2015

Unit Outlines

Undergraduate Degrees
Undergraduate Studies: Degrees

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

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

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AL1002W 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 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 small, selected portions of the Greek New Testament
5. Apply a limited 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%)
- One 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

AL1003W English for Theological Studies

An introduction to the use of English as the medium for studying theology, with special emphasis on critical reading and analysis and the preparation of formal written papers.

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

1. Understand and use the specialised terminology of biblical and theological study (in both academic and colloquial style, and recognizing figurative language and allusions to the Bible).
2. Apply the techniques and styles of written composition for academic purposes
4. Undertake critical reading of scholarly argumentation.
5. Incorporate critical methods into their essay writing at first year level, correctly documenting arguments from the Bible and primary historical sources, and using correct conventions in quotation and cross-referencing.
6. Make oral presentations in appropriate language and style.
7. Pronounce key terminology correctly.

Prerequisites: Non-English Speaking Background students who have not undertaken tertiary studies in English. A written and oral test will be given in the first week of class to assess whether students have an adequate level of English.

Class Time:
Three hours per week

Assessment:
One 1,000 word essay (in class) (20%)
One 2000 words essay (30%)
One 20 minute Oral Examination (30%)
One written language test (20%)

Faculty: Lynne Dyer

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

Recommended Reading:
* = set texts recommended for purchase


Murphy, Raymond. English grammar in use. Cambridge: CUP, 2003


AL1004W Oral Communications

An introduction to the use of oral English as an essential skill in studying theology, with special emphasis on critical listening and use of verbal and non-verbal skills in oral presentations.

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

1. Understand, pronounce and use the specialised terminology of biblical and theological study.
2. Listen critically to lecture and narrative material and engage in critical discussions.
3. Recognise and name the different oral genres used in lectures, seminars, case-studies, preaching, worship and liturgy.
4. Engage in-group and one-to-one discussions.
5. Prepare and read a tutorial paper.
6. Make oral presentations in appropriate language and style.

Prerequisites:  Non-English Speaking Background students who have not undertaken tertiary studies in English. A written and oral test will be given in the first week of class to assess whether students have an adequate level of English.

Class Time:  Three hours per week

Assessment:  One 1,000 word tutorial paper (30%)
              One 20 minute oral examination (30%)
              Two prepared speaking tasks (1,000 words) (20%)
              Two Aural comprehension tests (20%)

Faculty:  Lynne Dyer

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

Recommended Reading:
* = set texts recommended for purchase

AL1011W 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 (50%)
One two hour examination (50%)

Faculty: Val Billingham

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

Recommended Reading:
* = set texts recommended for purchase

Dictionaries:

Grammars:
AL1012W New Testament Greek B

This unit builds on AL1002W, 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 this 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.

AL1012W provides the foundation for further work in Greek. The combination of AL1002W and AL1012W fulfils the Greek prerequisites for third level courses in New Testament.

Prerequisites: AL1002W

Class Time: Three hours per week

Assessment: Weekly Exercises (40%)
   Regular Class Tests (30%)
   One two-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

**AL2010W 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.

**Prerequisites:** AL1011W and BA1001W

**Class Time:** Three hours per week

**Assessment:** Weekly translation exercises (equivalent to 1,500 words total) (30%) One 1,000 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 BA2010W]

**Recommended Reading:**

* = set texts recommended for purchase


Campbell, Edward F. *Ruth.* Garden City: Doubleday, 1975


BA1001W 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.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
- One 2,000 word essay (mid semester) (50%)
- One 2,000 word exegetical paper (end semester) (50%)

Faculty: Mark Brett

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

Recommended Reading:
* set texts recommended for purchase

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis: Fortress, 2004
BA2004W / BA3004W 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. 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. Level 3: Reflect on the tension between land promises and exile in the Old Testament.

Prerequisites:
Level 2: BA1001W Introduction to the Hebrew Bible (or equivalent)
Level 3: BA1001W Introduction to Hebrew Bible (or equivalent), plus one other unit in Hebrew Bible

Class Time: Three hours per week

Assessment:
Level 2: One 1,500 word exegetical paper (30%)
One 2,000 word essay (50%)
One 750 word tutorial paper (20%)

Level 3: 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 BA3704W)

Recommended Reading:
* = set texts recommended for purchase

BA2005W / BA3005W 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. Describe 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. **Level 3:** Reflect critically on the inter-relationship of politics and theology in the history of Israelite and Judean kingship.

**Prerequisites:** BA1001W, or equivalent

**Class Time:** Three hours per week

**Assessment:**
- **Level 2:**
  - One 2,000 word exegesis (40%)
  - One 2,000 word essay (40%)
  - One 1,000 word tutorial paper (20%)
- **Level 3:**
  - One 2,000 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 BA2705W / BA3705W)

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

- ________ *II Samuel*. Grand Rapids: Eerdmans, 2005
- Linseifert, 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
BA2010W 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 exegesis 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.

Prerequisites: AL1011W and BA1001W

Class Time: Three hours per week

Assessment: Weekly translation exercises
(equivalent to 1,500 words total) (30%)
One 1,000 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 AL2010W]

Recommended Reading:
* set texts recommended for purchase

Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
BA2705W / BA3705W 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. Describe 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. **Level 3:** Reflect critically on the inter-relationship of politics and theology in the history of Israelite and Judean kingship.

**Prerequisites:** BA1001W, or equivalent

**Class Time:** BA1001W, or equivalent

**Assessment:**
- **Level 2:**
  - One 2,000 word exegesis (40%)
  - One 2,000 word essay (50%)
  - Online tutorial participation – not fewer than 5 entries of approximately 200 words each, responding to set readings and peer interaction (10%)

- **Level 3:**
  - One 2,000 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 BA2005W / BA3005W)

**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
BA3015W 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.

Prerequisites: 30 points in Hebrew Bible

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 DL3015W]

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
BA3415W Supervised Reading Unit in 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 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

1. Demonstrate an informed, critical perspective on their chosen area of the Hebrew Bible.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

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

**Prerequisites:** Eligibility to undertake third level study in Hebrew Bible Assessment.

**Assessment:**
- Total of 6,000 words for 15 points credit
- Total of 12,000 words for 30 points credit

**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.
BA3704W 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 on the tension between land promises and exile in the Old Testament

Prerequisites: Level 1 unit in Hebrew Bible / Old Testament

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, critically interacting with set readings and peer interaction (20%)

Faculty: Mark Brett

Offered: 2015: Semester 2 Online
(Also offered on campus – see BA2004W / BA3004W)

Recommended Reading:
* = set texts recommended for purchase

BN1001W Interpreting the New Testament

BN1001W provides the introductory 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 the 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. Describe 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
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
- Two 1,000 word workshop papers (50%)
- One 2,000 word exegetical essay (50%)

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


Fee, G D and D K Stuart, How to read the Bible for all it’s worth. Grand Rapids, MI: Zondervan, 3rd edn. 2003.


BN2001W / BN3001W 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 the unit, it is expected that students will be able to:
1. Identify and evaluate the history of interpretation of the Gospel of Mark.
2. Appreciate the likely socio-political and cultural provenance of the community that gave rise to the Gospel of Mark.
3. Display evidence of historical-critical analytical skills.
4. Display evidence of skills in narrative analysis.
5. Demonstrate evidence of research skills in the area of New Testament studies.
6. Display oral communication skills.
7. Show evidence of being able to make the transition from text to life particularly in terms of theological, hermeneutical and homiletical application.

Prerequisites:
Level 2: BN1001W
Level 3: 45 points in Field B (including 30 points in BN)

Class Time: Three hours per week

Assessment:
Level 2: One 2,000 word essay (40%)
One 1,000 word book review (30%)
One 1,000 word tutorial paper (30%)

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

Faculty: Keith Dyer

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

Recommended Reading:
* = set texts recommended for purchase
BN2010W World of the New Testament

BN2010W complements the main introductory unit in New Testament studies (BN1001W) 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 the 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. List the contributing elements of the historical, religious, political and social world of the New Testament era;
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;

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
- Two 15 minute class tests of history and geography (equiv. to 500 words) (20%)
- One 1,500 word exegetical essay (30%)
- One 2,000 word thematic essay (50%)

Faculty: Oh-Young Kwon

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

Recommended Reading:
* = set texts recommended for purchase

BN2022W / BN3022W 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 majoring in New Testament, 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 undertaking a sub-major 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 reflect on their relevance for mission and ministry today.
5. **Level 3:** Analyse and reflect on the history of Pauline interpretation.

**Prerequisites:** First level introductory unit in NT (BN1001W or equivalent)

**Class Time:** Three hours per week

**Assessment:**

- **Level 2:**
  - One 1,500 word critical review of readings (30%)
  - One 1,000 word thematic tutorial paper (20%)
  - One 2,000 word exegetical essay (50%)

- **Level 3:**
  - 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 BN2722W / BN3722W)

**Recommended Reading:**

* = set texts recommended for purchase


BN2032W / BN3032W 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 recent 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.

Prerequisites:
Level 2: BN1001 (or equivalent)
Level 3: 45 points in BH/BN (plus NT Greek for those studying the Greek Text)

Class Time: Three hours per week

Assessment:
Level 2: One tutorial paper (1,500 words) (20%)
One critical review of readings (1,000 words) (20%)
One exegetical paper (2,000 words) (60%)
Level 3: One tutorial paper (1,500 words) (20%)
One critical review of readings (1,000 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


BN2042W / BN3042W 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. Interpret selected texts illustrative of the distinctive character of the book of Revelation.
3. Analyse and describe the theology of the book of Revelation (christology, eschatology, ecclesiology, missiology), and its relevance for mission and ministry today.
4. Give a coherent account of the possible social and political setting/s of the book of Revelation.
5. Level 3: Describe the development and character of Jewish and Christian apocalyptic literature, and its history of interpretation.

Prerequisites:
Level 2: English text – BN1001W
Greek text – New Testament Greek and BN1001W
Level 3: 45 points in New Testament and 15 points NT Greek

Class Time: Three hours per week

Assessment:
Level 2: One 2,000 word essay (50%)
One 1,000 word tutorial paper (20%)
One 1,500 word critical review of readings (30%)
Level 3: One 3,000 word essay (50%)
Two 1,000 word seminar papers (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

BN2064W / BN3064W 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. Level 3: Demonstrate an understanding of the earliest churches as communities of Jews and Gentiles, and the religious, cultural and political implications of these mixed communities.

Prerequisites:

Level 2: English text – BN1001W and DM1001W
Level 3: 45 points in Field B and DM1001W

Class Time: Three hours per week

Assessment:

Level 2:
- One 2,000 word essay (50%)
- One 1,000 word tutorial paper (25%)
- One 1,500 word critical review of readings (25%)

Level 3:
- 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 Monday: 2:00pm – 5:00pm
[Unit offered alternatively as DM2064W / DM3064W]

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
BN2722W / BN3722W 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 majoring in New Testament, 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 undertaking a sub-major 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 reflect on their relevance for mission and ministry today.
5. Level 3: Analyse and reflect on the history of Pauline interpretation.

Prerequisites: First level introductory unit in NT (BN1001W or equivalent)

Class Time: Online

Assessment:
Level 2: One 1,500 word critical review of readings (30%)
Online tutorial participation (at least 5 entries of approximately 200 words each) responding to set readings and peer interaction (20%)
One 2,000 word exegetical essay (50%)

Level 3: 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 BN2022W / BN3022W)

Recommended Reading:
* = set texts recommended for purchase


BN3415W Supervised Reading Unit in 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 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

1. Demonstrate an informed, critical perspective on their chosen area of the New Testament.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

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

**Prerequisites:** Eligibility to undertake third level study in New Testament

**Assessment:**
- Total of 6,000 words for 15 points credit
- Total of 12,000 words for 30 points credit

**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.
BS3020W 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. Demonstrate an understanding of 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.

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

Class Time: Three hours per week

Assessment:
- One 2,000 word exegetical essay (40%)
- One 2,000 word hermeneutical essay (40%)
- 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 BS3720W)
[Unit offered alternatively as DT3020W]

Recommended Reading:
* = set texts recommended for purchase

BS3415W 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

1. Demonstrate an informed, critical perspective on their chosen area of Biblical Studies.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

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

**Prerequisites:** Eligibility to undertake third level study in Biblical Studies.

**Assessment:**
- Total of 6,000 words for 15 points credit
- Total of 12,000 words for 30 points credit

**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.
BS3720W 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.

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

Class Time: Online

Assessment: One 2,000 word exegetical essay (40%)
One 2,000 word hermeneutical essay (40%)
Online tutorial participation - not fewer than 5 entries of approx. 200 words (20%)

Faculty: Keith Dyer, Mark Brett

Offered: 2015: Semester 1 (Also offered on campus – see BS3020W)
[Unit offered alternatively as DT3720W]

Recommended Reading:
* = set texts recommended for purchase

CH1011W 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.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: Two document studies (500 words each) (25%)  
One 2,000 word essay (50%)  
Two half hour class tests (25%)

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
CH1012W 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.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: Two document studies (500 words each) (20%)
One 2,000 word essay (50%)
Two half-hour tests (20%)
Participation in online forum (10%)

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
CH2028W / CH3028W 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. Identify some 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. **Level 3:** Exhibit some independent and critical responses to the issues identified in the unit.

Prerequisites:

Level 2: 15 points in CH and in CT
Level 3: For CH credit: 45 points in CH and 30 points in CT
         For CT credit: 45 points in CT and 30 points in CH

Class Time: Three hours per week

Assessment:

Level 2: Eight critical reflections on weekly readings
        (approximately 200 words each, two of which
        will be graded) (25%)
        One 1,500 word seminar paper (25%)
        One 2,000 word essay (50%)

Level 3: Eight critical reflections on weekly readings
        (approximately 200 words each, two of which
        will be graded) (25%)
        One 1,500 word seminar paper (25%)
        One 3,000 word essay (50%)

Faculty: Jason Goroncy

Offered: **2015: Semeseter 2**  
         **Friday: 9:30am – 12:30pm**

[Unit offered alternatively as CT2028W / CT3028W]

Recommended Reading:
* = set texts recommended for purchase


CH2052W / CH3052W 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. Outline key features of the Anabaptist movement and trace its historical development.
3. Illustrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience.
4. Level 3: Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

Prerequisites:
- Level 2: 15 points in CH and DA1001W or equivalent if part of a DM Major
- Level 3: 30 points in CH and 15 points in DM if taken as a DM unit OR 30 points in DM and 15 points in CH if taken as a CH unit

Class Time: Three hours per week

Assessment:
- Level 2: One tutorial paper of 1,000 words (25%)
  One book review of 1,000 words (25%)
  One essay of 2,500 words (50%)
- Level 3: One tutorial paper of 1,500 words (25%)
  One book review 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 CH2752W /CH3752W)
[Unit offered alternatively as DM2052W / DM3052W]

Recommended Reading:
* = set texts recommended for purchase


CH2704W / CH3704W 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 this 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. Describe factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities.
5. **Level 3:** Analyse the influence of Baptist history and belief upon their personal and professional lives.

**Prerequisites:**
- Level 2: 15 points in CH and in CT
- Level 3: 60 points in Field C comprising at least 15 points each in CH and CT

**Class Time:** Online

**Assessment:**
- **Level 2:**
  - One 2,500 word essay (60%)
  - One 1,500 word tutorial paper (40%)
- **Level 3:**
  - 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 CT2704W / CT3704W]

**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
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. Outline key features of the Anabaptist movement and trace its historical development.
3. Illustrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience.
4. Level 3: Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

Prerequisites:
Level 2: 15 points in CH and DA1001W or equivalent if part of a DM Major
Level 3: 30 points in CH and 15 points in DM if taken as a DM unit OR 30 points in DM and 15 points in CH if taken as a CH unit

Class Time: Online

Assessment:
Level 2:
- One tutorial paper of 1,000 words (25%)
- One book review of 1,000 words (25%)
- One essay of 2,500 words (50%)

Level 3:
- One tutorial paper of 1,500 words (25%)
- One book review 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 CH2052W / CH3052W)
[Unit offered alternatively as DM2752W / DM3752W]

Recommended Reading:
* = set texts recommended for purchase

CH3415W 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

1. Demonstrate an informed, critical perspective on their chosen area of Church History.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in Church History

Assessment: Total of 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit

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.
CT1001W 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. Demonstrate basic skills in critically evaluating theological arguments, both individually and in community;
4. Articulate some important influences in their own approach to theology;
5. Demonstrate the ability to use libraries and other resources for theological study.

Prerequisites: Nil

Class Time: Semester 1: Three hours per week
Semester 2: Seven Saturday sessions of four hours each

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

CT1010W Youth Spirituality: Theology and Practice

This unit on the spirituality of youth (teens through to young adults) introduces students to significant developments in youth spirituality research, and assists them to begin to formulate their own mature theological (christological, anthropological, soteriological, and ecclesiological) and pastoral responses to the subjects of such.

The unit is suitable for, although not limited to, those seeking to develop skills for working with or among young people in churches, schools, and/or other community-based settings.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a theological understanding of human personhood, spirituality, and spiritual formation, particularly as these relate to youth;
2. Identify and critically evaluate key factors influencing the content and expressions of youth spirituality;
3. Critically appraise a variety of pastoral responses intended to assist young people develop and express their spirituality;
4. Formulate a preferred approach to nurturing spirituality in young people.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
- One 750 word minor essay (25%)
- One 750 word tutorial paper (25%)
- One 2,500 word major essay (50%)

Faculty: Roslyn Wright / Rowan Lewis

Offered: 2015: Semester 2 Thursday: 6:00pm – 9:00pm
[Unit offered alternatively as DP1010W]

Recommended Reading:
* = set texts recommended for purchase


**CT2020W / CT3020W 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. **Level 3:** Evaluate contemporary models of the church using theological criteria.

**Prerequisites:** CT1011W or CT1001W

**Class Time:** Three hours per week

**Assessment:**

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<thead>
<tr>
<th>Level 2</th>
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<tr>
<td>One 1,500 word seminar paper</td>
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<td>(approximately 200 words each, two of which will be graded)</td>
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<tr>
<td>Eight critical reflections on weekly readings</td>
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<td>One 2,000 word essay</td>
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**Faculty:** Jason Goroncy

**Offered:** 2015: Semester 2

**Recommended Reading:**

* = set texts recommended for purchase


CT2028W / CT3028W 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. Identify some 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. Level 3: Exhibit some independent and critical responses to the issues identified in the unit.

Prerequisites:

Level 2: 15 points in CH and in CT
Level 3: For CH credit: 45 points in CH and 30 points in CT  
For CT credit: 45 points in CT and 30 points in CH

Class Time: Three hours per week

Assessment:

Level 2: Eight critical reflections on weekly readings  
(approximately 200 words each, two of which will be graded)  
One 1,500 word seminar paper  
One 2,000 word essay  
(25%)  
(25%)  
(50%)

Level 3: Eight critical reflections on weekly readings  
(approximately 200 words each, two of which will be graded)  
One 1,500 word seminar paper  
One 3,000 word essay  
(25%)  
(25%)  
(50%)

Faculty: Jason Goroncy

Offered: 2015: Semester 2  
Friday: 9:30am – 12:30pm  
[Unit offered alternatively as CH2028W / CH3028W]

Recommended Reading:

* = set texts recommended for purchase


CT2029W / CT3029W 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. Articulate a Christian response to evil and suffering;
4. Level 3: Exhibit some independent and critical responses to the issues identified in the unit.

Prerequisites:
- Level 2: 30 Points CT
- Level 3: 45 Points CT

Class Time: Three hours per week

Assessment:
- Level 2: One 1,500 word seminar paper (25%)
  Eight critical reflections on weekly readings (approximately 200 words each, two of which will be graded) (25%)
  One 2,000 word essay (50%)
- Level 3: One 1,500 word seminar paper (25%)
  Eight critical reflections on weekly readings (approximately 200 words each, two of which will be graded) (25%)
  One 3,000 word essay (50%)

Faculty: Jason Goroncy

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

Recommended Reading:
* = set texts recommended for purchase


CT2033W / CT3033W 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. **Level 3:** Identify possible implications for their own lives, as a source for theological reflection

**Prerequisites:**
- Level 2: 15 points in CT
- Level 3: 45 points in CT

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

**Assessment:**
- Level 2:
  - One 1,500 word book review (30%)
  - One 1,000 word seminar paper (20%)
  - One 2,500 word essay (50%)

- Level 3:
  - One 1,500 word book review (30%)
  - One 1,000 word seminar paper (20%)
  - One 3,000 word essay (50%)

**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
CT2219W / CT3219W 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. Analyse the ways in which key theological concepts such as forgiveness and reconciliation interact with political, social and cultural realities.
4. Level 3: In light of the above, assess the adequacy of some contemporary understandings of mission.

Prerequisites: 15 Points in DM and in CT

Class Time: Two week intensive (10 days)

Assessment:
- Level 2: One 1,000 word tutorial paper (25%)
  One 1,000 word book review (25%)
  One 2,000 word essay (50%)
- Level 3: One 1,000 word tutorial paper (25%)
  One 1,000 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 DM2219W / DM3219W]

Recommended Reading:
* = set texts recommended for purchase


CT2704W / CT3704W 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 this 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. Describe factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities.
5. **Level 3**: Analyse the influence of Baptist history and belief upon their personal and professional lives.

**Prerequisites:**
- Level 2: 15 points in CH and in CT
- Level 3: 60 points in Field C comprising at least 15 points each in CH and CT

**Class Time:**
- Online

**Assessment:**
- **Level 2:**
  - One 2,500 word essay (60%)
  - One 1,500 word tutorial paper (40%)
- **Level 3:**
  - 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 CH2704W / CH3704W]

**Recommended Reading:**
* = set texts recommended for purchase
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
CT3010W 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 2,000 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 DM3010W]

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


Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove, Ill.: InterVarsity Press, 2004
CT3415W 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

1. Demonstrate an informed, critical perspective on their chosen area of Systematic Theology.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

_Tailored learning outcomes are also to be proposed and approved._

**Prerequisites:** Eligibility to undertake third level study in Systematic Theology.

**Assessment:** Total of 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit

**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.
DA1001W 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.

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.

NOTE: DA1001W is a Level One unit for each discipline in Field D

Prerequisites: Nil

Co-requisites: This unit is designed to be taken in conjunction with CT1001W Beginning Theological Studies

Class Time: Seven Saturday sessions of four hours each

Assessment: One 1,000 word Journal (25%)
One 1,000 word Case Study (25%)
One 2,000 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
DL2003W / DL3003W 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. **Level 3:** Examine the pastoral rituals of the church within the context of the wider Australian community

**Prerequisites:** DA1001W

**Class Time:** Three hours per week

**Assessment:**

**Level 2:**
- One 2,000 word essay (50%)
- Five 200 word reflection journals (25%)
- One 1,000 word tutorial paper (25%)

**Level 3:**
- One 2,500 word essay (50%)
- Five 200 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 DL2703W / DL3703W)

[Unit offered alternatively as DP2003W / DP3003W]

**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


DL2703W / DL3703W 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. **Level 3:** 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:**
- **Level 2:** One 2,000 word essay (50%)
  Five 200 word reflection journal (25%)
  One 1,000 word tutorial paper (25%)
- **Level 3:** One 2,500 word essay (50%)
  Five 200 word reflection journal (25%)
  One 1,500 word tutorial paper (25%)

**Faculty:** Anne Mallaby

**Offered:** 2015: Semester 2

*(Also offered on campus – see DL2003W / DL3003W)*

[Unit offered alternatively as DP2703W / DP3703W]

**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


DL2014W / DL3014W 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. Describe the origins and present shape of the liturgical year.
2. Discuss the theological meanings associated with seasons and feast days of the liturgical year.
3. Explain the relationship between the practice of liturgical time and natural seasons, secular calendars, and customary anniversaries.
4. Formulate and apply critical criteria for evaluating the liturgical practices and texts associated with particular feasts and seasons.
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. Level 2: Locate and/or compose resources for the celebration of liturgical feasts and seasons.

Prerequisites: DA1001W

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

Assessment:
Level 2: One critical journal of 2,000 words (30%)
One essay of 2,000 words (50%)
Annotated folio of texts 1,000 words (20%)
Level 3: One critical journal 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
DL3015W 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.

Prerequisites: 30 points in Hebrew Bible

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 BA3015W]

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
DM1005W 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.

Prerequisites: Nil

Class Time: Intensive (5 days)

Assessment: GPA Phase 1 & ECWIP Activities Participation (approximately 1000 words) (20%)
One 2,000 word essay (40%)
Two 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
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:

1. One 1,500 word essay (50%)
2. 1,500 words selected from journal (25%)
3. 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


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:
Level 1: One 2,000 word essay (50%) One 30 minute educational presentation (30%) 1,000 words of reflection on readings (20%)
Level 2: One 2,000 word essay (50%) One 30 minute educational presentation (25%) 1,500 words on reflection on readings (25%)

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
DM1020W / DM2020W Church Planting

This unit is an introduction to the theology and practice of planting of new churches. The focus will be on a contextual approach to evangelism, missional incarnation and community development, seeking signs of the kingdom of God in local communities. It will cover topics such as models of church planting, reading the community, approaching new housing areas, how to begin, leadership, missional ecclesiology and contextualisation. Students will draw learning from stories of recently begun new churches/missional communities.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the strengths and weaknesses of different models of church planting.
2. Demonstrate their understanding of a contextual approach to church planting.
3. Analyse the demographics of a local area or people group.
4. Outline how they would go about establishing a new faith community.

Prerequisites:
Level 2: Two units in Field B or C, or DM1001W if part of a Missiology Major

Class Time: Intensive (6 days)

Assessment:
Level 1: One 1,500 word essay (40%)
One 1,500 word analysis of a local area (35%)
One 1,000 word reflection on a new church (25%)
Level 2: One 2,000 word essay (45%)
One 1,500 word analysis of a local area (30%)
One 1,000 word reflection on a new church (25%)

Faculty: David Chatelier

Offered: 2015: Semester 1 February 20, 21, 22 & 27 March 6 & 13

Recommended Reading:
* = set texts recommended for purchase

DM2028W / DM3028W 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. (Level 3) Articulate a pastoral theology underpinning their approach to chaplaincy.

Prerequisites:
Level 2: 30 points in DM, CT or Field B; DM1001 or DA1001W required for a DM major
Level 3: 45 points in missiology

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.
Level 2: Learning agreement and self-evaluation (1,500 words) (30%)
Two 500 word verbatim studies (20%)
Journal reflections of 1,500 words (20%)
One 1,000 word case study (20%)
One 500 word placement report (10%)

Level 3: Learning agreement and self-evaluation (1,500 words) (30%)
Two 500 word verbatim studies (20%)
Journal reflections of 1,500 words (20%)
One 1,500 word case study (20%)
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 DP2028W / DP3028W]

Recommended Reading:
* = set texts recommended for purchase
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
DM2031W / DM3031W 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. **Level 3:** Think strategically regarding the mobilisation of the local church in integral mission.

**Prerequisites:** 30 points in DM, CT or Field B.
DM1001W if part of a Missiology major

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

**Assessment:**

**Level 2:**
- One 2,000 word essay (40%)
- One educational resource (1500 words or equivalent) (40%)
- One 1,000 word book review (20%)

**Level 3:**
- One 2,500 word essay (40%)
- One educational resource (1500 words or equivalent) (40%)
- One 1,000 word 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


Fowler, Alan F. *Striking a balance: A guide to enhancing the effectiveness of non-governmental organisations in international development.* London: Earthscan, 1997


DM2036W / DM3036W Global Mission Today

This unit introduces 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 introduces 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.

Upon successful completion of the 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. Level 2: Describe contextualisation and its impact on global mission today.

Prerequisites:
Level 2: DA1001W Living the Faith plus 15 points in DM or CT or Field B
Level 3: 30 points in DM

Class Time: Three hours per week

Assessment:
- One 1,000 word tutorial paper (20%)
- One 1,500 word research project (30%)
- One 2,000 word essay (50%)

Faculty: Bruce Newnham, Mark Holt

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

Recommended Reading:
* = set texts recommended for purchase


DM2051W / DM3051W 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. Propose approaches to mission which intentionally engage with aspects of the Australian context;
4. Level 3: Articulate potential implications of different approaches to contextual theology.

Prerequisites:
Level 2: 30 points in DM or CT or Field B
Level 3: 45 points in DM

Class Time: Three hours per week

Assessment:
Level 2: 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 1,000 words (30%)
One essay of 2,500 words (50%)

Level 3: Online Forum: Six critical responses to case studies/readings and peer interaction (1,800 words total – 300 words per response) (20%)
One critical book review of 1,000 words (30%)
One essay of 3,000 words (50%)

Faculty: Les Henson

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

Recommended Reading:
* = set texts recommended for purchase


DM2052W / DM3052W 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. Outline key features of the Anabaptist movement and trace its historical development.
3. Illustrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience.
4. **Level 3:** Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

**Prerequisites:**
- **Level 2:** 15 points in CH and DA1001W or equivalent if part of a DM Major
- **Level 3:** 30 points in CH and 15 points in DM if taken as a DM unit OR 30 points in DM and 15 points in CH if taken as a CH unit

**Class Time:** Three hours per week

**Assessment:**
- **Level 2:**
  - One tutorial paper of 1,000 words (25%)
  - One book review of 1,000 words (25%)
  - One essay of 2,500 words (50%)
- **Level 3:**
  - One tutorial paper of 1,500 words (25%)
  - One book review 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 DM2752W / DM3752W)
[Unit offered alternatively as CH2052W / CH3052W]

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


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. Level 3: Demonstrate an understanding of the earliest churches as communities of Jews and Gentiles, and the religious, cultural and political implications of these mixed communities.

Prerequisites:
Level 2: English text – BN1001W and DM1001W
Level 3: 45 points in Field B and DM1001W

Class Time: Three hours per week

Assessment:
Level 2: One 2,000 word essay (50%)
One 1,000 word tutorial paper (25%)
One 1,500 word critical review of readings (25%)
Level 3: 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 BN2064W / BN3064W]

Recommended Reading:
* = set texts recommended for purchase

Avis, Paul D L. Church drawing near. London: T&T Clark, 2003
*Bosch, David J. Transforming mission: Maryknoll: Orbis, 1991
Esler, Philip F. The first Christians in their social worlds. London: Routledge, 1994
DM2219W / DM3219W 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. Analyse the ways in which key theological concepts such as forgiveness and reconciliation interact with political, social and cultural realities.
4. Level 3: In light of the above, assess the adequacy of some contemporary understandings of mission.

Prerequisites: 15 Points in DM and in CT

Class Time: Two week intensive (10 days)

Assessment:
Level 2: One 1,000 word tutorial paper (25%)
One 1,000 word book review (25%)
One 2,000 word essay (50%)
Level 3: One 1,000 word tutorial paper (25%)
One 1,000 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 CT2219W / CT3219W]

Recommended Reading:
* = set texts recommended for purchase

DM2726W / DM3726W 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. Critically evaluate 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. **Level 3:** Critically evaluate innovative approaches to mission and church planting

**Prerequisites:** 15 Points in DM / CP

**Class Time:** Online

**Assessment:**
- **Level 2:**
  - One book review of 1,000 words (20%)
  - One written reflection of 1,500 words (30%)
  - One essay of 2,000 words (40%)
  - Online forum participation, not fewer than 5 entries of approximately 200 words (10%)

- **Level 3:**
  - One book review of 1,000 words (20%)
  - One written reflection of 1,500 words (30%)
  - One essay of 2,500 words (40%)
  - Online forum participation, 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


DM2751W / DM3751W 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. Propose approaches to mission which intentionally engage with aspects of the Australian context;
4. Level 3: Articulate potential implications of different approaches to contextual theology.

Prerequisites:

Level 2: 30 points in DM or CT or Field B
Level 3: 45 points in DM

Class Time: Online

Assessment:

Level 2: 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 1,000 words (30%)
One essay of 2,500 words (50%)

Level 3: Online Forum: Six critical responses to case studies/readings and peer interaction (1,800 words total – 300 words per response) (20%)
One critical book review of 1,000 words (30%)
One essay of 3,000 words (50%)

Faculty: Les Henson

Offered: 2015: Semester 2 Online

Recommended Reading:

* = set texts recommended for purchase


DM2752W / DM3752W 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. Outline key features of the Anabaptist movement and trace its historical development.
3. Illustrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience.
4. **Level 3:** Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

**Prerequisites:**
- Level 2: 15 points in CH and DA1001W or equivalent if part of a DM Major
- Level 3: 30 points in CH and 15 points in DM if taken as a DM unit OR 30 points in DM and 15 points in CH if taken as a CH unit

**Class Time:** Online

**Assessment:**
- **Level 2:**
  - One tutorial paper of 1,000 words (25%)
  - One book review of 1,000 words (25%)
  - One essay of 2,500 words (50%)
- **Level 3:**
  - One tutorial paper of 1,500 words (25%)
  - One book review of 1,500 words (25%)
  - One essay of 3,000 words (50%)

**Faculty:** Marita Munro

**Offered:** 2015: Semester 1 
(Also offered on campus – see DM2052W / DM3052W)

[Unit offered alternatively as CH2752W / CH3752W]

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

DM3010W 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 2,000 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 CT3010W]

Recommended Reading:
* = set texts recommended for purchase


Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove, Ill.: InterVarsity Press, 2004
DM3415W 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

1. Demonstrate an informed, critical perspective on their chosen area of Missiology.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in Missiology

Assessment:
- Total of 6,000 words for 15 points credit
- Total of 12,000 words for 30 points credit

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.
DP1010W Youth Spirituality: Theology and Practice

This unit on the spirituality of youth (teens through to young adults) introduces students to significant developments in youth spirituality research, and assists them to begin to formulate their own mature theological (christological, anthropological, soteriological, and ecclesiological) and pastoral responses to the subjects of such.

The unit is suitable for, although not limited to, those seeking to develop skills for working with or among young people in churches, schools, and/or other community-based settings.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate a theological understanding of human personhood, spirituality, and spiritual formation, particularly as these relate to youth;
2. Identify and critically evaluate key factors influencing the content and expressions of youth spirituality;
3. Critically appraise a variety of pastoral responses intended to assist young people develop and express their spirituality;
4. Formulate a preferred approach to nurturing spirituality in young people.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
One 750 word minor essay (25%)
One 750 word tutorial paper (25%)
One 2,500 word major essay (50%)

Faculty: Roslyn Wright / Rowan Lewis

Offered: 2015: Semester 2 Thursday: 6:00pm – 9:00pm
[Unit offered alternatively as CT1010W]

Recommended Reading:
* = set texts recommended for purchase


DP2003W / DP3003W 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. Level 3: Examine the pastoral rituals of the church within the context of the wider Australian community

Prerequisites: DA1001W

Class Time: Three hours per week

Assessment:

Level 2: One 2,000 word essay (50%)
Five 200 word reflection journals (25%)
One 1,000 word tutorial paper (25%)

Level 3: One 2,500 word essay (50%)
Five 200 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 DP2703W / DP3703W)

[Unit offered alternatively as DL2003W / DL3003W]

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


DP2004W / DP3004W 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. Describe cultural, theological and clinical processes of grieving, mourning and bereavement associated with life transitions, loss, death and dying;
2. Reflect on their own experience of loss, and identify implications for 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. **Level 3:** Formulate a theology of grief and loss, considering the practice of pastoral care.

**Prerequisites:** Foundational unit in Field D (DA1001W Living the Faith)

**Class Time:** 6 full day sessions

**Assessment:**

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<td>Case Study Presentation (1,000 words)</td>
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<td>Critical Essay (2,000 words)</td>
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<td>Case Study Presentation (1,250 words)</td>
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<td>Critical Essay (2,500 words)</td>
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**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
DP2013W / DP3013W 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. (Level 3) Critically review resources, training programs, and multi-disciplinary theory that offer support for building conflict-healthy congregations and communities.

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.)

DP2028W / DP3028W 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. (Level 3) Articulate a pastoral theology underpinning their approach to chaplaincy.

Prerequisites:
Level 2: 30 points in DM, CT or Field B; DM1001 or DA1001W required for a DM major
Level 3: 45 points in missiology

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.
Level 2: Learning agreement and self-evaluation (1,500 words) (30%)
Two 500 word verbatim studies (20%)
Journal reflections of 1,500 words (20%)
One 1,000 word case study (20%)
One 500 word placement report (10%)

Level 3: Learning agreement and self-evaluation (1,500 words) (30%)
Two 500 word verbatim studies (20%)
Journal reflections of 1,500 words (20%)
One 1,500 word case study (20%)
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 DM2028W / DM3028W]

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
DP2036W / DP3036W 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
DP2042W / DP3042W 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

Class Time: Three hours per week

Assessment:
Level 2: One reading reflection journal (1,500 words) (25%) One case study presentation (1,500 words) (25%) One critical essay (2,500 words) (50%)
Level 3: 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
DP2060W / DP3060W 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 issues 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. Level 3: Analyse the pastoral response with reference to three academic sources

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

Class Time: Three hours per week

Assessment:
Level 2: Five 500 word case study reflection papers (2,500 words) (50%)
One critical essay (2,000 words) (50%)

Level 3: Five 500 word case study reflection papers (2,500 words) (50%)
One critical essay (2,500 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
Swetland, Kenneth L. Facing messy stuff in the church: Case studies for pastors and congregations. Grand Rapids, Michigan: Kregel, 2005
DP2067W / DP3067W Supervised Theological Field Education

Supervised Theological Field Education provides a framework for 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 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 DP2069W/DP3069W 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 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. Level 3: Articulate how the processes of reflective practice have contributed to their formation for 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 (including BA1001 or BN1001, CT1001, DP1001 or DT1001).

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: This unit is marked on a Pass/Fail basis
Level 2: 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 1,000 words
        Two class presentations of case studies/verbatims 1,250 words (each)
Level 3: One Goal Setting exercise 1,250 words
        One Serving and Learning Covenant 300 words
        One Supervision Covenant 200 words
        One end of semester self-evaluation 1,250 words
        Two class presentations of case studies/verbatims 1,500 words (each)

Additional Activities at both levels include:
- Participation in Congregational Committee Meetings
- Participation in individual and peer supervision sessions
- Regular reports from 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 DP2069W/DP3069W in consecutive semesters i.e. Semester 1, 2016]

Recommended Reading:
* = set texts recommended for purchase

DP2069W / DP3069W Supervised Theological Field Education

Supervised Theological Field Education 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 engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters.

This unit must be taken in conjunction with DP2067W/DP3067W in consecutive semesters.

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 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. Demonstrate the integration of their theological understanding and their ministry praxis in a final essay.
6. **Level 3:** Articulate how the processes of reflective practice have contributed to their formation for ministry.

**Prerequisites:** Satisfactory completion of DP2067/ DP3067 in preceding semester

**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:**

*This unit is marked on a Pass/Fail basis*

**Level 2:**
- One Goal Setting exercise 750 words
- One end of semester self-evaluation 750 words
- Two class presentations of case studies/verbatims each 750 words
- One essay 2,000 words

**Level 3:**
- One Goal Setting exercise 750 words
- One end of semester self-evaluation 750 words
- Two class presentations of case studies/verbatims each 1,000 words
- One essay 2,500 words

**Additional Activities include:**
- Participation in Congregational Committee Meetings
- Participation in individual and peer supervision sessions
- Regular reports from the Congregational Committee
- Satisfactory 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 DP2067W / DP3067W in consecutive semesters ie. Semester 2, 2014]
**Recommended Reading:**

* = set texts recommended for purchase

DP2703W / DP3703W 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. **Level 3:** Examine the pastoral rituals of the church within the context of the wider Australian community

**Prerequisitses:** DA1001W

**Class Time:** Weekly online, with two collaboration seminars

**Assessment:**

- **Level 2:**
  - One 2,000 word essay (50%)
  - Five 200 word reflection journal (25%)
  - One 1,000 word tutorial paper (25%)

- **Level 3:**
  - One 2,500 word essay (50%)
  - Five 200 word reflection journal (25%)
  - One 1,500 word tutorial paper (25%)

**Faculty:** Anne Mallaby

**Offered:** 2015: Semester 2

*(Also offered on campus – see DP2003W / DP3003W)

[Unit offered alternatively as DL2703W / DL3703W]*

**Recommended Reading:**

* = set texts recommended for purchase


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


DP3415W 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

1. Demonstrate an informed, critical perspective on their chosen area of Pastoral Studies.
2. Relate the chosen area to recent literature.
3. Compose an extended argument on a single topic.

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in Pastoral Studies

Assessment: Total of 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit

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.
DS2008W / DS3008W Spirituality: Transforming Life

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.

Pre-requisite: Students should normally have completed 60 points across fields B, C and D

Class Time: Three hours per week

Assessment:
Level 2: One 1,000 word book report (20%)
         One 1,000 word reflective summary of journal (30%)
         One 2,000 word essay (50%)

Level 3: One 1,500 word book report (20%)
         One 1,500 word reflective summary of journal (30%)
         One 2,500 word essay (50%)

Faculty: Roslyn Wright

Offered: 2015: Not offered

Select Bibliography:
* = set texts recommended for purchase
DS2021W / DS3021W 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. **Level 3**: Articulate their own critical response to the core issues identified in the unit.

**Prerequisites:** DT1001W

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

**Assessment:**

**Level 2:** Two 1,000 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 everyday life covered in the course (60%)

**Level 3:** 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 everyday life covered in the course (60%)

**Faculty:** Simon Holt

**Offered:** 2015: Semester 2 June 29 – July 3

**Recommended Reading:**

* = set texts recommended for purchase

Ford, David F. *The shape of living*. Grand Rapids: Baker, 1999
DS3415W 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

Upon successful completion of this unit, it is expected that students will be able to:
  1. Demonstrate an informed, critical perspective on their chosen area of Spirituality.
  2. Relate the chosen area to recent literature.
  3. Compose an extended argument on a single topic.

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in Spirituality

Assessment: Total of 6,000 words for 15 points credit
               Total of 12,000 words for 30 points credit

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.
**DT3020W 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. Demonstrate an understanding of 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.

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

**Class Time:** Three hours per week

**Assessment:**
- One 2,000 word exegetical essay (40%)
- One 2,000 word hermeneutical essay (40%)
- 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 DA3720W)
[Unit offered alternatively as BS3020W]

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

DT3720W 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.

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

**Class Time:** Online

**Assessment:**
- One 2,000 word exegetical essay (40%)
- One 2,000 word hermeneutical essay (40%)
- Online tutorial participation - not fewer than 5 entries of approx. 200 words (20%)

**Faculty:** Keith Dyer, Mark Brett

**Offered:** 2015: Semester 1 Online

(Also offered on campus – see DA3020W)

[Unit offered alternatively as BS3720W]

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