



CRICOS 01073A

HANDBOOK 2018



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.

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2018 ACADEMIC CALENDAR

First Semester

February	26	Monday	Semester 1 commences
March	20	Tuesday	Census date
	16	Friday	Graduation (Melbourne)
	26	Monday	Non-teaching period (Easter) – until 6 April
April	25	Wednesday	ANZAC Day
May	28	Monday	HDR Confirmation period – until Friday, 8 June
June	1	Friday	Classes conclude
	6	Wednesday	Research Day
	4	Monday	Study Week – until Friday, 8 June
	11	Monday	Examination Week – until Friday, 15 June

Second Semester

July	13	Friday	Semester One results published
	30	Monday	Classes commence
August	21	Tuesday	Census date
September	24	Monday	Non-teaching period – until 5 Oct
October	29	Monday	HDR Confirmation period – until Friday, 9 November
November	2	Friday	Classes conclude
	5	Monday	Study Week – until Friday, 10 November
	12	Monday	Examination Week – until Friday, 16 November
December	14	Friday	Semester Two results published

University Holidays

January	1	Monday	Christmas/New Year, closed Saturday, 23 Dec to Monday, 1 Jan. 26 Tuesday Australia Day
March	30	Friday	Easter, closed Friday, 30 March to Tuesday, 3 April
April	25	Wednesday	ANZAC Day
June	11	Monday	Queen's Birthday
September	TBC		Grand Final Eve (Victoria)
December	24	Monday	Christmas/New Year, closed Monday 24 Dec to Tuesday, 1 Jan

Formation Weeks for UCA VicTas Candidates

Feb TBA
Feb TBA
July TBA

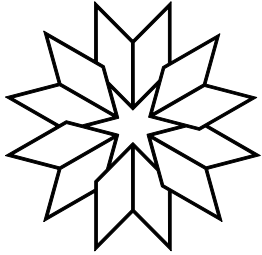
ACADEMIC AWARDS

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
Postgraduate Awards				
6	Graduate Certificate in Research Methodology	Yes	No	N/A
7	Graduate Certificate in Theology	Yes	Yes	Yes
8	Graduate Certificate in Divinity	Yes	Yes	Yes
9	Graduate Certificate in Leadership	Yes	Yes	Yes
10	Graduate Certificate in Spirituality	Yes	Yes	Yes
11	Graduate Certificate in Children and Families Ministry	Yes	Yes	Yes
12	Graduate Diploma in Theology	Yes	Yes	Yes
13	Graduate Diploma in Divinity	Yes	Yes	Yes
14	Graduate Diploma in Spirituality			
15	Master of Arts (Theology)	Yes	Yes	Yes
16	Master of Theological Studies	Yes	Yes	Yes
17	Master of Philosophy	Yes	No	Yes
18	Master of Theology	Yes	No	Yes
19	Doctor of Philosophy	Yes	No	Yes
20	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**

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

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

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

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

The Office of the Vice-Chancellor

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

ABN 95 290 912 141
CRICOS Provider 01037A

Research enquiries

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

COLLEGES OF THE UNIVERSITY OF DIVINITY

Pilgrim Theological College

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

Eva Burrows 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

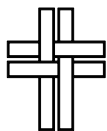
Stirling Theological College

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

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 accountable to the Uniting Church Synod of Victoria and Tasmania.

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

Professor Maryanne Confoy, RSC

Rev PD Dr John Flett

Rev Dr John Martis, SJ

Associate Professor Katharine Massam

Rev Associate Professor Monica Melanckthon

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 *dikaïosunē* Language in Romans; Paul's use of Isaiah in Romans 9–11; The Relevance of the Watchers Tradition to the Synoptic Gospels; Paul's Understanding of Suffering in Romans 8; Paul's Anthropological Terms; The Development of early Wisdom Christology.

Professor Maryanne Confoy, RSC

BA, MEd, PhD

Theology: Mission/Ministry

Rev PD Dr John Flett

Co-ordinator of Studies – Missiology

+61 3 9340 8827; john.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 colonisation and cultural replication, and the development of mission theology within Germany and within the ecumenical movement (International Missionary Council, the World Council of Churches, and Lausanne).

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

FACULTY

Rev Dr John Martis, SJ

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

Associate Professor Katharine Massam

Co-ordinator of Studies – Church History

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

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

Research Interests

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

Research Supervision

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

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

Rev Associate Professor Monica Melanchthon

Co-ordinator of Studies – Old Testament

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

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

Research Interests

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

Research Supervision

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

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

Rev Dr Geoff Thompson

Co-ordinator of Studies – Systematic Theology

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

BAgrSci, BD, PhD
Systematic Theology

Research Interests

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

Research Supervision

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

Rev Sue Withers

Integration Co-ordinator

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

BTheol, DipTeach

Supervised Theological Field Education

STAFF

Erlinda Loveseed

Registrar

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Fax: +61 3 9340 8805

Fotini Toso

Coursework and Research Co-ordinator

coursework@pilgrim.edu.au

Phone: +61 3 9340 8891

Fax: +61 3 9340 8805

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

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

GENERAL INFORMATION

Hours of operation and key contacts

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

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

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

Lecture and morning prayer times

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

Intensive course hours may vary.

Disability support

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

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

Distance learning

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

Accommodation

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

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

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

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

Please email macleanhouse@ctm.uca.edu.au or call +61 3 9340 8800 for more information or to book a room.

CTM Resourcing

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

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

Scholarships and grants

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

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

Health and safety

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

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

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

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

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

Important telephone numbers

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

First Aid Officer: Merryn Gray +61 3 9340 8815

Emergency: (Fire/Police/Ambulance): 000

Reporting maintenance issues

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

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

Student lockers

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

Internet access

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

Student email

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

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

Theological Academic Management System (TAMS)

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

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

ARK Learning Management System

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

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

Academic Skills Program

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

Examinations and Assessments Policy

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

Extensions

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

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

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

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

Pilgrim Assessment Task Guidelines

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

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.

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 to 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

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 has 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	Off-campus students: offcampus@dml.vic.edu.au
Loans and renewals: loans@dml.vic.edu.au	Cataloguing: cataloguing@dml.vic.edu.au
Interlibrary loans: ill@dml.vic.edu.au	New acquisitions: acquisitions@dml.vic.edu.au
Reference: reference@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.

Hours of operation

			Opens	Closes
Sunday	...	...	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	...

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 of an applicant for admission to the University on the grounds of age, gender, marital status, sexual orientation, religion, colour, race, ethnicity or country of origin.
3. All members of the University have the right to be safe and to feel safe in University and College environments. Bullying or harassment in any form – spiritual, sexual, or discriminatory – is wrong and not permitted.
4. Academic staff and examiners are to grade all assessment in a timely manner and without regard to any personal knowledge of, or relationship with, any student or group of students.
5. Students are expected to participate actively in all classes and to have consideration for staff and other students and their learning.
6. Students are expected to comply with reasonable and lawful directions from University and College staff.
7. Students must not behave in a way that disrupts or interferes with any teaching or academic activity of the University.
8. All officers of the University undertake to treat personal information given to the University or Colleges in confidence and to use it only for the purpose for which it was given. Personal information may only be accessed by people or agencies entitled to do so.
9. Each student who has been admitted to a University award is assured that educational and financial resources are in place to ensure the award may be completed. In the highly unlikely event that the University cannot deliver a course for which a student has paid fees, these will be refunded, or a place at another higher education provided arranged by the University.

Discrimination and harassment

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

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

Appeals and grievances

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

Appeals

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

Grievances

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

Support

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

More information and relevant forms are available online at

www.divinity.edu.au/study/appeals-grievances/

TUITION FEES AND OTHER COSTS

Tuition fees

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

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

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

- Undergraduate: ... \$1,548 per 15-point unit
- Postgraduate: ... \$2,400 per 15-point unit

Undergraduate Coursework

- Coursework: ... \$1,548 per 15-point unit

Postgraduate Coursework

- Coursework: ... \$2,400 per 15-point unit

Postgraduate Research

- Masters Research: ... \$16,788* total course cost at 2018 rates
\$16,788^ total course cost at 2018 rates
(*minor thesis plus two 15-point post-graduate units; ^major thesis)
- Doctoral Research ... \$16,752 per annum (full-time)
\$8,376 per annum (part-time)

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

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

TUITION FEES AND OTHER COSTS

Invoices and statements (Domestic students)

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

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

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

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

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

To check on eligibility criteria and conditions of using FEE-Help, please refer to the FEE-Help Booklet or visit www.studyassist.gov.au

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 \$100,879 (2017 figure) Note that holders of permanent resident visas are not entitled to Fee-Help

How much can I borrow?

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

Is there a loan fee?

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

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

Postgraduate students: no further charge applies.

How do I apply?

You must fill in the Government form and hand it in to the Registrar, who will then forward it to the University of Divinity. Fee-Help Forms and the Fee-Help Information 2018 Booklet are available from the Registrar's Office.

How do I repay my FEE-Help loan?

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

You can also make voluntary payments off your Fee-Help debt. See the FEE-HELP Information 2018 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 2018 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 2018 census dates see the Academic Calendar on page 4 of this handbook.

*Please note, information contained here is in reference to 2017 information available at the time. Please visit the Study Assist website for the most up-to-date information.

2018 UNDERGRADUATE UNITS

Course code: Name of course	...	...	...	...	...	Semester: Delivery mode
Field A: Humanities						
AL1100P: Introduction to New Testament Greek: Part A	...					1: Classroom-based
AL2200P: Introduction to New Testament Greek: Part B	...					2: Classroom-based
AP1000P: Philosophy for Understanding Theology	...					1: Classroom-based
AP2/3720P: Greek Sources of Western Thought	...					1: Classroom-based
AP2/3750P: Belief After Philosophy: Postmodernism and Religious Faith	...					2: Classroom-based
AP2/3600P: Hermeneutics	...					2: Classroom-based
AR2/3110P: The Art of Belief	...					2: Classroom-based
Field B: Biblical Studies						
BA1/2010P: Life, History and the People of God in the Hebrew Scriptures	...					1: Classroom-based
BA1/2019P: Life, History and the People of God in the Hebrew Scriptures	...					1: Online
BA2/3040P: Gender, Justice, and Empire: Contextual Readings of the Old Testament	...					2: Intensive
BA3050P: Reading and Interpreting Isaiah	...					1: Intensive
BA3050P: Reading and Interpreting Isaiah	...					1: Online
BA3060P: Thematic Study of the Old Testament	...					2: Intensive
BN1/2010P: Earliest Christianity: Stories, Texts, Beliefs	...					2: Classroom-based
BN1/2019P: Earliest Christianity: Stories, Texts, Beliefs	...					2: Online
BN2/3040P: Cross and Resurrection in Early Christianity	...					1: Classroom-based
BS1030P: Biblical Theology of Mission	...					1: Classroom-based
BS1039P: Biblical Theology of Mission	...					1: Online
BS3020P: Sex and the Bible	...					2: Intensive
Field C: Christian History and Thought						
CH/DS1000P: Memory, History and the Historians	...					1: Classroom-based
CH/DS2000P: Fullness of Life: Spirituality in Christian Tradition	...					1: Classroom-based
CH/AR1/2120P: Reason and Revival	...					2: Classroom-based
CH/DS2/3040P: The World of Hildegard of Bingen	...					2: Classroom-based
CH/DS3010P: Discernment and Authority in Christian Tradition	...					2: Classroom-based
CT1000P: Christianity's Big Ideas	...					1: Classroom-based
CT2020P: Jesus, Discipleship, and Justice	...					2: Classroom-based
CT2080P: The Living People of God: Local, Global, and Mission	...					2: Classroom-based
CT3000P: Trinity, Society and Dialogue	...					1: Classroom-based
CT3020P: Doctrine, Truth, and Pluralism	...					2: Intensive
CT3029P: Doctrine, Truth, and Pluralism	...					2: Online
CT3170P: Sex, Gender, and Christian Doctrine	...					1: Intensive
Field D: Theology: Mission and Ministry						
DA1000P Children and Families Ministry	...					1: Intensive
DA2/3040P Nurture and Spiritual Guidance of Children	...					2: Intensive
DE/DS1/2001P The Art and Practice of Oral Storytelling	...					2: Intensive
DM1000P: Developing a Mission Theology for Today	...					2: Classroom-based
DM1009P: Developing a Mission Theology for Today	...					2: Online
DPI000P: Self and Other in Pastoral Relationships	...					1: Intensive
DPI900P: Supervised Theological Field Education	...					As required
DP2900P: Further Supervised Theological Field Education	...					As required
DP2500P: Theology of Pastoral Care	...					2: Classroom-based
DP3805P: Effective Christian Leadership and Ministry	...					2: Intensive
Other Units						
Supervised Reading Units	...	...	...	...	As required	

2018 UNDERGRADUATE UNIT DESCRIPTIONS

ALI 100P Introduction to New Testament Greek: Part A

Semester I: Weekly

Description

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

Learning outcomes

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

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

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

Lecturer

Sunny Chen

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

AL2200P Introduction to New Testament Greek: Part B

Semester 2: Weekly

Description

This unit continues on from AL1000P. It provides further instruction in Greek syntax, grammar and vocabulary, using the same textbook as in the previous semester. About a third of the unit will be devoted to the translation of extended portions of the Greek New Testament (e.g., chapters from I 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

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

API000P Philosophy for Understanding Theology

Semester I: Weekly

Description

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

Learning outcomes

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

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

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

Lecturer

John Martis

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

AP2720P / AP3720P Greek Sources of Western Thought

Semester I: weekly

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.

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

Pre-requisite

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

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. NewYork: 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.

AP2750P /AP3750P Belief after Philosophy: Postmodernism and Religious Faith

Semester 2: weekly

Description

Is postmodernist suspicion an ally of religious faith, or its deadly enemy? How can anyone doubt the value of foundations and still speak meaningfully of God, or religious faith? Alternatively, does the notion of God as foundation amount to limitation of the divine, or even idolatry? This unit looks at how postmodern thinking bids to rework some traditional connections between faith and philosophy.

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

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

Assessment

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

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

Lecturer: John Martis

Recommended Reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

AP2/3600P Hermeneutics

Semester 2: Weekly

Description

This unit explores issues in hermeneutics from a philosophical perspective, keeping in mind the engagement of that perspective with the theological in the interpretation of biblical and other texts. Following a survey of traditional hermeneutic models, the unit addresses modern developments, considering Schleiermacher, Dilthey, Heidegger, Gadamer and Ricoeur, and the contributions of structuralists, poststructuralists and others, while engaging the following questions. What meanings of the term "hermeneutics" link antiquity to modernity? What accounts of truth and meaning emerge from the definitions of hermeneutics that modern philosophy has sequentially offered? Included here are issues of how textual meaning might be authoritatively determined, and whether an adequate "explanation of explanation" is to be had.

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

1. **Articulate** fundamental issues attending textual interpretation.
2. **Distinguish** modern interpretive approaches from traditional methods.
3. **Discuss** the particular challenges confronting biblical interpretation.
4. **Identify** a range of interpretive approaches to texts.

Additional outcome at 3rd level:

5. **Critically discuss** the relationship between theological stances and interpretive approaches.

Assessment

Level 2 Classroom-based:

Essay (2250words)	...	...	...	...	...	Weighting
Essay (2250 words)...	...	...	...	...	...	50%

Level 3 Classroom-based:

Essay (2500words)	...	...	...	...	...	Weighting
Essay (2500 words)...	...	...	...	...	...	50%

Lecturer - John Martis

Recommended reading

* = set text(s) recommended for purchase

Bleicher, Josef (ed). *Contemporary Hermeneutics: Hermeneutics as Method, Philosophy, and Critique*. London: Routledge and Kegan Paul, 1980.

Caputo, John D. *Radical Hermeneutics: Repetition, Deconstruction and the Hermeneutic Project*. Bloomington: Indiana University Press, 1987.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, 1997.

Diane Michelfelder and Richard Palmer, eds. *Dialogue and Deconstruction: The Gadamer- Derrida Encounter*. Albany, NY: SUNY Press, 1989..

Eagleton, Terry. *Literary Theory*. Minneapolis: University of Minnesota Press, 2008.

Gadamer, Hans-Georg. *Truth and Method*. Trans. William Glen Doepel. 2nd Ed. London: Sheed and Ward, 1979.

Heidegger, Martin. *Being and Time: A Translation of Sein and Zeit*. Trans. Joan Stambaugh. Albany, NY: SUNY, 1996.

Jasper, David. *A Short Introduction to Hermeneutics*. Louisville: Westminster John Knox Press, 2004.

Jensen, Alexander S. *The Hermeneutics Reader*. Ed. Kurt Mueller- Vollmer. New York: Continuum, 2006.

*Palmer, Richard E. *Hermeneutics: Interpretation Theory in Schleiermacher, Dilthey, Heidegger, and Gadamer*. Chicago: Northwestern University Press, 1969.

Ricoeur, Paul. *Interpretation Theory: Discourse and the Surplus of Meaning*. Fort Worth, TX: Texas Christian University Press, 1976.

Schneiders, S.M. *The Revelatory Text: Interpreting the New Testament as Sacred Scripture*. San Francisco: Harper, 1991.

Schmidt, Lawrence K. *Understanding Hermeneutics*. Stocksfield, UK: Acumen, 2006.

The Bible and Culture Collective (eds.) *The Postmodern Bible*. New Haven: Yale University Press, 1995.

Thistleton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2009.

Tracy, D. *Plurality and Ambiguity: Hermeneutics, Religion, Hope*. San Francisco: Harper and Row, 1987.

Wilson, Barrie A (compiler). *About interpretation: from Plato to Dilthey: A Hermeneutic Anthology*. New York: Peter Lang, 1989.

AR2/3110P The Art of Belief

Semester 2: Weekly

Description

Students will explore the symbolic world of European and Australian art (including work by Aboriginal artists) to develop a deeper appreciation and understanding of the representation of selected key aspects of Christian belief. Drawing specifically on the collection of the National Gallery of Victoria in dialogue with other images, we will consider how various artistic approaches illuminate changing perspectives on diverse themes in order to resource theological conversation.

Learning outcomes –

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

1. Identify significant dates, movements and symbols in religious art in the Christian tradition, including the impact of European and Aboriginal traditions of art in Australian Christianity; = set texts recommended for purchase
2. Apply key principles of artistic and theological interpretation to a range of art works;
3. Evaluate the interplay of context and tradition (both artistic and theological) in the work of a visual artist;
4. Communicate an understanding of the treatment of a central Biblical and/or theological theme in the work of a visual artist;
5. (Level 3 only) Analyse the significance of religious belief in the work of an artist represented in the National Gallery of Victoria.

Assessment

Level 2:	...	...	...	Weighting
Essay (500 words)	...	...	...	30%
Essay (2500 words)	...	...	...	40%
Presentation (1000 words)	...	...	...	30%
Level 3:	...	...	...	Weighting
Essay (800 words)	...	...	...	30%
Essay (3000 words)	...	...	...	40%
Presentation (1200 words)	...	...	...	30%

Lecturer- Katharine Massam and Howard Wallace

Recommended reading

- Bevans, Stephen B., and Katalina Tahaafe-Williams. *Contextual Theology for the Twenty-First Century*. Eugene, Or: Pickwick Publications, 2011.
- Caruana, Wally, *Aboriginal Art*, London: Thames & Hudson, 2003.
- Crumlin, Rosemary. *The Blake Book: Art, Religion and Spirituality in Australia*. Melbourne, Vic: Palgrave Macmillan Australia, 2011.
- Dyrness, William, *Visual faith: art, theology and worship in dialogue*, Grand Rapids: Baker Academic, 2001.
- Harries, Richard, *The image of Christ in modern art*, Farnham, Surrey: Ashgate, 2013.
- Hudson, Wayne. *Australian Religious Thought*. Melbourne: Monash University Press, 2017.
- Loverance, Rowena, *Christian Art*, London: The British Museum, 2007.
- McCaughy, Patrick, *Strange Country: why Australian painting matters*, Carlton, Vic.: The Miegunyah Press, 2014.
- McDannell, Colleen. *Picturing Faith: Photography and the Great Depression*. New Haven: Yale University Press, 2011.
- Sherman, Louise, and Christobel Mattingley. *Our Mob, God's Story: Aboriginal and Torres Strait Islander Artists Share Their Faith*. 2017.

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

Semester I: Weekly

Description

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

Learning outcomes – Level I

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

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

Assessment

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

Lecturer

Monica Jyotsna Melanchthon

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

BA2040P / BA3040P 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:

4. 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.
5. Articulate the liberational and the oppressive potential of biblical stories arising out of and in relation to hermeneutical approaches and polyvalence of meaning.
6. Understand, appreciate and critically engage these new and emerging approaches, namely feminist/womanist; postcolonial; liberation; and Dalit perspectives in their treatment of biblical texts.
7. Develop a comparative and global framework in the study of the Old Testament and to foster appreciation and respect for other/diverse perspectives.

Assessment

Level 2: 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 3: 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%

Pre-requisite- 15 points in Old Testament studies

Lecturer- Monica Jyotsna Melanchthon

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 Knox, 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

BA/BS3050P/ BA/BS3059P Reading and Interpreting Isaiah

Semester 2: Intensive

Description

This unit will attend to Isaiah the prophet, the cultural and historical settings of the various parts of Isaiah and the book as a whole, and its theology. It seeks to provide knowledge of the diverse genres of literature within the book, its theological themes, and its interpretation by engaging in exegesis and critical analysis of select texts from the three parts of Isaiah. Participants will engage their readings of Isaiah in the context of real world situations.

Upon successful completion of this unit, students will be able to:

1. Demonstrate an understanding and advanced knowledge of the Book of Isaiah and its contents.
2. Discuss the cultural, social, historical, literary, religious, and theological issues pertaining to the Book of Isaiah.
3. Assess the relevance of the messages of Isaiah to the contemporary context of church and society by interpreting select texts in Isaiah

Assessment	:	...	...	...	Weighting
Essay on the book of Isaiah (2500 words)		...	...	...	50%
Exegetical Essay (2500 words)		...	...	...	50%

Lecturer

Monica Melanchthon

Recommended reading:

- Ackerman, Susan. "Isaiah," Pages 169-77, in Newsome, Carol A. and Sharon H. Ringe, (eds.), *The Women's Bible Commentary (Expanded)*, London/Louisville: SPCK/Westminster John Knox, 1998.
- Blenkinsopp, J. *Isaiah 1-39 AB*, New York: Doubleday, 2000.
- _____. *Isaiah 40-55 AB*, New York: Doubleday, 2002.
- _____. *Isaiah 55-66 AB*, New York: Doubleday, 2003.
- Broyles, C. C. and Evans, C. A. (eds.), *Writing and Reading the Scroll of Isaiah: Studies of an Interpretive Tradition*. Leiden: Brill, 1997
- Brueggemann, Walter. *Isaiah 1-39. Interpretation*. Louisville: Westminster John Knox, 2001.
- Childs, B. S. *Isaiah*. Louisville: Westminster John Knox, 2001.
- _____. *The Struggle to Understand Isaiah as Christian Scripture*. Grand Rapids: Eerdmans, 2004.
- Hanson, Paul D. *Isaiah 40-66. Interpretation*. Louisville: Westminster John Knox, 1995.
- Koch, Timothy. "Isaiah," Pages 371-385, in Guest, Deryn, et. al., (eds.), *The Queer Bible Commentary*, London: SCM, 2006.
- Patte, Daniel (Ed.), *The Global Bible Commentary*, Nashville: Abingdon, 2004.
- Paul, Shalom M. *Isaiah 40-66*, Eerdmans Critical Commentary. Grand Rapids: Eerdmans, 2012.
- Wildberger, H. *Isaiah 1-12*. Trans. T. H. Trapp. CC. Minneapolis: Fortress, 1991.
- _____. *Isaiah 13-27*. Trans. T. H. Trapp. CC. Minneapolis: Fortress, 1997.
- _____. *Isaiah 28-39*. Trans. T. H. Trapp. CC. Minneapolis: Fortress, 2002.
- Williamson, H. G. M. *The Book Called Isaiah: Deutero Isaiah's Role in Composition and Redaction*. Oxford: Clarendon, 1994.

BA3060P Thematic Study of the Old Testament

Semester 2: Intensive

Description

This unit will guide students in the study of significant social and theological themes within the Hebrew Bible/Old Testament. Themes such as creation, covenant, family, the body, the poor, gender, food, land, justice, the state, power, hope, spirituality, to name a few. These themes will be examined within their original literary, historical and cultural contexts and evaluated for their relevance to contemporary times and practice.

Upon successful completion of this unit, students will be able to:

1. Articulate some critical issues relating to the study of selected theological themes in the Hebrew Bible.
2. Describe the cultural, social, historical, literary, religious contexts in which these themes originated.
3. Analyse scholarly interpretations of these themes
4. Articulate the relevance of these themes to the contemporary context of church and society

Assessment	:	...	...	...	Weighting
Literature Review (2000 words)	...	...	...	...	50%
Thematic Essay (3000 words)	...	...	...	...	50%

Lecturer

Monica Melanchthon

Recommended reading:

Allen, Leslie C. *A Theological Approach to the Old Testament: Major Themes and New Testament Connections*. Eugene, OR: Cascade, 2014.

Birch, Bruce C. et al. *A Theological Introduction to the Old Testament*. 2nd edition. Nashville: Abingdon Press, 2005.

Brueggemann, Walter. *Reverberations of Faith: A Theological Handbook of Old Testament Themes*. Louisville, KY: Westminster John Knox, 2002.

Dyrness, William A. *Themes in Old Testament Theology*. Downers Grove, IL: Intervarsity Press, 1980.

*Gravett, Sandra L., et al. *The Hebrew Bible: A Thematic Approach* Louisville, KY: Westminster John Knox, 2008.

Knierim, Rolf P. *The Task of Old Testament Theology: Substance, Method and Cases*. Grand Rapids, MI: Eerdmans, 1995

Matthews, V, H. *Old Testament Themes*. Atlanta, GA: Chalice, 2000

Perdue, Leo G., and et.al. *Families in Ancient Israel*, Louisville, KY: Westminster John Knox, 1997.

Seibert, Eric A. *Disturbing Divine Behavior: Troubling Old Testament Images of God*. Minneapolis: Fortress, 2009.

Waltke, B. K. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*, Grand Rapids, MI: Zondervan, 2007.

Note: detailed reading suggestions will be provided based on the selection of themes in any given year.

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

Semester 2: Weekly

Description

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

Learning outcomes – Level 1

Upon successful completion of this unit, it is expected that Level 1 students will be able to:

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

Learning outcomes – Level 2

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

1. Use their understanding of the genres of New Testament literature to offer critical analysis appropriate to their interpretation.
2. Articulate the relationship between the New Testament texts, the historical development of early Christianity, and emerging theological convictions within the Christian movement.
3. Write a critical historical analysis of one episode in early Christian history, informed by a range of scholarly resources.
4. Write a critical exegetical study of one early Christian text, exploring the historical, literary and theological issues raised by the text.

Assessment

Level 1:

	...	...	...	Weighting
Essay (1500 words)	...	...	...	40%
Exegetical paper (1500 words)	...	...	...	40%
Tutorial summary paper (1000 words)				

OR

Online tutorial contributions and summary blog post (Online only -1000 words)	20%
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Level 2:

	Weighting
Essay (2000 words)	40%
Exegetical paper (2000 words)	40%
Tutorial summary paper (1000 words)				

OR

Online tutorial contributions and Summary blog post (Online only -1000 words)...	20%
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Pre-requisites

Level 1: None/ **Level 2:** 15 points of Biblical Studies

Lecturer- Sean Winter

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

BN2/3040P Cross and Resurrection in Early Christianity

Semester I: Weekly

Description

This unit investigates the meanings attributed to the death and resurrection of Jesus Christ in a variety of texts from the early Christian movement. Consideration will be given to the development of Christian understandings of atonement, the nature of early claims about the resurrection of Jesus, and the relationship between cross and resurrection in Pauline texts, the Gospels, and a number of non-canonical early Christian texts (including texts from Nag Hammadi and the Apostolic Fathers). The centrality of early claims about the death and resurrection of Jesus in relation to the development of Christian theology, community, and ethics will be explored.

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

1. Describe the main features of the understanding of the death and resurrection of Jesus in a number of early Christian texts.
2. Identify the historical, sociological, literary, and theological factors that contributed to the development and diversity of early Christian understandings of the death and resurrection of Jesus.
3. Articulate, through detailed exegesis, the way that one early Christian text treats the death and resurrection of Jesus and its ecclesial, missional, or ethical implications.
4. Compare significant scholarly debates over the meaning of the death of Christ and/or the nature of the resurrection in early Christianity (**Level 3 only**).

Assessment

Level 2 :	...	...	...	Weighting
Exegetical Essay on a New Testament text (2500 words)				
OR				
Preparation of Liturgical Materials for either Good Friday or the Easter Vigil or Easter Sunday informed by the theology of one New Testament writer (2500 words)	...	...	...	60%
Essay on a non-canonical early Christian text (2000 words)	...	...	...	40%
Level 3:	...	...	...	Weighting
Exegetical Essay on a New Testament text (3000 words)				
OR				
Preparation of Liturgical Materials for either Good Friday or the Easter Vigil or Easter Sunday informed by the theology of one New Testament writer (3000 words)	...	...	...	60%
Essay on a non-canonical early Christian text (2000 words)	...	...	...	40%

Lecturer- Sean Winter

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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

BS1030P / BN1039P Biblical Theology of Mission

Semester I: Classroom-based

Description

This unit provides an overview of the biblical witness to the centrality of mission for Christian theology and discipleship. Moving beyond traditional appeals to texts which command missionary activity, the course will help the student to understand how the theological and hermeneutical issues related to mission are explored in the canonical texts. These include: God's relationship to the world in creation and salvation; the vocation of God's people in relation to the nations and creation; the complex relationship between biblical faith and culture. Throughout, the unit will explore the ways that a critical understanding of the biblical text shapes mission and Christian discipleship in a complex world.

Learning outcomes

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

1. Compare and contrast the different depictions of mission across a range of biblical texts
2. Outline recurring major biblical themes which inform a theology of mission
3. Identify significant scholarly shifts in construing the biblical theology of mission
4. Apply a missional hermeneutical for the reading of scripture

Assessment	...	...	...	...	...	...	Weighting
Develop a learning resource (sermon or bible study materials) using a missional hermeneutic (2000 words)						...	50%
Essay comparing the similarities and differences in understanding mission using two biblical texts (2000 words)						...	50%

Lecturer – Sean Winter

Recommended reading

* = set texts recommended for purchase

- Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker, 2003.
- Brownson, James V. *Speaking the Truth in Love: Resources for a Missional Hermeneutic*. Harrisburg, PA: Trinity Press International, 1998.
- Gorman, Michael J. *Becoming the Gospel: Paul, Participation, and Mission*. Grand Rapids, MI: Eerdmans, 2015.
- Legrand, Lucien. *Unity and Plurality: Mission in the Bible*. Maryknoll, NY: Orbis Books, 1990.
- Lopez, Davina C. *Apostle to the Conquered: Reimagining Paul's Mission*. Minneapolis: Fortress, 2008.
- Okoye, James Chukwuma, *Israel and the Nations: A Mission Theology of the Old Testament*. Maryknoll NY: Orbis, 2006.
- Okure, Teresa. *The Johannine Approach to Mission: A Contextual Study of John 4:1-42*. WUNT 2 / 31. Tübingen: J. C. B. Mohr (Paul Siebeck), 1988.
- Sanneh, Lamin O. *Translating the Message: The Missionary Impact on Culture*. Maryknoll, NY: Orbis, 1989.
- Senior, Donald, and Carroll Stuhlmueller. *The Biblical Foundations for Mission*. Maryknoll, NY: Orbis, 1983.
- Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: IVP, 2006.

BS3020P Sex and the Bible

Semester 2: Intensive

Description

This unit (1) examines the diverse views in the Bible on sex and sexuality and (2) considers ways in which biblical interpretation could be enriched by taking into account the matters of sex and sexuality. The unit will stress the richness of the Bible, and of the tasks of biblical interpretation, by the study of selected texts and the discussion of questions such as, What makes a perspective on sexuality biblical? What to do, and how, when biblical perspectives contradict? How might one assess the ways that biblical texts have been used as authoritative resources for discussing and regulating sexual ethics, identity and practice? How do changing notions of sex and sexuality impact the way biblical texts are interpreted? What may we do to make biblical interpretation more sexy?

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

1. analyse various biblical views on the matters of sex and sexuality;
2. assess different interpretations of biblical texts on sex and sexuality;
3. develop a sexy-reading of selected biblical texts;
4. utilise awareness of methodological and exegetical resources on selected biblical texts.

Assessment

Essay (5000 words)

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Weighting

100%

Lecturer- Jione Havea

Recommended reading

* = set texts recommended for purchase

Althaus-Reid, Marcella. *Indecent Theology: Theological Perversion in Sex, Gender and Politics*. New York: Routledge, 2000.

Carr, David M. *The Erotic Word: Sexuality, Spirituality, and the Bible*. New York: Oxford, 2003.

Coogan, Michael. *God and Sex: What the Bible Really Says*. New York: Twelve, 2010.

Douglas, Kelly Brown. *Sexuality and the Black Church: A Womanist Perspective*. Maryknoll: Orbis, 1999.

Guess, Deryn, Robert Goss, Mona West and Thomas Bohache (eds). *The Queer Bible Commentary*. London: SCM, 2006.

Hornsby, Teresa J. and Amy-Jill Levine. *Sex Texts from the Bible: Selections Annotated and Explained*. Woodstock: Skylight, 2007.

Hornsby, Teresa J. and Deryn Guest. *Transgender, Intersex, and Biblical Interpretation*. Atlanta: SBL, 2016.

Kirk-Duggan, Cheryl A. (ed). *Pregnant Passion: Gender, Sex and Violence in the Bible*. Atlanta: SBL, 2003.

Kirk-Duggan, Cheryl A. and Tina Pippins (eds). *Mother Goose, Mother Jones, Mommie Dearest: Biblical Mothers and Their Children*. Atlanta: SBL, 2009.

Knust, Jennifer Wright. *Unprotected Texts: The Bible's Surprising Contradictions about Sex and Desire*. New York: HarperCollins, 2011.

Newsom, Carol A. and Sharon H. Ringe (eds). *Women's Bible Commentary*. 3rd Rev & Updated ed. Louisville: Westminster John Knox, 2012.

Patte, Daniel (ed). *Global Bible Commentary*. Nashville: Abingdon, 2004.

Rashkow, Ilona N. *Taboo or not Taboo: Sexuality and Family in the Hebrew Bible*. Minneapolis: Fortress, 2000.

Streete, Gail P. C. *The Strange Woman: Power and Sex in the Bible*. Louisville: Westminster John Knox, 1998.

Williams, Delores S. *Sisters in the Wilderness: The Challenge of Womanist God-talk*. Maryknoll: Orbis, 2013.

CHI000P Memory, History, and the Historians

Semester I: Weekly

Description

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

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

Learning Outcomes

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

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

Assessment: Classroom-based

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

Lecturer

Katharine Massam

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

CH2000P/ DS2000P Fullness of Life: Spirituality in Christian Tradition

Semester I: Weekly

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

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.

CH/ARI/2120P Reason and Revival

Semester 2: Weekly

Description

This unit examines the history of Protestantism in the eighteenth to mid-twentieth centuries through the lens of religious literature and music. Using a wide variety of texts including poetry, novels, hymns and songs, drama and memoirs, the unit seeks to explore trends in the development of Protestant belief and spirituality around the world, with a special emphasis on the Australian experience. Topics include the Enlightenment, conversion and revival, social activism, nature, writing for children, and the life of the church.

Learning outcomes

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

1. Identify significant dates, people and themes in the history of Protestantism in the 18th-mid-20th centuries
2. Apply key principles of historical interpretation to a range of primary sources
3. Demonstrate an understanding of how an aspect of practice or belief has developed over time within Protestantism
4. Communicate an understanding of the history of Protestantism to audiences both in the local church and the academy
5. **(Level 2 only)** Evaluate the influence of Protestantism in the 18th to mid-20th century on a particular aspect of the contemporary church

Assessment	...	...	...	...	...	...	Weighting
Level 1:							
Critical Review (1200 words)	...	...	...	...	...	...	30%
Research essay (1800 words)	...	...	...	...	...	...	40%
Presentation (1000 words)	...	...	...	...	...	...	30%
Level 2:							
Critical Review (1200 words)	...	...	...	...	...	...	30%
Research essay (1800 words)	...	...	...	...	...	...	40%
Presentation (1000 words)	...	...	...	...	...	...	30%

Lecturer- Kerrie Handasyde

Recommended reading

* = set texts recommended for purchase

Bilbro, Jeffrey. *Loving God's Wildness: The Christian Roots of Ecological Ethics in American Literature*. (ebook)

Gascoigne, John. *The Enlightenment and the Origins of European Australia*. Cambridge: CUP, 2005.

Hutchinson, Mark and Stuart Piggin, eds. *Reviving Australia: Essays on the History and Experience of Revival and Revivalism in Australian Christianity*. Sydney: Centre for the Study of Australian Christianity, 1994.

Hutchinson, Mark and John Wolffe. *A Short History of Global Evangelicalism*. Cambridge: CUP, 2012.

Knight, Mark and Emma Mason. *Nineteenth Century Religion and Literature: An Introduction*. Oxford: OUP, 2006). (ebook)

Kruczek-Aaron, Hadley. *Everyday Religion: An Archaeology of Protestant Belief and Practice in the Nineteenth Century*. Gainesville: University of Florida Press, 2015 (ebook)

McGrath, Alister. *Christianity's Dangerous Idea: The Protestant Revolution – a History from the Sixteenth Century to the Twenty-First*. New York: Harper One, 2007.

Marty, Martin. *Fundamentalism and Evangelicalism*. Munich: De Gruyter Saur., 1993. (ebook)

Noll, Mark and David Bebbington and George Rawlyk, *Evangelicalism: Comparative Studies of Popular Protestantism in North America, The British Isles, and Beyond, 1700-1990*. New York: OUP, 1994.

Noll, Mark. *The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys*. Downers Grove: Intervarsity Press, 2003.

O'Brien, Glen and Hilary Carey, eds. *Methodism in Australia: A History*. Burlington: Ashgate, 2015.

Rogers, Stephanie Stidham. *Inventing the Holy Land: American Protestant Pilgrimage to Palestine, 1865-1941*. Lanham, Md.: Lexington Books, 2011. (ebook)

Rosman, Doreen. *Evangelicals and Culture*, 2nd edn. Cambridge: James Clarke & Co., 2012. (ebook)

Troughton, Geoffrey. *New Zealand Jesus: Social and Religious Transformations of an Image, 1890-1940*. Bern: Peter Lang, 2011 (ebook)

CH2/3040P/DS2/3040P The World of Hildegard of Bingen

Semester 2: Weekly

Description

This unit explores the life, thought and spirituality of the twelfth-century Benedictine nun, visionary, philosopher, composer and religious leader, Hildegard of Bingen (1098 – 1179). Drawing on her extensive writings, images and musical compositions, we will examine her formative years and how they shaped her outlook, her visions and her self-image as prophet, the major themes and concerns of her works, and her role as a spiritual leader. An important focus of this unit will be to explore critical issues associated with the interpretation of Hildegard's life and her writings, which we will examine within the religious, political and social context of the twelfth century. We will also trace how Hildegard and her image have been interpreted historically and the continued relevance of her thought and spirituality in contemporary society.

Learning outcomes

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

1. Identify and discuss the major influences that shaped Hildegard of Bingen's outlook and spirituality
2. Describe the critical issues associated with the interpretation of sources about Hildegard's life and her writings
3. Discuss Hildegard's writings in their social, religious and political contexts
4. Discuss the major theological and ethical themes in Hildegard's writing and their contemporary significance.

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

1. Identify and evaluate the major influences that shaped Hildegard of Bingen's outlook and spirituality
2. Appraise the critical issues associated with the interpretation of sources about Hildegard's life and her writings
3. Analyse Hildegard's writings in their social, religious and political contexts
4. Interpret the major theological and ethical themes in Hildegard's writing and their contemporary significance.
5. Formulate a sustained argument on an aspect of Hildegard's life or thought.

Assessment	...	...	...	...	...	...	Weighting
Level 2:							
Source analysis (500 words)			...	...	...	...	20%
Topic essay (2000 words)	...		...	...	...	...	40%
Research Essay (2000 words)		...	...	...	...	...	40%
Level 3:							
Source analysis (1000 words)			...	...	...	...	20%
Topic essay (2000 words)	...		...	...	...	...	40%
Research Essay (2000 words)		...	...	...	...	...	40%

Pre-requisite- 15 points in Field CH

Lecturer- Julie Hotchin

Recommended reading

* = set texts recommended for purchase

Flanagan, Sabina. *Hildegard of Bingen (1098-1179): A Visionary Life* (London: Routledge, 1990).

* *Hildegard of Bingen: Selected Writings*, translated with an introduction and notes by Mark Atherton (Harmondsworth: Penguin, 2001).

* *Hildegard of Bingen*, Scivias, with an introduction by Mother Columba Hart and Jane Bishop, introduced by Barbara J. Newman and with a preface by Caroline Walker Bynum (New York: Paulist, 1990).

Kienzle, Beverly Mayne, Debra L. Stoudt and George Ferzoco (eds), *A Companion to Hildegard of Bingen*, (Leiden: Brill, 2013). Newman, Barbara (ed.). *The Voice of the Living Light: Hildegard of Bingen and her World* (Berkeley: University of California Press, 1998).

Silvas, Anna. *Jutta and Hildegard: The Biographical Sources* (University Park: Pennsylvania State Press, Turnhout: Brepols, 1998).

CH3010P/ DS3010P Discernment and Authority in Christian Tradition

Semester 2: Weekly

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

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.

CT1000P Christianity's Big Ideas

Semester 1: Weekly

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%

Lecturer – Geoff Thompson

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, Catherine 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.

CT2020P Jesus, Discipleship and Justice

Semester 2: Weekly

Description

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

Learning Outcomes

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

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

Assessment

Assessment: Classroom-based ...	...	...	...	Weighting
Essay (2000 words)	...	...	...	40%
Essay OR group study resource (2000 words)	...	...	...	40%
Tutorial Paper (1000 words) ...	...	...	...	20%

Prerequisites: Either CT1000P Faith, Theology and Doctrines or CT1010P Culture, Beliefs and Theology

Lecturer – TBA

Recommended Reading

* = set texts recommended for purchase

- Althaus-Reid, Marcella and Lisa Isherwood. *Controversies in Feminist Christology*. London: SCM, 2007.
- Allison, Dale C. *The Historical Christ and the Theological Jesus*. Grand Rapids: Eerdmans, 2009.
- Bauckham, Richard. *Jesus and the God of Israel: 'God Crucified' and Other Studies on the New Testament's Christology of Divine Identity*. Grand Rapids: Eerdmans, 2008.
- Bird, Michael et al. *How God Became Jesus: The Real Origins of Belief in Jesus' Divine Nature*. Zondervan, 2014.
- Borg, Marcus J., and N.T.Wright. *The Meaning of Jesus: Two Visions*. San Francisco: HarperSanFrancisco, 2000.
- Ehrman, Barth. *How Jesus Became God: The Exaltation of a Jewish Preacher from Nazareth*. HarperCollins, 2014.
- Ford, David and Mike Higon (eds). *Jesus*. Oxford: Oxford University Press, 2002.
- Hurtado, Larry W. *How on Earth Did Jesus Become a God? Historical Questions about Earliest Devotion to Jesus*. Grand Rapids: Eerdmans, 2005.
- Isherwood, Linda. *Introducing Feminist Christologies*. London: Sheffield, 2001.
- Kärkkäinen, Veli-Matti. *Christ and Reconciliation*. Grand Rapids: Eerdmans, 2013.
- Lorenzen, Thorwald. *Resurrection and Discipleship: Interpretive Models, Biblical Reflections and Theological Consequences*. New York: Orbis, 1995.
- Moltmann, Jürgen. *The Way of Jesus Christ: Christology in Messianic Dimensions*. London: SCM, 1990.
- Norris, Richard A. *The Christological Controversy*. Philadelphia: Fortress, 1980.
- O'Collins, Gerald. *Christology: A Biblical, Historical and Systematic Study of Jesus*. Oxford: Oxford University Press, 2009.
- Tilley, Terrence W. *The Disciples' Jesus: Christology as Reconciling Practice*. New York: Orbis, 2008.
- Yoder, John Howard. *The Politics of Jesus: Vicit Agnus Noster*. 2nd edn. Grand Rapids: Eerdmans and Carlisle: Paternoster, 1994.

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

Semester 2: Weekly

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%

Pre-requisite - CT1000P or CT1009P

Lecturer – Geoff Thompson

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: Weekly

Description

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

Learning outcomes

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

Assessment: Classroom-based Weighting

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

Assessment: Online Weighting

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

Pre-requisite

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

Lecturer – TBA

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CT3020P/CT3029P Doctrine, Truth and Pluralism

Semester 2: Intensive

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%

Pre-requisite - CT1000P or CT 1009P and one level 2 CT unit

Lecturer – Geoff Thompson

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, 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.

CT3170P Sex, Gender, and Christian Doctrine

Semester I: Intensive

Description

The unit will explore the questions of sex, sexuality and gender from an explicitly doctrinal perspective. It will explore the way various doctrinal loci (e.g., creation, Christology, eschatology) shape specifically Christian understandings of sex, sexuality and gender. It will do so by an intentional dialogue, often neglected in ecclesial discussions of these issues, between biblical exegesis, hermeneutics and doctrine. It will also proceed on the assumption that Christian doctrine is not only an expository or confessional discipline, but also interrogative and constructive. In exposition, attention will be given to received anthropologies and classical Christian understandings of sex and gender, including the strong nexus between creation and order. In construction, the relationship of the doctrinal tradition to insights from biology, sociology and philosophy will be explored. Also in construction, it will draw on the biblical witness to creation's inscrutability (e.g. Job and Ecclesiastes), and early Christian eschatology.

Learning outcomes

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

1. Describe the understandings of sex and gender in classical Christian teachings
2. Analyse the doctrinal structure of the classical understandings of sex and gender.
3. Explore the relationship between Christian doctrine and non-theological disciplines in general and in regard to contemporary theological discussions of sex and gender
4. Discuss and evaluate various proposals for revised theological understandings of sex and gender.

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Essay (2000 words)	...	...	...	...	...	...	40%
Research Essay (3000 words)	...	...	...	...	...	...	60%

Pre-requisite – 15 points in CT

Lecturer – Geoff Thompson

Recommended reading

* = set texts recommended for purchase

Brownson, James V. *Bible Gender and Sexuality: Reframing the Church's Debate on Same-Sex Relationships*. Grand Rapids: Eerdmans, 2013.

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

DeFranza, Megan K. *Sex Difference in Christian Theology*. Grand Rapids: Eerdmans, 2015.

Gray, Janette. *Neither Escaping nor Exploiting Sex: Women's Celibacy*. Sydney: St. Paul's, 1996.

Hill, Wesley. *Spiritual Friendship: Finding Love in the Church as a Celibate Gay Christian*. Grand Rapids: Eerdmans, 2015.

Loader, William. *Making Sense of Sex: Attitudes towards Sexuality in Early Jewish and Christian Literature*. Grand Rapids: Eerdmans, 2013.

Martin, Dale B. *Sex and the Single Saviour: Gender and Sexuality in Biblical Interpretation*. Louisville: WJKP, 2006.

McRandal, Janice. *Christian Doctrine and the Grammar of Difference: A Contribution to Feminist Systematic Theology*. Minneapolis: Fortress, 2015.

O'Donovan, Oliver. *Church in Crisis: The Gay Controversy and the Anglican Communion*. Eugene: Cascade: 2008.

Rogers, Eugene. *Theology and Sexuality: Classic and Contemporary Readings*. Oxford: Blackwell, 2002.

Rogers, Eugene. *Sexuality and the Christian Body: Their Way into the Triune God*. Oxford: Blackwell, 1999.

Thatcher, Adrian. *Redeeming Gender*. Oxford: Oxford University Press, 2016.

Tonsdat, Linda Marie. *God and Difference: The Trinity, Sexuality and the Transformation of Finitude*. London: Routledge, 2015.

DAI015P Children and Families Ministry: Core Issues in Diverse Contexts

Semester I: Intensive

Description

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

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

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

Assessment

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

Lecturer

Beth Barnett

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

Semester 2: Intensive

Description

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

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

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

Assessment

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

Lecturer

Vivian Mountain

Recommended reading

* = set texts recommended for purchase

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

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

Semester 2: Intensive

Description

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

Learning outcomes – Level 1

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

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

Learning outcomes – Level 2

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

Assessment

Level 1:

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

Level 2:

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

Lecturer

Julie Perrin with Christina Rowntree (CTM)

Recommended reading

* = set texts recommended for purchase

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

DMI000P/DMI009P Developing a Mission Theology for Today

Semester 2: Weekly

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

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

Assessment: Online

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

Pre-requisite

N/A

Lecturer

John Flett

Recommended Reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

DP 1000P Self and Other in Pastoral Relationships

Semester I: Intensive

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%

Lecturer - TBA

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

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.

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.
5. Evaluate their developing skills in ministry practice and theological reflection.

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

Co-requisites

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

Lecturer

Sue Withers

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

DP2500P Theology of Pastoral Care

Semester 2: Weekly

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

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

Pre-requisites

15pts in each of Biblical Studies and Theology

Lecturer – Randall Prior

Recommended reading

* = set texts recommended for purchase

- Clebsch, W. A. and C. R. Jaekle. *Pastoral Care in Historical Perspective*. Englewood Cliffs: Prentice-Hall, 1964.
- Evans, G. R. ed. *A History of Pastoral Care*. London: Cassell, 2000.
- Van Deusen Hunsinger, D. *Pray Without Ceasing: Revitalizing Pastoral Care*. Grand Rapids: Eerdmans, 2006.
- Dykstra, R. *Images of Pastoral Care*. St Louis, US: Chalice Press 2005
- Gerkin, C. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997.
- Graham, E. *Transforming Practice: Pastoral Theology in an Age of Uncertainty*. London: Mowbray, 1996.
- Lyall, 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.

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 (5000 words)...	...	...	...	...	...	...	100%

Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer

Maryanne Confoy

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

Supervised Reading Units

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.

2018 POSTGRADUATE UNITS

Course code: Name of course	...	...	...	...	...	...	Semester: Delivery mode
Field A: Humanities							
AH9100P: Thinking Otherwise: Feminist Theologies	...	...	...	...	...	...	2: Intensive
AL8100P: Introduction to New Testament Greek: Part A	...	...	...	...	...	...	1: Classroom-based
AL8200P: Introduction to New Testament Greek: Part B	...	...	...	...	...	...	2: Classroom-based
AP8000P: Philosophy for Understanding Theology	...	...	...	...	...	...	1: Classroom-based
AP9720P: Greek Sources of Western Thought	...	...	...	...	...	...	1: Classroom-based
AP9750P: Belief After Philosophy: Postmodernism and Religious Faith	...	...	...	...	...	...	2: Classroom-based
AP9600P: Hermeneutics	...	...	...	...	...	...	2: Classroom-based
AR8020P: Reason and Revival	...	...	...	...	...	...	2: Classroom-based
AR9080P: Watching for God: Theology, the Bible, and Film	...	...	...	...	...	...	2: Intensive
AR9110P: The Art of Belief	...	...	...	...	...	...	2: Classroom-based
Field B: Biblical Studies							
BA8010P: Life, History and the People of God in the Hebrew Scriptures	...	...	...	...	...	...	1: Classroom-based
BA8019P: Life, History and the People of God in the Hebrew Scriptures	...	...	...	...	...	...	1: Online
BA9040P: Gender, Justice, and Empire: Contextual Readings of the Old Testament	...	...	...	...	...	...	2: Intensive
BA9050P: Reading and Interpreting Isaiah	...	...	...	...	...	...	1: Intensive
BA9059P: Reading and Interpreting Isaiah	...	...	...	...	...	...	1: Online
BA9060P: Thematic Study of the Old Testament	...	...	...	...	...	...	2: Intensive
BN8010P: Earliest Christianity: Stories, Texts, Beliefs	...	...	...	...	...	...	2: Classroom-based
BN8019P: Earliest Christianity: Stories, Texts, Beliefs	...	...	...	...	...	...	2: Online
BN9040P: Cross and Resurrection in Early Christianity	...	...	...	...	...	...	1: Classroom-based
BS8030P: Biblical Theology of Mission	...	...	...	...	...	...	1: Classroom-based
BS8039P: Biblical Theology of Mission	...	...	...	...	...	...	1: Online
BS9020P: Sex and the Bible	...	...	...	...	...	...	2: Intensive
Field C: Christian History and Thought							
CH/DS8000P: Memory, History and the Historians	...	...	...	...	...	...	1: Classroom-based
CH/DS9000P: Fullness of Life: Spirituality in Christian Tradition	...	...	...	...	...	...	1: Classroom-based
CH/AR8120P: Reason and Revival	...	...	...	...	...	...	2: Classroom-based
CH/DS9040P: The World of Hildegard of Bingen	...	...	...	...	...	...	2: Classroom-based
CH/DS9010P: Discernment and Authority in Christian Tradition	...	...	...	...	...	...	2: Classroom-based
CT8000P: Christianity's Big Ideas	...	...	...	...	...	...	1: Classroom-based
CT8020P: Jesus, Discipleship, and Justice	...	...	...	...	...	...	2: Classroom-based
CT8080P: The Living People of God: Local, Global, and Mission	...	...	...	...	...	...	2: Classroom-based
CT9000P: Trinity, Society and Dialogue	...	...	...	...	...	...	1: Classroom-based
CT9009P: Trinity, Society and Dialogue	...	...	...	...	...	...	1: Online
CT9020P: Doctrine, Truth, and Pluralism	...	...	...	...	...	...	2: Intensive
CT9029P: Doctrine, Truth, and Pluralism	...	...	...	...	...	...	2: Online
CT9040P: A Changed Climate for Theology	...	...	...	...	...	...	2: Classroom-based
CT9049P: A Changed Climate for Theology	...	...	...	...	...	...	2: Online
CT9170P: Sex, Gender, and Christian Doctrine	...	...	...	...	...	...	1: Intensive
Field D: Theology: Mission and Ministry							
DA8000P: Children and Families Ministry	...	...	...	...	...	...	1: Intensive
DA9040P: Nurture and Spiritual Guidance of Children	...	...	...	...	...	...	2: Intensive
DA9049P: Nurture and Spiritual Guidance of Children	...	...	...	...	...	...	2: Online
DE/DS8001P: The Art and Practice of Oral Storytelling	...	...	...	...	...	...	2: Intensive
DM8000P: Developing a Mission Theology for Today	...	...	...	...	...	...	2: Classroom-based
DM8009P: Developing a Mission Theology for Today	...	...	...	...	...	...	2: Online
DP8000P: Self and Other in Pastoral Relationships	...	...	...	...	...	...	1: Intensive
DP8900P: Supervised Theological Field Education	...	...	...	...	...	...	As required
DP9900P: Further Supervised Theological Field Education	...	...	...	...	...	...	As required
DP8500P: Theology of Pastoral Care	...	...	...	...	...	...	2: Classroom-based
DP9805P: Effective Christian Leadership and Ministry	...	...	...	...	...	...	2: Intensive
Other Units							
Supervised Reading Units	...	...	...	...	...	...	As required
XX9990P: Capstone Integrative Project	...	...	...	...	...	...	2: Classroom-based

2018 POSTGRADUATE UNIT DESCRIPTIONS

AH9100P Thinking Otherwise: Feminist Theologies

Semester 2: Intensive

Description

This unit explores the contribution of feminist scholarship to Christian theology. It surveys the history of feminism as a term, charts the growth of significance within theological discourse since the 1980s and of resistance to it. It considers the significance of feminist **methods, hermeneutics and approaches** to reading and interpreting Scripture, and the consequent **impact on feminist theologizing, analysis** of Christian doctrine, and the understanding Christian tradition and liturgical life. It pays particular attention to the intersection of feminism with other theologies of liberation, against structures of oppression. Considering a range of contemporary social issues, this unit examines the actual and potential contribution of feminist insights to shaping nuanced and vibrant theological perspectives.

Learning outcomes

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

1. Summarise key principles of feminist thought and interpretation of biblical narrative in relation to particular historical periods and particular theological disciplines;
2. Evaluate changing definitions of feminism in relation to their implications for the contemporary church;
3. Analyse the argument of one or more key contributions to the literature of feminist theology in English;
4. Assess the contribution of feminist thought to theological discussion in Australia and elsewhere;
5. Formulate a response to a contemporary social question drawing on principles of feminist theology.

Assessment	...	...	...	...	...	...	Weighting
Book Review (2000 words)	...	...	...	...	...	...	30%
Essay (4000 words)	...	..	...	...	...	...	70%

Lecturer- Katharine Massam and Monica Melanchthon

Recommended reading

* = set texts recommended for purchase

Althus-Reid, Marcella, *Indecent Theology: theological perversions in sex, gender and politics*, London: Routledge, 2010.

Aquino, Maria Pilar, *Our Cry for Life: Feminist Theology from Latin America*, trans. Dinah Livingstone. Maryknoll, N.Y.: Orbis Books, 1993.

Byron, Gay L and Vanessa Lovelace, *Womanist Interpretations of the Bible: Expanding the Discourse*, Atlanta: SBL Press, 2016.

* Clifford, Anne M. *Introducing Feminist Theology*. Maryknoll, N.Y.: Orbis Books, 2001.

Copeland, M. Shawn. *Enfleshing Freedom: Body, Race, and Being*. Minneapolis: Fortress, 2009.

Dube, Musa, *Postcolonial feminist interpretations of the Bible*, St Louis, MO: Chalice Press, 2006.

hooks, bell, *Teaching to Transgress*, New York: Routledge, 2014.

Hunt, Mary E., and Diann L. Neu, eds. *New Feminist Christianity: Many Voices, Many Views*. Woodstock, Vermont: Skylight Paths Publishing, 2010.

Junior, Nyasha, *An introduction to womanist Biblical Interpretation*, Louisville, KY: Westminster John Knox Press, 2015.

Kwok Pui-Lan, *Introducing Asian Feminist theology*, Sheffield: Sheffield Academic, 2000.

Kwok Pui-Lan, *Hope Abundant: third world and indigenous women's theology*, Maryknoll, NY: Orbis Books, 2010.

Midgley, Clare and Alison Twells, Julie Carlier (eds), *Women in Transnational History. Connecting the Local and the Global*, London: Routledge, 2016.

Ruether, Rosemary R., ed. *Women Healing Earth: Third World Women on Ecology, Feminism, and Religion*. Maryknoll, NY: Orbis, 1996.

Schüssler Fiorenza, Elisabeth, *Wisdom Ways: Introducing Feminist Biblical Interpretation*. Maryknoll: Orbis, 2001.

AL8100P Introduction to New Testament Greek: Part A

Semester I: Weekly

Description

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

Learning outcomes

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

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

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

Lecturer- Sunny Chen

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

AL8200P Introduction to New Testament Greek: Part B

Semester 2: Weekly

Description

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

Learning outcomes

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

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

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

Pre-requisite

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

Lecturer

Sunny Chen

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

AP8000P Philosophy for Understanding Theology

Semester I: Weekly

Description

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

Learning outcomes

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

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

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

Pre-requisites

N/A

Lecturer

John Martis

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

AP9720P Greek Sources of Western Thought

Semester I: Weekly

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%

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. NewYork: 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.

AP9750P Belief after Philosophy: Postmodernism and Religious Faith

Semester 2: Weekly

Description

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

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

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

Assessment

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

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

Lecturer: John Martis

Recommended Reading

*= set texts recommended for purchase

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

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

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

---, *The Insistence of God: A Theology of Perhaps*. Bloomington, IN: Indiana UP, 2013.

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

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

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

---. *The Trespass of the Sign: Deconstruction, Theology and Philosophy*. Cambridge: Cambridge UP, 1989.

Marion, Jean-Luc. *The Reason of the Gift*. Trans. Stephen E. Lewis. Charlottesville, VA: U of Virginia P, 2011.

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

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

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

AP9600P Hermeneutics

Semester 2: Weekly

Description

This unit explores issues in hermeneutics from a philosophical perspective, keeping in mind the engagement of that perspective with the theological in the interpretation of biblical and other texts. Following a survey of traditional hermeneutic models, the unit addresses modern developments, considering Schleiermacher, Dilthey, Heidegger, Gadamer and Ricoeur, and the contributions of structuralists, poststructuralists and others, while engaging the following questions. What meanings of the term "hermeneutics" link antiquity to modernity? What accounts of truth and meaning emerge from the definitions of hermeneutics that modern philosophy has sequentially offered? Included here are issues of how textual meaning might be authoritatively determined, and whether an adequate "explanation of explanation" is to be had.

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

1. **articulate** fundamental issues attending textual interpretation.
2. **distinguish** modern interpretive approaches from traditional methods.
3. **discuss** the particular challenges confronting biblical interpretation.
4. **identify** a range of interpretive approaches to texts.
5. **critically discuss** the relationship between theological stances and interpretive approaches.
6. **Develop** a written argument for an interpretive approach to a text or texts

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

Lecturer - John Martis

Recommended reading

* = set text(s) recommended for purchase

Bleicher, Josef (ed). *Contemporary Hermeneutics: Hermeneutics as Method, Philosophy, and Critique*. London: Routledge and Kegan Paul, 1980.

Caputo, John D. *Radical Hermeneutics: Repetition, Deconstruction and the Hermeneutic Project*. Bloomington: Indiana University Press, 1987.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, 1997.

Diane Michelfelder and Richard Palmer, eds. *Dialogue and Deconstruction: The Gadamer- Derrida Encounter*. Albany, NY: SUNY Press, 1989..

Eagleton, Terry. *Literary Theory*. Minneapolis: University of Minnesota Press, 2008.

Gadamer, Hans-Georg. *Truth and Method*. Trans. William Glen Doepel. 2nd Ed. London: Sheed and Ward, 1979.

Heidegger, Martin. *Being and Time: A Translation of Sein and Zeit*. Trans. Joan Stambaugh. Albany, NY: SUNY, 1996.

Jasper, David. *A Short Introduction to Hermeneutics*. Louisville: Westminster John Knox Press, 2004.

Jensen, Alexander S. *The Hermeneutics Reader*. Ed. Kurt Mueller- Vollmer. New York: Continuum, 2006.

*Palmer, Richard E. *Hermeneutics: Interpretation Theory in Schleiermacher, Dilthey, Heidegger, and Gadamer*. Chicago: Northwestern University Press, 1969.

Ricoeur, Paul. *Interpretation Theory: Discourse and the Surplus of Meaning*. Fort Worth, TX: Texas Christian University Press, 1976.

Schneiders, S.M. *The Revelatory Text: Interpreting the New Testament as Sacred Scripture*. San Francisco: Harper, 1991.

Schmidt, Lawrence K. *Understanding Hermeneutics*. Stocksfield, UK: Acumen, 2006.

The Bible and Culture Collective (eds.) *The Postmodern Bible*. New Haven: Yale University Press, 1995.

Thistleton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2009.

Tracy, D. *Plurality and Ambiguity: Hermeneutics, Religion, Hope*. San Francisco: Harper and Row, 1987.

Wilson, Barrie A (compiler). *About interpretation: from Plato to Dilthey: A Hermeneutic Anthology*. New York: Peter Lang, 1989.

AR/BS/CT/DA9080P Watching for God: Theology, the Bible, and Film

Semester 2: Intensive

Description

This unit provides an opportunity for students to explore philosophical, theological, and biblical issues, as well as aspects of spirituality and cultural hermeneutics through exposure to the medium of film. The course will introduce some of the key tools appropriate to the interpretation of visual representation, drawing on insights from film studies. Five 'core' films will be watched and be the basis for seminar reflection and further reading. Students will be prepared to engage in their own independent research on film(s) of their choice. As well as providing a general framework for interpreting the relationship between Christian faith and film, students will be encouraged to develop a more in depth understanding of either the religious, theological, biblical, pastoral, spiritual or missiological aspects of film as a specific manifestation of the visual arts.

Learning outcomes –

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

1. Provide a critical review of the key elements of film analysis in relation to selected examples of contemporary filmmaking.
2. Identify and reflect upon the explicit and implicit presence of biblical and theological themes, motifs, allusions, and treatments in at least two examples of contemporary film making.
3. Integrate their prior theological learning into the study of film, and articulate the nature of this integration explicitly in both oral and written environments.
4. Develop independent research and critical theological reflection on a selected film.

Assessment	...	...	...	...	...	...	Weighting
Critical analysis of a film (3000 word equivalent)						...	50%
Seminar presentation on a chosen film (3000 words)	...					...	50%

Lecturer – Sean Winter

Recommended reading

* = set texts recommended for purchase

Blizek, William L., ed. *The Continuum Companion to Religion and Film*. London: Continuum, 2009.

Chatman, Seymour. *Story and Discourse: Narrative Structure in Fiction and Film*. Ithaca / London: Cornell University Press, 1978.

Christianson, Eric S., Peter Francis, and William R. Telford, eds. *Cinema Divinité: Religion, Theology and the Bible in Film*. London: SCM, 2005.

Copier, Laura and Caroline Vander Stichele, eds. *Close Encounters Between Bible and Film: An Interdisciplinary Engagement*. Semeia Studies 87. Atlanta: SBL, 2017.

Deacy, Christopher and Gayle Williams Ortiz. *Theology and Film: Challenging the Sacred/Secular Divide*. Oxford: Blackwell, 2008.

Johnston, Robert K. *Reel Spirituality: Theology and Film in Dialogue*. 2nd ed. Grand Rapids MI: Baker Academic, 2006.

Johnston, Robert K., ed. *Reframing Theology and Film: New Focus for an Emerging Discipline*. Grand Rapids MI: Baker Academic, 2007.

Lyden, John C., ed. *The Routledge Companion to Religion and Film*. London: Routledge, 2009.

Lyden, John C. *Film as Religion: Myths, Morals, Rituals*. New York: New York University Press, 2003.

Marsh, Clive and Gayle Ortiz, eds. *Explorations in Theology and Film: Movies and Meaning*. Malden MA: Blackwells, 1998.

Walsh, Richard. *Finding St. Paul in Film*. New York: T & T Clark International, 2005.

AR9110P The Art of Belief

Semester 2: Weekly

Description

Students will explore the symbolic world of European and Australian art (including work by Aboriginal artists) to develop a deeper appreciation and understanding of the representation of selected key aspects of Christian belief. Drawing specifically on the collection of the National Gallery of Victoria in dialogue with other images, we will consider how various artistic approaches illuminate changing perspectives on diverse themes in order to resource theological conversation.

Learning outcomes –

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

1. Identify significant dates, movements and symbols in religious art in the Christian tradition, including the impact of European and Aboriginal traditions of art in Australian Christianity.
2. Apply key principles of artistic and theological interpretation to a range of art works;
3. Evaluate the interplay of context and tradition (both artistic and theological) in the work of a visual artist;
4. Communicate an understanding of the treatment of a central Biblical and/or theological theme in the work of a visual artist;
5. Critically evaluate the significance of artistic expression of religious belief for the contemporary churches in Australia.

Assessment	...	...	...	...	...	Weighting
Source Analysis (1500 words)		...	...	...	...	30%
Essay (2500 words)			...	...	...	40%
Presentation (1500 words)			...	...	...	30%

Lecturers- Katharine Massam and Howard Wallace

Recommended reading

- = set texts recommended for purchase

Bevans, Stephen B., and Katalina Tahaafe-Williams. *Contextual Theology for the Twenty-First Century*. Eugene, Or: Pickwick Publications, 2011.

Caruana, Wally, *Aboriginal Art*, London: Thames & Hudson, 2003.

Crumlin, Rosemary. *The Blake Book: Art, Religion and Spirituality in Australia*. Melbourne, Vic: Palgrave Macmillan Australia, 2011.

Dyrness, William, *Visual faith: art, theology and worship in dialogue*, Grand Rapids: Baker Academic, 2001.

Harries, Richard, *The image of Christ in modern art*, Farnham, Surrey: Ashgate, 2013.

Hudson, Wayne. *Australian Religious Thought*. Melbourne: Monash University Press, 2017.

Loverance, Rowena, *Christian Art*, London: The British Museum, 2007.

McCaughy, Patrick, *Strange Country: why Australian painting matters*, Carlton, Vic.: The Miegunyah Press, 2014.

McDannell, Colleen. *Picturing Faith: Photography and the Great Depression*. New Haven: Yale University Press, 2011.

Sherman, Louise, and Christobel Mattingley. *Our Mob, God's Story: Aboriginal and Torres Strait Islander Artists Share Their Faith*. 2017.

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

Semester I: Weekly

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

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

Assessment Online

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

Lecturer

Monica Jyotsna Melanchthon

Recommended reading

* = set texts recommended for purchase

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

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

* Brueggemann, Walter and Tod 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.

BA9040P Gender, Justice, 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

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%

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.

BA/BS9050P/ BA/BS9059P Reading and Interpreting Isaiah

Semester 2: Intensive

Description

This unit will attend to Isaiah the prophet, the cultural and historical settings of the various parts of Isaiah and the book as a whole, and its theology. It seeks to provide knowledge of the diverse genres of literature within the book, its theological themes, and its interpretation by engaging in exegesis and critical analysis of select texts from the three parts of Isaiah. Participants will engage their readings of Isaiah in the context of real world situations.

Upon successful completion of this unit, students will be able to:

1. Exhibit an understanding and advanced knowledge of the Book of Isaiah and its contents.
2. Demonstrate critical awareness of the cultural, social, historical, literary, religious, and theological issues pertaining to the Book of Isaiah.
3. Critically analyse the primary and secondary literature
4. Apply methodological skills in Old Testament interpretation
5. Assess the relevance of the messages of Isaiah to the contemporary context of church and society

Assessment	:	...	...	...	Weighting
Essay on the book of Isaiah (3000 words)	...	...	...	...	50%
Exegetical Essay (3000 words)	...	...	...	...	50%

Lecturer

Monica Melanchthon

Recommended reading:

- Ackerman, Susan. "Isaiah," Pages 169-77, in Newsome, Carol A. and Sharon H. Ringe, (eds.), *The Women's Bible Commentary (Expanded)*, London/Louisville: SPCK/Westminster John Knox, 1998.
- Blenkinsopp, J. *Isaiah 1-39 AB*, New York: Doubleday, 2000.
- _____. *Isaiah 40-55 AB*, New York: Doubleday, 2002.
- _____. *Isaiah 55-66 AB*, New York: Doubleday, 2003.
- Broyles, C. C. and Evans, C. A. (eds.), *Writing and Reading the Scroll of Isaiah: Studies of an Interpretive Tradition*. Leiden: Brill, 1997
- Brueggemann, Walter. *Isaiah 1-39. Interpretation*. Louisville: Westminster John Knox, 2001.
- Childs, B. S. *Isaiah*. Louisville: Westminster John Knox, 2001.
- _____. *The Struggle to Understand Isaiah as Christian Scripture*. Grand Rapids: Eerdmans, 2004.
- Hanson, Paul D. *Isaiah 40-66. Interpretation*. Louisville: Westminster John Knox, 1995.
- Koch, Timothy. "Isaiah," Pages 371-385, in Guest, Deryn, et. al., (eds.), *The Queer Bible Commentary*, London: SCM, 2006.
- Patte, Daniel (Ed.), *The Global Bible Commentary*, Nashville: Abingdon, 2004.
- Paul, Shalom M. *Isaiah 40-66, Eerdmans Critical Commentary*. Grand Rapids: Eerdmans, 2012.
- Wildberger, H. *Isaiah 1-12*. Trans. T. H. Trapp. CC. Minneapolis: Fortress, 1991.
- _____. *Isaiah 13-27*. Trans. T. H. Trapp. CC. Minneapolis: Fortress, 1997.
- _____. *Isaiah 28-39*. Trans. T. H. Trapp. CC. Minneapolis: Fortress, 2002.
- Williamson, H. G. M. *The Book Called Isaiah: Deutero Isaiah's Role in Composition and Redaction*. Oxford: Clarendon, 1994.

BA9060P Thematic Study of the Old Testament

Semester 2: Intensive

Description

This unit will guide students in the study of significant social and theological themes within the Hebrew Bible/Old Testament. Themes such as creation, covenant, family, the body, the poor, gender, food, land, justice, the state, power, hope, spirituality, to name a few. These themes will be examined within their original literary, historical and cultural contexts and evaluated for their relevance to contemporary times and practice.

Upon successful completion of this unit, students will be able to:

1. Provide a critical and coherent analysis of selected theological themes in the Hebrew Bible.
2. Demonstrate detailed knowledge of the cultural, social, historical, literary, religious contexts in which they originated.
3. Critically evaluate scholarly interpretations of these themes.
4. Exhibit the ability to relate the study of the selected themes to a broader understanding of the texts and theology of the Hebrew Bible.
5. Critically analyse the relevance of these themes to the contemporary context of church and society.

Assessment	:	...	...	...	Weighting
Literature Review (3000 words)	...	...	...	...	50%
Thematic Essay (3000 words)	...	...	...	...	50%

Lecturer

Monica Melanchthon

Recommended reading:

Allen, Leslie C. *A Theological Approach to the Old Testament: Major Themes and New Testament Connections*. Eugene, OR: Cascade, 2014.

Birch, Bruce C. et al. *A Theological Introduction to the Old Testament*. 2nd edition. Nashville: Abingdon Press, 2005.

Brueggemann, Walter. *Reverberations of Faith: A Theological Handbook of Old Testament Themes*. Louisville, KY: Westminster John Knox, 2002.

Dyrness, William A. *Themes in Old Testament Theology*. Downers Grove, IL: Intervarsity Press, 1980.

*Gravett, Sandra L., et al. *The Hebrew Bible: A Thematic Approach* Louisville, KY: Westminster John Knox, 2008.

Knierim, Rolf P. *The Task of Old Testament Theology: Substance, Method and Cases*. Grand Rapids, MI: Eerdmans, 1995

Matthews, V. H. *Old Testament Themes*. Atlanta, GA: Chalice, 2000

Perdue, Leo G., and et.al. *Families in Ancient Israel*, Louisville, KY: Westminster John Knox, 1997.

Seibert, Eric A. *Disturbing Divine Behavior: Troubling Old Testament Images of God*. Minneapolis: Fortress, 2009.

Waltke, B. K. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*, Grand Rapids, MI: Zondervan, 2007.

Note: detailed reading suggestions will be provided based on the selection of themes in any given year.

BN8010P/BN8019P Earliest Christianity: Stories, Texts, Beliefs

Semester 2: Weekly

Description

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

Learning outcomes

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

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

Assessment

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

Assessment

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

Lecturer - Sean Winter

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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

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

BN9040P Cross and Resurrection in Early Christianity

Semester I: Weekly

Description

This unit investigates the meanings attributed to the death and resurrection of Jesus Christ in a variety of texts from the early Christian movement. Consideration will be given to the development of Christian understandings of atonement, the nature of early claims about the resurrection of Jesus, and the relationship between cross and resurrection in Pauline texts, the Gospels, and a number of non-canonical early Christian texts (including texts from Nag Hammadi and the Apostolic Fathers). The centrality of early claims about the death and resurrection of Jesus in relation to the development of Christian theology, community, and ethics will be explored.

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

1. Critically analyse the main features of the understanding of the death and resurrection of Jesus in a number of early Christian texts, with reference to their overall genre, contents and purpose.
2. Discuss the historical, sociological, literary, and theological factors that contributed to the development and diversity of early Christian understandings of the death and resurrection of Jesus.
3. Articulate, through detailed exegesis, the way that one early Christian text treats the death and resurrection of Jesus and its ecclesial, missional, or ethical implications.
4. Compare significant scholarly debates over the meaning of the death of Christ and/or the nature of the resurrection in early Christianity.
5. Develop a seminar presentation based on independent research on a topic related to the unit content.

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

Lecturer- Sean Winter

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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

BS8030P / BN8039P Biblical Theology of Mission

Semester I: Weekly

Description

This unit provides an overview of the biblical witness to the centrality of mission for Christian theology and discipleship. Moving beyond traditional appeals to texts which command missionary activity, the course will help the student to understand how the theological and hermeneutical issues related to mission are explored in the canonical texts. These include: God's relationship to the world in creation and salvation; the vocation of God's people in relation to the nations and creation; the complex relationship between biblical faith and culture. Throughout, the unit will explore the ways that a critical understanding of the biblical text shapes mission and Christian discipleship in a complex world.

Learning outcomes

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

1. Compare and contrast the different depictions of mission across a range of biblical texts
2. Articulate the relationship between recurring major biblical themes which inform a theology of mission
3. Critically discuss significant scholarly shifts in construing the biblical theology of mission
4. Apply a missional hermeneutical for the reading of scripture
5. Demonstrate a critical understanding of mission drawn from the biblical text

Assessment	...	...	...	...	...	...	Weighting
Book Review (1000 words)		...	...	...	...	...	25%
Essay (5000 words)	...	...	...	...	...	...	75%

Lecturer – Sean Winter

Recommended reading

* = set texts recommended for purchase

- Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker, 2003.
- Brownson, James V. *Speaking the Truth in Love: Resources for a Missional Hermeneutic*. Harrisburg, PA: Trinity Press International, 1998.
- Gorman, Michael J. *Becoming the Gospel: Paul, Participation, and Mission*. Grand Rapids, MI: Eerdmans, 2015.
- Legrand, Lucien. *Unity and Plurality: Mission in the Bible*. Maryknoll, NY: Orbis Books, 1990.
- Lopez, Davina C. *Apostle to the Conquered: Reimagining Paul's Mission*. Minneapolis: Fortress, 2008.
- Okoye, James Chukwuma. *Israel and the Nations: A Mission Theology of the Old Testament*. Maryknoll NY: Orbis, 2006.
- Okure, Teresa. *The Johannine Approach to Mission: A Contextual Study of John 4:1-42*. WUNT 2 / 31. Tübingen: J. C. B. Mohr (Paul Siebeck), 1988.
- Sanneh, Lamin O. *Translating the Message: The Missionary Impact on Culture*. Maryknoll, NY: Orbis, 1989.
- Senior, Donald, and Carroll Stuhlmueller. *The Biblical Foundations for Mission*. Maryknoll, NY: Orbis, 1983.
- Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: IVP, 2006.

BS9020P Sex and the Bible

Semester 2: Intensive

Description

This unit (1) examines the diverse views in the Bible on sex and sexuality and (2) considers ways in which biblical interpretation could be enriched by taking into account the matters of sex. The unit will stress the richness of the Bible, and of the tasks of biblical interpretation, by the study of selected texts and the discussion of questions such as, What makes a perspective on sexuality 'biblical'? What to do, and how, when biblical perspectives contradict? How might we assess the ways that biblical texts have been used as authoritative resources for discussing and regulating sexual ethics, identity and practice? How do changing notions of sex and sexuality impact the way biblical texts are interpreted? What may we do to make biblical interpretation more sexy?

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

1. analyse biblical views on the matters of sex and sexuality;
2. assess different interpretations of biblical texts on sex and sexuality;
3. develop skills in queer and sensual reading of selected biblical texts;
4. utilise methodological and exegetical resources on selected biblical texts;
5. articulate a critical understanding of the rich views in the Bible on sex and sexuality.

Assessment

Essay (6000 words)

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Weighting

100%

Lecturer- Jione Havea

Recommended reading

* = set texts recommended for purchase

Althaus-Reid, Marcella. *Indecent Theology: Theological Perversion in Sex, Gender and Politics*. New York: Routledge, 2000.

Carr, David M. *The Erotic Word: Sexuality, Spirituality, and the Bible*. New York: Oxford, 2003.

Coogan, Michael. *God and Sex: What the Bible Really Says*. New York: Twelve, 2010.

Douglas, Kelly Brown. *Sexuality and the Black Church: A Womanist Perspective*. Maryknoll: Orbis, 1999.

Guess, Deryn, Robert Goss, Mona West and Thomas Bohache (eds). *The Queer Bible Commentary*. London: SCM, 2006.

Hornsby, Teresa J. and Amy-Jill Levine. *Sex Texts from the Bible: Selections Annotated and Explained*. Woodstock: Skylight, 2007.

Hornsby, Teresa J. and Deryn Guest. *Transgender, Intersex, and Biblical Interpretation*. Atlanta: SBL, 2016.

Kirk-Duggan, Cheryl A. (ed). *Pregnant Passion: Gender, Sex and Violence in the Bible*. Atlanta: SBL, 2003.

Kirk-Duggan, Cheryl A. and Tina Pippins (eds). *Mother Goose, Mother Jones, Mommie Dearest: Biblical Mothers and Their Children*. Atlanta: SBL, 2009.

Knust, Jennifer Wright. *Unprotected Texts: The Bible's Surprising Contradictions about Sex and Desire*. New York: HarperCollins, 2011.

Newsom, Carol A. and Sharon H. Ringe (eds). *Women's Bible Commentary*. 3rd Rev & Updated ed. Louisville: Westminster John Knox, 2012.

Patte, Daniel (ed). *Global Bible Commentary*. Nashville: Abingdon, 2004.

Rashkow, Ilona N. *Taboo or not Taboo: Sexuality and Family in the Hebrew Bible*. Minneapolis: Fortress, 2000.

Streeter, Gail P. C. *The Strange Woman: Power and Sex in the Bible*. Louisville: Westminster John Knox, 1998.

Williams, Delores S. *Sisters in the Wilderness: The Challenge of Womanist God-talk*. Maryknoll: Orbis, 2013.

CH8000P Memory, History, and the Historians

Semester I: Weekly

Description

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

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

Learning outcomes

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

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

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/ DS9000P Fullness of Life: Spirituality in Christian Tradition

Semester I: Weekly

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.

CH8020P/AR8120P Reason and Revival

Semester 2: Weekly

Description

This unit examines the history of Protestantism in the eighteenth to mid-twentieth centuries through the lens of religious literature and music. Using a wide variety of texts including poetry, novels, hymns and songs, drama and memoirs, the unit seeks to explore trends in the development of Protestant belief and spirituality around the world, with a special emphasis on the Australian experience. Topics include the Enlightenment, conversion and revival, social activism, nature, writing for children, and the life of the church.

Learning outcomes

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

1. Identify significant dates, people and themes in the history of Protestantism in the 18th-mid-20th centuries
2. Apply key principles of historical interpretation to a range of primary sources
3. Demonstrate an understanding of how an aspect of practice or belief has developed over time within Protestantism
4. Communicate an understanding of the history of Protestantism to audiences both in the local church and the academy
5. Critically assess the influence of Protestantism in the 18th to mid-20th century on a particular aspect of church or society

Assessment	...	...	...	...	...	...	Weighting
Critical Review (1500 words)	...	...	...	...	...	...	30%
Research essay (3000 words)	...	...	...	...	...	...	40%
Presentation (1500 words)	...	...	...	...	...	...	30%

Lecturer- Kerrie Handasyde

Recommended reading

* = set texts recommended for purchase

Bilbro, Jeffrey. *Loving God's Wildness: The Christian Roots of Ecological Ethics in American Literature*. (ebook)

Gascoigne, John. *The Enlightenment and the Origins of European Australia*. Cambridge: CUP, 2005.

Hutchinson, Mark and Stuart Piggin, eds. *Reviving Australia: Essays on the History and Experience of Revival and Revivalism in Australian Christianity*. Sydney: Centre for the Study of Australian Christianity, 1994.

Hutchinson, Mark and John Wolffe. *A Short History of Global Evangelicalism*. Cambridge: CUP, 2012.

Knight, Mark and Emma Mason. *Nineteenth Century Religion and Literature: An Introduction*. Oxford: OUP, 2006). (ebook)

Kruczek-Aaron, Hadley. *Everyday Religion: An Archaeology of Protestant Belief and Practice in the Nineteenth Century*. Gainesville: University of Florida Press, 2015 (ebook)

McGrath, Alister. *Christianity's Dangerous Idea: The Protestant Revolution – a History from the Sixteenth Century to the Twenty-First*. New York: Harper One, 2007.

Marty, Martin. *Fundamentalism and Evangelicalism*. Munich: De Gruyter Saur., 1993. (ebook)

Noll, Mark and David Bebbington and George Rawlyk, *Evangelicalism: Comparative Studies of Popular Protestantism in North America, The British Isles, and Beyond, 1700-1990*. New York: OUP, 1994.

Noll, Mark. *The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys*. Downers Grove: Intervarsity Press, 2003.

O'Brien, Glen and Hilary Carey, eds. *Methodism in Australia: A History*. Burlington: Ashgate, 2015.

Rogers, Stephanie Stidham. *Inventing the Holy Land: American Protestant Pilgrimage to Palestine, 1865-1941*. Lanham, Md.: Lexington Books, 2011. (ebook)

Rosman, Doreen. *Evangelicals and Culture*, 2nd edn. Cambridge: James Clarke & Co., 2012. (ebook)

Troughton, Geoffrey. *New Zealand Jesus: Social and Religious Transformations of an Image, 1890-1940*. Bern: Peter Lang, 2011 (ebook)

CH9040P/DS9040P The World of Hildegard of Bingen

Semester 2: Weekly

Description

This unit explores the life, thought and spirituality of the twelfth-century Benedictine nun, visionary, philosopher, composer and religious leader, Hildegard of Bingen (1098 – 1179). Drawing on her extensive writings, images and musical compositions, we will examine her formative years and how they shaped her outlook, her visions and her self-image as prophet, the major themes and concerns of her works, and her role as a spiritual leader. An important focus of this unit will be to explore critical issues associated with the interpretation of Hildegard's life and her writings, which we will examine within the religious, political and social context of the twelfth century. We will also trace how Hildegard and her image have been interpreted historically and the continued relevance of her thought and spirituality in contemporary society.

Learning outcomes

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

1. Analyse critically the major influences that shaped Hildegard of Bingen's outlook and spirituality
2. Engage with critical debates about interpreting the sources for Hildegard's life and her writings
3. Analyse critically Hildegard's writings in their social, religious and political contexts
4. Articulate and evaluate the major theological and ethical themes in Hildegard's writing and their contemporary significance.
5. Formulate a sustained argument on an aspect of Hildegard's life or thought.

Assessment	...	...	...	...	...	...	Weighting
Source analysis (1000 words)	...	...	...	...	...	...	20%
Topic essay (2500 words)	...	...	...	...	...	...	40%
Research Essay (2500 words)	...	...	...	...	...	...	40%

Pre-requisite- 15 points in Field CH

Lecturer- TBA

Recommended reading

* = set texts recommended for purchase

Flanagan, Sabina. Hildegard of Bingen (1098-1179): A Visionary Life (London: Routledge, 1990).

* Hildegard of Bingen: Selected Writings, translated with an introduction and notes by Mark Atherton (Harmondsworth: Penguin, 2001).

* Hildegard of Bingen, Scivias, with an introduction by Mother Columba Hart and Jane Bishop, introduced by Barbara J. Newman and with a preface by Caroline Walker Bynum (New York: Paulist, 1990).

Kienzle, Beverly Mayne, Debra L. Stoldt and George Ferzoco (eds), A Companion to Hildegard of Bingen, (Leiden: Brill, 2013). Newman, Barbara (ed.). The Voice of the Living Light: Hildegard of Bingen and her World (Berkeley: University of California Press, 1998).

Silvas, Anna. Jutta and Hildegard: The Biographical Sources (University Park: Pennsylvania State Press, Turnhout: Brepols, 1998).

CH9010P/ DS9010P Discernment and Authority in Christian Tradition

Semester 2: Weekly

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

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.

CT8000P Christianity's Big Ideas

Semester I: Weekly

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%

Lecturer – Geoff Thompson

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, Catherine 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.

CT8020P Jesus, Discipleship and Justice

Semester 2: Weekly

Description

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

Learning Outcomes

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

1. Describe the key interpretations of Jesus in the New Testament
2. Appraise the defining Christological issues of the patristic period
3. Assess the issues in contemporary Christological controversies
4. Evaluate the significance of classical Christology for contemporary Christology
5. Articulate the connections between the proclamation of Jesus Christ and the forms of life which it evokes.

Assessment

Assessment: Classroom-based	...	...	Weighting
Essay (2500 words)	...	...	40%
Essay OR group study resource (2500 words)	...	...	40%
Tutorial Paper (1000 words)	...	...	20%

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

Lecturer- TBA

Recommended Reading

* = set texts recommended for purchase

Althaus-Reid, Marcella and Lisa Isherwood. *Controversies in Feminist Christology*. London: SCM, 2007.

Allison, Dale C. *The Historical Christ and the Theological Jesus*. Grand Rapids: Eerdmans, 2009.

Bauckham, Richard. *Jesus and the God of Israel: 'God Crucified' and Other Studies on the New Testament's Christology of Divine Identity*. Grand Rapids: Eerdmans, 2008.

Bird, Michael et al. *How God Became Jesus: The Real Origins of Belief in Jesus' Divine Nature*. Zondervan, 2014.

Borg, Marcus J., and N.T.Wright. *The Meaning of Jesus: Two Visions*. San Francisco: HarperSanFrancisco, 2000.

Ehrman, Barth. *How Jesus Became God: The Exaltation of a Jewish Preacher from Nazareth*. HarperCollins, 2014.

Ford, David and Mike Higton (eds). *Jesus*. Oxford: Oxford University Press, 2002.

Hurtado, Larry W. *How on Earth Did Jesus Become a God? Historical Questions about Earliest Devotion to Jesus*. Grand Rapids: Eerdmans, 2005.

Isherwood, Linda. *Introducing Feminist Christologies*. London: Sheffield, 2001.

Kärkkäinen, Veli-Matti. *Christ and Reconciliation*. Grand Rapids: Eerdmans, 2013.

Lorenznen, Thorwald. *Resurrection and Discipleship: Interpretive Models, Biblical Reflections and Theological Consequences*. New York: Orbis, 1995.

Moltmann, Jürgen. *The Way of Jesus Christ: Christology in Messianic Dimensions*. London: SCM, 1990.

Norris, Richard A. *The Christological Controversy*. Philadelphia: Fortress, 1980.

O'Collins, Gerald. *Christology: A Biblical, Historical and Systematic Study of Jesus*. Oxford: Oxford University Press, 2009.

Tilley, Terrence W. *The Disciples' Jesus: Christology as Reconciling Practice*. New York: Orbis, 2008.

Yoder, John Howard. *The Politics of Jesus: Vicit Agnus Noster*. 2nd edn. Grand Rapids: Eerdmans and Carlisle: Paternoster, 1994.

CT8080P /DA8080P/DM8080P The Living People of God: Local, Global and Mission

Semester 2: Weekly

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%

Pre-requisite - CT1000P or CT1009P

Lecturers - Geoff Thompson

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: Weekly

Description

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

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

Learning outcomes

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

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

Assessment: Classroom-based

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

Assessment: Online

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

Pre-requisite

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

Lecturers- TBA

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CT9020P/CT9029P Doctrine, Truth and Pluralism

Semester 2: Weekly

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

Assessment: Online

Assessment	...	...	...	...	...	Weighting
Essay (1200 words)	...	...	...	...	...	20%
Tutorial Journal (1200 words)	...	...	...	...	...	20%
Research Essay (3000 words)...	...	...	...	...	...	50%
Online participation in set tutorials (600 words)	...	...	...	...	...	10%

Pre-requisites - CT1000P or CT 1009P and one level 2 CT unit

Lecturer - Geoff Thompson

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 A Changed Climate for Theology

Semester I: Weekly

Description

The ecological phenomenon of climate change relates to the essentially religious question of who we are and how we are to live. The unit examines the question of what an ecological context and approach means for Christian theology and praxis. It identifies some of the challenges this presents for questions of faith and understanding, and explores a number of significant ecological resources in the rich Christian tradition.

The unit adopts an interdisciplinary stance which integrates, and draws into mutual dialogue, three main components. 1) an ecological survey which focusses primarily on the question of climate change as well as the issues which are intricately connected with it (e.g. population, energy use, deforestation). 2) An introduction to ecological philosophy and principles (e.g. human-centredness vs bio-centredness, social vs ecological justice, animal ethics). 3) Exploration of a number of Christian texts (including Scripture, Augustine, Aquinas, and contemporary ecological theology).

Learning outcomes

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

1. Identify and articulate key features of climate change and express the relationship between climate change to other key ecological issues.
2. Expound some key ecological principles and philosophies and explain how they relate to the present ecological context.
3. Identify and critically evaluate the primary compatibilities and challenges raised by an ecological ethos for Christian understanding and practice.
4. Identify and describe a particular ecological issue, explore it in relation to an aspect of ecological philosophy, and then critically analyse and interpret a Christian text or idea in light of it.

Assessment	...	...	...	...	...	...	Weighting
Research essay (5000 words)...	...	...	...	...	...	...	70%
Reflective Essay (500 words)	...	...	...	...	...	...	15%
Online quiz (500 words)	...	...	...	...	...	...	15%

Pre-requisite - 15 points in systematic theology

Lecturer - Deborah Guess

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.

CT9170P Sex, Gender, and Christian Doctrine

Semester I: Intensive

Description

The unit will explore the questions of sex, sexuality and gender from an explicitly doctrinal perspective. It will explore the way various doctrinal loci (e.g., creation, Christology, eschatology) shape specifically Christian understandings of sex, sexuality and gender. It will do so by an intentional dialogue, often neglected in ecclesial discussions of these issues, between biblical exegesis, hermeneutics and doctrine. It will also proceed on the assumption that Christian doctrine is not only an expository or confessional discipline, but also interrogative and constructive. In exposition, attention will be given to received anthropologies and classical Christian understandings of sex and gender, including the strong nexus between creation and order. In construction, the relationship of the doctrinal tradition to insights from biology, sociology and philosophy will be explored. Also in construction, it will draw on the biblical witness to creation's inscrutability (e.g. Job and Ecclesiastes), and early Christian eschatology.

Learning outcomes

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

1. Articulate the understandings of sex and gender in classical Christian teachings.
2. Analyse the doctrinal structure of the classical understandings of sex and gender.
3. Explore and evaluate the relationship between Christian doctrine and non-theological disciplines in general and in regard to contemporary theological discussions of sex and gender.
4. Articulate the significance of and distinctions between the confessional, interrogative and constructive modes of doctrinal discourse.
5. Evaluate various proposals for revised theological understandings of sex and gender
6. Propose and defend particular Christian understandings of sex and gender.

Assessment: Classroom-based

Assessment	...	...	...	...	...	Weighting
Essay (2400 words)	...	...	...	...	...	40%
Research Essay (3600 words)	...	...	...	...	...	60%

Pre-requisite – 15 points in CT

Lecturer – Geoff Thompson

Recommended reading

* = set texts recommended for purchase

Brownson, James V. *Bible Gender and Sexuality: Reframing the Church's Debate on Same-Sex Relationships*. Grand Rapids: Eerdmans, 2013.

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

DeFranza, Megan K. *Sex Difference in Christian Theology*. Grand Rapids: Eerdmans, 2015.

Gray, Janette. *Neither Escaping nor Exploiting Sex: Women's Celibacy*. Sydney: St. Paul's, 1996.

Hill, Wesley. *Spiritual Friendship: Finding Love in the Church as a Celibate Gay Christian*. Grand Rapids: Eerdmans, 2015.

Loader, William. *Making Sense of Sex: Attitudes towards Sexuality in Early Jewish and Christian Literature*. Grand Rapids: Eerdmans, 2013.

Martin, Dale B. *Sex and the Single Saviour: Gender and Sexuality in Biblical Interpretation*. Louisville: WJKP, 2006.

McRandal, Janice. *Christian Doctrine and the Grammar of Difference: A Contribution to Feminist Systematic Theology*. Minneapolis: Fortress, 2015.

O'Donovan, Oliver. *Church in Crisis: The Gay Controversy and the Anglican Communion*. Eugene: Cascade: 2008.

Rogers, Eugene. *Theology and Sexuality: Classic and Contemporary Readings*. Oxford: Blackwell, 2002.

Rogers, Eugene. *Sexuality and the Christian Body: Their Way into the Triune God*. Oxford: Blackwell, 1999.

Thatcher, Adrian. *Redeeming Gender*. Oxford: Oxford University Press, 2016.

Tonsdat, Linda Marie. *God and Difference: The Trinity, Sexuality and the Transformation of Finitude*. London: Routledge, 2015.

DA8015P Children and Families Ministry: Core Issues in Diverse Contexts

Semester I: Intensive

Description

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

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

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

Assessment

Classroom-based/Online:	...	...	...	...Weighting
Theology of Child literature review (1500 words)	...	...	...	25%
'World of the Child' Observation Journal Reflections (3 x 500 words)	...	...	...	25%
20 question short-answer quiz on duty of care issues and safe practice (500 words) (must pass)	...	...	...	10%
Core Issues Essay (2500 words)	...	...	...	40%

Lecturer

Beth Barnett

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

DA/DS 9040P/DA/DS 9049P The Nurture and Spiritual Guidance of Children

Semester 2: Intensive

Description

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

Learning Outcomes

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

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

Assessment	...	...	...	...	...	...	...Weighting
Tutorial Report and Presentation (1500 words)	...	...	...	...	...	...	25%
Essay (3000 words)	...	...	...	...	...	...	50%
Response to Scripture (1500 words)	...	...	...	...	...	...	25%

Lecturer

Vivian Mountain

Recommended reading

* = set texts recommended for purchase

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

DE/DS8001P The Art and Practice of Oral Storytelling

Semester 2: Intensive

Description

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

Learning outcomes – Level 8

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

1. Integrate appropriate passages from Christian scripture and tradition as well as other sources to convey their meaning in small and large groups;
2. Identify and apply learning practices in kinaesthetic, visual and auditory modes to map and recall stories;
3. Critically evaluate various contexts for oral story telling and explain the selection of appropriate material for audience engagement;
4. Analyse the strategies of vocal delivery and non-verbal communication that modulate a text for different audiences and contexts in vocal delivery and non-verbal communication;
5. Analyse the language elements within texts in order to identify triggers that enable memorability and audience connection;
6. Describe and analyse the reciprocity of telling and listening in self-reflection and peer review.

Assessment

Level 8:	...	...	...	...	Weighting
Report – review storytelling performance using rubric (1000 words)	...	...	...	...	10%
2 X 15 mins oral presentation from memory (2000 words)	...	...	...	...	40%
Report (1000 words)	...	...	...	...	10%
Case Study Report (2000)	...	...	...	...	40%

Lecturer

Julie Perrin with Christina Rowntree (CTM)

Recommended reading

* = set texts recommended for purchase

Armstrong, Karen. *A Short history of Myth*. Melbourne: Text, 2005.

Bausch, William. *Storytelling Imagination and Faith*. Mystic: Twenty third publications, 1986.

Boomershine, Thomas. *Story Journey, an Invitation to the Gospel as Storytelling*. Nashville: Abingdon, 1998.

Cathcart, Michael and Darian-Smith, Kate, eds. *Stirring Australian Speeches*. Melbourne: Melbourne University Press, 2004.

Crossan, John Dominic. *The Dark Interval, Towards a Theology of Story*. Farmington: Polebridge, 1988.

Kelly, Lynne. *The Memory Code*. Sydney: Allen and Unwin, 2016.

O'Brien, Dominic. *Learn to Remember*. London: Duncan Baird, 2009.

Ong, Walter. *Orality and Literacy, the Technologizing of the Word*. London: Routledge, 1982.

Ramsden, Ashley and Hollingsworth, Sue. *The Storyteller's Way*. Stroud: Hawthorn Press, 2013.

Silf, Margaret. *One Hundred Wisdom Stories*. Oxford: Lion, 2011.

DM8000P/DM8009P Developing a Mission Theology for Today

Semester 2: Weekly

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

Assessment	...	...	...	...	...	...	Weighting
Critical book review (1000 words)	...	...	...	...	...	...	20%
Research essay (5000 words)	...	...	...	...	...	...	80%

Assessment: Online

Assessment	...	...	...	...	...	...	Weighting
Online participation: regular postings indicating critical engagement with the content material. This may take the form of questioning, drawing implications setting biblical/historical/theological sections in conversation with other courses within these disciplines (1000 words equivalent)	...	...	...	...	...	...	20%
Research essay (5000 words)	...	...	...	...	...	...	80%

Pre-requisites

N/A

Lecturer

John Flett

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

DP8000P Self and Other in Pastoral Relationships

Semester I: Intensive

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%

Lecturer – TBA

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.

DP8900P Supervised Theological Field Education

As required

Description

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

Learning outcomes

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

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

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

Co-requisites

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

Lecturer

Sue Withers

Recommended reading

* = set texts recommended for purchase

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

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.

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

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

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

DP9900P Further Supervised Theological Field Education

As required

Description

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

Learning outcomes

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

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

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

Co-requisites

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

Lecturer

Sue Withers

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

DP8500P Theology of Pastoral Care

Semester 2: Weekly

Description

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

Learning outcomes

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

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

Assessment: Classroom-based

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

Pre-requisites

15pts in each of Biblical Studies and Theology

Lecturer:

Randall Prior

Recommended reading

* = set texts recommended for purchase

- Clebsch, W. A. and C. R. Jaekle. *Pastoral Care in Historical Perspective*. Englewood Cliffs: Prentice-Hall, 1964.
- Evans, G. R. ed. *A History of Pastoral Care*. London: Cassell, 2000.
- Van Deusen Hunsinger, D. *Pray Without Ceasing: Revitalizing Pastoral Care*. Grand Rapids: Eerdmans, 2006.
- Dykstra, R. *Images of Pastoral Care*. St Louis, US: Chalice Press 2005
- Gerkin, C. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997.
- Graham, E. *Transforming Practice: Pastoral Theology in an Age of Uncertainty*. London: Mowbray, 1996.
- Lyall, 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.

DP9805P Effective Christian Leadership and Ministry

Semester 2: Intensive

Description

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

Learning outcomes

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

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

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

Pre-requisites

15 points in Biblical Studies and 15 points in Systematic Theology

Lecturer

Maryanne Confoy

Recommended reading

* = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

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

Supervised Reading Units

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

In consultation with a Faculty member or approved lecturer, the student must prepare a bibliography for the Reading unit and complete the required application form. These should be sent to the Coursework and Research Co-ordinator who, in consultation with the Academic Dean, approve the supervisor, program of study and assessment tasks.

The student is to maintain regular contact with their supervisor throughout the semester in which the reading unit is taken. The usual length of a reading unit assessment task is 6000 words or equivalent and is worth 15 credit points towards an undergraduate award.

Supervised Reading units are available in the following areas:

BS9415P	SRU Biblical Studies
CH9415P	SRU Church History
CT9415P	SRU Systematic Theology
DA9415P	SRU Mission and Ministry

In certain circumstances it may be possible to take a reading unit of 12,000 words, worth 30 points towards an undergraduate award.

For all enquiries regarding admission, enrolment, courses and units, please contact us on via email study@pilgrim.edu.au

XX9990P Capstone Integrative Project

Semester 2: Four seminars held throughout the semester

Description

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

In 2017 the theme chosen for the seminar is: TBC

Learning outcomes

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

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

Assessment	...	...	...	...	...	...	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.