2016

Postgraduate Coursework Degrees Information

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**POSTGRADUATE DEGREES**

The units detailed in this handbook are available to be undertaken for credit towards a postgraduate degree.

These postgraduate coursework programs are designed for those who have already completed a degree or, in some cases, equivalent professional experience. Postgraduate study in theology may be taken even if your previous studies have been taken in another discipline.

The purpose of your study and the depth at which you wish to explore will influence which pathway is right for you.

This material is only a summary. For more details see the University of Divinity website: [www.divinity.edu.au](http://www.divinity.edu.au).

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**Graduate Certificate in Theology**

The Graduate Certificate in Theology is a very brief introduction to theology at graduate level.

It can be completed in one semester full-time, or up to four semesters part-time.

The Graduate Certificate in Theology requires just three semester units, taken from the list of ‘Foundational units’, and spread over three disciplines (such as New Testament, Old Testament and Systematic Theology) and two Fields (such as Biblical Studies and Christian Thought and History).

**Graduate Certificate in Spirituality**

The Graduate Certificate in Spirituality is a very brief introduction to spirituality and spiritual direction at graduate level.

It can be completed in one semester full-time, or up to four semesters part-time.

The Graduate Certificate in Spirituality requires just three semester units, one of which must be *Art of Contemplative Practice*. 
Graduate Certificate in Research Methodology

For students who are looking to undertake postgraduate research degrees, the Graduate Certificate in Research Methodology provides a good entry point.

It can be completed in one semester full-time, or up to four semesters part-time.

The Graduate Certificate in Research Methodology requires one semester unit in Research Methodologies, and a 12000 word research essay.

Completion of this award, with a Distinction level grade for the research essay, qualifies a student for entry into a Research Masters Degree.

Graduate Diploma in Theology

This course provides a general introduction to theology for students at a graduate level.

The Graduate Diploma in Theology consists of six units and can be completed in one year full-time or up to three years part-time.

Three units must be taken from the list of ‘Foundational units’, which provide introductions to Biblical Studies, Church History, Theology, and several areas of Practical Theology. After these introductory units, students may choose up to three elective units.

It is possible to complete the Graduate Diploma in Theology by taking only Foundational units. For some students, this may fulfil their purpose of taking a short but challenging program of theological studies.

Students may articulate into coursework masters degrees: Master of Divinity, Master of Arts; or Master of Theological Studies, depending on their previous study.

The Graduate Diploma in Theology is also designed to form the basis of a pathway leading to research in the Master of Philosophy (if two of the units are undertaken as a research essay). This pathway offers people who work in another area (such as education, law, public administration, policing, etc.) an opportunity to gain a basic introduction to theology, undertake some advanced reflection, and interact with their major area of professional practice.

Graduates in theology can take a Specialised GradDipTheol in areas such as Biblical Languages, Biblical Studies, Ministry, Missiology, Pastoral Care, Spiritual Direction, Spirituality, or Systematic Theology.

Master of Arts in Theology

To enter the Master of Arts, students must already hold a Bachelor degree, or a graduate diploma.

The MA(Theol) takes two years full-time or up to six years part-time. It requires 180 points (12 units of 15 points).

Students who do not hold a Theology degree must undertake three of the twelve units (45 points) from the list of ‘Foundational units’ which provide introductions to Biblical Studies, Church History, Theology, and several areas of Practical Theology.

All students must include at least five units (75 points) of Elective units and at least one unit (15 points) as a Capstone unit which provides an opportunity for a student to integrate the knowledge and skills in the various disciplines of theology acquired during their course of study, and to apply these through an integrative essay focussing on a selected theme or area.

Students with Graduate Diploma of Theology articulating into MA(Theol) can complete the course in one year full-time or up to 3 years part-time.
Master of Divinity

The Master of Divinity is for students already holding a degree in another discipline to undertake their first degree in theology. It offers a high level of theological study with an emphasis on breadth and integrative study.

The MDiv takes three years full-time, requiring 270 points (18 semester units of 15 points). An MDiv can be completed part-time over up to nine years.

Like the BTheol, the MDiv degree offers a broad and challenging engagement with theological studies, across the full range of disciplines. It includes biblical, historical, systematic and practical theological work.

Unlike the BTheol, the MDiv does not focus in ‘Majors’, but rather in different forms of study: Foundational, Elective and Capstone units.

The MDiv requires 7 or 8 units in Foundational Studies from across the fields (including two in a biblical language), 8 to 10 Elective units (with at least one in each of Field B, C and D) and at least 15 points as a Capstone unit.

Students holding Graduate Diploma in Theology may articulate into the Master of Divinity.

Master of Theological Studies

The Master of Theological Studies is open to candidates holding BTheol, BMin, BD or MDiv degrees, or equivalent qualifications.

It requires the completion of ten standard units (150 points): up to 135 points of Elective units, and at least 15 points of Capstone unit. Students may include up to 30 points of Foundational units where a discipline has not previously been studied.

Candidates may study full or part time, for between three and ten semesters.
**POSTGRADUATE UNIT OUTLINES**

The following pages detail all postgraduate coursework units offered by Whitley College in 2016.

Please refer to the 2016 timetable on our website for scheduling details.

Units are listed alphabetically/numerically based on the unit code, which follows the structure **FDLxyzW**:

| F | Field | A | Humanities |
|   |       | B | Biblical Studies |
|   |       | C | Christian Thought and History |
|   |       | D | Theology: Mission and Ministry |
| D | Discipline | Humanities | AL | Biblical Languages |
|   |       |       | AL | Languages ancient and modern |
|   |       |       | AR | Religious Studies |
|   |       | Biblical Studies | BA | Old Testament |
|   |       |       | BN | New Testament |
|   |       |       | BS | Biblical Studies |
|   |       | Christian Thought and History | CH | Church History |
|   |       |       | CT | Systematic Theology |
|   |       | Theology: Mission and Ministry | DA | Mission and Ministry |
|   |       |       | DD | Spiritual Direction |
|   |       |       | DL | Liturgy |
|   |       |       | DM | Missiology |
|   |       |       | DP | Pastoral Theology and Ministry |
|   |       |       | DS | Spirituality |
| L | Level | 0 | Diploma (undergraduate) |
|   |       | 1 | Undergraduate Foundational |
|   |       | 2 | Undergraduate, level 2 |
|   |       | 3 | Undergraduate, level 3 |
|   |       | 8 | Postgraduate Foundational |
|   |       | 9 | Postgraduate Elective |
| xyz | Unit number | x = 7 indicates Online mode |
| W | Teaching College | W = Whitley |
# POSTGRADUATE UNITS OFFERED 2016

## Field A – Humanities

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**Capstone**

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AL8002W  New Testament Greek A

Offered: 2016: Semester 1

This unit provides a basic introduction to New Testament Greek, providing knowledge of the vocabulary, grammar and syntax to commence translation and interpretation of selected New Testament passages from the original Greek text.

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

1. Demonstrate key grammatical concepts necessary for working in another 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 basic understanding of Greek to the reading of critical commentaries for sermon and teaching preparation.
6. Translate simple English sentences into Greek.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: Weekly take home exercise sheets (40%)  Weekly in-class tests (30%) One two-hour examination (30%)

Faculty: Stephen Field

Recommended Reading:
* = set texts recommended for purchase

AL8005W  Introduction to Biblical Languages

Offered: 2016: Semester 1

This subject introduces students to Biblical Hebrew and New Testament Greek, and equips them with skills which will enable them to utilise language resources within lexicons, commentaries and electronic resources. Students will learn the alphabets of both Hebrew and Greek, be familiarised with basic grammatical features of both languages, and be equipped with an elementary vocabulary. An introduction to interpretive implications of translation and textual considerations will provide a platform for further study in a particular language.

Upon successful completion of this unit, it is expected that students will be able to:
1. Recognise and reproduce the Hebrew and Greek alphabets
2. Demonstrate an understanding of basic Hebrew and Greek grammar
3. Demonstrate recognition of elementary vocabulary in Biblical Hebrew and Greek
4. Demonstrate a working knowledge of relevant grammatical and lexical tools
5. Translate simple phrases from Biblical Hebrew and Greek into English
6. Utilise the resources of bible software for translation and interpretation
7. Articulate issues that impact on the translation and interpretation of historical languages and their impact for exegesis.
8. Identify key ideas in the original languages and articulate the theological issues relating to their translation.

Prerequisites: NIL

Class Time: Three hours per week

Assessment: Weekly tests (50%)
One exegetical paper in either language (2,000 words) (25%)
One essay in a different language to the exegetical paper (2,000 words) (25%)

Faculty: Stephen Field and Megan Turton

Recommended Reading:
* = set texts recommended for purchase

AL8010W  Ruth

Offered:  2016: Semester 2
[Unit offered alternatively as BA8010W]

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

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

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

Prerequisites:  AL8011W and BA8001W

Class Time:  Three hours per week

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

Faculty:  Megan Turton

Recommended Reading:  
* = set texts recommended for purchase

Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
AL8011W  Biblical Hebrew

Offered: 2016: Semester 1

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

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

Prerequisites: Nil

Class time: Three hours per week

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

Faculty: Megan Turton

Recommended Reading:
* = set texts recommended for purchase

Dictionaries:

Grammars:
AL8012W  New Testament Greek B

Offered:  2016: Semester 2

This unit builds on AL 8002W, a basic introduction to biblical Greek, and introduces more advanced level grammar and vocabulary using a translation-based method (selections from Mark, Romans and Revelation). Students are introduced to principles of textual criticism.

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

Prerequisites:  AL8002W New Testament Greek A
AL8012 provides the foundation for further work in Greek. The combination of AL8002 and AL8012 meets the language requirements of the Master of Divinity.

Class Time:  Three hours per week

Assessment:  Weekly take home exercise sheets (40%)
Regular in-class tests (30%)
One 2 hour examination (30%)

Faculty:  Stephen Field

Recommended Reading:
* = set texts recommended for purchase

AR9065W  Crossing the Street: Understanding Islam & Our Muslim Neighbours

Offered: 2016: Semester 2
[Unit offered alternatively as DM9065W]

This unit provides an introduction to Islam by looking at its historical development, the life of the Prophet Muhammad, the place of the Quran in Islamic life, central beliefs & practices of Muslims, as well as historical Western and Christian interactions with Islam and Muslims. Particular attention will be paid to understanding the spiritual world and daily life of Muslims in various contexts, as well as barriers and bridges that can inhibit or facilitate understanding, positive interaction and fruitful encounters with Muslim neighbours. The unit will include talks and discussions with Muslims about their faith, as well as a visit to a local Mosque.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the historical development of Islam.
2. Outline the central beliefs and practices of Muslims.
3. Articulate the importance of the Quran and the role of the Prophet Muhammad in Islam.
4. Articulate popular Islamic beliefs and practices.
5. Critique historical interactions with Muslims that have led to misunderstanding and confrontation.
6. Articulate fruitful practices that lead to positive encounters with Muslims.
7. Suggest possible barriers and bridges to having conversations with Muslims about matters of faith.

Prerequisites: 30 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- Two book reports (1,000 words each) (20%)
- One research project (1,500 words) (30%)
- One essay (2,500 words) (50%)

Faculty: Ian Dicks

Recommended Reading:
- * = set texts recommended for purchase

*Ling, Martin. Muhammad: His Life Based on the Earliest Sources*, Rochester: Inner Traditions, 2006,
BA8001W  Introducing the Hebrew Bible

Offered: 2016: Semester 2  (Also offered online – see BA8701W)

This unit aims to introduce students to the diversity of Old Testament traditions; develop a familiarity with exegetical tools and methods; explore selected theological themes – especially creation, covenant, law, leadership, suffering and ethnicity.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the historical and social worlds of the Old Testament / Hebrew Bible.
2. Demonstrate a working familiarity with a range of exegetical approaches to the Hebrew Bible.
3. Effectively use the tools for biblical interpretation: dictionaries, commentaries, journals, monographs, along with primary sources.
4. Support theological applications of the Hebrew Bible to our current context.
5. Undertake postgraduate-level research into the Hebrew Bible, and demonstrate this by writing an exegetical paper using appropriate methods and skills.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Mark Brett

Recommended Reading:

* = set texts recommended for purchase

BA8010W  Ruth

Offered:  2016: Semester 2
[Unit offered alternatively as AL8010W]

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

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

Prerequisite:  AL8011W and BA8001W

Class Time:  Three hours per week

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

Faculty:  Megan Turton

Recommended Reading:
* = set texts recommended for purchase
Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
BA8701W  Introducing the Hebrew Bible (Online)

Offered: 2015: Semester 2  (Also offered on campus – see BA8001W)

This unit aims to introduce students to the diversity of Old Testament traditions; develop a familiarity with exegetical tools and methods; explore selected theological themes – especially creation, covenant, law, leadership, suffering and ethnicity.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the historical and social worlds of the Old Testament / Hebrew Bible.
2. Demonstrate a working familiarity with a range of exegetical approaches to the Hebrew Bible.
3. Effectively use the tools for biblical interpretation: dictionaries, commentaries, journals, monographs, along with primary sources.
4. Support theological applications of the Hebrew Bible to our current context.
5. Undertake postgraduate-level research into the Hebrew Bible, and demonstrate this by writing an exegetical paper using appropriate methods and skills.

Prerequisites: Nil

Class Time: Online

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

Faculty: Mark Brett

Recommended Reading:
* = set texts recommended for purchase
BA9006W    War and Peace in the Hebrew Bible

Offered: 2016: Semester 1

A study of key texts on war and peace selected from Exodus, Deuteronomy, Joshua, Judges, Samuel, and Isaiah. Attention will be given to the theological influences and implications of these texts.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe selected scholarly theories about human and divine participation in biblical representations of war.
2. Rigorously exegete a biblical text related to the themes of war or peace.
3. Reflect critically on the concept of genocide and its applicability in understanding Deuteronomy 20 and Joshua’s conquest narratives.
4. Analyse the biblical background to notions of ‘just war’ and pacifism.
5. Demonstrate an ability to research and write using appropriate methods and form at postgraduate level.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

Assessment:
- One exegetical paper (2,500 words) (40%)
- One essay (2,500 words) (40%)
- One tutorial paper (1,000 words) (20%)

Faculty: Mark Brett

Recommended Reading:
* = set texts recommended for purchase

Crouch, Carly L. Reading Isaiah. Minneapolis: Fortress, 1991
Decosse, David E. But was it just? Reflections on the morality of the Persian Gulf War. New York: Doubleday, 1992
Dever, William G. Who were the Israelites and where did they come from? Grand Rapids: Eerdmans, 2003
Hobbs, T R. A time for war. Wilmington: Glazier, 1989
Kang, Sa Moon. Divine war in the Old Testament and in the ancient near east. Berlin: de Gruyter, 1989
Lind, Millard. Yahweh is a warrior. Scottdale: Herald, 1980
Ollenberger, Ben C. Zion, the city of the great king. Sheffield: Sheffield Academic, 1987
BA9007W    Jeremiah

Offered:   2016: Intensive

This unit examines the book of Jeremiah with particular reference to the historical background assumed, and by
surveying modern approaches to studies in Jeremiah with reference to the theories of the growth and
composition of the book we now have. Critical and exegetical tools will be used to study selected passages in the
light of modern schools of study. Particular attention will be paid to theological themes within the book
(including justice and righteousness, loyal love, knowledge of God, divine suffering) and ecological themes,
including consideration of the relevance of these themes within current ‘prophetic voices’.

Upon successful completion of the unit, it is expected that students will be able to:
1. Outline key aspects of the prophetic movement in Israel in the 6th and 5th centuries BCE.
2. Demonstrate a critical awareness of and critique a range of scholarly approaches to studying the text of Jeremiah.
3. Exegete selected texts from Jeremiah, employing a range of appropriate exegetical methodologies.
4. Effectively use the tools for biblical interpretation: lexicons, dictionaries, commentaries, journals,
   monographs and primary sources.
5. Articulate key aspects of the social, economic and religious issues underlying these texts.
6. Describe the major theological themes in Jeremiah and discuss them in relation to the socio-political
   climate of 6th and 5th centuries BCE Israel.
7. Reflect theologically on the place of the ‘prophetic voice’ in our current context in a critically rigorous,
sustained and self-directed manner, in light of Jeremiah’s responses to the issues faced by his
   community.

Prerequisites:   BA8001W or equivalent

Class Time:   Three hours per week

Assessment:   Critical review of readings (1,000 words) (15%)
One exegetical paper (2,000 words) (35%)
One essay (3,000 words) (50%)

Faculty:   Val Billingham

Recommended Reading:
* = set texts recommended for purchase

Blenkinsopp, Joseph, A History of Prophecy in Israel. From the Settlement in the Land to the Hellenistic Period,
Habel, Norman C., ed., The Earth Story in the Psalms and the Prophets. The Earth Bible 4; Sheffield:
Keown, Gerald L. Scalise. Pamela J. and Smothers, Thomas G., Jeremiah 26-52. Word Biblical Commentary 27;
Leuchter, Mark, Josiah’s Reforms and Jeremiah’s Scroll. History, Calamity and Prophetic Response. Sheffield:
Northcott, Michael S., A Moral Climate. The Ethics of Global Warming. London: Darton, Longman and Todd,
2007.
BA9014W  Genesis

Offered:  2016: Semester 2  (Also offered online – see BA9714W)

An examination of the book of Genesis, in light of various critical methods. Attention will be given to literary sources and editing, theological issues, anthropological approaches to the text, and contemporary postcolonial interpretation.

Upon successful completion of this unit, it is expected that students will be able to:
1. Analyse the range of theories relating to sources and editing of the book
2. Discriminate between religious perspectives in Genesis and other theologies in the Hebrew Bible, especially those relating to creation, politics and law
3. Reflect critically on the poetics of the text
4. Discuss the potential of this text in contemporary inter-religious dialogue between Judaism, Christianity and Islam.
5. Evaluate the implications of critical historical studies for theology.

Prerequisites:  Foundational unit in Hebrew Bible / Old Testament

Class Time:  Three hours per week

Assessment:  
- One exegetical paper (2,500 words)  (40%)
- One essay (2,500 words)  (40%)
- Critical reflections on readings (1,000 words)  (20%)

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase

BA9415W  Supervised Reading Unit in the Hebrew Bible

Offered:  2016:  By arrangement with Faculty

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

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

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

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

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

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

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

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

Assessment:  One 6,000 word essay

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BA9714W  Genesis (Online)

Offered: 2016: Semester 2  (Also offered on campus – see BA9014W)

An examination of the book of Genesis, in light of various critical methods. Attention will be given to literary sources and editing, theological issues, anthropological approaches to the text, and contemporary postcolonial interpretation.

Upon successful completion of this unit, it is expected that students will be able to:
1. Analyse the range of theories relating to sources and editing of the book
2. Discriminate between religious perspectives in Genesis and other theologies in the Hebrew Bible, especially those relating to creation, politics and law
3. Reflect critically on the poetics of the text
4. Discuss the potential of this text in contemporary inter-religious dialogue between Judaism, Christianity and Islam.
5. Evaluate the implications of critical historical studies for theology.

Prerequisites:  Foundational unit in Hebrew Bible / Old Testament

Class Time:  Three hours per week

Assessment:  One exegetical paper (2,500 words) (40%)
One essay (2,500 words) (40%)
Online tutorial participation – not fewer than 5 entries of approximately 200 words (20%)

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase


BN8001W  Interpreting the New Testament

Offered: 2016: Semester 1  (Also offered online – see BN8701W)

BN8001W 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 this unit, it is expected that students will be able to:
1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, and their theological outlook;
2. Demonstrate an awareness of the historical and social world of the New Testament era;
3. Use appropriate 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. Illustrate the relationship of the New Testament to the texts and message of the Old Testament;
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application; and
7. Demonstrate understanding and appreciation for the history of research in New Testament studies.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Semester 1: Keith Dyer

Recommended Reading:
* = set texts recommended for purchase
Fee, G D and D K Stuart, How to read the Bible for all it’s worth. 3rd ed. Grand Rapids: Zondervan, 2003.
BN8701W   Interpreting the New Testament (Online)

Offered: 2016: Semester 1  (Also offered on campus – see BN8001W)

BN8701W 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 this unit, it is expected that students will be able to:
1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, and their theological outlook;
2. Demonstrate an awareness of the historical and social world of the New Testament era;
3. Use appropriate 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. Illustrate the relationship of the New Testament to the texts and message of the Old Testament;
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application; and
7. Demonstrate understanding and appreciation for the history of research in New Testament studies.

Prerequisites: Nil

Class Time: Online

Assessment:

- Online tutorial participation (at least 5 entries of approximately 200 words each) responding to weekly exegetical workshops and peer interaction (20%)
- Two 1,000 word workshop papers (40%)
- One 3,000 word exegetical essay (40%)

Faculty: Semester 1: Keith Dyer

Recommended Reading:

* = set texts recommended for purchase


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


BN9003W  Luke

Offered:  2016: Semester 1

The unit will provide a general introduction to Luke’s Gospel, exploring its theological and literary character, its wider Greco-Roman and Jewish context and connections, and an overview of recent discussions in Lukan studies.

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

2. Describe and discuss the socio-political and literary context in which the Gospel first circulated.
3. Identify distinctive Lukan Christological, ecclesiological, pneumatological, missiological and eschatological themes and understandings.
4. Demonstrate a capacity to exegete the Lukan text by employing a range of appropriate exegetical methods and resources.
5. Discuss the interpretation, proclamation and implementation of Luke’s Gospel message in meaningful ways in today’s world.
6. Demonstrate an ability to undertake independent and systematic research and writing at postgraduate level.

Prerequisites:  45 points in Foundational Studies

Class Time:  Three hours per week

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

Faculty:  Keith Dyer

Recommended Reading:

* = set texts recommended for purchase

BN9007W  The Sermon on the Mount

Offered:  2016: Semester 2

This unit will introduce the rich history of interpretation of the Sermon on the Mount and lead the student through a careful exegesis of Matthew 5-7.

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

1. Outline and evaluate critically the history of research into the Sermon and the role of the Sermon in Church History.
2. Delineate the possible sources and redaction of the Sermon and describe the relationship of the Sermon on the Mount to the Sermon on the Plain.
3. Relate the Sermon to the larger structure, setting, and theology of the Gospel of Matthew.
4. Describe and discuss the theological and ethical implications of the Sermon for the church and society.
5. Demonstrate the ability to research and write using appropriate methods and form at postgraduate level.

Prerequisites:  45 points in Foundational Studies

Class Time:  Three hours per week

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

Faculty:  Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Byrne, Brendan. Lifting the burden: Reading Matthew’s Gospel in the church today. Strathfield: St Paul’s, 2004
Guelich, Robert A. The Sermon on the Mount. Waco: Word, 1982
BN9009W  Paul, the Cross-shaped Church and its Mission

Offered: 2016: Semester 1
(Also available online – see BN9709W)

This unit will examine the call of the church to participate in the suffering, death, and resurrection of Jesus according to Paul’s letters. The students will study key passages in Romans, 2 Corinthians, Galatians, Philippians, and other Pauline letters concerning the call of the church to be conformed to the crucified Christ. The unit will explore the concept of participation in Christ and its interrelationship with the mission of the church in the Pauline corpus. More specifically, the unit will survey the outworking of the corporate life of cruciform Christ-communities in the first century, which includes hospitality, multi-ethnic harmony, economic justice, peace-making, faithful witness, and the embodiment of the justice of God in the context of the Roman Empire.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate Paul’s understanding of conformity with the crucified Christ and its relationship to the call and mission of the church.
2. Critically analyse relevant texts in the Pauline corpus in their rhetorical and socio-historical context.
3. Identify and articulate elements of Pauline thought and teaching that are interconnected with participation in Christ’s death and resurrection.
4. Critically evaluate, through independent research, the concept of “participation in Christ” in view of recent developments in Pauline scholarship.
5. Reflect critically on the implications of the Pauline concept of conformity with the crucified Christ for the mission of the church today.

Prerequisites: Foundational uni in New Testament (BN8001W or equivalent)

Class Time: Three hours per week

Assessment: One 1,000 word thematic tutorial paper (20%)
One 2,500 word exegetical essay (40%)
One 2,500 word thematic essay (40%)

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase

[Previously published by Berlin: Alfred Töpelmann, 1967.]
BN9010W  World of the New Testament

Offered: 2016: Semester 1

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

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

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Oh-Young Kwon

Recommended Reading:
* = set texts recommended for purchase

BN9034W  Acts

Offered:  2015: Semester 2  (Also available online – see BN9734W)

This unit will examine the Book of Acts in terms of its literary structure, theology, and the social and cultural contexts of its narratives and characters. Hermeneutical approaches will thus include narrative, rhetorical, socio-cultural and political methods. Students will be encouraged to read Acts with an inter-cultural awareness of the first century world and of their own cultural context.

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

1. Apply exegetical methods to the text of Acts;
2. Describe the narrative structure and literary features of Acts;
3. Interpret selected texts illustrative of the distinctive character of the book of Acts;
4. Analyse and describe the theology of the Acts of the Apostles (christology, pneumatology, eschatology, ecclesiology, missiology);
5. Give a coherent account of the social, cultural and political context of Acts; and

Prerequisites:  BN8001W Interpreting the New Testament or equivalent) or equivalent

Class Time:  Three hours per week

Assessment:  One critical review (1,500 words) (20%)
One seminar/tutorial paper (1,500 words) (30%)
One exegetical essay (3,000 words) (50%)

Faculty:  Oh-Young Kwon

Recommended Reading:
* = set texts recommended for purchase

**BN9415W  Supervised Reading Unit in the New Testament**

**Offered:** 2016: By arrangement with Faculty

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

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

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

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

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

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

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

**Prerequisites:** 45 points of Foundational Studies

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

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

**Faculty:** Keith Dyer

**Recommended Reading:**

* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN9709W  Paul, the Cross-shaped Church and its Mission (Online)

Offered: 2016: Semester 1  (Also available on campus – see BN9009W)

This unit will examine the call of the church to participate in the suffering, death, and resurrection of Jesus according to Paul’s letters. The students will study key passages in Romans, 2 Corinthians, Galatians, Philippians, and other Pauline letters concerning the call of the church to be conformed to the crucified Christ. The unit will explore the concept of participation in Christ and its interrelationship with the mission of the church in the Pauline corpus. More specifically, the unit will survey the outworking of the corporate life of cruciform Christ-communities in the first century, which includes hospitality, multi-ethnic harmony, economic justice, peace-making, faithful witness, and the embodiment of the justice of God in the context of the Roman Empire.

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

1. Articulate Paul’s understanding of conformity with the crucified Christ and its relationship to the call and mission of the church.
2. Critically analyse relevant texts in the Pauline corpus in their rhetorical and socio-historical context.
3. Identify and articulate elements of Pauline thought and teaching that are interconnected with participation in Christ’s death and resurrection.
4. Critically evaluate, through independent research, the concept of “participation in Christ” in view of recent developments in Pauline scholarship.
5. Reflect critically on the implications of the Pauline concept of conformity with the crucified Christ for the mission of the church today.

Prerequisites: Foundational uni in New Testament (BN8001W or equivalent)

Class Time: Three hours per week

Assessment: Online tutorial participation (at least five entries of approximately 200 words each) responding to set readings and peer interaction (20%)
One 2,500 word exegetical essay (40%)
One 2,500 word thematic essay (40%)

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase
BN9733W Romans: Suffering and Justice (Online)

Offered: 2016: Semester 2

This unit explores Paul’s letter to the Roman house churches in the context of mid-first century life in the Imperial Capital. It focuses on Paul’s theology of suffering and how his rhetoric addresses the situation of the urban population of Rome, generating hope for those from many nations enslaved in the service of the powerful. The Gospel of the righteousness (justice) of God revealed through Jesus Christ for Jews and Gentiles will be read and interpreted in the context of recent reconstructions of life in Imperial Rome.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the major interpretations of Romans in Pauline scholarship.
2. Describe and defend a plausible socio-political and cultural setting for the Roman house ekklesiai.
3. Outline a reasonable rhetorical structure and strategy for Paul’s letter to Rome.
4. Exegete selected texts from Romans competently (with a focus on chapters 5–8 and 12–16), employing a range of appropriate exegetical methodologies.
5. Give a critical account of Pauline theology in Romans, including its christological, ecclesiological, pneumatological, missiological and eschatological dimensions.
6. Identify and critically discuss ways in which the interpretation of Romans has implications for social justice issues both locally and globally.

Prerequisites: Foundation unit in New Testament (BN8001W or equivalent)

Class Time: Online

Assessment: Online tutorial participation (at least five entries of approximately 200 words each) responding to set readings and peer interaction (20%)
One 2,000 word thematic essay (30%)
One 3,000 word exegetical essay (50%)

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase

BN9734W  Acts

Offered:  2016: Semester 2  (Also available on campus – see BN9034W)

This unit will examine the Book of Acts in terms of its literary structure, theology, and the social and cultural contexts of its narratives and characters. Hermeneutical approaches will thus include narrative, rhetorical, socio-cultural and political methods. Students will be encouraged to read Acts with an inter-cultural awareness of the first century world and of their own cultural context.

Upon successful completion of this unit, it is expected that students will be able to:
1. Apply exegetical methods to the text of Acts;
2. Describe the narrative structure and literary features of Acts;
3. Interpret selected texts illustrative of the distinctive character of the book of Acts;
4. Analyse and describe the theology of the Acts of the Apostles (christology, pneumatology, eschatology, ecclesiology, missiology);
5. Give a coherent account of the social, cultural and political context of Acts; and

Prerequisites:  BN8001W Interpreting the New Testament or equivalent) or equivalent

Class Time:  Online

Assessment:  Online tutorial participation (at least 5 entries of approximately 300 words each) responding to weekly exegetical workshops and peer interaction (30%)
One critical review (1,500 words) (20%)
One exegetical essay (3,000 words) (50%)

Faculty:  Oh-Young Kwon

Recommended Reading:
* = set texts recommended for purchase

BN9742W  The Book of Revelation (Online)

Offered:  2016: Semester 1

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. The influence on the text of OT themes, Roman Imperial propaganda, and Greco-Roman theatre will also be explored.

Upon successful completion of this unit, it is expected that students will be able to:
1. Apply exegetical methods to the text of Revelation and demonstrate this in the preparation of tutorial papers and essays;
2. Describe the development and character of Jewish and Christian apocalyptic literature;
3. Interpret selected texts illustrative of the distinctive character of the book of Revelation;
4. Analyse and describe the theology of the book of Revelation (christology, eschatology, ecclesiology, missiology);
5. Give a coherent account of the possible social and political setting/s of the book of Revelation;
6. Research and write using appropriate methods and to analyse and reflect on the history of interpretation of the Book of Revelation.

Prerequisites:  Foundation unit in New Testament (BN8001W or equivalent)

Class Time:  Online

Assessment:  
- Online tutorial participation (at least 5 entries of approximately 200 words each) responding to weekly exegetical workshops and peer interaction (20%)
- One critical review of readings (2,000 words) (30%)
- One exegetical essay (3,000 words) (50%)

Faculty:  Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Guy, Laurie Making Sense of the Book of Revelation (Regent’s Study Guides 15), (Macon: Smyth & Helwys, 2009).
Walliss, John and Lee Quincy (eds.), Reel Revelations: Apocalypse and Film (Sheffield: Sheffield Phoenix Press, 2010).
BS9009W  Salvation

Offered: Semester 1, 2016

This unit surveys various models of salvation in the Bible: exodus narratives, return from exile, social and ecological dimensions of eschatological prophecy, messianism, reconciliation, atonement and resurrection. Key biblical texts will be examined in relation to their cultural and historical contexts, with attention also being given to the hermeneutical relationships between selected biblical models and systematic theology.

Upon successful completion of this unit, students will be able to:
1. Describe a range of models of salvation in the Bible
2. Rigorously exegete a biblical text related to this theme
3. Demonstrate awareness of cultural and historical influences in the formation of salvation theologies
4. Reflect critically on the relevance of these biblical models and theologies for contemporary faith
5. Demonstrate an ability to engage in interdisciplinary research.

Pre-requisites: 45 points of Foundational Studies including BA8001W and BN8001W

Assessment:
One exegetical essay 2,000 words (40%)
One 2,500 word essay (40%)
Critical reflections on set readings (1,500 words) (20%)

Faculty: M Brett, K Dyer

Select Bibliography:
Ford, D F Self and salvation. Cambridge: CUP, 1999
Wright, N T Jesus and the victory of God. Minneapolis: Fortress, 1996
BS9021W  The Good Life

Offered: 2016: Semester 2 (Also available online – see BS9721W)

[Unit offered alternatively as DP9021W]

This unit will examine contemporary understandings of the good life in the light of biblical and theological traditions. Students will consider sociological, psychological and community development literature, alongside indicators of the good life in popular culture, including health and beauty, wealth, and leisure, and critique them from a biblical and theological standpoint.

Upon successful completion of this unit, it is expected that students will be able to:
1. Critically evaluate definitions of the good life
2. Demonstrate theological insight in analysing popular culture
3. Articulate the relationships between personal, social and environmental conceptions of wellbeing
4. Assess the relevance of selected biblical traditions to their own experience
5. Construct a theology of the good life.

Prerequisites: Foundational units in Field D & B

Class Time: Three hours per week

Assessment: One 1,500 word case study (30%)
One 1,500 word theological reflection paper (30%)
One 2,000 word essay (40%)

Faculty: Anne Mallaby & Mark Brett

Recommended Reading:
* = set texts recommended for purchase

BS9415W  Supervised Reading Unit in Biblical Studies

Offered: 2016: By arrangement with Faculty

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

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

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

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

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

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

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

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

Assessment: One 6,000 word essay

Faculty: Mark Brett, Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BS9721W  The Good Life (Online)

Offered:  2016: Semester 2  (Also available on campus – see BS9021W)
[Unit offered alternatively as DP9721W]

This unit will examine contemporary understandings of the good life in the light of biblical and theological traditions. Students will consider sociological, psychological and community development literature, alongside indicators of the good life in popular culture, including health and beauty, wealth, and leisure, and critique them from a biblical and theological standpoint.

Upon successful completion of this unit, it is expected that students will be able to:
1. Critically evaluate definitions of the good life
2. Demonstrate theological insight in analysing popular culture
3. Articulate the relationships between personal, social and environmental conceptions of wellbeing
4. Assess the relevance of selected biblical traditions to their own experience
5. Construct a theology of the good Life.

Prerequisites:  Foundational units in Field D & B

Class Time:  Online

Assessment:  One 1,500 word case study (30%)
One 1,500 word theological reflection paper (30%)
One 2,000 word essay (40%)

Faculty:  Anne Mallaby & Mark Brett

Recommended Reading:
* = set texts recommended for purchase

CH8012W       Christianity Through the Centuries: From the Reformation to Modern Times

Offered: 2016: Semester 2

(Also available online – see CH8712W)

This unit introduces students to selected key themes and personalities in the development of Western Christianity from the early 16th Century until the present day. Topics will include 16th Century Reformation movements, 17th Century Puritanism and Pietism, 18th movements of evangelical revival, the impact of Enlightenment and Revolution upon the Church, the rise of the modern missionary movement and some 20th century challenges.

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 Sixteenth Century to the present day.
2. Identify some of the social, political and cultural factors influencing the development of Christianity
3. Demonstrate basic skills in interpreting selected historical documents.
4. Describe the contribution of the study of church history to the development of Christian identity.
5. Critically evaluate the impact of selected historical movements and personalities upon the Church

Prerequisites: Nil

Class Time: Three hours per week

Assessment: One document study (1,000 words) (20%)
One tutorial paper (1,500 words) (20%)
One 2,500 word essay (40%) Five posts in online forum (5 x 200 words) (20%)

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

Blainey, Geoffrey, A Short History of Christianity. Camberwell, Vic.: Viking, 2011
*Noll, Mark A. The New Shape of World Christianity. Downers Grove, Illinois: IVP Academic, 2009
This unit introduces students to selected key themes and personalities in the development of Western Christianity from the early 16th Century until the present day. Topics will include 16th Century Reformation movements, 17th Century Puritanism and Pietism, 18th movements of evangelical revival, the impact of Enlightenment and Revolution upon the Church, the rise of the modern missionary movement and some 20th century challenges

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 Sixteenth Century to the present day.
2. Identify some of the social, political and cultural factors influencing the development of Christianity
3. Demonstrate basic skills in interpreting selected historical documents.
4. Describe the contribution of the study of church history to the development of Christian identity.
5. Critically evaluate the impact of selected historical movements and personalities upon the Church

Prerequisites: Nil

Class Time: Online

Assessment:

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
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<tbody>
<tr>
<td>One document study (1,000 words)</td>
<td>20%</td>
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<tr>
<td>One tutorial paper (1,500 words)</td>
<td>20%</td>
</tr>
<tr>
<td>One 2,500 word essay</td>
<td>40%</td>
</tr>
<tr>
<td>Five posts in online forum (5 x 200 words)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Faculty: Marita Munro

Recommended Reading:

* = set texts recommended for purchase

CH9004W  History and Theology of the Baptist Movement

Offered:  2016: Semester 1  
[Unit offered alternatively as CT9004W]

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 Baptists in Britain, North America, Australia and selected parts of the world.
4. Critically evaluate factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities.
5. Make informed decisions about the influence of Baptist history and belief upon their personal and professional lives.

Prerequisites:  Nil

Class Time:  Three hours per week

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

Faculty:  Ken Manley and David Enticott

Recommended Reading:
* = set texts recommended for purchase

Beasley-Murray, Paul. Radical believers: the Baptist way of being the church. Didcot: Baptist Union, 1992
Lumpkin, William L (ed.). Baptist confessions of faith. 2nd revd edn Valley Forge: Judson, 2011
Petras, Michael (ed.). Australian Baptists past and present. Sydney: BHS, 1988
Wardin, Albert W (ed.). Baptists around the world. Nashville: Broadman and Holman, 1995
Wright, Nigel G. Free church, free state: The positive Baptist vision. Milton Keynes, UK: Paternoster, 2005
CH9028W  John Calvin: Thought and Legacy

Offered: 2016: Semester 1
[Unit offered alternatively as CT9028W]

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

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

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

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

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CH9052W  The Anabaptist Vision

Offered: 2016: Semester 2  (also available online – see CH9752W)
[Unit offered alternatively as DM9052W]

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

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

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

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

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CH9415W  Supervised Reading Unit in Church History

Offered:  2016:  By arrangement with Faculty

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

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

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

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

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

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

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

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

Assessment:  One 6,000 word essay

Faculty:  Marita Munro

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CH9752W  The Anabaptist Vision (Online)

Offered: 2016: Semester 2  
(also available on campus – see CH9052W)

[Unit offered alternatively as DM9752W]

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

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

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

Prerequisites: Nil

Class Time: Online

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

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

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

Offered: 2016: Semester 2  (also available online – see CT8701W)

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 evaluate the origins and development of some key terms, fields, and themes in theological studies;
2. Identify a number of critical events and persons in the history of Christian thought;
3. Articulate some important influences in their own approach to theology;
4. Demonstrate the ability to use libraries and other resources for theological study;
5. Exhibit critical and self-directed learning in, and research for, postgraduate theological study.

Prerequisites: Nil

Class Time: Three hours per week

Assessment: One interactive journal (not fewer than 8 entries of approximately 200 words each) 25%
Two document studies (750 words each) 25%
One essay (3,000 words) 50%

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT8701W  Beginning Theological Studies (Online)

Offered:  2016: Semester 2

(Also available on campus – see CT8001W)

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 evaluate the origins and development of some key terms, fields, and themes in theological studies;
2. Identify a number of critical events and persons in the history of Christian thought;
3. Articulate some important influences in their own approach to theology;
4. Demonstrate the ability to use libraries and other resources for theological study;
5. Exhibit critical and self-directed learning in, and research for, postgraduate theological study.

Prerequisites:  Nil

Class Time:  Online

Assessment:  One interactive journal (not fewer than 8 entries of approximately 200 words each)  25%
Two document studies (750 words each)  25%
One essay (3,000 words)  50%

Faculty:  Jason Goroncy

Recommended Reading:

* = set texts recommended for purchase


CT9002W  Who is Jesus?

Offered: 2016: Semester 1  (also offered online – see CT9702W)

This unit will explore biblical, historical, and contemporary responses to the question, ‘Who is Jesus?’ Students will critically investigate answers offered from both within and outwith the Christian traditions, and will formulate their own theological responses.

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

1. Identify a range of issues concerning the significance of Jesus in the contemporary world;
2. Articulate the distinctive christological emphases of several biblical and extra-biblical sources;
3. Explain the theological issues at stake in the development of the historic credal formulations;
4. Exhibit capacity for independent and critical theological reflection upon a range of christologies.
5. Formulate research criteria and methodologies for engaging in questions of concern for christology.

Prerequisites: 45 points, including 15 points in CT

Class Time: Three hours per week

Assessment: One seminar paper (1,500 words) (25%)
One book or film review (1,500 words) (25%)
One essay (3,500 words) (50%)

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase


CT9004W  History and Theology of the Baptist Movement

Offered:  2016: Semester 1
[Unit offered alternatively as CH9004W]

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 Baptists in Britain, North America, Australia and selected parts of the world.
4. Critically evaluate factors leading to controversies among modern Baptists and assess their impact upon selected Baptist communities.
5. Make informed decisions about the influence of Baptist history and belief upon their personal and professional lives.

Prerequisites: Nil

Class Time:  Three hours per week

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

Faculty:  Ken Manley and David Enticott

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
CT9005W  Being Human

Offered:  2016: Semester 2  (also offered online – see CT9705W)

What does it mean to be human? This unit introduces and examines the ways in which Christian theology has approached and understood the mysteries of human personhood. With attention to christology, the body, sexuality, childhood, ageing, death, and more, students will learn to deepen and articulate their own developing theological anthropology.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify and analyse a variety of ways that the Christian tradition has approached the question of our being human.
2. Evaluate where theological understandings of human personhood critically intersect with other theological commitments and experiences.
3. Articulate a coherent theological response to the question ‘What are human beings?’
5. Formulate research criteria and methodologies for engaging in questions of concern for theological anthropology.

Prerequisites:  30 points, including 15 points in CT

Class Time:  Three hours per week

Assessment:  One film review (1,500 words)  (25%)
One seminar paper (1,000 words)  (25%)
One essay (3,500 words)  (50%)

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT9009W Theology and the Arts

Offered: 2016: September intensive
[Unit offered alternatively as DP9009W]

This unit introduces and examines a conversation between the resources of Christian theology and those of the arts, enquiring into the ways that these two fields of human activity both inform and are informed by each other. Students will be encouraged to think through the implications of such for theology, for human artistry, and for the shape and content of human vocation.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify and analyse the respective contributions of theology and the arts to each other’s assumptions and methods.
2. Describe a range of responses to how theologians and artists have understood each other’s vocations.
3. Articulate a coherent theological statement on the relationship between theology and the arts.
4. Exhibit some independent and critical responses to both a selection of artworks and to the conversations in which artists and theologians are engaged.
5. Propose and evaluate a methodology in which the arts and theology together inform both faith and communal identity.

Prerequisites: 30 points, including 15 points in CT

Prohibited combinations:
DP2/3/9012 The Arts and Theological Reflection

Class Time: 5 x day intensive, plus 1 x Saturday morning

Assessment:
One seminar paper (1,000 words) (20%)
One journal of critical reflections (1,500 words) (30%)
One essay (3,500 words) (50%)

Faculty: Richard Kidd (guest lecturer), with Anne Mallaby and Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT9023W  Theology of Hope

Offered:  2016: Semester 2

This unit will explore the theme of Christian hope through a study of Jürgen Moltmann’s classic work *Theology of Hope*. Specific attention will be given to the biblical foundations of hope in ‘a history of promise’, and to the implications of the resurrection of Jesus Christ for human history, for Christian discipleship, and for the mission of the Church.

Upon successful completion of this unit, it is expected that students will be able to:
1. Explain the concept of hope as used within Christian theology;
2. Outline the foundations and main themes of Moltmann’s theology of hope;
3. Discuss critically the implications of the resurrection of Jesus Christ in relation to human history and Christian discipleship;
4. Analyse the implications of hope in relation to suffering and death;
5. Critically evaluate the proposal that theology of hope means an ‘ethics’ of hope, with specific reference to Moltmann’s later theological work.

Prerequisites:  45 points of Foundational Studies, including 15 points in Systematic Theology (CT)

Class Time:  Three hours per week

Assessment:  Journal of critical reflections upon readings: 3 entries of not less than 500 words (30%)
One tutorial paper (1,000 words) (20%)
One essay (3,500 words) (50%)

Faculty:  Frank Rees

Recommended Reading:
* = set texts recommended for purchase


_____________. *In the End, the Beginning*. London: SCM, 2011.


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

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

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

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

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase


CT9033W  Lives of Faith: Biography as Theology

Offered: 2016: Semester 1

This unit will examine the character of Christian faith as evident in the life stories of a number of theologians and other significant persons. It will draw specifically upon the methodology of James 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 McClendon’s methodology for using biography as theology;
2. Apply that methodology in the study of several biographies;
3. Discuss critically the character of faith as seen in the life and work of one major theologian;
4. Identify possible implications for their own lives, as a source for theological reflection;
5. Critically discuss the relation between lived experience and the formulation of theological ideas and systems, with specific attention to one writer or doctrine.

Prerequisites: 45 points in Foundational Studies

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

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

Faculty: Frank Rees

Recommended Reading:
* = set texts recommended for purchase

CT9415W  Supervised Reading Unit in Systematic Theology

Offered: 2016: By arrangement with Faculty

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

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

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

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

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

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

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

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

Assessment: One 6,000 word essay

Faculty: Frank Rees, Jason Goroncy

Recommended Reading: * = set texts recommended for purchase
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CT9702W  Who is Jesus? (Online)

Offered:  2016: Online Semester 1  (also offered on campus – see CT9002W)

This unit will explore biblical, historical, and contemporary responses to the question, ‘Who is Jesus?’ Students will critically investigate answers offered from both within and outwith the Christian traditions, and will formulate their own theological responses.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify a range of issues concerning the significance of Jesus in the contemporary world;
2. Articulate the distinctive christological emphases of several biblical and extra-biblical sources;
3. Explain the theological issues at stake in the development of the historic creedal formulations;
4. Exhibit capacity for independent and critical theological reflection upon a range of christologies.
5. Formulate research criteria and methodologies for engaging in questions of concern for christology.

Prerequisites: 45 points, including 15 points in CT

Class Time:  Three hours per week

Assessment:  One seminar paper (1,500 words) (25%)
One book or film review (1,500 words)  (25%)
One essay (3,500 words) (50%)

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase


CT9705W  Being Human (Online)

Offered:  2016: Semester 2  (also offered on campus – see CT9005W)

What does it mean to be human? This unit introduces and examines the ways in which Christian theology has approached and understood the mysteries of human personhood. With attention to christology, the body, sexuality, childhood, ageing, death, and more, students will learn to deepen and articulate their own developing theological anthropology.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify and analyse a variety of ways that the Christian tradition has approached the question of our being human.
2. Evaluate where theological understandings of human personhood critically intersect with other theological commitments and experiences.
3. Articulate a coherent theological response to the question ‘What are human beings?’
5. Formulate research criteria and methodologies for engaging in questions of concern for theological anthropology.

Prerequisites:  30 points, including 15 points in CT

Class Time:  Three hours per week

Assessment:  
One film review (1,500 words)  (25%)
One seminar paper (1,000 words)  (25%)
One essay (3,500 words)  (50%)

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

DA8001W  Living the Faith

Offered: 2016: Semester 1  (also offered online – see DA8701W)

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

NOTE: This is a Foundational Unit for all disciplines in Field D

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

1. Listen sensitively and critically to their own story of faith
2. Examine a theological theme identified within their own life-narrative
3. Examine the concept of vocation and ministry vision
5. Utilise models of theological reflection that integrate theory, Biblical themes and practice

Prerequisites: NIL

Class Time: Three hours per week

Assessment:
- Three reflection papers building from online forum discussions (500 words each) (30%)
- One theological reflection paper (1,500 words) (30%)
- One essay (3,000 words) (40%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

DA8701W  Living the Faith (Online)

Offered:  2016: Online Semester 1  (also offered on campus – see DA8001W)

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

NOTE: This is a Foundational Unit for all disciplines in Field D

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

1. Listen sensitively and critically to their own story of faith
2. Examine a theological theme identified within their own life-narrative
3. Examine the concept of vocation and ministry vision
5. Utilise models of theological reflection that integrate theory, Biblical themes and practice

Prerequisites: NIL

Class Time: Three hours per week

Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Three reflection papers building from online</td>
<td>(30%)</td>
</tr>
<tr>
<td>forum discussions (500 words each)</td>
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</tr>
<tr>
<td>One theological reflectionpaper (1,500 words)</td>
<td>(30%)</td>
</tr>
<tr>
<td>One essay (3,000 words)</td>
<td>(40%)</td>
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</tbody>
</table>

Faculty: Anne Mallaby

Recommended Reading:

* = set texts recommended for purchase


Art of Spiritual Direction 1

Offered: 2016: Intensive March – November (through WellSpring)

This unit introduces the ministry of Spiritual Direction in theory and in practice, and provides a context in which to test a sense of call to this ministry. The seminars include teaching on the history of the tradition, characteristics of the ministry, common misconceptions, issues of discernment, the human experience of God, important psychological considerations, development of listening skills and growth in prayer and faith. There will be practical sessions on giving and receiving spiritual direction, and personal and peer supervision, as well as one residential weekend.

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

1. Articulate the distinctive parameters of the ministry of spiritual direction
2. Critically define similarities and differences between spiritual direction and other helping professions
3. Demonstrate a capacity to critically self-evaluate his or her spiritual direction practice particularly relating to listening skills
4. Identify and analyse key elements of discernment in the practice of spiritual direction
5. Demonstrate a personal and practice awareness of the diversity of human experiences of God

Pre-requisites: Strongly recommended that applicants should have some experience in receiving personal spiritual direction and have completed the Art of Contemplative Practice (DS9201W). Each candidate will be required to undergo an interview prior to acceptance into the unit.

Unit Value: 30 points

Class Time: Intensive: 5 x 2 day blocks, including a live-in intensive

Assessment:
- One essay (4,000 words) (40%)
- One book review (2,000 words) (15%)
- One reflection journal (2,000 words) (15%)
- Ten verbatim reports – 400 words each (4,000 words) (30%)

Faculty: Peter Bentley (Co-ordinator), Lynette Dungan, Joan Wright-Howie, Rosanne Arnott

Select Bibliography:
* = set texts recommended for purchase
DD8203W  Art of Spiritual Direction 2

Offered:  2016:  Intensive March – November (through WellSpring)

This unit builds on the learning done in the unit DD8202W Art of Spiritual Direction I. Teaching seminars cover stages of faith, sexuality, grief, anger and depression, patterns of prayer, theological issues, discernment, images of God, dreams and artwork as ways of listening to God, the relevance of contextual issues, ethics and other practical matters. Practical work and supervision continue at a deeper level. There is also one residential weekend.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate a working knowledge of the code of ethics for spiritual directors
2. Critically reflect on the basic theological understanding of faith and doubt, revelation, conversion, images of God, and personal transformation for spiritual direction practice
3. Demonstrate a critical understanding of the stages of faith and how they relate to their experience of people participating in spiritual direction
4. Identify and analyse a variety of contextual issues that impact on the practice of spiritual direction
5. Critically reflect on the experience of God in their lives and the lives of those who participate in spiritual direction.

Pre-requisites:  Art of Spiritual Direction 1 (DD8202W)

Unit Value:  30 points

Class Time:  Intensive: 5 x 2 day blocks, including a live-in intensive

Assessment:
- One essay (4,000 words)   (40%)
- One book review (2,000 words)  (15%)
- One reflection journal (2,000 words)  (15%)
- Ten verbatim reports – 400 words each (4,000 words)  (30%)

Faculty:  Peter Bentley (Co-ordinator), Lynette Dungan, Joan Wright-Howie, Rosanne Arnott

Select Bibliography:
* = set texts recommended for purchase
**DD9204W  Art of Spiritual Direction 3**

**Offered: 2016: Intensive March – November (through WellSpring)**

This unit will explore significant theological and psychological issues in spiritual direction as well as the student’s developing sense of call to this ministry. Topics covered include discerning ministry directions, different types of conversion, the Trinity, sexuality and spirituality, and the prophetic aspects of spiritual direction. In addition, each student will undertake a research project in an area of personal interest in the ministry of spiritual direction.

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

1. Demonstrate creativity and initiative in integrating theological reflection, knowledge and skills of spiritual direction, and the capacity to apply them to new situations in ministry and/or further learning;
2. Describe and articulate the distinctive role of spiritual direction among the helping professions;
3. Evaluate how psychological issues impact the practice of spiritual direction;
4. Research an aspect of spiritual direction and justify its unique relationship with spiritual direction practice.

**Pre-requisites:** Art of Spiritual Direction 2 (DD8203W)

**Unit Value:** 30 points

**Class Time:** Intensive: 5 x 2 day blocks, including a live-in intensive

**Assessment:** One 8,000 word research project and a one-hour presentation of the findings (70%)
4,000 word – reflection papers for peer group work (30%)

**Faculty:** Peter Bentley (Co-ordinator), Lynette Dungan, Joan Wright-Howie, Rosanne Arnott

**Select Bibliography:**

* = set texts recommended for purchase


DL9002W  Homiletics

Offered: 2016: Semester 2

This unit provides an introduction to the theology and practice of Christian preaching. It examines the nature of preaching and the place of the sermon in the service of worship.

Attention is given to discussing the role of the preacher, including such issues as authority, motivation and the ethics of persuasion. The activity of the listeners in the preaching experience will also be examined. The course will address matters of preparation, including consideration of the context, the selection and responsible interpretation of texts and themes and the adoption of appropriate structures, styles, images and illustrations.

Participants in the course will learn about the principles of public speaking including the use of the voice, body and personality in effective preaching. In addition to lectures, the presentation of sermons and action-reflection activities will give practical opportunities for learning through preaching and hearing.

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

1. Articulate a basic theology of preaching and the principles of public speaking.
2. Demonstrate a growing competence in preparing, presenting and evaluating sermons.
3. Discuss an appropriate treatment of texts, images and structures in relation to the context of the preaching event.

Pre-requisites: BN8001W and CT8001W

Class Time: Three hours of lectures and workshops

Assessment:

- One 1,000 word book review (10%)
- Three sermon presentations and critique (60%)
- Homiletic exercises (3,500 words) (30%) (2,500 words)

Faculty: Allan Demond

Select Bibliography:

Childers, Jana (ed.). *Birthing the sermon: women preachers on the creative process*. St Louis: Chalice Press, 2001
Noren, Carol M. *The woman in the pulpit*. Nashville: Abingdon Press, 1991
Quicke, Michael J. *360 degree preaching: Hearing, speaking and living the word*. Grand Rapids: Baker Academic, 2003
DM8002W  Intercultural Communication

Offered: 2016: Intensive

This unit examines the ways people interact, negotiate, cooperate and understand one another across and between different cultures. It also explores the biblical and theological perspectives on language, culture and communication, as well as the necessity of appropriate and effective communication for successful intercultural engagement.

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

1. Analyse one's identity and one's own socio-cultural and religious context.
2. Demonstrate an understanding of different models of intercultural communication.
3. Articulate an understanding of the nature of signs, symbols and meanings.
4. Identify common culture characteristics and the impact on intercultural communication.
5. Articulate a biblical perspective on language and culture difference and the implications for cross-cultural engagement.
6. Evaluate levels of culture identification and the effect on intercultural relationships.
7. Identify common barriers to appropriate and effective cross-cultural communication.

Prerequisites: Nil

Class Time: Intensive (6 weekends – Friday evening and Saturday morning)

Assessment:
- One book review (1,500 words) (25%)
- One intercultural exercise reflection paper (1,500 words) (25%)
- One essay (3,000 words) (50%)

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase


DM8005W  Culture and Language

Offered:  2016: Intensive

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

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

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

Prerequisites:  Nil

Class Time:  Intensive (5 days)

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

Faculty:  Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

DM8019W  Contextual Mission

Offered:  2016: January Intensive  (in conjunction with Global Interaction’s Strategic Mission Week)

This unit explores what is involved in sharing the gospel with different socio-cultural-religious communities in ways that are culturally appropriate and effective in leading to the establishment of Communities of Faith. Among topics considered are the theology of contextualisation and inculturation, encouraging local theologies and self-theologising, models of incarnational ministry, sharing faith with host communities, dialogue and evangelism in Muslim and Buddhist contexts, contextualisation in Australian indigenous community contexts, and ethical, strategic and practical issues in global mission today.

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate appreciation of cultural and religious difference.
2. Outline ways of engaging respectfully with people who have other religious and cultural beliefs and experiences.
3. Articulate basic understanding of a range of different socio-cultural-religious contexts, including Muslim, Buddhist and Australian Aboriginal contexts as a basis for formulating opportunities for missional engagement.
4. Summarise several major trends in global mission.
5. Critically compare these trends in global mission in the light of their growing understanding of cultural differences.

Prerequisites:  Nil

Class Time:  One week intensive (5 days)
(including attendance at Global Interaction’s Strategic Mission Week)

Assessment:  One essay on assigned reading (1,500 words). (25%)
One 30 minute educational presentation (25%)
One essay (3,000 words) (50%)

Faculty:  Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

DM9007W  The Multicultural Church

Offered:  2016: Intensive

This unit outlines a multicultural vision of the Kingdom of God and explores what it means for the church to work toward this vision in ministry and mission in multicultural Australia.

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

1. Articulate a multicultural vision for the church.
2. Identify several models for the local multicultural church.
3. Outline the major challenges facing migrant ethnic churches.
4. Identify and analyse cross-cultural issues in ministry and mission.
5. Demonstrate an ability to undertake independent research at graduate level.

Prerequisites:  45 points in Foundational Studies

Class Time:  6 days, comprising 3 day intensive, plus 3 x Saturdays

Assessment:
- One tutorial paper (1,500 words)  (20%)
- One research project (1,500 words)  (30%)
- One essay (3,000 words)  (50%)

Faculty:  Meewon Yang and Marc Chan

Recommended Reading:
* = set texts recommended for purchase


Hughes, Philip and Sharon Bond. *A handbook for cross-cultural ministry*. Adelaide: Openbook, 2005

Law, Eric H.F. *The wolf shall dwell with the lamb: A spirituality for leadership in a multicultural community*. St Louis, MO: Chalice Press, 1993


Woo, Rodney M. *The color of church: The biblical and practical paradigm for multiracial churches*. Nashville: B & H Academic, 2009
DM9031W  The Micah Mandate: Integral Mission and Global Poverty

Offered:  2016: Intensive

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

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

1. Explain important dimensions of an integral mission response to the needs of the global marginalised.
2. Articulate the theological convictions that underlie such a response.
3. Make an educational presentation on a current international advocacy campaign.
4. Think strategically regarding the mobilisation of the local church in integral mission.
5. Demonstrate the capacity to research a specific topic in a critically rigorous and sustained manner.

Prerequisites:  45 points of Foundational Studies

Class Time:  One week intensive (5 days)

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

Faculty:  Steve Bradbury

Recommended Reading:
* = set texts recommended for purchase

Grant, Jamie A and Dewi A Hughes, eds. Transforming the world? The gospel and social responsibility. Nottingham: Intervarsity Press, 2009
Maggay, Melba Padilla. Transforming society. 2nd ed. Eugene, OR: Wipf and Stock, 2010
Myers, Bryant L. Walking with the poor: Principles and practices of transformational development 2nd ed. Maryknoll: Orbis, 2014
DM9052W  The Anabaptist Vision

Offered: 2016: Semester 2  (also available online—see DM9752W)
[Unit offered alternatively as CH9052W]

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

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

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

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

Faculty: Marita Munro

Recommended Reading:

* = set texts recommended for purchase

Williams, George H.  *The Radical Reformation*, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
DM9065W  
Crossing the Street: Understanding Islam & Our Muslim Neighbours

Offered: 2016: Semester 2  
[Unit offered alternatively as AR9065W]

This unit provides an introduction to Islam by looking at its historical development, the life of the Prophet Muhammad, the place of the Quran in Islamic life, central beliefs & practices of Muslims, as well as historical Western and Christian interactions with Islam and Muslims. Particular attention will be paid to understanding the spiritual world and daily life of Muslims in various contexts, as well as barriers and bridges that can inhibit or facilitate understanding, positive interaction and fruitful encounters with Muslim neighbours. The unit will include talks and discussions with Muslims about their faith, as well as a visit to a local Mosque.

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

8. Outline the historical development of Islam.
9. Outline the central beliefs and practices of Muslims.
10. Articulate the importance of the Quran and the role of the Prophet Muhammad in Islam.
11. Articulate popular Islamic beliefs and practices.
12. Critique historical interactions with Muslims that have led to misunderstanding and confrontation.
13. Articulate fruitful practices that lead to positive encounters with Muslims.
14. Suggest possible barriers and bridges to having conversations with Muslims about matters of faith.

Prerequisites: 30 points in Foundational Studies

Class Time: Three hours per week

Assessment:

- Two book reports (1,000 words each) (20%)
- One research project (1,500 words) (30%)
- One essay (2,500 words) (50%)

Faculty: Ian Dicks

Recommended Reading:

* = set texts recommended for purchase

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

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

**DM1007W  Exposure to Cross-Cultural Mission**

Offered: 2016  By arrangement with Faculty

[Unit offered alternatively as DA1007W]

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

a. Students meet with the co-ordinator to be briefed on the process of theological reflection and cross-cultural observation;
b. The trip leader is acceptable to, and briefed by, the co-ordinator;
c. There are briefing and debriefing sessions consisting of at least ten hours; and
d. 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 examples of where the host community's culture is different, but not inferior to the students' own culture.
2. Articulate and evaluate the missiological approach of the cross-cultural mission agency.
3. Discuss some of the issues regarding the interaction of the gospel and culture in the host community.
4. Articulate some of the intercultural knowledge, characteristics and skills required for cross-cultural living and engagement in that context.
5. Outline and analyse their own responses to being in another culture.

**Prerequisites:** Students will find it helpful to have completed either DM1005W Culture and Language, or DM1019W/DM2019W Contextual Mission

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

**Assessment:**

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

**Faculty:** Ian Dicks

**Recommended Reading:**

* = set texts recommended for purchase


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

Offered: 2016: By arrangement with Faculty

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

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

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

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

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

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

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

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

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

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

**Faculty:** Ian Dicks

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

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DM9752W  The Anabaptist Vision (Online)

Offered:  2016: Semester 2
         (also available on campus – see DM9052W)
[Unit offered alternatively as CH9752W]

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

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

Prerequisites:  Nil

Class Time:  Online

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

Faculty:  Marita Munro

Recommended Reading:
* = set texts recommended for purchase


Tod, 2004

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DP8001W Theology and Practice of Pastoral Care

Offered: 2016: Semester 1

This unit provides an exploration of the biblical, theological and practical aspects of pastoral care as an expression of Christian life and ministry. Particular emphasis is given to biblical models of care, theological understandings of personhood and pastoral identity, and specific pastoral skills essential to the good practice of caring ministries.

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

1. Identify and describe biblical and theological themes that inform a Christian commitment to pastoral care
2. Engage with contemporary issues and challenges that impact upon the ministry of care
3. Draw upon personal experience and basic helping-skills as tools in the effective practice of pastoral care in daily life.
4. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
- One reading report (1,500 words) (25%)
- One case study (1,500 words) (25%)
- One essay (3,000 words) (50%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

Clinical Pastoral Education (Level 1)

Offered: 2016: Semesters 1 or 2; days and times to be negotiated

Double subject worth 30 points
[This postgraduate unit may also be taken by undergraduates (Bachelor of Ministry, Bachelor of Theology or the Advanced Diploma in Theology and Ministry) but the postgraduate fee (for two units) applies whatever course this unit is included in.]

Clinical Pastoral Education (CPE) is a programme of education and formation for the work of pastoral care. The programme’s methodology utilises the action/reflection model of learning. The action component entails the actual provision of pastoral care within a pastoral 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. CPE is “learning theology from the living human document” (Anton Boisen).

The goal of the programme is that the participant will be acknowledged first hand as the bearer of the sacred and the distinctive provider of spiritual and pastoral care.

Upon successful completion of this unit, it is expected that students will be able to:
1. Develop goals for their learning which identify their learning edges for the Unit
2. Begin, develop and conclude pastoral interactions with people with varied experiences
3. Identify and respond to a person’s spiritual needs and resources in ways that contribute to a person’s wellbeing
4. Demonstrate a basic capacity to engage with inter-disciplinary staff
5. Engage in reflection on their experience of spiritual care in writing, with a group of peers and with their supervisor, as they work towards their goals and objectives
6. Reflect upon their encounters and pastoral experience within a spiritual/theological framework
7. Articulate how the insights gained from theological/spiritual reflection on the pastoral experiences can be incorporated into future pastoral practice
8. Demonstrate a growing awareness of their identity as a spiritual carer.

Prerequisites (preferred):

In Undergraduate programs:
Successful completion of at least one unit at 2000 level or higher in CT and at least one unit in DP and at least one unit in Field B; and demonstrated pastoral competence; and a successful interview with the CPE Centre Director or delegate.

In Postgraduate programs:
At least one Unit in Field B or in CT and One Unit in Field D; and demonstrated pastoral competence; and a successful interview with the CPE Centre Director or delegate.

Timing: Part-time over 19 weeks (weekly) or Full-time over 11 weeks (intensive)

Workload:

Total expected hours engaged with teacher / class
- 200 hours engaged in practice of spiritual care
- 10 hours of individual supervision
- 60 hours of peer group supervision

Total expected personal study hours
- 60 hours of personal written reflection on experience of spiritual care
- 70 hours of personal reading/study

...DP8273S continued next page
...DP8273S continued from previous page

Assessment:

NOTE that this unit is graded Pass/Fail ALL tasks MUST be completed satisfactorily to pass this unit.

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<td>Statement of Learning Goals (200 words)</td>
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<tr>
<td>Reports of spiritual care with people (8 of) (approx. 6000 words)</td>
<td>30%</td>
</tr>
<tr>
<td>Faith/spirituality and ministry story (min 100 words)</td>
<td>5%</td>
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<tr>
<td>Case study (2500 words)</td>
<td>10%</td>
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<tr>
<td>Mid term evaluation paper (2500 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Final evaluation paper (2500 words)</td>
<td>30%</td>
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</table>

Faculty: Allison Whitby, CPE Liaison Officer, Stirling Theological College

Recommended Reading: No particular readings are set for this unit.
DP9009W  Theology and the Arts

Offered: 2016: September intensive  
[Unit offered alternatively as CT9009W]

This unit introduces and examines a conversation between the resources of Christian theology and those of the arts, enquiring into the ways that these two fields of human activity both inform and are informed by each other. Students will be encouraged to think through the implications of such for theology, for human artistry, and for the shape and content of human vocation.

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

1. Identify and analyse the respective contributions of theology and the arts to each other’s assumptions and methods.
2. Describe a range of responses to how theologians and artists have understood each other’s vocations.
3. Articulate a coherent theological statement on the relationship between theology and the arts.
4. Exhibit some independent and critical responses to both a selection of artworks and to the conversations in which artists and theologians are engaged.
5. Propose and evaluate a methodology in which the arts and theology together inform both faith and communal identity.

Prerequisites: 30 points, including 15 points in DP

Prohibited combinations:
DDP2/3/9012 The Arts and Theological Reflection

Class Time: 5 x day intensive, plus 1 x Saturday morning

Assessment: One seminar paper (1,000 words) (20%)
One journal of critical reflections (1,500 words) (30%)
One essay (3,500 words) (50%)

Faculty: Richard Kidd (guest lecturer), with Anne Mallaby and Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

The Good Life

Offered: 2016: Semester 2 (Also available online – see DP9721W)
[Unit offered alternatively as BS9021W]

This unit will examine contemporary understandings of the good life in the light of biblical and theological traditions. Students will consider sociological, psychological and community development literature, alongside indicators of the good life in popular culture, including health and beauty, wealth, and leisure, and critique them from a biblical and theological standpoint.

Upon successful completion of this unit, it is expected that students will be able to:
1. Critically evaluate definitions of the good life
2. Demonstrate theological insight in analysing popular culture
3. Articulate the relationships between personal, social and environmental conceptions of wellbeing
4. Assess the relevance of selected biblical traditions to their own experience
5. Construct a theology of the good life.

Prerequisites: Foundational units in Field D & B

Class Time: Three hours per week

Assessment:
- One 1,500 word case study (30%)
- One 1,500 word theological reflection paper (30%)
- One 2,000 word essay (40%)

Faculty: Anne Mallaby & Mark Brett

Recommended Reading:
* = set texts recommended for purchase

DP9013S  Chaplaincy & Pastoral Care in Education, Healthcare & Community Settings

Offered: 2016: Intensive in partnership with Stirling Theological College

The aim of this unit is to enable practitioners to develop a pastoral and theological framework for engaging in pastoral care roles outside of the church and in the community, acting with integrity towards the organisation’s purpose and their own pastoral formation. Pastoral care is explored in the context of diverse community settings including hospitals, schools, workplaces, sporting, defence forces and other community organisations. Interpretive frameworks (language, metaphor and image) are theologically evaluated in the light of the separation of these settings from the church or where, critically, the influence of religious spiritual care is less pronounced. The role and identity of pastoral carers, chaplains and other pastoral workers within such contexts are critically examined and the implications of ‘divorce’ from one’s faith tradition are examined pastorally and vocationally. Practical challenges are considered: managing the organisational demands of the institution in which the practitioner is engaged; interpreting and integrating the theological and pastoral intent of the chaplain/pastoral carer within the role or position description; developing reflective practice that can respect and dialogically integrate theology, experience, culture and context.

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

1. Articulate operative theological frameworks for community-based care in a specific context
2. Identify available pastoral frameworks for ‘care in context’ and critically integrate these with their own pastoral practice.
3. Express theological concepts in language, image and metaphor appropriate to the context.
4. Identify appropriate policy documentation, practice guidelines and reporting requirements within their own specific context.
5. Critically apply theological and pastoral reflections and contemporary research in different settings for care.

Prerequisites: One foundational unit (15 points) in Field D

Prohibited Combinations: DM/DP2/3/9030W Chaplaincy in Educational Settings

Class Time: Intensive: two three-day blocks

Assessment: Theological/Pastoral Reflection on a Biography of Context (1,500 words) (25%)
Reflection on Presentation by practitioner (1,500 words) (25%)
Integrative Essay (3,000 words) (50%)

Faculty: Gary Heard

...DP9013S continued next page
Recommended Reading:

* = set texts recommended for purchase


DP9037W  Wellbeing at Home

Offered:  2016: Semester 2

This unit explores theologically and pastorally the nature and practice of ministry within the household context. The unit will consider the various family frameworks and trends in Australia today. Drawing on recent theological and sociological literature, participants will consider social and spiritual aspects of children, adolescence, marriage and singleness. Challenges to family wellbeing will be considered, with practical and reflective responses explored.

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

1. Articulate a theology and demonstrate a strategy for pastoral practice within a broad range of family styles.
2. Demonstrate an informed appreciation of children and youth in Australia, describing a pastoral strategy for supporting them in their growth.
3. Integrate a theological understanding and develop a pastoral approach for care of people throughout the life-cycle.
4. Describe and develop a pastoral strategy for responding to family dysfunction and developing supports for well-being in the home.
5. Identify and develop ministry tools sensitive to various aspects of family systems that encourage well-being in the home.
6. Demonstrate a critical and constructive response to a ministry case study, drawing upon and integrating theological reflection.

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:  One resource work book (1,500 words) (25%)
             One tutorial paper (1,500 words) (25%)
             One research essay (3,000 words) (50%)

Faculty:  Anne Mallaby

Recommended Reading:
*


Root, A Revisiting relational youth ministry: from a strategy of influence to a theology of incarnation (Downers Grove : IVP, 2007)


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

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

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

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

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

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

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

Faculty: Colin Hunter / James Lewis

...DP9067W continued next page
Recommended Reading:

* = set texts recommended for purchase

Floding, M. *Welcome to theological field education*. Herndon, Virginia: Alban, 2014
Supervised Theological Field Education (STFE) provides a framework for reflection, action and the integration of learning. It takes a specific context of ministry and focuses on how the application of skills gained and concepts explored during theological studies are now being integrated and applied. Students are required to reflect on the process of learning itself, to articulate how they learn, and the impact of this upon their theological and personal development. Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP9067W in consecutive semesters). The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours per semester.

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

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

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

Assessment:

The subject is marked on a Pass/Fail basis

- One Goal setting exercise 750 words
- One End of semester self-evaluation 750 words
- Two class presentations 750 words (each)
- One essay 3,000 words

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

Faculty: Colin Hunter / James Lewis

...DP9069W continued next page
Recommended Reading:
* = set texts recommended for purchase

Floding, M. *Welcome to theological field education*. Herndon, Virginia: Alban, 2014
DP9273S  Clinical Pastoral Education (Level 2)

Offered: 2016: Semesters 1 or 2; days and times to be negotiated

Double subject worth 30 points

[This postgraduate unit may also be taken by undergraduates (Bachelor of Ministry, Bachelor of Theology or the Advanced Diploma in Theology and Ministry) but the postgraduate fee (for two units) applies whatever course this unit is included in.]

This unit builds on the foundational CPE unit, DP8273S Clinical Pastoral Education Level 1.

To gain certification as having completed a unit of Clinical Pastoral Education at this Advanced Level the Candidate will be required to meet with a selected panel of professional people including representatives of pastoral, supervisory and theological traditions. The panel’s task is to ensure the Candidate for Advanced Level Certification is competent in all four phases of the experiential cycle of learning. The Candidate for CPE Advanced Certification is required to engage in pastoral ministry in ways that demonstrate competence in each phase of the cycle of learning at an Advanced Level. At this meeting the Candidate will be required through prepared documents and personal interview to demonstrate concrete experience, reflective observation, pastoral and theological conceptualisation and active experimentation. At the Advanced Level freedom to depart responsibly from a Level 1 format is important, as is the Candidate’s personal security in the absence of well defined roles and boundaries.

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

1. Develop goals to extend their “learning edges” in this area
2. Begin, develop and conclude pastoral interactions with people with varied experiences in creative and integrated ways
3. Identify and respond to the person’s spiritual needs and resources in ways that contribute to the person’s well-being
4. Engage professionally with inter-disciplinary staff and confront hard choices of truth and power appropriately
5. Reflect on their experience of spiritual care in their writing, with a group of peers and with their supervisor as they work towards their goals and objectives
6. Critically reflect upon the particulars of their encounters and pastoral experience in the light of general spiritual/theological themes and concepts.
7. Demonstrate a strong awareness of their identity as a spiritual carer and articulate a preferred style of practice, assessing its appropriateness, strengths and limitations.
8. Identify, develop and integrate general pastoral principles from reflection on their pastoral practice
9. Consider and adopt a variety of pastoral stances and strategies pertinent to the professional practice of pastoral care

Prerequisites:

DP8273Z or foundational unit of CPE completed before 31 December 2014 and permission to undertake the CPE Unit at Advanced Level from the CPE Centre Director prior to enrolment.

Timing:

Part-time over 19 weeks (weekly) or Full-time over 11 weeks (intensive)

Workload:

Total expected hours engaged with teacher / class

- 200 hours engaged in practice of spiritual care
- 10 hours of individual supervision
- 60 hours of peer group supervision

Total expected personal study hours

- 60 hours of personal written reflection on experience of spiritual care
- 70 hours of personal reading/study

...DP9273S continued next page
Assessment:

NOTE that this unit is graded Pass/Fail ALL tasks MUST be completed satisfactorily to pass this unit.

Statement of Learning Goals (200 words) (2.5%)
Reports of spiritual care with people (8 of) (approx. 6000 words) (15%)
Faith/spirituality and ministry story (min 100 words) (2.5%)
Case study (2500 words) (5%)
Mid term evaluation paper (2500 words) (15%)
Final evaluation paper (2500 words) (20%)
Essay (1500 words) (15%)
Presentation to Panel (EACH learning outcome MUST be demonstrated clearly and competently for this task to be passed) (25%)

Faculty: Allison Whitby, CPE Liaison Officer, Stirling Theological College

Recommended Reading: No particular readings are set for this unit.
DP9415W Supervised Reading Unit in Pastoral Studies

Offered: 2016: By arrangement with Faculty

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

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

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

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

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

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

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

Tailored learning outcomes are also to be proposed and approved.

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

Assessment: One 6,000 word essay

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DP9721W  The Good Life (Online)

Offered:  2016: Semester 2  (Also available on campus – see DP9021W)
          [Unit offered alternatively as BS9721W]

This unit will examine contemporary understandings of the good life in the light of biblical and theological traditions. Students will consider sociological, psychological and community development literature, alongside indicators of the good life in popular culture, including health and beauty, wealth, and leisure, and critique them from a biblical and theological standpoint.

Upon successful completion of this unit, it is expected that students will be able to:
1. Critically evaluate definitions of the good life
2. Demonstrate theological insight in analysing popular culture
3. Articulate the relationships between personal, social and environmental conceptions of wellbeing
4. Assess the relevance of selected biblical traditions to their own experience
5. Construct a theology of the good Life.

Prerequisites:  Foundational units in Field D & B

Class Time:  Online

Assessment:  One 1,500 word case study (30%)
              One 1,500 word theological reflection paper (30%)
              One 2,000 word essay (40%)

Faculty:  Anne Mallaby & Mark Brett

Recommended Reading:
* = set texts recommended for purchase
DS9008W  Spirituality: Transforming Life

Offered: 2016: Semester 2

This unit explores the integration of spirituality with the practice and theology of ministry. Students will be introduced to a range of theoretical and experiential tools with which to explore the inward or contemplative and outward movements of the spiritual journey, the art and craft of discernment, and the significance of their personal identity in shaping their ministry practice.

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

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

Pre-requisite: 45 points in Foundational Studies

Class Time: Three hours per week

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

Faculty: Roslyn Wright

Select Bibliography:
* = set texts recommended for purchase

DS9201W  Art of Contemplative Practice

Offered: 2016: Intensive January-February (through WellSpring)

This unit explores the foundational principles of contemplation and its relevance to our life, work and ministry contexts. The formation program will draw on the various contemplative elements of inner silence, solitude, Sabbath, prayer, listening, discernment and the human experience of God. Participants will be invited to reflect on these aspects of contemplation and their impact on their developing awareness of God in their everyday life experience.

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

1. Demonstrate an informed and critical appreciation of contemplation
2. Articulate an understanding of various experiences of contemplation.
3. Assess models of prayer, listening and action that relate to everyday life experience.
4. Compare and contrast various approaches to contemplative practices as they relate to vocational engagement.
5. Systematically evaluate the lectio divina approach to contemplative practice.
6. Creatively apply the principles of contemplative practice to discernment processes in life decisions

Pre-requisites: Nil

Class Time: Intensive: 3 x 2 day blocks, including a live-in retreat and a field trip

Assessment:

One essay or ministry project (2,500 words) (50%)
One field-trip report (1,500 words) (30%)
One journal (2,000 words) (20%)

Faculty: Peter Bentley

Select Bibliography:

* = set texts recommended for purchase

DS9207W  Leading Contemplative Groups: Exploring the work of Parker J. Palmer

Offered: 2016: Intensive July – October (through WellSpring)

This unit will explore both the principles and practice of inner spiritual growth through the model of Parker Palmer’s *Hidden Wholeness* and contemplative group reflection through story, poem, art and reflection. Participants will learn through lectures, discussion, contemplative group work and a retreat experience.

Upon successful completion of this unit, it is expected that students will be able to:
1. Examine and evaluate their personal approach to exploring the inner spiritual landscape
2. Demonstrate both an understanding and integration of Parker Palmer’s approach to the spiritual life
3. Establish and design a contemplative circle
4. Lead a contemplative group
5. Integrate personal spiritual experience with ancient and contemporary contemplative knowledge through the group process

Pre-requisites: Nil

Class Time: Intensive: 4, six hour intensive sessions, plus one 12 hour live-in weekend retreat

Assessment:
- One essay (3,000 words) (50%)
- One tutorial paper (1,500 words) (25%)
- One report on a Contemplative Circle (1,500 words) (25%)

Faculty: Christopher Page

Select Bibliography:
* = set texts recommended for purchase
* ______________. *Community, Knowing and Spirituality in Education* [www.infed.org/thinkers/palmer.htm](http://www.infed.org/thinkers/palmer.htm)
DS9415W  Supervised Reading Unit in Spirituality

Offered:  2016:  By arrangement with Faculty

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

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

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

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

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

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

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

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

Prerequisites:  45 points of Foundational Studies

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

Assessment:  One 6,000 word essay

Faculty:  Anne Mallaby

Recommended Reading:

* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
Capstone

Offered: 2016: By arrangement with Faculty

A Capstone unit is a category of unit in which the student demonstrates integration of the elements of their learning across the award, achievement of the outcomes of the award, and a sophisticated level of understanding and skills. The learning outcomes require students to engage with methodologies, concepts, and content from more than one field and or discipline and to show awareness of the issues related to creative and effective communication of sophisticated ideas.

Assessment may include research, application or creation and communication of high level knowledge.

A Capstone Unit:

a. may not be taken as any other form of unit;
b. must only permit enrolment by students in the final two semesters of a bachelor’s or master’s degree;
c. may permit student attendance in a class associated with another unit;
d. is integrative by nature and requires Elective or Undergraduate Level 2 or Undergraduate Level 3 units in at least two disciplines of study as prerequisites;
e. requires the demonstration of sophisticated understanding and skills for a pass to be obtained;
f. must have learning outcomes that engage the course outcomes for the award in which it is included;
g. requires the demonstration of high level academic skills, such as in the exegesis and use of texts; argumentation; research (including sophisticated database use); and communication skills.

See Supervised Reading Unit outlines for further information.

Capstone units available: XE9970W Capstone by Integrative Essay

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

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

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

Prerequisites: None

Exclusions: EDS9119F Spiritual Research Seminar (Sentir)

Requirements: Three hours per week

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

Faculty: Prof. John McDowell (Co-ordinator)

Recommended Reading:
* = set texts recommended for purchase


