

2016
HANDBOOK



PILGRIM
THEOLOGICAL COLLEGE

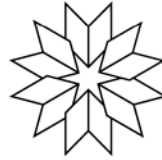


UNIVERSITY
OF DIVINITY





PILGRIM
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HANDBOOK

2016



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.

Handbook user guide

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Information in this Handbook correct at 13 January 2016.

2016 ACADEMIC CALENDAR

First Semester

February	22	Monday	Classes commence
March	15	Tuesday	Census date
	18	Friday	Graduation (Melbourne)
	21	Tuesday	Non-teaching period (Easter) – until 1 April
April	25	Monday	ANZAC Day
May	27	Friday	Classes conclude
	30	Monday	Study Week – until Friday, 3 June
	30	Monday	HDR Confirmation period – until Friday, 10 June
June	1	Wednesday	Research Day
	6	Monday	Examination Week – until Friday, 10 June

Second Semester

July	8	Friday	Semester One results published
	25	Monday	Classes commence
August	16	Tuesday	Census date
September	19	Monday	Non-teaching period – until 30 May
October	28	Friday	Classes conclude
	31	Monday	Study Week – until Friday, 4 November
	31	Monday	HDR Confirmation period – until Friday, 11 November
November	7	Monday	Examination Week – until Friday, 11 November
December	9	Friday	Semester Two results published

2016 ACADEMIC CALENDAR

Intensives **First Semester**

4-11 February

CH1010P/DS1010P/CH8010P/DS8010P
Early Monastic Wisdom (Posa) – Perth, WA

26-27 February, 18-19 March, 22-23 April

BN3600P/DT3600P/BN9600P/DT9600P
Ethics in the New Testament (Winter)

5 March, 9 April, 30 April, 21 May

CH2020P/3020P/CH9020P
Secular and Sacred in Australia (Massam)

27 February, 5, 12, 19, March, 2 April

DP3005P/DP9005P
Educating and Ministering through Life's Passages (Confoy)

Intensives **Second Semester**

5-7 August, 3-4 September

BA2040P/BA3040P/BA9040P
Gender, Justice, Empire: Contextual Readings of the Old Testament
(Melanchthon)

21-28 September

CH3030P/DS3030P/CH9030P/DS9030P
The Wisdom of St Benedict: The Rule and its Sources (Posa) – Sydney, NSW

20, 27 August, 3, 10, 17 September

DP3805P/DP9805P
Effective Christian Leadership and Ministry (Confoy)

23-25, 28-30 November

DA2/3019S/DS2/3019S DA9019S/DS9019S
The Nurture and Spiritual Guidance of Children
(Dr Vivienne Mountain – Stirling Theological College)

2016 ACADEMIC CALENDAR

University Holidays

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

Formation Weeks for UCA VicTas Candidates

8-12 February, 18-22 July, 14-18 November

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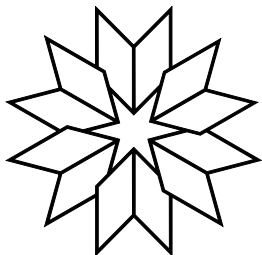
ACADEMIC AWARDS

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

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

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

UNIVERSITY OF DIVINITY



UNIVERSITY OF DIVINITY

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

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

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

Catherine Booth College

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

Morling College

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

Sentir Graduate College of Spiritual Formation

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

Trinity College Theological School

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

Yarra Theological Union

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

Australian Lutheran College

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

Catholic Theological College

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

St Athanasius Coptic Orthodox Theological College

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

Stirling Theological College

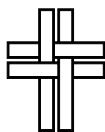
44-60 Jacksons Road
Mulgrave VIC 3170
Phone: +61 3 9790 1000
Fax: +61 3 9795 1688
admin@stirling.edu.au

Whitley College

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

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

PILGRIM THEOLOGICAL COLLEGE



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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 Chris Barnett	Emeritus Professor Sheila Bellamy
Rev Dr Jennifer Byrnes	Rev Dr Sunny Chen
Rev Colin Gurteen	Rev Jason Kioa
Rev Dr Mark Lawrence	Rev Cynthia Page
Dr Jill Tabart (Chairperson)	Rev Lucas Taylor
Mr Ian Turnidge	Rev Ikani Vaitohi
Rev Dr Sandy Yule	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

Rev Dr Jamie Calder SJ

Professor Maryanne Confoy, RSC

Rev PD Dr John Flett

Dr Janette Gray, RSM

Rev Dr John Martis, SJ

Associate Professor Katharine Massam

Rev Associate Professor Monica Melanchthon

Rev Dr Christine Sorensen

Rev Dr Geoff Thompson

Ms Fotini Toso

Rev Associate Professor Sean Winter (Chairperson)

Rev Sue Withers

HISTORY

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

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

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

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

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

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

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

FACULTY

Rev Dr Jennifer Byrnes

Head of College

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

HDS, GDAET, BTheol, MA, DEd

Pastoral Theology and Ministry Studies

Research Interests

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

Research Supervision

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

Rev Associate Professor Sean Winter

Academic Dean

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

BA (Hons), DPhil

Biblical Studies; New Testament

Research Interests

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

Research Supervision

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

He has successfully supervised projects on: The Meaning of 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.

FACULTY

Rev Dr Jamie Calder, SJ

BA, BTheol, MTheol, PhD, DTheol
Pastoral Theology and Ministry Studies

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.flett@ctm.uca.edu.au

BMin, MTheol, PhD, DTheol Habil
Co-ordinator of Studies – Missiology

Research Interests

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

Research Supervision

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

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

FACULTY

Dr Janette Gray, RSM

BA, DipEd, BTheol, TheolM, PhD
Systematic Theology

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.

FACULTY

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 I 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.

FACULTY

Rev Dr Christine Sorensen

Formation Co-ordinator

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BSc, BD, MA, PhD

Pastoral Theology and Ministry Studies

Background

Christine took up the newly created position of Formation Co-ordinator in January 2012. Christine's interest in formation developed during her years in theological education in Pakistan (1986-2003), where she was the Principal of the United Bible Training Centre in Gujranwala, and was also involved in theological education by extension. Christine is an ordained minister of the Presbyterian Church of Aotearoa New Zealand.

Research: Christine completed her PhD in formation, adult education and development. She continues to be interested in all things formation, including the link between human development and formation, and multicultural issues as they impact on formation.

Christine's role is to provide oversight and leadership in the formation of students attending the CTM. This role includes working with candidates to help each of them make the most of the formation process. At the same time she works to develop systems that support a creative formation process. Christine coordinates the weekly formation forum for candidates.

Christine also has oversight of the Orientation to Ministry Program, which supports candidates' transition into ministry in the first three post-ordination years.

FACULTY

Rev Dr Geoff Thompson

Co-ordinator of Studies – Systematic Theology

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

BAgrSci, BD, PhD
Systematic Theology

Research Interests

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

Research Supervision

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

Rev Sue Withers

Field Education Co-ordinator

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

BTheol, DipTeach
Supervised Theological Field Education

STAFF

Erlinda Loveseed

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 Bamby	...	...	Administration Manager – Executive Assistant
Ruth Boermans	...	...	Finance Officer
David Caldecoat	...	...	Facilities and Resources Assistant
Merryn Gray	...	...	Administration Officer – CTM Resourcing
Lorrayne Morton	...	...	Receptionist – Administration
Bret Salinger	...	...	Marketing and Communications Co-ordinator
David Tomà	...	...	Property and Maintenance Officer
Lisa Wait	...	...	eLearning Facilitator (Consultant)

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.

GENERAL INFORMATION

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

GENERAL INFORMATION

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: David Tomà +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.

GENERAL INFORMATION

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.

GENERAL INFORMATION

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.

GENERAL INFORMATION

Pilgrim Assessment Task Guidelines

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

pilgrim.edu.au/wp-content/uploads/2015/01/Pilgrim_Assessment_Task_Guidelines_2015.pdf

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.

GENERAL INFORMATION

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:

www.border.gov.au/Trav/Stud

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

www.divinity.edu.au/study/international-student-resources/applying-for-student-visa

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 www.studyinaustralia.gov.au/global/live-in-australia/support-services

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

Further information about these services can be found at:

www.divinity.edu.au/study/international-student-resources/overseas-student-support/

www.border.gov.au/Trav/Stud/More/Student-Visa-English-Language-Requirements

THE DALTON MCCAUGHEY LIBRARY

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

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

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

Address and contact details

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

Email contacts

General inquiries: info@dml.vic.edu.au
Loans and renewals: loans@dml.vic.edu.au
Interlibrary loans: ill@dml.vic.edu.au
Reference: reference@dml.vic.edu.au

Off-campus students: offcampus@dml.vic.edu.au
Cataloguing: cataloguing@dml.vic.edu.au
New acquisitions: acquisitions@dml.vic.edu.au
Web site inquiries: webmaster@dml.vic.edu.au

After hours

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

THE DALTON MCCAUGHEY LIBRARY

Hours of operation

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

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

Staff



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

UNIVERSITY OF DIVINITY POLICIES

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 or 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.

UNIVERSITY OF DIVINITY POLICIES

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

UNIVERSITY OF DIVINITY POLICIES

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: ... \$300 per 15-point unit
- Enhanced audit enrolment fee: ... \$500 per 15-point unit

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

- Undergraduate: ... \$1,386 per 15-point unit
- Postgraduate: ... \$2,154 per 15-point unit

Undergraduate Coursework

- Coursework: ... \$1,386 per 15-point unit

Postgraduate Coursework

- Coursework: ... \$2,154 per 15-point unit

Postgraduate Research

- Masters Research: ... \$15,084* total course cost at 2016 rates
\$15,084^ total course cost at 2016 rates
(*minor thesis plus two 15-point post-graduate units; ^major thesis)
- Doctoral Research ... \$15,048 per annum (full-time)
\$7,524 per annum (part-time)

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

www.divinity.edu.au/wp-content/uploads/2015/06/Student-Tuition-Fees-2016.pdf

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 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

Students may also call the FEE-Help enquiry hotline on 1800 020 108.

University of Divinity overseas student fee

Application Fee for Overseas Students	...	\$300
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TUITION FEES AND OTHER COSTS

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:

www.divinity.edu.au/wp-content/uploads/2015/08/Enrolment-Policy.pdf

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)

More information is available at www.studyassist.gov.au.

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 \$97,728 (2015 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 \$97,728 (2015 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 2016 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 (2015: \$53,345)

You can also make voluntary payments off your Fee-Help debt. See the FEE-HELP Information 2016 booklet for more information.

FEE-HELP

Fee-Help and Privacy

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

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

Further information

- Read the FEE-HELP Information 2015 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 2016 census dates see the Academic Calendar on page 4 of this handbook.

2016 UNDERGRADUATE UNITS

Course code: Name of course Semester: Delivery mode Page

Field A: Humanities

AL1100P: Introduction to New Testament Greek: Part A	Semester 1: Classroom-based	p48
AL2200P: Introduction to New Testament Greek: Part B	Semester 2: Classroom-based	p50
AP1000P: Philosophy for Understanding Theology ...	Semester 1: Classroom-based	p52
AP2720P: Greek Sources of Western Thought ...	Semester 1: Classroom-based	p54
AP2729P: Greek Sources of Western Thought ...	Semester 1: Online	
AP2720P: Greek Sources of Western Thought ...	Semester 1: Classroom-based	
AP3729P: Greek Sources of Western Thought ...	Semester 1: Online	

Field B: Biblical Studies

BA1010P: Life, History and the People of God in the Hebrew Scriptures	Semester 2: Classroom-based	p56
BA1019P: Life, History and the People of God in the Hebrew Scriptures	Semester 2: Online	
BA2010P: Life, History and the People of God in the Hebrew Scriptures	Semester 2: Classroom-based	
BA2019P: Life, History and the People of God in the Hebrew Scriptures	Semester 2: Online	
BA2040P: Gender, Justice and Empire: Contextual Readings of the Old Testament	Semester 2: Intensive	p60
BA2049P: Gender, Justice and Empire: Contextual Readings of the Old Testament	Semester 2: Online	
BA3040P: Gender, Justice and Empire: Contextual Readings of the Old Testament	Semester 2: Intensive	
BA3049P: Gender, Justice and Empire: Contextual Readings of the Old Testament	Semester 2: Online	
BN1010P: Earliest Christianity: Stories, Texts, Beliefs	Semester 1: Classroom-based	p64
BN1019P: Earliest Christianity: Stories, Texts, Beliefs	Semester 1: Online	
BN2010P: Earliest Christianity: Stories, Texts, Beliefs	Semester 1: Classroom-based	
BN2019P: Earliest Christianity: Stories, Texts, Beliefs	Semester 1: Online	
BN2030P: Mark's Gospel in Context	Semester 2: Classroom-based	p68
BN3030P: Mark's Gospel in Context	Semester 2: Classroom-based	
BN3600P: Ethics in the New Testament	Semester 1: Intensive	p70
BN3609P: Ethics in the New Testament	Semester 1: Online	

Field C: Christian History and Thought

CH1000P: Memory, History and the Historians ...	Semester 2: Classroom-based	p72
CH1009P: Memory, History and the Historians ...	Semester 2: Online	
CH2000P: Fullness of Life in Christian Tradition ...	Semester 1: Classroom-based	p74
CH2009P: Fullness of Life in Christian Tradition ...	Semester 1: Online	
CH3010P: Discernment and Authority in Christian Tradition	Semester 2: Classroom-based	p76

2016 UNDERGRADUATE UNITS

Course code: Name of course	...	...	...	Semester: Delivery mode	Page
CH3019P: Discernment and Authority in Christian Tradition	...	...	...	Semester 2: Online	
CH2020P: Secular and Sacred in Australia	...	...	...	Semester 1: Intensive	p78
CH3020P: Secular and Sacred in Australia	...	...	...	Semester 1: Intensive	
CH1010P: Early Monastic Wisdom	...	...	...	Semester 1: Intensive	p80
CH3030P: Wisdom of Benedict	...	...	...	Semester 2: Intensive	p82
CT1000P: Faith, Theology and Doctrines	...	...	...	Semester 1: Classroom-based	p84
CT1009P: Faith, Theology and Doctrines	...	...	...	Semester 1: Online	
CT2080P: Living People of God	...	...	...	Semester 2: Classroom-based	p86
CT2089P: Living People of God	...	...	...	Semester 2: Online	
CT3000P: Trinity, Society and Dialogue	...	...	...	Semester 1: Classroom-based	p90
CT3009P: Trinity, Society and Dialogue	...	...	...	Semester 1: Online	
CT3020P: Doctrine, Truth and Pluralism	...	...	...	Semester 2: Classroom-based	p92
CT3029P: Doctrine, Truth and Pluralism	...	...	...	Semester 2: Online	
Field D: Theology: Mission and Ministry					
DM1000P: Developing a Mission Theology for Today	...	...	...	Semester 1: Classroom-based	p94
DM1009P: Developing a Mission Theology for Today	...	...	...	Semester 1: Online	
DM1020P: Mission in Ecumenical Context: Continuities and Discontinuities	...	...	...	Semester 2: Classroom-based	p96
DM1029P: Mission in Ecumenical Context: Continuities and Discontinuities	...	...	...	Semester 2: Online	
DM2070P: Jesus the Christ in world Christian Perspective	...	...	...	Semester 1: Classroom-based	p100
DM2079P: Jesus the Christ in world Christian Perspective	...	...	...	Semester 1: Online	
DM3000P: Ambassadors of Reconciliation: Mission in the Context of Division and Violence	...	...	...	Semester 2: Classroom-based	p104
DM3009P: Ambassadors of Reconciliation: Mission in the Context of Division and Violence	...	...	...	Semester 2: Online	
DL3400P: Lent and Easter: Forty Days and Fifty Days	...	...	...	Semester 1: Intensive	
DP1000P: Self and Other in Pastoral Relationships	...	...	...	Semester 1: Classroom-based	p108
DP1900P: Supervised Theological Field Education	...	...	...	As required	p110
DP2900P: Further Supervised Theological Field Education	...	...	...	As required	p112
DP2500P: Theology of Pastoral Care	...	...	...	Semester 2: Classroom-based	p114
DP2509P: Theology of Pastoral Care	...	...	...	Semester 2: Online	
DP3005P: Educating and Ministering Through Life's Passages	...	...	...	Semester 1: Intensive	p116
DP3805P: Effective Christian Leadership and Ministry	...	...	...	Semester 2: Intensive	p118
DS1000P: Memory, History and the Historians	...	...	...	Semester 2: Classroom-based	p72
DS1009P: Memory, History and the Historians	...	...	...	Semester 2: Online	
DS2000P: Fullness of Life in Christian Tradition	...	...	...	Semester 1: Classroom-based	p74
DS2009P: Fullness of Life in Christian Tradition	...	...	...	Semester 1: Online	
DS2020P: Secular and Sacred in Australia	...	...	...	Semester 1: Intensive	p78
DS3020P: Secular and Sacred in Australia	...	...	...	Semester 1: Intensive	
DS3010P: Discernment and Authority in Christian Tradition	...	...	...	Semester 2: Classroom-based	p76
DS3019P: Discernment and Authority in Christian Tradition	...	...	...	Semester 2: Online	
DS3030P: Wisdom of Benedict	...	...	...	Semester 2: Intensive	p82
Other Units					
Supervised Reading Units	...	...	...	...	p120

Units updated 15 October 2015.

2016 UNDERGRADUATE UNIT DESCRIPTIONS

ALI 100P

Introduction to New Testament Greek: Part A

Semester I: Classroom-based + Mandatory pre-sessional classes: 6 and 13 February (10-am–4pm)

Description

This unit introduces students to the original language of the New Testament. It provides sufficient knowledge of the vocabulary, grammar and syntax to enable them to begin to translate and interpret the New Testament from the Greek text. Several short passages from the New Testament will be translated.

Learning outcomes

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

1. Translate simple sentences and passages from New Testament Greek into English.
2. Translate simple sentences from English into New Testament Greek.
3. Know the meaning of 200 words that occur frequently in the New Testament.
4. Analyse the grammar and syntax of simple sentences in New Testament Greek.
5. Apply their knowledge of Greek to the exegesis of passages in the New Testament.

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

Pre-requisite

N/A

Lecturer

Sunny Chen

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

AL2200P

Introduction to New Testament Greek: Part B

Semester 2: Classroom-based

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

Pre-requisite

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

Lecturer

Sunny Chen

AL2200P

Introduction to New Testament Greek: Part B

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

API000P

Philosophy for Understanding Theology

Semester I: Classroom-based

Description

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

Learning outcomes

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

1. Explain the difference between philosophical and theological approaches to exploring truth.
2. Discuss the ways in which the particular philosophers studied have extensions of their philosophical claims that are essentially theological.
3. Identify and describe the issues involved in assessing the theological merits and demerits of the various philosophical positions studied.
4. Describe the relationship between the philosophers studied and the theological responses and reactions they generated in others.
5. Outline the ways in which secular-philosophical and religious-theological currents have flowed together in Christian history.

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

Pre-requisites

N/A

Lecturer

John Martis

AP1000P

Philosophy for Understanding Theology

Recommended reading

* = set texts recommended for purchase

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

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

Suggestion: seek second hand copies.

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

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

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

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

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

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

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

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

AP2720P / AP3720P / AP2729P / AP3729P

Greek Sources of Western Thought

Semester I: Classroom-based (AP2720P / AP3720P); Online (AP2729P / AP3729P)

Description

Western philosophy, as it provides context for later theological developments, has its roots in the Greece of the sixth through fourth centuries BCE, becoming most definitively cast in the work of Plato and his successor Aristotle. These two thinkers tower over fourth-century BCE Athens. In tandem or in tension, they shape the schools which will later in significant part interact with Christian theology at the points of its origin and development. This unit gives detailed philosophical consideration to Plato and Aristotle in turn, not neglecting the pre-Socratic philosophers upon whom they build, and their respective contributions to the art of reasoning itself.

Learning outcomes – Level 2

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

1. Locate the thought of Plato and Aristotle in relation to that of pre-Socratic philosophers.
2. Compare and contrast the approaches of the two philosophers to key questions of being, truth and ethics.
3. Outline and assess the arguments by which they respectively arrive at various philosophical definitions.
4. Identify basic ways in which their respective philosophies reflect theological stances.

Learning outcomes – Level 3

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

1. Discuss the thought of Plato and Aristotle in relation to that of pre-Socratic philosophers
2. Show insight into the approaches of the two philosophers to key questions of being, truth and ethics.
3. Outline and thoughtfully assess the arguments by which they respectively arrive at various philosophical definitions.
4. Identify and discuss the ways in which their respective philosophies reflect basic theological stances.

AP2720P / AP3720P / AP2729P / AP3729P
 Greek Sources of Western Thought

Assessment: Classroom-based

Assessment	Weighting
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Level 2

Essay (2000 words)	40%
Essay (2000 words)	40%
Reflection-Integration Exercise (1000 words)	20 %

Level 3

Essay (2400 words)	...	...	...	...	...	...	40%
Essay (2400 words)	...	...	...	...	...	...	40%
Reflection-Integration Exercise (1200 words)	20%

Assessment: Online

Assessment	Weighting
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Level 2

Essay (2000 words)	40%
Essay (2000 words)	40%
Online Participation (1000 words)	20 %

Level 3

Essay (2400 words)	...	...	...	...	...	...	40%
Essay (2400 words)	...	...	...	...	...	...	40%
Online Participation (1200 words)	...	...	...	...	...	...	20%

Pre-requisite

For AP2720P: 15 points in Philosophy
 For AP3720P: 15 points in Philosophy at Level 2

Lecturer

John Martis

AP2720P / AP3720P / AP2729P / AP3729P

Greek Sources of Western Thought

Recommended reading

* = set texts recommended for purchase

Ackrill, A. *Aristotle the Philosopher*. Oxford: Oxford University Press, 1981.

Barnes, Jonathon, ed. *The Complete Works of Aristotle*. 2 Vols. Oxford: Oxford University Press, 1984.

Barnes, Jonathon. *Early Greek Philosophy*. Harmondsworth: Penguin Books, 1987.

Biffle, Christopher. *A Guided Tour of Five Works by Plato*. 3rd ed. Mountain View, CA: Mayfield Publishing Co., 2001.

Herman, Arthur. *The Cave and the Light: Plato versus Aristotle and the Struggle for the Soul of Western Civilization*. Trade Paperback Edition. New York: Random House, 2014.

Kraut, Richard, ed. *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, 1992.

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

McKirahan, Richard D. *Philosophy Before Socrates: An Introduction with Texts and Commentary*. Indianapolis, IN: Hackett Publishing Co., 1994.

Plato. *The Collected Dialogues of Plato, including the Letters*. Ed. Edith Hamilton and Huntington Cairns. Bollingen Series 71. Princeton: Princeton University Press, 1961.

Ring, Merrill. *Beginning with the Pre-Socratics*. 2nd ed. Mountain View: Mayfield, 2000.

* Taylor, A. E. *Plato: The Man and His Work*. Dover Books on Western Philosophy. New York: Dover Books, 2011.

Taylor, C.C.W., R.M. Hare and Jonathon Barnes. *Socrates, Plato, Aristotle. Past Masters*. Oxford: Oxford University Press, 1999.

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

Semester 2: Classroom-based (BA1010P / BA2010P); Online (BA1019P / BA2019P)

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.
4. Engage the Old Testament and its material in theological reflection and in preaching.
5. Discern the significance and relevance of the Old Testament in our times and places.

Learning outcomes – Level 2

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

1. Demonstrate understanding of the textual, cultural, historical, literary, religious, and theological aspects of the Old Testament.
2. Identify the relevance of historical and socio-cultural contexts of the ancient Near Eastern world for interpretation of the Old Testament.
3. Develop a critical framework for reading and interpreting the diverse contents of the Old Testament.
4. Engage the Old Testament and its material in theological reflection and in preaching.
5. Interpret the significance and relevance of the Old Testament in our times and places.

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

Assessment

Level 1: Classroom-based	...	...	...	...	Weighting
A short exercise (1000 words)...	...	...	...	...	20%
An Essay introducing a book of the OT (1500 words)	...	...	...	...	40%
An Exegetical essay (1500 words)	...	...	...	...	40%

Level 1: Online

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

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

Level 2: Online

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

Lecturer

Monica Jyotsna Melanchthon

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

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

BA2040P / BA2049P / BA3040P / BA3049P – Gender, Justice and Empire: Contextual Readings of the Old Testament

Semester 2: Intensive

Description

This course explores the relationship between issues of gender, justice and empire in Old Testament interpretation. Through a study of a number of Old Testament texts, particularly those which narrate the experience of women within the wider social and imperial contexts, we will consider how these themes are configured and related within biblical traditions.

We will engage in a close reading of a range of primary Old Testament texts and contemporary feminist/womanist and other (culturally diverse) scholarship about these texts and will also examine how these hermeneutical perspectives engage and critique traditional exegetical approaches. The approach will be interdisciplinary and will provide students opportunity to study these texts alongside contemporary women's experiences and portrayals of women in other media such as art, film, poetry, and law.

Learning outcomes – Level 2

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

1. Demonstrate familiarity with the Old Testament narratives of Biblical women and knowledge of relevant issues of gender, justice and empire in relation to these texts and the Old Testament overall.
2. Recognize the liberational and the oppressive potential of biblical stories.
3. Understand, and appreciate these new and emerging approaches, namely feminist/womanist; postcolonial; liberation; and Dalit perspectives and use them in their interpretation of biblical texts.

Learning outcomes – Level 3

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

1. Demonstrate in-depth familiarity with the Old Testament narratives of Biblical women and knowledge of relevant issues of gender, justice and empire in relation to these texts and the Old Testament overall.
2. Articulate the liberational and the oppressive potential of biblical stories arising out of and in relation to hermeneutical approaches and polyvalence of meaning.
3. Understand, appreciate and critically engage these new and emerging approaches, namely feminist/womanist; postcolonial; liberation; and Dalit perspectives in their treatment of biblical texts.
4. Develop a comparative and global framework in the study of the Old Testament and to foster appreciation and respect for other/diverse perspectives.

BA2040P / BA2049P / BA3040P / BA3049P – Gender, Justice and Empire: Contextual Readings of the Old Testament

Assessment

Level 2: Classroom-based Weighting

Essay exploring a particular hermeneutical approach to an OT text (2000 words)	40%
Short Essay on Reading Material (1000 words)	20%
Exegetical Essay based on student class presentation (2000 words)	40%

Level 2: Online

Essay exploring a particular hermeneutical approach to an OT text (2000 words)... ..	40%
Online engagement with reading material and participation in Tutorial Forum (1000 words)... ..	20%
Exegetical Essay (2000 words)... ..	40%

Level 3: Classroom-based Weighting

Essay exploring a particular hermeneutical approach to an OT text (2500 words)	40%
Short essay on Reading Material (1000 words)... ..	20%
Exegetical essay based on student class presentation (2500 words)	40%

Level 3: Online

Essay exploring a particular hermeneutical approach to an OT text (2500 words)... ..	40%
Online engagement with reading material and participation in Tutorial Forum (1000 words)... ..	20%
Exegetical essay (2500 words)... ..	40%

Pre-requisite

15 points in Old Testament studies

Lecturer

Monica Jyotsna Melanchthon

BA2040P / BA2049P / BA3040P / BA3049P – Gender, Justice and Empire: Contextual Readings of the Old Testament

Recommended reading

* = set texts recommended for purchase

Adam, A. K. M. (ed.), *Handbook of Postmodern Biblical Interpretation*. St. Louis: Chalice, 2000.

* Davies, Eryl W. *The Dissenting Reader: Feminist Approaches to the Hebrew Bible*, Burlington, VT: Ashgate, 2003.

* Day, Linda and Pressler, Carolyn (eds.), *Engaging the Bible in a Gendered World: An Introduction to Feminist Biblical Interpretation in honor of K. B. Sakenfeld*. Louisville, Kentucky: Westminster John Know, 2006.

Dube, Musa W. *Postcolonial Feminist Interpretation of the Bible*, St. Louis, MO: Chalice, 2000.

Fewell, Danna N., and Gunn, David M. *Gender, Power and Promise: The Subject of the Bible's First Story*. Nashville: Abingdon, 1993.

Havea, Jione, David J. Neville, and Elaine M. Cartwright, eds. *Bible, Borders, Belonging(s): Engaging Readings from Oceania*. Atlanta: SBL, 2014.

Newsome, Carol A. and Sharon H. Ringe, (eds.), *The Women's Bible Commentary (Expanded)*, London/Louisville: SPCK/Westminster John Knox, 1998.

Patte, Daniel. *The Global Bible Commentary*, Nashville: Abingdon, 2004.

* Roncace, Mark and Joseph Weaver (eds.), *Global Perspectives on the Bible*. New Jersey: Prentice Hall, 2012.

West, Gerald, ed. *Reading Otherwise: Socially Engaged Biblical Scholars Reading with their Local Communities*. Atlanta: SBL. 2007

BN1010P / BN1019P / BN2010P / BN2019P

Earliest Christianity: Stories, Texts, Beliefs

Semester 1: Classroom-based (BN1010P / BN2010P); Online (BN1019P / BN2019P)

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.

BN1010P / BN1019P / BN2010P / BN2019P
Earliest Christianity: Stories, Texts, Beliefs

Assessment

Level 1: Classroom-based						Weighting
Essay (1500 words)	...	...	...	...	...	40%
Exegetical paper (1500 words)	...	...	...	...	...	40%
Tutorial summary paper (1000 words)	...	...	...	...	...	20%

Level 1: Online

Essay (1500 words)	...	...	...	...	...	40%
Exegetical paper (1500 words)	...	...	...	...	...	40%
Online tutorial contributions and summary blog post (1000 words equivalent)	...	...	...	...	...	20%

Level 2: Classroom-based

Level 2: Classroom-based						Weighting
Essay (2000 words)	...	...	...	...	...	40%
Exegetical paper (2000 words)	...	...	...	...	...	40%
Tutorial summary paper (1000 words)	...	...	...	...	...	20%

Level 2: Online

Essay (2000 words)	...	...	...	...	...	40%
Exegetical paper (2000 words)	...	...	...	...	...	40%
Online tutorial contributions and summary blog post (1000 words equivalent)	...	...	...	...	...	20%

Pre-requisites

Level 1: None

Level 2: 15 points of Biblical Studies

Lecturer

Sean Winter

BN1010P / BN1019P / BN2010P / BN2019P

Earliest Christianity: Stories, Texts, Beliefs

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

BN2030P / BN3030P

Mark's Gospel in Context

Semester 2: Classroom-based (BN2030P / BN3030P)

Description

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

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

Learning outcomes – Level 2

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

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

Learning outcomes – Level 3

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

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

BN2030P / B2039P / BN3030P / BN3039P

Mark's Gospel in Context

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

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

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

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

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

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

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

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

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

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

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

BN3600P/BN3609P/DT3600P/DT3609P

Ethics in the New Testament

Semester I: Intensive

Description

This unit considers a selection of texts from the New Testament in relation to the development of early Christian moral conviction and practice. We will explore the main contours, principles and themes of the diverse ethical material in the New Testament, set these in the context of the wider Jewish and Graeco-Roman environments and consider the exegetical and hermeneutical issues involved in using New Testament texts appropriately in contemporary ethical reflection.

Learning Outcomes

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

1. Demonstrate an in-depth, coherent knowledge and understanding of ethical teaching in the New Testament, with special attention to its theological basis and contextual location.
2. Use advanced exegetical skills in the analysis of New Testament texts in relation to early Christian moral conviction and practice.
3. Critically assess scholarly attempts to use the New Testament as the basis for contemporary ethical reflection and decision making.
4. Formulate and present their own interpretation of the place of New Testament texts in ethical reflection and practice.

Assessment	...	...	...	...	...	...	Weighting
Essay exploring the New Testament in relation to a specific ethical issue (5000 words)...	...	...	...	...	...	...	80%
Engagement in online tutorial forums with summary reflection paper (1000 words)...	...	...	...	...	...	...	20%

Pre-requisite

A unit in New Testament at Level 1 or Level 2

Lecturer

Sean Winter

BN3600P/BN3609P/DT3600P/DT3609P

Ethics in the New Testament

Recommended reading

* = set texts recommended for purchase

Blount, Brian K. *Then the Whisper Put on Flesh: New Testament Ethics in an African American Context*. Nashville TN: Abingdon, 2001.

Brawley, Robert L. (ed.) *Character Ethics and the New Testament*. Louisville KY: Westminster John Knox, 2007.

Burridge, Richard A. *Imitating Jesus: An Inclusive Approach to New Testament Ethics*. Grand Rapids MI: Eerdmans, 2007.

Countryman, L. William, Dkt. *Greed and Sex: Sexual Ethics and Their Implications for Today*. London: SCM, 1988.

Green, Joel B. (ed.) *Dictionary of Scripture and Ethics*. Grand Rapids MI: Baker Academic, 2011.

Harrington SJ, Daniel and Keenan SJ, James. *Jesus and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Lanham/Chicago IL: Sheed and Ward, 2002.

* Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. New York: HarperCollins, 1996.

Horrell, David G. *Solidarity and Difference: A Contemporary Reading of Paul's Ethics*. London: T and T Clark International, 2005.

Matera, Frank J. *New Testament Ethics: The Legacies of Jesus and Paul*. Louisville KY: Westminster John Knox, 1996.

Meeks, Wayne A. *The Origins of Christian Morality: The First Two Centuries*. New Haven CN: Yale University Press, 1993.

Schrage, Wolfgang. *The Ethics of the New Testament*, trans. David E. Green. Edinburgh: T and T Clark, 1988.

CHI000P/CHI009P

Memory, History, and the Historians

Semester I: Classroom-based (CHI000P); Online (CHI009P)

Description

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

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

Learning Outcomes

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

1. Outline a chronology of key events in the history of the Christian churches from the Jesus movement to the present.
2. Describe the significance of major events within the Christian community over time as they have shaped the historical accounts given by Christian writers.
3. Articulate the principles of interpretation of a range of historical evidence (including varieties of documents, artefacts, music, and art).
4. Discuss the implications of historical understanding for ministry in the contemporary Christian church.

Assessment: Classroom-based

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

Assessment: Online

Assessment	...	...	...	...	...	Weighting
Source exercise (1000 words)	...	...	...	...	...	40%
Essay (2000 words)	...	...	...	...	...	40%
Engagement in online lessons, tasks and tutorial discussion (1000 words equivalent)	...	...	...	...	...	20%

Lecturer

Katharine Massam

CHI000P/CHI009P

Memory, History, and the Historians

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

CH2000P/CH2009P/DS2000P/ DS2009P

Fullness of Life: Spirituality in Christian Tradition

Semester I: Classroom-based (CH2000P/ DS2000P); Online (CH2009P/ DS2009P)

Description

This subject explores the quest for “fullness of life” in classic Christian spiritual writings. It sets the sources in the context of the writers’ own times in order to consider images of God, understandings of holiness and faithful living, that have informed the Christian community. Discussion is focussed around “desert”, “cloister”, and “marketplace” as distinctive, but interconnected locations for and styles of Christian spirituality, each with Australian dimensions and implications. We will use the tools of social and cultural history to examine the interconnectedness of “spirituality” and “doctrine”, to explore the methodological challenges of holding together “love” and “knowledge” as partners in a Christian understanding of “fullness of life”.

Learning outcomes

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

1. Identify key writers and prevailing themes within a broad chronology of Christian spirituality.
2. Set those key writers and themes in the context of the international literature on the history of Christian spirituality.
3. Draw appropriately on a range of historical sources to develop historical and theological arguments.
4. Articulate the relationship between theological and spiritual concerns in the work of at least one writer in the Christian tradition.
5. Articulate the relationship between theological and spiritual concerns in a sample of contemporary writing.

Assessment	...	...	...	...	...	...	Weighting
Source analysis (1000 words)			...	...	...	...	40%
Research essay (3000 words)			...	...	...	...	60%

Pre-requisite

15 points in Field CH

Lecturer

Katharine Massam

CH2000P/CH2009P/DS2000P/ DS2009P
Fullness of Life: Spirituality in Christian Tradition

Recommended reading

* = set texts recommended for purchase

Cassian, John, and Boniface Ramsey. *John Cassian, the Conferences*. New York: Paulist Press, 1997.

Cassian, John, and Boniface Ramsey. *John Cassian, the Institutes*. New York: Newman Press, 2000.

Dreyer, Elizabeth and Mark Burrows. *Minding the Spirit: The Study of Christian Spirituality*. Baltimore, MD: Johns Hopkins University Press, 2005.

Haight, Roger. *Spirituality Seeking Theology*. Maryknoll, N.Y.: Orbis Books, 2014.

Mafi-Williams, Lorraine and Kinsie McDonald. *Spirituality*. Sydney: Aboriginal Program Unit, Australian Broadcasting Corporation, 1989.

* Sheldrake, Philip. *Spirituality: A Very Short Introduction*. Oxford: Oxford University Press, 2012.

* Sheldrake, Philip. *Spirituality and Theology: Christian Living and the Doctrine of God*. Maryknoll, N.Y.: Orbis Books, 1998.

CH3010P/CH3019P/DS3010P/DS3019P

Discernment and Authority in Christian Tradition

Semester I: Classroom-based (CH3010P/ DS3010P); Online (CH3019P/ DS3019P)

Description

This subject explores the nature and processes of discernment in the Christian tradition, and the relationship of discernment to authority in the Christian community. Taking examples of Christian leadership from within and beyond the church, students will develop definitions of authentic leadership and identify strategies for building the capacity of groups and individuals to make good choices (discernment) and the foundations required for their implementation (authority).

Learning outcomes

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

1. Identify and evaluate the principles and processes of discernment described in six key texts of the Christian tradition.
2. Identify and evaluate the understanding of authority and the style of leadership advocated by six key authors in the Christian tradition.
3. Analyse a contemporary example of decision making in the public realm in light of these traditions of authority and processes of discernment.

Assessment	...	...	...	...	...	...	Weighting
Three seminar papers (3 x 750 words)				...	...	...	50%
Essay (3000 words)		...	...	...	...	...	50%

Pre-requisite

15 points in CH, 15 points in CT

Lecturer:

Katharine Massam

CH3010P/CH3019P/DS3010P/DS3019P

Discernment and Authority in Christian Tradition

Recommended reading

* = set texts recommended for purchase

Benedict, and Timothy Fry. *RB 1980: the Rule of St Benedict in Latin and English with notes*. Collegeville, MN: Liturgical Press, 1981.

Brackley, Dean. *The Call to Discernment in Troubled Times: New Perspectives on the Transformative Wisdom of Ignatius of Loyola*. New York: Crossroad, 2004.

Cassian, John, and Boniface Ramsey. *John Cassian, the Conferences*. New York: Paulist Press, 1997.

Burdon, Adrian. *Authority and Order: John Wesley and His Preachers*. Aldershot-Burlington, Vt: Ashgate, 2005.

Coakley, J. *Women, Men, and Spiritual Power: Female Saints and their Male Collaborators*. New York: Columbia University Press, 2012.

* Democopoulos, George E. *Five Models of Spiritual Direction in the Early Church*. Notre Dame, Ind: University of Notre Dame Press, 2007.

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

Gregory, and John Leinenweber. *Pastoral Practice: Books 3 and 4 of the Regula Pastoralis*. Harrisburg, Pa: Trinity Press International, 1998.

Hildegard of Bingen, and Joseph L. Baird. *The Personal Correspondence of Hildegard of Bingen*. Oxford: Oxford University Press, 2006.

McIntosh, Mark Allen. *Discernment and Truth: The Spirituality and Theology of Knowledge*. New York: Crossroad, 2004.

Teresa of Avila, and Kieran Kavanaugh. *The Collected Letters of St Teresa of Avila*. Washington, D.C.: ICS Publications, 2001.

Ignatius of Loyola, and Michael Ivens. *The Spiritual Exercises of Saint Ignatius of Loyola*. Leominster: Gracewing, 2004.

Calvin, Jean and Elsie Anne McKee. *John Calvin: Writings on Pastoral Piety*. New York: Paulist Press, 2001.

Wesley, John and Kenneth C. Kinghorn. *The Standard Sermons in Modern English*. Vol 3. Nashville, Tenn: Abingdon, 2003.

Wright, T. *Scripture and the Authority of God*. London: SPCK, 2013.

CH2020P/CH3020P/CH2029/CH3029P

Secular and Sacred in Australia

Semester 1: Intensive; **Semester 2:** Online

Description

Australia is often called the 'first post-Christian society' and 'the most Godless country under heaven'; but equally Australians who articulate their 'search for meaning' with sincerity and passion are accorded national respect. This subject explores the historical pressures towards both secular and sacred stances within Australian culture, using metaphorical 'sites of identity' to focus discussion. It locates the experience of churches in the wider context of Australian history, and introduces historical and theological readings of space and place. The places we will explore in class all have a significant written history in Australia and all throw light on Australian perceptions of 'good', 'bad' and 'God'. You will be able to draw on your own interests and expertise to formulate research questions, and will be supported as you undertake independent research in response to those questions.

Learning outcomes – Level 2

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

1. Identify key themes in the post-contact history of Australia.
2. Identify and reflect on a public place in the student's local area as symbolic of a key theme in Australian public life or history.
3. Analyse and interpret a range of historical and theological sources.
4. Analyse feedback received from peers and apply it to a research task.

Learning outcomes – Level 3

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

1. Identify key themes in the post-contact history of Australia, and set those themes in the context of the international literature on faith and belief.
2. Identify and reflect on a public place in the student's local area as symbolic of a key theme in Australian public life or history.
3. Analyse and interpret a range of historical and theological sources.
4. Offer appropriate peer feedback on a research proposal.
5. Analyse feedback received from peers and apply it to a research task.

CH2020P/CH3020P/CH2029P/CH3029P

Secular and Sacred in Australia

Assessment	...	...	...	...	...	...	Weighting
One site visit report (1000 words)	...	...	...	...	...	...	20%
Research Poster (equivalent 1500 words)	...	...	...	...	...	...	30%
Research Essay (2500 words)	...	...	...	...	...	...	50%

Pre-requisite

15 points in Field C

Lecturer

Katharine Massam

Recommended reading

* = set texts recommended for purchase

Bachelard, G. *The poetics of space*. Boston: Beacon Press, 1964.

Gorringe, T. *Furthering Humanity: a theology of culture*. Aldershot: Ashgate, 2004.

Gorringe, T. *A Theology of the Built Environment: Justice, Power and Redemption*.
Cambridge: Cambridge University Press, 2002.

Host, J.T. and Chris Owens with the SouthWest Land and Sea Council, *'It's Still in My Heart This is My Country': The Single Noongar Claim History*. Crawley, UWA Press, 2009.

Inglis, K.S. *Sacred Places*, Carlton, Miegunyah at MUP, 1998.

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

Lane, B. *Landscapes of the Sacred: Geography and Narrative in American Spirituality*.
Baltimore: Johns Hopkins University Press, 2002.

Malouf, D. *A First Place*. Sydney: Random House, 2014.

Peel, M and Twomey, C. *A History of Australia*. London: Palgrave, 2011.

Read, P. *Belonging: Australians, Place and Aboriginal Ownership*. CUP, 2000

Sheldrake, P. *Spaces for the Sacred: Place, Memory and Identity*. Johns Hopkins University Press, 2001.

CHI010P/DSI010P

Early Monastic Wisdom: The Desert and the City

Semester I: Intensive

Description

This unit is a foundation for further study in Christian Thought and History. It offers historical study of the first five centuries of Christianity with an emphasis on the practice and belief of the community, with an emphasis on monastic sources. It examines the formal clarification of doctrine through key primary texts in the light of the wider life of the church, offering an introduction to Christian traditions of theological reflection.

This Intensive is offered in Perth, WA

Learning outcomes

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

1. Outline a chronology of key events within the Christian community c.70-500.
2. Articulate key principles of historical interpretation of ancient Christian texts.
3. Identify key features of the context and method of at least one writer in the early Christian church.
4. Interpret a range of historical sources.
5. Discuss the implications of the above for ministry in the contemporary Christian church.

Assessment	...	...	...	...	...	...	Weighting
Topic essay (1500 words)...			...	...	...	...	40%
Research essay (2500 words)			...	...	...	...	60%

Pre-requisites

N/A

Lecturer

Carmel Posa

CHI010P/DSI010P

Early Monastic Wisdom: The Desert and the City

Recommended reading

* = set texts recommended for purchase

Athanasius, *The Life of Antony and the Letter to Marcellinus*. New York: Paulist Press, 1980.

Brown, Peter. *The Body and Society: Men, Women and Sexual Renunciation in Early Christianity*. New York: Columbia, 1988).

Burton-Christie, D. *The Word in the Desert: Scripture and the Quest for Holiness in Early Christian Monasticism*. Oxford: Oxford University Press, 1993.

Dunn, Marilyn, *The Emergence of Monasticism: From the Desert Fathers to the Early Middle Ages*. Oxford: Blackwell Publishing, 2003.

Elm, S. *Virgins of God: The Making of Asceticism in Late Antiquity*. Oxford: Oxford University Press, 1994.

Evagrius Ponticus: *The Praktikos and Chapters on Prayer*. Kalamazoo, MI: Cistercian Publications, 1981.

* Harmless, W. *Desert Christians: An Introduction to the Literature of Early Monasticism*. Oxford: Oxford University Press, 2004.

John Cassian: *The Conferences*. Trans. O.P. Boniface Ramsey. Ancient Christian Writers. New York: Newman Press, 1999.

John Cassian: *The Institutes*. Trans. O.P. Boniface Ramsey. Ancient Christian Writers. New York: Newman Press, 2000.

Ward, Benedicta, (trans.). *Sayings of the Desert Fathers*. Vol. 59. Kalamazoo: Cistercian Publications, 1984.

CH3030P/DS3030P

The Wisdom of St Benedict: The Rule and its Sources

Semester 2: Intensive

Description

This unit explores the development and structure of the Rule of St Benedict with an emphasis on the study of primary sources and the spirituality underlying the Rule. It will examine the significance of the Rule throughout history as well as its importance as a source of formation for ministry in the life of the Church today and for the future.

This Intensive is offered in Sydney, NSW

Learning Outcomes

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

1. Outline the key sources in the structure and development of the Rule of St Benedict.
2. Articulate key principles of historical interpretation of ancient Christian sources of the Rule.
3. Identify key features of the spirituality emanating from the Rule.
4. Demonstrate the ability to exegete the Rule.
5. Discuss the implications of the understanding of the Rule for ministry in the contemporary Christian church.

Assessment	...	...	...	...	...	...	Weighting
Overview exercise (800 words)	...	...	...	...	...	...	20%
Exegesis of the Rule essay (1200 words)	...	...	...	...	...	...	30%
Research essay (3000 words)	...	...	...	...	...	...	50%

Pre-requisite

N/A

Lecturer

Carmel Posa

Recommended reading

* = set texts recommended for purchase

Athanasius, *The Life of Antony and the Letter to Marcellinus*. New York: Paulist Press, 1980.

Böckmann, Aquinata. *Perspectives on the Rule of Saint Benedict*. Collegeville MN: Liturgical Press, 2005.

Casey, Michael. *Strangers to the City: Reflections on the Beliefs And Values of the Rule of Saint Benedict*. Brewster, Massachusetts: Paraclete Press, 2005.

Eberle, Luke. (trans.) *The Rule of the Master*. Kalamazoo, MI.: Cistercian Publications, 1977.

Fry, T. (ed.) RB 1980: *The Rule of St Benedict*. Collegeville, MN: Liturgical Press, 1981.

Holmes, Augustine. *A Life Pleasing to God: The Spirituality of the Rules of St. Basil*. Kalamazoo, MI: Cistercian Publications, 2000.

John Cassian: *The Conferences*. Trans. Boniface Ramsey. Ancient Christian Writers. New York: Newman Press, 1999.

* Kardong, Terrence. *Benedict's Rule: A Commentary*. Collegeville, MN: Liturgical Press, 2000.

Lawless, Gregory. *Augustine of Hippo and his Monastic Rule*. Oxford: Clarendon Paperbacks, 1987.

Stewart, C. *Prayer and Community*. London: Darton, Longman and Todd, 1998.

CTI000P/CTI009P

Faith, Theology and Doctrines

Semester I: Classroom-based (CTI000P); Online (CTI009P)

Description

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

Learning outcomes

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

1. Describe the relationship between faith, belief and doctrine.
2. Identify the main doctrines of the Christian faith.
3. Articulate the ways scripture, tradition, reason and context shape doctrinal development.
4. Communicate the ways doctrine forms a Christian imagination through retrieval, polemic and construction.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Essay (800 words)	...	...	...	...	...	...	20%
Study guide (1200 words)	...	...	...	...	...	...	30%
Essay (2000 words)	...	...	...	...	...	...	50%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Engagement in Online Tutorial Discussion and Tasks (800 words equivalent)	...	...	...	...	...	...	20%
Study guide (1200 words)	...	...	...	...	...	...	30%
Essay (2000 words)	...	...	...	...	...	...	50%

Pre-requisite

N/A

Lecturer:

Geoff Thompson

CT1000P/CT1009P

Faith, Theology and Doctrines

Recommended reading

* = set texts recommended for purchase

- Anon. *Creeds and Catechisms: Apostles' Creed, Nicene Creed, Athanasian Creed, The Heidelberg Catechism, The Canons of Dordt, The Belgic Confession, and the Theological Declaration of Barmen*. Unknown place of publication: Benediction Classics, 2011.
- Barth, Karl. *Evangelical Theology: An Introduction*. Grand Rapids: Eerdmans, 1992.
- Chan, Simon. *Grassroots Asian Theology: Thinking the Faith from the Ground Up*. Leiciester: IVP, 2014.
- Coakley, Sarah. "Is there a future for gender and theology? On gender, contemplation and the systematic task". *Criterion* 47, no. 1 (2009): 2-11.
- Gonzalez, Justo L., and Zaida Maldonado Perez. *An Introduction to Christian Theology*. Nashville: Abingdon, 2002.
- Gunton, Colin E., and Stephen R. Holmes and Murray A. Rae. *The Practice of Theology: A Reader*. London: SCM, 2001.
- Higton, Mike. *Christian Doctrine*. London: SCM, 2006.
- Holmes, Stephen R. and Shawn Bawulski. *Christian Theology: The Classics*. London: Routledge, 2014.
- Kärkkäinen, Veli-Matti, *Christ and Reconciliation*. Grand Rapids: Eerdmans, 2013.
- LaCugna, Catherina Mowry. (ed). *Freeing Theology: The Essentials of Theology in Feminist Perspective*. SanFrancisco: HarperSanFrancisco, 1993.
- McGrath, Alister E. *Christian Theology: An Introduction*. Fifth Edition. Chichester: Wiley-Blackwell, 2011.
- *Migliore, Daniel. *Faith Seeking Understanding: An Introduction to Christian Theology*. Third Edition. Grand Rapids: Eerdmans, 2014.
- Parratt, John (ed). *An Introduction to Third World Theologies*. Cambridge: Cambridge University Press, 2004.
- Towey, Anthony. *An Introduction to Christian Theology: Biblical, Classical, Contemporary*. London: Bloomsbury Tandt Clark, 2013.

CT2080P/CT2089P/DA2080P/DA2089P/DM2080P/DM2089P

The Living People of God: Local, Global and Mission

Semester 2: Classroom-based (CT2080P/ DA2080P/ DM2080P);
Online (CT2089P/ DA2089P/ DM2089P)

Description

This unit will explore the roots of the church in the messianic ministry of risen, crucified Jesus Christ and the sending of the Spirit. Attention will be given to the classical marks of the church (one, holy, catholic and apostolic) as well as to the particular marks noted by the Reformers (preaching and sacraments). Church-dividing disputes around sacraments and ministry will be noted. The character and history of minority ancient Christian communities (e.g. India, China, Ethiopia) will also be addressed. Attention will turn to the twentieth-century emergence of churches in the global south and the post-Christendom realities faced by mainline churches in lands marked by “Western culture” (with particular reference to the Uniting Church in Australia). Consideration of these developments will assist our critical examination both of classical ecclesiologies and of developing contemporary approaches to the body of Christ.

Learning Outcomes

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

1. Describe the origins of the church in the messianic ministry of Jesus.
2. Explain the classical and the Reformed marks of the church.
3. Describe the shifts in ecclesiological reflection prompted by the emergence of the non-Western churches during the twentieth century.
4. Communicate the ways a post-Christendom ecclesiology can be developed in the context of a global church.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Web resource or study guide on biblical roots of ecclesiology (1500 words)	...	...	...	...	...	...	25%
Collation of tutorial reflections (1500 words)	...	...	...	...	...	...	25%
Research essay on the global, post-Christendom church (2000 words)	...	...	...	...	...	...	50%

CT2080P/CT2089P/DA2080P/DA2089P/DM2080P/DM2089P
The Living People of God: Local, Global and Mission

Assessment: Online

Assessment	...	...	...	...	...	Weighting
Web resource or study guide on biblical roots of ecclesiology (1200 words)...				...	...	20%
Collation of tutorial reflections (1200 words) ...				...	...	20%
Research essay on the global, post-Christendom church (3000 words)	...	...	...	...	...	50%
Online participation	...	...	...	...	...	10%

Pre-requisite

CT1000P or CT1009P

Lecturer

Geoff Thompson and Jan Gray

CT2080P/CT2089P/DA2080P/DA2089P/DM2080P/DM2089P

The Living People of God: Local, Global and Mission

Recommended reading

* = set texts recommended for purchase

Bediako, Kwame. *Christianity in Africa: The Renewal of a non-Western Religion*. Maryknoll, NY: Orbis Books, 1995.

Bradbury, John. *Perpetually Reforming: A Theology of Church Reform and Renewal*. London: Bloomsbury, 2013.

Hill, Graham. *Salt, Light and a City: Introducing Missional Ecclesiology*. Eugene: Wipf and Stock, 2012.

Idowu, E. Bolaji. *Towards an Indigenous Church*. London: Oxford University Press, 1965.

Irvin, Dale T. "From One Story to Many: An Ecumenical Reappraisal of Church History." *Journal of Ecumenical Studies* 28, no. 4 (1991): 537–54.

Kalu, Ogbu U. "Preserving a Worldview: Pentecostalism in the African Maps of the Universe." *Pneuma: The Journal of the Society for Pentecostal Studies* 24, no. 2 (2002): 110–37.

Miller, Vincent J. "Where Is the Church? Globalization and Catholicity." *Theological Studies* 69, no. 2 (2008): 412–32.

Sanneh, Lamin O. *Translating the Message: The Missionary Impact on Culture*. Maryknoll, NY: Orbis Books, 2009.

Thiessen, Gesa. *Apostolic and Prophetic: Ecclesiological Perspectives*. Cambridge: James Clark, 2012.

Watson, Natalie. *Introducing Feminist Ecclesiology*. Eugene: Wipf and Stock, 1996.

White, James F. *Sacraments in Protestant Practice and Faith*. Nashville: Abingdon, 1999.

World Council of Churches. *The Church: Towards a Common Vision*. Geneva: World Council of Churches, 2013.

Yoder, John Howard. *Body Politics: Five Practices of the Christian Community Before the Watching World*. Nashville: Discipleship Resources, 1992.

CT3000P/CT3009P

Trinity, Society and Dialogue

Semester I: Classroom-based (CT3000P); Online (CT3009P)

Description

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

Learning outcomes

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

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

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

Pre-requisite

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

CT3000P/CT3009P

Trinity, Society and Dialogue

Lecturers

Geoff Thompson and Jan Gray

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CT3020P, CT3029P

Doctrine, Truth and Pluralism

Semester 2: Classroom-based (CT3020P); Online (CT3029P)

Description

Some significant theological responses to modernity were coy about doctrine. Much recent systematic theology has, however, been involved in a retrieval of the doctrinal tradition and its truth-claiming functions. Yet this retrieval has been simultaneous with the growing influence of ideologies of pluralism in Western culture. This unit will explore how, in this context, doctrinal discourse makes public truth-claims and how such discourse functions within the church. Doctrine will be brought into conversation with analogy, metaphor, narrative, and drama. In any given semester, the pastoral, apologetic and community-defining roles of two classical areas of doctrinal enquiry will be critically explored (e.g. any two of creation, atonement, resurrection, pneumatology, eschatology etc.). Students will also study the way doctrine and specific doctrines function in a community of faith known to them.

Learning outcomes

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

1. Demonstrate a critical understanding of the nature and force of modernity's critique of Christianity's doctrinal tradition.
2. Identify the challenges posed to Christian doctrine by the ideologies of contemporary pluralist cultures.
3. Articulate the relationship between doctrine, analogy, metaphor, narrative and drama.
4. Identify and assess the various doctrines explicitly and implicitly shaping the life of a particular Christian community.
5. Describe the development and the ecclesial function of one specific major area of Christian doctrine.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Project (1500 words)	...	...	...	...	...	...	25%
Tutorial Journal (1500 words)	...	...	...	...	...	...	25%
Research Essay (3000 words)	...	...	...	...	...	...	50%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Project (1200 words)	...	...	...	...	...	...	20%
Tutorial Journal (1200 words)	...	...	...	...	...	...	20%
Research Essay (3000 words)	...	...	...	...	...	...	50%
Online Tutorial Participation (600 words)	...	...	...	...	...	...	10%

CT3020P, CT3029P

Doctrine, Truth and Pluralism

Pre-requisite

CT1000P or CT 1009P and one level 2 CT unit

Lecturer

Geoff Thompson

Recommended reading

* = set texts recommended for purchase

Cherry, Ellen T. *By the Renewing of Your Minds: The Pastoral Function of Christian Doctrine* New York and Oxford: OUP, 1997

Helmer, Christine. *Theology and the End of Doctrine*. Louisville: WJKP, 2014.

Hovey, Craig *Bearing True Witness: Truthfulness in Christian Practice* Grand Rapids: Eerdmans, 2011.

Lindbeck, George. *The Nature of Doctrine: Religion and Theology in a Postliberal Age*. Philadelphia: Fortress, 1984.

McGrath, Alister E. *The Genesis of Doctrine: A Study in the Foundation of Doctrinal Criticism*. Grand Rapids: Eerdmans / Vancouver: Regent, 1990.

* Mitchener, Ronald T. *Postliberal Theology: A Guide for the Perplexed*. London: TandT Clark, 2013.

Murphy, Nancey. *Beyond Liberalism and Fundamentalism: How Modern and Postmodern Philosophy Set the Theological Agenda*. Harrisburg: Trinity Press International, 1996.

Vanhoozer, Kevin J. *The Drama of Doctrine: A Canonical Linguistic Approach to Christian Theology*. Louisville: WJKP, 2005.

Volpe, Medi Ann. *Rethinking Christian Identity: Doctrine and Discipleship*. Chichester: Wiley Blackwell, 2013

Webster, John and Schnier, George P. (eds). *Theology After Liberalism: A Reader*. Oxford: Blackwell, 2000.

DMI000P/DMI009P

Developing a Mission Theology for Today

Semester I: Classroom-based (DMI000P); Online (DMI009P)

Description

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

Learning outcomes

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

1. Articulate a range of expressions of mission represented in the biblical text.
2. Explain and critique approaches to mission in various epochs of church history.
3. Demonstrate an understanding of the key themes informing the theology and practice of mission today.

Assessment: Classroom-based

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

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Critical Summary of the biblical theology of mission section (1000 words)	...	...	...	...	...	...	25%
Critical Summary of the mission in Christian history section (1000 words)	...	...	...	...	...	...	25%
Critical Summary of the themes in mission theology section (1000 words)	...	...	...	...	...	...	25%
Online participation (1000 words)	...	...	...	...	...	...	25%

Pre-requisite

N/A

Lecturer

John Flett

DMI000P/DMI009P

Developing a Mission Theology for Today

Recommended Reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

DMI020P/DMI029P/DUI020P/DUI029P

Mission in Ecumenical Context: Continuities and Discontinuities

Semester 2: Classroom-based (DMI020P/DUI020P); Online (DMI029P/DUI029P)

Description

This introductory level course follows the key discussions and directions of mission theory as charted by the ecumenical conferences. Beginning with the World Missionary Conference held in Edinburgh, 1910, with its focus on pragmatics and 'conquest', it follows the theoretical shifts occurring within the International Missionary Council (IMC), the Lausanne Movement, and the World Council of Churches' (WCC) Commission for World Mission and Evangelism (CWME). It will survey multiple themes as they arise within this discussion, including: Christianity in relation to the religions, faith and culture, religion and secularism, missionary partnership and the issue of ecumenical uniting, mission as humanization, colonialism in mission method, the shifts within the acculturation/ inculturation/ contextualization discussion, missionary ecclesiology as proposed through the union of the IMC and WCC, evangelism versus social justice, proselytism and ethics in mission, the rise of indigenous theologies, liberation, poverty, and HIV/Aids.

Learning outcomes

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

1. Chart the key mission conferences and through the various institutional streams of the ecumenical movement, including the IMC, WCC, Lausanne, CWME.
2. Describe the key theoretical developments, their cultural, historical and political background, and the shifts in terminology.
3. Identify central voices within the debates and their particular contribution.
4. Evaluate the constitutive conceptual elements found within the contemporary theology of mission.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Develop a chart which plots the key mission conferences of the twentieth century, summarising the key conceptual developments and individual contributors (equivalent of 2000 words)	...	...	...	...	...	...	50%
Essay focused on the contribution of one particular conference or field of discussion (such as, for example, the Laymen's Foreign Missions Inquiry) (2000 words)	...	...	...	...	...	...	50%

DMI020P/DMI029P/DUI020P/DUI029P

Mission in Ecumenical Context: Continuities and Discontinuities

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Develop a chart which plots the key mission conferences of the twentieth century, summarising the key conceptual developments and individual contributors (equivalent of 2000 words)	...	...	...	...	...	...	50%
Essay focused on the contribution of one particular conference or field of discussion (such as, for example, the Laymen's Foreign Missions Inquiry) (2000 words)	...	...	...	...	...	...	50%

Pre-requisite

N/A

Lecturer

John Flett

DMI020P/DMI029P/DUI020P/DUI029P

Mission in Ecumenical Context: Continuities and Discontinuities

Recommended reading

* = set texts recommended for purchase

Aagaard, Johannes. "Mission After Uppsala 1968," In *Crucial Issues in Mission Today*, edited by Gerald H. Anderson and Thomas F. Stransky, 13–21. New York: Paulist, 1974.

Azariah, V. S. "The Problem of Co-Operation Between Foreign and Native Workers," In *World Missionary Conference, 1910: The History and Records of the Conference Together with Addresses Delivered at the Evening Meetings*, 306–15. Edinburgh and London: Oliphant, Anderson, and Ferrier, 1910.

Buck, Pearl S. "The Laymen's Mission Report." *Christian Century* 49, no. 47 (1932): 1434–37.

Chung, Hyun Kyung. "Come, Holy Spirit – Renew the Whole Creation," In *Signs of the Spirit: Official Report, Seventh Assembly, Canberra, Australia, 7-20 February 1991*, edited by Michael Kinnamon, 37–47. Geneva: World Council of Churches, 1991.

Hocking, William Ernest. *Re-Thinking Missions: A Laymen's Inquiry After One Hundred Years*. New York: Harper and Brothers, 1932.

Hogg, William Richey. *Ecumenical Foundations: A History of the International Missionary Council and its Nineteenth-Century Background*. New York: Harper, 1952.

Kraemer, Hendrik. *The Christian Message in a non-Christian World*. London: Harper and Brothers, 1938.

Orchard, Ronald Kenneth, ed. *Witness in Six Continents: Records of the Meeting of the Commission on World Mission and Evangelism of the World Council of Churches held in Mexico City, December 8th to 19th, 1963* London: Edinburgh House Press, 1964.

Orchard, Ronald Kenneth. *The Ghana assembly of the International Missionary Council, 28th December, 1957 to 8th January, 1958*. London: Published for the International Missionary Council by Edinburgh House Press, 1958.

Visser 't Hooft, W. A., ed. *The New Delhi Report: Third Assembly of the World Council of Churches* London: SCM Press, 1962.

Quick, Oliver Chase. "The Jerusalem Meeting and the Christian Message." *International Review of Mission* 17, no. 4 (1928): 445–54.

Recommended reading

* = set texts recommended for purchase

Ranson, Charles W. *Renewal and Advance: Christian Witness of a Revolutionary World*. London: Edinburgh House Press, 1948.

Stanley, Brian. *The World Missionary Conference, Edinburgh 1910*. Grand Rapids, MI: Eerdmans, 2009.

Thomas, M. M. "Uppsala 1968 and the Contemporary Theological Situation." *Scottish Journal of Theology* 23, no. 1 (1970): 41–50.

DM2070P/DM2079P/CT2070P/CT2079P

Jesus the Christ in World Christian Perspective

Semester 1: Classroom-based (DM2070P/CT2070P); Online (DM2079P/CT2079P)

Description

This level 2 elective surveys Christologies developed outside the corpus Christianum and in response to questions not considered within the Western cultural and historical frame of reference. This will include images of Jesus Christ developed through such language as 'Bodhisattva', 'Avatara', 'guru', 'prophet', or 'ancestor', Asian treatments of the 'cosmic' Christ, the possibility of a 'hyphenated-Jesus' or of M. M. Thomas' 'Christ-centered Syncretism' in relation to Hinduism, liberation Christologies within Latin America, and Jesus as the power against the demonic within Africa. A number of issues present themselves through this discussion: the question of theological tradition and method, the use of local sacred sources, the social and political implications of thinking Jesus Christ through a range of lenses, and the issues of contextualisation. Special attention will be given to the variety of mission emphases different Christological formulations promote.

Learning outcomes

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

1. Articulate a range of Christological formulations and the central theological concerns they embody.
2. Identify the background cultural issues and values prompting these theological developments.
3. Support the use of Christology in the formation of mission theory.
4. Evaluate the potential benefits of these formulations for theological discourse within multicultural Australia.

DM2070P/DM2079P/CT2070P/CT2079P

Jesus the Christ in World Christian Perspective

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
A fifteen minute class presentation introducing an author, his or her cultural and theological background, and a précis of his or her specific Christological contribution (text of which is to be submitted to the lecturer) (1,500 words)						...	35%
Essay focused on a particular Christology or Christological theme (Christology in relation to the African religious heritage, for example), but one different from the class presentation. Attention will be paid to the potential significance of this for mission theory, and/or for the student's own local context. (3,500 words)						...	65%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
An introduction to a particular author, his or her cultural and theological background, and his or her specific Christological contribution (1,500 words)						...	35%
Essay focused on a particular Christology or Christological theme (Christology in relation to the African religious heritage, for example), but one different from the class presentation. Attention will be paid to the potential significance of this for mission theory, and/or for the student's own local context. (3,500 words)						...	65%

Pre-requisite

N/A

Lecturer

John Flett

Recommended reading

* = set texts recommended for purchase

Brinkman, Martin E., Henry Jansen, and Lucy Jansen. *The Non-Western Jesus: Jesus as Bodhisattva, Avatara, Guru, Prophet, Ancestor or Healer?* Routledge, 2014.

Clarke, Clifton R. *African Christology: Jesus in Post-Missionary African Christianity*. Eugene, OR: Wipf and Stock, 2011.

Douglas, Kelly Brown. *The Black Christ*. Maryknoll, NY: Orbis Books, 1993.

Green, Gene L., Stephen T. Pardue, and K. K. Yeo, eds. *Jesus without Borders: Christology in the Majority World* Grand Rapids, MI: Eerdmans, 2014.

Küster, Volker. *The Many Faces of Jesus Christ: Intercultural Christology*. London: SCM Press, 2001.

Orevillo-Montenegro, Muriel. *The Jesus of Asian Women*. Maryknoll, NY: Orbis Books, 2007.

Pope-Levison, Priscilla and John R. Levison. *Jesus in Global Contexts*. Louisville, KY: Westminster John Knox Press, 1992.

Schreiter, Robert J., ed. *Faces of Jesus in Africa* Grand Rapids, MI: Eerdmans, 1995.

Stinton, Diane B. *Jesus of Africa: Voices of Contemporary African Christology*. Maryknoll, NY: Orbis Books, 2004.

Thomas, M. M. *The Acknowledged Christ of the Indian Renaissance*. London: SCM Press, 1969.

DM3000P/DM3009P/CT3060P/CT3069P - Ambassadors of Reconciliation: Mission in the Context of Division and Violence

Semester 2: Classroom-based (DM3000P/CT3060P); Online (DM3009P/CT3069P)

Description

Since Robert J. Schreiter's ground breaking theoretical work, reconciliation has emerged as a key motif within mission theory and practice. The concept has remarkable utility both within the church as a community of 'neither Jew nor Gentile, neither slave nor free, nor male and female', and without in the contexts of post-apartheid South Africa and post-genocide Rwanda. This advanced course will begin with the theological and political theories of reconciliation and their potential interconnection, considering particularly Schreiter's work. It turns to the appropriation of this concept within South Africa, Rwanda and the role played by the church within this political reconciliation. While this has met with some significant success, not all contexts appear open to 'reconciliation' as a central political category – due precisely to its Christian context. Notable here is the complaint of indigenous communities within a post-colonial context. The course will be an exercise in constructive missiology with concentrated attention on a single theological concept, its ground, limits, political utility and future directions.

Learning outcomes

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

1. Summarize a critical missionary approach to reconciliation.
2. Articulate a theology of reconciliation with attention paid to its roots within the western theological tradition and its revision and application in a variety of contexts.
3. Assess the significance of such theology for the church as a body of people of gendered, cultural, economic, and political difference.
4. Evaluate the utility of reconciliation as a category for political mobilisation, with special paid to the criticisms of indigenous peoples within post-colonial contexts.

DM3000P/DM3009P/CT3060P/CT3069P - Ambassadors of Reconciliation: Mission in the Context of Division and Violence

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
A critical book review of: Robert J. Schreiter, The Ministry of Reconciliation: Spirituality and Strategies (Orbis Books, 1998). (1000 words)	...	...	...	...	...	...	25%
Essay conceived as an exercise in constructive theology on a topic selected in consultation with the lecturer (5000 words)	...	...	...	...	...	...	75%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
A critical book review of: Robert J. Schreiter, The Ministry of Reconciliation: Spirituality and Strategies (Orbis Books, 1998). (1000 words)	...	...	...	...	...	...	25%
Essay conceived as an exercise in constructive theology on a topic selected in consultation with the lecturer (5000 words)	...	...	...	...	...	...	75%

Pre-requisite

N/A

Lecturer

John Flett

DM3000P/DM3009P/CT3060P/CT3069P - Ambassadors of Reconciliation: Mission in the Context of Division and Violence

Recommended reading

* = set texts recommended for purchase

- Altman, Jon C. and Melinda Hinkson, eds. *Coercive Reconciliation: Stabilise, Normalise, Exit Aboriginal Australia* North Carlton, Australia: Arena, 2007.
- De Gruchy, John W. *Reconciliation: Restoring Justice*. Minneapolis, MN: Fortress, 2002.
- Duraisingh, Christopher. "Mission Towards Reconciled and Intercontextual Communities." *International Review of Mission* 91 (2002): 483–99.
- Gathogo, Julius. "Reconciliation Paradigm in the Post Colonial Africa: A Critical Analysis." *Religion and Theology* 19, no. 1-2 (2012): 74–91.
- Ikenga-Metuh, Efemie. "Reconciliation." *Mission Studies* 18, no. 1 (2001): 11–22.
- Kaggwa, Robert. "Is Reconciliation the New Model for Mission? Reflections on the Rwandan Genocide and Conflicts in the Great Lakes Region of Africa." *Studies in World Christianity* 9, no. 2 (2003): 244–64.
- Kodithuwakku, Indunil. "Christian Mission as Reconciliation." *SEDOS Bulletin* 41, no. 9-10 (2009): 233–38.
- Kok, Kobus. "A Theology of Reconciliation in Contexts of Conflict and Change." *Churchman* 126, no. 3 (2012): 227–46.
- Maluleke, Tinyiko Sam. "Of Lions and Rabbits: The Role of the Church in Reconciliation in South Africa." *International Review of Mission* (2007):
- Nicoll, Fiona. "Reconciliation in and out of Perspective: White Knowing, Seeing, Curating and Being at Home in and against Indigenous Sovereignty," In *Whitening Race: Essays in Social and Cultural Criticism*, edited by Aileen Moreton-Robinson, Canberra: Aboriginal Studies Press, 2005.
- Pankhurst, Donna. "Issues of Justice and Reconciliation in Complex Political Emergencies: Conceptualising Reconciliation, Justice and Peace." *Third World Quarterly* 20, no. 1 (1999): 239–56.
- Participating in God's Mission of Reconciliation: A Resource for Churches in Situations of Conflict*. Geneva: World Council of Churches, 2004.
- Schreiter, Robert J. *Reconciliation: Mission and Ministry in a Changing Social Order*. Maryknoll, NY: Orbis Books, 1992.
- Schreiter, Robert J. *The Ministry of Reconciliation: Spirituality and Strategies*. Orbis Books, 1998.

DP 1000P

Self and Other in Pastoral Relationships

Semester I: Classroom-based

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Family/ cultural map with narrative explanation (1200 words)	...	...	...	...	...	...	35%
Case study in ministry or work setting (,800 words)	...	...	...	...	...	...	40%
Weekly reflection blog (1000 total words)		...	...	...	...	...	25%

Pre-requisite

N/A

Lecturer

Christine Sorensen

DP 1000P

Self and Other in Pastoral Relationships

Recommended reading

* = set texts recommended for purchase

Burns, Bob, Tasha D. Chapman, and Donald C. Guthrie. *Resilient Ministry: What Pastors Told Us About Surviving and Thriving*. Downers Grove: IVP, 2013.

Conn, Joann Wolski, ed. *Women's Spirituality: Resources of Christian Development*. Mahwah NJ: Paulist Press, 1996.

Cooper-White, Pamela. *Shared Wisdom: Use of the Self in Pastoral Care and Counselling*. Minneapolis: Fortress, 2004.

Culbertson, Philip, Margaret Agee, and Cabrini 'Ofa Makasiale, eds. Penina Uliuli: *Contemporary Challenges in Mental Health for Pacific People*. Honolulu: University of Hawaii, 2007.

Dykstra, Robert C. *Images of Pastoral Care: Classic Readings*. St Louis: Chalice, 2005.

Johnson, Lydia F. *Drinking from the Same Well. Cross Cultural Concerns in Pastoral Care and Counseling*. Eugene: Pickwick, 2011.

Ling, Tim, and Lesley Bentley, eds. *Developing Faithful Ministers. A Practical and Theological Handbook*. London: SCM, 2012.

Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life*. Minneapolis: Fortress Press, 1996.

Scazzero, Peter *Emotionally Healthy Spirituality*. Nashville: Thomas Nelson, 2011.

DPI900P

Supervised Theological Field Education

As required

Description

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

Learning outcomes

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

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

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

Co-requisites

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

Lecturer

Sue Withers

DPI900P

Supervised Theological Field Education

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

DP2900P

Further Supervised Theological Field Education

As required

Description

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

Learning outcomes

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

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

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

Co-requisites

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

Lecturer

Sue Withers

DP2900P

Further Supervised Theological Field Education

Recommended reading

* = set texts recommended for purchase

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

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

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

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

Lathrop, Gordon W. *The Pastor: A Spirituality*. Minneapolis: Fortress, 2011.

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

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

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

Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry*. Nashville: Abingdon, 2002.

DP2500P/DP2509P

Theology of Pastoral Care

Semester 2: Classroom-based (DP2500P); Online (DP2509P)

Description

This unit explores the theological nature of pastoral care and the relationship between theology and pastoral skills. It aims to help students develop a reflective basis for pastoral practice that is grounded in Christian theology and Biblical studies.

Consideration will be given to the uniqueness of 'pastoral' care, to some of the challenging questions raised in situations of crisis, and to the appropriate use of prayer and Scripture in pastoral situations. Scope will be given for students to explore a range of contextual issues and questions in pastoral ministry.

Learning outcomes

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

1. Demonstrate an understanding of the biblical and theological foundations of pastoral care.
2. Articulate the integrative connections between theology and pastoral practice.
3. Integrate theology and skills in their own pastoral practice.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Two 500 word book reviews (1000 words equivalent) ...							30%
A reflective paper on the integration of theology and ministry in a particular ministerial context (3000 words)...							70%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Engagement in Online Tutorial Discussion (1500 words equivalent) ...							30%
A reflective paper which sets out the integration of the student's pastoral practice and their understanding of pastoral care grounding this in Christian theology and biblical studies (2500 words)							70%

Pre-requisites

1.5pts in each of Biblical Studies and Theology

Lecturer

Randall Prior

DP2500P/DP2509P

Theology of Pastoral Care

Recommended reading

* = set texts recommended for purchase

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

DP3005P: Education and Ministering through Life's Passages

Semester I: Intensive

Description

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

Learning outcomes

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

1. Demonstrate an understanding of educational implications for the interdisciplinary aspects of adult spiritual development.
2. Articulate different pastoral approaches for people in their changing life phases, and transitional periods in their faith journey.
3. Communicate aspects of spiritual development through the use of classical and contemporary resources.

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

Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer

Maryanne Confoy

DP3005P: Education and Ministering through Life's Passages

Recommended reading

* = set texts recommended for purchase

Elkind, D. and D. Hetzel. *Readings in Human Development: Contemporary Perspectives*. New York: Harper and Row, 1977.

Fowler, J. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. Rev. ed. Jossey-Bass, 1999.

Gallagher, M. P. *Faith Maps: Ten Religious Explorers from Newman to Joseph Ratzinger*. New York: Paulist Press, 2010.

Hahnenberg, E. *Awakening Vocation: A Theology of Christian Call*. Collegeville: Liturgical Press, 2010.

Keating T. *Invitation to Love*. New York: Continuum, 2000.

Martin, J. *Becoming Who You Are: Insights on the True Self from Thomas Merton and other Saints*. New York: Paulist, 2006.

Ruffing, J. *Uncovering Stories of Faith*. New York: Paulist, 1989.

Sheldrake, P. *Explorations in Spirituality: History, Theology and Social Practice*. New York: Paulist Press, 2010.

Tillich, P. *Dynamics of Faith*. London: Allen and Unwin, 1957.

Vaillant, G. *Aging Well*. Boston: Little Brown and Company, 2002.

DP3805P

Effective Christian Leadership and Ministry

Semester 2: Intensive

Description

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

Learning outcomes

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

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

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

Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer

Maryanne Confoy

DP3805P

Effective Christian Leadership and Ministry

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

Supervised Reading Units

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.

2016 POSTGRADUATE UNITS

<i>Course code: Name of course</i>	<i>...</i>	<i>...</i>	<i>...</i>	<i>Semester: Delivery mode</i>	<i>Page</i>
Field A: Humanities					
AL8100P: Introduction to New Testament Greek A				Semester 1: Classroom-based	p124
AL8200P: Introduction to New Testament Greek B				Semester 2: Classroom-based	p126
AP8000P: Philosophy for Understanding Theology				Semester 1: Classroom-based	p128
AP9720P: Greek Sources of Western Thought				Semester 1: Classroom-based	p130
AP9729P: Greek Sources of Western Thought				Semester 1: Online	
Field B: Biblical Studies					
BA8010P: Life, History and the People of God in the Hebrew Scriptures	...	...	...	Semester 2: Classroom-based	p134
BA8019P: Life, History and the People of God in the Hebrew Scriptures	...	...	...	Semester 2: Online	
BA9020P: Gender, Justice, and Empire	...	...	...	Semester 2: Intensive	p136
BA9029P: Gender, Justice, and Empire	...	...	...	Semester 2: Online	
BN8010P: Earliest Christianity: Stories, Texts, Beliefs				Semester 1: Classroom-based	p138
BN8019P: Earliest Christianity: Stories, Texts, Beliefs				Semester 1: Online	
BN9030P: Mark's Gospel in Context	...	...	...	Semester 2: Classroom-based	p140
BN9600P: Ethics in the New Testament	...	...	...	Semester 1: Intensive	p142
BN9609P: Ethics in the New Testament	...	...	...	Semester 1: Online	
Field C: Christian History and Thought					
CH8000P: Memory, History and the Historians	...	...	...	Semester 2: Classroom-based	p144
CH8009P: Memory, History and the Historians	...	...	...	Semester 2: Online	
CH9000P: Fullness of Life in Christian Tradition	...	...	...	Semester 1: Classroom-based	p146
CH9009P: Fullness of Life in Christian Tradition	...	...	...	Semester 1: Online	
CH9010P: Discernment and Authority in Christian Tradition	...	...	...	Semester 2: Classroom-based	p148
CH9019P: Discernment and Authority in Christian Tradition	...	...	...	Semester 2: Online	
CH9020P: Secular and Sacred in Australia	...	...	...	Semester 1: Intensive	p150
CH9029P: Secular and Sacred in Australia	...	...	...	Semester 2: Online	
CH8010P: Early Monastic Wisdom	...	...	...	Semester 1: Intensive	p152
CH8030P: Wisdom of Benedict	...	...	...	Semester 2: Intensive	p154
CT8000P: Faith, Theology and Doctrines	...	...	...	Semester 1: Classroom-based	p156
CT8009P: Faith, Theology and Doctrines	Semester 1: Online	
CT8080P: Living People of God	Semester 2: Classroom-based	p158
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CT9000P: Trinity, Society and Dialogue	Semester 1: Classroom-based	p162
CT9009P: Trinity, Society and Dialogue	Semester 1: Online	
CT9020P: Doctrine, Truth and Pluralism	Semester 2: Classroom-based	p166
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2016 POSTGRADUATE UNITS

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DM9070P: Jesus the Christ		Semester 1: Classroom-based	p178
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DM9009P: Ambassadors of Reconciliation				Semester 2: Online	
DP8000P: Self and Other in Pastoral Relationships	...			Semester 1: Classroom-based	p184
DP8500P: Theology of Pastoral Care		Semester 2: Classroom-based	p186
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DP8900P: Supervised Theological Field Education	...			As required	p188
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DS9010P: Discernment and Authority in Christian Tradition	...			Semester 2: Classroom-based	p148
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DS9029P: Secular and Sacred in Australia	...			Semester 2: Online	
DS8010P: Early Monastic Wisdom	...			Semester 1: Intensive	p152
DS8030P: Wisdom of Benedict		Semester 2: Intensive	p154
XX9900P: Capstone Integrative Project	p196
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Units updated 15 October 2015.

2016 POSTGRADUATE UNIT DESCRIPTIONS

AL8100P

Introduction to New Testament Greek: Part A

Semester I: Classroom-based + pre-sessional class: 9 and 11 February (10am–4pm)

Description

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

Learning outcomes

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

1. Translate simple sentences and passages from New Testament Greek into English.
2. Translate simple sentences from English into New Testament Greek.
3. Know the meaning of 200 words that occur frequently in the New Testament.
4. Analyse the grammar and syntax of simple sentences in New Testament Greek.
5. Apply their knowledge of Greek to the exegesis of passages in the New Testament.
6. Translate simple passages from other Greek texts important to early Christians.

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

Pre-requisites

N/A

Lecturer

Sunny Chen

AL8100P

Introduction to New Testament Greek: Part A

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

AL8200P

Introduction to New Testament Greek: Part B

Semester 2: Classroom-based

Description

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

Learning outcomes

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

1. Begin to translate complex sentences and passages from NT Greek into English.
2. Translate simple sentences from English into NT Greek.
3. Demonstrate a NT Greek vocabulary of 400 words or more.
4. Analyse the grammar and syntax of complex sentences in NT Greek.
5. Apply their knowledge of Greek to the exegesis of lengthy NT passages.
6. Translate simple passages from other Greek texts important to early Christians.

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

Pre-requisite

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

Lecturer

Sunny Chen

AL8200P

Introduction to New Testament Greek: Part B

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

AP8000P

Philosophy for Understanding Theology

Semester I: Classroom-based

Description

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

Learning outcomes

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

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

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

Pre-requisites

N/A

Lecturer

John Martis

AP8000P

Philosophy for Understanding Theology

Recommended reading

* = set texts recommended for purchase

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

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

*Suggestion: seek second hand copies

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

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

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

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

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

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

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

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

AP9720P/ AP9729P

Greek Sources of Western Thought

Semester I: Classroom-based (AP9720P); Online (AP9729P)

Description

Western philosophy, as it provides context for later theological developments, has its roots in the Greece of the sixth through fourth centuries BCE, becoming most definitively cast in the work of Plato and his successor Aristotle. These two thinkers tower over fourth-century BCE Athens. In tandem or in tension, they shape the schools which will later in significant part interact with Christian theology at the points of its origin and development. This unit gives detailed philosophical consideration to Plato and Aristotle in turn, not neglecting the pre-Socratic philosophers upon whom they build, and their respective contributions to the art of reasoning itself.

Learning outcomes

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

1. Offer coherent reflection, after research, upon the thought of the pre-Socratic philosophers.
2. Show insight into the approaches and arguments which Plato and Aristotle bring to key questions of being, truth and ethics.
3. Discuss Platonic and Aristotelian philosophy in their respective broad influences upon theological stances.
4. Reflect, with emphasis on particular philosophers, upon the legacy bequeathed by Greek philosophy to our own era.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Essay 1 (1800 words)	...	...	.....	...	...	...	30%
Essay 2 following prior presentation at seminar of draft essay (3000 words)*	...	...	...	...	...	...	50%
Reflection-Integration exercise (1200 words)	...	...	...	...	...	...	20%

***NOTE:** Seminar presentation of draft [clarity of presentation plus leadership of subsequent discussion to be assessed (40% of assessment for this essay)]; followed by submission of the written-up essay, assessed as a written piece of work (60%).

AP9720P/ AP9729P

Greek Sources of Western Thought

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Essay 1 (1800 words)	...	...	...	...	...	...	30%
Essay 2 following prior online posting and leadership of discussion of draft essay (3000 words), #	...	...	...	...	...	...	50%
Online Participation	...	...	...	...	...	...	20%

#NOTE: Online posting of discussion-amenable draft, together with itemised, well-chosen, points of discussion, and leadership / stimulation of subsequent online discussion, to be assessed (40% of assessment for this essay); followed by submission of the written-up essay, assessed as a written piece of work (60%).

Pre-requisite

A previous unit of philosophy at any level

Lecturer

John Martis

Recommended Reading

* = set texts recommended for purchase

Ackrill, A. *Aristotle the Philosopher*. Oxford: Oxford University Press, 1981.

Barnes, Jonathon, ed. *The Complete Works of Aristotle*. 2 Vols. Oxford: Oxford University Press, 1984.

Barnes, Jonathon. *Early Greek Philosophy*. Harmondsworth: Penguin Books, 1987.

Biffle, Christopher. *A Guided Tour of Five Works by Plato*. 3rd ed. Mountain View, CA: Mayfield Publishing Co., 2001.

Herman, Arthur. *The Cave and the Light: Plato versus Aristotle and the Struggle for the Soul of Western Civilization*. Trade Paperback Edition. New York: Random House, 2014.

Kraut, Richard, ed. *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, 1992.

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

McKirahan, Richard D. *Philosophy Before Socrates: An Introduction with Texts and Commentary*. Indianapolis, IN: Hackett Publishing Co., 1994.

Plato. *The Collected Dialogues of Plato, including the Letters*. Ed. Edith Hamilton and Huntington Cairns. Bollingen Series 71. Princeton: Princeton University Press, 1961.

Ring, Merrill. *Beginning with the Pre-Socratics*. 2nd ed. Mountain View: Mayfield, 2000.

* Taylor, A. E. *Plato: The Man and His Work*. Dover Books on Western Philosophy. New York: Dover Books, 2011.

Taylor, C.C.W., R.M. Hare and Jonathon Barnes. *Socrates, Plato, Aristotle. Past Masters*. Oxford: Oxford University Press, 1999.

BA8010P/BA8009P

Life, History and the People of God in the Hebrew Scriptures

Semester 2: Classroom-based (BA8010P); Online (BA8009P)

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

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

Assessment Online

Assessment	...	...	...	...	...	...	Weighting
Short tutorial exercises (1000 words equivalent)	...	...	...	...	...	...	20%
Essay introducing a book of the OT (2500 words)	...	...	...	...	...	...	40%
Exegetical essay (2500 words)	...	...	...	...	...	...	40%

BA8010P/BA8009P

Life, History and the People of God in the Hebrew Scriptures

Pre-requisites

N/A

Lecturer

Monica Jyotsna Melanchthon

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

Semester 2: Intensive

Description

This course explores the relationship between issues of gender, justice and empire in Old Testament interpretation. Through a study of a number of Old Testament texts, particularly those which narrate the experience of women within the wider social and imperial contexts, we will consider how these themes are configured and related within biblical traditions. We will engage in a close reading of a range of primary Old Testament texts and contemporary feminist/womanist and other (culturally diverse) scholarship about these texts and will also examine how these hermeneutical perspectives engage and critique traditional exegetical approaches. The approach will be interdisciplinary and will provide students opportunity to study these texts alongside contemporary women's experiences and portrayals of women in other media such as art, film, poetry, and law.

Learning outcomes

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

1. Demonstrate in-depth familiarity with the Old Testament narratives of Biblical women and knowledge of relevant issues of gender, justice and empire in relation to these texts and the Old Testament overall.
2. Articulate the liberational and the oppressive potential of biblical stories arising out of and in relation to hermeneutical approaches and polyvalence of meaning.
3. Engage critically with the feminist/liberational/postcolonial critique of traditional fields of knowledge, biblical methodology and hermeneutics and integrate these methodological perspectives into creative thinking and study of the Old Testament.
4. Develop a comparative and global framework in the study of the Old Testament and to foster appreciation and respect for other/diverse perspectives.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Essay exploring a particular hermeneutical approach to an OT text (2500 words)				...	...	...	40%
Short essay on Reading Material (1200 words)					...	...	20%
Exegetical essay based on student class presentation (2500 words)	...	...	...	...	...	...	40%

BA9040P/BA9049P

Gender, Justice, Empire: Contextual Readings of the OT

Assessment Online

Assessment	...	...	...	...	...	...	Weighting
Essay exploring a particular hermeneutical approach to an OT text (2500 words)			...	...	...		40%
Online engagement with reading material and participation in Tutorial Forum (1200 Words)...				...	...	...	20%
Exegetical Essay (2500 words)		...	...	...	...		40%

Pre-requisite

15 points in Old Testament studies

Lecturer

Monica Melanchthon

Recommended Reading

* = set texts recommended for purchase

*Davies, Eryl W. *The Dissenting Reader: Feminist Approaches to the Hebrew Bible*. Burlington, VT: Ashgate, 2003.

Dube, Musa W. *Postcolonial Feminist Interpretation of the Bible*. St. Louis, MO: Chalice, 2000.

Fewell, Danna N., and Gunn, David M. *Gender, Power and Promise: The Subject of the Bible's First Story*. Nashville: Abingdon, 1993.

*Day, Linda and Pressler, Carolyn (eds.) *Engaging the Bible in a Gendered World: An Introduction to Feminist Biblical Interpretation in honor of K. B. Sakenfeld*. Louisville, Kentucky: Westminster John Knox, 2006.

Havea, Jione, David J. Neville, and Elaine M. Cartwright, eds. *Bible, Borders, Belonging(s): Engaging Readings from Oceania*. Atlanta: SBL, 2014.

Newsome, Carol A. and Sharon H. Ringe, (eds.) *The Women's Bible Commentary (Expanded)*, London/Louisville: SPCK/Westminster John Knox, 1998.

Patte, Daniel. *The Global Bible Commentary*. Nashville: Abingdon, 2004.

*Roncace, Mark and Joseph Weaver (eds.) *Global Perspectives on the Bible*. New Jersey: Prentice Hall, 2012.

Adam, A. K. M. (ed.) *Handbook of Postmodern Biblical Interpretation*. St. Louis: Chalice, 2000.

West, Gerald, ed. *Reading Otherwise: Socially Engaged Biblical Scholars Reading with their Local Communities*. Atlanta: SBL. 2007

BN8010P/BN8019P

Earliest Christianity: Stories, Texts, Beliefs

Semester I: Classroom-based (BN8010P); Online (BN8019P)

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

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

Assessment Online

Assessment	...	...	...	...	...	...	Weighting
One essay (2500 words)	...	...	...	...	...	...	40%
One exegetical paper (2500 words)	...	...	...	...	...	...	40%
Online Tutorial Contributions and Summary Blog Post (1000 words equivalent)	...	...	...	...	...	...	20%

BN8010P/BN8019P

Earliest Christianity: Stories, Texts, Beliefs

Pre-requisites

N/A

Lecturer

Sean Winter

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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

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

BN9030P

Mark's Gospel in Context

Semester 2: Classroom-based (BN9030P)

Description

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

Learning outcomes

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

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

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

Pre-requisite

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

Lecturer

Sally Douglas

BN9030P/BN9039P

Mark's Gospel in Context

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

BN9600P/BN9609P/DT9600P/DT9609P

Ethics in the New Testament

Semester I: Intensive

Description

This unit considers a selection of texts from the New Testament in relation to the development of early Christian moral conviction and practice. We will explore the main contours, principles and themes of the diverse ethical material in the New Testament, set these in the context of the wider Jewish and Graeco-Roman environments and consider the exegetical and hermeneutical issues involved in using New Testament texts appropriately in contemporary ethical reflection.

Learning outcomes

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

1. Demonstrate an in-depth, coherent knowledge and understanding of ethical teaching in the New Testament, with special attention to its theological basis and contextual location.
2. Use advanced exegetical skills in the analysis of New Testament texts in relation to early Christian moral conviction and practice.
3. Critically assess scholarly attempts to use the New Testament as the basis for contemporary ethical reflection and decision making.
4. Formulate and present their own interpretation of the place of New Testament texts in ethical reflection and practice.
5. Undertake independent research in primary and secondary resources concerning the use of the New Testament in relation to a specific ethical issue.

Assessment	...	...	...	...	...	...	Weighting
Assignment exploring the New Testament in relation to a specific ethical issue. A draft of the main argument for the essay will be presented to the lecturer and classroom/online peers for structured feedback. (6000 words)	...						100%

Pre-requisite

A unit in New Testament at Level 1 or Level 2

Lecturer

Sean Winter

BN9600P/BN9609P/DT9600P/DT9609P

Ethics in the New Testament

Recommended Reading

* = set texts recommended for purchase

Blount, Brian K. *Then the Whisper Put on Flesh: New Testament Ethics in an African American Context*. Nashville TN: Abingdon, 2001.

Brawley, Robert L. (ed.) *Character Ethics and the New Testament*. Louisville KY: Westminster John Knox, 2007.

Burridge, Richard A. *Imitating Jesus: An Inclusive Approach to New Testament Ethics*. Grand Rapids MI: Eerdmans, 2007.

Countryman, L. William. *Dirt, Greed and Sex: Sexual Ethics and Their Implications for Today*. London: SCM, 1988.

Green, Joel B. (ed.) *Dictionary of Scripture and Ethics*. Grand Rapids MI: Baker Academic, 2011.

Harrington SJ, Daniel and Keenan SJ, James. *Jesus and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Lanham/Chicago IL: Sheed and Ward, 2002.

* Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. New York: HarperCollins, 1996.

Horrell, David G. *Solidarity and Difference: A Contemporary Reading of Paul's Ethics*. London: T and T Clark International, 2005.

Matera, Frank J. *New Testament Ethics: The Legacies of Jesus and Paul*. Louisville KY: Westminster John Knox, 1996.

Meeks, Wayne A. *The Origins of Christian Morality: The First Two Centuries*. New Haven CN: Yale University Press, 1993.

Schrage, Wolfgang. *The Ethics of the New Testament*, trans. David E. Green. Edinburgh: T and T Clark, 1988.

CH8000P/CH8009P

Memory, History, and the Historians

Semester 2: Weekly (CH8000P); Online (CH8009P)

Description

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

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

Learning outcomes

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

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

Assessment: Classroom-based

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

CH8000P/CH8009P

Memory, History, and the Historians

Assessment: Online

Assessment	...	...	...	...	...	Weighting
Online lessons, tasks and tutorial (1 000 words equivalent)						20%
Source exercise (1000 words)						20%
Essay (2000 words)						40%
Engagement in Online lessons, tasks and tutorial discussion (1 000 words equivalent)						20%

Pre-requisites

N/A

Lecturer

Katharine Massam

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

CH9000P/CH9009P/DS9000P/DS9009P

Fullness of Life: Spirituality in Christian Tradition

Semester 1: Classroom-based (CH9000P/DS9000P); Online (CH9009P/DS9009P)

Description

This subject explores the quest for “fullness of life” in classic Christian spiritual writings. It sets the sources in the context of the writers’ own times in order to consider images of God, understandings of holiness and faithful living, that have informed the Christian community. Discussion is focussed around “desert”, “cloister”, and “marketplace” as distinctive, but interconnected locations for and styles of Christian spirituality, each with Australian dimensions and implications. We will use the tools of social and cultural history to examine the interconnectedness of “spirituality” and “doctrine”, to explore the methodological challenges of holding together “love” and “knowledge” as partners in a Christian understanding of “fullness of life”.

Learning outcomes

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

1. Identify key writers and prevailing themes within a broad chronology of Christian spirituality.
2. Set those key writers and themes in the context of the international literature on the history of spirituality.
3. Draw appropriately on a range of historical sources to develop historical and theological arguments.
4. Analyse and articulate the relationship between theological and spiritual concerns in the work of at least one writer in the Christian tradition.
5. Analyse and articulate the relationship between theological and spiritual concerns in a sample of contemporary writing.

Assessment	...	...	...	...	...	...	Weighting
Historical source analysis (1000 words)	...	...	...	...	...	...	20%
Contemporary source analysis (1000 words)	...	...	...	...	...	...	20%
Research essay (4000 words)	...	...	...	...	...	...	60%

Pre-requisite

15 points in Field CH

Lecturer

Katharine Massam

Recommended Reading

* = set texts recommended for purchase

Cassian, John, and Boniface Ramsey. *John Cassian, the Conferences*. New York: Paulist Press, 1997.

Cassian, John, and Boniface Ramsey. *John Cassian, the Institutes*. New York: Newman Press, 2000.

Dreyer, Elizabeth and Mark Burrows. *Minding the Spirit: The Study of Christian Spirituality*. Baltimore, MD: Johns Hopkins University Press, 2005.

Haight, Roger. *Spirituality Seeking Theology*. Maryknoll, N.Y.: Orbis Books, 2014.

Mafi-Williams, Lorraine and Kinsie McDonald. *Spirituality*, Sydney Aboriginal Program Unit. Australian Broadcasting Corporation, 1989.

* Sheldrake, Philip. *Spirituality and Theology: Christian Living and the Doctrine of God*. Maryknoll, N.Y.: Orbis Books, 1998.

* Sheldrake, Philip. *Spirituality: A Very Short Introduction*. Oxford: Oxford University Press, 2012.

CH9010P/CH9019P/DS9010P/DS9019P

Discernment and Authority in Christian Tradition

Semester 2: Classroom-based (CH9010P/DS9010P); Online (CH9019P/DS9019P)

Description

This subject explores the nature and processes of discernment in the Christian tradition, and the relationship of discernment to authority in the Christian community. Taking examples of Christian leadership from within and beyond the church, students will develop definitions of authentic leadership and identify strategies for building the capacity of groups and individuals to make good choices (discernment) and the foundations required for their implementation (authority).

Learning outcomes

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

1. Describe and evaluate the principles and processes of discernment described in six key texts of the Christian tradition.
2. Describe and evaluate the understanding of authority and the style of leadership advocated by six key authors in the Christian tradition.
3. Analyse a contemporary example of decision making in the public realm in light of these traditions of authority and processes of discernment.
4. Articulate strategies for building capacity for leadership in Christian communities, in light of these traditions of authority and processes of discernment.

Assessment	...	...	...	...	...	...	Weighting
Four seminar papers (4 x 750 words)				...	...	...	50%
Essay (3000 words)		...	...	...	...	...	50%

Pre-requisites

15 points in CH, 15 points in CT

Lecturer

Katharine Massam

CH9010P/CH9019P/DS9010P/DS9019P

Discernment and Authority in Christian Tradition

Recommended reading

* = set texts recommended for purchase

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

* Democopoulos, George E. *Five Models of Spiritual Direction in the Early Church*. Notre Dame, Ind: University of Notre Dame Press, 2007.

Benedict, and Timothy Fry. *RB 1980: the Rule of St Benedict in Latin and English with notes*. Collegeville, MN: Liturgical Press, 1981.

Brackley, Dean. *The Call to Discernment in Troubled Times: New Perspectives on the Transformative Wisdom of Ignatius of Loyola*. New York: Crossroad, 2004.

Cassian, John, and Boniface Ramsey. *John Cassian, the Conferences*. New York: Paulist Press, 1997.

Burdon, Adrian. *Authority and Order: John Wesley and His Preachers*. Aldershot-Burlington, Vt: Ashgate, 2005.

Coakley, J. *Women, Men, and Spiritual Power: Female Saints and their Male Collaborators*. New York: Columbia University Press, 2012.

Gregory, and John Leinenweber. *Pastoral Practice: Books 3 and 4 of the Regula Pastoralis*. Harrisburg, Pa: Trinity Press International, 1998.

Hildegard of Bingen, and Joseph L. Baird. *The Personal Correspondence of Hildegard of Bingen*. Oxford: Oxford University Press, 2006.

McIntosh, Mark Allen. *Discernment and Truth: The Spirituality and Theology of Knowledge*. New York: Crossroad, 2004.

Teresa of Avila, and Kieran Kavanaugh. *The Collected Letters of St Teresa of Avila*. Washington, D.C.: ICS Publications, 2001.

Ignatius of Loyola, and Michael Ivens. *The Spiritual Exercises of Saint Ignatius of Loyola*. Leominster: Gracewing, 2004.

Calvin, Jean and Elsie Anne McKee. *John Calvin: Writings on Pastoral Piety*. New York: Paulist Press, 2001.

Wesley, John and Kenneth C. Kinghorn. *The Standard Sermons in Modern English. Vol 3*. Nashville, Tenn: Abingdon, 2003.

Wright, T. *Scripture and the Authority of God*. London: SPCK, 2013.

CH9020P/CH9029P/DS9020P/DS9029P

Secular and Sacred in Australia

Semester 1: Intensive; **Semester 2:** Online

Description

Australia is often called the 'first post-Christian society' and 'the most Godless country under heaven'; but equally Australians who articulate their 'search for meaning' with sincerity and passion are accorded national respect. This subject explores the historical pressures towards both secular and sacred stances within Australian culture, using metaphorical 'sites of identity' to focus discussion. It locates the experience of churches in the wider context of Australian history, and introduces historical and theological readings of space and place. The places we will explore in class all have a significant written history in Australia and all throw light on Australian perceptions of 'good', 'bad' and 'God'. You will be able to draw on your own interests and expertise to formulate research questions, and will be supported as you undertake independent research in response to those questions.

Learning Outcomes

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

1. Identify and assess key themes in the post-contact history of Australia, and set those themes in the context of the international literature on faith and belief.
2. Identify and reflect on a public place in the student's local area as symbolic of a key theme in Australian public life or history.
3. Articulate the relationship between theological reflection and history in relation to an aspect of Australian public life.
4. Analyse and interpret a range of historical and theological sources;
5. Offer appropriate peer feedback on a research proposal.
6. Analyse feedback received from peers and apply it to a research task.

Assessment	...	...	...	...	...	...	Weighting
Site visit report (1000 words)	...	...	...	...	...	...	20%
Research Poster (equivalent 2000 words)	...	...	...	...	...	...	30%
Research essay (3000 words)	...	...	...	...	...	...	50%

Pre-requisites

15 points in Field C

Lecturer

Katharine Massam

CH9020P/CH9029P/DS9020P/DS9029P

Secular and Sacred in Australia

Recommended reading

* = set texts recommended for purchase

Bachelard, G. *The Poetics of Space*. Boston: Beacon Press, 1964.

Gorringe, T. *Furthering Humanity: A Theology of Culture*. Aldershot: Ashgate, 2004.

Gorringe, T. *A Theology of the Built Environment: Justice, Power and Redemption*.
Cambridge: Cambridge University Press, 2002.

Host, J.T. and Chris Owens with the SouthWest Land and Sea Council, *'It's Still in My Heart This is My Country': The Single Noongar Claim History*. Crawley, UWA Press, 2009.

Inglis, K.S. *Sacred Places*, Carlton, Miegunyah at MUP, 1998.

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

Lane, B. *Landscapes of the Sacred: Geography and Narrative in American Spirituality*.
Baltimore: Johns Hopkins University Press, 2002.

Malouf, D. *A First Place*. Sydney: Random House, 2014.

Peel, M and Twomey, C. *A History of Australia*. London: Palgrave, 2011.

Read, P. *Belonging: Australians, Place and Aboriginal Ownership*. CUP, 2000

Sheldrake, P. *Spaces for the Sacred: Place, Memory and Identity*. Johns Hopkins University Press, 2001.

CH8010P/DS8010P

Early Monastic Wisdom: The Desert and the City

Semester I: Intensive

Description

This unit is a foundation for further study in Christian Thought and History. It offers historical study of the first five centuries of Christianity with an emphasis on the practice and belief of the community, with an emphasis on monastic sources. It examines the formal clarification of doctrine through key primary texts in the light of the wider life of the church, offering an introduction to Christian traditions of theological reflection.

This Intensive is offered in Perth, WA

Learning outcomes

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

1. Outline a chronology of key events within the Christian community c.70-500 CE and describe their significance.
2. Articulate key principles of historical interpretation of ancient Christian texts.
3. Identify key features of the context and method of at least one writer in the early Christian church.
4. Describe and analysis the spiritual teachings within a range of ancient Christian texts.
5. Interpret a range of historical sources.
6. Discuss the implications of the above for ministry in the contemporary Christian church.

Assessment	...	...	...	...	...	...	Weighting
Topic essay (2000 words)	...	...	...	...	...	...	40%
Research essay (4000 words)	...	...	...	...	...	...	60%

Pre-requisite

N/A

Lecturer

Carmel Posa

Recommended reading

* = set texts recommended for purchase

Athanasius, *The Life of Antony and the Letter to Marcellinus*. New York: Paulist Press, 1980.

Brown, Peter. *The Body and Society: Men, Women and Sexual Renunciation in Early Christianity*. New York: Columbia, 1988.

Burton-Christie, D. *The Word in the Desert: Scripture and the Quest for Holiness in Early Christian Monasticism*. Oxford: Oxford University Press, 1993.

Dunn, Marilyn, *The Emergence of Monasticism: From the Desert Fathers to the Early Middle Ages*. Blackwell Publishing: Oxford, 2003.

Elm, S. *Virgins of God: The Making of Asceticism in Late Antiquity*. Oxford: Oxford University Press, 1994.

Evagrius Ponticus: The Praktikos and Chapters on Prayer. Kalamazoo, MI: Cistercian Publications, 1981.

* Harmless, W. *Desert Christians: An Introduction to the Literature of Early Monasticism*. Oxford: Oxford University Press, 2004.

John Cassian: The Conferences. Trans. O.P. Boniface Ramsey. Ancient Christian Writers. New York: Newman Press, 1999.

John Cassian: The Institutes. Trans. O.P. Boniface Ramsey. Ancient Christian Writers. New York: Newman Press, 2000.

Ward, Benedicta, (trans.). *Sayings of the Desert Fathers. Vol. 59*. Kalamazoo: Cistercian Publications, 1984.

CH9030P/DS9030P

The Wisdom of St Benedict: The Rule and its Sources

Semester 2: Intensive

Description

This unit explores the development and structure of the Rule of St Benedict with an emphasis on the study of primary sources and the spirituality underlying the Rule. It will examine the significance of the Rule throughout history as well as its importance as a source of formation for ministry in the life of the Church today and for the future.

This Intensive is offered in Sydney, NSW

Learning outcomes

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

1. Outline the key sources for the structure and development of the Rule of St Benedict and describe their significance in relation to the spirituality of the Rule.
2. Articulate key principles of historical interpretation of ancient Christian sources of the Rule.
3. Identify key features of the spirituality emanating from the Rule and demonstrate the reasons for their centrality to the Rule.
4. Demonstrate the ability to exegete the Rule.
5. Discuss the implications of the understanding of the Rule for ministry in the contemporary Christian church.
6. Demonstrate the ability to critique secondary sources related to the Rule.

Assessment	...	...	...	...	...	...	Weighting
Overview exercise (1000 words)	...	...	...	...	...	...	20%
Exegesis of the Rule essay (2000 words)	...	...	...	...	...	...	30%
Research essay (3000 words)	...	...	...	...	...	...	50%

Pre-requisite

N/A

Lecturer

Carmel Posa

Recommended reading

* = set texts recommended for purchase

Athanasius, *The Life of Antony and the Letter to Marcellinus*. New York: Paulist Press, 1980.

Böckmann, Aquinata. *Perspectives on the Rule of Saint Benedict*. Collegeville MN: Liturgical Press, 2005.

Casey, Michael. *Strangers to the City: Reflections on the Beliefs and Values of the Rule of Saint Benedict*. Brewster, Massachusetts: Paraclete Press, 2005.

Eberle, Luke. (trans.) *The Rule of the Master*. Kalamazoo, MI: Cistercian Publications, 1977.

Fry, T. (ed.) *RB 1980: The Rule of St Benedict*. Collegeville, MN: Liturgical Press, 1981.

Holmes, Augustine. *A Life Pleasing to God: The Spirituality of the Rules of St. Basil*. Kalamazoo, MI: Cistercian Publications, 2000.

John Cassian: The Conferences. Trans. Boniface Ramsey. Ancient Christian Writers. New York: Newman Press, 1999.

* Kardong, Terrence. *Benedict's Rule: A Commentary*. Collegeville, MN: Liturgical Press, 2000.

Lawless, Gregory. *Augustine of Hippo and his Monastic Rule*. Oxford: Clarendon Paperbacks, 1987.

Stewart, C. *Prayer and Community*. London: Darton, Longman and Todd, 1998.

CT8000P/CT8009P

Faith, Theology and Doctrines

Semester I: Classroom-based (CT8000P); Online (CT8009P)

Description

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

Learning Outcomes

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

Assessment	...	...	...	...	...	...	Weighting
Essay (1200 words)	...	...	...	...	...	...	20%
Study guide (1800 words)	...	...	...	...	...	...	30%
Essay (3000 words)	...	...	...	...	...	...	50%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Engagement in Online Tutorial Discussion and Tasks (1200 words equivalent)	...	...	...	...	...	...	20%
Study guide (1800 words)	...	...	...	...	...	...	30%
Essay (3000 words)	...	...	...	...	...	...	50%

Pre-requisites

N/A

Lecturer

Geoff Thompson

CT8000P/CT8009P

Faith, Theology and Doctrines

Recommended reading

* = set texts recommended for purchase

- Anon. *Creeds and Catechisms: Apostles' Creed, Nicene Creed, Athanasian Creed, The Heidelberg Catechism, The Canons of Dordt, The Belgic Confession, and the Theological Declaration of Barmen*. Unknown place of publication: Benediction Classics, 2011.
- Barth, Karl. *Evangelical Theology: An Introduction*. Grand Rapids: Eerdmans, 1992.
- Chan, Simon. *Grassroots Asian Theology: Thinking the Faith from the Ground Up*. Leicester: IVP, 2014.
- Coakley, Sarah. "Is there a future for gender and theology? On gender, contemplation and the systematic task". *Criterion* 47, no. 1 (2009): 2-11.
- Gonzalez, Justo L., and Zaida Maldonado Perez. *An Introduction to Christian Theology*. Nashville: Abingdon, 2002.
- Gunton, Colin E., and Stephen R. Holmes and Murray A. Rae. *The Practice of Theology: A Reader*. London: SCM, 2001.
- Higton, Mike. *Christian Doctrine*. London: SCM, 2006.
- Holmes, Stephen R. and Shawn Bawulski. *Christian Theology: The Classics*. London: Routledge, 2014.
- *Kärkkäinen, Veli-Matti, *Christ and Reconciliation*. Grand Rapids: Eerdmans, 2013.
- LaCugna, Catherina Mowry. (ed). *Freeing Theology: The Essentials of Theology in Feminist Perspective*. San Francisco: HarperSan Francisco, 1993.
- McGrath, Alister E. *Christian Theology: An Introduction. Fifth Edition*. Chichester: Wiley-Blackwell, 2011.
- Migliore, Daniel. *Faith Seeking Understanding: An Introduction to Christian Theology. Third Edition*. Grand Rapids: Eerdmans, 2014.
- Parratt, John (ed). *An Introduction to Third World Theologies*. Cambridge: Cambridge University Press, 2004.
- Towey, Anthony. *An Introduction to Christian Theology: Biblical, Classical, Contemporary*. London: Bloomsbury Tandt Clark, 2013.

CT8080P/CT8089P/DA8080P/DA8089P/DM8080P/DM8089P

The Living People of God: Local, Global and Mission

Semester 2: Classroom-based (CT8080P/DA8080P/DM8080P);
Online (CT8089P/DA8089P/DM8089P)

Description

This unit will explore the roots of the church in the messianic ministry of risen, crucified Jesus Christ and the sending of the Spirit. Attention will be given to the classical marks of the church (one, holy, catholic and apostolic) as well as to the particular marks noted by the Reformers (preaching and sacraments). Church-dividing disputes around sacraments and ministry will be noted. The character and history of minority ancient Christian communities (e.g. India, China, Ethiopia) will also be addressed. Attention will turn to the twentieth-century emergence of churches in the global south and the post-Christendom realities faced by mainline churches in lands marked by “Western culture” (with particular reference to the Uniting Church in Australia). Consideration of these developments will assist our critical examination both of classical ecclesiologies and of developing contemporary approaches to the body of Christ.

Learning outcomes

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

1. Describe the origins of the church in the messianic ministry of Jesus and the origins of ecclesiology in the biblical witness.
2. Explain the classical marks of the church, their origin and significance.
3. Explain the major ecclesiological issues which emerged at the Reformation.
4. Assess the shifts in ecclesiological reflection prompted by the emergence of the non-Western churches during the twentieth century.
5. Produce the outline of a post-Christendom ecclesiology in the context of a global church.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Web resource or study guide on biblical roots of ecclesiology (1500 words)	...	...	...	...	...	...	25%
Collation of tutorial reflections (1500 words)	...	...	...	...	...	...	25%
Research essay on the global, post-Christendom church (3000 words)	...	...	...	...	...	...	50%

CT8080P/CT8089P/DA8080P/DA8089P/DM8080P/DM8089P

The Living People of God: Local, Global and Mission

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Web resource or study guide on biblical roots of ecclesiology (1200 words)	...	...	...	...	...	...	20%
Collation of tutorial reflections (1200 words)	...	...	...	...	...	...	20%
Research essay on the global, post-Christendom church (3000 words)	...	...	...	...	...	...	50%
Online participation in regular tutorials	...	...	...	...	...	...	10%

Pre-requisite

CT1000P or CT1009P

Lecturers

Geoff Thompson and Jan Gray

CT8080P/CT8089P/DA8080P/DA8089P/DM8080P/DM8089P

The Living People of God: Local, Global and Mission

Recommended reading

* = set texts recommended for purchase

- Bediako, Kwame. *Christianity in Africa: The Renewal of a non-Western Religion*. Maryknoll, NY: Orbis Books, 1995.
- Bradbury, John. *Perpetually Reforming: A Theology of Church Reform and Renewal*. London: Bloomsbury, 2013.
- Hill, Graham. *Salt, Light and a City: Introducing Missional Ecclesiology*. Eugene: Wipf and Stock, 2012.
- Idowu, E. Bolaji. *Towards an Indigenous Church*. London: Oxford University Press, 1965.
- Irvin, Dale T. "From One Story to Many: An Ecumenical Reappraisal of Church History." *Journal of Ecumenical Studies* 28, no. 4 (1991): 537–54.
- Kalu, Ogbu U. "Preserving a Worldview: Pentecostalism in the African Maps of the Universe." *Pneuma: The Journal of the Society for Pentecostal Studies* 24, no. 2 (2002): 110–137.
- Miller, Vincent J. "Where Is the Church? Globalization and Catholicity." *Theological Studies* 69, no. 2 (2008): 412–32.
- Sanneh, Lamin O. *Translating the Message: The Missionary Impact on Culture*. Maryknoll, NY: Orbis Books, 2009.
- Thiessen, Gesa. *Apostolic and Prophetic: Ecclesiological Perspectives*. Cambridge: James Clark, 2012.
- Watson, Natalie. *Introducing Feminist Ecclesiology*. Eugene: Wipf and Stock, 1996.
- White, James F. *Sacraments in Protestant Practice and Faith*. Nashville: Abingdon, 1999.
- World Council of Churches. *The Church: Towards a Common Vision*. Geneva: World Council of Churches, 2013.
- Yoder, John Howard. *Body Politics: Five Practices of the Christian Community Before the Watching World*. Nashville: Discipleship Resources, 1992.

CT9000P, CT9009P

Trinity, Society and Dialogue

Semester I: Classroom-based (CT9000P); Online (CT9009P)

Description

This unit will explore the controversial developments which led from the biblical witness to Jesus as Lord to the later trinitarian doctrine of God as one substance in three persons. The foundations of this development and the controversies which accompanied it will be studied. Against this historical background, the re-emergence of the doctrine of the Trinity in the twentieth century will be explored through reference to several contemporary texts.

Attention will be paid to the role which this doctrine is playing in the church's encounter with modern atheism, religious pluralism and theological politics.

Learning outcomes

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

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

Assessment: Classroom-based

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

Assessment: Online

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

CT9000P, CT9009P

Trinity, Society and Dialogue

Pre-requisite

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

Lecturers

Geoff Thompson and Jan Gray

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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

CT9000P, CT9009P

Trinity, Society and Dialogue

Recommended reading

* = set texts recommended for purchase

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

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

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

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

CT9020P, CT9029P

Doctrine, Truth and Pluralism

Semester 2: Classroom-based (CT9020P); Online (CT9029P)

Description

Some significant theological responses to modernity were coy about doctrine. Much recent systematic theology has, however, been involved in a retrieval of the doctrinal tradition and its truth-claiming functions. Yet this retrieval has been simultaneous with the growing influence of ideologies of pluralism in Western culture. This unit will explore how, in this context, doctrinal discourse makes public truth-claims and how such discourse functions within the church. Doctrine will be brought into conversation with analogy, metaphor, narrative, and drama. In any given semester, the pastoral, apologetic and community-defining roles of two classical areas of doctrinal enquiry will be critically explored (e.g. any two of creation, atonement, resurrection, pneumatology, eschatology etc.). Students will also study the way doctrine and specific doctrines function in a community of faith known to them.

Learning outcomes

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

1. Demonstrate a critical understanding of the nature and force of modernity's critique of Christianity's doctrinal tradition.
2. Interpret contemporary debates about the nature and function of Christian doctrine.
3. Identify the challenges posed to Christian doctrine by the ideologies of contemporary pluralist cultures.
4. Articulate the relationship between doctrine, analogy, metaphor, narrative and drama and the difference between them.
5. Identify and assess the various doctrines explicitly and implicitly shaping the life of a particular Christian community.
6. Analyse and articulate the criticisms, development and the ecclesial function of one specific major area of Christian doctrine.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
PROJECT: Study of the doctrines shaping the life of a particular Christian community. (1500 words)	...	...	...	...	...	...	25%
TUTORIAL JOURNAL: Tutorial reflections (1500 words)	...	...	...	...	...	...	25%
RESEARCH ESSAY: Essay on the content and function of designated Christian doctrine. (3000 words)	...	...	...	...	...	...	50%

CT9020P, CT9029P

Doctrine, Truth and Pluralism

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
PROJECT: Study of the doctrines shaping the life of a particular Christian community. (1200 words) ...	...	...	...	...	...	...	20%
TUTORIAL JOURNAL: Collation of tutorial reflections (1200 words) ...	...	...	...	...	...	...	20%
RESEARCH ESSAY: Essay on the content and function of designated Christian doctrine. (3000 words)...	...	...	...	...	...	...	50%
Online participation in set tutorials	...	...	...	...	...	...	10%

Pre-requisites

CT1000P or CT 1009P and one level 2 CT unit

Lecturer

Geoff Thompson

CT9020P, CT9029P

Doctrine, Truth and Pluralism

Recommended reading

* = set texts recommended for purchase

Charry, Ellen T. *By the Renewing of Your Minds: The Pastoral Function of Christian Doctrine*. New York and Oxford: OUP, 1997

Helmer, Christine. *Theology and the End of Doctrine*. Louisville: WJKP, 2014.

Hovey, *Bearing True Witness: Truthfulness in Christian Practice*. Grand Rapids: Eerdmans, 2011.

Lindbeck, George. *The Nature of Doctrine: Religion and Theology in a Post-liberal Age*. Philadelphia: Fortress, 1984.

McGrath, Alister E. *The Genesis of Doctrine: A Study in the Foundation of Doctrinal Criticism*. Grand Rapids: Eerdmans / Vancouver: Regent, 1990.

* Mitchener, Ronald T. *Post-liberal Theology: A Guide for the Perplexed*. London: TandT Clark, 2013.

Murphy, Nancey. *Beyond Liberalism and Fundamentalism: How Modern and Postmodern Philosophy Set the Theological Agenda*. Harrisburg: Trinity Press International, 1996.

Vanhoozer, Kevin J. *The Drama of Doctrine: A Canonical Linguistic Approach to Christian Theology*. Louisville: WJKP, 2005.

Volpe, Medi Ann. *Rethinking Christian Identity: Doctrine and Discipleship*. Chichester: Wiley Blackwell, 2013

Webster, John and Schnier, George P. (eds). *Theology After Liberalism: A Reader*. Oxford: Blackwell, 2000.

CT9040P/CT9049P

Christianity and Ecology

Semester I: Classroom-based (CT9040P); Online (CT9049P)

Description

This unit explores questions of faith and understanding in relation to the current ecological context. It surveys a number of ecological questions (such as climate change and loss of biodiversity) and provides an introduction to ecological philosophy and principles, drawing these into dialogue with a range of Christian texts to ask what an ecological context and approach means for Christian theology and praxis. The unit integrates four aspects: ecological questions from our present context (for example deforestation, pollution); ecological principles (for example social versus ecological justice, animal ethics); primary source readings from scripture and theology including ecotheological texts.

Learning outcomes

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

1. Outline a number of key ecological issues and principles.
2. Identify the main characteristics and emphases of an ecotheological approach.
3. Critically discuss the primary compatibilities and challenges which an ecological ethos presents for Christian understandings and practices.
4. Interpret various Christian texts and theologies in light of current ecological questions and understandings.

Assessment	...	...	...	...	...	...	Weighting
Research essay which engages an ecological topic with an area of theology. Topic to be negotiated with lecturer in the first few weeks of semester. (5000 words)	...	...	...	...	...	...	80%
Two reflective papers (2 x 500 words)	...	...	...	...	...	...	20%

Pre-requisite

15 points in systematic theology

Lecturer

Deborah Guess

CT9040P/CT9049P

Christianity and Ecology

Recommended reading

* = set texts recommended for purchase

Bauckham, Richard. *Bible and Ecology: Rediscovering the Community of Creation*. London: Darton, Longman and Todd, 2010.

Cain, Clifford Chalmers. *An Ecological Theology: Reunderstanding Our Relation to Nature*. Vol. 98, Toronto Studies in Theology. Lewiston, Queenston, Lampeter: The Edwin Mellen Press, 2009.

* Conradie, Ernst M., Bergmann, Sigurd, Deane-Drummond, Celia and Edwards, Denis, eds. *Christian Faith and the Earth: Current Paths and Emerging Horizons in Ecotheology*. London: Bloomsbury, 2014.

Edwards, Denis. *Ecology at the Heart of Faith*. Maryknoll, NY: Orbis, 2006.

Dieter T Hessel and Rosemary Radford Ruether, eds. *Christianity and Ecology: Seeking the Well-Being of Earth and Humans*. Cambridge, MA: Harvard University Press, 2000.

Gardiner, Stephen M. *A Perfect Moral Storm: The Ethical Tragedy of Climate Change*. Oxford: Oxford University Press, 2011.

Habel, Norman C. and Trudinger, Peter. *Exploring Ecological Hermeneutics*. Atlanta: Society of Biblical Literature, 2008.

* Johnson, Elizabeth A. *Ask the Beasts: Darwin and the God of Love*. London: Bloomsbury, 2014.

McFague, Sallie. *A New Climate for Theology: God, the World, and Global Warming*. Minneapolis: Fortress Press, 2008.

* Northcott, Michael S. and Scott, Peter M. *Systematic Theology and Climate Change: Ecumenical Perspectives*. London: Routledge, 2014.

Santmire, H. Paul. *Before Nature: A Christian Spirituality*. Minneapolis: Fortress Press, 2014.

DM8000P/DM8009P

Developing a Mission Theology for Today

Semester 1: Classroom-based (DM8009P); Online (DM8009P)

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Critical book review (1000 words)	...	...	...	...	...	...	20%
Research essay (5000 words)	...	...	...	...	...	...	80%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Online participation: regular postings indicating critical engagement with the content material. This may take the form of questioning, drawing implications setting biblical/historical/theological sections in conversation with other courses within these disciplines (1000 words equivalent)	...	...	...	...	...	...	20%
Research essay (5000 words)	...	...	...	...	...	...	80%

Pre-requisites

N/A

Lecturer

John Flett

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

DM8020P/DM8029P/ DU8020P/DU8029P - Mission in Ecumenical Context: Continuities and Discontinuities

Semester 2: Classroom-based (DM8020P/DU8020P); Online (DM8029P/DU8029P)

Description

This introductory level course follows the key discussions and directions of mission theory as charted by the ecumenical conferences. Beginning with the World Missionary Conference held in Edinburgh, 1910, with its focus on pragmatics and 'conquest', it follows the theoretical shifts occurring within the International Missionary Council (IMC), the Lausanne Movement, and the World Council of Churches' (WCC) Commission for World Mission and Evangelism. It will survey multiple themes as they arise within this discussion, including: Christianity in relation to the religions, faith and culture, religion and secularism, missionary partnership and the issue of ecumenical uniting, mission as humanization, colonialism in mission method, the shifts within the acculturation/ inculturation/ contextualization discussion, missionary ecclesiology as proposed through the union of the IMC and WCC, evangelism versus social justice, proselytism and ethics in mission, the rise of indigenous theologies, liberation, poverty, and HIV/Aids.

Learning outcomes

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

1. Chart the key mission conferences through the various institutional streams of the ecumenical movement, including the IMC, WCC, Lausanne, CWME.
2. Describe the key theoretical developments, their cultural, historical and political background, and the shifts in terminology.
3. Identify central voices within the debates and their particular contribution.
4. Evaluate the constitutive conceptual elements found within the contemporary theology of mission.
5. Develop an in-depth statement of one key motif within the theology of mission.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Identify and analyse the theological problem and associated solution developed within one formal ecumenical or evangelical statement on mission. (1 000 words)	...	...	...	...	...	...	35%
Essay. (5000 words)	...	...	...	...	...	...	65%

DM8020P/DM8029P/ DU8020P/DU8029P - Mission in Ecumenical Context: Continuities and Discontinuities

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Identify and analyse the theological problem and associated solution developed within one formal ecumenical or evangelical statement on mission. (1000 words)	...	...	...	...	...	...	35%
Essay. (5000 words)	...	...	...	...	...	...	65%

Pre-requisite

N/A

Lecturer

John Flett

DM8020P/DM8029P/ DU8020P/DU8029P - Mission in Ecumenical Context: Continuities and Discontinuities

Recommended reading

* = set texts recommended for purchase

Aagaard, Johannes. "Mission After Uppsala 1968," In *Crucial Issues in Mission Today*, edited by Gerald H. Anderson and Thomas F. Stransky, 13–21. New York: Paulist, 1974.

Azariah, V. S. "The Problem of Co-Operation Between Foreign and Native Workers," In *World Missionary Conference, 1910: The History and Records of the Conference Together with Addresses Delivered at the Evening Meetings*, 306–15. Edinburgh and London: Oliphant, Anderson, and Ferrier, 1910.

Buck, Pearl S. "The Laymen's Mission Report." *Christian Century* 49, no. 47 (1932): 1434–37.

Chung, Hyun Kyung. "Come, Holy Spirit – Renew the Whole Creation," In *Signs of the Spirit: Official Report, Seventh Assembly, Canberra, Australia, 7-20 February 1991*, edited by Michael Kinnamon, 37–47. Geneva: World Council of Churches, 1991.

Hocking, William Ernest. *Re-Thinking Missions: A Laymen's Inquiry After One Hundred Years*. New York: Harper and Brothers, 1932.

Hogg, William Richey. *Ecumenical Foundations: A History of the International Missionary Council and its Nineteenth-Century Background*. New York: Harper, 1952.

Kraemer, Hendrik. *The Christian Message in a non-Christian World*. London: Harper and Brothers, 1938.

Orchard, Ronald Kenneth, ed. *Witness in Six Continents: Records of the Meeting of the Commission on World Mission and Evangelism of the World Council of Churches held in Mexico City, December 8th to 19th, 1963* London: Edinburgh House Press, 1964.

Orchard, Ronald Kenneth. *The Ghana assembly of the International Missionary Council, 28th December, 1957 to 8th January, 1958*. London: Published for the International Missionary Council by Edinburgh House Press, 1958.

Visser 't Hooft, W. A., ed. *The New Delhi Report: Third Assembly of the World Council of Churches*. London: SCM Press, 1962.

DM8020P/DM8029P/ DU8020P/DU8029P - Mission in Ecumenical Context: Continuities and Discontinuities

Recommended reading

* = set texts recommended for purchase

Quick, Oliver Chase. "The Jerusalem Meeting and the Christian Message." *International Review of Mission* 17, no. 4 (1928): 445–54.

Ranson, Charles W. *Renewal and Advance: Christian Witness of a Revolutionary World*. London: Edinburgh House Press, 1948.

Stanley, Brian. *The World Missionary Conference, Edinburgh 1910*. Grand Rapids, MI: Eerdmans, 2009.

Thomas, M. M. "Uppsala 1968 and the Contemporary Theological Situation." *Scottish Journal of Theology* 23, no. 1 (1970): 41–50.

DM9070P/DM9079P/CT9070P/CT9079P - Jesus the Christ in World Christian Perspective

Semester 1: Classroom-based (DM9070P/CT9070P); Online (DM9079P/CT9079P)

Description

This level 2 elective surveys Christologies developed outside the corpus Christianum and in response to questions not considered within the Western cultural and historical frame of reference. This will include images of Jesus Christ developed through such language as 'Bodhisattva', 'Avatara', 'guru', 'prophet', or 'ancestor', Asian treatments of the 'cosmic' Christ, the possibility of a 'hyphenated-Jesus' or of M. M. Thomas' 'Christ-centered Syncretism' in relation to Hinduism, liberation Christologies within Latin America, and Jesus as the power against the demonic within Africa. A number of issues present themselves through this discussion: the question of theological tradition and method, the use of local sacred sources, the social and political implications of thinking Jesus Christ through a range of lenses, and the issues of contextualisation. Special attention will be given to the variety of mission emphases different Christological formulations promote.

Learning outcomes

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

1. Articulate a range of Christological formulations and the central theological concerns they embody.
2. Identify the background cultural issues and values prompting these theological developments.
3. Support the use of Christology in the formation of mission theory.
4. Evaluate the potential benefits of these formulations for theological discourse within multicultural Australia.
5. Develop an in-depth critical engagement with one of the Christologies examined.

Assessment: Weekly Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Book review of one primary text, which is to be selected in consultation with the lecturer (1000 words)	...	...	...	...	...	...	25%
Critical essay focused on a particular Christology or Christological theme, with some attention paid to its potential significance for mission theory, and the student's own local context. (5000 words)	...	...	...	...	...	...	75%

DM9070P/DM9079P/CT9070P/CT9079P - Jesus the Christ in World Christian Perspective

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Book review of one primary text, which is to be selected in consultation with the lecturer (1000 words)	...	...	...	...	...	...	25%
Critical essay focused on a particular Christology or Christological theme, with some attention paid to its potential significance for mission theory, and the student's own local context. (5000 words)	...	...	...	...	...	...	75%

Pre-requisite

N/A

Lecturer

John Flett

Recommended reading

* = set texts recommended for purchase

Brinkman, Martin E., Henry Jansen, and Lucy Jansen. *The Non-Western Jesus: Jesus as Bodhisattva, Avatara, Guru, Prophet, Ancestor or Healer?* Routledge, 2014.

Clarke, Clifton R. *African Christology: Jesus in Post-Missionary African Christianity*. Eugene, OR: Wipf and Stock, 2011.

Douglas, Kelly Brown. *The Black Christ*. Maryknoll, NY: Orbis Books, 1993.

Green, Gene L., Stephen T. Pardue, and K. K. Yeo, eds. *Jesus without Borders: Christology in the Majority World*. Grand Rapids, MI: Eerdmans, 2014.

Küster, Volker. *The Many Faces of Jesus Christ: Intercultural Christology*. London: SCM Press, 2001.

Orevillo-Montenegro, Muriel. *The Jesus of Asian Women*. Maryknoll, NY: Orbis Books, 2007.

Pope-Levison, Priscilla and John R. Levison. *Jesus in Global Contexts*. Louisville, KY: Westminster John Knox Press, 1992.

Schreiter, Robert J., ed. *Faces of Jesus in Africa*. Grand Rapids, MI: Eerdmans, 1995.

Stinton, Diane B. *Jesus of Africa: Voices of Contemporary African Christology*. Maryknoll, NY: Orbis Books, 2004.

Thomas, M. M. *The Acknowledged Christ of the Indian Renaissance*. London: SCM Press, 1969.

DM9300P/DM9309P/CT9060P/CT9069P - Ambassadors of Reconciliation: Mission in the Context of Division and Violence

Semester 2: Classroom-based (DM9300P/CT9060P); Online (DM9309P/CT9069P)

Description

Since Robert J. Schreiter's ground-breaking theoretical work, reconciliation has emerged as a key motif within mission theory and practice. The concept has remarkable utility both within the church as a community of 'neither Jew nor Gentile, neither slave nor free, nor male and female', and without in the contexts of post-apartheid South Africa and post-genocide Rwanda. This advanced course will begin with the theological and political theories of reconciliation and their potential interconnection, considering particularly Schreiter's work. It turns to the appropriation of this concept within South Africa, Rwanda and the role played by the church within this political reconciliation. While this has met with some significant success, not all contexts appear open to 'reconciliation' as a central political category – due precisely to its Christian context. Notable here is the complaint of indigenous communities within a post-colonial context. The course will be an exercise in constructive missiology with concentrated attention on a single theological concept, its ground, limits, political utility and future directions.

Learning outcomes

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

1. Articulate a theology of reconciliation with attention paid to its roots within the Western theological tradition and its revision and application in a variety of contexts.
2. Assess the significance of such theology for the church as a body of people of gendered, cultural, economic, and political difference.
3. Contrast the theological basis and limits of reconciliation with those shaping the coordinated political discourse.
4. Evaluate the utility of reconciliation as a category for political mobilisation, with special attention paid to the criticisms of indigenous peoples within post-colonial contexts.

DM9300P/DM9309P/CT9060P/CT9069P - Ambassadors of Reconciliation: Mission in the Context of Division and Violence

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
<p><i>This course is an exercise in constructive theology, and offers an opportunity to develop an in-depth and polished piece of work of a level perhaps suitable for publication. The student, in consultation with the lecturer, will identify one aspect of the missiological discussion of reconciliation, including its political appropriation, and develop a constructive theological work.</i></p> <p>A 2000 word drafted outline of the final argument. This will be submitted to and discussed with the lecturer and developed into the final essay.</p> <p>This 2000 words is to be incorporated as part of the final 6000 word total, and should be understood as a first draft of the final submitted essay</p>							
Critical essay which builds on the drafted outline and which looks to make a constructive contribution to the field of discourse (6000 words)	...	...	...	...	...	...	25%
							75%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
<p><i>This course is an exercise in constructive theology, and offers an opportunity to develop an in-depth and polished piece of work of a level perhaps suitable for publication. The student, in consultation with the lecturer, will identify one aspect of the missiological discussion of reconciliation, including its political appropriation, and develop a constructive theological work.</i></p> <p>A 2000 word drafted outline of the final argument. This will be submitted to and discussed with the lecturer and developed into the final essay.</p> <p>This 2000 words is to be incorporated as part of the final 6000 word total, and should be understood as a first draft of the final submitted essay</p>							
Critical essay which builds on the drafted outline and which looks to make a constructive contribution to the field of discourse (6000 words)	...	...	...	...	...	...	25%
							75%

Pre-requisite

N/A

Lecturer

John Flett

DM9300P/DM9309P/CT9060P/CT9069P -Ambassadors of Reconciliation: Mission in the Context of Division and Violence

Recommended reading

* = set texts recommended for purchase

Altman, Jon C. and Melinda Hinkson, eds. *Coercive Reconciliation: Stabilise, Normalise, Exit Aboriginal Australia*. North Carlton, Australia: Arena, 2007.

De Gruchy, John W. *Reconciliation: Restoring Justice*. Minneapolis, MN: Fortress, 2002.

Duraisingh, Christopher. "Mission Towards Reconciled and Intercontextual Communities." *International Review of Mission* 91 (2002): 483–99.

Gathogo, Julius. "Reconciliation Paradigm in the Post Colonial Africa: A Critical Analysis." *Religion and Theology* 19, no. 1-2 (2012): 74–91.

Ikenga-Metuh, Efemie. "Reconciliation." *Mission Studies* 18, no. 1 (2001): 11–22.

Kaggwa, Robert. "Is Reconciliation the New Model for Mission? Reflections on the Rwandan Genocide and Conflicts in the Great Lakes Region of Africa." *Studies in World Christianity* 9, no. 2 (2003): 244–64.

Kodithuwakku, Indunil. "Christian Mission as Reconciliation." *SEDOS Bulletin* 41, no. 9-10 (2009): 233–38.

Kok, Kobus. "A Theology of Reconciliation in Contexts of Conflict and Change." *Churchman* 126, no. 3 (2012): 227–46.

Maluleke, Tinyiko Sam. "Of Lions and Rabbits: The Role of the Church in Reconciliation in South Africa." *International Review of Mission* (2007):

Nicoll, Fiona. "Reconciliation in and out of Perspective: White Knowing, Seeing, Curating and Being at Home in and against Indigenous Sovereignty," In *Whitening Race: Essays in Social and Cultural Criticism*, edited by Aileen Moreton-Robinson, Canberra: Aboriginal Studies Press, 2005.

Pankhurst, Donna. "Issues of Justice and Reconciliation in Complex Political Emergencies: Conceptualising Reconciliation, Justice and Peace." *Third World Quarterly* 20, no. 1 (1999): 239–56.

Participating in God's Mission of Reconciliation: A Resource for Churches in Situations of Conflict. Geneva: World Council of Churches, 2004.

Schreiter, Robert J. *Reconciliation: Mission and Ministry in a Changing Social Order*. Maryknoll, NY: Orbis Books, 1992.

DM9300P/DM9309P/CT9060P/CT9069P-Ambassadors of Reconciliation: Mission in the Context of Division and Violence

Recommended reading

* = set texts recommended for purchase

Schreiter, Robert J. *The Ministry of Reconciliation: Spirituality and Strategies*. Orbis Books, 1998.

DP8000P

Self and Other in Pastoral Relationships

Semester I: Classroom-based

Description

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

Learning outcomes

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

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

Assessment	...	...	...	...	...	...	Weighting
Annotated Bibliography (1000 words)				...	...	...	15%
Family/ cultural map with narrative explanation (1500 words)					...	...	25%
Case study in ministry or work setting (2500 words)				...	...	...	40%
Weekly reflection blog (1000 total words)				...	...	...	20%

Pre-requisites

N/A

Lecturer

Christine Sorensen

DP8000P

Self and Other in Pastoral Relationships

Recommended reading

* = set texts recommended for purchase

Burns, Bob, Tasha D. Chapman, and Donald C. Guthrie. *Resilient Ministry: What Pastors Told Us About Surviving and Thriving*. Downers Grove: IVP, 2013.

Conn, Joann Wolski, ed. *Women's Spirituality: Resources of Christian Development*. Mahwah NJ: Paulist Press, 1996.

Cooper-White, Pamela. *Shared Wisdom: Use of the Self in Pastoral Care and Counselling*. Minneapolis: Fortress, 2004.

Culbertson, Philip, Margaret Agee, and Cabrini 'Ofa Makasiale, eds. *Penina Uliuli: Contemporary Challenges in Mental Health for Pacific People*. Honolulu: University of Hawaii, 2007.

Dykstra, Robert C. *Images of Pastoral Care: Classic Readings*. St Louis: Chalice, 2005.

Johnson, Lydia F. *Drinking from the Same Well. Cross Cultural Concerns in Pastoral Care and Counseling*. Eugene: Pickwick, 2011.

Ling, Tim, and Lesley Bentley, eds. *Developing Faithful Ministers. A Practical and Theological Handbook*. London: SCM, 2012.

Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life*. Minneapolis: Fortress Press, 1996.

Scazzero, Peter. *Emotionally Healthy Spirituality*. Nashville: Thomas Nelson, 2011.

DP8500P/DP8509P

Theology of Pastoral Care

Semester 2: Classroom-based (DP8500P); Online (DP8509P)

Description

This unit explores the theological nature of pastoral care and the relationship between theology and pastoral skills. It aims to help students develop a reflective basis for pastoral practice that is grounded in Christian theology and Biblical studies.

Consideration will be given to the uniqueness of 'pastoral' care, to some of the challenging questions raised in situations of crisis, and to the appropriate use of prayer and Scripture in pastoral situations. Scope will be given for students to explore a range of contextual issues and questions in pastoral ministry.

Learning outcomes

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

1. Demonstrate an understanding of the biblical and theological foundations of pastoral care.
2. Articulate the integrative connections between theology and pastoral practice.
3. Integrate theology and skills in their own pastoral practice.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Two 500 word book reviews (1000 words equivalent)	...	...	...	...	...	...	30%
A reflective paper on the integration of theology and ministry in a particular ministerial context (3000 words)	...	...	...	...	...	...	70%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Engagement in Online Tutorial Discussion (1500 words equivalent)	...	...	...	...	...	...	30%
A reflective paper which sets out the integration of the student's pastoral practice and their understanding of pastoral care grounding this in Christian theology and biblical studies (2500 words)	...	...	...	...	...	...	70%

Pre-requisites

1.5pts in each of Biblical Studies and Theology

Lecturer:

Randall Prior

DP8500P/DP8509P

Theology of Pastoral Care

Recommended reading

* = set texts recommended for purchase

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

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

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

Pre-requisites

N/A

Lecturer

Sue Withers

DP8900P

Supervised Theological Field Education

Recommended Reading

* = set texts recommended for purchase

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

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

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

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

Pattison, S. 'Some Straw for the Bricks: A Basic Introduction to Theological Reflection'. *The Blackwell Reader in Pastoral; and Practical Theology*. Oxford: Blackwell Publishers, 2000.

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

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

DP9900P

Further Supervised Theological Field Education

As required

Description

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

Learning outcomes

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

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

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

Pre-requisites

N/A

Lecturer

Sue Withers

DP9900P

Further Supervised Theological Field Education

Recommended Reading

* = set texts recommended for purchase

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

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

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

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

Lathrop, Gordon W. *The Pastor: A Spirituality*. Minneapolis: Fortress, 2011.

Pattison, S. 'Some Straw for the Bricks: A Basic Introduction to Theological Reflection'. *The Blackwell Reader in Pastoral; and Practical Theology*. Oxford: Blackwell Publishers, 2000.

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

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

Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry*. Nashville: Abingdon, 2002.

DP9005P

Education and Ministering through Life's Passages

Semester I: Intensive

Description

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

Learning outcomes

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

1. Critically analyse the ways that an understanding of education has implications for the interdisciplinary aspects of adult spiritual development.
2. Articulate and evaluate different pastoral approaches for people in their changing life phases, and transitional periods in their faith journey.
3. Communicate aspects of spiritual development through the use of classical and contemporary resources, research and write an essay at postgraduate level.

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

Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer

Maryanne Confoy

DP9005P

Education and Ministering through Life's Passages

Recommended reading

* = set texts recommended for purchase

Elkind, D. and D. Hetzel. *Readings in Human Development: Contemporary Perspectives*. New York: Harper and Row, 1977.

Fowler, J. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. Rev. ed. Jossey-Bass, 1999.

Gallagher, M. P. *Faith Maps: Ten Religious Explorers from Newman to Joseph Ratzinger*. New York: Paulist Press, 2010.

Hahnenberg, E. *Awakening Vocation: A Theology of Christian Call*. Collegeville: Liturgical Press, 2010.

Johnston, W. *Arise my Love: Mysticism for a New Era*. New York: Orbis, 2000.

Keating T. *Invitation to Love*. New York: Continuum, 2000.

Martin, J. *Becoming Who You Are: Insights on the True Self from Thomas Merton and other Saints*. New York: Paulist, 2006.

Ruffing, J. *Uncovering Stories of Faith*. New York: Paulist, 1989.

Sheldrake, P. *Explorations in Spirituality: History, Theology and Social Practice*. New York: Paulist Press, 2010.

Tillich, P. *Dynamics of Faith*. London: Allen and Unwin, 1957.

Vaillant, G. *Aging Well*. Boston: Little Brown and Company, 2002.

DP9805P

Effective Christian Leadership and Ministry

Semester 2: Intensive

Description

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

Learning outcomes

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

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

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

Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer

Maryanne Confoy

DP9805P

Effective Christian Leadership and Ministry

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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 2016 the theme chosen for the seminar is: **Church and Community**

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.

XX9990P

Capstone Integrative Project

Assessment	...	...	...	...	...	...	Weighting
Attendance at and documented engagement in four seminars comprising intentional, reflective and critical interaction with tutors and peers (1000 words equivalent)	...	...	...	...	...	...	10%
20 minute seminar presentation of chosen project with due weight given to the critical integration of ideas and peer feedback	...	...	...	...	...	...	30%
Integrative project of 6,000 words or equivalent	...	...	...	...	...	...	60% or 90%*

*NB If the mark is higher than that attained for assignment 2

Pre-requisites

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

Lecturers

Selected from Pilgrim Theological College Faculty with relevant expertise.

Recommended reading

* = set texts recommended for purchase

Bass, Dorothy C., Dykstra, Craig, (eds.), *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*. Grand Rapids: Eerdmans, 2008.

Berry, Ralph., *The Research Project: How to Write It*. 4th edition; London: Routledge, 2000.

Farley, Edward, *Theologia: The Fragmentation and Unity of Theological Education*. Eugene: Wipf and Stock, 2001.

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

Gorringe, Timothy, *Furthering Humanity: A Theology of Culture*. Basingstoke: Ashgate, 2004.

Markham, Ian S., *A Theology of Engagement*. Oxford: Blackwell, 2003.

Thielicke, Helmut, *A Little Exercise for Young Theologians* trans. Charles Taylor. Grand Rapids: Eerdmans, 1962.

Yaghjian, Lucretia B., *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York / London: Continuum, 2006.

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.

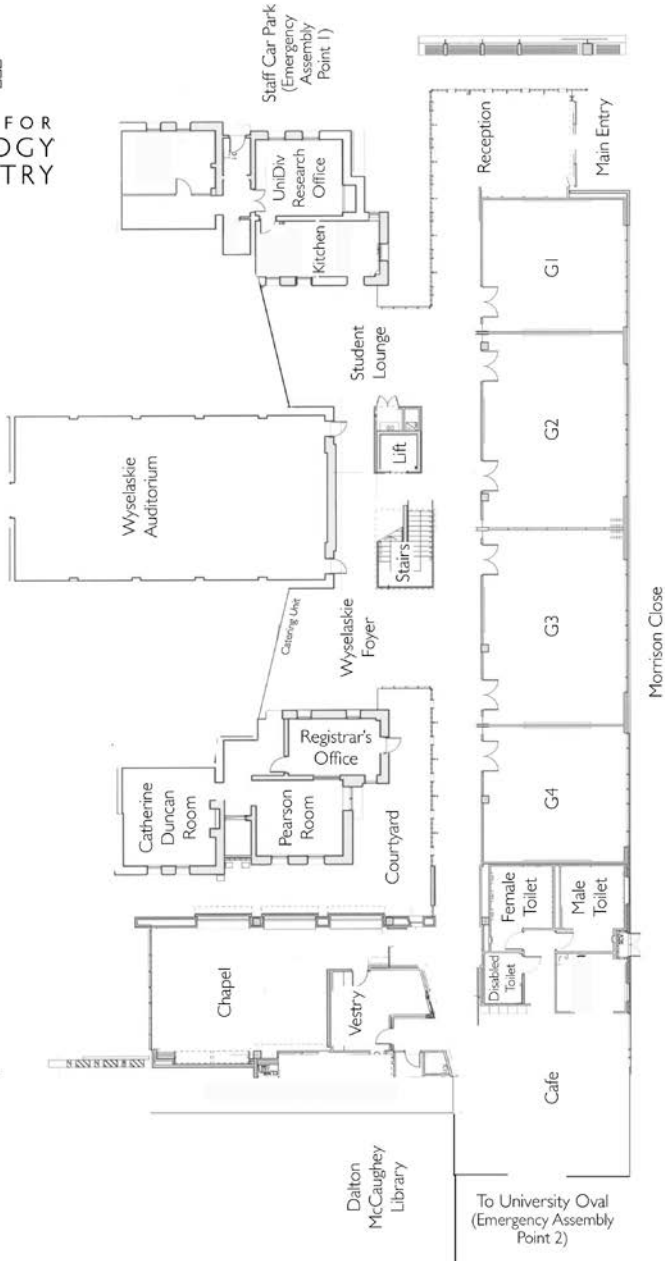
Supervised Reading units are available in the following areas:

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

CAMPUS MAP



2016 INTENSIVE UNITS

First Semester

4-11 February

CH1010P/DS1010P/CH8010P/DS8010P
Early Monastic Wisdom (Posa) – Perth, WA

26-27 February, 18-19 March, 22-23 April

BN3600P/DT3600P/BN9600P/DT9600P
Ethics in the New Testament (Winter)

5 March, 9 April, 30 April, 21 May

CH2020P/3020P/CH9020P
Secular and Sacred in Australia (Massam)

27 February, 5, 12, 19, March, 2 April

DP3005P/DP9005P
Educating and Ministering through Life's Passages (Confoy)

Second Semester

5-7 August, 3-4 September

BA2040P/BA3040P/BA9040P
Gender, Justice, Empire: Contextual Readings of the Old Testament
(Melanchthon)

21-28 September

CH3030P/DS3030P/CH9030P/DS9030P
The Wisdom of St Benedict: The Rule and its Sources (Posa) – Sydney, NSW

20, 27 August, 3, 10, 17 September

DP3805P/DP9805P
Effective Christian Leadership and Ministry (Confoy)

23-25, 28-30 November

DA2/3019S/DS2/3019S DA9019S/DS9019S
The Nurture and Spiritual Guidance of Children
(Dr Vivienne Mountain – Stirling Theological College)

ONLINE UNITS - UNDERGRADUATE

Semester 1

Field A: Humanities

AP2729P: Greek Sources of Western Thought (Martis)

AP3729P: Greek Sources of Western Thought (Martis)

Field B: Biblical Studies

BN1019P: Earliest Christianity: Stories, Texts, Beliefs (Winter)

BN2019P: Earliest Christianity: Stories, Texts, Beliefs (Winter)

BN3609P: Ethics in the New Testament (Winter)

Field C: Christian History and Thought

CH2009P: Fullness of Life in Christian Tradition (Massam)

CH3019P: Discernment and Authority in Christian Tradition (Massam)

CH2029P: Secular and Sacred in Australia (Massam)

CH3029P: Secular and Sacred in Australia (Massam)

CT1009P: Faith, Theology and Doctrines (Thompson)

CT3009P: Trinity, Society and Dialogue (Thompson)

Field D: Theology: Mission and Ministry

DL1209T: Introduction to Liturgical Thought & Practice (Trinity)

DM1009P: Developing a Mission Theology for Today (Flett)

DM2079P: Jesus the Christ (Flett)

DS2009P: Fullness of Life in Christian Tradition (Massam)

DS2029P: Secular and Sacred in Australia (Massam)

Semester 2

Field B: Biblical Studies

BA1019P: Life, History and the People of God in the Hebrew Scriptures (Melanchthon)

BA2019P: Life, History and the People of God in the Hebrew Scriptures (Melanchthon)

BA2049P: Gender, Justice, and Empire: Reading the OT Contextually (Melanchthon)

BA3049P: Gender, Justice, and Empire: Reading the OT Contextually (Melanchthon)

BS1019P: Reading and Interpreting the Bible in Contemporary Times (Melanchthon)

Field C: Christian History and Thought

CH1009P: Memory, History and the Historians (Massam)

CH3019P: Discernment and Authority (Massam)

CT2089P: Living People of God (Thompson)

CT3029P: Doctrine, Truth and Pluralism (Thompson)

Field D: Theology: Mission and Ministry

DP2509P: Theology of Pastoral Care (Prior)

DM1029P: Mission in Ecumenical Context (Flett)

DM3009P: Reconciliation: Mission in the Context of Division and Violence (Flett)

DS3019P: Discernment and Authority (Massam)

ONLINE UNITS - POSTGRADUATE

Semester 1

Field A: Humanities

AP9729P: Greek Sources of Western Thought (Martis)

Field B: Biblical Studies

BN8019P: Earliest Christianity: Stories, Texts, Beliefs (Winter)

BN9609P: Ethics in the New Testament (Winter)

Field C: Christian History and Thought

CH9009P: Fullness of Life (Massam)

CT8009P: Faith, Theology and Doctrines (Thompson)

CT9009P: Trinity, Society and Dialogue (Thompson)

CT9049P: Christianity and Ecology (Guess)

Field D: Theology: Mission and Ministry

DL8209T: Introduction to Liturgical Thought & Practice (Trinity)

DM8009P: Developing a Mission Theology for Today (Flett)

DM9079P: Jesus the Christ (Flett)

DS9009P: Fullness of Life (Massam)

DS9029P: Secular and Sacred in Australia (Massam)

Semester 2

Field B: Biblical Studies

BA8019P: Life, History and the People of God in the Hebrew Scriptures (Melanchthon)

BA9029P: Gender, Justice, and Empire: Reading the OT Contextually (Melanchthon)

Field C: Christian History and Thought

CH8009P: Memory, History and the Historians (Massam)

CH9019P: Discernment and Authority (Massam)

CT8089P: Living People of God (Thompson)

CH9029P: Secular and Sacred in Australia (Massam)

CT9029P: Doctrine, Truth and Pluralism (Thompson)

Field D: Theology: Mission and Ministry

DM1029P: Mission in Ecumenical Context (Flett)

DM9309P: Ambassadors of Reconciliation (Flett)

DP8509P: Theology of Pastoral Care (Prior)

DS9019P: Discernment and Authority (Massam)

XX9900P: Capstone Integrative Project

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UNITING CHURCH IN AUSTRALIA



SYNOD OF VICTORIA AND TASMANIA