2016 Course and Unit Outlines
UNDERGRADUATE DEGREES
whitley.edu.au
2016

Undergraduate Degrees Information

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UNDERGRADUATE STUDIES: DEGREES

The units detailed in this handbook are available to be undertaken for credit towards an undergraduate degree. For entry to these courses, a pass in the VCE (or equivalent) is required, unless special permission is granted for ‘provisional’ entry. If previous studies have not been undertaken in English, students will be required to produce evidence of English language proficiency. Mature age entry options are also available.

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.

Bachelor of Theology

The Bachelor of Theology offers a broad-based degree in theology, with requirements in all the crucial areas: Bible, History, Theology and Practical Theology.

From 2016, a new course structure for the Bachelor of Theology commences. The degree will require a student to complete:

- 60 points in Biblical Studies, which must include at least 15 points in each Testament
- 30 points in Church History
- 60 points in Systematic Theology
- 30 points in Field D (Theology: Mission and Ministry)
- A further 180 points.

No more than 180 points can be taken at level 1, and at least 90 points must be taken at level 3 (of which at least 30 must come from either Field B or Systematic Theology (CT)).

This balanced approach means that graduates have both a breadth in understanding and a strong focus in an area of their choosing.

This degree requires 360 points (24 semester units of 15 points each), taking a minimum of three years and a maximum of nine years. A semester unit is usually 3 hours per week for 12 weeks, or the equivalent over a shorter intensive period.

Students who already hold another degree may be eligible to receive some credit for their previous study, thus reducing the total study requirements for the degree.
**Bachelor of Ministry**

The Bachelor of Ministry offers a sound foundation in the key theological disciplines with a focus on practical ministry. It establishes foundations for ministry through the study of the scriptures, theological traditions, historical and contemporary contexts. It requires a concentrated study in the practice of and reflection on ministry.

The degree will require a student to complete:

- 60 points in Biblical Studies, which must include at least 15 points in each Testament
- 30 points in Church History
- 60 points in Systematic Theology
- 30 points in Field D (Theology: Mission and Ministry)
- 60 points of praxis units in Field D (praxis units combine ministry practice with theological reflection)
- A further 120 points.

No more than 180 points can be taken at level 1, and at least 90 points must be taken at level 3 (of which at least 30 must come from Field D.)

This degree requires 360 points (24 semester units of 15 points each), taking a minimum of three years and a maximum of nine years. A semester unit is usually 3 hours per week for 12 weeks, or the equivalent over a shorter intensive period.

**Bachelor of Theology/Bachelor of Ministry**

Students are able to combine study for the Bachelor of Theology and Bachelor of Ministry Degrees. In addition to completing the requirements for both degrees as outlined above, the combined degree

- Must include a total of 480 points
- Must not include more than 210 points at level 1
- Must include at least 120 points at level 3 including at least 30 points in Field D and at least 30 points in either Field B or Systematic Theology (CT)

**Combining Studies in Theology with another degree**

It is possible for students to undertake a Bachelor of Theology part-time, while taking another university degree. Whitley College faculty can assist you in planning your pathway here. In some instances, it is possible to transfer in some credit from previous study.

It is also possible for units at Whitley to be included as part of degree studies undertaken at another university, and for studies taken at another university to be included in your Bachelor degree. Speak to the Dean if you would like to explore this further.
## Undergraduate Degree Unit Outlines

The following pages detail all undergraduate degree 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 |
| D | Discipline | Humanities | AL | Biblical Languages |
|   |          |          | AL | Languages ancient and modern |
|   |          | 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 |
### UNDERGRADUATE DEGREE UNITS OFFERED 2016

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AL1002W  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.

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

AL1003W   English for Theological Studies

Offered:  2016: Not offered

This course is an introduction to the use of English as the medium for studying theology. Students will be equipped with a theological vocabulary and practice in using it. There is a special emphasis on critical reading and analysis and the skills required for preparation of formal written papers.

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

1. Demonstrate an understanding of the specialised terminology of biblical and theological study (in both academic and colloquial style, recognising figurative language and allusions to the Bible);
2. Apply the techniques and styles of written composition for academic purposes
3. Utilise appropriate reference materials
4. Demonstrate the use of critical methods into their essay-writing at first and second year level, correctly documenting arguments from the Bible and primary historical sources, and using correct conventions in quotation and cross-referencing.
5. Use appropriate language and style to make oral presentations of summaries and analysis of scholarly articles;
6. Pronounce key terminology correctly

Prerequisites:  NIL

Class Time:  Three hours per week

Assessment:  
- One 1,000 word essay (written in class) (20%)
- One 2000 word essay (30%)
- One 20 minute oral examination (30%)
- One written language test (20%)

Faculty:  Lynne Dyer

Recommended Reading:

AL1004W  Oral Communication

Offered:  2016: Not offered

An introduction to the use of oral English as an essential skill in studying theology. Special emphasis is on critical listening and the use of verbal and non-verbal skills in oral communication.

Upon successful completion of this unit, it is expected that students will be able to:
1. Understand, pronounce and use the specialised terminology of biblical and theological study
2. Listen critically to lecture and narrative material and engage in critical discussions
3. Recognize and name the different oral genres used in lectures, seminars, case-studies, preaching, worship and liturgy
4. Engage in group and one-to-one discussions
5. Prepare and read a tutorial paper in appropriate language and style

Prerequisites:  Non-English Speaking Background students who have not undertaken tertiary studies in English.

Class Time:  Three hours per week

Assessment:  One 1,000 word tutorial paper (30%)
One 10 minute oral examination (25%)
Two prepared speaking tasks (1,000 words) (25%)
Two 20 minute aural comprehension tests (20%)

Faculty:  Lynne Dyer

Recommended Reading:
* = set texts recommended for purchase

AL1005W  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, and 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.

Prerequisites:  NIL

Class Time:  Three hours per week

Assessment:  Weekly tests (50%)  
One exegetical paper or essay using Hebrew (1,500 words) (25%)
One exegetical paper or essay using Greek (1,500 words) (25%)

Faculty:  TBA

Recommended Reading:
* = set texts recommended for purchase

**AL1006W  Introduction to Syriac Language**

**Offered:** 2016: Intensive

This subject is an introduction to the grammar and reading of classical Syriac, a dialect of Aramaic the language spoken by Jesus. It covers grammatical concepts and paradigms, sentence formation and translation, and the reading of simple texts, particularly the Gospels. Background information on the cultural and literary context in which Syriac was a living language is woven into the subject matter.

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

1. Explain the elements of the grammar, syntax, and vocabulary of classical Syriac.
2. Read elementary Syriac literary texts.
3. Translate a simple story from English into Syriac.
4. Evaluate the Syriac Gospels as an oral, literary and poetic tradition.

**Prerequisites:** NIL

**Class Time:** Three hours per week

**Assessment:** 8 x daily assignments (average 250 words each) (50%)

Final examination (2,000 words) (50%)

**Faculty:** Terry Falla

**Recommended Reading:**

* = set texts recommended for purchase

*Verbal Paradigms in Syriac* by George Kiraz (from Gorgias Press) $US35

*Course book prepared by lecturer

Optional:


Relevant pages are included in the course book.

Multiple copies of various Syriac lexicons, and grammars by Nöldeke and Muraoka will be made available for student reference during the course.
AL1011W  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 (50%)
One two hour examination (50%)

Faculty: Megan Turton

Recommended Reading:
* = set texts recommended for purchase

Dictionaries:

Grammars:
AL1012W  New Testament Greek B

Offered:  2016: Semester 2

AL1012W provides the foundation for further work in Greek.

This unit builds on AL 1002W, 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 this 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:  AL1002W New Testament Greek A

Class Time:  Three hours per week

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

Faculty:  Stephen Field

Recommended Reading:
* = set texts recommended for purchase

AL2010W  Ruth

Offered:  2016: Semester 2
[Unit offered alternatively as BA2010W]

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

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

Prerequisites:  AL1011W and BA1001W

Class Time:  Three hours per week

Assessment:  Weekly translation exercises
(equivalent to 1,500 words total)  (30%)f
One 1,000 word exegetical paper  (30%)f
One two hour examination  (40%)f

Faculty:  Megan Turton

Recommended Reading:
* = set texts recommended for purchase

Campbell, Edward F.  Ruth.  Garden City:  Doubleday, 1975
BA1001W  Introducing the Hebrew Bible

Offered: 2016: Semester 2

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the historical and social world of the Hebrew Bible.
2. Demonstrate a working familiarity with a range of interpretive approaches to the Hebrew Bible.
3. Effectively use the tools for biblical interpretation: lexicons, dictionaries, commentaries, journals, monographs and primary sources.
4. Develop and summarise an awareness of and appreciation for the history of Hebrew Bible research and a variety of interpretive approaches current in biblical scholarship.
5. Support theological and hermeneutical applications of the Hebrew Bible to their current context.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Mark Brett

Recommended Reading:
* = set texts recommended for purchase
BA2/3006W  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 implications of these texts.

Upon successful completion of the unit, it is expected that students will be able to:
1. Describe selected scholarly theories about human and divine participation in war.
2. Rigorously exegete a biblical text related to the themes of war or peace.
3. Analyse the biblical background to notions of ‘just war’ and pacifism.
4. **Level 3:** Reflect critically on the concept of genocide and its applicability in understanding Deuteronomy 20 and Joshua’s conquest narratives.

Prerequisites:  Level 2: BA1001W or equivalent  
Level 3: 45 points in Field B with 30 points in Hebrew Bible

Class Time:  Three hours per week

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

**Level 3:**  
One tutorial paper (1,500 words)  (20%)  
One exegetical paper (2,000 words)  (40%)  
One essay (2,000 words)  (40%)

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase
* = set texts recommended for purchase
Dever, William G. *Who were the Israelites and where did they come from?* Grand Rapids: Eerdmans, 2003  
Kang, Sa Moon. *Divine war in the Old Testament and in the ancient near east*. Berlin: de Gruyter, 1989  
Ollenberger, Ben C. *Zion, the city of the great king*. Sheffield: Sheffield Academic, 1987  
BA2/3007W  Jeremiah

Offered: 2016: Intensive

This unit examines the book of Jeremiah with particular reference to the historical background assumed, and 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 5th and 6th 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. Demonstrate a critical awareness of the social, economic and religious issues underlying these texts.
5. Describe the major theological themes in Jeremiah and discuss them in relation to the socio-political climate of 6th and 5th centuries BCE Israel.
   [At level 3] Compare the issues faced by Jeremiah and his responses to these issues with current issues and ‘prophetic voices’.

Prerequisites: BA1001W or equivalent

Class Time: Three hours per week

Assessment:
Level 2:
- Critical review of readings (1,000 words) (15%)
- One exegetical paper (1,500 words) (35%)
- One essay (2,500 words) (50%)

Level 3:
- Critical review of readings (1,500 words) (20%)
- One exegetical paper (1,500 words) (30%)
- One essay (2,500 words) (50%)

Faculty: Val Billingham

Recommended Reading:
* = set texts recommended for purchase

BA2010W  Ruth

Offered:  2016: Semester 2
[Unit offered alternatively as AL2010W]

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

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

Prerequisites:  AL1011W and BA1001W

Class Time:  Three hours per week

Assessment:  Weekly translation exercises  
(equivalent to 1,500 words total)  (30%)
One 1,000 word exegetical paper (30%)
One two hour examination (40%)

Faculty:  Megan Turton

Recommended Reading:  
* = set texts recommended for purchase

Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
BA2/3014W  Genesis

Offered:  2016: Semester 2

An examination of the book of Genesis, in light of various critical methods. Attention will be given to literary sources and editing, religious 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. Level 3: Evaluate the implications of competing critical methods.

Prerequisites:  45 points in Field B; Hebrew recommended

Class Time:  Three hours per week

Assessment:

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<tr>
<th>Level</th>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Level 2</td>
<td>One exegetical paper (2,500 words)</td>
<td>(40%)</td>
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<td>One essay (2,000 words)</td>
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<td>Critical reflections on reading (1,000 words)</td>
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<th>Level 3</th>
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<tr>
<td></td>
<td>Critical reflections on reading (1,000 words)</td>
<td>(20%)</td>
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</table>

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase

Lipton, Diana. *Visions of the night*. Sheffield: Sheffield Academic Press, 1999
BA3415W  Supervised Reading Unit in 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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

Tailored learning outcomes are also to be proposed and approved.

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

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

Faculty: Mark Brett

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN1001W Interpreting the New Testament

Offered: 2016: Semester 1 (Also offered online – see BN1701W)

BN1001W provides the introductory unit in New Testament studies and serves as a pre-requisite for all other BN units. The unit is based on inductive exegetical workshops that introduce a range of exegetical methods, together with readings and lectures on the genres, background and interpretation of the New Testament. The exegetical exercises sample the Synoptic Gospels, Fourth Gospel, Letters of Paul and Revelation.

Upon successful completion of the unit, it is expected that students will be able to:
1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, their place in the development of the canon, 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; and
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: 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.
BN1701W Interpreting the New Testament (Online)

Offered: 2016: Semester 1  (Also offered on campus – see BN1001W)

BN1001W / BN1701W provides the introductory unit in New Testament studies and serves as a pre-requisite for all other BN units. The unit is based on inductive exegetical workshops that introduce a range of exegetical methods, together with readings and lectures on the genres, background and interpretation of the New Testament. The exegetical exercises sample the Synoptic Gospels, Fourth Gospel, Letters of Paul and Revelation.

Upon successful completion of the unit, it is expected that students will be able to:
1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, their place in the development of the canon, 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; and
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application.

Prerequisites: Nil

Class Time: Online

Assessment:  
- Online tutorial participation (at least 5 entries of approximately 200 words each) responding to weekly exegetical workshops and peer interaction (20%)
- One 1,000 word workshop paper (40%)
- One 2,000 word exegetical essay (40%)

Faculty: 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.
BN2/3003W  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:
1. Describe and discuss the socio-political and literary context in which the Gospel first circulated.
2. Identify distinctive Lukan Christological, ecclesiological, pneumatological, missiological and eschatological themes and understandings.
3. Demonstrate a capacity to exegete the Lukan text by employing a range of appropriate exegetical methods and resources.

**Prerequisites:** Level 2: BN1001W
Level 3: 30 points in New Testament

**Class Time:** Three hours per week

**Assessment:**

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

**Level 3:**
- 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

BN2/3007W  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. Relate the Sermon to the larger structure, setting, and theology of the Gospel of Matthew.
3. Describe and discuss the theological and ethical implications of the Sermon for the church and society.
4. Level 3: 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.

Prerequisites:  
Level 2: 30 points in New Testament  
Level 3: 45 points in New Testament (and NT Greek if taken as part of a NT major at Level 3)

Class Time: Three hours per week

Assessment:

Level 2:  
One critical review of readings (1,500 words) (30%)  
One essay (2,500 words) (50%)  
One seminar paper (1,000 words) (20%)  

Level 3:  
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


BN2/3009W  Paul, the Cross-shaped Church and its Mission

Offered: 2016: Semester 1  (Level 3 also offered online – see BN3709W)

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 the 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. Interpret 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. Reflect critically on the implications of the Pauline concept of conformity with the crucified Christ for the mission of the church today.
5. Level 3: Demonstrate an understanding of the concept of participation in Christ in view of the recent developments in Pauline scholarship.

Prerequisites: First-level introductory unit in New Testament (BN8001W or equivalent)

Class Time: Three hours per week

Assessment:

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

**Level 3:**
- One thematic tutorial paper (1,000 words)  (20%)
- One exegetical essay (2,000 words)  (40%)
- One thematic essay (2,000 words)  (40%)

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase

BN2010W World of the New Testament

Offered: 2016: Semester 1

BN2010W complements the main introductory unit in New Testament studies (BN1001W) and provides a more comprehensive survey of the background to the first century circum-Mediterranean world (history, politics, religion). Topics will include the Greek Empire, the Maccabees, the rise of the Roman Empire, the Herodians, and the literature of Philo, the Dead Sea Scrolls and Josephus.

Upon successful completion of the unit, it is expected that students will be able to:
1. Describe the literature engaging and influencing the first century Judeo-Christian world, including Philo, the Dead Sea Scrolls and Josephus;
2. List the contributing elements of the historical, religious, political and social world of the New Testament era;
3. Describe the physical and political geography of the first century Greco-Roman world;
4. Demonstrate the relevance of understanding the context of the New Testament by exegeting a selected New Testament text;

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Oh-Young Kwon

Recommended Reading:
* = set texts recommended for purchase

BN2/3034W  Acts

Offered:  2016: Semester 2  (Also offered online – see BN2734W / BN3734W)

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 the 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 the theology of the Acts of the Apostles (christology, pneumatology, eschatology, ecclesiology, missiology); and
5. **Level 3:** Give a coherent account of the social, cultural and political context of Acts.

Prerequisites:  BN8001W Interpreting the New Testament, or
BN8701W Interpreting the New Testament (online), or equivalent

Class Time:  Three hours per week

Assessment:

**Level 2:**
- Critical review (1,000 words)  (20%)
- Seminar/tutorial paper (1,000 words)  (30%)
- Exegetical essay (2,000 words)  (50%)

**Level 3:**
- Critical review (1,000 words)  (20%)
- Seminar/tutorial paper (1,000 words)  (30%)
- Exegetical essay (3,000 words)  (50%)

Faculty:  Oh-Young Kwon

Recommended Reading:
* = set texts recommended for purchase


BN2/3734W  Acts (Online)

Offered:  2016: Semester 2  (Also offered on campus – see BN2034W / BN3034W)

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, sociocultural 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 the 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 the theology of the Acts of the Apostles (christology, pneumatology, eschatology, ecclesiology, missiology); and
5. Level 3: Give a coherent account of the social, cultural and political context of Acts.

Prerequisites:  BN8001W Interpreting the New Testament, or 
BN8701W Interpreting the New Testament (online), or equivalent

Class Time:  Online

Assessment:

Level 2:  Critical review (1,000 words)  (30%)
Online tutorial participation (at least 5 entries of approximately 200 words each) responding to weekly exegetical workshops and peer interaction  (20%)
Exegetical essay (2,000 words)  (50%)

Level 3:  Critical review (1,000 words)  (30%)
Online tutorial participation (at least 5 entries of approximately 200 words each) responding to weekly exegetical workshops and peer interaction  (20%)
Exegetical essay (3,000 words)  (50%)

Faculty:  Oh-Young Kwon

Recommended Reading:
* = set texts recommended for purchase


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

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

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in New Testament

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

Faculty: Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN3709W  Paul, the Cross-shaped Church and its Mission (Online)

Offered: 2016: Semester 1  (Also offered on campus – see BN2009W / BN3009W)

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 the 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. Interpret 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. Reflect critically on the implications of the Pauline concept of conformity with the crucified Christ for the mission of the church today.
5. **Level 3:** Demonstrate an understanding of the concept of participation in Christ in view of the recent developments in Pauline scholarship.

**Prerequisites:**  First-level introductory 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 set readings and peer interaction (20%)
- One exegetical essay (2,000 words) (40%)
- One thematic essay (2,000 words) (40%)

**Faculty:** Siu Fung Wu

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

BN3733W  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 the unit, it is expected that students will be able to:

1. Articulate the major interpretations of Romans in Pauline scholarship, especially in relation to suffering and justice.
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 to write an exegetical essay in an appropriate form.
5. **Level 3**: Give a critical account of Pauline theology in Romans, including its christological, ecclesiological, pneumatological, missiological, and eschatological dimensions.

**Prerequisites**: First-level introductory unit in New Testament (BN1001W 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 1,500 word thematic essay (30%)
One 2,500 word exegetical essay (50%)

**Faculty**: Siu Fung Wu

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


BN3742W  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 the unit, it is expected that students will be able to:
1. Apply exegetical methods to the text of Revelation;
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 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

Prerequisites: Foundation unit in New Testament (BN1001W or equivalent)

Class Time: Online

Assessment: Online tutorial participation (at least 5 entries of approximately 200 words each) responding to set readings and peer interaction (20%)
One 2,000 word critical review of readings (30%)
One 3,000 word exegetical essay (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).
BS2/3009W  Salvation

Offered:  2016: Semester 1

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.

Pre-requisites:  BA1001W and BN1001W

Class Time:  Three hours per week

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

Level 3:  One exegetical paper of 2,000 words (40%)
         One 2,500 word essay (40%)
         Critical reflections on readings (1,500 words) (20%)

Faculty:  M Brett, K Dyer

Recommended Reading:
* = set texts recommended for purchase

Ford, David F. Self and salvation. Cambridge: CUP, 1999
Green, Joel B. Salvation. St Louis: Chalice, 2003
Wright, Nicholas T. Jesus and the victory of God. Minneapolis: Fortress, 1996
BS3021W  The Good Life

Offered: 2016: Semester 2  (Also available online – see BS3721W)
[Unit offered alternatively as DP3021W]

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

Prerequisites: Foundational units in Field D & B

Class Time: Three hours per week

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

Faculty: Anne Mallaby & Mark Brett

Recommended Reading:
* = set texts recommended for purchase

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

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

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

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

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

**Faculty:** Mark Brett, Keith Dyer

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

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BS3721W  The Good Life (Online)

Offered:  2016: Semester 2  
(Also available on campus – see BS3021W)  
[Unit offered alternatively as DP3721W]

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:
5. Critically evaluate definitions of the good life
6. Demonstrate theological insight in analysing popular culture
7. Articulate the relationships between personal, social and environmental conceptions of wellbeing
8. Assess the relevance of selected biblical traditions to their own experience

Prerequisites:  Foundational units in Field D & B

Class Time:  Online

Assessment:  
One 1,500 word case study  
One 1,000 word theological reflection paper  
One 2,000 word essay

Faculty:  Anne Mallaby & Mark Brett

Recommended Reading:
* = set texts recommended for purchase

CH1012W  Christianity Through the Centuries: From the Reformation to Modern Times

Offered: 2016: Semester 2

(Also offered online – see CH1712W)

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.

Prerequisites:  Nil

Class Time: Three hours per week

Assessment:
- One document study (1,000 words) (20%)
- One half-hour test (10%)
- One 2,000 word essay (50%)
- 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
CH1712W  Christianity Through the Centuries: From the Reformation to Modern Times (Online)

Offered: 2016: Semester 2  (Also offered on campus – see CH1012W)

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.

Prerequisites: Nil

Class Time: Online

Assessment: One document study (1,000 words) (20%)
One half-hour test (10%)
One 2,000 word essay (50%)
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
CH2/3004W  History and Theology of the Baptist Movement

Offered: 2016: Semester 1
[Unit offered alternatively as CT2004W / CT3004W]

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

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

Class Time: Three hours per week

Assessment:
Level 2: One tutorial paper (1,500 words) (40%)
         One essay (2,500 words) (60%)
Level 3: 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
CH2/3028W  John Calvin: Thought and Legacy

Offered: 2016: Semester 1
[Unit offered alternatively as CT2028W / CT3028W]

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

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

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

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

Class Time: Three hours per week

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

Level 3: Eight critical reflections on weekly readings (approximately 200 words each) (25%)
One 1,500-word seminar paper (25%)
One 3,000-word essay (50%)

Faculty: Jason Goroncy

...CH2/3028W continued next page
Recommended Reading:

* = set texts recommended for purchase


The Anabaptist Vision

Offered: 2016: Semester 2  (also available online – see CH2752W / CH3752W)
[Unit offered alternatively as DM2052W / DM3052W]

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation;
2. Outline key features of the Anabaptist movement and trace its historical development;
3. Illustrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience;
4. Level 3: Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

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

Class Time: Three hours per week

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

Level 3: One tutorial paper (1,500 words) (25%)
One book review (1,500 words) (25%)
One essay (3,000 words) (50%)

Faculty: Marita Munro

...CH2/3052W continued next page
Recommended Reading:

* = set texts recommended for purchase

Williams, George H. *The Radical Reformation*, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
CH2/3752W  The Anabaptist Vision (Online)

Offered: 2016: Semester 2  (also available on campus – see CH2052W / CH3052W)
[Unit offered alternatively as DM2752W / DM3752W]

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation;
2. Outline key features of the Anabaptist movement and trace its historical development;
3. Illustrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience;
4. Level 3: Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

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

Class Time: Online

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

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

Faculty: Marita Munro

...CH2/3752W continued next page
Recommended Reading:

*B = set texts recommended for purchase


Williams, George H. *The Radical Reformation*, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
CH3415W  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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

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

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in Church History

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

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CT1001W  Beginning Theological Studies

Offered:  2016: Semester 2  (also available online – see CT1701W)

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

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:  Online interactive journal (not fewer than 8 entries of approximately 200 word each) (25%)
Two document studies (750 words each) (25%)
One essay (2,000 words) (50%)

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT1003W  Faith, Culture and Social Engagement

Offered:  2016: Semester 1 – 2 (commencing week beginning 4 April)
          [Unit offered alternatively as DA1003W]

This unit immerses students in the personal, social and ethical considerations of the Bible’s evolving vision of the Kingdom of God and a just society. These concepts will be examined by exploring biblical texts, the legacy of leading thinkers and influential practitioners, as well as contemporary issues demanding careful and constructive engagement.

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

1. Assess differing conceptions of the Kingdom of God, drawing upon biblical texts and theological perspectives;
2. Identify the personal, social, and ethical consequences envisioned by the ‘Good News’ of the Kingdom of God;
3. Engage theologically with aspects of culture in light of themes developed in this unit;
4. Demonstrate and critically reflect upon creative responses to contemporary contexts that are informed and transformed by the ‘Good News’.

Prerequisites:  Nil

Class Time:  2½ hours per week (Semester 1 & 2 – whole year)

Assessment:  Two tutorial papers (750 words each)  (40%)
              One reading log (1,000 words)  (20%)
              One major essay (1,500 words)  (40%)

Faculty:  Stephen Said

Recommended Reading:
* = set texts recommended for purchase

CT1006W  Calling and Vocation: a theology of life and work

Offered:  2016: Not offered

Engaging with a breadth of biblical and theological sources, students will develop theological perspectives upon vocation and calling within the contexts of creation, culture, and God’s action in the world. In like manner, students will consider the domains in which vocation is expressed – including work, home, community, family, and leisure.

Upon successful completion of this unit, it is expected that students will be able to:
1. Critically engage with key Bible texts as well as classical and contemporary theological perspectives pertaining to calling and vocation.
2. Critically examine theological perspectives of work and human activity in the contexts of creation, culture and God’s actions in the world.
3. Articulate a theologically-informed understanding of calling and vocation in relation to the domains considered.

Prerequisites:  Nil

Class Time:  Three hours per week – for whole year, in conjunction with DS1/2011W)

Assessment:  
One tutorial paper (1,000 words)  (25%)
One interview report (500 words)  (15%)
One essay (2,500 words)  (60%)

Faculty:  TBA

Recommended Reading:
* = set texts recommended for purchase

CT1701W    Beginning Theological Studies (Online)

Offered: 2016: Semester 2  (also available on campus – see CT1001W)

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

Prerequisites: Nil

Class Time: Online

Assessment: Online interactive journal (not fewer than 8 entries of approximately 200 word each) (25%)
Two document studies (750 words each) (25%)
One essay (2,000 words) (50%)

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT2/3002W  Who is Jesus?

Offered: 2016: Semester 1  (also offered online – see CT2702W / CT3702W)

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. **Level 3**: Exhibit capacity for independent and critical theological reflection upon a range of christologies.

Prerequisites:
- Level 2: 15 points in CT
- Level 3: 45 points, including 30 points in CT and 15 points in Field B

Class Time: Three hours per week

Assessment:
- **Level 2:**
  - One seminar paper (1,500 words) (25%)
  - Journal of critical reflections (at least eight entries, of approximately 200 words each) (25%)
  - One essay (2,000 words) (50%)

- **Level 3:**
  - One seminar paper (1,500 words) (25%)
  - Journal of critical reflections (at least eight entries, of approximately 200 words each) (25%)
  - One essay (3,000 words) (50%)

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase


CT2/3004W  History and Theology of the Baptist Movement

Offered:  2016: Semester 1
[Unit offered alternatively as CH2004W / CH3004W]

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

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

Class Time:  Three hours per week

Assessment:
Level 2:  One tutorial paper (1,500 words)  (40%)
          One essay (2,500 words)  (60%)
Level 3:  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
CT2/3005W  Being Human

Offered:  2016: Semester 2  (also offered online – see CT2705W / CT3705W)

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?’

Prerequisites:
Level 2:  15 points in CT

Class Time:  Three hours per week

Assessment:
Level 2:  
One film review (1,000 words)  (25%)
One seminar paper (1,000 words)  (25%)
One essay (2,000 words)  (50%)

Level 3:  
One film review (1,000 words)  (25%)
One seminar paper (1,000 words)  (25%)
One essay (2,500 words)  (50%)

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT2/3009W  Theology and the Arts

Offered: 2016: September intensive
[Unit offered alternatively as DP2009W / DP3009W]

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. Level 3: Exhibit some independent and critical responses to both a selection of artworks and to the conversations in which artists and theologians are engaged.

Prerequisites:
Level 2: 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:
Level 2: One seminar paper (1,000 words) (20%)
One journal of critical reflections (1,000 words) (30%)
One essay (2,000 words) (50%)

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

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

Recommended Reading:
* = set texts recommended for purchase

CT2/3023W  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. Explain the implications of hope in relation to suffering and death;
5. Level 3: Identify the challenges to hope today and evaluate critically how Moltmann’s theology addresses these concerns.

Prerequisites:
Level 2: 15 points in Systematic Theology (CT)
Level 3: 30 points in Systematic Theology (CT)

Class Time: Three hours per week

Assessment:
Level 2: Journal of critical reflections upon readings: 3 entries of not less than 400 words (25%)
One tutorial paper (1,000 words) (25%)
One essay (2,500 words) (50%)

Level 3: Journal of critical reflections upon readings: 3 entries of not less than 400 words (25%)
One tutorial paper (1,000 words) (25%)
One essay (3,000 words) (50%)

Faculty: Frank Rees

...CT2/3023W continued next page
CT2/3023W continued from previous page

**Recommended Reading:**

* = set texts recommended for purchase


Moltmann, Jürgen. *In the End, the Beginning*. London: SCM, 2011.


CT2/3028W  John Calvin: Thought and Legacy

Offered: 2016: Semester 1
[Unit offered alternatively as CH2028W / CH3028W]

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

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

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

Class Time: Three hours per week

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

Faculty: Jason Goroncy

...CT2/3028W continued next page
Recommended Reading:
* = set texts recommended for purchase


CT2/3033W  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. It will draw specifically upon the methodology of James W McClendon to identify how the life-experience of these persons has influenced their distinctive approach to theology and Christian faith. It will also provide opportunity for each student to explore the theological significance of their own life story.

Upon successful completion of this unit, it is expected that students will be able to:
1. Explain critically McClendon’s methodology for using biography as theology;
2. Apply that methodology in the study of several biographies;
3. Outline and discuss the character of faith as seen in the life and work of one major theologian;
4. Identify possible implications for their own lives, as a source for theological reflection.
5. Level 3: Critically evaluate the use of life stories as a source for theology.

Prerequisites:
Level 2: 15 points in Systematic Theology (CT)
Level 3: 30 points in Systematic Theology (CT)

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

Assessment:
Level 2: One 1,500 word book review (30%)
One 1,000 word seminar paper (20%)
One 2,500 word essay (50%)
Level 3: One 1,500 word book review (30%)
One 1,000 word seminar paper (20%)
One 3,000 word essay (50%)

Faculty: Frank Rees

Recommended Reading:
* = set texts recommended for purchase

CT2/3702W  Who is Jesus? (Online)

Offered: 2016: Semester 1  (also offered on campus – see CT2002W / CT3002W)

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. Level 3: Exhibit capacity for independent and critical theological reflection upon a range of christologies.

Prerequisites:
Level 2: 15 points in CT
Level 3: 45 points, including 30 points in CT and 15 points in Field B

Class Time: Online

Assessment:
Level 2: One seminar paper (1,500 words) (25%)
Journal of critical reflections (at least eight entries, of approximately 200 words each) (25%)
One essay (2,000 words) (50%)

Level 3: One seminar paper (1,500 words) (25%)
Journal of critical reflections (at least eight entries, of approximately 200 words each) (25%)
One essay (3,000 words) (50%)

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase


CT2/3705W  Being Human (Online)

Offered: 2016: Semester 2  (also offered on campus – see CT2005W / CT3005W)

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?’

Prerequisites:
Level 2: 15 points in CT

Class Time: Online

Assessment:
Level 2: One film review (1,000 words) (25%)
One seminar paper (1,000 words) (25%)
One essay (2,000 words) (50%)

Level 3: One film review (1,000 words) (25%)
One seminar paper (25%)
One essay (2,500 words) (50%)

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT3415W  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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

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

Tailored learning outcomes are also to be proposed and approved.

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

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

Faculty:  Frank Rees, Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DA1001W   Living the Faith

Offered: 2016: Semester 1  (Also offered online – see DA1701W)

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

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

Prerequisites: Nil

Class Time: Three hours per week

Assessment: Three 500 word reflection papers building from online forum discussion (30%)
One 1,000 theological reflection paper (30%)
One 1,500 word essay (40%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase
Woolnough, B & Wonsuk Ma, Holistic Mission: God’s plan for God’s people. Eugene OR: Wipf & Stock, 2010
DA1003W Faith, Culture and Social Engagement

Offered: 2016: Semester 1 – 2 (commencing week beginning 4 April)
[Unit offered alternatively as CT1003W]

This unit immerses students in the personal, social and ethical considerations of the Bible’s evolving vision of the Kingdom of God and a just society. These concepts will be examined by exploring biblical texts, the legacy of leading thinkers and influential practitioners, as well as contemporary issues demanding careful and constructive engagement.

Upon successful completion of this unit, it is expected that students will be able to:
1. Assess differing conceptions of the Kingdom of God, drawing upon biblical texts and theological perspectives;
2. Identify the personal, social, and ethical consequences envisioned by the ‘Good News’ of the Kingdom of God;
3. Engage theologically with aspects of culture in light of themes developed in this unit;
4. Demonstrate and critically reflect upon creative responses to contemporary contexts that are informed and transformed by the ‘Good News’.

Prerequisites: Nil

Class Time: 2½ hours per week (Semester 1 & 2 – whole year)

Assessment: Two tutorial papers (750 words each) (40%)
One reading log (1,000 words) (20%)
One major essay (1,500 words) (40%)

Faculty: Stephen Said

Recommended Reading:
* = set texts recommended for purchase

DA1007W  Exposure to Cross-Cultural Mission

Offered: 2016: By arrangement with Faculty
[Unit offered alternatively as DM1007W]

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
DA1701W  Living the Faith (Online)

Offered:  2016: Semester 1  (also offered on campus – see DA1001W)

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

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

Prerequisites:  Nil

Class Time:  Online

Assessment:  Three 500 word reflection papers building from online forum discussion (30%)
             One 1,000 theological reflection paper (30%)
             One 1,500 word essay (40%)

Faculty:  Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

Woolnough, B & Wonsuk Ma,  Holistic Mission: God’s plan for God’s people.  Eugene OR: Wipf & Stock, 2010
DL2/3002W  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:  BN1001W and CT1001W

Class Time:  Three hours of lectures and workshops

Assessment:

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

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
DM1/2002W  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. **Level 2**: Evaluate levels of culture identification and the effect on intercultural relationships.

Prerequisites: Nil

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

Assessment:

**Level 1:**
- One book review (1,000 words) (25%)
- One intercultural exercise reflection paper (1,000 words) (25%)
- One essay (2,000 words) (50%)

**Level 2:**
- One book review (1,000 words) (25%)
- One intercultural exercise reflection paper (1,500 words) (25%)
- One essay (2,500 words) (50%)

Faculty: Ian Dicks

Offered: 2016: Intensive

Recommended Reading:
* = set texts recommended for purchase


DM1005W  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.

Prerequisites: Nil

Class Time: Intensive (5 days)

Assessment: GPA Phase 1 & ECWIP Activities Participation (approximately 1000 words) (20%)
One 2,000 word essay (40%)
Two 500 word Thick Descriptions of Social Situations (40%)

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

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:

e. Students meet with the co-ordinator to be briefed on the process of theological reflection and cross-cultural observation;

f. The trip leader is acceptable to, and briefed by, the co-ordinator;

g. There are briefing and debriefing sessions consisting of at least ten hours; and

h. 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:

6. Identify examples of where the host community's culture is different, but not inferior to the students' own culture.

7. Articulate and evaluate the missiological approach of the cross-cultural mission agency.

8. Discuss some of the issues regarding the interaction of the gospel and culture in the host community.

9. Articulate some of the intercultural knowledge, characteristics and skills required for cross-cultural living and engagement in that context.

10. 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


DM1/2019W  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. Level 2: Summarise several major trends in global mission.

Prerequisites:  Nil

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

Assessment:

Level 1:  One essay on assigned reading (1,000 words).  (25%)
         One 30 minute educational presentation  (25%)
         One essay (2,000 words)  (50%)

Level 2:  One essay on assigned reading (1,500 words).  (25%)
         One 30 minute educational presentation  (25%)
         One essay (2,500 words)  (50%)

Faculty:  Ian Dicks

...DM1/2019W continued next page
Recommended Reading:

* = set texts recommended for purchase

DM2/3007W   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. Demonstrate awareness of cross-cultural issues in ministry and mission.
5. **Level 3:** Identify and critically evaluate some constructive responses to the issues and challenges identified in 3 and 4 above.

**Prerequisites:** 30 points in DM or CT or Field B
DM1001W is required if part of a major or sub-major

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

**Assessment:**

**Level 2:**
- One tutorial paper (1,000 words) (20%)
- One research project (1,500 words) (30%)
- One essay (2,000 words) (50%)

**Level 3:**
- One tutorial paper (1,000 words) (20%)
- One research paper (1,500 words) (30%)
- One essay (2,500 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


Smith, David I. *Learning from the stranger: Christian faith and cultural diversity.* Grand Rapids: Eerdmans, 2009

Woo, Rodney M. *The color of church: The biblical and practical paradigm for multiracial churches.* Nashville: B & H Academic, 2009
DM2/3031W  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. Level 3: Think strategically regarding the mobilisation of the local church in integral mission.

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

Class Time: One week intensive (5 days)

Assessment:
- Level 2: One 2,000 word essay (40%)
  One educational resource (1500 words or equivalent) (40%)
  One 1,000 word book review (20%)
- Level 3: One 2,500 word essay (40%)
  One educational resource (1500 words or equivalent) (40%)
  One 1,000 word book review (20%)

Faculty: Steve Bradbury

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
DM2040W  Soulful Community Work Practice

Offered: 2016: Semester 1

This unit will explore the nexus of Christian spirituality, community work and the dynamics of personal and social transformation through weekly participation in Urban Seed’s community work practice. It is designed to enable participants to reflect theologically upon practice and context in order to develop the frameworks and approaches needed to work alongside local communities.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe and evaluate the reciprocal relationships between community work practice and Christian community work’s long soulful tradition of reflective dialogue and intentional hospitality
2. Describe the influence of Christian spirituality and caritas in community work practice;
3. Develop, facilitate and critically review conversation as a means of animating group work;
4. Integrate aspects of Biblical scholarship, critical theory, dialogics and Freire’s pedagogy in relationship to community work;

Prerequisites: Nil

Class Time: Four hours per week plus 100 practice hours in community work with Urban Seed

Assessment: Personal learning journal based upon
- Participation (3,000 words) (50%)
- Group presentation task (1,000 words) (25%)
- Facilitating and documenting peer supervision (1,000 words) (25%)

Faculty: Greg Gow and David Wilson

Recommended Reading:
* = set texts recommended for purchase


Duncan, M. 2013, Alongsiders: Sitting with Those Who Sit Alone, UNOH: Dandenong


DM2/3052W  The Anabaptist Vision

Offered:  2016: Semester 2  (also available online – see DM2752W / DM3752W)
[Unit offered alternatively as CH2052W / CH3052W]

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify key political, cultural and religious factors that gave rise to the Radical Reformation;
2. Outline key features of the Anabaptist movement and trace its historical development;
3. Illustrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience;
4. Level 3: Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

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

Class Time:  Three hours per week

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

Level 3:  One tutorial paper (1,500 words)  (25%)
         One book review (1,500 words)  (25%)
         One essay (3,000 words)  (50%)

Faculty:  Marita Munro

...DM2/3052W continued next page
Recommended Reading:

* = set texts recommended for purchase


Williams, George H. *The Radical Reformation*, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
DM2/3065W  Understanding Islam

Offered: 2016: Semester 2

This unit will introduce students to Islam by studying its historical development and examining its worldview. Students will have the opportunity to listen to a Muslim teacher and visit a mosque. The assessment will include dialogue with a Muslim. Particular attention will be given to the dominant Muslim worldview; Folk Islam; Muslim apologetics; the role of the Quran and the hadith; Christian-Muslim relations; and Islam in Australia. The unit will focus mainly on Sunni Islam, with some reference to Shiite and Sufi expressions.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the basics of Islamic history, beliefs and practices.
2. Identify aspects of the dominant Muslim worldview and evaluate their outworking in Islamic thought and practice.
3. Demonstrate an understanding of Muslim points of view.

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

Class Time: Three hours per week

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

Level 3: One tutorial paper (1,000 words) (20%)
One research project (1,500 words) (30%)
One essay (2,500 words) (50%)

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

Parshall, Phil. *Inside the community: Understanding Muslims through their tradition*. Grand Rapids: Baker, 1994
DM2/3752W  The Anabaptist Vision (Online)

Offered: 2016: Semester 2  (also available on campus – see DM2052W / DM3052W)
[Unit offered alternatively as CH2752W / CH3752W]

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:
5. Identify key political, cultural and religious factors that gave rise to the Radical Reformation;
6. Outline key features of the Anabaptist movement and trace its historical development;
7. Illustrate the relevance of various Anabaptist models of church and faith for contemporary Christian experience;
8. **Level 3:** Explain and evaluate some of the reasons for diversity among Anabaptists in various parts of the world.

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

**Class Time:** Online

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

Level 3: One tutorial paper (1,500 words) (25%)
One book review (1,500 words) (25%)
One essay (3,000 words) (50%)

**Faculty:** Marita Munro

...DM2/3752W continued next page
Recommended Reading:

* = set texts recommended for purchase


Williams, George H. *The Radical Reformation*, 3rd ed, Kirksville, Mo.: Sixteenth Century, 1992
DM3415W  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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in Missiology

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

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DP2/3001W  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.

Prerequisites: Level 2: DT1001W or its equivalent
Level 3: 30 points in Field D, including DT1001W or its equivalent

Class Time: Three hours per week

Assessment:
Level 2: One reading report (1,000 words) (25%)
One case study (1,000 words) (25%)
One essay (2,000 words) (50%)

Level 3: 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

DP2/3009W  Theology and the Arts

Offered:  2016: September intensive
[Unit offered alternatively as CT2009W / CT3009W]

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. Level 3: Exhibit some independent and critical responses to both a selection of artworks and to the conversations in which artists and theologians are engaged.

Prerequisites:  Level 2: 15 points in DP

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

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

Assessment:

Level 2:  One seminar paper (1,000 words) (20%)
         One journal of critical reflections (1,000 words) (30%)
         One essay (2,000 words) (50%)

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

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

Recommended Reading:
* = set texts recommended for purchase

DP2/3037W  Wellbeing at Home

Offered: 2016: Semester 2

This unit explores theologically and pastorally the nature and practice of ministry within the house-hold 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. Identify and develop ministry tools sensitive to various aspects of family systems that encourage well-being in the home.
5. Level 3: Describe and develop a pastoral strategy for responding to family dysfunction and developing supports for well-being in the home.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:

Level 2: One resource work book (1,500 words) (25%)
        One tutorial paper (1,000 words) (25%)
        One essay (2,500 words) (50%)

Level 3: One resource work book (1,500 words) (25%)
         One tutorial paper (1,500 words) (25%)
         One essay (2,500 words) (50%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase


DP2/3067W  Supervised Theological Field Education

Offered: 2016: Semester 2
[Must be taken in conjunction with DP2069W/DP3069W in consecutive semesters i.e. Semester 1, 2017]

Supervised Theological Field Education provides a framework for reflection, action and learning in ministry. It takes a specific context of ministry and focuses on how theology, scripture, faith, identity and skills impact on a student’s formation for ministry. Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP2069W/DP3069W in consecutive semesters). The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours (per semester).

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate intentionality in ministry through setting ministry learning and personal development goals.
2. Identify core aspects of their operational theology.
3. Receive critical and evaluative feedback from members of a congregation or agency.
4. Engage in written and verbal self-evaluation with their supervisor, the peer group and the congregational committee.
5. Level 3: Articulate how the processes of reflective practice have contributed to their formation for ministry.

Prerequisites: Interview and acceptance into the program by the Director of Field Education. Students should normally have completed two years of full time theological studies or equivalent (including BA1001 or BN1001, CT1001, DP1001 or DT1001).

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

Assessment: This unit is marked on a Pass/Fail basis

Level 2:
- One Goal Setting exercise: 1,000 words
- One Serving and Learning Covenant: 300 words
- One Supervision Covenant: 200 words
- One end of semester self-evaluation: 1,000 words
- Two class presentations of case studies/verbatims: 1,250 words (each)

Level 3:
- One Goal Setting exercise: 1,250 words
- One Serving and Learning Covenant: 300 words
- One Supervision Covenant: 200 words
- One end of semester self-evaluation: 1,250 words
- Two class presentations of case studies/verbatims: 1,500 words (each)

Additional Activities at both levels include:
- Participation in Congregational Committee Meetings
- Participation in individual and peer supervision sessions
- Regular reports from the Congregational Committee
- Satisfactory evaluation from the Director of Field Education

Faculty: Colin Hunter / James Lewis

...DP2/3067W continued next page
Recommended Reading:
* = set texts recommended for purchase

Supervised Theological Field Education offers a framework for reflection, action, and the integration of learning. It takes a specific context of ministry and focuses on how the application of skills gained and concepts explored during theological studies are now being integrated and applied. Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters.

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

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

1. Demonstrate intentionality in ministry through setting ministry learning and personal development goals.
2. Identify core aspects of their operational theology.
3. Receive critical and evaluative feedback from members of a congregation or agency.
4. Engage in written and verbal self-evaluation with their supervisor, the peer group and the congregational committee.
5. Demonstrate the integration of their theological understanding and their ministry praxis in a final essay.
6. **Level 3**: Articulate how the processes of reflective practice have contributed to their formation for ministry.

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

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

**Assessment:**

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

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<thead>
<tr>
<th>Level</th>
<th>Activity</th>
<th>Words</th>
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<tbody>
<tr>
<td>2</td>
<td>One Goal Setting exercise</td>
<td>750</td>
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<tr>
<td></td>
<td>One end of semester self-evaluation</td>
<td>750</td>
</tr>
<tr>
<td></td>
<td>Two class presentations of case studies/verbatim</td>
<td>each 750</td>
</tr>
<tr>
<td></td>
<td>One essay</td>
<td>2,000</td>
</tr>
<tr>
<td>3</td>
<td>One Goal Setting exercise</td>
<td>750</td>
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<tr>
<td></td>
<td>One end of semester self-evaluation</td>
<td>750</td>
</tr>
<tr>
<td></td>
<td>Two class presentations of case studies/verbatim</td>
<td>each 1,000</td>
</tr>
<tr>
<td></td>
<td>One essay</td>
<td>2,500</td>
</tr>
</tbody>
</table>

**Additional Activities include:**

- Participation in Congregational Committee Meetings
- Participation in individual and peer supervision sessions
- Regular reports from the Congregational Committee
- Satisfactory evaluation from the Director of Field Education

**Faculty:** Colin Hunter / James Lewis

...DP2/3069W continued next page
Recommended Reading:
* = set texts recommended for purchase

DP3013S 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.

Prerequisites: 15 points in Field B, 15 points in Field C and 45 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 (1,250 words) (25%)
- Reflection on Presentation by practitioner (1,250 words) (25%)
- Integrative Essay (2,500 words) (50%)

Faculty: Gary Heard

...DP3013S continued next page
Recommended Reading:

* = set texts recommended for purchase


DP3021W  The Good Life

Offered:  2016: Semester 2  (Also available online – see DP3721W)
[Unit offered alternatively as BS3021W]

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

Prerequisites:  Foundational units in Field D & B

Class Time:  Three hours per week

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

Faculty:  Anne Mallaby & Mark Brett

Recommended Reading:
* = set texts recommended for purchase

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

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

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

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

**Prerequisites:** Eligibility to undertake third level study in Pastoral Studies

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

**Faculty:** Anne Mallaby

**Recommended Reading:**

* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DP3721W  The Good Life (Online)

Offered:  2016: Semester 2  (Also available on campus – see DP3021W)
          [Unit offered alternatively as BS3721W]

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

Prerequisites:  Foundational units in Field D & B

Class Time:  Online

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

Faculty:  Anne Mallaby & Mark Brett

Recommended Reading:
* = set texts recommended for purchase

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.
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) (5%)
- Reports of spiritual care with people (8 of) (approx. 6000 words) (30%)
- Faith/spirituality and ministry story (min 100 words) (5%)
- Case study (2500 words) (10%)
- Mid term evaluation paper (2500 words) (20%)
- Final evaluation paper (2500 words) (30%)

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

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

**Recommended Reading:** No particular readings are set for this unit.
DP9273S  Clinical Pastoral Education (Level 2)

Double subject worth 30 points
[This postgraduate unit may 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

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

Recommended Reading: No particular readings are set for this unit.
DS1/2011W  Discerning Personal Vocation

Offered:  2016: Semester 1 – 2
        (delivered in combination with diploma unit BS0130W under the NEXT² program)

This unit will assist students to explore, identify and focus their personal sense of vocation within the Christian tradition. Practical application, theological reflection and participation in intentional practices of discernment will support this process of discernment.

Upon successful completion of this unit, it is expected that students will be able to:
1. Actively participate in historic Christian practices of discernment; prayer, meditation, reading and direction.
2. Utilize models of theological reflection that integrate theory, experience and practice.
3. Formulate an individually appropriate model for decision making reflective of an encounter with the wisdom and direction of God.
4. Articulate and critically reflect upon their own developing sense of calling/vocation.
5. Level 2: Critically evaluate in a contemporary context the historic Christian practices of discernment.

Prerequisites:  Nil

Class Time:  Three hours per week – for whole year, in conjunction with CT1006W

Assessment:

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<tr>
<th>Level</th>
<th>Description</th>
<th>Word Count</th>
<th>%</th>
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<tbody>
<tr>
<td>1</td>
<td>One essay (4,000 words)</td>
<td>(100%)</td>
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<tr>
<td>2</td>
<td>One essay (5,000 words)</td>
<td>(100%)</td>
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</table>

Faculty:  TBA

Recommended Reading:
* = set texts recommended for purchase


DS2/3008W  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.

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

Class Time: Three hours per week

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

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

Faculty: Roslyn Wright

Select Bibliography:
* = set texts recommended for purchase
DS3415W  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 University of Divinity reviewer in the discipline.

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

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

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

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

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

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

Prerequisites: Eligibility to undertake third level study in Spirituality

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

Faculty: Anne Mallaby

Recommended Reading:

* = set texts recommended for purchase

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