Acknowledgement

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.
# 2017 Academic Calendar

## First Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>27</td>
<td>Monday</td>
<td>Semester 1 commences</td>
</tr>
<tr>
<td>March</td>
<td>21</td>
<td>Tuesday</td>
<td>Census date</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Friday</td>
<td>Graduation (Melbourne)</td>
</tr>
<tr>
<td>April</td>
<td>10</td>
<td>Tuesday</td>
<td>Non-teaching period (Easter) – until 21 April</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Tuesday</td>
<td>ANZAC Day</td>
</tr>
<tr>
<td>May</td>
<td>10</td>
<td>Friday</td>
<td>Classes conclude</td>
</tr>
<tr>
<td>June</td>
<td>7</td>
<td>Wednesday</td>
<td>Research Day</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Monday</td>
<td>Study Week – until Friday, 9 June</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Monday</td>
<td>Examination Week – until Friday, 16 June</td>
</tr>
</tbody>
</table>

## Second Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>14</td>
<td>Friday</td>
<td>Semester One results published</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Monday</td>
<td>Classes commence</td>
</tr>
<tr>
<td>August</td>
<td>22</td>
<td>Tuesday</td>
<td>Census date</td>
</tr>
<tr>
<td>September</td>
<td>25</td>
<td>Monday</td>
<td>Non-teaching period – until 6 Oct</td>
</tr>
<tr>
<td>October</td>
<td>28</td>
<td>Friday</td>
<td>Classes conclude</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Monday</td>
<td>HDR Confirmation period – until Friday, 10 November</td>
</tr>
<tr>
<td>November</td>
<td>6</td>
<td>Monday</td>
<td>Study Week – until Friday, 10 November</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Monday</td>
<td>Examination Week – until Friday, 17 November</td>
</tr>
<tr>
<td>December</td>
<td>15</td>
<td>Friday</td>
<td>Semester Two results published</td>
</tr>
</tbody>
</table>

## University Holidays

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>1</td>
<td>Saturday</td>
<td>Christmas/New Year, closed Saturday, 24 Dec to Monday, 2 Jan</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Tuesday</td>
<td>Australia Day</td>
</tr>
<tr>
<td>March</td>
<td>25</td>
<td>Friday</td>
<td>Easter, closed Friday, 25 March to Tuesday, 29 March</td>
</tr>
<tr>
<td>April</td>
<td>25</td>
<td>Monday</td>
<td>ANZAC Day</td>
</tr>
<tr>
<td>June</td>
<td>13</td>
<td>Monday</td>
<td>Queen's Birthday</td>
</tr>
<tr>
<td>September</td>
<td>TBC</td>
<td>Grand Final Eve (Victoria)</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>23</td>
<td>Saturday</td>
<td>Christmas/New Year, closed Saturday, 23 Dec to Monday, 1 Jan</td>
</tr>
</tbody>
</table>

## Formation Weeks for UCA VicTas Candidates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 15-19</td>
<td>Focus Week - Tasmanian Immersion</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Candidates' Orientation Day</td>
</tr>
<tr>
<td>July 24-28</td>
<td>Focus Week - Leadership Intensive</td>
</tr>
</tbody>
</table>
**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.

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

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)
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

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

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

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

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

Catholic Theological College
278 Victoria Pde (PO Box 146)
East Melbourne VIC 3002
Phone: +61 3 9412 3333
Fax: +61 3 9415 9867
ctc@ctc.edu.au

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

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

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

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

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

Visit divinity.edu.au for further details on the Colleges and for links to their individual websites.
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.
GOVERNANCE

The operation of Pilgrim Theological College is overseen by the Board of the Centre for Theology & Ministry, which is accountable to the Uniting Church Synod of Victoria and Tasmania.

Current members of the Board are:

Mr Rohan Pryor  Rev. Assoc. Prof. Sean Winter
Rev Dr Jennifer Byrnes  Rev Dr Sunny Chen
Rev Colin Gurteen  Rev Cynthia Page
Rev Dr Mark Lawrence  Rev Lucas Taylor
Dr Jill Tabart (Chairperson)  Rev Ikani Vaitohi
Emeritus Professor Sheila Bellamy  Carlynne Nunn
Ms Harriet Ziegler

For the quality and content of its learning and teaching program, Pilgrim Theological College is responsible to the UCA National Assembly Education for Ministry Working Group.

Being within the University of Divinity, the College must also uphold the standards required for Australian universities by the Australian Government. The academic oversight of the curriculum and research operations of Pilgrim is exercised by the Academic Committee.

The research agenda focuses on supporting and encouraging the culture of research and scholarship within the College. The Committee is responsible for considering applications for research grants, organising seminars and programs for visiting scholars, enabling Faculty engagement and co-operation in research, and facilitating the publication of theology.

Responsibility for overseeing Uniting Church candidates and their formation, and the use of bequest monies, is exercised by the UCA Faculty Formation and Oversight Committee. This Committee works in close partnership with Presbyteries to whom the Faculty reports on readiness for ministry.

ACADEMIC COMMITTEE

Rev Dr Jennifer Byrnes
Professor Maryanne Confoy, RSC
Rev PD Dr John Flett
Rev Dr John Martis, SJ
Associate Professor Katharine Massam
Rev Associate Professor Monica Melanchthon
Rev Dr Geoff Thompson
Ms Fotini Toso
Rev Associate Professor Sean Winter (Chairperson)
Rev Sue Withers
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.
Rev Dr Jennifer Byrnes  
**Head of College**  
+61 3 9340 8800; jenny@ctm.uca.edu.au  

**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@ctm.uca.edu.au  

**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 dikaiosunê 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  
**BA, MEd, PhD**  
Theology: Mission/Ministry

Rev PD Dr John Flett  
**Co-ordinator of Studies – Missiology**  
+61 3 9340 8827; john@ctm.uca.edu.au  

**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

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

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

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.

Rev Dr Geoff Thompson
Co-ordinator of Studies – Systematic Theology
+61 3 9340 8828; geoff.thompson@ctm.uca.edu.au

B AgrSci, 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

8Theol, DipTeach
Supervised Theological Field Education

STAFF

Erlinda Loverseed
Registrar
registrar@pilgrim.edu.au
Phone: +61 3 9340 8892
Fax: +61 3 9340 8805

Fotini Toso
Coursework and Research Co-ordinator
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 Barmby … … Administration Manager – Executive Assistant
Ruth Boermans … … Finance Officer
David Caldecoat … … Facilities and Resources Assistant
Merryn Gray … … Administration Officer – CTM Resourcing
Lorraine Morton … … Receptionist – Administration
Rose Krzinska … … Marketing and Communications Co-ordinator
Daniel Failla … … Property and Maintenance Officer

GENERAL INFORMATION

Hours of operation and key contacts

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

Erlinda Loverseed
Registrar
registrar@pilgrim.edu.au
Phone: +61 3 9340 8892
Fax: +61 3 9340 8805

Fotini Toso
Coursework and Research Co-ordinator
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

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

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

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

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 or call +61 3 9340 8800 for more information or to book a room.

CTM Resourcing

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 for details and to order.

Scholarships and grants

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

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**
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**
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**
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**
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.
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.

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.

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.

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.

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.

Pilgrim Assessment Task Guidelines

Additionally, all students at Pilgrim Theological College should download the Pilgrim_Assessment_Task_Guidelines document at this address:


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

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.

Student ID card
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
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/

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

Entrance requirements
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
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

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

International students / student visa holders
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.

**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

**INTERNATIONAL STUDENT INFORMATION**

**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:


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

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.

**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


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/


**THE DALTON MCC AUGHEY 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.

**Address and contact details**
Staff

Stephen Connelly
Management, reference
Email: reference@dml.vic.edu.au

Sabine Voermans
Loans, general inquiries, off-campus students
Email: info@dml.vic.edu.au

Ria McMahon
Periodicals, acquisitions
Email: acquisitions@dml.vic.edu.au

Carlos Lopez
Cataloguing, IT
Email: webmaster@dml.vic.edu.au
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. Key policies are featured below.

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

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**

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

**Appeals and grievances**

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/

TUITION FEES AND OTHER COSTS

Tuition fees

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
- Masters Research: … $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)
- Doctoral Research … $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

Invoices and statements (Domestic students)
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

University of Divinity overseas student fee
Application Fee for Overseas Students … $300
Refunds

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:

AUSTUDY and Youth Allowance

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)


FEE-HELP

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 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
• 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

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<td>AL2200P</td>
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<td>Life, History and the People of God in the Hebrew Scriptures</td>
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<td>Psalms: Exegetical and Theological Study</td>
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<td>BA3029P</td>
<td>Psalms: Exegetical and Theological Study</td>
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<td>BA2/3030P</td>
<td>Prophets and Their Writings</td>
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<td>BA2/3039P</td>
<td>Prophets and Their Writings</td>
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<td>BN1/2010P</td>
<td>Earliest Christianity: Stories, Texts, Beliefs</td>
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<tr>
<td>BN1/2019P</td>
<td>Earliest Christianity: Stories, Texts, Beliefs</td>
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<td>BN3020P</td>
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AL1100P
Introduction to New Testament Greek: Part A

Semester 1: 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.
5. Apply their knowledge of Greek to the exegesis of passages in the New Testament.

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Lecturer
Sunny Chen

Recommended reading
* = set texts recommended for purchase
Introduction to New Testament Greek: Part B

Semester 2: Weekly

Description
This unit continues on from AL1000P. It provides further instruction in Greek syntax, grammar and vocabulary, using the same textbook as in the previous semester. About a third of the unit will be devoted to the translation of extended portions of the Greek New Testament (e.g., chapters from 1 John), prepared in advance by the students. These selected passages will be studied for syntactical grammatical analysis and translation into English, but also to see how engaging with a biblical text in its original language can assist in its interpretation.

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

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

Lecturer
Sunny Chen

Recommended reading
* = set texts recommended for purchase
AP1000P Philosophy for Understanding Theology

Semester 1: Weekly

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

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.

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Lecturer
John Martis

Recommended reading
* = set texts recommended for purchase


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

Semester 1: 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 to 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.

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Lecturer

John Martis

Recommended reading

* = set texts recommended for purchase

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

Semester 2: weekly

Description

Is postmodernism 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 enring 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

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Level 3 Classroom-based: ... ... ... Weighting
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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


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)

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Lecturer

John Martis

Recommended reading

* = set texts recommended for purchase
Background Texts:

AR1000P Conversations: Interdisciplinary Theological Perspectives on Contemporary Issues
Semester 1: 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

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Lecturer

John Flett

Recommended reading

* = set texts recommended for purchase


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

Semester 1: 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 1
Upon successful completion of this unit, it is expected that Level 1 students will be able to:
1. Demonstrate understanding of the textual, cultural, historical, literary, religious, and theological aspects of the Old Testament.
2. Describe the historical and socio-cultural contexts of the ancient Near Eastern world in which the books of the Old Testament emerged.
3. Develop a framework for reading and interpreting the diverse contents of the Old Testament.
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 ...
A short exercise (1000 words) ...
An Essay introducing a book of the OT (1500 words) ...
An Exegetical essay (1500 words) ...

Weighting
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Level 1: Online
Short tutorial exercises (1000 words equivalent) ...
Essay introducing a book of the OT (1500 words) ...
Exegetical essay (1500 words) ...

Weighting
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Level 2: Classroom-based ...
One short exercise (1000 words) ...
Exegetical essay (2000 words) ...

Weighting
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Level 2: Online
Short tutorial exercises (1000 words equivalent) ...
Essay introducing a book of the OT (2000 words) ...
Exegetical essay (2000 words) ...

Weighting
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Lecturer
Monica Jyotsna Melanchthon

Recommended reading
* = set texts recommended for purchase
BA3020P/BA3029P: Psalms: Exegetical and Theological Study
Semester 1: 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

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Lecturer

Monica Melanchthon

Recommended reading

* = set texts recommended for purchase

BA2/3030P; BA2/3039P: Prop hets 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

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Lecturer
Monica Melanchthon

Recommended reading
* = set texts recommended for purchase

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
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
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


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 templescribal 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

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.
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

For Level 2 Students
Exegetical essay (2500 words) ... ... ... ... ... 50%
Thematic essay (2500 words) ... ... ... ... ... 50%

For Level 3 Students
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
BN2/3100P/BN2/3109P: Gospel, Church and World: Mission and Ministry in Philippians and 2 Corinthians

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

Semester 1: Weekly

Description

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

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

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

Assessment

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

Lecturer
Sean Winter

Recommended reading

* = set texts recommended for purchase

BS1000P / BS1009P: Introduction to Christian Scripture

Semester 1: 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 1 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:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>2 x short papers on specified biblical texts (1000 words)</td>
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<tr>
<td>Essay (2000 words)</td>
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<tr>
<td>Reflection paper (1000 words)</td>
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<tr>
<td>OR Oral examination</td>
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### Online:

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<tr>
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<tr>
<td>Essay (2000 words)</td>
<td>50%</td>
</tr>
<tr>
<td>Tutorial Contributions and Blog summary (1000 words)</td>
<td>25%</td>
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</tbody>
</table>

Lecturer

Sean Winter

Recommended reading

* = set texts recommended for purchase

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 Level 1 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
**CH1000P/CH1009P**  
**Memory, History, and the Historians**  

**Semester 1: 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**

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<th>Assessment</th>
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<tr>
<td>Source exercise (1000 words)</td>
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<tr>
<td>Essay (2000 words)</td>
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<tr>
<td>Book review (1000 words)</td>
<td>20%</td>
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**Assessment: Online**

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<th>Assessment</th>
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<tr>
<td>Source exercise (1000 words)</td>
<td>40%</td>
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<tr>
<td>Essay (2000 words)</td>
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<tr>
<td>Engagement in online lessons, tasks and tutorial discussion (1000 words equivalent)</td>
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**Lecturer**  
Katharine Massam

**Recommended reading**  
* = set texts recommended for purchase

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

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<tr>
<td>Topic Essay (2000 words)</td>
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<tr>
<td>Research Exercise (3000 words)</td>
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Lecturer

Carmel Posa

Recommended reading

* = set texts recommended for purchase


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%

Online:
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
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

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<th>Classroom-based</th>
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<tr>
<td>Online Conversation (1000 words)</td>
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<tr>
<td>Research Exercise (1500 words)</td>
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<tr>
<td>Source Analysis (2500 words)</td>
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<td>Online Conversation (1000 words)</td>
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<tr>
<td>Research Exercise (1500 words)</td>
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<tr>
<td>Source Analysis (2500 words)</td>
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Lecturer

Geoff Thompson

Recommended reading

* = set texts recommended for purchase


CT3000P/CT3009P
Trinity, Society and Dialogue

Semester 1: 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
<table>
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<tr>
<th>Activity</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Journal of learning from set readings (1500 words)</td>
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</tr>
<tr>
<td>Essay or group study resource on the biblical origins of the doctrine (1500 words)</td>
<td>25%</td>
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<tr>
<td>Essay or annotated sermon on the contribution of doctrine (3000 words)</td>
<td>50%</td>
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Assessment: Online
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<th>Activity</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Online blog journal on set readings (1500 words)</td>
<td>25%</td>
</tr>
<tr>
<td>Essay or group study resource on the biblical origins of the doctrine (1500 words)</td>
<td>25%</td>
</tr>
<tr>
<td>Essay or annotated sermon on the contribution of doctrine (3000 words)</td>
<td>50%</td>
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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
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

<table>
<thead>
<tr>
<th>Classroom-based:</th>
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<tbody>
<tr>
<td>Essay (2400words)</td>
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<tr>
<td>Essay (3600 words)</td>
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<th>Weighting</th>
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<tbody>
<tr>
<td>Essay (2400words)</td>
<td>40%</td>
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<tr>
<td>Essay (3000 words)</td>
<td>50%</td>
</tr>
<tr>
<td>Weekly participation online (600 words)</td>
<td>10%</td>
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</table>

Lecturer
Geoff Thompson

Recommended reading

* = set texts recommended for purchase

Background Texts:

Rotation 1: Scripture and Revelation
Barth: Church Dogmatics 1/2. Edinburgh: T&T Clark, 1956: 457-740

Rotation 2: Eschatology and Universal Salvation

Rotation 3: Humanity and Sexuality
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:

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
Undergraduate Unit Descriptions

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

Moore, Lucy. Messy Church. 2. Abingdon: Bible Reading Fellowship, 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 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 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
DM1000P/DM1009P
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

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Pre-requisite
N/A

Lecturer
John Flett

Recommended Reading
* = set texts recommended for purchase

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

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Lecturer

John Flett

Recommended reading

* = set texts recommended for purchase


Semester 1: 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

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Lecturer
John Flett

Recommended reading
* = set texts recommended for purchase

DP 1900P
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 

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<td>Learning Agreement and Evaluations (1000 words)</td>
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<tr>
<td>Essay: Theological reflection on pastoral situation from Field placement (2000 words)</td>
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<tr>
<td>Participation in and presentation to Theological Reflection Seminar (1000 words equivalent)</td>
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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
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
| 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
**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**

<table>
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<tr>
<td>Two 500 word book reviews (1000 words equivalent)</td>
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<tr>
<td>A reflective paper on the integration of theology and ministry in a particular ministerial context (3000 words)</td>
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**Assessment: Online**

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<tr>
<td>Engagement in Online Tutorial Discussion (1500 words equivalent)</td>
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<tr>
<td>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)</td>
<td>70%</td>
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</table>

**Pre-requisites**
15pts in each of Biblical Studies and Theology

**Lecturer**
Randall Prior

**Recommended reading**

* = set texts recommended for purchase

- Dykstra, R. *Images of Pastoral Care*. St Louis, US: Chalice Press 2005
DP3005P: 
Education and Ministering through Life’s Passages

Semester 1: Intensive

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

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
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
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

<table>
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<tbody>
<tr>
<td>Essay (6000 words)</td>
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Pre-requisites
15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer
Maryanne Confoy

Recommended reading
* = set texts recommended for purchase

Supervised Reading Units

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

In consultation with a Faculty member or approved lecturer, the student must prepare a bibliography for the Reading unit and complete the required application form. These should be sent to the Coursework 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.
## 2017 POSTGRADUATE UNITS

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<td>AL8200P</td>
<td>Introduction to New Testament Greek: Part B</td>
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<td>AP8000P</td>
<td>Philosophy for Understanding Theology</td>
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<td>AP9170P</td>
<td>The Modern Self as Subject</td>
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<td>AP9179P</td>
<td>The Modern Self as Subject</td>
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<td>Belief After Philosophy: Postmodernism and Religious Faith</td>
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<td>God's Existence: Defensible or Delusion</td>
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<td>AP9859P</td>
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<td>Culture, Beliefs, and Theology</td>
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<td>Trinity, Society and Dialogue</td>
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<td>Nurture and Spiritual Guidance of Children</td>
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<td>DE/DS8001P</td>
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<tr>
<td>DM8000P</td>
<td>Developing a Mission Theology for Today</td>
<td>2</td>
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<td>Online</td>
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<td>DM8010P</td>
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<td>DM8019P</td>
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<td>DM9500P</td>
<td>Ferment and Renewal</td>
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<td>DM9509P</td>
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<td>DP8900P</td>
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<td>DP9900P</td>
<td>Further Supervised Theological Field Education</td>
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<td>DP9850P</td>
<td>Theology of Pastoral Care</td>
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<td>Classroom-based</td>
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<td>DP9859P</td>
<td>Theology of Pastoral Care</td>
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<td>DP9005P</td>
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<tr>
<td>DP9805P</td>
<td>Effective Christian Leadership and Ministry</td>
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<td>Intensive</td>
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### Other Units

- Supervised Reading Units | As required
- XX9990P Capstone Integrative Project | 2 | Classroom-based
AL8100P
Introduction to New Testament Greek: Part A

Semester 1: 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 theSeptuagint 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.
5. Apply their knowledge of Greek to the exegesis of passages in the New Testament.
6. Translate simple passages from other Greek texts important to early Christians.

Assessment

| Weekly tests (10 x 10 minutes) (2000 words equivalent) | ... | 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


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

| 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
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

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<th>Assessment</th>
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Pre-requisites
N/A

Lecturer
John Martis

Recommended reading
* = set texts recommended for purchase


AP9170P/AP9179P Modern Self as Subject

Semester 1: 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:
(** 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.
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

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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

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:

AR8000P Conversations: Interdisciplinary Theological Perspectives on Contemporary Issues
Semester 1: 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
BA8010P/BA8009P Life, History and the People of God in the Hebrew Scriptures

Semester 1: 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.
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
BA9020P/BA9029P: Psalms: Exegetical and Theological Study

Semester 1: 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
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: 
Structural Analysis of a Prophetic Book (1000 words) … 20%
Essay (2500 words) … … … … … 40%
Exegetical Essay (2500 words) … … … … … 40%

Online : 
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
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.

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Lecturer

Sean Winter

Recommended reading

* = set texts recommended for purchase


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
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

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

Lecturer
Sally Douglas

Recommended reading
* = set texts recommended for purchase
BN9100P/BN9109P: Gospel, Church and World: Mission and Ministry in Philippians and 2 Corinthians

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. 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

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<tr>
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Lecturer

Sean Winter

Recommended reading

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
BS8000P/BS8009P: Introduction to Christian Scripture

Semester 1: 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 1 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

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<tr>
<td>Essay (3000 words)</td>
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<tr>
<td>Tutorial Contributions and Blog summary (1500 words)</td>
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<tr>
<th>Lecturer</th>
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<tr>
<td>Sean Winter</td>
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Recommended reading

* = set texts recommended for purchase

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

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

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<tr>
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<tr>
<td>Exegesis of biblical text (2500 words)</td>
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<tr>
<td>Tutorial Summary Paper (1000 words)</td>
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**Online:**

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<tr>
<td>Exegesis of biblical text (2500 words)</td>
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<tr>
<td>Tutorial contributions and online discussion</td>
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**Lecturer**

Monica Melanchthon

**Recommended reading**

* = set texts recommended for purchase


Semester 1: 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

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<th>Assessment</th>
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<tbody>
<tr>
<td>Tutorial exercises (1000 words equivalent)</td>
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<td>Source exercise (1000 words)</td>
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<tr>
<td>Essay (3000 words)</td>
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<tr>
<td>Book review (1000 words)</td>
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Assessment: Online

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<tr>
<td>Online lessons, tasks and tutorial (1000 words equivalent)</td>
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<tr>
<td>Source exercise (1000 words)</td>
<td>20%</td>
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<tr>
<td>Essay (2000 words)</td>
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<tr>
<td>Engagement in Online lessons, tasks and tutorial discussion (1000 words equivalent)</td>
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Pre-requisites
N/A

Lecturer
Katharine Massam

Recommended reading
* = set texts recommended for purchase

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

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<td>Topic Essay (3000 words)</td>
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<tr>
<td>Research Exercise (3000 words)</td>
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<td>60%</td>
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</table>

Lecturer
Carmel Posa

Recommended reading

* = set texts recommended for purchase

Rumsey, Patricia M. Women of the Church: The Religious Experience of Monastic Women (Blackrock, Co. Dublin :
CH9500P/CH9509P: New Texts in Context

Semester 1: 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

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<td>2X Word Summaries (4000 words)</td>
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<tr>
<td>2X Book Review (2000 words)</td>
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Lecturer

Katharine Massam

Recommended reading

* = set texts recommended for purchase

Graeme Davison, City Dreamers: the urban imagination in Australia (Sydney: NewSouth, 2017).
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%

Online:
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
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

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<td>Online Conversation (1200 words)</td>
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<td>Research Exercise (1800 words)</td>
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<td>Source Analysis (3000 words)</td>
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Lecturer

Geoff Thompson

Recommended reading

* = set texts recommended for purchase


CT9000P/CT9009P Trinity, Society and Dialogue

Semester 1: 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
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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

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**

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<tr>
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**Lecturer**

Geoff Thompson

**Recommended reading**

* = set texts recommended for purchase

**Background Texts:**


Rotation 1: Scripture and Revelation

Barth, *Church Dogmatics* 1/2. Edinburgh: T&T Clark, 1956: 457-740


Rotation 2: Eschatology and Universal Salvation


Rotation 3: Humanity and Sexuality


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:
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

DA/DS 9040P/DA/DS 9049P: 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).
6. Critique and integrate, in reflection and practice, sound educational theory and theories of faith development (postgraduates).

Assessment

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<tr>
<td>Essay (3000 words)</td>
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<tr>
<td>Response to Scripture (1500 words)</td>
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Lecturer

Vivian Mountain

Recommended reading

* = set texts recommended for purchase

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.

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

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<th>Level 8</th>
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<tr>
<td>Report – review storytelling performance using rubric (1000 words)</td>
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<tr>
<td>2 X 15 mins oral presentation from memory (2000 words)</td>
<td>40%</td>
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<tr>
<td>Report (1000 words)</td>
<td>10%</td>
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<tr>
<td>Case Study Report (2000)</td>
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Lecturer
Julie Perrin with Christina Rowntree (CTM)

Recommended reading
* = set texts recommended for purchase
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
DM8010P/DM8019P: Multicultural and Migrant Churches in Political, Theological and Spiritual Perspective

Semester 1: 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 globalization.

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


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 variably 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: ...
Book Review (1000 words) ...
Essay (5000 words) ...
Weighting 20%

Level 9 online: ...
Book Review (1000 words) ...
Essay (4000 words) ...
Online Participation (1000 words equivalent) ...
Weighting 20%

Recommended reading
* = set texts recommended for purchase
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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Learning Agreement and Evaluations (2000 words)</td>
<td>40%</td>
</tr>
<tr>
<td>Essay: Theological reflection on pastoral situation from Field placement (3000 words)</td>
<td>40%</td>
</tr>
<tr>
<td>Participation in and presentation to Theological Reflection Seminar (1000 words equivalent)</td>
<td>20%</td>
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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

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

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Two 500 word book reviews (1000 words equivalent)</td>
<td>30%</td>
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<tr>
<td>A reflective paper on the integration of theology and ministry in a particular ministerial context (3000 words)</td>
<td>70%</td>
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Assessment: Online

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<th>Assessment</th>
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<tr>
<td>Engagement in Online Tutorial Discussion (1500 words equivalent)</td>
<td>30%</td>
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<tr>
<td>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)</td>
<td>70%</td>
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</table>

Pre-requisites
15pts in each of Biblical Studies and Theology

Lecturer
Randall Prior

Recommended reading
* = set texts recommended for purchase

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

DP9005P: Education and Ministering through Life’s Passages
Semester 1: Intensive

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

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

<table>
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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>One essay (6000 words)</td>
<td>100%</td>
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Pre-requisites
15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer
Maryanne Confoy

Recommended reading
* = set texts recommended for purchase
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
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
Supervised Reading Units

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

In consultation with a Faculty member or approved lecturer, the student must prepare a bibliography for the Reading unit and complete the required application form. These should be sent to the Coursework 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
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

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<tr>
<th>Component</th>
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<tr>
<td>Attendance at and documented engagement in four seminars comprising intentional, reflective and critical interaction with tutors and peers (1000 words equivalent)</td>
<td>10%</td>
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<tr>
<td>20 minute seminar presentation of chosen project with due weight given to the critical integration of ideas and peer feedback</td>
<td>30%</td>
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<tr>
<td>Integrative project of 6,000 words or equivalent</td>
<td>60% or 90%*</td>
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*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
*B = set texts recommended for purchase
Ghiloni, Aaron J., ‘On Writing Interdisciplinary Theology’, Practical Theology 6 (2013), 9–33