Postgraduate Degrees

The units listed below and detailed on the following pages are available to be undertaken for credit towards a postgraduate degree.

Full details of course structure, entry requirements and field descriptions are available in the Student Handbook.

Postgraduate Units Offered 2015

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Field D – Moral and Practical Theology

DA8001W Living the Faith: Spirituality, Vocation and Community  
DL9003W Pastoral Care: Communal Response  
DL9014W Worship for All Seasons  
DL9015W Preaching and Teaching the Old Testament  
DL9703W Pastoral Care: Communal Response (Online)  
DM8005W Culture and Language  
DM9010W Rural Ministry  
DM9028W Integrated Chaplaincy Training  
DM9031W The Micah Mandate: Integral Mission and Global Poverty  
DM9036W Global Mission Today  
DM9051W Mission in the Australian Context  
DM9052W The Anabaptist Vision  
DM9064W Mission in the New Testament  
DM9219W Peacemaking  
DM9415W Supervised Reading Unit in Contextual Mission  
DM9415W Supervised Reading Unit in Exposure to Cross-Cultural Mission  
DM9415W Supervised Reading Unit in Missiology  
DM9726W Pioneering Leadership (Online)  
DM9751W Mission in the Australian Context (Online)  
DM9752W The Anabaptist Vision (Online)  
DP9003W Pastoral Care: Communal Response  
DP9004W Pastoral Care in Grief and Loss, Living and Dying  
DP9013W Leading Change: Peace or Conflict?  
DP9028W Integrated Chaplaincy Training  
DP9036W Clinical Pastoral Education  
DP9042W Responding Pastorally to Critical Issues in Contemporary Ministry  
DP9060W Transforming Pastoral Leadership: A Case Study Approach  
DP9067W Supervised Theological Field Education  
DP9069W Supervised Theological Field Education  
DP9077W Supervision Foundations  
DP9415W Supervised Reading Unit in Pastoral Studies  
DP9703W Pastoral Care: Communal Response (Online)  
DS9008W Spirituality: Transforming Life  
DS9021W Spirituality of Everyday Life  
DS9415W Supervised Reading Unit in Spirituality  
DT9020W Use of the Bible in Ethics  
DT9720W Use of the Bible in Ethics (Online)

Research

Research Methodologies
AL8002W New Testament Greek A

This unit provides a basic introduction to biblical Greek.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate awareness of key grammatical concepts necessary for working in a second language.
2. Identify foundational elements of Greek grammar and syntax.
3. Show familiarity with a basic working Greek vocabulary.
4. Translate selected portions of the Greek New Testament, and Greek to English, English to Greek sentences.
5. Apply an understanding of Greek to the reading of critical commentaries for sermon and teaching preparation.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
- Weekly exercises (40%)
- Regular class tests (30%)
- A two hour examination (30%)

Faculty: Stephen Field

Offered: 2015: Semester 1
- Monday: 10:00am – 1:00pm (Whitley College)
- Monday: 6:00pm – 9:00pm (Bendigo)

Recommended Reading:
* = set texts recommended for purchase

AL8010W Ruth

This unit is designed primarily as a continuation course in biblical Hebrew, although it will also cover exegetical issues. Apart from work in grammar and textual criticism, we will look at issues of translation and the date of Ruth from a linguistic perspective. The examination will reflect the emphases of the chosen Field - A or B.

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

1. Translate and exegete selected passages from the book of Ruth.
2. Discuss text-critical issues in the book of Ruth.
3. Demonstrate a sound knowledge of Hebrew grammar and syntax.
4. Discuss the linguistic evidence for the date of writing of the book of Ruth.
5. Undertake postgraduate-level research and demonstrate appropriate exegetical methods and skills in the writing of an exegetical essay.

Prerequisites: AL8011W and BA8001W

Class Time: Three hours per week

Assessment:
Weekly translation exercises (equivalent to 2,000 words total) (30%)
One 2,000 word exegetical paper (30%)
One two-hour examination (40%)

Faculty: Val Billingham

Offered: 2015: Semester 2       Wednesday: 6:00 – 9:00pm
[Unit offered alternatively as BA8010W]

Recommended Reading:
* = set texts recommended for purchase
AL8011W Biblical Hebrew

An introduction to biblical Hebrew, designed to provide a basic linguistic awareness of the language and the ability to use lexical aids and commentaries. We will develop a working knowledge of the language, covering essential grammar and vocabulary, in conjunction with the translation of Old Testament texts.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate a basic knowledge of the grammar of the Hebrew language.
2. Use lexical aids and commentaries.
3. Translate simple Old Testament texts.

Prerequisites: Nil

Class time: Three hours per week

Assessment:
- Weekly Translation and vocabulary exercises – equivalent to 2,000 words total (50%)
- One 2 hour examination (50%)

Faculty: Val Billingham

Offered: 2015: Semester 1 Wednesday: 6:00pm – 9:00pm

Recommended Reading:
* = set texts recommended for purchase

Dictionaries:

Grammars:
AL8012W New Testament Greek B

This unit builds on AL8002, a basic introduction to biblical Greek, and introduces intermediate level grammar and vocabulary using a translation-based method (selections from Mark, Romans and Revelation). Students are introduced to the principles of textual criticism.

Upon successful completion of the unit, it is expected that students will be able to:
1. Demonstrate a more detailed and comprehensive understanding of grammar and syntax.
2. Show evidence of greater reading skills and competence in translation.
3. Indicate knowledge of a more extensive vocabulary and style.
4. Indicate understanding of textual critical issues and demonstrate skills necessary for redactional work with a Greek synopsis.
5. Apply Greek skills to the exegetical task.

Prerequisites: AL8002W
AL8002W is a pre-requisite for AL8012. AL8012 provides the foundation for further work in Greek. The combination of AL8002 and AL8012 fulfills the Greek pre-requisites for third level courses in New Testament.

Class Time: Three hours per week

Assessment:
- Weekly Exercises (40%)
- Regular class tests (30%)
- One 2 hour examination (30%)

Faculty: Stephen Field

Offered: 2015: Semester 2
Monday: 10:00am – 1:00pm (Whitley College)
Monday: 6:00pm – 9:00pm (Bendigo)

Recommended Reading:
* = set texts recommended for purchase


BA8001W Introducing the Hebrew Bible

This unit aims to introduce the student to the diversity of Old Testament traditions, by exploring a number of themes that run through the Hebrew Bible; exploring the possible relationships between these themes and different historical, geographical and traditional contexts; developing an awareness of modern schools of study, as well as the history of research into the Hebrew Bible; developing a familiarity with exegetical tools and methods, using problem-based learning.

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

1. Describe the historical and social world of the Hebrew Bible.
2. Demonstrate a working familiarity with a range of interpretive approaches to the Hebrew Bible.
3. Effectively use the tools for biblical interpretation: lexicons, dictionaries, commentaries, journals, monographs and primary sources.
4. Develop and summarise an awareness of and appreciation for the history of Hebrew Bible research and a variety of interpretive approaches current in biblical scholarship.
5. Support theological and hermeneutical applications of the Hebrew Bible to their current context.
6. Undertake postgraduate-level research into the Hebrew Bible, and demonstrate this by writing an exegetical paper using appropriate methods and skills.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: One 3,000 word essay (mid semester) (50%)
One 3,000 word exegetical paper (end semester) (50%)

Faculty: Mark Brett

Offered: 2015: Semester 2 Wednesday 2:00pm – 5:00pm
(Also offered online – see BA8701W)

Recommended Reading:
* = set texts recommended for purchase

BA8010W Ruth

This unit is designed primarily as a continuation course in biblical Hebrew, although it will also cover exegetical issues. Apart from work in grammar and textual criticism, we will look at issues of translation and the date of Ruth from a linguistic perspective. The examination will reflect the emphases of the chosen Field - A or B.

Upon successful completion of this unit, it is expected that students will be able to:
1. Translate and exegete selected passages from the book of Ruth.
2. Discuss text-critical issues in the book of Ruth.
3. Demonstrate a sound knowledge of Hebrew grammar and syntax.
4. Discuss the linguistic evidence for the date of writing of the book of Ruth.
5. Undertake postgraduate-level research and demonstrate appropriate exegetical methods and skills in the writing of an exegetical essay.

Prerequisite: AL8011W and BA8001W

Class Time: Three hours per week

Assessment: Weekly translation exercises
(equivalent to 2,000 words total) (30%)
One 2,000 word exegetical paper (30%)
One two-hour examination (40%)

Faculty: Val Billingham

Offered: 2015: Semester 2 Wednesday: 6:00 – 9:00pm
[Unit offered alternatively as AL8010W]

Recommended Reading:
* = set texts recommended for purchase

Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
BA8701W Introducing the Hebrew Bible

This unit aims to introduce you to the diversity of Old Testament traditions; explore the relationships between theological themes in different historical contexts; develop a familiarity with exegetical tools and methods, using problem-based learning.

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

1. describe the historical and social worlds of the Hebrew Bible,
2. effectively use the tools for biblical interpretation (dictionaries, commentaries, journals, monographs and primary sources),
3. develop and summarise an awareness of, and appreciation for, the history of Hebrew Bible research and a variety of current interpretive approaches, and
4. support theological and hermeneutical applications of the Hebrew Bible within our current context.
5. Undertake postgraduate-level research into the Hebrew Bible, and demonstrate this by writing an exegetical paper using appropriate methods and skills.

Prerequisites: Nil

Class Time: Online

Assessment: One 2,500 word essay (45%)
One 2,500 word exegesis (45%)
1,000 words of online participation, critically responding to set readings (10%)

Faculty: Mark Brett

Offered: 2015: Semester 2 Wednesday 2:00pm – 5:00pm
(Also offered on campus – see BA8001W)

Recommended Reading:
* = set texts recommended for purchase

BA9004W Promised Land and Exile

A study of selected texts relating to the themes of land and exile in biblical theology. The unit will bring exegetical reflections into dialogue with contemporary issues of ecology, migration, spirituality of dispossession, and the theology of hope.

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

1. Distinguish between the theologies of land in Deuteronomy and Leviticus
2. Analyse a range of responses to the exile in the Old Testament
3. Articulate similarities and differences between prophetic theologies of hope
4. Relate selected exegetical issues to contemporary debates about ecology, migration, the spirituality of dispossession, or hope
5. Reflect theologically on biblical texts and relate biblical studies to other theological disciplines in a research project at a postgraduate standard.

Prerequisites: BA8001W Introduction to the Hebrew Bible (or equivalent)

Class Time: Three hours per week

Assessment: One 2,000 word exegetical paper (30%)
One 3,000 word essay (50%)
One 1,000 word tutorial paper (20%)

Faculty: Mark Brett

Offered: 2015: Semester 2 Monday: 2:00pm – 5:00pm
(Also offered online – see BA9704W)

Recommended Reading:
* = set texts recommended for purchase

BA9005W Samuel

A study of 1 and 2 Samuel, with special attention given to narrative techniques and theological issues. Students will be introduced to hypotheses concerning constituent sources and Deuteronomistic editing, as well the reception of the Samuel narratives in Western political history.

Upon successful completion of this unit, it is expected that students will be able to:
1. Evaluate selected theories concerning the compositional history of Samuel;
2. Discuss the narrative poetics used in these books;
3. Analyse the interaction of human desire and divine response;
4. Describe key examples of the reception the Samuel narratives;
5. Reflect critically on the inter-relationship of politics and theology in the history of Israelite and Judean kingship.

Prerequisites: BA8001W, or equivalent

Class Time: Three hours per week

Assessment:
- One 2,500 word exegesis (40%)
- One 2,500 word essay (40%)
- One 1,500 word tutorial paper (20%)

Faculty: Mark Brett

Offered: 2015: Semester 1 Wednesday 9:30am – 12:30pm
(Also offered online – see BA9705W)

Recommended Reading:
* = set texts recommended for purchase

__________ II Samuel. Grand Rapids: Eerdmans, 2005
Linfelt, Tod, T Beal & C V Camp (eds). The Fate of King David. London: T&T Clark, 2010
Wright, Jacob N. David, King of Israel, and Caleb in Biblical Memory. Cambridge: Cambridge University Press, 2014
BA9015W Preaching and Teaching the Old Testament

This unit will explore the practices of preaching and teaching the Hebrew Bible / Old Testament in a range of community contexts. Attention will be given to the challenge of balancing historical considerations in biblical studies with the uses of scripture in the church, especially in freshly enabling the practice of faith. The uses of the Hebrew Bible in Christian traditions of worship, social engagement, and the arts, will also be considered.

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

1. Effectively communicate complex exegesis of biblical texts, with particular attention to the genres of the Hebrew Bible;
2. Demonstrate critical theological engagement with the intersection between exegesis and a variety of reading communities today;
3. Analyse the appropriation of biblical material in the arts;
4. Demonstrate theological understanding of the implications of sharing scripture with Judaism;
5. Use scripture responsibly when considering a public issue in the context of preaching.
6. Articulate the relationship between biblical studies and other theological disciplines.

Prerequisites: 30 points in Foundational Biblical Studies

Class Time: Three hours per week

Assessment: Critical analysis of set readings 2,000 words (30%)
Sermon text 2,000 words (30%)
Essay 2,000 words (40%)

Faculty: Mark Brett

Offered: 2015: Semester 2 Tuesday: 2:00pm – 5:00pm [Unit offered alternatively as DL9015W]

Recommended Reading:
* = set texts recommended for purchase

Fewell, DN The Children of Israel: Reading the Bible for the Sake of our Children. Nashville: Abingdon, 2003
Smith-Christopher, D The Old Testament: Our Call to Faith and Justice. Notre Dame: Ave Maria Press, 2005
Wallace, HN Words to God, Words from God: The Psalms in the Prayer and Preaching of the Church. Aldershot: Ashgate, 2005
West, G The Academy of the Poor: Towards a Dialogical Reading of the Bible. Sheffield: Sheffield Academic Press, 1999
BA9415W Supervised Reading Unit in the Hebrew Bible

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

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

1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. *(If Capstone)* Demonstrate integration of their theological studies.
6. Tailored learning outcomes are also to be proposed and approved.

**Prerequisites:** 45 points of Foundational Studies including BA8001 – Hebrew recommended.

If a Capstone unit, the unit may be taken only in the final or penultimate semester of the degree.

**Assessment:** One 6,000 word essay

**Faculty:** Mark Brett

**Offered:** 2015: By arrangement with Faculty

**Recommended Reading:**
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BA9704W Promised Land and Exile (Online)

A study of selected texts relating to the themes of land and exile in biblical theology. The unit will bring exegetical reflections into dialogue with contemporary issues of ecology, migration, spirituality of dispossession, and the theology of hope.

Upon successful completion of this unit, it is expected that students will be able to:
1. Distinguish between the theologies of land in Deuteronomy and Leviticus;
2. Describe a range of responses to the exile in the Old Testament;
3. Articulate similarities and differences between prophetic theologies of hope;
4. Discuss selected exegetical issues in relation to contemporary debates about ecology, migration, the spirituality of dispossession, or hope.
5. Reflect theologically on biblical texts and relate biblical studies to other theological disciplines in a research project at a postgraduate standard.

Prerequisites: BA8001W Introduction to the Hebrew Bible (or equivalent)

Class Time: Online

Assessment:
- One 2,000 word exegetical paper (30%)
- One 3,000 word essay (50%)
- Online tutorial participation (not fewer than 5 entries of approximately 200 words each) (20%)

Faculty: Mark Brett

Offered: 2015: Semester 2 Online
(Also offered on campus – see BA9004W)

Recommended Reading:
* = set texts recommended for purchase

BA9705W Samuel (Online)

A study of 1 and 2 Samuel, with special attention given to narrative techniques and theological issues. Students will be introduced to hypotheses concerning constituent sources and Deuteronomistic editing, as well the reception of the Samuel narratives in Western political history.

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

1. Evaluate selected theories concerning the compositional history of Samuel;
2. Discuss the narrative poetics used in these books;
3. Analyse the interaction of human desire and divine response;
4. Describe key examples of the reception the Samuel narratives;
5. Reflect critically on the inter-relationship of politics and theology in the history of Israelite and Judean kingship.

Prerequisites: BA8001W, or equivalent

Class Time: Online

Assessment: One 2,500 word exegesis (40%)
           One 2,500 word essay (50%)
           Online tutorial participation – not fewer than 5 entries of approximately 200 words each, responding to set readings and peer interaction (10%)

Faculty: Mark Brett

Offered: 2015: Semester 1 Online (Also offered on campus – see BA9005W)

Recommended Reading:
* = set texts recommended for purchase

__________ II Samuel. Grand Rapids: Eerdmans, 2005
Linafelt, Tod, T Beal & C V Camp (eds). The Fate of King David. London: T&T Clark, 2010
BN8001W Interpreting the New Testament

BN8001W provides the foundational unit in New Testament studies and serves as a pre-requisite for all other BN units. The unit is based on inductive exegetical workshops that introduce a range of exegetical methods, together with readings and lectures on the genres, background and interpretation of the New Testament. The exegetical exercises sample the Synoptic Gospels, Fourth Gospel, Letters of Paul and Revelation.

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

1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, and their theological outlook;
2. Articulate the significance of the historical and social world of the New Testament era;
3. Use selected interpretive approaches to the New Testament in the writing of an exegetical essay;
4. Access and use the tools of New Testament interpretation: lexicons, dictionaries, commentaries, primary sources, on-line resources, and others;
5. Show an appreciation of the relationship of the New Testament to the texts and message of the Old Testament, and a critical awareness of the hermeneutical issues involved;
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application; and
7. Demonstrate an understanding of, and appreciation for, the history of research in New Testament studies by evaluating fundamental concepts and approaches in Biblical interpretation.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: Three 1,000 word workshop papers (60%)
One 3,000 word exegetical essay (40%)

Faculty: Semester 1: Keith Dyer
Semester 2: Oh-Young Kwon

Offered:
2015: Semester 1 Wednesday: 2:00pm – 5:00pm
2015: Semester 2 Tuesday: 6:00pm – 9:00pm

Recommended Reading:
* = set texts recommended for purchase

BN9001W The Gospel of Mark

Employing a range of exegetical tools this unit will invite students to explore a range of interpretive approaches to the Gospel of Mark. Particular emphasis will be placed on the way in which an understanding of Christian community, mission and ethics is revealed in the narrative.

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

1. Describe key issues in the history of interpretation of the Gospel of Mark.
2. Give an account the possible socio-political and cultural provenances of the Gospel of Mark.
3. Display evidence of historical-critical and narrative analytical skills.
4. Display evidence of research skills in the area of New Testament studies.
5. Demonstrate oral communication skills.
6. Show evidence of being able to make the transition from text to life particularly in terms of theological, hermeneutical and homiletical application.
7. Demonstrate a critical awareness of hermeneutical issues in the Gospel of Mark.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment: One 3,000 word essay (50%)
Two 1,500 word seminar papers (50%)

Faculty: Keith Dyer

Offered: 2015: Semester 1 Thursday: 2:00pm – 5:00pm

Recommended Reading:
* = set texts recommended for purchase

BN9010W World of the New Testament

BN9010W complements the foundational unit in New Testament studies (BN8001W) and provides a more comprehensive survey of the background to the first century circum-mediterranean world (history, politics, religion). Topics will include the Greek Empire, the Maccabees, the rise of the Roman Empire, the Herodians, and the literature of Philo, the Dead Sea Scrolls and Josephus.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the literature engaging and influencing the first century Judeo-Christian world, including Philo, the Dead Sea Scrolls and Josephus;
2. Outline and discuss the impact of the historical, religious, political and social world of the New Testament era, and the complexities of the archaeological evidence;
3. Describe the physical and political geography of the first century Greco-Roman world;
4. Demonstrate the relevance of understanding the context of the New Testament by exegeting a selected New Testament text;
5. Articulate the issues involved in recent anti-imperial and postcolonial approaches to New Testament Studies

Prerequisites: Nil

Class Time: Three hours per week

Assessment: Two 15 minute class tests of history and geography (equiv. 500 words) (20%)
One 2,500 word exegetical essay (30%)
One 3,000 word thematic essay (50%)

Faculty: Oh-Young Kwon

Offered: 2015: Semester 1  Wednesday: 9:30am – 12:30pm

Recommended Reading:
* = set texts recommended for purchase

BN9022W Paul: Life and Letters

This unit provides an overview of the life and writings of the apostle Paul and the historical and hermeneutical issues involved in the study of them. For students focusing on New Testament studies, this unit provides a basis for subsequent study in units available across the University focused on Romans, 1 & 2 Corinthians, Galatians, Colossians and Ephesians. For those focusing on other disciplines it provides a comprehensive survey of Pauline studies, and the opportunity to exegete texts in Philippians, 1 & 2 Thessalonians, or the Pastoral Epistles. Together with a survey of the Pauline corpus, the issues surrounding Pauline authorship, constructing a Pauline chronology and key debates in contemporary Pauline studies will be explored.

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

1. Describe the location of Paul and his contemporaries within first-century Mediterranean cultural, political and religious contexts.
2. Describe and discuss critical issues and scholarship related to the study of Pauline christology, soteriology, pneumatology, ecclesiology and eschatology.
3. Demonstrate the relevance for Pauline exegesis of letter writing and rhetorical conventions in the first century.
4. Argue constructively about the nature of Paul’s letters, the relationship between content and context, issues of authenticity and integrity, and to reflect on their relevance for mission and ministry today.
5. Analyse and reflect on the history of Pauline interpretation.
6. Formulate plausible hypotheses about Pauline authorship, chronology and theology.

Prerequisites: Foundation unit in NT (BN8001W or equivalent)

Class Time: Three hours per week

Assessment: One 1,500 word critical review of readings (25%)
One 1,500 word thematic seminar paper (25%)
One 3,000 word exegetical essay (50%)

Faculty: Keith Dyer

Offered: 2015: Semester 2 Wednesday 9:30am – 12:30pm
(Also offered online – see BN9722W)

Recommended Reading: * = set texts recommended for purchase


BN9032W Galatians: Faith and Law

This unit explores Paul's interaction with the Galatian communities, with a focus on the rhetorical analysis of Paul's letter to the Galatians and plausible reconstructions of the social and political contexts giving rise to the letter. Students will become more aware of the issues surrounding Paul's relationship with the Galatians and the 'agitators'; the rhetorical structure of the letter; the underlying social, political and cultural factors shaping Paul's response to the Galatian problems; and the christological, ethical, ecclesiological and missiological themes that emerge.

The unit will develop further the skills of exegesis (historical-critical, social scientific and rhetorical methods) and encourage students in the task of applying their findings to the life and mission of the church today.

Upon successful completion of this unit, it is expected that students will be able to:
1. Give an informed account of the history of interpretation of Galatians;
2. Describe and discuss plausible socio-political and rhetorical contexts in which the letter first circulated;
3. Analyse the christological, ethical, ecclesiological and missiological themes and understandings in Galatians;
4. Demonstrate a capacity to exegete selected texts in Galatians by employing a range of appropriate exegetical methods and resources;
5. Discuss the interpretation and application of Paul's ethics and ecclesiology in meaningful ways in today's world; and
6. Demonstrate an ability to undertake independent research at Graduate level.

Prerequisites: Foundation level NT studies (or equivalent)
(plus NT Greek for those studying the Greek Text)

Class Time: Three hours per week

Assessment: One seminar paper (1,500 words) (20%)
One critical review of readings (1,500 words) (20%)
One exegetical paper (3,000 words) (60%)

Faculty: Siu Fung Wu

Offered: 2015: Semester 1 Tuesday: 2:00pm – 5:00pm

Recommended Reading:
* = set texts recommended for purchase

Horrel, D. G. Solidarity and Difference: A Contemporary Reading of Paul's Ethics. London: T & T Clark, 2005
BN9042W The Book of Revelation

This unit explores the literary context and socio-political location of the Revelation of Jesus Christ to the seer John, prior to a study of themes in the text such as Christology, eschatology, discipleship, mission and prophetic witness.

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

1. Apply exegetical methods to the text of Revelation and demonstrate this in the preparation of tutorial papers and essays.
2. Describe the development and character of Jewish and Christian apocalyptic literature, and its history of interpretation.
3. Interpret selected texts illustrative of the distinctive character of the book of Revelation.
4. Analyse and describe the theology of the book of Revelation (christology, eschatology, ecclesiology, missiology), and its relevance for mission and ministry today.
5. Give a coherent account of the possible social and political setting(s) of the book of Revelation.
6. Demonstrate an ability to research and write using appropriate methods and form at postgraduate level.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment: One 3,000 word essay (50%)
One 1,500 word seminar paper (25%)
One 1,500 word critical review of readings (25%)

Faculty: Keith Dyer

Offered: 2015: Semester 2 Thursday: 2:00pm – 5:00pm

Recommended Reading:
* = set texts recommended for purchase

Hemer, Colin J. The letters to the seven churches of Asia in their setting. Sheffield: JSOT Press, 1986
Howard-Brook, Wes and Anthony Gwyther. Unveiling Empire. Reading Revelation then and now. Maryknoll: Orbis Books 1999
BN9064W Mission in the New Testament

This unit explores the diversity of the Church’s missionary nature as reflected in the writings of the New Testament. Contemporary exegetical methods will be employed to investigate texts illustrative of the manner in which the earliest Christian communities expressed their relationship with and responsibility to the non-Christian world in which they lived.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the missionary character of Israel’s God and the messianic mission of Jesus as the presupposition of the mission of the church.
2. Describe and locate the mission of the church within 1st century Jewish and Graeco-Roman culture.
3. Outline and critically evaluate the theology and practice of mission in the writings and thought of Paul; the understandings of mission reflected in the Gospels of Mark, Matthew, Luke-Acts, the Fourth Gospel and the Johannine Epistles; and the mission of the church as reflected in other writings of the New Testament such as Ephesians, James, 1 Peter and Revelation (students will have opportunity for a general overview and for specialisation within these texts).
4. Demonstrate an understanding of the earliest churches as communities of Jews and Gentiles, and the religious, cultural and political implications of these mixed communities.
5. Demonstrate an ability to research and write using appropriate methods and forms at postgraduate level.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment: One 3,000 word essay (50%)
One 1,500 word seminar paper (25%)
One 1,500 word critical review of readings (25%)

Faculty: Siu Fung Wu

Offered: 2015: Semester 2 Tuesday: 2:00pm – 5:00pm
[Unit offered alternatively as DM9064W]

Recommended Reading:
* = set texts recommended for purchase

*Bosch, David J. *Transforming mission*: Maryknoll: Orbis, 1991
Esler, Philip F. *The first Christians in their social worlds*. London: Routledge, 1994
BN9415W Supervised Reading Unit in the New Testament

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and a University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

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

1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.
6. Tailored learning outcomes are also to be proposed and approved.

**Prerequisites:** 45 points of Foundational Studies

If a Capstone unit, the unit may be taken only in the final or penultimate semester of the degree

**Assessment:** One 6,000 word essay

**Faculty:** Keith Dyer

**Offered:** 2015: By arrangement with Faculty

**Recommended Reading:**

* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN9722W Paul: Life and Letters (Online)

This unit provides an overview of the life and writings of the apostle Paul and the historical and hermeneutical issues involved in the study of them. For students focusing on New Testament studies, this unit provides a basis for subsequent study in units available across the University focused on Romans, 1 & 2 Corinthians, Galatians, Colossians and Ephesians. For those focusing on other disciplines it provides a comprehensive survey of Pauline studies, and the opportunity to exegate texts in Philippians, 1 & 2 Thessalonians, or the Pastoral Epistles. Together with a survey of the Pauline corpus, the issues surrounding Pauline authorship, constructing a Pauline chronology, and key debates in contemporary Pauline studies will be explored.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the location of Paul and his contemporaries within first-century Mediterranean cultural, political and religious contexts.
2. Describe and discuss critical issues and scholarship related to the study of Pauline christology, soteriology, pneumatology, ecclesiology and eschatology.
3. Demonstrate the relevance for Pauline exegesis of letter writing and rhetorical conventions in the first century.
4. Argue constructively about the nature of Paul’s letters, the relationship between content and context, issues of authenticity and integrity, and to reflect on their relevance for mission and ministry today.
5. Analyse and reflect on the history of Pauline interpretation.
6. Formulate plausible hypotheses about Pauline authorship, chronology and theology.

Prerequisites: Foundation unit in NT (BN8001W or equivalent)

Class Time: Online

Assessment: One 1,500 word critical review of readings (25%)
Online tutorial participation (at least 5 entries of approximately 300 words each) responding to set readings and peer interaction (25%)
One 3,000 word exegetical essay (50%)

Faculty: Keith Dyer

Offered: 2015: Semester 2 Online
(Also offered on campus – see BN9022W)

Recommended Reading:
* = set texts recommended for purchase


BS9020W Use of the Bible in Ethics

The unit will examine a broad range of approaches to the use of the Bible in ethics. A number of case studies will illustrate the diversity of biblical material as it relates to particular ethical topics (such as war, reconciliation, human rights, wealth and poverty, abortion, ecology, and sexuality). In exploring hermeneutical analogies, consideration will be given to the similarities and differences between biblical cultures and our own multicultural contexts. Attention will also be paid to the ways in which Biblical models and interpretation may play a role in public life.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the differences between a range of hermeneutical approaches;
2. Outline factors contributing to the diversity of biblical ethics;
3. Reflect critically on the cultural dimensions of hermeneutics;
4. Analyse the key issues at stake in a particular ethical case study;
5. Assess approaches to ethical questions for the local church and other ministry contexts.
6. Reflect theologically on biblical texts and relate biblical studies to other theological disciplines in a research project at a postgraduate standard.

Prerequisites: 30 points in Field B; 15 Points in Systematic Theology

Class Time: Three hours per week

Assessment: One exegetical essay 2,000 words (30%)
One hermeneutical research essay 3,000 words (50%)
Critical reflections on set readings 1,000 words (20%)

Faculty: Keith Dyer, Mark Brett

Offered: 2015: Semester 1 Tuesday: 6:00pm – 9:00pm
(Also offered online – see BS9720W)
[Unit offered alternatively as DT9020W]

Recommended Reading:
* = set texts recommended for purchase

BS9415W Supervised Reading Unit in Biblical Studies

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

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

1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.
6. Tailored learning outcomes are also to be proposed and approved.

Prerequisites: 45 points of Foundational Studies
If a Capstone unit, the unit may be taken only in the final or penultimate semester of the degree

Assessment: One 6,000 word essay

Faculty: Mark Brett, Keith Dyer

Offered: 2015: By arrangement with Faculty

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BS9720W Use of the Bible in Ethics (Online)

The unit will examine a broad range of approaches to the use of the Bible in ethics. A number of case studies will illustrate the diversity of biblical material as it relates to particular ethical topics (such as war, reconciliation, human rights, wealth and poverty, abortion, ecology, and sexuality). In exploring hermeneutical analogies, consideration will be given to the similarities and differences between biblical cultures and our own multicultural contexts. Attention will also be paid to the ways in which Biblical models and interpretation may play a role in public life.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the differences between a range of hermeneutical approaches;
2. Outline factors contributing to the diversity of biblical ethics;
3. Reflect critically on the cultural dimensions of hermeneutics;
4. Analyse the key issues at stake in a particular ethical case study;
5. Assess approaches to ethical questions for the local church and other ministry contexts.
6. Reflect theologically on biblical texts and relate biblical studies to other theological disciplines in a research project at a postgraduate standard.

Prerequisites: 30 points in Field B; 15 Points in Systematic Theology

Class Time: Online

Assessment: One exegetical essay 2,000 words (30%)
One hermeneutical research essay 3,000 words (50%)
Online tutorial participation (not fewer than 5 entries of approximately 200 words) (20%)

Faculty: Keith Dyer, Mark Brett

Offered: 2015: Semester 1 Online
(Also offered on campus – see BS9020W)
[Unit offered alternatively as DT9720W]

Recommended Reading:
* = set texts recommended for purchase

CH8011W Christianity Through the Centuries: From the Early Church to the Middle Ages

This unit will introduce students to some of the key themes in the development of the church from the second to the fifteenth century. Topics will include the spread of Christianity, the apostolic tradition, church-state relations; 'heresy', dissent and schism, Constantine and the 'Triumph of Christianity', monasticism, the rise of the papacy, Christian society, the Medieval church, Wycliffe and Hus.

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

1. Identify and outline key aspects of the Christian story from early to medieval times.
2. Demonstrate basic skills in interpreting historical documents.
3. Discuss the contribution of the study of church history to the development of Christian identity.
4. Critically evaluate historical evidence and the construction of historical accounts.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: Two document studies 1,000 words each (30%)  
One 2,500 word essay (40%)  
One 1,500 word tutorial paper (30%)

Faculty: Marita Munro

Offered: 2015: Semester 1 Thursday: 6:00pm – 9:00pm

Recommended Reading:
* = set texts recommended for purchase

*Comby, Jean. How to read church history. Vol 1, London: SCM, 1985
Hamman, Adalbert G. How to read the church fathers. London: SCM, 1993
Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
CH8012W Christianity Through the Centuries: From the Reformation to Modern Times

This unit will introduce students to the main features of the development of Western Christianity from the late Middle Ages to the present. Topics will include 16th century reformation movements, 17th century Puritanism and Pietism, the impact of enlightenment and revolution upon the church, the development of Christianity in North America and Australia and the rise of modern missionary and ecumenical movements.

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

1. Outline some key aspects of the Christian story in the west from the 16th century to the present day.
2. Identify some of the social, political and cultural factors influencing the development of Christianity.
3. Demonstrate basic skills in interpreting selected historical documents.
4. Evaluate the impact of selected historical movements and personalities upon the Church.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: Two document studies 1,000 words each (30%)
One 2,500 word essay (40%)
Participation in online forum (10%)
One 1,500 word tutorial paper (20%)

Faculty: Marita Munro

Offered: 2015: Semester 2 Wednesday: 9:30am – 12:30pm

Recommended Reading:
* = set texts recommended for purchase

Hastings, Adrian (ed.). A world history of Christianity. London, Cassell, 1999

Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
CH9028W John Calvin: Thought and Legacy

For many reasons, the name ‘John Calvin’ evokes a mixed reception. This unit is designed to help such reception to be an informed one. It provides an introduction to the theological and historical contexts of, and developments in, the reformer’s thought, and considers the legacies that his vision encourages.

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

1. Evaluate the political, philosophical, social, cultural and theological features that characterised Calvin’s world;
2. Articulate and evaluate Calvin’s own contribution to the movements of reform in sixteenth-century Europe, and the legacies that his ideas have encouraged globally ever since;
3. Identify and interpret distinctive themes in Calvin’s major writings, particularly The Institutes of the Christian Religion;
4. Engage critically and constructively with Calvin’s ideas, appraising their ongoing relevance for theology and church life in contemporary contexts.
5. Exhibit independent and critical responses to the theological themes and contextual realities identified in the unit.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- Two document studies (750 words each) (20%)
- One seminar paper (1,500 words) (30%)
- One essay (3,000 words) (50%)

Faculty: Jason Goroncy

Offered: 2015: Semester 2
Friday: 9:30am – 12:30pm
[Unit offered alternatively as CT9028W]

Recommended Reading:
* = set texts recommended for purchase

Zachman , Randall C. The Assurance of Faith: Conscience in the Theology of Martin Luther and John Calvin. Minneapolis: Fortress, 1993
CH9052W The Anabaptist Vision

This unit examines the origins, evolution and legacy of Sixteenth Century Anabaptism (Radical Reformation). It will explore the emergence of Anabaptism within Europe, its sociological milieu, relationship to other Reformation movements, forms of protest, spirituality, geographical spread and missionary outreach.

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

1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation;
2. Critically evaluate a range of Anabaptist sources;
3. Outline key features of the Anabaptist movement and trace its historical development;
4. Explain some of the reasons for diversity among Anabaptists in various parts of the world.
5. Assess the significance of various Anabaptist models of church and faith for contemporary Christian experience;
6. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: One seminar paper of 1,500 words (25%)
One project report of 1,500 words (25%)
One essay of 3,000 words (50%)

Faculty: Marita Munro

Offered: 2015: Semester 1 Wednesday 2:00pm – 5:00pm
(Also offered online – see CH9752W)
[Unit offered alternatively as DM9052W]

Recommended Reading:
* = set texts recommended for purchase

Packull, Werner O. *Rereading Anabaptist beginnings*. Winnipeg: CNBC, 1991
Williams, George H. *The Radical Reformation*, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
CH9415W Supervised Reading Unit in Church History

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. *(If Capstone)* Demonstrate integration of their theological studies.
6. Tailored learning outcomes are also to be proposed and approved.

**Prerequisites:** 45 points of Foundational Studies

If a Capstone unit, the unit may be taken only in the final or penultimate semester of the degree

**Assessment:** One 6,000 word essay

**Faculty:** Marita Munro

**Offered:** 2015: By arrangement with Faculty

**Recommended Reading:**
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CH9704W History and Theology of the Baptist Movement (Online)

This unit is designed to introduce students to the main features of Baptist history and beliefs. It will examine Baptist origins and developments within its historical context and give attention to the implications of the Baptist heritage for contemporary faith and practice.

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

1. Identify the main political, social and cultural factors that gave rise to the Baptist movement.
2. Outline key features of the Baptist heritage and trace its historical development throughout the world.
3. Explain some of the reasons for diversity among Baptist in Britain, North America, Australia and selected parts of the world.
4. Critically evaluate factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities.
5. Make an informed appraisal about the influence of Baptist history and belief upon their personal and professional lives.

Prerequisites: Nil

Class Time: Online

Assessment:
- One 4,000 word essay (60%)
- One 2,000 word tutorial paper (40%)

Faculty: Marita Munro

Offered: 2015: Semester 2 Online
[Unit offered alternatively as CT9704W]

Recommended Reading:
* = set texts recommended for purchase

Beasley-Murray, Paul. Radical believers: the Baptist way of being the church. Didcot: Baptist Union, 1992
Lumpkin, William L (ed.). Baptist confessions of faith. 2nd revd edn Valley Forge: Judson, 2011
Petras, Michael (ed.). Australian Baptists past and present. Sydney: BHS, 1988
Wardin, Albert W (ed.). Baptists around the world. Nashville: Broadman and Holman, 1995
Wright, Nigel G. Free church, free state: The positive Baptist vision. Milton Keynes, UK: Paternoster, 2005
CH9752W The Anabaptist Vision (Online)

This unit examines the origins, evolution and legacy of Sixteenth Century Anabaptism (Radical Reformation). It will explore the emergence of Anabaptism within Europe, its sociological milieu, relationship to other Reformation movements, forms of protest, spirituality, geographical spread and missionary outreach.

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

1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation;
2. Critically evaluate a range of Anabaptist sources
3. Outline key features of the Anabaptist movement and trace its historical development;
4. Explain some of the reasons for diversity among Anabaptists in various parts of the world.
5. Assess the significance of various Anabaptist models of church and faith for contemporary Christian experience;
6. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Prerequisites: 45 points of Foundational Studies

Class Time: Online

Assessment: One seminar paper of 1,500 words (25%)
One project report of 1,500 words (25%)
One essay of 3,000 words (50%)

Faculty: Marita Munro

Offered: 2015: Semester 1 Online
(Also offered on campus – see CH9052W)
[Unit offered alternatively as DM9752W]

Recommended Reading:
* = set texts recommended for purchase

Packull, Werner O. Rereading Anabaptist beginnings. Winnipeg: CNBC, 1991
Williams, George H. The Radical Reformation, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
CT8001W Beginning Theological Studies

This unit provides an introduction to the themes, nature and scope of theological studies, enabling students to identify the skills necessary for reading, thinking, and writing during their study of theology.

Upon successful completion of this unit, it is expected that students will be able to:
1. Understand and begin to critically evaluate the geneses and development of some key terms, fields, and themes in theological discourse;
2. Identify a number of critical events and persons in the history of Christian thought;
3. Articulate some important influences in their own approach to theology;
4. Demonstrate the ability to use libraries and other resources for theological study;
5. Exhibit capacities for critical and self-directed learning in, and research for, higher postgraduate theological studies.

Prerequisites: Nil

Class Time:
- Semester 1: Three hours per week
- Semester 2: Four hours per session

Assessment:
- Participation in an online forum (not fewer than 8 entries of approximately 200 words each) 25%
- 2 document studies (750 words each) 25%
- One essay (3,000 words) 50%

Faculty:
- Semester 1: Jason Goroncy
- Semester 2: Frank Rees

Offered:
- 2015: Semester 1 Thursday: 9:30am – 12:30pm
- 2015: Semester 2 7 x Saturday sessions: 9:00am – 1:00pm
  August 1, 8, 15, 22 and September 5, 12, 19

Recommended Reading:
* = set texts recommended for purchase

CT9010W Rural Ministry

This unit engages with the distinctive and diverse culture of rural Australia with a view to exploring the needs and opportunities for ministry. Interaction with and observation of agricultural life will provide a basis for theological reflection on agriculture, the land, social and family life, the environment and economics in a rural setting. Out of reflections on these themes using the Bible and contemporary discussions, appropriate models for pastoral care, church life, community involvement and support in times of natural disaster will be developed and evaluated. The unit will orientate those who have not previously worked in rural communities. It will also be valuable to rural clergy and other professionals, including farmers and lay workers who seek tools to be more effective in their roles.

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

1. Articulate the ways in which theology relates to context, with particular reference to Australian rural contexts
2. Identify and interpret the social, environmental and spiritual needs of a rural community.
3. Describe and engage both challenges and opportunities of missional work in a rural context.
4. Create a personal and community-based plan of missional engagement within a particular rural context.
5. Identify and apply biblical passages which shape faith in a rural context.

Prerequisites: Nil

Class Time: 2 x 3 day semi-intensive sessions (6 days total)

Assessment:
- One 1,000 book review (20%)
- One 3,000 word essay (40%)
- One 2,000 Ministry Survey/Plan (40%)

Faculty: Geoff Leslie

Offered: 2015: Semester 2 To be held in a rural context - location and dates to be advised [Unit offered alternatively as DM9010W]

Recommended Reading:
* = set texts recommended for purchase


Davis, Ellen F. *Scripture, Culture, and Agriculture: An Agrarian Reading of the Bible*. Cambridge; New York: Cambridge University Press, 2009


Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove, Ill.: Inter-Varsity Press, 2004
CT9020W Church: The Quest for Christian Community

This unit will explore aspects of the nature and mission of the church in the contemporary world.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a theology of the church, drawing upon both biblical and extra-biblical sources;
2. Outline and discuss a theology of sacraments/ordinances;
3. Discuss critically the ‘priesthood’ of all Christians and the nature of ‘ordained ministry’ in relation to the mission and life of the Christian community;
4. Evaluate, on theological criteria, a number of contemporary models of the church;
5. Demonstrate a capacity to research a specific topic in a rigorous, critical and sustained manner.

Prerequisites: GradDip/MA, MDiv: 45 points in Foundational Studies including CT8001W (or equivalent)

Prohibited Combinations – CT321 Ecclesiology: Issues and Perspectives

Class Time: Three hours per week

Assessment:  
One 2,000 word seminar paper (40%)
One 4,000 word essay (60%)

Faculty: Jason Goroncy

Offered: 2015: Semester 2 Thursday: 9:30am – 12:30pm

Recommended Reading:
* = set texts recommended for purchase


CT9028W John Calvin: Thought and Legacy

For many reasons, the name ‘John Calvin’ evokes a mixed reception. This unit is designed to help such reception to be an informed one. It provides an introduction to the theological and historical contexts of, and developments in, the reformer’s thought, and considers the legacies that his vision encourages.

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

1. Evaluate the political, philosophical, social, cultural and theological features that characterised Calvin’s world;
2. Articulate and evaluate Calvin’s own contribution to the movements of reform in sixteenth-century Europe, and the legacies that his ideas have encouraged globally ever since;
3. Identify and interpret distinctive themes in Calvin’s major writings, particularly *The Institutes of the Christian Religion*;
4. Engage critically and constructively with Calvin’s ideas, appraising their ongoing relevance for theology and church life in contemporary contexts.
5. Exhibit independent and critical responses to the theological themes and contextual realities identified in the unit.

**Prerequisites:** 45 points in Foundational Studies

**Class Time:** Three hours per week

**Assessment:**
- 2 Document Studies (750 words each) (20%)
- One 1,500 word seminar paper (30%)
- One 3,000 word essay (50%)

**Faculty:** Jason Goroncy

**Offered:** 2015: Semeseter 2  
Friday: 9:30am – 12:30pm  
[Unit offered alternatively as CH9028W]

**Recommended Reading:**
* = set texts recommended for purchase


CT9029W Suffering, Faith and Theodicy

This unit proceeds on the premise that the Christian community must learn to speak responsibly about suffering: both the suffering in its midst and its being in the midst of suffering. We shall (i) critically examine some of the theodicies that have been proposed; (ii) enquire to what extent they are determined by the action of God’s becoming incarnate; and (iii) explore the nature of faith faced with the realities to which theodicies have attempted to speak.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify the ‘theodicies’ and ‘anti-theodicies’ proposed within the Christian tradition;
2. Demonstrate where the theological challenges lie in the intersections between suffering, faith, and evil;
3. Compose an independent and critical response to the ‘problem’ of evil and suffering;
4. Demonstrate competencies for postgraduate-level research and writing.

Prerequisites: 45 points in Foundational Studies including CT8001W (or equivalent)

Class Time: Three hours per week

Assessment:
- One 2,000 word seminar paper (40%)
- One 4,000 word essay (60%)

Faculty: Jason Goroncy

Offered: 2015: Semester 1 Friday: 9:30am – 12:30pm

Recommended Reading:
* = set texts recommended for purchase


CT9033W Lives of Faith

This unit will examine the character of Christian Faith as evident in the life stories of a number of theologians. It will draw specifically upon the methodology of James W McClendon to identify how the life-experience of these theologians has influenced their distinctive approach to theology and Christian faith. It will also provide opportunity for each student to explore the theological significance of their own life story.

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

1. Explain critically McClendon’s methodology for using biography as theology
2. Apply that methodology in the study of several biographies
3. Outline and discuss the character of faith as seen in the life and work of one major theologian
4. Identify possible implications for their own lives, as a source for theological reflection
5. Identify critical issues in the use of life stories as a source of theology

Prerequisites: MDiv: 45 points in foundational studies

Class Time: 4 x weekends (Friday evening and Saturday morning)

Assessment: One 1,500 word book review (20%)
One 1,000 word seminar paper (20%)
One 3,500 word essay (60%)

Faculty: Frank Rees

Offered: 2015: Semester 1 Friday: 6:00pm – 9:00pm and Saturday: 9:00am – 1:00pm
March 13-14 March 27-28 April 17-18 May 1-2

Recommended Reading:
* set texts recommended for purchase

Young, Frances M. Face to face. Edinburgh: T & T Clark, 1990
CT9219W Peacemaking

This unit will explore peacemaking as a central element in Christian mission, its theological basis and its practical demands in situations of international and social conflict. A substantial part of the course will be the examination of a variety of 20th century and contemporary case-studies of Christian involvement in conflict and reconciliation, and the course will in particular aim to enable students to contribute from their own experience of involvement in any such contexts.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a theology of peacemaking as a core feature of Christian mission;
2. In light of historical experience, critically assess how Christians and churches perceive conflicts and their own involvement in them;
3. Demonstrate an awareness of how key theological concepts such as forgiveness and reconciliation can interact with political, social and cultural realities;
4. In light of the above, assess the adequacy of some contemporary understandings of mission;
5. Demonstrate research skills in critical appraisal of specific approaches to peacemaking, on the basis of criteria identified through their study.

Prerequisites: 45 Points of Foundational units

Class Time: Two week intensive (10 half days spread over two weeks)

Assessment:
- One 1,500 word tutorial paper (25%)
- One 1,500 word book review (25%)
- One 3,000 word essay (50%)

Faculty: Dr Keith Clements

Offered: 2015: Semester 1 10 x sessions: 9:30am – 1:00pm
February 9 – 13 & 16 – 20
[Unit offered alternatively as DM9219W]

Recommended Reading:
* = set texts recommended for purchase


CT9415W Supervised Reading Unit in Systematic Theology

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

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

1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.
6. Tailored learning outcomes are also to be proposed and approved.

Prerequisites: 45 points of Foundational Studies
If a Capstone unit, the unit may be taken only in the final or penultimate semester of the degree

Assessment: One 6,000 word essay

Faculty: Frank Rees

Offered: 2015: By arrangement with Faculty

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CT9704W History and Theology of the Baptist Movement (Online)

This unit is designed to introduce students to the main features of Baptist history and beliefs. It will examine Baptist origins and developments within its historical context and give attention to the implications of the Baptist heritage for contemporary faith and practice.

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

1. Identify the main political, social and cultural factors that gave rise to the Baptist movement.
2. Outline key features of the Baptist heritage and trace its historical development throughout the world.
3. Explain some of the reasons for diversity among Baptist in Britain, North America, Australia and selected parts of the world.
4. Critically evaluate factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities.
5. Make an informed appraisal about the influence of Baptist history and belief upon their personal and professional lives.

Prerequisites: Nil

Class Time: Online

Assessment:
- One 4,000 word essay (60%)
- One 2,000 word tutorial paper (40%)

Faculty: Marito Munro

Offered: 2015: Semester 2 Online

[Unit offered alternatively as CH9704W]

Recommended Reading:
* = set texts recommended for purchase

Lumpkin, William L (ed.). *Baptist confessions of faith. 2nd revd edn* Valley Forge: Judson, 2011
Petras, Michael (ed.). *Australian Baptists past and present*. Sydney: BHS, 1988
Wardin, Albert W (ed.). *Baptists around the world*. Nashville: Broadman and Holman, 1995
Wright, Nigel G. *Free church, free state: The positive Baptist vision*. Milton Keynes, UK: Paternoster, 2005
DA8001W Living the Faith: Spirituality, Vocation and Community

With the underlying purpose of making spiritual formation and the disciplines of discernment and self-discovery explicit to the educational experience from the students’ first year of study, this unit is designed to provide participants with the basic skills and resources to make life-giving connections between theology and the practice of faith.

NOTE: This is a Foundational Unit for each discipline in Field D

Upon successful completion of this unit, it is expected that students will be able to:
1. Explore their own sense of self, vocation and ministry vision.
2. Appreciate the contours and possibilities of the major sub-disciplines of practical theology.
3. Utilise models of theological reflection that integrate theory, experience and practice.
4. Describe and discuss the richness of learning in community.
5. Demonstrate an ability to undertake independent research at postgraduate level.

Prerequisites: Nil

Class Time: 7 x sessions

Assessment: 
- One 1,500 word Work Journal (25%)
- One 1,500 Case Study (25%)
- One 3,000 word Integration Essay (50%)

Faculty: Anne Mallaby

Offered: 2015: Semester 1
- 7 x Saturday sessions: 9:00am – 1:00pm
- February 28
- March 14, 21, 28
- April 18
- May 2, 9

Recommended Reading:
* = set texts recommended for purchase


DL9003W Pastoral Care: Communal Response

This unit considers the links between pastoral care and communal expressions of ritual and meaning making. Students will examine life changes and critical experiences, considering how ritual and liturgy become processes of communal care and meaning making both within the church and in engagement with the wider community.

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

1. Identify life-cycle transitions and disruptions common in contemporary Australian society
2. Evaluate the theological themes that shape pastoral responses to these experiences
3. Develop theological and practical responses to these experiences, particularly with regard to the pastoral and communal experiences of infant dedications, weddings, funerals, baptism and communion.
4. Develop rituals for use outside of the church community
5. Examine the pastoral rituals of the church within the context of the wider Australian community.

Prerequisites: DA1001W

Class Time: Three hours per week

Assessment:
- One 2,500 word essay (50%)
- Five 300 word reflection journal (25%)
- One 1,500 word tutorial paper (25%)

Faculty: Anne Mallaby

Offered: 2015: Semester 2 Tuesday: 6:00pm – 9:00pm
(Also offered online – see DL9703W)
[Unit offered alternatively as DP9003W]

Recommended Reading:
* = set texts recommended for purchase


Colwell, John E. Promise and presence: An exploration of sacramental theology. Milton Keynes: Paternoster, 2005


Marris, Peter. Loss and change. London: Routledge, 1993


DL9014W Worship for All Seasons

This unit aims to provide an exploration of the theology, practice and spirituality of the Christian liturgical year. The unit is based on supervised reading and reflection, focused around the individual student’s participation in worship services on particular occasions throughout the church year. Students will be required to meet with the teacher on a regular basis for guidance and discussion.

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

1. Articulate a liturgical theology of time.
2. Describe the origins and present shape of the liturgical year.
3. Discuss the theological meanings associated with seasons and feast days of the liturgical year.
4. Explain the relationship between the practice of liturgical time and natural seasons, secular calendars, and customary anniversaries.
5. Outline the structure of the Revised Common Lectionary and describe the way it relates biblical material to the seasons of the church year;
6. Formulate and apply critical criteria for evaluating the liturgical practices and texts associated with particular feasts and seasons.
7. Locate and/or compose resources for the celebration of liturgical feasts and seasons.
8. Demonstrate an ability to research a specific liturgical topic in a critically rigorous manner.

Prerequisites: 45 points of Foundational Studies

Class Time: Visits to agreed worship services and 12 contact hours with the supervisor.

Assessment: One diary of 2,000 words (20%)
Two essays of 2,000 words each (80%)

Faculty: Nathan Nettleton

Offered: 2014 – 2015: By arrangement with the lecturer
(Ideally students will commence work during the period November 2014 to February 2015)

Recommended Reading:
* = set texts recommended for purchase

Webber, Robert E. Ancient-future time. Grand Rapids: Baker, 2004
DL9015W Preaching and Teaching the Old Testament

This unit will explore the practices of preaching and teaching the Hebrew Bible / Old Testament in a range of community contexts. Attention will be given to the challenge of balancing historical considerations in biblical studies with the uses of scripture in the church, especially in freshly enabling the practice of faith. The uses of the Hebrew Bible in Christian traditions of worship, social engagement, and the arts, will also be considered.

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

1. Effectively communicate complex exegesis of biblical texts, with particular attention to the genres of the Hebrew Bible;
2. Demonstrate critical theological engagement with the intersection between exegesis and a variety of reading communities today;
3. Analyse the appropriation of biblical material in the arts;
4. Demonstrate theological understanding of the implications of sharing scripture with Judaism;
5. Use scripture responsibly when considering a public issue in the context of preaching.
6. Articulate the relationship between biblical studies and other theological disciplines.

Prerequisites: 30 points in Foundational Biblical Studies

Class Time: Three hours per week

Assessment: Critical analysis of set readings 2,000 words (30%)
Sermon text 2,000 words (30%)
Essay 2,000 words (40%)

Faculty: Mark Brett

Offered: 2015: Semester 2 Tuesday: 2:00pm – 5:00pm
[Unit offered alternatively as BA9015W]

Recommended Reading:

* = set texts recommended for purchase

Fewell, DN The Children of Israel: Reading the Bible for the Sake of our Children. Nashville: Abingdon, 2003
Smith-Christopher, D The Old Testament: Our Call to Faith and Justice. Notre Dame: Ave Maria Press, 2005
Wallace, HN Words to God, Words from God: The Psalms in the Prayer and Preaching of the Church. Aldershot: Ashgate, 2005
West, G The Academy of the Poor: Towards a Dialogical Reading of the Bible. Sheffield: Sheffield Academic Press, 1999
DL9703W Pastoral Care: Communal Response (Online)

This unit considers the links between pastoral care and communal expressions of ritual and meaning making. Students will examine life changes and critical experiences, considering how ritual and liturgy become processes of communal care and meaning making both within the church and in engagement with the wider community.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify life-cycle transitions and disruptions common in contemporary Australian society.
2. Evaluate the theological themes that shape pastoral responses to these experiences.
3. Develop theological and practical responses to these experiences, particularly with regard to the pastoral and communal experiences of infant dedications, weddings, funerals, baptism and communion.
4. Develop rituals for use outside of the church community.
5. Examine the pastoral rituals of the church within the context of the wider Australian community.

Prerequisites: DA1001W

Class Time: Online

Assessment:
- One 2,500 word essay (50%)
- Five 300 word reflection journal (25%)
- One 1,500 word tutorial paper (25%)

Faculty: Anne Mallaby

Offered: 2015: Semester 2 Online
(Also offered on campus – see DL9003W)
[Unit offered alternatively as DP9703W]

Recommended Reading:
* = set texts recommended for purchase

Colwell, John E. Promise and presence: An exploration of sacramental theology. Milton Keynes: Paternoster, 2005
Marris, Peter. Loss and change. London: Routledge, 1993
DM8005W Culture and Language

This unit emphasizes the strong link between culture and language, and the importance of gaining capacity in a community’s language for cross-cultural engagement. The unit will introduce students to the concepts of language and cultural participation outlined in the Growing Participator’s Approach (GPA). The unit will also introduce students to the Six Phase Program, a tool for growing a cross-cultural worker’s ability to understand and speak with people from a different culture and language community. The third tool to be introduced, the Engaging Culture, Worldview Inquiry Program (ECWIP), enables a cross-cultural worker to observe and participate in social situations and move towards understanding them from the host community’s perspective.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the links between culture and language
2. Articulate the principles associated with the Growing Participator’s Approach
3. Demonstrate the activities associated with Phase 1 of the Six Phase Program
4. Identify some of the differences between emic and etic perspectives on social situations
5. Demonstrate an ability to observe and participate in a social situation and inquire about it from an actor in the social situation.
6. Articulate a “thick description” of a social situation and the meanings attached to it by members of the community.
7. Evaluate the multiple perspectives that actors may offer on social situations and the relevance of this cultural complexity for emic description.

Prerequisites: Nil

Class Time: Intensive (5 days)

Assessment:
GPA Phase 1 & ECWIP Activities Participation
(approximately 1,500 words) (20%)
One 3,000 word essay (40%)
Three 500 word Thick Descriptions of Social Situations (30%)

Faculty: Ian Dicks

Offered: 2015: Semester 1
January 19 – 23 (at Moore Potter House, Hawthorn)

Recommended Reading:
* = set texts recommended for purchase

DM9010W Rural Ministry

This unit engages with the distinctive and diverse culture of rural Australia with a view to exploring the needs and opportunities for ministry. Interaction with and observation of agricultural life will provide a basis for theological reflection on agriculture, the land, social and family life, the environment and economics in a rural setting. Out of reflections on these themes using the Bible and contemporary discussions, appropriate models for pastoral care, church life, community involvement and support in times of natural disaster will be developed and evaluated. The unit will orientate those who have not previously worked in rural communities. It will also be valuable to rural clergy and other professionals, including farmers and lay workers who seek tools to be more effective in their roles.

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

1. Articulate the ways in which theology relates to context, with particular reference to Australian rural contexts
2. Identify and interpret the social, environmental and spiritual needs of a rural community.
3. Describe and engage both challenges and opportunities of missional work in a rural context.
4. Create a personal and community-based plan of missional engagement within a particular rural context.
5. Identify and apply biblical passages which shape faith in a rural context.

Prerequisites: Nil

Class Time: 2 x 3 day semi-intensive sessions (6 days total)

Assessment:  
- One 1,000 book review (20%)
- One 3,000 word essay (40%)
- One 2,000 Ministry Survey/Plan (40%)

Faculty: Geoff Leslie

Offered: 2015: Semester 2 To be held in a rural context – location and dates to be advised
[Unit offered alternatively as CT9010W]

Recommended Reading:
* = set texts recommended for purchase


Davis, Ellen F. *Scripture, Culture, and Agriculture: An Agrarian Reading of the Bible*. Cambridge; New York: Cambridge University Press, 2009


Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove, Ill.: Inter-Varsity Press, 2004
DM9028W Integrated Chaplaincy Training

This unit explores Christian chaplaincy using a combination of classroom learning and supervised experiential learning (a practicum) in a chaplaincy placement. In the classroom students will consider a variety of chaplaincy models in contexts such as schools, hospitals, prisons, industry, tertiary education, the police force, the defence forces and sport. The focus - through supervision, group and individual reflection — will be upon integrating skills, understanding and identity in contexts of pastoral care and missional engagement beyond the gathered church.

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

1. Articulate models of chaplaincy as appropriate to different contexts.
2. Engage in theological reflection on ministry and mission experience.
3. Critically reflect on their identity and role in pastoral care.
4. Evaluate and respond to feedback from supervisors and peers.
5. Articulate a pastoral theology underpinning their approach to chaplaincy.
6. Propose strategies for further development of their chaplaincy skills.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

Teaching Methods:

A placement (120 hrs), weekly field supervision and integration supervision, plus two hours per week (for 13 weeks) of class and one hour per week of group work (both usually at chaplaincy sites). Supervisors will be chosen from those trained to the standards of the Victorian Association for Theological Field Education.

Assessment:

- This unit is assessed on a Pass/Fail basis only
- Learning agreement and self-evaluation (1,500 words) (25%)
- Two 500 word verbatim studies (20%)
- Journal reflections of 1,500 words (15%)
- One 2,000 word case study (30%)
- One 500 word placement report (10%)

Faculty: David Wilson

Offered: 2015: Semester 1

Classes will be held each week in various venues — Thursday evenings
Please note special enrolment procedures
[Unit offered alternatively as DP9028W]

Recommended Reading:

* = set texts recommended for purchase

Clinebell, Howard J, Jr. Basic types of pastoral counselling. 2nd ed. Nashville: Abingdon, 1984
Crick, Robert D. Outside the Gates; Oviedo, Fl., Higher Life Development Services, 2011.
Holst, Lawrence E (ed.) Hospital ministry: The role of the chaplain today. Eugene, OR: Wipf and Stock, 2007
Neff, Blake J. A pastor’s guide to interpersonal communication: The other six days. New York: Haworth, 2006
Reid, Stephen and Hughes, P. The Values and Benefits of Sports Chaplaincy in Australia; Nunawading, CRA, 2014
Stevens, R Paul. The other six days: Vocation, work, and ministry in biblical perspective. Grand Rapids: Eerdmans, 2000
DM9031W The Micah Mandate: Integral Mission and Global Poverty

This unit examines selected biblical texts on the themes of poverty, wealth, justice and compassion as a way of exploring Christian responses to the needs of marginalised people in a globalised world. It will examine the situations of the global poor, refugees and asylum seekers. It will introduce the themes of power, trade, debt, gender, advocacy and the role of NGOs. There will be a focus on the potential of the church as an agent of transformation, using the Micah Challenge campaign as an example. The unit is jointly offered by Whitley College, Melbourne School of Theology, Stirling College (formerly Churches of Christ Theological College) and Tabor Victoria in association with TEAR Australia.

Upon successful completion of this unit, it is expected that students will be able to:
  1. Explain important dimensions of an integral mission response to the needs of the global marginalised.
  2. Articulate the theological convictions that underlie such a response.
  3. Make an educational presentation on a current international advocacy campaign.
  4. Think strategically regarding the mobilisation of the local church in integral mission.
  5. Demonstrate the capacity to research a specific topic in a critically rigorous and sustained manner.

Prerequisites: 45 points of Foundational Studies

Class Time: One week intensive (5 days)

Assessment: One 3,000 word essay (50%)
    One educational resource (1,500 words equivalent) (30%)
    One 1,500 book review (20%)

Faculty: Steve Bradbury

Offered: 2015: Semester 2 July 6 – 10 (at TEAR, 4 Solwood Lane, Blackburn)

Recommended Reading:
* = set texts recommended for purchase


Grant, Jamie A and Dewi A Hughes, eds. Transforming the world? The gospel and social responsibility. Nottingham: Intervarsity Press, 2009


Maggay, Melba Padilla. Transforming society. 2nd ed. Eugene, OR: Wipf and Stock, 2010

Myers, Bryant L. Walking with the poor: Principles and practices of transformational development 2nd ed. Maryknoll: Orbis, 2014


DM9036W Global Mission Today

This unit introduces and explores some of the major trends and challenges in worldwide Christian mission today. By drawing on recent missiological insights, it addresses the current state of, and thinking behind much of modern mission strategy today. It explores the following topics: contextualisation and why mission is still relevant, the boundaries between aid & development and evangelism, world religions, inter-religious sensitivities, cross-cultural challenges, holistic mission, and non-traditional models of mission. Students will be expected to engage more deeply with a specific mission context.

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

1. Outline current trends and issues in global mission today;
2. Critically evaluate a number of different missiological strategies;
3. Critically evaluate contextualisation and its impact on global mission today;
4. Research a particular mission and critically analyse their approach to mission.

Prerequisites: 45 points of Foundational units

Class Time: Three hours per week

Assessment:
- One 1,000 word tutorial paper (20%)
- One 2,000 word essay (30%)
- One 3,000 word essay (50%)

Faculty: Bruce Newnham, Mark Holt

Offered: 2015: Semester 2 Wednesday: 6:00pm – 9:00pm

Recommended Reading:
* = set texts recommended for purchase


DM9051W Mission in the Australian Context

This unit examines the relationship of gospel and culture, mission theory and practice by exploring dimensions of Christian mission in Australian contexts. Models of contextual theology, in which theology is in dialogue with cultural voices and worldview perspectives, will be explored. Topics will be selected from the following: Australian identity and worldview, a sense of place and time, Indigenous/non-Indigenous relationships, popular sustaining myths, multiculturalism, socio-economic and religious trends, approaches to evangelism and church planting, understandings of conversion and community, engagement with the working classes and underprivileged, the arts and film, Australian spirituality, postmodernity, the Australian church in its cultural context, and the extent to which there are Australian theologies.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline and analyse selected aspects of Australian culture;
2. Identify and describe points of relevance of the gospel for selected Australian contexts;
3. Analyse and critique a variety of approaches to contextual theology with respect to the Australian context;
4. Propose approaches to mission which intentionally engage with aspects of the Australian context as an expression of an articulated contextual theology.

Prerequisites: 30 points of Foundational Units

Class Time: Three hours per week

Assessment: Online Forum: Six critical responses to case studies/readings and peer interaction – (1,200 words total – 200 words per response) (20%)
One critical book review of 1,500 words (30%)
One essay of 3,500 words (50%)

Faculty: Les Henson

Offered: 2015: Semester 1 Wednesday: 6:00pm – 9:00pm

Recommended Reading:
* = set texts recommended for purchase

DM9052W The Anabaptist Vision

This unit examines the origins, evolution and legacy of Sixteenth Century Anabaptism (Radical Reformation). It will explore the emergence of Anabaptism within Europe, its sociological milieu, relationship to other Reformation movements, forms of protest, spirituality, geographical spread and missionary outreach.

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

1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation.
2. Critically evaluate a range of Anabaptist sources.
3. Outline key features of the Anabaptist movement and trace its historical development.
4. Explain some of the reasons for diversity among Anabaptists in various parts of the world.
5. Assess the significance of various Anabaptist models of church and faith for contemporary Christian experience.
6. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Prerequisites: Nil

Class Time: Three hours per week – seminar-based

Assessment:
- One seminar paper of 1,500 words (25%)
- One project report of 1,500 words (25%)
- One essay of 3,000 words (50%)

Faculty: Marita Munro

Offered: 2015: Semester 1 Wednesday: 2:00pm – 5:00pm

(Also offered online – see DM9752W)

[Unit offered alternatively as CH9052W]

Recommended Reading:
* = set texts recommended for purchase


Packull, Werner O. *Rereading Anabaptist beginnings*. Winnipeg: CNBC, 1991


Williams, George H. *The Radical Reformation*, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
DM9064W Mission in the New Testament

This unit explores the diversity of the Church’s missionary nature as reflected in the writings of the New Testament. Contemporary exegetical methods will be employed to investigate texts illustrative of the manner in which the earliest Christian communities expressed their relationship with and responsibility to the non-Christian world in which they lived.

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

1. Describe the missionary character of Israel’s God and the messianic mission of Jesus as the presupposition of the mission of the church.
2. Describe and locate the mission of the church within 1st century Jewish and Graeco-Roman culture.
3. Outline and critically evaluate the theology and practice of mission in the writings and thought of Paul; the understandings of mission reflected in the Gospels of Mark, Matthew, Luke-Acts, the Fourth Gospel and the Johannine Epistles; and the mission of the church as reflected in other writings of the New Testament such as Ephesians, James, 1 Peter and Revelation (students will have opportunity for a general overview and for specialisation within these texts).
4. Demonstrate an understanding of the earliest churches as communities of Jews and Gentiles, and the religious, cultural and political implications of these mixed communities.
5. Demonstrate an ability to research and write using appropriate methods and forms at postgraduate level.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:

- One 3,000 word essay (50%)
- One 1,500 word seminar paper (25%)
- One 1,500 word critical review of readings (25%)

Faculty: Siu Fung Wu

Offered: 2015: Semester 2 Tuesday: 2:00pm – 5:00pm

[Unit offered alternatively as BN9064W]

Recommended Reading:

* = set texts recommended for purchase

*Bosch, David J. *Transforming mission*: Maryknoll: Orbis, 1991
Esler, Philip F. *The first Christians in their social worlds*. London: Routledge, 1994
**DM9219W Peacemaking**

This unit will explore peacemaking as a central element in Christian mission, its theological basis and its practical demands in situations of international and social conflict. A substantial part of the course will be the examination of a variety of 20th century and contemporary case-studies of Christian involvement in conflict and reconciliation, and the course will in particular aim to enable students to contribute from their own experience of involvement in any such contexts.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a theology of peacemaking as a core feature of Christian mission;
2. In light of historical experience, critically assess how Christians and churches perceive conflicts and their own involvement in them;
3. Demonstrate an awareness of how key theological concepts such as forgiveness and reconciliation can interact with political, social and cultural realities;
4. In light of the above, assess the adequacy of some contemporary understandings of mission;
5. Demonstrate research skills in critical appraisal of specific approaches to peacemaking, on the basis of criteria identified through their study.

**Prerequisites:** 45 Points of Foundational units

**Class Time:** Two week intensive (10 half days spread over two weeks)

**Assessment:**
- One 1,500 word tutorial paper (25%)
- One 1,500 word book review (25%)
- One 3,000 word essay (50%)

**Faculty:** Keith Clements

**Offered:** 2015: Semester 1
10 x sessions: 9:30am – 1:00pm
February 9 – 13 & 16 – 20
[Unit offered alternatively as CT9219W]

**Recommended Reading:**

* = set texts recommended for purchase

DM9415W Supervised Reading Unit in Contextual Mission

Postgraduate students wishing to study the content covered by the unit DM1019W / DM2019W Contextual Mission may do so even though it is offered at undergraduate only through DM9415W Supervised Reading Unit in Missiology.

In addition to the required supervised reading students will participate in the classes and trip required in DM1019W / DM2019W.

**DM1019W / DM2019W Contextual Mission**

Designed as training for cross-cultural Christian mission, this unit examines what is involved in sharing the gospel in ways that are culturally appropriate and which lead to indigenous communities of faith. Among the topics considered are the theology of contextualisation, encouraging local theologies, models of incarnational ministry, sharing faith with ‘unreached people groups’, dialogue and evangelism in Muslim and Buddhist contexts, Aboriginal contextualisation, and ethical, strategic and practical issues in global mission today. Students attend Global Interaction’s Context Training course.

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

1. Demonstrate appreciation of cultural difference.
2. Outline several ways of engaging respectfully with people of other faiths.
3. Show basic understanding of a Muslim, Buddhist or Aboriginal cultural context.
4. Summarise several major trends in global mission.

**Prerequisites:** Nil

**Class Time:** One week intensive (5 days)

**Assessment:**

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<thead>
<tr>
<th>Level 1</th>
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<tbody>
<tr>
<td>One 2,000 word essay</td>
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<td>One 2,000 word essay</td>
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<tr>
<td>One 30 minute educational presentation</td>
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<tr>
<td>1,000 words of reflection on readings</td>
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<td>1,500 words on reflection on readings</td>
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**Faculty:** Bruce Newnham

**Offered:**

2015: Semester 1 February 2 – 6
2015: Semester 2 September 21 – 25

*(in conjunction with Global Interaction Strategic Mission Week)*

**Recommended Reading:**

* = set texts recommended for purchase

- Parshall, Phil. *Inside the community: Understanding Muslims through their tradition*. Grand Rapids: Baker, 1994

See page 66 for further details about Supervised Reading Units in Missiology.
DM9415W Supervised Reading Unit in Exposure to Cross-Cultural Mission

Postgraduate students wishing to study the content covered by the unit DM1007W Exposure to Cross–Cultural Mission may do so even though it is offered at undergraduate only through DM9415W Supervised Reading Unit in Missiology.

In addition to the required supervised reading students will participate in the classes and trip required in DM1007.

DM1007W Exposure to Cross-Cultural Mission

The unit gives opportunity to reflect missiologically on a supervised group visit of at least two weeks’ length to a field of mission outside Australia. Trips sponsored by various mission agencies may qualify as the basis for this unit, with the approval of the co-ordinator, if:

- Students meet with the co-ordinator to be briefed on the process of theological reflection and cross-cultural observation;
- The trip leader is acceptable to, and briefed by, the co-ordinator;
- There are briefing and debriefing sessions consisting of at least ten hours; and
- During the exposure trip students live in a cross-cultural context, interacting with local people, observing or serving on a daily basis and meeting for group discussion daily.

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

1. Identify several examples of where another culture is ‘different but not inferior’.
2. Evaluate the missiological approach of a cross-cultural mission agency.
3. Discuss some of the issues of gospel and culture.
4. Outline and analyse their own responses to being in another culture.

Prerequisites: Nil

Time Commitment:

1. Group briefings and a briefing by the co-ordinator.
2. At least two weeks living in a cross-cultural situation, involving daily group discussion.

Cost: The cost of the trip is additional to the normal unit fee.

Teaching Methods:

Briefings, immersion in another culture, background reading

Assessment:

- One 1,500 word essay (50%)
- 1,500 words selected from journal (25%)
- One 1,000 word book review (25%)

Faculty: TBA

Offered: 2015: By arrangement with Faculty

Recommended Reading:

* = set texts recommended for purchase

Bradshaw, Bruce. Bridging the gap: Evangelism, development and shalom. Monrovia, CA: MARC, 1993
Escobar, Samuel. A time for mission. Leicester, UK: Inter-Varsity Press, 2004
Lane, Patty. A beginner’s guide to crossing cultures: Making friends in a multicultural world. Downers Grove, IL: Intervarsity Press, 2002

See page 66 for further details about Supervised Reading Units in Missiology.
DM9415W Supervised Reading Unit in Missiology

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

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

1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: 45 points of Foundational Studies
If a Capstone unit, the unit may be taken only in the final or penultimate semester of the degree

Assessment: One 6,000 word essay

Faculty: Consult with the Dean

Offered: 2015: By arrangement with Faculty

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DM9726W Pioneering Leadership (Online)

This unit introduces and critiques a model of pioneering leadership especially suited to new missional contexts. It examines various approaches to organic leadership. Special focus topics include: transformational and empowering modes of leadership, contemporary expressions of apostolic and prophetic ministry, organic systems and the ecology of organisations, learning from the new science and not-for-profit leadership, change management and the stages of innovation, imagination and creativity in church ministry, community transformation and social entrepreneurship, leadership issues in church planting and mission movements, team dynamics and developing a personal philosophy of leadership.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate a critical understanding of a variety of models of leadership
2. Outline and assess models of introducing change and innovation in community and church contexts
3. Articulate a personal approach to leadership which integrates the special focus topics with their ministry practice.
4. Critically evaluate innovative approaches to mission and church planting
5. Identify, analyse and evaluate the key themes and contributions of organic systems thinking and their implications for the practice of missional leadership in the Western world today.

Prerequisites: 30 Points in Foundation Studies

Class Time: Online

Assessment:
- One book review of 1,000 words (20%)
- One written reflection of 2,000 words (30%)
- One essay of 3,000 words (40%)
- Online forum engagement, not fewer than 5 entries of approximately 200 words (10%)

Faculty: Darren Cronshaw

Offered: 2015: Semester 2 Online

Recommended Reading:
* = set texts recommended for purchase

Bandy, Tom G., Mission Mover: Beyond Education for Church Leadership. Nashville: Abingdon, 2004
DM9751W Mission in the Australian Context (Online)

This unit examines the relationship of gospel and culture, mission theory and practice by exploring dimensions of Christian mission in Australian contexts. Models of contextual theology, in which theology is in dialogue with cultural voices and worldview perspectives, will be explored. Topics will be selected from the following: Australian identity and worldview, a sense of place and time, Indigenous/non-Indigenous relationships, popular sustaining myths, multiculturalism, socio-economic and religious trends, approaches to evangelism and church planting, understandings of conversion and community, engagement with the working classes and underprivileged, the arts and film, Australian spirituality, postmodernity, the Australian church in its cultural context, and the extent to which there are Australian theologies.

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

1. Outline and analyse selected aspects of Australian culture;
2. Identify and describe points of relevance of the gospel for selected Australian contexts;
3. Analyse and critique a variety of approaches to contextual theology with respect to the Australian context;
4. Propose approaches to mission which intentionally engage with aspects of the Australian context as an expression of an articulated contextual theology.

Prerequisites: 30 points of Foundational Units

Class Time: Online

Assessment: Online Forum: Six critical responses to case studies/readings and peer interaction (1,200 words total – 200 words per response) (20%)
One critical book review of 1,500 words (30%)
One essay of 3,500 words (50%)

Faculty: Les Henson

Offered: 2015: Semester 2 Online

Recommended Reading:
* = set texts recommended for purchase


DM9752W The Anabaptist Vision (Online)

This unit examines the origins, evolution and legacy of Sixteenth Century Anabaptism (Radical Reformation). It will explore the emergence of Anabaptism within Europe, its sociological milieu, relationship to other Reformation movements, forms of protest, spirituality, geographical spread and missionary outreach.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation;
2. Critically evaluate a range of Anabaptist sources
3. Outline key features of the Anabaptist movement and trace its historical development;
4. Explain some of the reasons for diversity among Anabaptists in various parts of the world.
5. Assess the significance of various Anabaptist models of church and faith for contemporary Christian experience;
6. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Prerequisites: Nil

Class Time: Online

Assessment:
- One seminar paper of 1,500 words (25%)
- One project report of 1,500 words (25%)
- One essay of 3,000 words (50%)

Faculty: Marita Munro

Offered: 2015: Semester 1 Online
(Also offered on campus – see DM9052W)
[Unit offered alternatively as CH9752W]

Recommended Reading:
* = set texts recommended for purchase

Packull, Werner O. Rereading Anabaptist beginnings. Winnipeg: CNBC, 1991
Williams, George H. The Radical Reformation, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
DP9003W Pastoral Care: Communal Response

This unit considers the links between pastoral care and communal expressions of ritual and meaning making. Students will examine life changes and critical experiences, considering how ritual and liturgy become processes of communal care and meaning making both within the church and in engagement with the wider community.

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

1. Identify life-cycle transitions and disruptions common in contemporary Australian society.
2. Evaluate the theological themes that shape pastoral responses to these experiences.
3. Develop theological and practical responses to these experiences, particularly with regard to the pastoral and communal experiences of infant dedications, weddings, funerals, baptism and communion.
4. Develop rituals for use outside of the church community.
5. Examine the pastoral rituals of the church within the context of the wider Australian community.

Prerequisites: DA1001W

Class Time: Three hours per week

Assessment:
- One 2,500 word essay (50%)
- Five 300 word reflection journal (25%)
- One 1,500 word tutorial paper (25%)

Faculty: Anne Mallaby

Offered: 2015: Semester 2 Tuesday: 6:00pm – 9:00pm
(Also offered online – see DP9703W)
[Unit offered alternatively as DL9003W]

Recommended Reading:
* = set texts recommended for purchase

Colwell, John E. *Promise and presence: An exploration of sacramental theology.* Milton Keynes: Paternoster, 2005
Harris, Chris. *Celebrating relevant rituals.* Sydney: E J Dyer, 1992
Willimon, William H. *Worship as pastoral care.* Nashville: Abingdon, 1993
DP9004W Pastoral Care in Grief and Loss, Living and Dying

This unit provides pastoral care education on natural and traumatic losses, and the associated grieving processes. Course participants will be introduced to spiritual, theological cultural and scientific resources to better understand the complex effects of short and long term, complicated and uncomplicated grief and grieving, and to the healing potential of well informed, appropriate pastoral care and counselling responses. Along with theoretical information, participants will be able to acquire tools and skills for spiritual guidance and pastoral care in a variety of settings, and be equipped to share these with their congregations, their families and the larger communities in which they offer ministry.

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

1. Understand the cultural, theological and clinical processes of grieving, mourning and bereavement associated with life transitions, loss, death and dying;
2. Engage thoughtfully with their own experience of loss, and identify an awareness of safe ethical pastoral care for others;
3. Articulate biblical and theological insights that inform the practice of pastoral care for those experience loss;
4. Develop strategies of care that adequately attend to the grieving processes of individuals and congregations, including the use of appropriate rituals and community supports;
5. Demonstrate the capacity to integrate theology and practice in pastoral care.

Prerequisites: Foundational unit in Field D

Class Time: 6 full day sessions

Assessment: Book Review (1,500 words) (25%)
Case Study Presentation (1,500 words) (25%)
Critical Essay (3,000 words) (50%)

Faculty: Gary Heard

Offered: 2015: Semester 2 6 full day sessions
July 20, 21, 22 August 3 September 21, 22

Recommended Reading:
* = set texts recommended for purchase

Doka, K. Living with grief: before and after the death (Washington: Hospice foundation, 2011)
DP9013W Leading Change: Peace or Conflict?

This unit equips students with the skills to lead change in congregations, communities and faith organisations in ways that are congruent with the organisation’s culture and that minimise destructive conflict. This process is based in an understanding of how systems function, and how the principles of dialogue, discernment and decision-making facilitate change in ways that embrace a deep understanding of shalom. The unit reflects theologically and sociologically upon the necessity for both stability and change, and examines the ingredients of healthy movement. Students will be encouraged to examine both the interpersonal and intrapersonal dynamics which enhance or inhibit the experience of change.

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

1. Articulate a clear understanding of the theories that affect the relationship between change and conflict and its sources.
2. Identify and illustrate from within their own context the core practices of negotiation, discernment and facilitation required for leading communities.
3. Reflect theologically, pastorally and sociologically upon why both change and stability are needed in the church and diverse spiritual communities, and to review Biblical examples of each.
4. Develop a pastoral rationale for the significance of systems theory and shalom both in the process of change, and as a mediator of stability.
5. Critically review resources, training programs, and multi-disciplinary theory that offer support for building conflict-healthy congregations and communities.
6. Describe and critically evaluate ways in which their own functioning in church systems impacts upon change and stability, both personally and systemically.

Prerequisites: Nil

Class Time: Two week intensive comprising 2 full day sessions + 6 half day sessions

Assessment:  
1 x 1,500 word reflective paper (25%)  
1 x 1,500 word critical evaluation of text (25%)  
1 x 3,000 word contribution to a group project (50%)

Faculty: Dr David R Brubaker

Offered: 2015: Semester 2  
2 full day sessions + 6 half day sessions:  
July 13, 14 (full days – School of Ministry)  
July 15, 16 & 20, 21, 22, 23 (9:00am – 1:00pm)

Recommended Reading:
* = set texts recommended for purchase


Gilmore, Susan and Patrick Fraleigh. *Communication at Work Style Profile*. (To be provided by the instructors at the first class.)


DP9028W Integrated Chaplaincy Training

This unit explores Christian chaplaincy using a combination of classroom learning and supervised experiential learning (a practicum) in a chaplaincy placement. In the classroom students will consider a variety of chaplaincy models in contexts such as schools, hospitals, prisons, industry, tertiary education, the police force, the defence forces and sport. The focus - through supervision, group and individual reflection—will be upon integrating skills, understanding and identity in contexts of pastoral care and missional engagement beyond the gathered church.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate models of chaplaincy as appropriate to different contexts.
2. Engage in theological reflection on ministry and mission experience.
3. Critically reflect on their identity and role in pastoral care.
4. Evaluate and respond to feedback from supervisors and peers.
5. Articulate a pastoral theology underpinning their approach to chaplaincy
6. Propose strategies for further development of their chaplaincy skills.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

Teaching Methods:
A placement (120 hrs), weekly field supervision and integration supervision, plus two hours per week (for 13 weeks) of class and one hour per week of group work (both usually at chaplaincy sites). Supervisors will be chosen from those trained to the standards of the Victorian Association for Theological Field Education.

Assessment: This unit is assessed on a Pass/Fail basis only
Learning agreement and self-evaluation (1,500 words) (25%)
Two 500 word verbatim studies (20%)
Journal reflections of 1,500 words (15%)
One 2,000 word case study (30%)
One 500 word placement report (10%)

Faculty: David Wilson

Offered: 2015: Semester 1
Classes will be held each week in various venues – Thursday evenings
Please note special enrolment procedures
[Unit offered alternatively as DM9028W]

Recommended Reading:
* = set texts recommended for purchase
Clinebell, Howard J, Jr. Basic types of pastoral counselling. 2nd ed. Nashville: Abingdon, 1984
Crick , Robert D. Outside the Gates; Oviedo, Fl., Higher Life Development Services, 2011.
Holst, Lawrence E (ed.) Hospital ministry: The role of the chaplain today. Eugene, OR: Wipf and Stock, 2007
Neff, Blake J. A pastor’s guide to interpersonal communication: The other six days. New York: Haworth, 2006
Reid, Stephen and Hughes, P. The Values and Benefits of Sports Chaplaincy in Australia; Nunawading, CRA, 2014
Stevens, R Paul. The other six days: Vocation, work, and ministry in biblical perspective. Grand Rapids: Eerdmans, 2000
DP9036W Clinical Pastoral Education

Clinical Pastoral Education (CPE) is a program of education and formation for the ministry of pastoral care. The program's methodology utilises the action reflection model of learning. The action component entails the actual provision of pastoral care within a ministry setting. This care acknowledges and attends to the human condition, particularly life's religious and spiritual dimensions. The reflection component entails the exploration of the ministry experience, the dynamics present, and the theological and spiritual dimensions. This action reflection process is integral to the participants’ understanding and the formation of their pastoral identity and competence.

Requirements and assessment
A CPE unit can be completed over a minimum of ten weeks or a maximum period of forty-four weeks and includes a minimum total of 400 hours of supervised learning in pastoral ministry. See Association for Supervised Pastoral Education in Australia’s website (www.aspea.org.au) for further information, including with regard to assessment.

Credit into MCD University of Divinity courses
CPE is offered at three levels: Level 1, Advanced Level, Supervisory Level

The guidelines for undergraduate courses and postgraduate courses are different and more credit is possible in degrees with a duration of three years full-time.

The maximum credit points possible for CPE (Level 1, unless otherwise stated) are:

- Diploma in Theology: 15 points
- Bachelor of Theology: 30 points
- Bachelor of Ministry: 30 points for Level 1 CPE, 30 points for Advanced Level CPE Graduate Certificate and Graduate Diploma: 15 points
- Master of Divinity: 30 points Master of Arts: 15 points
- Master of Arts (Pastoral Care): 15 points for Level 1 CPE, 15 points for Advanced Level CPE
- Master of Theological Studies: 15 points

Applying to do CPE
CPE is available at a number of centres in Melbourne.
Students are responsible for making contact with individual centres for application information and forms. For information about providers see the ASPEA website: www.aspea.org.au

CPE and FEE-HELP
Students may fund CPE through FEE-HELP if they are on FEE-HELP for their course. Students who wish to use FEE-HELP for CPE must enrol in the appropriate unit with Whitley’s Registrar at enrolment time.

Students are responsible for:

- Arranging CPE placements with an accredited provider
- Notifying the Whitley College office of their acceptance into a CPE program
- Providing the Whitley College office with a certified copy of the certificate of completion at the end of the program.

Faculty: Anne Mallaby (Co-ordinator)

Offered: 2015: By arrangement with a local CPE centre
DP9042W Responding Pastorally to Critical Issues in Contemporary Ministry

This unit identifies various issues in contemporary life and considers appropriate pastoral responses. Themes to be examined include anxiety, aging, suicide, mental health, violence, abuse and the changing shape of the family. In developing effective pastoral responses, various approaches in the theory and practice of pastoral care, including biblical and theological insights, will be examined and tested. The significance of the Christian community as places of nurture and the role that community members play as primary carers will also be addressed. The unit will benefit people in both informal and formal ministry settings.

Upon successful completion of this unit, it is expected that students will be able to:
1. Examine the key themes and discuss appropriate responses.
2. Articulate and apply biblical and theological insights that inform understanding of pastoral care practice.
3. Analyse and display appropriate pastoral responses in the context of particular contemporary issues.
4. Identify and demonstrate an awareness of safe, ethical pastoral care, and illustrate this from practice.
5. Examine ways in which the church community provides an environment of nurture and offers pastoral care.

**Prerequisites:** DP2001W Theology and Practice of Pastoral Care

**Class Time:** Three hours per week

**Assessment:**
- One reading reflection journal (1,500 words) (25%)
- One case study presentation (1,500 words) (25%)
- One critical essay (3,000 words) (50%)

**Faculty:** Anne Mallaby

**Offered:** 2015: Semester 2
Wednesday: 2:00pm – 5:00pm

**Recommended Reading:**
* = set texts recommended for purchase


Stephenson-Moessner, Jeanne. *A primer in pastoral care*. Minneapolis: Fortress, 2005

DP9060W Transforming Pastoral Leadership: A Case Study Approach

This unit explores skills and issues in congregational leadership. A variety of real life ministry case studies will be presented for students to engage. Through experiential methodology students will identify issues, explore a variety of responses and engage in critical reflection about the theological and pastoral dimensions of each case. A variety of congregational pastoral topics will be explored eg leadership for change, addressing conflict, gender and power, vision and planning.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify the complexities of situations encountered in ministry settings
2. Demonstrate the use of case study methodology in theological reflection and pastoral response
3. Critically evaluate a range of personal and institutional issues in ministry practice
4. Articulate a reflective pastoral response to cases presented
5. Demonstrate a critical and constructive response to a ministry case study, drawing upon and integrating a range of theological disciplines

Prerequisites: At least one foundation unit in BS, CT and DP

Class Time: Three hours per week

Assessment:
- Five 600 word case study reflection papers (3,000 words) (50%)
- One critical essay (3,000 words) (50%)

Faculty: Anne Mallaby

Offered: 2015: Semester 1 Tuesday: 2:00pm – 5:00pm

Recommended Reading:
* = set texts recommended for purchase

Reed, Angela H. Quest for spiritual community: Reclaiming spiritual guidance for contemporary congregations. London: T & T Clark, 2011
Sweetland, Kenneth L. Facing messy stuff in the church: Case studies for pastors and congregations. Grand Rapids, Michigan: Kregel, 2005
DP9067W Supervised Theological Field Education

Supervised Theological Field Education provides a framework of reflection, action and learning in ministry. It takes a specific context of ministry and focuses on how theology, scripture, faith, identity and skills impact on a student’s formation for ministry. Students are also required to reflect on the process of learning itself, to think about what and how they learn and the impact of this upon their lives and ministry.

Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP9069W in consecutive semesters). The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours (per semester).

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate intentionality in ministry through setting ministry learning and personal development goals
2. Identify core aspects of their operational theology
3. Receive and reflect upon critical and evaluative feedback from members of a congregation or agency
4. Engage in written and verbal self-evaluation with their supervisor, the peer group and the congregational committee
5. Articulate ways in which they identified and worked with the strengths and limitations in both themselves and their ministry situations
6. Demonstrate integration of their knowledge and skills in the various disciplines of theology and how they apply these in professional ministry

Prerequisites:  Interview and acceptance into the program by the Director of Field Education. Students should normally have completed two years of full time theological studies or equivalent (Incl. BA8001 or BN8001, CT8001, DP8001 or DT8001)

Class Time:  12 weeks of Peer Group sessions (two hours)
6 Personal supervision sessions, approximately 1 hour each
3 Congregational Committee meetings, approximately 1.5 hrs each

Assessment:  The subject is marked on a Pass/Fail basis
One Goal Setting exercise  1,000 words
One Serving and Learning Covenant  300 words
One Supervision Covenant  200 words
One End of semester self-evaluation  1,500 words
Two class presentations of case studies/verbatims  each 1,500 words

Additional Activities include:
Reading and preparation for class discussions
Participation in Congregational Committee Meetings
Participation in individual and peer supervision sessions
Submission of regular reports by the Congregational Committee
Satisfactory evaluation from the Director of Field Education

Faculty:  Colin Hunter

Offered:  2015: Semester 2  Tuesday: 8:30am – 10:30am
[Must be taken in conjunction with DP9069W in consecutive semesters ie. Semester 1, 2016]
Recommended Reading:

* = set texts recommended for purchase

Floding, M. *Welcome to theological field education*. Herndon, Virginia: Alban, 2014
DP9069W Supervised Theological Field Education

Supervised Theological Field Education (STFE) provides a framework for reflection, action and the integration of learning. It takes a specific context of ministry and focuses on how the application of skills gained and concepts explored during theological studies are now being integrated and applied. Students are required to reflect on the process of learning itself, to articulate how they learn, and the impact of this upon their theological and personal development. Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP9067W in consecutive semesters). The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours per semester.

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

1. Demonstrate integration of the key features of learning from across all fields undertaken in their study program.
2. Critically engage with learning from biblical studies and systematic theology in questions raised by ministry practice.
3. Synthesise the application of knowledge, learning, and practice in their case studies and essay work.
4. Demonstrate the capacity to reflect upon personal maturity and self-development as a tool of theological integration.
5. Synthesise college learning experiences with the professional world of ministry practice towards preparation for denominational engagement and accountability.

Prerequisites: 30 points of Foundational or Elective units including DP9067W
Interview and acceptance into the program by the Director of Field Education

Class Time: 12 weeks of Peer Group sessions (two hours)
6 Personal supervision sessions, approximately 1 hour each
3 Congregational Committee meetings, approximately 1.5 hours each

Assessment:
The subject is marked on a Pass/Fail basis
One Goal setting exercise 750 words
One End of semester self-evaluation 750 words
Two class presentations 750 words (each)
One essay 3,000 words

Additional Activities include:
Reading and preparation for class discussions
Participation in individual and peer supervision sessions
Participation in Congregational Committee Meetings
Submission of regular reports by the Congregational Committee
Submission of final evaluation by the Congregational Committee
End of year evaluation report submitted by the Personal Supervisor
Satisfactory final evaluation from the Director of Field Education

Faculty: Roslyn Wright

Offered: 2015: Semester 1 Tuesday: 8:30am – 10.30 am
[Must be taken in conjunction with DP9067W in consecutive semesters ie. Semester 2, 2014]

Recommended Reading:
* = set texts recommended for purchase

Floding, M. *Welcome to theological field education*. Herndon, Virginia: Alban, 2014
DP9077W Supervision Foundations

This unit provides a framework for reflection, action and learning in the ministry of supervision. It seeks to equip practicing pastors to work as supervisors for ordination candidates and ministers-in-formation. The theory and practice of supervision will be explored through group work and theoretical input. Group work will offer the opportunity to practice supervision with class peers and receive constructive feedback. Theoretical input will address issues of goal setting, case studies and evaluation with ordination candidates, developing feedback and intervention skills, an introduction to key psychological aspects including projection, power and ethics in supervision.

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

1. Demonstrate skills in supervision practice;
2. Understand the structure of supervision for ordination candidates and ministers-in-formation, particularly goal setting, case-studies and evaluations;
3. Apply the principles of evaluation and feedback in supervision;
4. Understand the dynamics of power and implement this understanding in providing a safe and ethical pastoral practice of supervision;
5. Demonstrate integration of their theological understanding with their supervision praxis in a final essay.

Prerequisites: Students will have successfully completed Supervised Theological Field Education (DP9067 and DP9069 during their ordination formation. In addition, they will need to complete an application form and be interviewed and approved for acceptance into the program by the Director of Field Education.

Class Time: 4½ days

Assessment:
- Group participation (20%)
- 4 x Case study reflections 750 words each (40%)
- Integration essay 3,000 words (40%)

Faculty: TBA

Offered: 2015: Semester 2
- 5 x sessions
  - 1:00pm – 5:00pm Wednesday, July 15 (after School of Ministry)
  - 9:00am – 5:30pm Saturday, August 1
  - October 3
  - September 5
  - October 31

Recommended Reading:
- * = set texts recommended for purchase
DP9415W Supervised Reading Unit in Pastoral Studies

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

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

1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. (If Capstone) Demonstrate integration of their theological studies.

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: 45 points of Foundational Studies

If a Capstone unit, the unit may be taken only in the final or penultimate semester of the degree

Assessment: One 6,000 word essay

Faculty: Anne Mallaby

Offered: 2015: By arrangement with Faculty

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DP9703W Pastoral Care: Communal Response (Online)

This unit considers the links between pastoral care and communal expressions of ritual and meaning making. Students will examine life changes and critical experiences, considering how ritual and liturgy become processes of communal care and meaning making both within the church and in engagement with the wider community.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify life-cycle transitions and disruptions common in contemporary Australian society
2. Evaluate the theological themes that shape pastoral responses to these experiences
3. Develop theological and practical responses to these experiences, particularly with regard to the pastoral and communal experiences of infant dedications, weddings, funerals, baptism and communion.
4. Develop rituals for use outside of the church community
5. Examine the pastoral rituals of the church within the context of the wider Australian community.

Prerequisites: DA1001W

Class Time: Weekly online, with two collaboration seminars

Assessment:
- One 2,500 word essay (50%)
- Five 300 word reflection journal (25%)
- One 1,500 word tutorial paper (25%)

Faculty: Anne Mallaby

Offered: 2015: Semester 2 Online
(Also offered on campus – see DP9003W)
[Unit offered alternatively as DL9703W]

Recommended Reading:
* = set texts recommended for purchase

Colwell, John E. Promise and presence: An exploration of sacramental theology. Milton Keynes: Paternoster, 2005
Marris, Peter. Loss and change. London: Routledge, 1993
This unit explores the integration of spirituality with the practice and theology of ministry. Students will be introduced to a range of theoretical and experiential tools with which to explore the inward or contemplative and outward movements of the spiritual journey, the art and craft of discernment, and the significance of their personal identity in shaping their ministry practice.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a personal ministry identity.
2. Describe and explore the relationship between identity and a personal sense of vocation, giftedness and service.
3. Identify and analyse critical elements that enhance or restrict their spiritual growth.
4. Demonstrate the use of various resources and disciplines in the support and sustenance of their spiritual life for ongoing ministry.
5. Formulate and explain the interrelationship between the contemplative and the practical dimensions of ministry.
6. Demonstrate a capacity to integrate the disciplines of biblical studies, practical and systematic theology.
7. Evaluate the relevance of their theological learning to their lived experience.

Pre-requisite: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- One 1,500 word book report (20%)
- One 1,500 word reflective summary of journal (30%)
- One 3,000 word essay (50%)

Faculty: Roslyn Wright

Offered: 2015: Not offered

Select Bibliography:
* = set texts recommended for purchase


DS9021W Spirituality of Everyday Life

This unit will explore the connections between spirituality and the issues, contexts and experiences of everyday life. Drawing upon the disciplines of sociology, psychology, biblical studies, theology and history, explorations will be made of contexts such as the home, workplace and neighbourhood, and activities such as eating, sleeping and recreation, with a view to discovering the presence and purposes of God in them.

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

1. Locate and evaluate models of spirituality that embrace the contexts, activities, and relationships of daily life rather than negate or marginalise them.
2. Access and engage with the resources of the Christian tradition - biblical, historical, theological and experiential - and bring these to bear upon the challenges of contemporary life, both personal and communal.
3. Interact with these issues in such a way that their own spirituality is enriched and more thoroughly integrated with their daily lives.
4. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Prerequisites: 45 points in Foundational studies

Class Time: One week intensive (5 days)

Assessment: Two 1,500 word reflection papers, integrating assigned reading with prescribed reflective exercises (20% each)
One 3,000 word research paper, interacting with one of the main aspects of every day life covered in the course (60%)

Faculty: Simon Holt

Offered: 2015: Semester 2 June 29 – July 3

Recommended Reading:
* = set texts recommended for purchase

Dreyer, Elizabeth. Earth crammed with heaven. New York: Paulist, 1994
Ford, David F. The shape of living. Grand Rapids: Baker, 1999
DS9415W Supervised Reading Unit in Spirituality

This is a supervised reading unit, in which students—in consultation with a supervisor—choose a topic, develop a bibliography, list learning outcomes, propose assessment tasks and complete them under supervision, meeting regularly with their supervisor.

When enrolling, students must complete by the Census date a Supervised Reading Unit Outline, to be approved by the Whitley College Coursework Coordinator and an MCD University of Divinity Reviewer in the discipline.

By arrangement students may choose or be asked to attend classes in addition to supervision.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

The unit may be approved as a Capstone unit if it intentionally integrates a student’s theological study so far.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate an informed, critical perspective on the topic chosen.
2. Engage with substantial recent literature on the topic chosen.
3. Compose an extended argument on the topic chosen.
4. Demonstrate competence in research methodologies in the discipline.
5. *(If Capstone)* Demonstrate integration of their theological studies.

*Tailored learning outcomes are also to be proposed and approved.*

**Prerequisites:** 45 points of Foundational Studies
If a Capstone unit, the unit may be taken only in the final or penultimate semester of the degree

**Assessment:** One 6,000 word essay

**Faculty:** Anne Mallaby

**Offered:** 2015: By arrangement with Faculty

**Recommended Reading:**
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DT9020W Use of the Bible in Ethics

The unit will examine a broad range of approaches to the use of the Bible in ethics. A number of case studies will illustrate the diversity of biblical material as it relates to particular ethical topics (such as war, reconciliation, human rights, wealth and poverty, abortion, ecology, and sexuality). In exploring hermeneutical analogies, consideration will be given to the similarities and differences between biblical cultures and our own multicultural contexts. Attention will also be paid to the ways in which Biblical models and interpretation may play a role in public life.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the differences between a range of hermeneutical approaches;
2. Outline factors contributing to the diversity of biblical ethics;
3. Reflect critically on the cultural dimensions of hermeneutics;
4. Analyse the key issues at stake in a particular ethical case study;
5. Assess approaches to ethical questions for the local church and other ministry contexts.
6. Reflect theologically on biblical texts and relate biblical studies to other theological disciplines in a research project at a postgraduate standard.

Prerequisites: 30 points in Field B; 15 Points in Systematic Theology

Class Time: Three hours per week

Assessment: One exegetical essay 2,000 words (30%)
One hermeneutical research essay 3,000 words (50%)
Critical reflections on set readings 1,000 words (20%)

Faculty: Keith Dyer, Mark Brett

Offered: 2015: Semester 1 Tuesday: 6:00pm – 9:00pm
(Also offered online – see DT9720W)
[Unit offered alternatively as BS9020W]

Recommended Reading:
* = set texts recommended for purchase

DT9720W Use of the Bible in Ethics (Online)

The unit will examine a broad range of approaches to the use of the Bible in ethics. A number of case studies will illustrate the diversity of biblical material as it relates to particular ethical topics (such as war, reconciliation, human rights, wealth and poverty, abortion, ecology, and sexuality). In exploring hermeneutical analogies, consideration will be given to the similarities and differences between biblical cultures and our own multicultural contexts. Attention will also be paid to the ways in which Biblical models and interpretation may play a role in public life.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the differences between a range of hermeneutical approaches;
2. Outline factors contributing to the diversity of biblical ethics;
3. Reflect critically on the cultural dimensions of hermeneutics;
4. Analyse the key issues at stake in a particular ethical case study;
5. Assess approaches to ethical questions for the local church and other ministry contexts.
6. Reflect theologically on biblical texts and relate biblical studies to other theological disciplines in a research project at a postgraduate standard.

**Prerequisites:** 30 points in Field B; 15 Points in Systematic Theology

**Class Time:** Online

**Assessment:**
- One exegetical essay 2,000 words (30%)
- One hermeneutical research essay 3,000 words (50%)
- Online tutorial participation (not fewer than 5 entries of approximately 200 words) (20%)

**Faculty:** Keith Dyer, Mark Brett

**Offered:**
- 2015: Semester 1 Online
- (Also offered on campus – see DT9020W)

[Unit offered alternatively as BS9720W]

**Recommended Reading:**
* = set texts recommended for purchase

Research Methodologies

This unit introduces students to contemporary approaches to qualitative and quantitative research methodologies, with a particular focus on those that are most often used in research in areas of theology and ministry. It provides students with tools to select and apply those methodologies in the formulation of a research proposal. The unit outlines the methodological challenges, hermeneutical questions, and new directions for recent theological research, and the responses across various disciplines to those new developments. Students will be introduced to the skills, competencies and technical methods that are needed to conduct and present high quality research, including identifying a research topic, citation and bibliographical protocols, and obtaining ethics clearances.

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

1. Demonstrate a working knowledge of terms, assumptions and approaches to research that are current in selected theological disciplines.
2. Critically evaluate key research methodologies and identify those that are most relevant to their own research topics.
3. Demonstrate a familiarity with research methods and protocols.
4. Demonstrate an appreciation of the nature, purpose, ethical responsibilities and limitations of research in theological disciplines.
5. Critically review scholarly literature relevant to their own research topics.

Exclusions: PABC406 Research Approaches for Theology (UFT)

Courses in which this unit is taught:
GradDipTheol, MTS, MA(Theol), MDiv, MA, MTheol, MEd (Research), PhD, DTheol.

Class Time: Three hours per week

Assessment: One 1,000 word review essay (20%)
One 5,000 word essay (80%)

Faculty: John McDowell (Co-ordinator)

Offered: 2015: Semester 1 Wednesday 6:00pm – 9:00pm (at Catholic Theological College)
Semester 2 Online (CTC)

Recommended Reading:
* = set texts recommended for purchase

*Booth, W et al. The craft of research. 3rd edn, Chicago: Chicago University Press, 2008
Fink, A. Conducting research literature reviews. Thousand Oaks: Sage, 2005