary and theological contexts into their interpretation of the Gospel of Mark.

Assessment	...	...	...	...	...	...	Weighting
<b>For Level 2 Students</b>							
Exegetical essay (2500 words)	...	...	...	...	...	...	50%
Thematic essay (2500 words)	...	...	...	...	...	...	50%
<b>For Level 3 Students</b>							
Exegetical essay (3000 words)	...	...	...	...	...	...	50%
Thematic essay (3000 words)	...	...	...	...	...	...	50%

#### Pre-requisite

One introductory unit in New Testament at either Level 1 or 2

#### Lecturer

Sally Douglas

#### Recommended reading

\* = set texts recommended for purchase

Anderson, Janice Capel and Stephen Moore (eds). *Mark and Method: New Approaches in Biblical Studies*. Minneapolis MN: Fortress Press, 2008.

Boring, M. Eugene., *Mark: A Commentary*. Louisville: Westminster John Knox, 2006.

Byrne, Brendan, *A Costly Freedom: A Theological Reading of Mark's Gospel*. Minnesota: Liturgical, 2008.

Donahue, John and Harrington, Daniel. J., *The Gospel of Mark*, Sacra Pagina: Liturgical, 2005.

Hooker, Morna D., *The Gospel According to St Mark*. London: A and C Black, 1991.

Levine, Amy-Jill (ed.) *A Feminist Companion to Mark*. Sheffield: Sheffield Academic, 2001.

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

Moloney, Francis J., *Mark, Storyteller, Interpreter, Evangelist*. Peabody MA: Hendrickson, 2004.

Struthers Malbon, Elizabeth, *In the Company of Jesus: Characters in Mark's Gospel*. Louisville KY: Westminster John Knox, 2000.

Throckmorton. B.H. *Gospel Parallels*. 5th Ed. (NRSV); Nashville TN; Nelson, 1992.

## BN2/3100P/BN2/3109P: Gospel, Church and World: Mission and Ministry in Philippians and 2 Corinthians

### Semester I: Weekly

#### 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 classroom-based:	...	...	...	Weighting
Tutorial Summary reflection (1000 words)	...	...	...	20%
Essay on Philippians (2000 words)	...	...	...	40%
Essay on 2 Corinthians (2000 words)	...	...	...	40%
Level 3 classroom-based:	...	...	...	Weighting
Tutorial Summary reflection (1000 words)	...	...	...	20%
Essay on Philippians (2500 words)	...	...	...	40%
Essay on 2 Corinthians (2500 words)	...	...	...	40%
Level 2 online:	...	...	...	Weighting
Online Tutorial Engagement and Blog Summary (1000 words)	...	...	...	20%
Essay on Philippians (2000 words)	...	...	...	40%
Essay on 2 Corinthians (2000 words)	...	...	...	40%
Level 3 online:	...	...	...	Weighting
Online Tutorial Engagement and Blog Summary (1000 words)...	...	...	...	20%
Essay on Philippians (2500 words)	...	...	...	40%
Essay on 2 Corinthians (2500 words)	...	...	...	40%

#### Lecturer

Sean Winter

#### Recommended reading

\* = set texts recommended for purchase

- Barnett, Paul. *The Second Epistle to the Corinthians*. Grand Rapids: Eerdmans, 1997.
- Bockmuehl, Markus. *The Epistle to the Philippians*. 4th ed. London: A & C Black, 1997.
- Fee, Gordon. D. *Paul's Letter to the Philippians*. Grand Rapids: William B. Eerdmans, 1995.
- Hafemann, Scott J. *Suffering and Ministry in the Spirit: Paul's Defence of His Ministry in II Corinthians 2:14-3:3* Paternoster Biblical Monographs. Milton Keynes: Paternoster, 2000.
- Harvey, A. E. *Renewal through Suffering: A Study of 2 Corinthians Studies in the New Testament and Its World*. Edinburgh: T & T Clark, 1996.
- Fowl, Stephen E. *Philippians*. Grand Rapids / Cambridge: Eerdmans, 2005.
- Lim, Kar Yong. *'The Sufferings of Christ Are Abundant in Us': A Narrative Dynamics Investigation of Paul's Sufferings in 2 Corinthians*. London: T & T Clark International, 2009.
- Matera, Frank J. *II Corinthians: A Commentary* The New Testament Library. Louisville: Westminster John Knox, 2003.
- McCant, Jerry W. *2 Corinthians Readings*. Sheffield: Sheffield Academic, 1999.
- Schnabel, Eckhard J. *Paul the Missionary: Realities, Strategies and Methods*. Downers Grove: IVP Academic, 2008.
- Stegman, Thomas. *The Character of Jesus: The Linchpin to Paul's Argument in 2 Corinthians*. Rome: Pontificio Istituto Biblico, 2005.
- Ware, James. *The Mission of the Church in Paul's Letter to the Philippians and in the Context of Ancient Judaism*. Leiden / Boston: Brill, 2005.



## BN3110P: Gospel, Church and World: Mission and Ministry in Philippians and 2 Corinthians (Greek Texts)

### Semester I: 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

Classroom-based:	...	...	...	Weighting
Essay (3000 words)	...	...	...	50%
Essay (3000 words)	...	...	...	50%

#### Lecturer

Sean Winter

#### Recommended reading

\* = set texts recommended for purchase

- Barnett, Paul. *The Second Epistle to the Corinthians*. Grand Rapids: Eerdmans, 1997.
- Bockmuehl, Markus. *The Epistle to the Philippians*. 4th ed. London: A & C Black, 1997.
- Fee, Gordon. D. *Paul's Letter to the Philippians*. Grand Rapids: William B. Eerdmans, 1995.
- Hafemann, Scott J. *Suffering and Ministry in the Spirit: Paul's Defence of His Ministry in II Corinthians 2:14-3:3* Paternoster Biblical Monographs. Milton Keynes: Paternoster, 2000.
- Harvey, A. E. *Renewal through Suffering: A Study of 2 Corinthians Studies in the New Testament and Its World*. Edinburgh: T & T Clark, 1996.
- Fowl, Stephen E. *Philippians*. Grand Rapids / Cambridge: Eerdmans, 2005.
- Lim, Kar Yong. *'The Sufferings of Christ Are Abundant in Us': A Narrative Dynamics Investigation of Paul's Sufferings in 2 Corinthians*. London: T & T Clark International, 2009.
- Matera, Frank J. *II Corinthians: A Commentary The New Testament Library*. Louisville: Westminster John Knox, 2003.
- McCant, Jerry W. *2 Corinthians Readings*. Sheffield: Sheffield Academic, 1999.
- Schnabel, Eckhard J. *Paul the Missionary: Realities, Strategies and Methods*. Downers Grove: IVP Academic, 2008.
- Stegman, Thomas. *The Character of Jesus: The Linchpin to Paul's Argument in 2 Corinthians*. Rome: Pontificio Istituto Biblico, 2005.
- Ware, James. *The Mission of the Church in Paul's Letter to the Philippians and in the Context of Ancient Judaism*. Leiden / Boston: Brill, 2005.

# BS1000P/ BS1009P: Introduction to Christian Scripture

Semester I: weekly

## 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 Level I 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

Classroom-based:	...	...	...	...	Weighting
2 x short papers on specified biblical texts (1000 words)	...	...	...	...	25%
Essay (2000 words)	...	...	...	...	50%
Reflection paper (1000 words)	...	...	...	...	...
OR Oral examination	...	...	...	...	25%

Online:	...	...	...	...	Weighting
2 x short papers on specified biblical texts (1000 words)	...	...	...	...	25%
Essay (2000 words)	...	...	...	...	50%
Tutorial Contributions and Blog summary (1000 words)	...	...	...	...	25%

### Lecturer

Sean Winter

### Recommended reading

\* = set texts recommended for purchase

\*Collins, John J. *Introduction to the Hebrew Bible*. 2nd ed. Minneapolis: Fortress, 2014.

DeYoung, Curtis Paul, Wilda C. Gafney, Leticia Guardiola-Saenz, George Tinker and Frank Yamada, eds. *The People's Companion to the Bible*. Minneapolis: Fortress, 2010.

Gorman, Michael J., ed. *Scripture: An Ecumenical Introduction to the Bible and Its Interpretation*. Peabody: Hendrickson, 2005.

\*Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd ed. Minneapolis: Fortress, 1999.

Kugler, Robert and Patrick Hartin. *An Introduction to the Bible*. Grand Rapids: Eerdmans, 2009.

McDonald, Lee M. *The Formation of the Christian Biblical Canon*. Peabody: Hendrickson, 1995.

Rogerson, John. *An Introduction to the Bible*. 3rd ed. Sheffield: Equinox, 2012. [n.b. 2nd edition is available as an EBook

Webster, John. *Holy Scripture: A Dogmatic Sketch Current Issues in Theology*. Cambridge: Cambridge University Press, 2003.

## Semester 2: Intensive

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### 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 Level I 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

Classroom-based:	...	...	...	...	Weighting
Descriptive essay (1500 words)	...	...	...	...	40%
Exegesis of biblical text (1500 words)	...	...	...	...	40%
Tutorial Summary Paper (1000 words)	...	...	...	...	20%

Online:	...	...	...	...	Weighting
Descriptive essay (1500 words)	...	...	...	...	40%
Exegesis of biblical text (1500 words)	...	...	...	...	40%
Tutorial contributions and online discussion (1000 words)	...	...	...	...	20%

### Lecturer

Monica Melanchthon

### Recommended reading

\* = set texts recommended for purchase

Broyles, Craig C. (Ed). *Interpreting the Old Testament: A Guide for Exegesis*. Grand Rapids, Michigan: Baker Academic, 2001.

Crain, Jeanie C. *Reading the Bible as Literature: An Introduction*. Cambridge, U.K.: Polity Press, 2010.

Deppe, Dean B. *All Roads Lead to the Text: Eight Methods of Inquiry into the Bible*. Grand Rapids, Michigan/Cambridge, U.K.: William B. Eerdmans Publishing Company, 2011.

\*Dozeman, Thomas B (ed.). *Methods for Exodus*, Cambridge: Cambridge University Press, 2010

\*McKenzie, Stephen L. and John Kaltner (Eds). *New Meanings for Ancient Texts: Recent approaches to Biblical Criticisms and their Applications*. Louisville, Kentucky: Westminster John Knox Press, 2013.

\*Powell, Mark Allan (ed.). *Methods for Matthew*. Cambridge: Cambridge University Press, 2009.

Schüssler- Fiorenza, Elisabeth, (ed.). *Searching the Scriptures: A Feminist Introduction*, New York: Crossroad Publishing Company, 2000.

\*Soulen, Richard N and R. Kendall Soulen. *Handbook of Biblical Criticism*, Fourth Edition Louisville, Kentucky: Westminster John Knox Press, 2011.

Sugirtharajah, R. S. *Voices from the Margin: Interpreting the Bible in the Third World*. Revised and Expanded Third Edition, Maryknoll, New York: Orbis, 2006.

Tate, Randolph W. *Handbook for Biblical Interpretation: An Essential Guide to Methods, Terms and Concepts*. Second Edition. Grand Rapids, Michigan: Baker Academic, 2012.

# CHI000P/CHI009P

## Memory, History, and the Historians

### Semester I: Weekly

#### 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.

#### Learning Outcomes

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: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Source exercise (1000 words)	...	...	...	...	...	...	40%
Essay (2000 words)	...	...	...	...	...	...	40%
Book review (1000 words)	...	...	...	...	...	20%	

#### Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
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

Bauman, M. and Martin I. Klauber, eds. *Historians of the Christian tradition: Their methodology and influence on Western thought*. Nashville: Broadman and Holman, 1995.

Brown, C. (ed.) *Secularisation in the Christian World: essays in honour of Hugh McLeod*. Surrey: Ashgate: 2010.

Gonzales, J. *The changing shape of church history*. St Louis: Chalice Press, 2002.

Hastings, A. (ed.). *World history of Christianity*. London: Cassell, 1999; Grand Rapids: Eerdmans, 2000.

Irving, D. *Christian Histories, Christian Traditioning: rendering accounts*. Maryknoll: Orbis, 1998.

Miles, M. *The Word Made Flesh: A History of Christian Thought*. Oxford: Blackwell, 2005.

Pelikan, J. *Jesus through the centuries: His place in the history of culture*. New Haven: Yale, 1985.

Sheldrake, P. *Spirituality and history: Questions of interpretation and method*. London: SPCK, 1995.

Walls, A. *The cross cultural process in Christian history: Studies in the transmission and appropriation of faith*. Maryknoll: Orbis, 2002; Edinburgh: T. and T. Clark, 2002.

\* Williams, R. *Why study the past? The quest for the historical church*. London: Darton, Longman and Todd, (2005) 2014.

## CH/DS3300P Medieval Monastic Wisdom

### 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

Classroom-based:	...	...	...	...	Weighting
Topic Essay (2000 words) ...	...	...	...	...	40%
Research Exercise (3000 words)	...	...	...	...	60%

### Lecturer

Carmel Posa

### Recommended reading

\* = set texts recommended for purchase

*Aelred of Rievaulx: Spiritual Friendship.* Kalamazoo, MI: Cistercian Publications, 1997.

*Bernard of Clairvaux, On Loving God.* Kalamazoo, MI: Cistercian Publications, 1995.

*Brooke, C. The Age of the Cloister: The Story of Monastic Life in the Middle Ages.* Nahwah, NJ: Hidden Springs, 2003.

*Clark, James G. The Benedictines in the Middle Ages.* Woodbridge, Suffolk: Boydell Press, 2011.

*Gertrud of Helfta, The Herald of Divine Love.* New York: Paulist Press, 1993.

*Harris, K. (ed.) Illumined by God: Essays on Medieval Monastic Women.* Croydon, Vic: Peter Arnold Printing Consultants, 2000.

*Hildegard of Bingen, Scivias.* Trans. Columba Hart, and Bishop, Jane. *The Classics of Western Spirituality.* New York: Paulist Press, 1990.

*Idung of Purfung, Cistercians and Cluniacs. The Case for Citeaux. A Dialogue between Two Monks.* Trans. J. O'Sullivan. Kalamazoo: Cistercian Publications, 1977.

*King, Peter. Western Monasticism: A History of the Monastic Movement in the Latin Church.* Kalamazoo: Cistercian Publications, 1999.

\**Lawrence C.H. Medieval Monasticism: Forms of Religious Life in Western Europe in The Middle Ages.* Third edition. London: Longman, 2001.

*Leclercq, J. The Love of Learning and the Desire for God.* Trans. Catharine Misrahi. New York: Fordam University Press, 1993.

*Rumsey, Patricia M. Women of the Church :The Religious Experience of Monastic Women* (Blackrock, Co. Dublin :

# CT1010P/CT1019P: Culture, Beliefs and Theology

Semester 2: Intensive

## 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

Classroom-based:	...	...	...	...	...	Weighting
Essay (800 words)	...	...	...	...	...	20%
Book Review (1200 words)...	...	...	...	...	...	30%
Essay (2000 words)	...	...	...	...	...	30%
<b>Online:</b>						
Engagement in online tutorial (800 words)	...	...	...	...	...	20%
Book Review (1200 words)...	...	...	...	...	...	30%
Essay (2000 words)	...	...	...	...	...	30%

## Lecturer

Geoff Thompson

## Recommended reading

\* = set texts recommended for purchase

Blainey, Geoffrey. *A Short History of Christianity*. Melbourne: Penguin, 2011.

Caroll, John. *The Existential Jesus*. Melbourne: Scribe, 2007.

Caroll, John. *The Western Dreaming*. Pymble: Harper Collins, 2001.

De Botton, Alain. *Religion for Atheists: A Non-believer's Guide to the Uses of Religion*. New York: Vintage, 2012.

Dawkins, Richard. *The God Delusion*. London: Bantam, 2006.

Ford, David. *The Future of Christian Theology*. Chichester: Wiley-Blackwell, 2011.

Gonzalez, Justo L., and Zaida Maldonado Perez. *An Introduction to Christian Theology*. Nashville: Abingdon, 2002.

Higton, Mike. *Christian Doctrine*. London: SCM, 2006.

Jenson, Peter. *The Future of Jesus*. Sydney: ABC Books, 2005.

Maddox, Marion. *God Under Howard: The Rise of the Religious Right in Australian Politics*. Sydney: Allen and Unwin, 2005.

McGrath, Alister E. *Theology: The Basics*. 3rd edn. Chichester: Wiley-Blackwell, 2011.

Russell, Bertrand. *Why I am Not a Christian*. London: Routledge, 2004.

Tacey, David. *The Spirituality Revolution: The Emergence of Contemporary Spirituality*. Sydney: Harper Collins, 2003.

Woodhead, Linda. *Christianity: A Very Short Introduction*. Oxford: Oxford University Press, 2004.

# CH/CT2100P/CH/CT2109P: The Cracking of Christendom: Theological issues of the Reformation

Semester 2: weekly

## 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

Classroom-based:	...	...	...	...	Weighting
Online Conversation (1000 words)	...	...	...	...	20%
Research Exercise (1500 words)	...	...	...	...	40%
Source Analysis (2500 words)	...	...	...	...	40%

Online:	...	...	...	...	Weighting
Online Conversation (1000 words)	...	...	...	...	20%
Research Exercise (1500 words)	...	...	...	...	40%
Source Analysis (2500 words)	...	...	...	...	40%

## Lecturer

Geoff Thompson

## Recommended reading

\* = set texts recommended for purchase

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

Bos Robert, Geoff Thompson eds. *Theology for Pilgrims: Selected Documents of the Uniting Church in Australia*. Sydney: Uniting Church Press, 2008.

Gregory Brad S. *The Unintended Reformation: how a religious revolution secularized society*. Cambridge, MA: Belknap Press of Harvard University Press, 2012.

von Greyerz, Kaspar. *Religion and Culture in Early Modern Europe, 1500-1800*. New York: Oxford University Press, 2007.

Hendrix, Scott H. ed. and trans., *Early Protestant Spirituality, Classics of Western Spirituality*. New York: Paulist Press, 2009.

\*Lindberg, Carter. *The European Reformations*. Oxford: Blackwell, 1996.

\*Lindberg, Carter. *The European Reformations Sourcebook*. New York: Blackwell, 1999.

MacCulloch, Diarmaid. *Reformation: Europe's House Divided 1490 – 1700*. London: Allen Lane, 2003.

McGrath, Alister. *Reformation Thought: An Introduction 4th edn.* Malden, MA: Wiley-Blackwell, 2012.

Matheson, Peter ed., *Reformation Christianity, A People's History of Christianity*, vol. 5. Minneapolis: Fortress Press, 2006.

Muller, RA and JL Thompson, eds., *Biblical Interpretation in the Era of the Reformation: Essays Presented to David C Steinmetz*. Grand Rapids, 1996.

Po-Chian Hsia, R. ed., *Reform and Expansion, 1500-1600, Vol. 6 of The Cambridge History of Christianity, Vol. 6* (Cambridge: Cambridge University Press, 2007).

# CT3000P/CT3009P

## Trinity, Society and Dialogue

Semester I: Weekly

### 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.

### Learning outcomes

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: Classroom-based	...	...	...	...	Weighting
Journal of learning from set readings (1500 words)	...	...	...	...	25%
Essay or group study resource on the biblical origins of the doctrine (1500 words)	...	...	...	...	25%
Essay or annotated sermon on the contribution of doctrine (3000 words)	...	...	...	...	50%

Assessment: Online	...	...	...	...	Weighting
Online blog journal on set readings (1500 words)	...	...	...	...	25%
Essay or group study resource on the biblical origins of the doctrine (1500 words)	...	...	...	...	25%
Essay or annotated sermon on the contribution of doctrine (3000 words)	...	...	...	...	50%

### Pre-requisite

Either CT1000P Faith, Theology and Doctrines or CT1010P: Culture, Beliefs and Theology and one level 2 CT or CH unit.

### Lecturer

TBA

### Recommended reading

\* = set texts recommended for purchase

Boff, Leonardo. *Trinity and Society*. Maryknoll:Orbis, 1988.

Coakley, Sarah. *God, Sexuality and the Self: An Essay 'On the Trinity'*. Cambridge: Cambridge University Press, 2013.

D'Costa, Gavin. *The Meeting of the Trinity and the Religions*. New York: Orbis 2000.

Emery, Giles and Matthew Levering (eds). *The Oxford Handbook of the Trinity*. Oxford: Oxford University Press, 2011.

Gunton, Colin. *The Promise of Trinitarian Theology*. Edinburgh: Tandt Clark, 1991.

Holmes, Stephen R. *The Quest for the Trinity: The Doctrine of God in Scripture, History and Modernity*. Downers Grove: IVP Academic, 2012.

Hunt, Anne. *The Trinity: Insights from the Mystics*. The Liturgical Press, 2010.

\*Kärkkäinen, Veli-Matti. *The Trinity: Global Perspectives*. Louisville: WJKP, 2007.

LaCugna, Catherine Mowry. *God For Us: The Trinity and Christian Life*. San Francisco: HarperSanFrancisco, 1991.

O'Collins, *The Tri-personal God: Understanding and Interpreting the Trinity*. 2nd edn. New York: Paulist, 2014.

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

Pannikar, Raimundo. *The Trinity and the Religious Experience of Man*. New York: Orbis, 1973.

Phan, Peter C. *The Cambridge Companion to the Trinity*. Cambridge: Cambridge University Press, 2011.

Rahner, Karl. *The Trinity*. Translated by Joseph Donceel. Introduction by Catherine Mowry Lacugna. New York: Herder and Herder, 2005.

Rusch, William G. (ed and trans). *The Trinitarian Controversy*. Philadelphia: Fortress, 1980.

Volf, Miroslav. *After Our Likeness: The Church as the Image of the Trinity*. Grand Rapids: Eerdmans, 1998.



# CT 3050P/CT3059P Readings in Christian Doctrine

Semester 2: Intensive

Semester 2: Online

## Description

The historical and systematic study of Christian doctrine will be explored in order to provide a broad background to the specific study of a particular area of Christian doctrine. Selected texts exploring and articulating that doctrine will be studied and critically analysed. Through the cycle of offerings, the area of doctrine will include 'Scripture, Revelation and Imagination', 'Eschatology and Universal Reconciliation' and 'Humanity and Sexuality'.

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

1. Articulate the significance to Christian faith of doctrinal/systematic theology;
2. Articulate the significance to Christian faith of the designated area of doctrine
3. Identify the critical issues in the historical development of the designated area of doctrine;
4. Assess the contribution of the selected texts to the contemporary discussion of the doctrine;
5. Critically evaluate the strengths and weaknesses of one of the selected texts;

## Assessment

Classroom-based:	...	...	...	...	...	...	Weighting
Essay (2400words)	...	...	...	...	...	...	40%
Essay (3600 words)...	...	...	...	...	...	...	60%
Online :	...	...	...	...	...	...	Weighting
Essay (2400words)	...	...	...	...	...	...	40%
Essay (3000 words)...	...	...	...	...	...	...	50%
Weekly participation online (600 words) ...	...	...	...	...	...	...	10%

## Lecturer

Geoff Thompson

## Recommended reading

\* = set texts recommended for purchase

### Background Texts:

Justin Martyr, *First Apology, in Ante-Nicene Fathers*, Vol 1. Edinburgh: T&T Clark; Grand Rapids: Eerdmans; 1993:

Calvin, John. *Institutes of the Christian Religion*, Book 1. Philadelphia: Westminster, 1960

Barth, Karl. *Church Dogmatics I/1*. Edinburgh: T&T Clark, 1975.

Sondererger, Katherine. *Systematic Theology: The Doctrine of God*. Vol 1. Minneapolis: Fortress Press. 2015.

### Rotation 1: Scripture and Revelation

Barth: *Church Dogmatics I/2*. Edinburgh: T&T Clark, 1956: 457-740

Work, Telford *Living and Active: Scripture in the Economy of Salvation*. Grand Rapids: Eerdmans, 2002.

Rush, Ormond. *The Eyes of Faith: The Sense of the Faithful and the Church's Reception of Revelation*. Washington: Catholic University Press of America, 2009.

### Rotation 2: Eschatology and Universal Salvation

Origen *De Principiis Books 1 and 2*, Ante-Nicene Fathers Vol 4. Edinburgh: T&T Clark; Grand Rapids: Eerdmans; 1993.

Jürgen Moltmann, *The Coming of God: Christian Eschatology*. London: SCM, 1996.

Allison, Dale C. *Resurrection Jesus: The Earliest Christian Tradition and Its Interpreters*. New York: T&T Clark, 2005.

### Rotation 3: Humanity and Sexuality

Bonhoeffer, Dietrich. *Creation and Fall: A Theological Exposition of Genesis 1-3*. Dietrich Bonhoeffer Works, Vol 3. Minneapolis: Fortress, 2004

Coakley, Sarah. *God, Sexuality and the Self: An Essay on the Trinity*. Cambridge: Cambridge University Press, 2013.

Jensen, David H. *God, Desire, and a Theology of Human Sexuality*. Louisville: Westminster John Knoss Press,

# DA1015P: Children and Families Ministry: Core Issues in Diverse Contexts

## Semester I: Intensive

### Description

This unit examines the theological, developmental and methodological resources for contextual children and families ministries across the spectrum of Australian church based, community based and para-church expressions. Addressing the theology, spirituality and sociology of the child in relation to family, church, faith, culture, technology, history and philosophical discourse, the unit develops critical skills for evaluating and designing robust, contextual processes for discipleship, pastoral care, safe practice, mission and leadership with children and their families.

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

1. Outline major frameworks of child theology, theologies of child, child spirituality and theology for children in religious education.
2. Articulate the interaction between child development, theology, social discourse and learning paradigms.
3. Identify ecclesiological, missional, religious education and discipleship structures and evaluate the place of child within these.
4. Identify and articulate best practice procedures regarding protective behaviors to safeguard the welfare of children, practitioners and the community.
5. Critically evaluate different methodologies in ministry with children and their families.

### Assessment

Classroom-based/Online:	...	...	...	...Weighting
Theology of Child literature review (1000 words)	...	...	...	25%
'World of the Child' Observation Journal Reflections (2 x 500 words)	...	...	...	25%
20 question short-answer quiz on duty of care issues and safe practice (500 words) (must pass)	...	...	...	10%
Core Issues Essay (1500 words)	...	...	...	40%

### Lecturer

Beth Barnett

### Recommended reading

\* = set texts recommended for purchase

Barna, George. *Transforming children into spiritual champions*. Ventura: Regal, 2003.

\*Beckwith, Ivy. *Postmodern children's ministry: ministry to children in the 21st century*. Grand Rapids: Zondervan, 2004.

\*Buckland, Ron. *Perspectives on children and the Gospel: excellence in Ministry with children and their families*. West Gosford, NSW: Scripture Union, 2001.

Bunge, MJ. *The Child in Christian Thought*. Grand Rapids: Eerdmans, 2001.

\*Cupit, G. *Children and Spirituality*. Central Coast Business Centre, N.S.W. : Scripture Union Australia, 2005.

Hay, David & Nye, Rebecca, *The Spirit of the Child*. London: Fount, 1998.

Kociumbas, J. *Australian Childhood; A History*. St Leonards, N.S.W : Allen & Unwin, 1997.

Medved, Michael and Dianne. *Saving Childhood: Protecting Our Children from the National Assault on Innocence*. Zondervan, 1998.

Mercer, Joyce. *Welcoming children : a practical theology of childhood*. St. Louis: Chalice Press, 2005.

Stonehouse, C. *Joining Children on the Spiritual Journey*. Grand Rapids: Baker, 1998.

# DA/DS 2/3040P/ DA/DS2/3049P: The Nurture and Spiritual Guidance of Children

## Semester 2: Intensive

### Description

This unit explores the historical and current interest in the spiritual life and the spiritual development of children. It examines links between Scripture, theological thought, spiritual and psychological development, neurobiology and ministry with children. The unit seeks to develop more informed ministries of protection and respect in pastoral care and religious education.

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

1. Demonstrate an awareness of and informed critique of a range of views relating to the nurture and development of spirituality in children.
2. Reflect theologically on aspects of ministry in protection, respect and valuing of children through pastoral care and religious education.
3. Recognize, articulate and integrate within a practice framework the pastoral significance of love for the self, the other, the environment and the Divine as part of spirituality in the life of the child.
4. Integrate spiritual experiences in life from childhood to the present.
5. Articulate a sound educational theory and theories of faith development (third level).

### Assessment

Classroom-based/Online:	Level 2	...	...	Weighting
Tutorial Report and Presentation (1000 words)	...	...	...	25%
Essay (2500 words)	...	...	...	50%
Response to Scripture (1000 words)	...	...	...	25%
Classroom-based/Online:	Level 3	...	...	Weighting
Tutorial Report and Presentation (1500 words)	...	...	...	25%
Essay (2500 words)	...	...	...	50%
Response to Scripture (1000 words)	...	...	...	25%

### Lecturer

Vivian Mountain

### Recommended reading

\* = set texts recommended for purchase

- Barna, George. *Transforming children into spiritual champions*. Ventura: Regal, 2003.
- Berryman, Jerome. *The complete guide to Godly Play*. Colorado: Moorehouse, 2002.
- Berryman, Jerome. *Children and the Theologians*. New York: Moorehouse, 2009.
- Berryman, Jerome. *The spiritual guidance of children*. New York: Moorehouse, 2013.
- Bunge, Marcia. *The child in Christian thought*. Grand Rapids: Eardsman, 2001.
- Coles, Robert. *The spiritual life of children*. London: Harper Collins, 1990.
- Doidge, Norman. *The brain that changes itself*. USA: Scribe, 2007.
- Greenspan, Stanley. *The secure child*. USA: De Capo Press, 2002.
- Hay, David. and Rebecca Nye. *The Spirit of the Child*. Great Britain: Harper Collins, 1998.
- Hyde, Bredan. *Children and spirituality*. London: Jessica Kingsley Publishers, 2008.
- Jensen, David. *Graced Vulnerability*. Cleveland: Pilgrim Press, 2005.
- Joiner, Reggie. *Think Orange*. USA: David Cook, 2009.
- Moore, Lucy. *Messy Church 2*. Abingdon: Bible Reading Fellowship, 2008.
- Mountain, Vivienne. "Four links between Child, Theology and Children's Spirituality." *International Journal of Children's Spirituality* 16:3 (2011): 261-271.
- Mountain, Vivienne. "Educational contexts for developing children's spirituality." *International Journal of Children's Spirituality* 12:2 (2007): 191-207.
- Mountain, Vivienne. "Prayer is a positive activity for children." *International Journal of Children's Spirituality* 10:3 (2005): 291-305.
- Mountain, Vivienne. *Children and the church*. Melbourne: CRA, 2014.
- Music, Graham. *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development*. UK: Psychology Press, 2011.
- Nye, Rebecca. *Children's Spirituality-what is it and why it matters*. UK: Church House, 2009.
- Paver, John. *Theological Reflection*. Aldershot VT: Ashgate, 2006.
- Perry, Bruce, and Maia & Szalavitz. *The boy who was raised as a dog: And Other Stories from a Child Psychiatrist's Notebook—What Traumatized Children Can Teach Us About Loss, Love, and Healing*. USA: Perseus, 2006.
- Rahner, Karl. "Ideas for a theology of childhood." In *Theological investigations, Volume 8 Further theology of the spiritual life*, London: Darton Longman & Todd, 1971.
- White, Keith, and Haddon Willmer. *An introduction to Child Theology*. London: Child Theology Movement, 2008.

# DE/DSI/2001P The Art and Practice of Oral Storytelling

## Semester 2: Intensive

### Description

The Spiritual discipline implicit in the telling of sacred stories rests in narrative theology. This unit considers performance, contemplative listening and story telling tools of memory and recollection. These tools will be developed and applied, drawing on a repertoire of sacred narratives, sacred texts and poetry drawn from major religious traditions. Students will engage in reflective practice within the process of story selection and application to context. The unit addresses performance skills, contemplative listening and tools for storytelling from memory. There will be the opportunity to apply these tools in field work and in-class storytelling. Attention will be paid to verbal and non-verbal elements, building students' confidence and capacity to create storytelling events and engage their audiences.

### Learning outcomes – Level 1

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

1. Identify appropriate passages from Christian scripture and other sources and convey their meaning in small and large groups.
2. Identify and apply learning practices in kinaesthetic, visual and auditory modes to map and recall stories.
3. Develop a critical awareness of context and appropriate choice of story material for audience engagement.
4. Understand how to modulate for different audiences and contexts in vocal delivery and non-verbal communication
5. Recognise within existing texts the language elements that work for memorability and audience connection.

### Learning outcomes – Level 2

1. Identify appropriate passages from Christian scripture and other sources and convey their meaning in small and large groups.
2. Identify and apply learning practices in kinaesthetic, visual and auditory modes to map and recall stories.
3. Develop a critical awareness of context and appropriate choice of story material for audience engagement.
4. Understand how to to modulate for different audiences and contexts in vocal delivery and non-verbal communication, and offer peer feedback on these elements.
5. Recognise within existing texts the language elements that work for memorability and audience connection.
6. Describe the reciprocity of telling and listening in self-reflection and peer review.

### Assessment

#### Level 1:

Report – review storytelling performance	...	...	...	...	Weighting
using rubric (1000 words)	...	...	...	...	10%
2 X 15 mins oral presentation from memory (1500 words)	...	...	...	...	50%
Field Work Report (1500 words)	...	...	...	...	40%

#### Level 2:

Report – review storytelling performance	...	...	...	...	Weighting
using rubric (1000 words)	...	...	...	...	10%
2 X 15 mins oral presentation from memory (2000 words)	...	...	...	...	50%
Field Work Report (1500 words)	...	...	...	...	40%

### Lecturer

Julie Perrin with Christina Rowntree (CTM)

### Recommended reading

\* = set texts recommended for purchase

- Armstrong, Karen. *A Short history of Myth*. Melbourne: Text, 2005.
- Bausch, William. *Storytelling Imagination and Faith*. Mystic: Twenty third publications, 1986.
- Boomershine, Thomas. *Story Journey, an Invitation to the Gospel as Storytelling*. Nashville: Abingdon, 1998.
- Cathcart, Michael and Darian-Smith, Kate, eds. *Stirring Australian Speeches*. Melbourne: Melbourne University Press, 2004.
- Crossan, John Dominic. *The Dark Interval, Towards a Theology of Story*. Farmington: Polebridge, 1988.
- Kelly, Lynne. *The Memory Code*. Sydney: Allen and Unwin, 2016.
- O'Brien, Dominic. *Learn to Remember*. London: Duncan Baird, 2009.
- Ong, Walter. *Orality and Literacy, the Technologizing of the Word*. London: Routledge, 1982.
- Ramsden, Ashley and Hollingsworth, Sue. *The Storyteller's Way*. Stroud: Hawthorn Press, 2013.
- Silf, Margaret. *One Hundred Wisdom Stories*. Oxford: Lion, 2011.

## DMI000P/DMI009P Developing a Mission Theology for Today

Semester 2: Weekly

### 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.

### Learning outcomes

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: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
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%

### Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
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 (1000 words)	...	...	...	...	...	...	25%

### Pre-requisite

N/A

### Lecturer

John Flett

### Recommended Reading

\* = set texts recommended for purchase

Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker, 2003.

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

\* Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission. 20th Anniversary edition*. Maryknoll, NY: Orbis Books, 2001.

Irvin, Dale T., and Scott W. Sunquist. *History of the World Christian Movement: Earliest Christianity to 1453*. Maryknoll, NY: Orbis Books, 2001.

Irvin, Dale T., and Scott W. Sunquist. *History of the World Christian Movement: Modern Christianity from 1454-1800*. Maryknoll, NY: Orbis Books, 2012.

Kirk, J. Andrew. *What is Mission? Theological Explorations*. London: Darton, Longman and Todd, 1999.

Köstenberger, Andreas J., and Peter Thomas O'Brien. *Salvation to the Ends of the Earth: A Biblical Theology of Mission*. Downers Grove, IL: IVP, 2001.

Nussbaum, Stan. *Reader's Guide To Transforming Mission*. Maryknoll, NY: Orbis Books, 2005.

Saayman, Willem A., and J. J. Kritzinger, eds. *Mission in Bold Humility: David Bosch's Work Considered*. Maryknoll, NY: Orbis Books, 1996.

Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: IVP, 2006.

Yates, Timothy. *Christian Mission in the Twentieth Century*. Cambridge: Cambridge University Press, 1994.

# DM2010P/DM2019P: Multicultural and Migrant Churches in Political, Theological and Spiritual Perspective

Semester I: Intensive

## 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

Classroom-based/Online:	...	...	...	...Weighting
Theological Journal (2000words)	...	...	...	40%
Essay (3000 words)...	...	...	...	60%

## Lecturer

John Flett

## Recommended reading

\* = set texts recommended for purchase

- Burgess, Richard. "African Pentecostal Spirituality and Civic Engagement: The Case of the Redeemed Christian Church of God in Britain." *Journal of Beliefs & Values* 30, no. 3 (2009): 255–73.
- Campese, Gioacchino. "The Irruption of Migrants: Theology of Migration in the 21st Century." *Theological Studies* 73, no. 1 (2012): 3–32.
- Cruz, Gemma Tulud. *Toward A Theology of Migration: Social Justice and Religious Experience*. London: Palgrave Macmillan, 2014.
- Ekue, Amele Adamavi-Aho. "Migrant Christians: Believing Wanderers between Cultures and Nations." *Ecumenical Review* 61, no. 4 (2009): 387–99.
- Girgis, Raafat. "'House of Prayer for All People': A Biblical Foundation for Multicultural Ministry." *International Review of Mission* 100, no. 1 (2011): 62–73.
- Groody, Daniel G., G. Campese, and Ó. A. R. Maradiaga, eds. *A Promised Land, a Perilous Journey: Theological Perspectives on Migration*. Notre Dame: University of Notre Dame Press, 2008.
- Hanciles, Jehu J. *Beyond Christendom: Globalization, African Migration, and the Transformation of the West*. Maryknoll, NY: Orbis Books, 2008.
- Jackson, Darrell, and Alessia Passarelli. *Mapping Migration: Mapping Churches' Response*. Brussels: World Council of Churches, 2008.
- Kahl, Werner. "A Theological Perspective: The Common Missionary Vocation of Mainline and Migrant Churches." *International Review of Mission* 91 (2002): 328–41.
- Lienemann-Perrin, Christine. "Theological Stimuli from the Migrant Churches." *Ecumenical Review* 61, no. 4 (2009): 381–86.
- Noort, Gerrit. "Emerging Migrant Churches in the Netherlands: Missiological Challenges and Mission Frontiers." *International Review of Mission* 100, no. 1 (2011): 4–16.
- Peschke, Doris. "The Role of Religion for the Integration of Migrants and Institutional Responses in Europe: Some Reflections." *Ecumenical Review* 61, no. 4 (2009): 367–80.
- Rivera, Luis R. "El Cristo Migrante/The Migrant Christ." In *Jesus in the Hispanic Community: Images of Christ from Theology to Popular Religion*, edited by Harold J. Recinos, and Hugo Magallanes, 135–54. Louisville, KY: Westminster John Knox Press, 2010.
- Walls, Andrew F. "Mission and Migration: The Diaspora Factor in Christian History." *Journal of African Christian Thought* 5, no. 2 (2002): 3–11.

# DM2/3500P/DM2/3509P: Ferment and Renewal: The Missional Church Today

## Semester I: Intensive

### 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.

### Learning outcomes – Level 2

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 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

### Learning outcomes – Level 3

Upon successful completion of this unit, it is expected that 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. Analyse and critique the missional church and fresh expressions models, including demonstrating an awareness of the ecclesial and cultural contexts within they have developed

### Assessment

<b>Level 2 classroom-based:</b>	...	...	...	...Weighting	
Book Review (2000 words)	...	...	...	...	40%
Essay (3000 words)	...	...	...	...	60%
<b>Level 3 classroom-based:</b>	...	...	...	...Weighting	
Book Review (2000 words)	...	...	...	...	40%
Essay (4000 words)	...	...	...	...	60%
<b>Level 2 online:</b>	...	...	...	...Weighting	
Book Review (1000 words)	...	...	...	...	25%
Essay (3000 words)	...	...	...	...	55%
Online Participation (1000 words equivalent)	...	...	...	20%	
<b>Level 3 online:</b>	...	...	...	...Weighting	
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

*Mission-shaped Church: Church Planting and Fresh Expressions of Church in a Changing Context*. London: Church House Publishing, 2004.

Croft, Steven J. L. *Mission-shaped Questions: Defining Issues for Today's Church*. London: Church House Publishing, 2008.

Davison, Andrew, and Alison Milbank. *For the Parish: A Critique of Fresh Expressions*. London: SCM Press, 2010.

Guder, Darrell L., and Lois Barrett. *Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids, MI: Eerdmans, 1998.

Hastings, Ross. *Missional God, Missional Church: Hope for Re-evangelizing the West*. IVP Academic, 2012.

Moyonagh, Michael. *Church for Every Context: An Introduction to Theology and Practice*. London: SCM Press, 2012.

Nichols, Alan. *Building the Mission Shaped Church in Australia*. Sydney: Anglican Church of Australia, 2006.

## DPI900P 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.

### Learning outcomes

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	...	...	...	...	...	...	Weighting
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%

### Co-requisites

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

Ames, S. 'Theological Reflection- what is at stake?' *Together in Ministry*. Melbourne: Uniting Academic Press, 2009.

Floding, M. *Welcome to Theological Field Education*. Alban Press. Virginia, 2011.

Graham, E. Walton, H. and Ward, F. *Theological Reflection: Methods*. London, SCM Press, 2005.

Kinast, R.L. *What are they saying about Theological Reflection?* Mahwah, Paulist Press, 2000.

Pattison, S. 'Some Straw for the Bricks: A basic introduction to Theological Reflection'. *The Blackwell Reader in pastoral; and practical theology*. Oxford:Blackwell Publishers, 2000.

Paver, J.E. *Theological Reflection and Education for Ministry*. Aldershot: Ashgate, 2006.

Pyle, W.T. and Seals, M.A (Eds), *Experiencing Ministry Supervision*. Nashville, Broadman and Holman Publishers, 1995.



# 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.

### Learning outcomes

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	...	...	...	...	...	...	Weighting
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%

### Co-requisites

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

- Ames, S. *'Theological Reflection- what is at stake?' Together in Ministry*. Melbourne: Uniting Academic Press, 2009.
- Floding, M. *Welcome to Theological Field Education*. Alban Press. Virginia, 2011.
- Graham, E. Walton, H. and Ward, F. *Theological Reflection: Methods*. London, SCM Press, 2005.
- Kinast, R.L. *What are they saying about Theological Reflection?* Mahwah, Paulist Press, 2000.
- Lathrop, Gordon W. *The Pastor: A Spirituality*. Minneapolis: Fortress, 2011.
- Pattison, S. 'Some Straw for the Bricks: A basic introduction to Theological Reflection'. *The Blackwell Reader in pastoral; and practical theology*. Oxford:Blackwell Publishers, 2000.
- Paver, J.E. *Theological Reflection and Education for Ministry*. Aldershot: Ashgate, 2006.
- Pyle, W.T. and Seals, M.A (Eds) *Experiencing Ministry Supervision*. Nashville, Broadman and Holman Publishers, 1995.
- Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry*. Nashville: Abingdon, 2002.

# DP2500P/DP2509P

## Theology of Pastoral Care

Semester 2: Weekly

### 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.

### Learning outcomes

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: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
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%

### Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
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%

### Pre-requisites

15pts in each of Biblical Studies and Theology

### Lecturer

Randall Prior

### Recommended reading

\* = set texts recommended for purchase

- Clebsch, W. A. and C. R. Jaekle. *Pastoral Care in Historical Perspective*. Englewood Cliffs: Prentice-Hall, 1964.
- Evans, G. R. ed. *A History of Pastoral Care*. London: Cassell, 2000.
- Van Deusen Hunsinger, D. *Pray Without Ceasing: Revitalizing Pastoral Care*. Grand Rapids: Eerdmans, 2006.
- Dykstra, R. *Images of Pastoral Care*. St Louis, US: Chalice Press 2005
- Gerkin, C. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997.
- Graham, E. *Transforming Practice: Pastoral Theology in an Age of Uncertainty*. London: Mowbray, 1996.
- Lyll, D. *The Integrity of Pastoral Care*. Ottawa: Novalis, 2002
- Pattison, Stephen. *A Critique of Pastoral Care*. 3rd ed. London: SCM, 2000
- Patton, J. *Pastoral Care in Context: An Introduction to Pastoral Care*. Louisville: Westminster John Knox Press, 1993.
- Pembroke, N. *Renewing Pastoral Practice: Trinitarian Perspectives on Pastoral Care and Counselling*. Aldershot: Ashgate, 2006
- Poling, J. N. and D. E. Miller. *Foundations for a Practical Theology of Ministry*. Nashville: Abingdon, 1985.
- Purnell, D. *Conversation as Ministry*. Cleveland: Pilgrim Press, 2003.
- Stone, H. W. and J. O. Duke. *How to Think Theologically*. Minneapolis: Fortress, 1996.
- Thomton, S. *Broken Yet Beloved: A Pastoral Theology of the Cross*. St Louis: Chalice Press 2005
- Woodward, J. and S. Pattison. *The Blackwell Reader in Pastoral and Practical Theology*. Oxford: Blackwell, 2000.

# DP3005P: Education and Ministering through Life's Passages

Semester I: 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.

## Learning outcomes

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	...	...	...	...	...	...	Weighting
One essay (6000 words)	...	...	...	...	...	...	100%

## Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

## Lecturer

Maryanne Confoy

## Recommended reading

\* = set texts recommended for purchase

- Elkind, D. and D. Hetzel. *Readings in Human Development: Contemporary Perspectives*. New York: Harper and Row, 1977.
- Fowler, J. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. Rev. ed. Jossey-Bass, 1999.
- Gallagher, M. P. *Faith Maps: Ten Religious Explorers from Newman to Joseph Ratzinger*. New York: Paulist Press, 2010.
- Hahnenberg, E. *Awakening Vocation: A Theology of Christian Call*. Collegeville: Liturgical Press, 2010.
- Keating T. *Invitation to Love*. New York: Continuum, 2000.
- Martin, J. *Becoming Who You Are: Insights on the True Self from Thomas Merton and other Saints*. New York: Paulist, 2006.
- Ruffing, J. *Uncovering Stories of Faith*. New York: Paulist, 1989.
- Sheldrake, P. *Explorations in Spirituality: History, Theology and Social Practice*. New York: Paulist Press, 2010.
- Tillich, P. *Dynamics of Faith*. London: Allen and Unwin, 1957.
- Vaillant, G. *Aging Well*. Boston: Little Brown and Company, 2002.

**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.

**Learning outcomes**

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	...	...	...	...	...	...	Weighting
Essay (6000 words)...	...	...	...	...	...	...	100%

**Pre-requisites**

15 points in Biblical Studies and 15 points in Systematic Theology

**Lecturer**

Maryanne Confoy

**Recommended reading**

\* = set texts recommended for purchase

\*Doohan, Leonard. *Spiritual Leadership: The Quest for Integrity*. Dublin: The Columba Press, 2005.

\*Dorr, Donal. *Spirituality of Leadership: Inspiration, Empowerment, Intuition and Discernment*. Dublin: The Columba Press, 2006.

Fox, Zeni and Regina Bechtle, eds. *Called and Chosen: Toward a Spirituality for Lay Leaders*. Lanham, MD: Rowman and Littlefield, 2005.

Gittins, Anthony J. *Called to be Sent: Co-missioned as Disciples Today*. Liguori, MO: Liguori Publications, 2008.

\*Killen, Patricia O Connell and John de Beer. *The Art of Theological Reflection*. New York: Crossroads, 1998.

Palmer, Parker. *A Hidden Wholeness: The Journey Toward an Undivided Life*. San Francisco, CA: Jossey Bass, 2004.

Paver, John. *Theological Reflection and Education for Ministry*. Burlington, VT: Ashgate 2006.

Shea, John J. *Finding God Again: Spirituality for Adults*. Lanham, MD: Rowman and Littlefield, 2005.

Wagner, Tony et al. *Change Leadership: A Practical Guide to Transforming Our Schools*. San Francisco CA: Jossey Bass, 2006.

Whitehead, James D., and Evelyn Eaton Whitehead. *The Promise of Partnership: A Model for Collaborative Ministry*. Lincoln, NE: iUniverse, 2000.

Whitehead, James D., and Evelyn Eaton Whitehead. *Method in Ministry*. New York: Seabury 1980.

## Supervised Reading Units

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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 and Research Co-ordinator who, in consultation with the Academic Dean, approve the supervisor, program 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 via email [study@pilgrim.edu.au](mailto:study@pilgrim.edu.au).

## 2017 POSTGRADUATE UNITS

Course code: Name of course ... .. Semester: Delivery mode

### Field A: Humanities

AL8100P: Introduction to New Testament Greek: Part A	...	1: Classroom-based
AL8200P: Introduction to New Testament Greek: Part B	...	2: Classroom-based
AP8000P: Philosophy for Understanding Theology	...	1: Classroom-based
AP9170P: The Modern Self as Subject	...	1: Classroom-based
AP9179P: The Modern Self as Subject	...	1: Online
AP9750P: Belief After Philosophy: Postmodernism And Religious Faith	...	2: Classroom-based
AP9850P: God's Existence I000: Defensible or Delusion	...	2: Classroom-based
AP9859P: God's Existence: Defensible or Delusion	...	2: Online
AR8000P: Conversations: Interdisciplinary Theological Perspectives on Contemporary Issues	...	1: Intensive

### Field B: Biblical Studies

BA8010P: Life, History and the People of God in the Hebrew Scriptures	...	1: Classroom-based
BA8019P: Life, History and the People of God in the Hebrew Scriptures	...	1: Online
BA9020P: Psalms: Exegetical and Theological Study	...	1: Intensive
BA9029P: Psalms: Exegetical and Theological Study	...	1: Online
BA9030P: Prophets and Their Writings	...	2: Intensive
BA9039P: Prophets and Their Writings	...	2: Online
BN8010P: Earliest Christianity: Stories, Texts, Beliefs	...	2: Classroom-based
BN8019P: Earliest Christianity: Stories, Texts, Beliefs	...	2: Online
BN9020P: The Historical Jesus	...	2: Classroom-based
BN9029P: The Historical Jesus	...	2: Online
BN9030P: Mark's Gospel in Context	...	2: Classroom-based
BN9100P: Gospel, Church, and World	...	1: Classroom-based
BN9109P: Gospel, Church, and World	...	1: Online
BN9110P: Gospel, Church, and World (Greek)	...	1: Classroom-based
BS8000P: Introduction to Christian Scripture	...	1: Classroom-based
BS8009P: Introduction to Christian Scripture	...	1: Online
BS8010P: Reading and Interpreting the Bible	...	2: Intensive
BS8019P: Reading and Interpreting the Bible	...	2: Online

### Field C: Christian History and Thought

CH/DS8000P: Memory, History and the Historians	...	1: Classroom-based
CH/DS8009P: Memory, History and the Historians	...	1: Online
CH9300P: Medieval Monastic Wisdom	...	2: Intensive
CH9500P: New Texts in Context	...	1: Intensive
CT8010P: Culture, Beliefs, and Theology	...	2: Intensive
CT8019P: Culture, Beliefs, and Theology	...	2: Online
CT/CH8100P: The Cracking of Christendom	...	2: Classroom-based
CT/CH8109P: The Cracking of Christendom	...	2: Online
CT9000P: Trinity, Society and Dialogue	...	1: Classroom-based
CT9009P: Trinity, Society and Dialogue	...	1: Online
CT9050P: Readings in Christian Doctrine	...	2: Intensive
CT9059P: Readings in Christian Doctrine	...	2: Online

### Field D: Theology: Mission and Ministry

DA8000P: Children and Families Ministry	...	1: Intensive
DA9040P: Nurture and Spiritual Guidance of Children	...	2: Intensive
DE/DS8001P: The Art and Practice of Oral Storytelling	...	2: Intensive
DM8000P: Developing a Mission Theology for Today	...	2: Classroom-based
DM8009P: Developing a Mission Theology for Today	...	2: Online
DM8010P: Multicultural and Migrant Churches	...	1: Intensive
DM8019P: Multicultural and Migrant Churches	...	1: Online
DM9500P: Ferment and Renewal	...	1: Intensive
DM9509P: Ferment and Renewal	...	1: Online
DP8900P: Supervised Theological Field Education	...	As required
DP9900P: Further Supervised Theological Field Education	...	As required
DP8500P: Theology of Pastoral Care	...	2: Classroom-based
DP8509P: Theology of Pastoral Care	...	2: Online
DP9005P: Educating and Ministering Through Life's Passages	...	1: Intensive
DP9805P: Effective Christian Leadership and Ministry	...	2: Intensive

### Other Units

Supervised Reading Units	...	As required
XX9990P: Capstone Integrative Project	...	2: Classroom-based

# 2017 POSTGRADUATE UNIT DESCRIPTIONS

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AL8100P

Introduction to New Testament Greek: Part A

Semester I: Weekly

## 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.

## Learning outcomes

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	...	...	...	...	...	Weighting
Weekly tests (10 x 10 minutes) (2000 words equivalent)	...				...	30%
Two homework exercises (2x1000 words equivalent)	...				20%	
Two short homework exercises on non NT Greek texts (1000 words equivalent) and two-hour written examination (2000 word equivalent)	...				50%	

## Pre-requisites

N/A

## Lecturer

Sunny Chen

## Recommended reading

\* = set texts recommended for purchase

\*Aland, Barbara, Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini and Bruce M. Metzger, eds. *Novum Testamentum Graece*. Stuttgart: Deutsche Bibelgesellschaft, 2012.

Bauer, Walter, Frederick Danker, et al., *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000.

Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: Eerdmans, 2007

\* Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005. [The CD-ROM often packaged with this is optional.]

Mounce, William D. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids: Zondervan, 2009 [or 2nd ed., 2003].

Newman, Barclay M. *A Concise Greek-English Dictionary of the New Testament*. Stuttgart: Deutsche Bibelgesellschaft. New York: United Bible Societies, 1993.

## AL8200P

### Introduction to New Testament Greek: Part B

Semester 2: Classroom-based

#### 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.

#### Learning outcomes

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

#### Pre-requisite

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

#### Lecturer

Sunny Chen

#### Recommended reading

\* = set texts recommended for purchase

\* Aland, Barbara, Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini and Bruce M. Metzger, eds. *Novum Testamentum Graece*. Stuttgart: Deutsche Bibelgesellschaft, 2012.

Bauer, Walter, Frederick Danker, et al. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000.

Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: Eerdmans, 2007.

\*Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005. [The CD-ROM often packaged with this is optional.]

Kubo, Sakae. *A Reader's Greek-English Lexicon of the New Testament*. Grand Rapids: Zondervan, 1975.

Mounce, William D. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids: Zondervan, 2009 [or 2nd. ed., 2003].

Mounce, William D. *A Graded Reader of Biblical Greek*. Grand Rapids: Zondervan, 1996.

Newman, Barclay M. *A Concise Greek-English Dictionary of the New Testament*. Stuttgart: Deutsche Bibelgesellschaft. New York: United Bible Societies, 1993.



# AP8000P Philosophy for Understanding Theology

## Semester I: 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.

### Learning outcomes

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	...	...	...	...	...	...	Weighting
Essay following seminar presentation (3000 words)...	...					50%	
Essay (3000 words)	...	..	...	...	...	50%	

### Pre-requisites

N/A

### Lecturer

John Martis

### Recommended reading

\* = set texts recommended for purchase

\* Allen, Diogenes and Eric O. Springsted. *Philosophy for Understanding Theology*. 2nd ed. Louisville, KY: Westminster- John Knox Press, 2007.

Allen, Diogenes and Eric O. Springsted, eds. *Primary Readings in Philosophy for Understanding Theology*. Louisville, KY: Westminster- John Knox Press, 1992. \*Suggestion: seek second hand copies

Bonsor, Jack A. *Athens and Jerusalem: The Role of Philosophy in Theology*. Marwah, NJ: Paulist Press, 1993.

Brown, Colin. *Philosophy and the Christian Faith: a Historical Sketch from the Middle Ages to the Present Day*. Downers Grove, IL: Intervarsity Press, 1980.

Beilby, James K., ed. *For Faith and Clarity: Philosophical Contributions to Christian Theology*. Grand Rapids, MI: Baker Academic, 2006.

Copleston, F. *A History of Philosophy*. Garden City, NY: Image Books, 1962-1977.

Craig, William Lane, and J.P. Moreland, eds. *The Blackwell Companion to Natural Theology*. Chichester, UK; Malden, MA: Wiley-Blackwell, 2009.

Gilson, Etienne. *God and Philosophy*. New Haven, CT: Yale UP, 1941.

Melchert, Norman. *The Great Conversation: A Historical Introduction to Philosophy*. 4th ed. Boston, MA: McGraw Hill, 2001; or 3rd. ed. Mountain View, CA: Mayfield Publishing Co, 1999.

Vesey, Godfrey, ed. *The Philosophy in Christianity*. Cambridge: Cambridge UP, 1989.

# AP9170P/AP9179P Modern Self as Subject

## Semester I: Weekly

### Description

Can my experience of myself be trusted as what is finally real? Or is this experience just another obstacle to knowing things as they are? This unit explores the modern project, beginning with Descartes, and continuing through Hume and Kant, to place the knowing self at the centre of existence.

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

1. demonstrate a grasp of Aristotle's notion of "the subject", as that relates to "substance" and continues into medieval philosophy.
2. grasp insights and analyse arguments by which the Aristotelian substantial subject evolves into the modern "self" (with Descartes, Hume and Kant).
3. integrate the above knowledge with other philosophical concepts and distinctions (epistemology vs. ontology, soul vs. body, mind vs. matter, freedom vs. necessity, human vs. animal, rationalism vs. empiricism).
4. develop a sustained argument for or against a particular philosophical account of subjectivity, in terms of its internal coherence and/or consistency with lived experience.
5. reflect at meta-level on the legacy afforded our own time by the above approaches to locating "subjectivity".

### Assessment

Level 9 Classroom-based:	...	...	...	...	...Weighting
Essay (3000words)	...	...	...	...	50%
Essay (3000 words)...	...	...	...	...	50%

Level 9 Online :	...	...	...	...	...Weighting
Essay (2400words)	...	...	...	...	40%
Essay (2400 words)...	...	...	...	...	40%
Weekly participation online (1200 words)	...	...	...	...	20%

### Lecturer

John Martis

### Recommended reading

\* = set texts recommended for purchase

Background Texts:

\*Descartes, René. "Discourse on Method" and "The Meditations." Trans. and introd. F.E. Sutcliffe. Penguin Classics. Harmondsworth: Penguin Books, 1968.

\*Hume, David. *A Treatise on Human Nature*. Introd. Ernest C. Mossner. Penguin Classics. London: Penguin Books, 1969.

Guyer, Paul, ed. *The Cambridge Companion to Kant's Critique of Pure Reason*. Cambridge: Cambridge University Press, 2010.

Kant, Immanuel. *Critique of Pure Reason*. Trans. and ed. Paul Guyer and Allen W. Wood. Cambridge: Cambridge University Press, 1997.

\*Melchert, Norman. *The Great Conversation: A Historical Introduction to Philosophy*. 4th ed. Boston: McGraw-Hill, 2001.

Robinson, David, and C. Garratt. *Introducing Descartes*. Cambridge: Icon Books, 1999.

[\*\* A book sought in the "Introducing -----" Series (Introducing Kant, Introducing Descartes, etc.) can often be found under the alternative title "----- for Beginners" (Kant for Beginners, Descartes for Beginners, etc.), and vice versa.

\*Schacht, R. *Classical Modern philosophers: Descartes to Kant*. London: Routledge and Kegan Paul, 1984.

Snell, R.J., and Steven F. McGuire, eds. *Subjectivity: Ancient and Modern*. Lanham, MD: Lexington Books, 2016.

Uleman, Jennifer K. *An Introduction to Kant's Moral Philosophy*. Cambridge: Cambridge University Press, 2010.

Want, Christopher and Andrzej Klimowski. *Introducing Kant*. Cambridge: Icon Books, 1999.

# AP9750P: Belief after Philosophy: Postmodernism and Religious Faith

Semester 2: 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 of agnostics and atheists.

## Assessment

Classroom-based:	...	...	...	Weighting
Essay (3000words)	...	...	...	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

- \*Mark C. Taylor, *Erring: A Postmodern A/Theology*. Chicago: U of Chicago P, 1984. Paperback editions 1987, 1999.
- Appignanesi, R., and C. Garratt. *Postmodernism for Beginners*. Cambridge: Icon Books, 1995. N.B. This book is also available in the alternative title, *Introducing Postmodernism*.
- Caputo, John D. *On Religion*. New York: Routledge, 2001.
- , *The Insistence of God: A Theology of Perhaps*. Bloomington, IN: Indiana UP, 2013.
- Descombes, Vincent. *Modern French Philosophy*. Trans L. Scott-Fox and J.M. Harding. Cambridge: Cambridge UP, 1980.
- Eagleton, T. *Literary Theory: an Introduction*. 2nd ed. Oxford: Blackwell Publishers, 1996.
- \*Hart, Kevin. *Postmodernism: a Beginner's Guide*. Oxford: Oneworld Publications, 2004.
- . *The Trespass of the Sign: Deconstruction, Theology and Philosophy*. Cambridge: Cambridge UP, 1989.
- Marion, Jean-Luc. *The Reason of the Gift*. Trans. Stephen E. Lewis. Charlottesville, VA: U of Virginia P, 2011.
- Melchert, Norman. *The Great Conversation: A Historical Introduction to Philosophy*. 4th ed. Boston, MA: McGraw-Hill, 2002. (Or 3rd ed., 1999.)
- Reese, William. *Dictionary of Philosophy and Religion*. New, enlarged ed. Atlantic Highlands, NJ: Humanities Press International, 1996.
- Sim, Stuart (ed.) *The Routledge Companion to Postmodernism*. 3rd ed. London: Routledge, 2011.

# AP9850P/AP9859P: God's Existence Defensible or Delusion

## Semester 2: Weekly

### Description

Does God exist? And can this be proved to the satisfaction of a non-believer, or even the doubter in myself? This unit looks at how philosophers – from Plato's time to ours – have sought to answer these questions. It explores traditional moves, such as ontological and cosmological proofs, Leibniz' argument and Pascal's wager, as well as more recent discussion, including the intelligent design argument, and Richard Dawkins' characterisation of this and other proofs as "deluded". Gradually, great philosophers – Aquinas and Descartes, Hume and Kant – are seen to shine within an ongoing quest, to which we ourselves might be drawn: the search for a God whom philosophy can persuasively defend, but never enclose.

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

1. Analyse and assess arguments comprising various traditional proofs for God's existence, and old and new rejoinders to these proofs in Hume, Richard Dawkins, and others.
2. Expand knowledge of particular proofs to encompass "types" which those proofs identify, modern versions of the traditional proofs, and modern rebuttals.
3. Reflect at depth on whether a given philosophical proof can be integrated with faith claims for God's existence.
4. Sustain a meta-level philosophical discussion/argumentation on "proof" of divine existence.
5. Examine critically the compatibility of scientifically and theologically-based approaches to identifying evidence for divine engagement with the world.

### Assessment

Classroom-based:	...	...	...	...	...	Weighting
Essay (3000words)	...	...	...	...	...	50%
Essay (3000 words)...	...	...	...	...	...	50%
Online :	...	...	...	...	...	Weighting
Essay (2400words)	...	...	...	...	...	40%
Essay (2400 words)...	...	...	...	...	...	40%
Weekly participation online (1200 words)	...	...	...	...	...	20%

### Lecturer

John Martis

### Recommended reading

\* = set texts recommended for purchase

Background Texts:

Davies, Brian. *An Introduction to the Philosophy of Religion*. Oxford: Oxford UP, 1982.

Davies, Paul. *The Mind of God*. London: Penguin Books, 1992.

Dawkins, Richard. *The God Delusion*. Paperback ed. Boston: Mariner Books, 2007.

Descartes, René. *Discourse on Method and the Meditations*. Harmondsworth: Penguin, 1968.

\*Hick, J.H. *Arguments for the Existence of God*. London: Macmillan, 1970.

Hume, David. *Principal Writings on Religion including Dialogues Concerning*

*Natural Religion and the Natural History of Religion*. Pref. J.C.A. Gaskin. Oxford: Oxford University Press, 1998.

Küng, Hans. *Does God Exist?* New York: Crossroad, 1991.

Levering, Michael *Proofs of God: Classical Arguments from Tertullian to Barth*. Grand Rapids, Michigan: Baker Academic, 2016.

Mackie, J. L. *The Miracle of Theism*. Paperback ed. Oxford: Oxford University Press, 1994.

Melchert, N. *The Great Conversation: A Historical Introduction to Philosophy*. 4th ed. Boston: McGraw Hill, 2002.

Spitzer, Robert J. *New Proofs for the Existence of God: Contributions of Contemporary Physics and Philosophy*. Grand Rapids, Michigan: Eerdmans, 2010.

Swinburne, Richard. *The Existence of God*. Rev. ed. Oxford: Oxford University Press, 1991.

Swinburne, Richard. *Is There a God?* Oxford: Oxford University Press, 1996.

## Semester I: Intensive

### Description

This course provides the opportunity for theological engagement from a number of perspectives on a selected hot-button cultural, social, or political issue, for example: borders, science and religion, good and evil. It introduces the student to a range of methods (linguistic, hermeneutical, historical, feminist, systematic, philosophical, artistic, liturgical, intercultural) and shows how these contribute to debates underway in the contested public sphere.

### Learning outcomes –

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

1. Articulate the limits and strengths of interdisciplinary conversation
2. Outline the range of methodological resources and perspectives basic to each theological discipline
3. Evaluate how the theological disciplines marshal different authorities to approach the same question
4. Identify theological resources which might assist when participating in contested public debates
5. Demonstrate an awareness of the theological dimensions of a particular issue present in public discourse

### Assessment

Level 8:	...	...	...	...	Weighting
A portfolio which provides an overview of how one or more theological discipline approaches a select issue. (2000 word equivalent)	...	...	...	...	40%
Essay (4000 words)	...	...	...	...	60%

### Lecturer

John Flett

### Recommended reading

\* = set texts recommended for purchase

Andraos, Michel Elias. "Engaging Diversity in Teaching Religion and Theology: An Intercultural, De-Colonial Epistemic Perspective." *Teaching Theology & Religion* 15, no. 1 (2012): 3–15.

Butkus, Russell A. and Steven A. Kolmes. "Theology in Ecological Perspective: An Interdisciplinary, Inquiry-Based Experiment." *Teaching Theology & Religion* 11, no. 1 (2008): 42–53.

Canale, Fernando. "Interdisciplinary Method in Christian Theology? In Search of a Working Proposal." *Neue Zeitschrift für systematische Theologie und Religionsphilosophie* 43, no. 3 (2001): 366–89.

Geffré, Claude and Werner G. Jeanrond, eds. *Why Theology*. Maryknoll, NY: Orbis, 1994.

Ghiloni, Aaron J. "On Writing Interdisciplinary Theology." *Practical Theology* 6, no. 1 (2013): 9–33.

Jagessar, Michael N. "Dis-Place Theologizing: Fragments of Intercultural Adventurous God-Talk." *Black Theology* 13, no. 3 (2015): 258–72.

Jesse, Jennifer G. "Reflections of the Benefits and Risks of Interdisciplinary Study in Theology, Philosophy, and Literature." *American Journal of Theology & Philosophy* 32, no. 1 (2011): 62–73.

Ortiz, Gaye. "Women, Theology, and Film: Approaching the Challenge of Interdisciplinary Teaching," *In Teaching Religion and Film*, 165–73. New York: Oxford University Press, 2008.

O'Callaghan, Phyllis. *A Clashing of Symbols: Method and Meaning in Liberal Studies*. Georgetown University Press, 1988.

Setyawan, Yusak Budi. "Education for Developing Interfaith and Intercultural Awareness: Toward Global Peace and Harmony." *Theologies and Cultures* 9, no. 2 (2012): 45–58.

van den Toren, Benno. "Intercultural Theology as a Three-Way Conversation." *Exchange* 44, no. 2 (2015): 123–43.

Walton, Heather. *Literature and Theology: New Interdisciplinary Spaces*. Routledge, 2011.

Webster, John B. *Theological Theology: An Inaugural Lecture Delivered Before the University of Oxford on 27 October 1997*. Oxford: Clarendon Press, 1998.

Webster, John B. *Theological Theology: An Inaugural Lecture Delivered Before the University of Oxford on 27 October 1997*. Oxford: Clarendon Press, 1998.

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

## Semester I: Weekly

### 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.

### Learning outcomes

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: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
One short exercise (1000 words)	...	...	...	...	...	...	20%
Essay introducing a book of the OT (2500 words)	...	...	...	...	...	...	40%
Exegetical essay (2500 words)	...	...	...	...	...	...	40%

### Assessment Online

Assessment	...	...	...	...	...	...	Weighting
Short tutorial exercises (1000 words equivalent)	...	...	...	...	...	...	20%
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

Boadt, Lawrence. *Reading the Old Testament: An Introduction*. Second Edition. Revised and Updated by Richard Clifford and Daniel Harrington. New York/Mahwah, N. J.: Paulist Press, 2012.

Brooks, Roger and John J. Collins, (Eds.). *Hebrew Bible or Old Testament? Studying the Bible in Judaism and Christianity*. Notre Dame, Indiana: University of Notre Dame Press, 1990.

\* Brueggemann, Walter and Tod Linfelt. *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville, Kentucky: Westminster John Knox Press, 2012.

\* Collins, John J. *Introduction to the Hebrew Bible*. 2nd ed. Minneapolis: Fortress, 2014.

Dick, Michael B. *Reading the Old Testament: An Inductive Introduction*. Peabody, Massachusetts: 2008.

Drane, Jonathan. *Introducing the Old Testament*. Third Edition. Minneapolis: Fortress Press, 2011.

Gertz, Jan Christian, Angelika Berlejung, Konrad Schmid and Markus Witte. *T and T Clark Handbook on the Old Testament: An Introduction to the Literature, Religion and History of the Old Testament*. London/New York: T and T Clark International, 2012.

\* Gravett, Sandra L., Karla G. Bohmbach, F. V. Greifenhagen and Donald L. Polaski. *An Introduction to the Hebrew Bible: A Thematic Approach*. Louisville/London: Westminster John Knox Press, 2008.

JPS Guide, *The Jewish Bible*. Philadelphia: The Jewish Publication Society, 2008.

# BA9020P/BA9029P: Psalms: Exegetical and Theological Study

## Semester I: Intensive

### 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, 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

Classroom-based:	...	...	...	...	...	Weighting
Essay (3000 words)	...	...	...	...	...	50%
Exegetical Essay (3000 words)	...	...	...	...	...	50%

### Lecturer

Monica Melanchthon

### Recommended reading

\* = set texts recommended for purchase

Allen, L. C., *Psalms 101–150*, WBC, Waco, Texas: Word, 1987

Brown, William P. (Ed.). *The Oxford Handbook of the Psalms*. OUP, 2014.

\*Brueggemann, W and Billinger Jr, William H. *Psalms*. New Cambridge Bible Commentary. Cambridge: Cambridge University Press, 2014.

Craigie, P. C., *Psalms 1–50*, WBC, Waco, Texas: Word, 1983.

deClaisse-Walford, N. L., *Introduction to the Psalms*, St Louis: Chalice, 2004.

Gerstenberger, E., *Psalms 1–60 with an Introduction to Cultic Poetry, Part 1*, FOTL, Grand Rapids: Eerdmans, 1988

\_\_\_\_\_, *Psalms and Lamentations, Part 2*, FOTL, Grand Rapids: Eerdmans, 2001.

Gillingham, S. E., *The Psalms through the Centuries, Volume 1*, Oxford: Blackwell, 2008.

Jacobson, Rolf A. (ed.) *Soundings in the Theology of Psalms: Perspectives and Methods in Contemporary Scholarship*. Minneapolis: Fortress, 2011

Tate, M., *Psalms 51–100*, WBC, Waco, Texas: Word, 1990.

## BA9030P/BA9039P: Prophets and their Writings

Semester 2: weekly

### 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

Classroom-based:	...	...	...	...	Weighting
Structural Analysis of a Prophetic Book (1000 words)	...	...	...	20%	
Essay (2500 words)	...	...	...	...	40%
Exegetical Essay (2500 words)	...	...	...	...	40%

Online :	...	...	...	...	Weighting
Engagement in online tutorial forums and tasks (1000 words)	...	...	...	20%	
Essay (2500 words)	...	...	...	...	40%
Exegetical Essay (2500 words)	...	...	...	...	40%

### Lecturer

Monica Melanchthon

### Recommended reading

\* = set texts recommended for purchase

Brenner, A. *Prophets and Daniel: A Feminist Companion to the Bible*. London: Sheffield Academic Press, 2001.

Brueggemann, W. *Like Fire in the Bones: Listening for the Prophetic Word in Jeremiah*. Philadelphia, PA: Fortress Press, 2006.

Conrad, E. W. *Reading the Latter Prophets: Toward a New Canonical Criticism*. New York, NY: T & T Clark, 2003.

de Moor, J. C. (Ed.). *The Elusive Prophet: The Prophet as a Historical Person, Literary Character and Anonymous Artist*. Leiden: Brill, 2001.

\*Floyd, M. H., & Haak, R. D. (Eds.). *Prophets, Prophecy and Prophetic Texts in Second Temple Judaism*. New York, NY: T. & T. Clark, 2006.

Nissinen, M. *Prophets and Prophecy in the ancient Near East*. Atlanta, GA: Society for Biblical Literature, 2003.

\*O'Brien, J. M. *Challenging Prophetic Metaphor: Theology and Ideology in the prophets*. Louisville, KY: Westminster John Knox, 2008.

\*Redditt, P. *Introduction to the Prophets*. Grand Rapids, MI: Eerdmans, 2008.

Seitz, C. R. *Prophecy and Hermeneutics: Toward a New Introduction to the Prophets*. Grand Rapids MI: Baker Academic, 2007.



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

Semester 2: Weekly

### 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.

### Learning outcomes

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

Classroom-based...	...	...	...	...	Weighting	Essay (2500 words)	...	...	...	...
...	40%									
Exegetical paper (2500 words)	...	...	...	...	40%					
Tutorial Summary Paper (1000 words)	...	...	...	...	20%					

### Assessment

Online	...	...	...	...	...	Weighting				
One essay (2500 words)	...	...	...	...	...	40%				
One 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

Achtemeier, Paul J., Joel B. Green and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

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

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

Dunn, James D. G. *Unity and Diversity in the New Testament: An Inquiry into the Character of Earliest Christianity*. 2nd ed. London: SCM, 1990.

Dunn, James D. G. *Christianity in the Making, Volume 2: Beginning from Jerusalem*. Grand Rapids / Cambridge: Eerdmans, 2009.

Hagner, Donald A. *The New Testament: A Historical and Theological Introduction*. Grand Rapids: Baker Academic, 2012.

Koester, Helmut. *Introduction to the New Testament Volume One: History, Culture and Religion of the Hellenistic Age; Volume Two: History and Literature of Early Christianity Hermeneia: Foundations and Facets*. Philadelphia / Berlin and New York: Fortress / Walter de Gruyter, 1982.

McDonald, Lee Martin and Stanley E. Porter, eds. *Early Christianity and Its Sacred Literature*. Peabody: Hendrickson, 2000.

Rowland, Christopher. *Christian Origins: The Setting and Character of the Most Important Messianic Sect of Judaism*. 2nd ed. London: SPCK, 2002.

Schnelle, Udo. *The History and Theology of the New Testament Writings*. Translated by M. Eugene Boring. London: SCM, 1998.

Theissen, Gerd. *The New Testament: History, Religion, Literature*. Translated by John Bowden. London / New York: T and T Clark, 2003.

Wedderburn, Alexander J. M. *A History of the First Christians Understanding the Bible and Its World*. London / New York: Continuum, 2004.

Wright, N. T. *The New Testament and the People of God*. London: SPCK, 1992.

### BN9020P/BN9029P: The Historical Jesus

## Semester 2: Weekly

### 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 Level 3 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 in-depth historical analysis of one main theme or topic related to the historical Jesus and its relation to contemporary Christian faith.

### Assessment

Assessment:	...	...	...	...	...	Weighting
Essay (6000 words)	...	...	...	...	...	100%

### Lecturer

Sean Winter

### Recommended reading

\* = set texts recommended for purchase

Allison Jr, Dale C. *Constructing Jesus: Memory, Imagination, and History*. Grand Rapids: Baker Academic, 2010.

\*Bond, Helen K. *The Historical Jesus: A Guide for the Perplexed*. London: T & T Clark International, 2012.

Crossan, John Dominic. *The Historical Jesus: The Life of a Mediterranean Jewish Peasant*. Edinburgh: T & T Clark, 1991.

Dunn, James D. G. *Christianity in the Making, Volume 1: Jesus Remembered*. Grand Rapids / Cambridge: Eerdmans, 2003.

Funk, Robert W. *Honest to Jesus: Jesus for a New Millennium*. New York: HarperSanFrancisco, 1996.

Keith, Chris. *Jesus against the Scribal Elite: The Origins of the Conflict*. Grand Rapids: Baker Academic, 2014.

Keith, Chris and Anthony Le Donne, eds. *Jesus. Criteria and the Demise of Authenticity*. London: T & T Clark International, 2012.

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

Meier, John P. *A Marginal Jew: Rethinking the Historical Jesus (4 volumes)* Anchor Bible Reference Library. New York / London / Toronto / Sydney / Auckland: Doubleday, 1987.

Sanders, E. P. *Jesus and Judaism*. London: SCM, 1985.

Schröter, Jens. *From Jesus to the New Testament: Early Christian Theology and the Origin of the New Testament Canon*. Translated by Wayne Coppins. Waco: Baylor University Press, 2013.

Wright, N. T. *Jesus and the Victory of God*. London: SPCK, 1996.

# BN9030P Mark's Gospel in Context

## Semester 2: Weekly

### Description

This unit provides an extended study of Mark's Gospel. It will focus on exegesis of key passages in this gospel and equip students with the ability to critically engage with primary and secondary sources. Particular attention will be given to narrative critical methodologies and their value for gospel and Markan studies. In addition, this unit will ground Mark's Gospel within various contexts. Consideration will be given to the contexts of Jewish and Greco-Roman history, culture and worldviews in the Common Era. Particular attention will be paid to issues of cosmology and gender, other canonical gospels and related non-canonical texts, the context of early church christology and soteriology.

### Learning outcomes

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

1. Articulate the relationship between the content, structure and themes in Mark's Gospel.
2. Critically exegete a passage from Mark's Gospel.
3. Employ a coherent narrative critical methodology in the interpretation of Mark's Gospel.
4. Critically engage with a wide range of secondary sources in their exegetical and thematic study of Mark's Gospel.
5. Integrate the Gospel of Mark into its historical, cultural, literary and theological contexts.
6. Initiate and sustain independent research into a single issue relating to the interpretation of the Gospel of Mark in its context.

Assessment	...	...	...	...	...	...	Weighting
Essay (6000 words)	...	...	...	...	...	...	100%

### Pre-requisite

One introductory unit in New Testament at either Level 1 or 2

### Lecturer

Sally Douglas

### Recommended reading

\* = set texts recommended for purchase

- Anderson, Janice Capel and Stephen Moore (eds). *Mark and Method: New Approaches in Biblical Studies*. Minneapolis MN: Fortress Press, 2008.
- Boring, M. Eugene. *Mark: A Commentary*. Louisville: Westminster John Knox, 2006.
- Byrne, Brendan. *A Costly Freedom: A Theological Reading of Mark's Gospel*. Minnesota: Liturgical, 2008.
- Donahue, John and Harrington, Daniel. J. *The Gospel of Mark*. Sacra Pagina: Liturgical, 2005.
- Hooker, Morna D. *The Gospel According to St Mark*. London: A and C Black, 1991.
- Levine, Amy-Jill (ed.) *A Feminist Companion to Mark*. Sheffield: Sheffield Academic, 2001.
- Moloney, Francis J. *The Gospel of Mark*. Peabody MA: Hendrickson, 2002.
- Moloney, Francis J. *Mark, Storyteller, Interpreter, Evangelist*. Peabody MA: Hendrickson, 2004.
- Struthers Malbon, Elizabeth. *In the Company of Jesus: Characters in Mark's Gospel*. Louisville KY: Westminster John Knox, 2000.
- Throckmorton. B.H. *Gospel Parallels*. 5th Ed. (NRSV); Nashville TN; Nelson, 1992.

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

Semester I: Weekly

## 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

Classroom-based/Online:	...	...	...	...Weighting
Tutorial Summary reflection (1000 words)	...	...	...	20%
Essay on either Philippians or 2 Corinthians (5000 words)	...	...	...	80%

## Lecturer

Sean Winter

## Recommended reading

\* = set texts recommended for purchase

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

Bockmuehl, Markus. *The Epistle to the Philippians*. 4th ed. London: A & C Black, 1997.

Fee, Gordon. D. *Paul's Letter to the Philippians*. Grand Rapids: William B. Eerdmans, 1995.

Hafemann, Scott J. *Suffering and Ministry in the Spirit: Paul's Defence of His Ministry in II Corinthians 2:14-3:3* Paternoster Biblical Monographs. Milton Keynes: Paternoster, 2000.

Harvey, A. E. *Renewal through Suffering: A Study of 2 Corinthians* Studies in the New Testament and Its World. Edinburgh: T & T Clark, 1996.

Fowl, Stephen E. *Philippians*. Grand Rapids / Cambridge: Eerdmans, 2005.

Lim, Kar Yong. *'The Sufferings of Christ Are Abundant in Us': A Narrative Dynamics Investigation of Paul's Sufferings in 2 Corinthians*. London: T & T Clark International, 2009.

Matera, Frank J. *Ii Corinthians: A Commentary* The New Testament Library. Louisville: Westminster John Knox, 2003.

McCant, Jerry W. *2 Corinthians Readings*. Sheffield: Sheffield Academic, 1999.

Schnabel, Eckhard J. *Paul the Missionary: Realities, Strategies and Methods*. Downers Grove: IVP Academic, 2008.

Stegman, Thomas. *The Character of Jesus: The Linchpin to Paul's Argument in 2 Corinthians*. Rome: Pontificio Istituto Biblico, 2005.

Ware, James. *The Mission of the Church in Paul's Letter to the Philippians and in the Context of Ancient Judaism*. Leiden / Boston: Brill, 2005.

# 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 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

Classroom-based:	...	...	...	...	Weighting
Tutorial Summary reflection (1000 words)	...	...	...	...	20%
Essay on either Philippians or 2 Corinthians (5000 words)	...	...	...	...	80%

## Lecturer

Sean Winter

## Recommended reading

\* = set texts recommended for purchase

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

Bockmuehl, Markus. *The Epistle to the Philippians*. 4th ed. London: A & C Black, 1997.

Fee, Gordon. D. *Paul's Letter to the Philippians*. Grand Rapids: William B. Eerdmans, 1995.

Hafemann, Scott J. *Suffering and Ministry in the Spirit: Paul's Defence of His Ministry in II Corinthians 2:14-3:3* Paternoster Biblical Monographs. Milton Keynes: Paternoster, 2000.

Harvey, A. E. *Renewal through Suffering: A Study of 2 Corinthians* Studies in the New Testament and Its World. Edinburgh: T & T Clark, 1996.

Fowl, Stephen E. *Philippians*. Grand Rapids / Cambridge: Eerdmans, 2005.

Lim, Kar Yong. 'The Sufferings of Christ Are Abundant in Us': A Narrative Dynamics Investigation of Paul's Sufferings in 2 Corinthians. London: T & T Clark International, 2009.

Matera, Frank J. *II Corinthians: A Commentary* The New Testament Library. Louisville: Westminster John Knox, 2003.

McCant, Jerry W. *2 Corinthians Readings*. Sheffield: Sheffield Academic, 1999.

Schnabel, Eckhard J. *Paul the Missionary: Realities, Strategies and Methods*. Downers Grove: IVP Academic, 2008.

Stegman, Thomas. *The Character of Jesus: The Linchpin to Paul's Argument in 2 Corinthians*. Rome: Pontificio Istituto Biblico, 2005.

Ware, James. *The Mission of the Church in Paul's Letter to the Philippians and in the Context of Ancient Judaism*. Leiden / Boston: Brill, 2005.

## BS8000P/ BS8009P: Introduction to Christian Scripture

Semester I: weekly

### 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 Level I 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.
4. Offer a critical assessment of selected examples of contemporary biblical scholarship.

### Assessment

Classroom-based:	...	...	...	...	Weighting
2 x short papers on specified biblical texts (1500 words)	...	...	...	...	25%
Essay (3000 words)	...	...	...	...	50%
Reflection paper (1500 words)	...	...	...	...	...
OR					
Oral examination	...	...	...	...	25%

Online:	...	...	...	...	Weighting
2 x short papers on specified biblical texts (1500 words)	...	...	...	...	25%
Essay (3000 words)	...	...	...	...	50%
Tutorial Contributions and Blog summary (1500 words)	...	...	...	...	25%

### Lecturer

Sean Winter

### Recommended reading

\* = set texts recommended for purchase

\*Collins, John J. *Introduction to the Hebrew Bible*. 2nd ed. Minneapolis: Fortress, 2014.

DeYoung, Curtis Paul, Wilda C. Gafney, Leticia Guardiola-Saenz, George Tinker and Frank Yamada, eds. *The People's Companion to the Bible*. Minneapolis: Fortress, 2010.

Gorman, Michael J., ed. *Scripture: An Ecumenical Introduction to the Bible and Its Interpretation*. Peabody: Hendrickson, 2005.

\*Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd ed. Minneapolis: Fortress, 1999.

Kugler, Robert and Patrick Hartin. *An Introduction to the Bible*. Grand Rapids: Eerdmans, 2009.

McDonald, Lee M. *The Formation of the Christian Biblical Canon*. Peabody: Hendrickson, 1995.

Rogerson, John. *An Introduction to the Bible*. 3rd ed. Sheffield: Equinox, 2012. [n.b. 2nd edition is available as an EBook.

Webster, John. *Holy Scripture: A Dogmatic Sketch Current Issues in Theology*. Cambridge: Cambridge University

## Semester 2: Intensive

### 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

Classroom-based:	...	...	...	...	Weighting
Descriptive essay (2500 words)	...	...	...	...	40%
Exegesis of biblical text (2500 words)	...	...	...	...	40%
Tutorial Summary Paper (1000 words)	...	...	...	...	20%

Online:	...	...	...	...	Weighting
Descriptive essay (2500 words)	...	...	...	...	40%
Exegesis of biblical text (2500 words)	...	...	...	...	40%
Tutorial contributions and online discussion (1000 words)	...	...	...	...	20%

### Lecturer

Monica Melanchthon

### Recommended reading

\* = set texts recommended for purchase

Broyles, Craig C. (Ed). *Interpreting the Old Testament: A Guide for Exegesis*. Grand Rapids, Michigan: Baker Academic, 2001.

Crain, Jeanie C. *Reading the Bible as Literature: An Introduction*. Cambridge, U.K.: Polity Press, 2010.

Deppe, Dean B. *All Roads Lead to the Text: Eight Methods of Inquiry into the Bible*. Grand Rapids, Michigan/Cambridge, U.K.: William B. Eerdmans Publishing Company, 2011.

\*Dozeman, Thomas B (ed.). *Methods for Exodus*, Cambridge: Cambridge University Press, 2010

\*McKenzie, Stephen L. and John Kaltner (Eds). *New Meanings for Ancient Texts: Recent approaches to Biblical Criticisms and their Applications*. Louisville, Kentucky: Westminster John Knox Press, 2013.

\*Powell, Mark Allan (ed.). *Methods for Matthew*. Cambridge: Cambridge University Press, 2009.

Schüssler- Fiorenza, Elisabeth, (ed.). *Searching the Scriptures: A Feminist Introduction*. New York: Crossroad Publishing Company, 2000.

\*Soulen, Richard N and R. Kendall Soulen. *Handbook of Biblical Criticism*. Fourth Edition Louisville, Kentucky: Westminster John Knox Press, 2011.

Sugirtharajah, R. S. *Voices from the Margin: Interpreting the Bible in the Third World*. Revised and Expanded Third Edition, Maryknoll, New York: Orbis, 2006.

Tate, Randolph W. *Handbook for Biblical Interpretation: An Essential Guide to Methods, Terms and Concepts*. Second Edition. Grand Rapids, Michigan: Baker Academic, 2012.

## Semester I: Weekly

### 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.

### Learning outcomes

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: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Tutorial exercises (1000 words equivalent)	...	...	...	...	...	...	20%
Source exercise (1000 words)	...	...	...	...	...	...	20%
Essay (3000 words)	...	...	...	...	...	...	40%
Book review (1000 words)	...	...	...	...	...	20%	

### Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
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%

### Pre-requisites

N/A

### Lecturer

Katharine Massam

### Recommended reading

\* = set texts recommended for purchase

\* Williams, R. *Why study the past? The quest for the historical church*. London: Darton, Longman and Todd, (2005) 2014.

Bauman, M. and Martin I. Klauber, eds. *Historians of the Christian tradition: Their methodology and influence on Western thought*. Nashville: Broadman and Holman, 1995.

Brown, C. (ed.) *Secularisation in the Christian World: essays in honour of Hugh McLeod*. Surrey: Ashgate: 2010.

Gonzales, J. *The changing shape of church history*. St Louis: Chalice Press, 2002.

Hastings, A. (ed.). *World history of Christianity*. London: Cassell, 1999; Grand Rapids: Eerdmans, 2000.

Irving, D. *Christian Histories, Christian Traditioning: rendering accounts*. Maryknoll: Orbis, 1998.

Miles, M. *The Word Made Flesh: A History of Christian Thought*. Oxford: Blackwell, 2005.

Pelikan, J. *Jesus through the centuries: His place in the history of culture*. New Haven: Yale, 1985.

Sheldrake, P. *Spirituality and history: Questions of interpretation and method*. London: SPCK, 1995.

Walls, A. *The cross cultural process in Christian history: Studies in the transmission and appropriation of faith*. Maryknoll: Orbis, 2002; Edinburgh: T. and T. Clark, 2002.



## CH/DS9300P Medieval Monastic Wisdom

### 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

Classroom-based:	...	...	...	...	Weighting
Topic Essay (3000 words)	...	...	...	...	40%
Research Exercise (3000 words)	...	...	...	...	60%

#### Lecturer

Carmel Posa

#### Recommended reading

\* = set texts recommended for purchase

*Aelred of Rievaulx: Spiritual Friendship.* Kalamazoo, MI: Cistercian Publications, 1997.

*Bernard of Clairvaux, On Loving God.* Kalamazoo, MI: Cistercian Publications, 1995.

*Brooke, C. The Age of the Cloister: The Story of Monastic Life in the Middle Ages.* Nahwah, NJ: Hidden Springs, 2003.

*Clark, James G. The Benedictines in the Middle Ages.* Woodbridge, Suffolk: Boydell Press, 2011.

*Gertrud of Helfta, The Herald of Divine Love.* New York: Paulist Press, 1993.

*Harris, K. (ed.) Illumined by God: Essays on Medieval Monastic Women.* Croydon, Vic: Peter Arnold Printing Consultants, 2000.

*Hildegard of Bingen, Scivias.* Trans. Columba Hart, and Bishop, Jane. *The Classics of Western Spirituality.* New York: Paulist Press, 1990.

*Idung of Purfung, Cistercians and Cluniacs. The Case for Citeaux. A Dialogue between Two Monks.* Trans. J. O'Sullivan. Kalamazoo: Cistercian Publications, 1977.

*King, Peter. Western Monasticism: A History of the Monastic Movement in the Latin Church.* Kalamazoo: Cistercian Publications, 1999.

\**Lawrence C.H. Medieval Monasticism: Forms of Religious Life in Western Europe in The Middle Ages.* Third edition. London: Longman, 2001.

*Leclercq, J. The Love of Learning and the Desire for God.* Trans. Catharine Misrahi. New York: Fordam University Press, 1993.

*Rumsey, Patricia M. Women of the Church :The Religious Experience of Monastic Women* (Blackrock, Co. Dublin :

## CH9500P/CH9509P: New Texts in Context

Semester I: Intensive

### Description

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.

**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

Classroom-based/Online:	...	...	...	...	...Weighting
2X Word Summaries (4000words)	...	...	...	...	60%
2X Book Review (2000 words)...	...	...	...	...	40%

### Lecturer

Katharine Massam

### Recommended reading

\* = set texts recommended for purchase

Graeme Davison, *City Dreamers: the urban imagination in Australia* (Sydney: NewSouth, 2017).

Richard Holloway, *A Little History of Religion* (New Haven: Yale University Press, 2016).

Vanessa Ogle, *The Global Transformation of Time* (Boston: Harvard University Press, 2015).

# CT8010P/8019P: Culture, Beliefs and Theology

## Semester 2: Intensive

### 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 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

Classroom-based:	...	...	...	...	...	Weighting
Essay (1200 words)	...	...	...	...	...	20%
Book Review (1800 words)...	...	...	...	...	...	30%
Essay (3000 words)	...	...	...	...	...	30%
<b>Online:</b>						
Engagement in online tutorial (1200 words)	...	...	...	...	...	20%
Book Review (1800 words)...	...	...	...	...	...	30%
Essay (3000 words)	...	...	...	...	...	30%

### Lecturer

Geoff Thompson

### Recommended reading

\* = set texts recommended for purchase

Blainey, Geoffrey. *A Short History of Christianity*. Melbourne: Penguin, 2011.

Carroll, John. *The Existential Jesus*. Melbourne: Scribe, 2007.

Carroll, John. *The Western Dreaming*. Pymble: Harper Collins, 2001.

De Botton, Alain. *Religion for Atheists: A Non-believer's Guide to the Uses of Religion*. New York: Vintage, 2012.

Dawkins, Richard. *The God Delusion*. London: Bantam, 2006.

Ford, David. *The Future of Christian Theology*. Chichester: Wiley-Blackwell, 2011.

Gonzalez, Justo L., and Zaida Maldonado Perez. *An Introduction to Christian Theology*. Nashville: Abingdon, 2002.

Higton, Mike. *Christian Doctrine*. London: SCM, 2006.

Jenson, Peter. *The Future of Jesus*. Sydney: ABC Books, 2005.

Maddox, Marion. *God Under Howard: The Rise of the Religious Right in Australian Politics*. Sydney: Allen and Unwin, 2005.

McGrath, Alister E. *Theology: The Basics*. 3rd edn. Chichester: Wiley-Blackwell, 2011.

Russell, Bertrand. *Why I am Not a Christian*. London: Routledge, 2004.

Tacey, David. *The Spirituality Revolution: The Emergence of Contemporary Spirituality*. Sydney: Harper Collins, 2003.

Woodhead, Linda. *Christianity: A Very Short Introduction*. Oxford: Oxford University Press, 2004.

# CH/CT8100P/CH/CT8109P: The Cracking of Christendom: Theological issues of the Reformation

Semester 2: weekly

## 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

Classroom-based:	...	...	...	...	Weighting
Online Conversation (1200 words)	...	...	...	...	20%
Research Exercise (1800 words)	...	...	...	...	40%
Source Analysis (3000 words)	...	...	...	...	40%

Online:	...	...	...	...	Weighting
Online Conversation (1200 words)	...	...	...	...	20%
Research Exercise (1800 words)	...	...	...	...	40%
Source Analysis (3000 words)	...	...	...	...	40%

## Lecturer

Geoff Thompson

## Recommended reading

\* = set texts recommended for purchase

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

Bos Robert, Geoff Thompson eds. *Theology for Pilgrims: Selected Documents of the Uniting Church in Australia*. Sydney: Uniting Church Press, 2008.

Gregory Brad S. *The Unintended Reformation: how a religious revolution secularized society*. Cambridge, MA: Belknap Press of Harvard University Press, 2012.

von Greyerz, Kaspar. *Religion and Culture in Early Modern Europe, 1500-1800*. New York: Oxford University Press, 2007.

Hendrix, Scott H. ed. and trans., *Early Protestant Spirituality, Classics of Western Spirituality*. New York: Paulist Press, 2009.

\*Lindberg, Carter. *The European Reformations*. Oxford: Blackwell, 1996.

\*Lindberg, Carter. *The European Reformations Sourcebook*. New York: Blackwell, 1999.

MacCulloch, Diarmaid. *Reformation: Europe's House Divided 1490 – 1700*. London: Allen Lane, 2003.

McGrath, Alister. *Reformation Thought: An Introduction 4th edn.* Malden, MA: Wiley-Blackwell, 2012.

Matheson, Peter ed., *Reformation Christianity, A People's History of Christianity, vol. 5*. Minneapolis: Fortress Press, 2006.

Muller, RA and JL Thompson, eds., *Biblical Interpretation in the Era of the Reformation: Essays Presented to David C Steinmetz*. Grand Rapids, 1996.

Po-Chian Hsia, R. ed., *Reform and Expansion, 1500-1600, Vol. 6 of The Cambridge History of Christianity, Vol. 6* (Cambridge: Cambridge University Press, 2007).

## CT9000P/CT9009P Trinity, Society and Dialogue

### Semester I: Weekly

#### 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.

#### Learning outcomes

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: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Journal of learning from set readings (1500 words)	...	...	...	...	...	...	25%
Essay on the biblical origins of the doctrine (1500 words)	...	...	...	...	...	...	25%
Essay on the contribution of doctrine (3000 words)	...	...	...	...	...	...	50%

#### Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Online blog journal of learning from set readings (1500 words)	...	...	...	...	...	...	25%
Essay on the biblical origins of the doctrine (1500 words)	...	...	...	...	...	...	25%
Essay on the contribution of doctrine (3000 words)	...	...	...	...	...	...	50%

#### Pre-requisite

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

#### Lecturers

TBA

#### Recommended reading

\* = set texts recommended for purchase

Boff, Leonardo. *Trinity and Society*. Maryknoll: Orbis, 1988.

Coakley, Sarah. *God, Sexuality and the Self: An Essay 'On the Trinity'*. Cambridge: Cambridge University Press, 2013.

D'Costa, Gavin. *The Meeting of the Trinity and the Religions*. New York: Orbis 2000.

Emery, Giles and Matthew Levering (eds). *The Oxford Handbook of the Trinity*. Oxford: Oxford University Press, 2011.

Gunton, Colin. *The Promise of Trinitarian Theology*. Edinburgh: T and T Clark, 1991.

Holmes, Stephen R. *The Quest for the Trinity: The Doctrine of God in Scripture, History and Modernity*. Downers Grove: IVP Academic, 2012.

Hunt, Anne. *The Trinity: Insights from the Mystics*. The Liturgical Press, 2010.

\*Kärkkäinen, Veli-Matti. *The Trinity: Global Perspectives*. Louisville: WJKP, 2007.

LaCugna, Catherine Mowry. *God For Us: The Trinity and Christian Life*. San Francisco: HarperSanFrancisco, 1991.

O'Collins, *The Tri-personal God: Understanding and Interpreting the Trinity*. 2nd edn. New York: Paulist, 2014.

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

Pannikar, Raimundo. *The Trinity and the Religious Experience of Man*. New York: Orbis, 1973.

Phan, Peter C. *The Cambridge Companion to the Trinity*. Cambridge: Cambridge University Press, 2011.

Rahner, Karl. *The Trinity*. Translated by Joseph Donceel. Introduction by Catherine Mowry Lacugna. New York: Herder and Herder, 2005.

Rusch, William G. (ed and trans). *The Trinitarian Controversy*. Philadelphia: Fortress, 1980.

Volf, Miroslav. *After Our Likeness: The Church as the Image of the Trinity*. Grand Rapids: Eerdmans, 1998.

## CT 9050P/CT9059P Readings in Christian Doctrine

Semester 2: Intensive  
Semester 2: Online

Description

The historical and systematic study of Christian doctrine will be explored in order to provide a broad background to the specific study of a particular area of Christian doctrine. Selected texts exploring and articulating that doctrine will be studied and critically analysed. Through the cycle of offerings, the area of doctrine will include 'Scripture, Revelation and Imagination', 'Eschatology and Universal Reconciliation' and 'Humanity and Sexuality'.

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

1. Articulate the significance to Christian faith of doctrinal/systematic theology;
2. Articulate the significance to Christian faith of the designated area of doctrine
3. Identify the critical issues in the historical development of the designated area of doctrine;
4. Assess the contribution of the selected texts to the contemporary discussion of the doctrine;
5. Critically evaluate the strengths and weaknesses of one of the selected texts;
6. Integrate the discussion of the particular doctrine within the overall enterprise of systematic/doctrinal theology.

Assessment

Classroom-based:							Weighting
Essay (2400words)	...	...	...	...	...	...	40%
Essay (3600 words)...	...	...	...	...	...	...	60%
Online :							Weighting
Essay (2400words)	...	...	...	...	...	...	40%
Essay (3000 words)...	...	...	...	...	...	...	50%
Weekly participation online (600 words)	...	...	...	...	...	...	10%

Lecturer

Geoff Thompson

Recommended reading

\* = set texts recommended for purchase

Background Texts:

Justin Martyr, *First Apology*, in *Ante-Nicene Fathers*, Vol 1. Edinburgh: T&T Clark; Grand Rapids: Eerdmans; 1993:  
Calvin, John. *Institutes of the Christian Religion*, Book 1. Philadelphia: Westminster, 1960  
Barth, Karl. *Church Dogmatics* I/1. Edinburgh: T&T Clark, 1975.  
Sondergerger, Katherine. *Systematic Theology: The Doctrine of God*. Vol 1. Minneapolis: Fortress Press. 2015.

Rotation 1: Scripture and Revelation

Barth: *Church Dogmatics* I/2. Edinburgh: T&T Clark, 1956: 457-740  
Work, Telford *Living and Active: Scripture in the Economy of Salvation*. Grand Rapids: Eerdmans, 2002.  
Rush, Ormond. *The Eyes of Faith: The Sense of the Faithful and the Church's Reception of Revelation*. Washington: Catholic University Press of America, 2009.

Rotation 2: Eschatology and Universal Salvation

Origen *De Principiis Books 1 and 2*, Ante-Nicene Fathers Vol 4. Edinburgh: T&T Clark; Grand Rapids: Eerdmans; 1993.  
Jürgen Moltmann, *The Coming of God: Christian Eschatology*. London: SCM, 1996.  
Allison, Dale C. *Resurrection Jesus: The Earliest Christian Tradition and Its Interpreters*. New York: T&T Clark, 2005.

Rotation 3: Humanity and Sexuality

Bonhoeffer, Dietrich. *Creation and Fall: A Theological Exposition of Genesis 1-3*. Dietrich Bonhoeffer Works, Vol 3. Minneapolis: Fortress, 2004  
Coakley, Sarah. *God, Sexuality and the Self: An Essay on the Trinity*. Cambridge: Cambridge University Press, 2013.  
Jensen, David H. *God, Desire, and a Theology of Human Sexuality*. Louisville: Westminster John Knoss Press,

## DA8015P: Children and Families Ministry: Core Issues in Diverse Contexts

### Semester I: Intensive

#### Description

This unit examines the theological, developmental and methodological resources for contextual children and families ministries across the spectrum of Australian church based, community based and para-church expressions. Addressing the theology, spirituality and sociology of the child in relation to family, church, faith, culture, technology, history and philosophical discourse, the unit develops critical skills for evaluating and designing robust, contextual processes for discipleship, pastoral care, safe practice, mission and leadership with children and their families.

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

1. Outline major frameworks of child theology, theologies of child, child spirituality and theology for children in religious education.
2. Articulate the interaction between child development, theology, social discourse and learning paradigms.
3. Identify ecclesiological, missional, religious education and discipleship structures and evaluate the place of child within these.
4. Identify and articulate best practice procedures regarding protective behaviors to safeguard the welfare of children, practitioners and the community.
5. Critically evaluate different methodologies in ministry with children and their families.
6. Integrate, in reflection and practice, theories of child spirituality, child theology and child development (postgraduates)

#### Assessment

Classroom-based/Online:	...	...	...	...Weighting	
Theology of Child literature review (1500 words)	...	...	...	...	25%
'World of the Child' Observation Journal Reflections (3 x 500 words)	...	...	...	...	25%
20 question short-answer quiz on duty of care issues and safe practice (500 words) (must pass)	...	...	...	...	10%
Core Issues Essay (2500 words)	...	...	...	...	40%

#### Lecturer

Beth Barnett

#### Recommended reading

\* = set texts recommended for purchase

Barna, George. *Transforming children into spiritual champions*. Ventura: Regal, 2003.

\*Beckwith, Ivy. *Postmodern children's ministry: ministry to children in the 21st century*. Grand Rapids: Zondervan, 2004.

\*Buckland, Ron. *Perspectives on children and the Gospel: excellence in Ministry with children and their families*. West Gosford, NSW: Scripture Union, 2001.

Bunge, Mj. *The Child in Christian Thought*. Grand Rapids: Eerdmans, 2001.

\*Cupit, G. *Children and Spirituality*. Central Coast Business Centre, N.S.W. : Scripture Union Australia, 2005.

Hay, David & Nye, Rebecca, *The Spirit of the Child*. London: Fount, 1998.

Kociumbas, J. *Australian Childhood; A History*. St Leonards, N.S.W : Allen & Unwin, 1997.

Medved, Michael and Dianne. *Saving Childhood: Protecting Our Children from the National Assault on Innocence*. Zondervan, 1998.

Mercer, Joyce. *Welcoming children : a practical theology of childhood*. St. Louis: Chalice Press, 2005.

Stonehouse, C. *Joining Children on the Spiritual Journey*. Grand Rapids: Baker, 1998.

## Semester 2: Intensive

### Description

This unit explores the historical and current interest in the spiritual life and the spiritual development of children. It examines links between Scripture, theological thought, spiritual and psychological development, neurobiology and ministry with children. The unit seeks to develop more informed ministries of protection and respect in pastoral care and religious education.

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

1. Demonstrate an awareness of and informed critique of a range of views relating to the nurture and development of spirituality in children.
2. Reflect theologically on aspects of ministry in protection, respect and valuing of children through pastoral care and religious education.
3. Recognize, articulate and integrate within a practice framework the pastoral significance of love for the self, the other, the environment and the Divine as part of spirituality in the life of the child.
4. Integrate spiritual experiences in life from childhood to the present.
5. Articulate a sound educational theory and theories of faith development (third level).
6. Critique and integrate, in reflection and practice, sound educational theory and theories of faith development (postgraduates).

### Assessment

Classroom-based/Online:	...	...	...	Weighting
Tutorial Report and Presentation (1500 words)	...	...	...	25%
Essay (3000 words)	...	...	...	50%
Response to Scripture (1500 words)	...	...	...	25%

### Lecturer

Vivian Mountain

### Recommended reading

\* = set texts recommended for purchase

Barna, George. *Transforming children into spiritual champions*. Ventura: Regal, 2003.

Berryman, Jerome. *The complete guide to Godly Play*. Colorado: Moorehouse, 2002.

Berryman, Jerome. *Children and the Theologians*. New York: Moorehouse, 2009.

Berryman, Jerome. *The spiritual guidance of children*. New York: Moorehouse, 2013.

Bunge, Marcia. *The child in Christian thought*. Grand Rapids: Eardsman, 2001.

Coles, Robert. *The spiritual life of children*. London: Harper Collins, 1990.

Doidge, Norman. *The brain that changes itself*. USA: Scribe, 2007.

Greenspan, Stanley. *The secure child*. USA: De Capo Press, 2002.

Hay, David. and Rebecca Nye. *The Spirit of the Child*. Great Britain: Harper Collins, 1998.

Hyde, Bredan. *Children and spirituality*. London: Jessica Kingsley Publishers, 2008.

Jensen, David. *Graced Vulnerability*. Cleveland: Pilgrim Press, 2005.

Joiner, Reggie. *Think Orange*. USA: David Cook, 2009.

Moore, Lucy. *Messy Church 2*. Abingdon: Bible Reading Fellowship, 2008.

Mountain, Vivienne. "Four links between Child, Theology and Children's Spirituality." *International Journal of Children's Spirituality* 16:3 (2011): 261-271.

Mountain, Vivienne. "Educational contexts for developing children's spirituality." *International Journal of Children's Spirituality* 12:2 (2007): 191-207.

Mountain, Vivienne. "Prayer is a positive activity for children." *International Journal of Children's Spirituality* 10:3 (2005): 291-305.

Mountain, Vivienne. *Children and the church*. Melbourne: CRA, 2014.

Music, Graham. *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development*. UK: Psychology Press, 2011.

Nye, Rebecca. *Children's Spirituality-what is it and why it matters*. UK: Church House, 2009.

Paver, John. *Theological Reflection*. Aldershot VT: Ashgate, 2006.

Perry, Bruce, and Maia & Szalavitz. *The boy who was raised as a dog: And Other Stories from a Child Psychiatrist's Notebook—What Traumatized Children Can Teach Us About Loss, Love, and Healing*. USA: Perseus, 2006.

Rahner, Karl. "Ideas for a theology of childhood." In *Theological investigations, Volume 8 Further theology of the spiritual life*, London: Darton Longman & Todd, 1971.

White, Keith, and Haddon Willmer. *An introduction to Child Theology*. London: Child Theology Movement, 2008.

## DE/DS8001P The Art and Practice of Oral Storytelling

### Semester 2: Intensive



## Description

The Spiritual discipline implicit in the telling of sacred stories rests in narrative theology. This unit considers performance, contemplative listening and story telling tools of memory and recollection. These tools will be developed and applied, drawing on a repertoire of sacred narratives, sacred texts and poetry drawn from major religious traditions. Students will engage in reflective practice within the process of story selection and application to context. The unit addresses performance skills, contemplative listening and tools for storytelling from memory. There will be the opportunity to apply these tools in field work and in-class storytelling. Attention will be paid to verbal and non-verbal elements, building students' confidence and capacity to create storytelling events and engage their audiences.

## Learning outcomes – Level 8

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

1. Integrate appropriate passages from Christian scripture and tradition as well as other sources to convey their meaning in small and large groups;
2. Identify and apply learning practices in kinaesthetic, visual and auditory modes to map and recall stories;
3. Critically evaluate various contexts for oral story telling and explain the selection of appropriate material for audience engagement;
4. Analyse the strategies of vocal delivery and non-verbal communication that modulate a text for different audiences and contexts in vocal delivery and non-verbal communication;
5. Analyse the language elements within texts in order to identify triggers that enable memorability and audience connection;
6. Describe and analyse the reciprocity of telling and listening in self-reflection and peer review.

## Assessment

Level 8:	...	...	...	...	Weighting
Report – review storytelling performance using rubric (1000 words)	...	...	...	...	10%
2 X 15 mins oral presentation from memory (2000 words)	...	...	...	...	40%
Report (1000 words)	...	...	...	...	10%
Case Study Report (2000)	...	...	...	...	40%

## Lecturer

Julie Perrin with Christina Rowntree (CTM)

## Recommended reading

\* = set texts recommended for purchase

- Armstrong, Karen. *A Short history of Myth*. Melbourne: Text, 2005.
- Bausch, William. *Storytelling Imagination and Faith*. Mystic: Twenty third publications, 1986.
- Boomershine, Thomas. *Story Journey, an Invitation to the Gospel as Storytelling*. Nashville: Abingdon, 1998.
- Cathcart, Michael and Darian-Smith, Kate, eds. *Stirring Australian Speeches*. Melbourne: Melbourne University Press, 2004.
- Crossan, John Dominic. *The Dark Interval, Towards a Theology of Story*. Farmington: Polebridge, 1988.
- Kelly, Lynne. *The Memory Code*. Sydney: Allen and Unwin, 2016.
- O'Brien, Dominic. *Learn to Remember*. London: Duncan Baird, 2009.
- Ong, Walter. *Orality and Literacy, the Technologizing of the Word*. London: Routledge, 1982.
- Ramsden, Ashley and Hollingsworth, Sue. *The Storyteller's Way*. Stroud: Hawthorn Press, 2013.
- Silf, Margaret. *One Hundred Wisdom Stories*. Oxford: Lion, 2011.

# DM8000P/DM8009P

## Developing a Mission Theology for Today

Semester 2: Weekly

### 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.

### Learning outcomes

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: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Critical book review (1000 words)	...	...	...	...	...	...	20%
Research essay (5000 words)	...	...	...	...	...	...	80%

### Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
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 (1000 words equivalent)	...	...	...	...	...	...	20%
Research essay (5000 words)	...	...	...	...	...	...	80%

### Pre-requisites

N/A

### Lecturer

John Flett

### Recommended reading

\* = set texts recommended for purchase

Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker, 2003.

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

\* Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission. 20th Anniversary edition*. Maryknoll, NY: Orbis Books, 2001.

Irvin, Dale T., and Scott W. Sunquist. *History of the World Christian Movement: Earliest Christianity to 1453*. Maryknoll, NY: Orbis Books, 2001.

Irvin, Dale T., and Scott W. Sunquist. *History of the World Christian Movement: Modern Christianity from 1454-1800*. Maryknoll, NY: Orbis Books, 2012.

Kirk, J. Andrew. *What is Mission? Theological Explorations*. London: Darton, Longman and Todd, 1999.

Köstenberger, Andreas J., and Peter Thomas O'Brien. *Salvation to the Ends of the Earth: A Biblical Theology of Mission*. Downers Grove, IL: IVP, 2001.

Nussbaum, Stan. *Reader's Guide To Transforming Mission*. Maryknoll, NY: Orbis Books, 2005.

Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: IVP, 2006.

Yates, Timothy. *Christian Mission in the Twentieth Century*. Cambridge: Cambridge University Press, 1994.

# DM8010P/DM8019P: Multicultural and Migrant Churches in Political, Theological and Spiritual Perspective

Semester I: Intensive

## 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

Classroom-based/Online:	...	...	...	...Weighting	
Theological Journal (1500words)	...	...	...	...	25%
Essay (4500 words)...	...	...	...	...	75%

## Lecturer

John Flett

## Recommended reading

\* = set texts recommended for purchase

Burgess, Richard. "African Pentecostal Spirituality and Civic Engagement: The Case of the Redeemed Christian Church of God in Britain." *Journal of Beliefs & Values* 30, no. 3 (2009): 255–73.

Campese, Gioacchino. "The Irruption of Migrants: Theology of Migration in the 21st Century." *Theological Studies* 73, no. 1 (2012): 3–32.

Cruz, Gemma Tulud. *Toward A Theology of Migration: Social Justice and Religious Experience*. London: Palgrave Macmillan, 2014.

Ekue, Amele Adamavi-Aho. "Migrant Christians: Believing Wanderers between Cultures and Nations." *Ecumenical Review* 61, no. 4 (2009): 387–99.

Girgis, Raafat. "'House of Prayer for All People': A Biblical Foundation for Multicultural Ministry." *International Review of Mission* 100, no. 1 (2011): 62–73.

Goody, Daniel G., G. Campese, and Ó. A. R. Maradiaga, eds. *A Promised Land, a Perilous Journey: Theological Perspectives on Migration*. Notre Dame: University of Notre Dame Press, 2008.

Hanciles, Jehu J. *Beyond Christendom: Globalization, African Migration, and the Transformation of the West*. Maryknoll, NY: Orbis Books, 2008.

Jackson, Darrell, and Alessia Passarelli. *Mapping Migration: Mapping Churches' Response*. Brussels: World Council of Churches, 2008.

Kahl, Werner. "A Theological Perspective: The Common Missionary Vocation of Mainline and Migrant Churches." *International Review of Mission* 91 (2002): 328–41.

Lienemann-Perrin, Christine. "Theological Stimuli from the Migrant Churches." *Ecumenical Review* 61, no. 4 (2009): 381–86.

Noort, Gerrit. "Emerging Migrant Churches in the Netherlands: Missiological Challenges and Mission Frontiers." *International Review of Mission* 100, no. 1 (2011): 4–16.

Peschke, Doris. "The Role of Religion for the Integration of Migrants and Institutional Responses in Europe: Some Reflections." *Ecumenical Review* 61, no. 4 (2009): 367–80.

Rivera, Luis R. "El Cristo Migrante/The Migrant Christ." In *Jesus in the Hispanic Community: Images of Christ from Theology to Popular Religion*, edited by Harold J. Recinos, and Hugo Magallanes, 135–54. Louisville, KY: Westminster John Knox Press, 2010.

Walls, Andrew F. "Mission and Migration: The Diaspora Factor in Christian History." *Journal of African Christian Thought* 5, no. 2 (2002): 3–11.

## DM9500P/DM9509P: Ferment and Renewal: The Missional Church Today

## Semester I: Intensive

### 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.

### Learning outcomes – Level 9

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

Level 9 classroom-based:	...	...	...	...Weighting	
Book Review (1000 words)	...	...	...	...	20%
Essay (5000 words)	...	...	...	...	80%
Level 9 online:	...	...	...	...	Weighting
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

*Mission-shaped Church: Church Planting and Fresh Expressions of Church in a Changing Context.* London: Church House Publishing, 2004.

Croft, Steven J. L. *Mission-shaped Questions: Defining Issues for Today's Church.* London: Church House Publishing, 2008.

Davison, Andrew, and Alison Milbank. *For the Parish: A Critique of Fresh Expressions.* London: SCM Press, 2010.

Guder, Darrell L., and Lois Barrett. *Missional Church: A Vision for the Sending of the Church in North America.* Grand Rapids, MI: Eerdmans, 1998.

Hastings, Ross. *Missional God, Missional Church: Hope for Re-evangelizing the West.* IVP Academic, 2012.

Moynagh, Michael. *Church for Every Context: An Introduction to Theology and Practice.* London: SCM Press, 2012.

Nichols, Alan. *Building the Mission Shaped Church in Australia.* Sydney: Anglican Church of Australia, 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.

### Learning outcomes

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.
6. Integrate their wider theological reading into theological reflection on the placement context.

Assessment	...	...	...	...	...	...	Weighting
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%

### Co-requisites

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

Ames, S. 'Theological Reflection- what is at stake?' *Together in Ministry*. Melbourne: Uniting Academic Press, 2009.

Floding, M. *Welcome to Theological Field Education*. Alban Press. Virginia, 2011.

Graham, E. Walton, H. and Ward, F. *Theological Reflection: Methods*. London, SCM Press, 2005.

Kinast, R.L. *What are they saying about Theological Reflection?* Mahwah, Paulist Press, 2000.

Pattison, S. 'Some Straw for the Bricks: A basic introduction to Theological Reflection'. *The Blackwell Reader in pastoral; and practical theology*. Oxford:Blackwell Publishers, 2000.

Paver, J.E. *Theological Reflection and Education for Ministry*. Aldershot: Ashgate, 2006.

Pyle, W.T. and Seals, M.A (Eds), *Experiencing Ministry Supervision*. Nashville, Broadman and Holman Publishers, 1995.

## 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.

### Learning outcomes

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	...	...	...	...	...	...	Weighting
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%

### Co-requisites

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

Ames, S. *'Theological Reflection- what is at stake?' Together in Ministry*. Melbourne: Uniting Academic Press, 2009.

Floding, M. *Welcome to Theological Field Education*. Alban Press. Virginia, 2011.

Graham, E. Walton, H. and Ward, F. *Theological Reflection: Methods*. London, SCM Press, 2005.

Kinast, R.L. *What are they saying about Theological Reflection?* Mahwah, Paulist Press, 2000.

Lathrop, Gordon W. *The Pastor: A Spirituality*. Minneapolis: Fortress, 2011.

Pattison, S. 'Some Straw for the Bricks: A basic introduction to Theological Reflection'. *The Blackwell Reader in pastoral; and practical theology*. Oxford:Blackwell Publishers, 2000.

Paver, J.E. *Theological Reflection and Education for Ministry*. Aldershot: Ashgate, 2006.

Pyle, W.T. and Seals, M.A (Eds) *Experiencing Ministry Supervision*. Nashville, Broadman and Holman Publishers, 1995.

Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry*. Nashville: Abingdon, 2002.

## DP8500P/DP8509P: Theology of Pastoral Care

### Semester 2: Weekly

#### 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.

#### Learning outcomes

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: Classroom-based

Assessment	Weighting
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%

#### Assessment: Online

Assessment	Weighting
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%

#### Pre-requisites

15pts in each of Biblical Studies and Theology

#### Lecturer:

Randall Prior

#### Recommended reading

\* = set texts recommended for purchase

Clebsch, W. A. and C. R. Jaekle. *Pastoral Care in Historical Perspective*. Englewood Cliffs: Prentice-Hall, 1964.

Evans, G. R. ed. *A History of Pastoral Care*. London: Cassell, 2000.

Van Deussen Hunsinger, D. *Pray Without Ceasing: Revitalizing Pastoral Care*. Grand Rapids: Eerdmans, 2006.

Dykstra, R. *Images of Pastoral Care*. St Louis, US: Chalice Press 2005

Gerkin, C. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997.

Graham, E. *Transforming Practice: Pastoral Theology in an Age of Uncertainty*. London: Mowbray, 1996.

Lyll, D. *The Integrity of Pastoral Care*. Ottawa: Novalis, 2002

Pattison, Stephen. *A Critique of Pastoral Care*. 3rd ed. London: SCM, 2000

Patton, J. *Pastoral Care in Context: An Introduction to Pastoral Care*. Louisville: Westminster John Knox Press, 1993.

Pembroke, N. *Renewing Pastoral Practice: Trinitarian Perspectives on Pastoral Care and Counselling*. Aldershot: Ashgate, 2006

Poling, J. N. and D. E. Miller. *Foundations for a Practical Theology of Ministry*. Nashville: Abingdon, 1985.

Pumell, D. *Conversation as Ministry*. Cleveland: Pilgrim Press, 2003.

Stone, H. W. and J. O. Duke. *How to Think Theologically*. Minneapolis: Fortress, 1996.

Thornton, S. *Broken Yet Beloved: A Pastoral Theology of the Cross*. St Louis: Chalice Press 2005

Woodward, J. and S. Pattison. *The Blackwell Reader in Pastoral and Practical Theology*. Oxford: Blackwell, 2000.

## DP9005P: Education and Ministering through Life's Passages

## Semester I: 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.

### Learning outcomes

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	...	...	...	...	...	...	Weighting
One essay (6000 words)	...	...	...	...	...	...	100%

### Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

### Lecturer

Maryanne Confoy

### Recommended reading

\* = set texts recommended for purchase

Elkind, D. and D. Hetzel. *Readings in Human Development: Contemporary Perspectives*. New York: Harper and Row, 1977.

Fowler, J. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. Rev. ed. Jossey-Bass, 1999.

Gallagher, M. P. *Faith Maps: Ten Religious Explorers from Newman to Joseph Ratzinger*. New York: Paulist Press, 2010.

Hahnenberg, E. *Awakening Vocation: A Theology of Christian Call*. Collegeville: Liturgical Press, 2010.

Keating T. *Invitation to Love*. New York: Continuum, 2000.

Martin, J. *Becoming Who You Are: Insights on the True Self from Thomas Merton and other Saints*. New York: Paulist, 2006.

Ruffing, J. *Uncovering Stories of Faith*. New York: Paulist, 1989.

Sheldrake, P. *Explorations in Spirituality: History, Theology and Social Practice*. New York: Paulist Press, 2010.

Tillich, P. *Dynamics of Faith*. London: Allen and Unwin, 1957.

Vaillant, G. *Aging Well*. Boston: Little Brown and Company, 2002.



# DP9805P: 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.

### Learning outcomes

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	...	...	...	...	...	...	Weighting
Essay (6000 words)...	...	...	...	...	...	...	100%

### Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

### Lecturer

Maryanne Confoy

### Recommended reading

\* = set texts recommended for purchase

\*Doohan, Leonard. *Spiritual Leadership: The Quest for Integrity*. Dublin: The Columba Press, 2005.

\*Dorr, Donal. *Spirituality of Leadership: Inspiration, Empowerment, Intuition and Discernment*. Dublin: The Columba Press, 2006.

Fox, Zeni and Regina Bechtle, eds. *Called and Chosen: Toward a Spirituality for Lay Leaders*. Lanham, MD: Rowman and Littlefield, 2005.

Gittins, Anthony J. *Called to be Sent: Co-missioned as Disciples Today*. Liguori, MO: Liguori Publications, 2008.

\*Killen, Patricia O Connell and John de Beer. *The Art of Theological Reflection*. New York: Crossroads, 1998.

Palmer, Parker. *A Hidden Wholeness: The Journey Toward an Undivided Life*. San Francisco, CA: Jossey Bass, 2004.

Paver, John. *Theological Reflection and Education for Ministry*. Burlington, VT: Ashgate 2006.

Shea, John J. *Finding God Again: Spirituality for Adults*. Lanham, MD: Rowman and Littlefield, 2005.

Wagner, Tony et al. *Change Leadership: A Practical Guide to Transforming Our Schools*. San Francisco CA: Jossey Bass, 2006.

Whitehead, James D., and Evelyn Eaton Whitehead. *The Promise of Partnership: A Model for Collaborative Ministry*. Lincoln, NE: iUniverse, 2000.

Whitehead, James D., and Evelyn Eaton Whitehead. *Method in Ministry*. New York: Seabury 1980.

## Supervised Reading Units

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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 and Research Co-ordinator who, in consultation with the Academic Dean, approve the supervisor, program 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:

BS9415P	SRU Biblical Studies
CH9415P	SRU Church History
CT9415P	SRU Systematic Theology
DA9415P	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 via email [study@pilgrim.edu.au](mailto:study@pilgrim.edu.au)

## XX9990P: Capstone Integrative Project

**Semester 2:** Four 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 2017 the theme chosen for the seminar is: TBC

### Learning outcomes

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	...	...	...	...	...	...	Weighting
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%*

\*NB If the mark is higher than that attained for assignment 2

### Pre-requisites

Required postgraduate foundational units and at least 50 per cent 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

Bass, Dorothy C., Dykstra, Craig, (eds.), *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*. Grand Rapids: Eerdmans, 2008.

Berry, Ralph., *The Research Project: How to Write It*. 4th edition; London: Routledge, 2000.

Farley, Edward, *Theologia: The Fragmentation and Unity of Theological Education*. Eugene: Wipf and Stock, 2001.

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

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

Markham, Ian S., *A Theology of Engagement*. Oxford: Blackwell, 2003.

Thielicke, Helmut, *A Little Exercise for Young Theologians* trans. Charles Taylor. Grand Rapids: Eerdmans, 1962.

Yaghjian, Lucretia B., *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York/London: Continuum, 2006.

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