2017 Course and Unit Outlines
POSTGRADUATE

whitley.edu.au
2017

Postgraduate Coursework Degrees Information

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POSTGRADUATE DEGREES

The units detailed in this handbook are available to be undertaken for credit towards a postgraduate degree. These postgraduate coursework programs are designed for those who have already completed a degree or, in some cases, equivalent professional experience. Postgraduate study in theology may be taken even if your previous studies have been taken in another discipline.

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

This material is only a summary. For more details see the University of Divinity website: www.divinity.edu.au.

**Graduate Certificate in Theology**

The Graduate Certificate in Theology is a very brief introduction to theology at graduate level. It can be completed in one semester full-time, or up to four semesters part-time.

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

**Graduate Certificate in Divinity**

The Graduate Certificate in Divinity allows students to explore their own areas of interest at graduate level, as an introduction to the study of theology and associated disciplines. It can be completed in one semester full-time, or up to four semesters part-time.

The Graduate Certificate in Theology requires any three standard postgraduate semester units.
Graduate Certificate in Spirituality
The Graduate Certificate in Spirituality is a very brief introduction to spirituality and spiritual direction at graduate level.

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

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

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

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

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

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

Graduate Diploma in Theology
This course provides a general introduction to theology for students at a graduate level.

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

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

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

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

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

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

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

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

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

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

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

Master of Divinity

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

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

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

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

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

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

Master of Theological Studies

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

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

Candidates may study full or part time, for between three and ten semesters.
# Postgraduate Unit Outlines

The following pages detail all postgraduate coursework units offered by Whitley College in 2017.

Please refer to the 2017 timetable on our website for scheduling details.

## Key to Unit Codes

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

| F | Field                  | A | Humanities                        |
|   |                        | B | Biblical Studies                  |
|   |                        | C | Christian Thought and History     |
|   |                        | D | Theology: Mission and Ministry    |
| D | Discipline             |   | **AL** Bible Languages            |
|   |                        |   | **AL** Languages ancient and modern |
|   |                        |   | **AR** Religious Studies          |
|   |                        |   | **BA** Old Testament              |
|   |                        |   | **BN** New Testament              |
|   |                        |   | **BS** Biblical Studies           |
|   |                        |   | **CH** Church History             |
|   |                        |   | **CT** Systematic Theology        |
|   |                        |   | **DA** Mission and Ministry       |
|   |                        |   | **DD** Spiritual Direction        |
|   |                        |   | **DL** Liturgy                    |
|   |                        |   | **DM** Missiology                 |
|   |                        |   | **DP** Pastoral Theology and Ministry |
|   |                        |   | **DS** Spirituality               |
|   |                        |   | **DT** Moral Theology             |
| L | Level                  | 0 | Diploma (undergraduate)           |
|   |                        | 1 | Undergraduate Foundational        |
|   |                        | 2 | Undergraduate, level 2            |
|   |                        | 3 | Undergraduate, level 3            |
|   |                        | 8 | Postgraduate Foundational         |
|   |                        | 9 | Postgraduate Elective             |
| xyz | Unit number | x = 7 indicates Online mode |
| W | Teaching College       | W = Whitley                      |
## POSTGRADUATE UNITS OFFERED 2017

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AL8002W  New Testament Greek A

Offered:  2017: Semester 1

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

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

Prerequisites:  Nil

Class Time:  Three hours per week

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

Faculty:  Stephen Field

Recommended Reading:
* = set texts recommended for purchase

AL8005W  Introduction to Biblical Languages

Offered: 2017: Semester 1

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

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

Prerequisites: NIL

Class Time: Three hours per week

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

Faculty: Stephen Field and Megan Turton

Recommended Reading:
* = set texts recommended for purchase

AL8006W  Introduction to Syriac Language

Offered:  2017: Intensive – January/February

This subject is an introduction to the grammar and reading of classical Syriac, a dialect of Aramaic, the language spoken by Jesus and his disciples. It covers grammatical concepts and paradigms, sentence formation and translation and reading 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.
5. Describe and discuss the contribution of the poetry of Ephrem in the Syriac tradition.

Prerequisites:  Nil

Class Time:  Intensive: 12 x mornings, including exam

Assessment:
8 x daily assignments (total 3,000 words) (50%)
Final examination (3 hours) (50%)

Faculty:  Terry Falla, Beryl Turner

Recommended Reading:
* = set texts recommended for purchase

*Verbal Paradigms in Syriac* by George Kiraz (from Gorgias Press) $US35
*Course book prepared by lecturer

Multiple copies of various Syriac lexicons, and grammars by Nöldeke and Muraoka will be made available for student reference during the course.
AL8010W  

Ruth

Offered: 2017: Semester 2
[Unit offered alternatively as BA8010W]

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

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

Prerequisites: AL8011W and BA8001W

Class Time: Three hours per week

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

Faculty: Megan Turton

Recommended Reading:
* = set texts recommended for purchase

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

Offered:  2017: Semester 1

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

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

Prerequisites:  Nil

Class time:  Three hours per week

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

Faculty:  Megan Turton

Recommended Reading:
* = set texts recommended for purchase

Dictionaries:

Grammars:
AL8012W  New Testament Greek B

Offered:  2017: Semester 2

This unit builds on AL8002W, a basic introduction to biblical Greek, and introduces more advanced level grammar and vocabulary using a translation-based method (selections from Mark, Romans and Revelation). Students are introduced to principles of textual criticism.

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

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

Class Time:  Three hours per week

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

Faculty:  Stephen Field

Recommended Reading:
* = set texts recommended for purchase

AR9008W  Global Experience: An Extended Culture and Language Engagement Exercise

Offered: 2017: By arrangement with Global Interaction
[Unit offered alternatively as DM9008W]

This unit is a 6 week supervised visit to a socio-cultural and religious community different from the student’s own for the purposes of gaining some experience of cross-cultural work and ministry. It occurs in partnership with Global Interaction, the Australian Baptist cross-cultural mission organization, and under the supervision of both a trained culture and language facilitator and a host community language and culture helper. Students will be guided through a language acquisition and culture awareness program, learning some basic vocabulary and grammar from the host community’s language along with an acquaintance with aspects of the community’s culture. Students will also have the opportunity to observe the working life of cross-cultural workers.

Upon successful completion of this unit, it is expected that students will be able to:
1. Discuss the basic elements necessary to developing intercultural sensitivities and knowledge, along with some characteristics and skills beneficial for cross-cultural living and engagement
2. Articulate the basic processes of learning a second language
3. Demonstrate some capacity in a host community’s language
4. Demonstrate an understanding of the tools required for cultural inquiry including, participant observation, ethnographic interviewing and writing a thick description, approaches common with cultural anthropology
5. Analyse a host community’s culture and worldview in the areas of *greeting and leave taking, clothing, food, work and non-verbal communication*
6. Identify and critique key issues informing the interaction of the gospel and culture in the host community.
7. Outline and reflect on one’s own growth and responses during the period of cross-cultural engagement.

Prerequisites: DM1005W/DM8005W Culture and Language
*Students will require an Australian Federal Police background check, as well an interview with a Global Interaction staff member prior to being accepted into the program.

Unit Value: 30 points

Class Time: The unit will be primarily a field based program with daily activities, including times of observation, interaction and reflection. Prior to departure to the host country, students will attend a day seminar detailing the country and people group.

Assessment:
- 1,000 words selected from trip journal (20%)
- 4 x 500 word cultural reflections (thick descriptions) from the activities of participant observation and ethnographic interviewing about set culture topics (40%)
- Completion of phase 1 of the language program and demonstrate an understanding and speaking capacity of 800 words in the host community’s language. Equivalent to 3,000 words (40%)

Faculty: Ian Dicks

Recommended Reading: See next page

...AR9008W continued next page
Recommended Reading:

* = set texts recommended for purchase


* Thomson, Greg and Angela. 'The First Hundred Hours: Interacting about the Here and Now: Introduction to Growing Participant Approach', Phase 1A, Version: Mar06, edits Sep09. (Free)

* Thomson, Greg and Angela, 'The First Hundred Hours: Interacting about the Here and Now: Add Constrained Two-Way Communication, Phase 1B', Version: Mar06, edits Sep09. (Free)
AR9011W  Cultural Anthropology for Cross-Cultural Engagement & Development

Offered: 2017: Intensive – September/October
[Unit offered alternatively as DM9011W]

This unit introduces students to the field of cultural anthropology by describing the nature of culture and outlining various anthropological theories of culture and society. It examines human beings within the context of their social systems, relationships, economies, political institutions, religions, rituals, objects, activities and the meanings that people apply to them. Furthermore, it introduces methods for investigating and understanding culture and worldview, the relationship between Christianity and culture, and it emphasises the importance of cultural investigation and understanding for fruitful intercultural encounters and ministry.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the role of Cultural Anthropology in cross-cultural interaction and engagement.
2. Articulate an understanding the main theories of culture.
3. Identify perspectives on culture held by different religious and cultural communities.
4. Outline biblical approaches to intercultural engagement.
5. Demonstrate an ability to investigate and understand the culture and worldview of a people.
6. Evaluate different approaches to culture by different non-government organisations and Christian mission agencies and the impact this has on cross-cultural engagement.

Prerequisites: Nil

Class Time: 6 days (2 x 3 days)

Assessment:
- One book/article review (750 words) (15%)
- One Descriptive Exercise (750 words) (15%)
- One tutorial paper (1,500 words) (30%)
- One essay (3,000 words) (40%)

Faculty: Dr Ian Dicks

Recommended Reading:
* = set texts recommended for purchase
AR9066W Crossing the Street: Understanding Buddhism and Our Buddhist Neighbours

Offered: 2017: Intensive – August/September
[Unit offered alternatively as DM9066W]

This unit provides an introductory inquiry into Buddhist thought and practice as well as its implications for cross-cultural engagement with our neighbours from Buddhist background. The life of Buddha Siddhartha Gautama, the basic tenets, and socio-historical development of Buddhism will provide a foundation for understanding the various traditions and expressions of Buddhism in the world today. Particular attention will be paid to understanding the spiritual world and daily life of Buddhists in various contexts, as well as historical and current barriers and bridges that can inhibit or facilitate understanding, positive interaction and fruitful encounters with Buddhist neighbours.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the historical development, central tenets and practices of Buddhism.
2. Understand the geographical spread of Buddhism as well as articulate the cultural worldviews and structures found within the various streams of Buddhist traditions.
3. Identify the significant Buddhist concepts, themes and practices that have influenced or been adopted, transformed or rejected by the local cultures it has encountered.
4. Participate in authentic interreligious dialogue and communication that reflects an understanding and contributions of both the Buddhist and Christian worldviews.
5. Discern spiritual practices, structures and teaching appropriate to a Buddhist context.
6. Critique the historical interactions with Buddhists that have led to misunderstandings and lack of response.

Prerequisites: 30 points in Foundational Studies

Class Time: 6 days (2 x 3 days)

Assessment: Book/paper report (500 words) (10%)
Initial interview reflection (500 words) (10%)
Research project (1,500 words) (20%)
Secondary interview reflection (500 words) (10%)
Essay (3,000 words) (50%)

Faculty: Ian Dicks, Paul Gravitas

Recommended Reading: See next page
Recommended Reading:
* = set texts recommended for purchase


BA8001W  Introducing the Hebrew Bible

Offered: 2017: Semester 1 (Also offered online – see BA8701W)

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

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

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Mark Brett

Recommended Reading:
* = set texts recommended for purchase

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

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

Prerequisite: AL8011W and BA8001W

Class Time: Three hours per week

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

Faculty: Megan Turton

Recommended Reading:
* = set texts recommended for purchase

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

Offered: 2017: Semester 1 (Also offered on campus – see BA8001W)

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

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

Prerequisites: Nil

Class Time: Online

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

Faculty: Mark Brett

Recommended Reading:
* = set texts recommended for purchase

BA9002W  Justice in the Prophets

Offered: 2017: Semester 1  (Also offered online —see BA9702W)

This unit will introduce the concepts of justice in the teaching of Israel’s prophets, giving attention to key prophetic texts in their historical and social contexts. The focus for exegetical studies will be texts selected from Amos, Isaiah and Jeremiah. The relevance of these texts will be discussed in relation to the dynamic biblical dialogue about the nature of sin, the role of law, and the impact of social and economic change on Israel’s understanding of divine will.

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

1. a detailed knowledge of selected prophetic texts on the theme of justice;
2. a critical awareness of the social, economic, religious issues underlying these texts;
3. an ability to work with a variety of approaches to the interpretation of biblical texts;
4. a critical appreciation of the variety of biblical concepts of justice;
5. an ability to reflect theologically on the inner-biblical dialogue between prophecy and law.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

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

Faculty: Mark Brett

Recommended Reading:
* = set texts recommended for purchase

BA9415W Supervised Reading Unit in the Hebrew Bible

Offered: 2017: By arrangement with Faculty

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

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

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

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

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

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

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

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

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

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

Assessment: One 6,000 word essay

Faculty: Mark Brett

Recommended Reading:

* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BA9702W  Justice in the Prophets (Online)

Offered:  2017: Semester 1  (Also offered on campus —see BA9002W)

This unit will introduce the concepts of justice in the teaching of Israel’s prophets, giving attention to key prophetic texts in their historical and social contexts. The focus for exegetical studies will be texts selected from Amos, Isaiah and Jeremiah. The relevance of these texts will be discussed in relation to the dynamic biblical dialogue about the nature of sin, the role of law, and the impact of social and economic change on Israel’s understanding of divine will.

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

1. a detailed knowledge of selected prophetic texts on the theme of justice;
2. a critical awareness of the social, economic, religious issues underlying these texts;
3. an ability to work with a variety of approaches to the interpretation of biblical texts;
4. a critical appreciation of the variety of biblical concepts of justice;
5. an ability to reflect theologically on the inner-biblical dialogue between prophecy and law.

Prerequisites:  45 points in Foundational Studies

Class Time:  Three hours per week

Assessment:  One 2,000 word exegetical paper (40%)
Critical responses to set readings (1,000 words) (10%)
One 3,000 word essay (50%)

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase

BN8001W  Interpreting the New Testament

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, and their theological outlook;
2. Demonstrate an awareness of the historical and social world of the New Testament era;
3. Use appropriate interpretive approaches to the New Testament in the writing of an exegetical essay;
4. Access and use the tools of New Testament interpretation: lexicons, dictionaries, commentaries, primary sources, on-line resources, and others;
5. Illustrate the relationship of the New Testament to the texts and message of the Old Testament;
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application; and
7. Demonstrate understanding and appreciation for the history of research in New Testament studies.

Prerequisites:  Nil

Class Time:  Three hours per week

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

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

Recommended Reading:
* = set texts recommended for purchase
BN8701W  Interpreting the New Testament (Online)

Offered: 2017: Semester 1 (Also offered on campus – see BN8001W)
         Semester 2 (Also offered on campus – see BN8001W)

BN8701W provides the introductory unit in New Testament studies and serves as a pre-requisite for all other BN units. The unit is based on inductive exegetical workshops that introduce a range of exegetical methods, together with readings and lectures on the genres, background and interpretation of the New Testament. The exegetical exercises sample the Synoptic Gospels, Fourth Gospel, Letters of Paul and Revelation.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, and their theological outlook;
2. Demonstrate an awareness of the historical and social world of the New Testament era;
3. Use appropriate interpretive approaches to the New Testament in the writing of an exegesiocal essay;
4. Access and use the tools of New Testament interpretation: lexicons, dictionaries, commentaries, primary sources, on-line resources, and others;
5. Illustrate the relationship of the New Testament to the texts and message of the Old Testament;
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application; and
7. Demonstrate understanding and appreciation for the history of research in New Testament studies.

Prerequisites:  Nil

Class Time:  Online

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

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

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.
BN9002W  The Gospel of Matthew

Offered: 2017: Semester 1

This unit will provide a general introduction to Matthew’s Gospel, including its literary and theological character, the likely provenance of the Gospel, and an overview of recent trends in Matthean studies.

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

1. Articulate the history of interpretation of Matthew’s Gospel.
2. Describe and discuss a plausible socio-political and cultural provenance for the communities that gave rise to Matthew’s Gospel.
3. Outline a plausible literary structure of Matthew’s Gospel.
4. Exegete the Matthean text competently, employing a range of appropriate exegetical methodologies.
5. Identify distinctive Matthean christological, ecclesiological, pneumatological, missiological and eschatological understandings.
6. Discuss ways in which the proclamation of the First Gospel can provide meaning in contemporary Australian society.

Prerequisites: 45 points in Foundational Studies

Class Time: Three hours per week

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

Faculty: Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

*Byrne, Brendan. Lifting the burden, reading Matthew’s Gospel in the church today. Strathfield: St Pauls, 2004
BN9011W The Spirit and the People of God

Offered: 2017: Semester 1 [Also offered online —see BN9711W]

This unit will examine the role of the Holy Spirit in the life and mission of the early church in the Greco-Roman world. The students will study key passages in the New Testament, especially John's Gospel, Acts, and Paul's letters concerning the work of the Spirit in the Christian communities. Special attention will be given to the Spirit-Paraclete in the Johannine Farewell, the Spirit-orchestrated trans-ethnic Jesus-communities in Acts, and the Spirit-empowered body of Christ in Pauline literature. The unit will investigate the function and the power of the Spirit in the ongoing transformation of individual Christ-followers, as well as the identity-formation and the mission of the multi-ethnic ekklesiāi in the Roman Empire.

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

2. Demonstrate the ability to conduct critical analysis of the key New Testament texts on the Holy Spirit within their own rhetorical and socio-historical contexts.
3. Identify and articulate the work of the Spirit regarding the formation of early Christian communities in the New Testament, as well as the identity and transformation of Jesus-followers in the Greco-Roman world.
4. Reflect critically on the contribution of the NT literature to understanding the work of the Spirit in the life and mission of the church today.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Siu Fung Wu

Recommended Reading:

* = set texts recommended for purchase


BN9015W  Migration and the Bible

Offered: 2017: Semester 2

This unit will explore the various dimensions of forced and unforced migration in the Biblical traditions, such as journeying, exodus, exile and return, sojourning, new exodus, and diaspora. After examining their origin in the Jewish Scriptures, the focus will be on how the migration stories are recalled and reinterpreted in the New Testament traditions in various ways. Students will analyse how such motifs are alluded to, reimagined, and fulfilled in a selected range of New Testament texts from the Gospels, Acts and the Epistles.

Upon successful completion of this unit, it is expected that students will be able to:
1. Apply appropriate exegetical methods to selected biblical texts;
2. Demonstrate the hermeneutical skills necessary for working thematically across both Testaments;
3. Identify key biblical texts and traditions of significance for the issues faced by migrant peoples;
4. Describe and analyse the various approaches to understanding the use of Old Testament traditions and texts in the New Testament.
5. Articulate a coherent account of the hermeneutical significance of Biblical understandings of migration for contemporary discussions.
6. Critically evaluate hermeneutical methods for addressing the contexts of migrant, diaspora, and settler communities.

Prerequisites: Foundation units in BN and preferably BA

Class Time: Three hours per week

Assessment:
- Critical reviews of readings (1,500 words) (20%)
- Seminar/tutorial paper (1,500 words) (30%)
- Exegetical essay (3,000 words) (50%)

Faculty: Oh-Young Kwon, Keith Dyer

Recommended Reading:
- Bailey, Randall C., Tat-Siong Benny Liew, and Fernando F. Segovia. *They were all together in one place: Toward Minority Biblical Criticism*. Atlanta: SBL Press, 2009.
BN9031W  First Corinthians

Offered:  2017: Semester 1

This unit explores Paul’s interaction with the Corinthian community, with a focus on First Corinthians and on the social and historical background to that interaction. Students will become more aware of the complexities of Paul’s relationship with the Corinthian house churches; the dialogical and rhetorical structure of the letters; the underlying social, political and cultural factors shaping the exchanges; and the christological, ethical, ecclesiological pneumatological, and eschatological themes that emerge.

The unit will build on the skills of exegesis (historical-critical and socio-rhetorical methods) and encourage students in the task of applying their findings to the life and mission of the church today.

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

Prerequisites:  45 points in New Testament

Class Time:  Three hours per week

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

Faculty:  Oh-Young Kwon

Recommended Reading:
* = set texts recommended for purchase

Collins, Raymond F.  First Corinthians (SP), Collegeville: Liturgical Press, 1999
De Vos, Craig S.  Church and community conflicts: The relationships of the Thessalonian, Corinthian and Philippian churches with their wider civic communities (SBLDS 168), Atlanta: Scholars Press, 1999
Fee, Gordon D.  The first epistle to the Corinthians (NICNT), Grand Rapids: Eerdmans, 1987
Hays, Richard B.  First Corinthians (Interpretation), Louisville: John Knox Press, 1997
Horrell, David G.  Solidarity and difference: A contemporary reading of Paul’s ethics. London: T&T Clark, 2005
Thiselton, Anthony C.  The first epistle to the Corinthians: A commentary on the Greek text. Grand Rapids: Eerdmans, 2000
BN9033W Romans: Suffering and Justice

Offered: 2017: Intensive – June

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

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

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

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

Class Time: 6 days (2 x 3 days)

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

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase

BN9042W  The Book of Revelation

Offered: 2017: Semester 2  [Also available online – see BN9742W]

This unit explores the literary context and socio-political location of the Revelation of Jesus Christ to the seer John, prior to a study of themes in the text such as christology, eschatology, discipleship, mission and prophetic witness. The influence on the text of OT themes, Roman Imperial propaganda, and Greco-Roman theatre will also be explored.

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

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

Class Time:  Three hours per week

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

Faculty:  Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Guy, Laurie  Making Sense of the Book of Revelation (Regent’s Study Guides 15), (Macon: Smyth & Helwys, 2009).
Walliss, John and Lee Quincy (eds.),  Reel Revelations: Apocalypse and Film (Sheffield: Sheffield Phoenix Press, 2010).
BN9064W  Mission and Culture in the New Testament

Offered:  2017: Semester 2  (Also available online – see BN9764W)
[Unit offered alternatively as DM9064W and online as DM9764W]

This unit explores the mission of God and the diversity of the church’s missionary nature as reflected in the writings of the New Testament. Contemporary interpretative methods will be employed to investigate texts illustrative of the manner in which the earliest Christian communities expressed their relationship with and responsibility to the world in which they lived. The study will pay special attention to the cultural, religious, social, and economic contexts of the texts in the New Testament, as well as how the earliest Christians bore witness to Christ cross-culturally in the Roman Empire.

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

2. Identify and discuss the mission of the church within first-century Jewish and Greco-Roman societies.
3. Outline and critically evaluate the understandings of mission reflected in the four gospels, Acts, Paul’s letters, and other writings of the New Testament, including 1 Peter and Revelation.
4. Identify and discuss issues that early Christ-followers faced as communities of Jews and Gentiles, including the religious, cultural, social, economic, and political implications of these ethnically mixed communities in being on mission with God.
5. Critique recent missional hermeneutics proposed by contemporary New Testament scholars and missiologists.
6. Analyse the premises and principles for mission outlined in the New Testament and the challenge of these for the church today.

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:  One tutorial paper (1,000 words) (20%)
One essay on the biblical text (The student will study a given set of New Testament passages that have missiological implications.) (2,500 words) (40%)
One thematic essay (2,500 words) (40%)

Faculty:  Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase

BN9415W  Supervised Reading Unit in the New Testament

Offered:  2017:  By arrangement with Faculty

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

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

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

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

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

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

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

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

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

Assessment:  One 6,000 word essay

Faculty:  Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN9711W  The Spirit and the People of God (Online)

Offered:  2017: Semester 1  [Also offered on campus —see BN9011W]

This unit will examine the role of the Holy Spirit in the life and mission of the early church in the Greco-Roman world. The students will study key passages in the New Testament, especially John’s Gospel, Acts, and Paul’s letters concerning the work of the Spirit in the Christian communities. Special attention will be given to the Spirit-Paraclete in the Johannine Farewell, the Spirit-orchestrated trans-ethnic Jesus-communities in Acts, and the Spirit-empowered body of Christ in Pauline literature. The unit will investigate the function and the power of the Spirit in the ongoing transformation of individual Christ-followers, as well as the identity-formation and the mission of the multi-ethnic ekklesiai in the Roman Empire.

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

2. Demonstrate the ability to conduct critical analysis of the key New Testament texts on the Holy Spirit within their own rhetorical and socio-historical contexts.
3. Identify and articulate the work of the Spirit regarding the formation of early Christian communities in the New Testament, as well as the identity and transformation of Jesus-followers in the Greco-Roman world.
4. Reflect critically on the contribution of the NT literature to understanding the work of the Spirit in the life and mission of the church today.

Prerequisites:  Nil

Class Time:  Online

Assessment:  Online tutorial participation (at least five entries
of approximately 200 words each) responding to
set readings and peer interaction (total 1,000 words)  (20%)
One exegetical essay (2,500 words)  (40%)
One thematic essay (2,500 words)  (40%)

Faculty:  Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase


BN9742W  The Book of Revelation (Online)

Offered: 2017: Semester 2  [Also available on campus – see BN9042W]

This unit explores the literary context and socio-political location of the Revelation of Jesus Christ to the seer John, prior to a study of themes in the text such as christology, eschatology, discipleship, mission and prophetic witness. The influence on the text of OT themes, Roman Imperial propaganda, and Greco-Roman theatre will also be explored.

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

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

Class Time: Online

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

Faculty: Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Guy, Laurie Making Sense of the Book of Revelation (Regent’s Study Guides 15), (Macon: Smyth & Helwys, 2009).
Walliss, John and Lee Quincy (eds.), Reel Revelations: Apocalypse and Film (Sheffield: Sheffield Phoenix Press, 2010).
BN9764W  Mission and Culture in the New Testament (Online)

Offered: 2017: Semester 2  (Also available on campus – see BN9064W)
[Unit offered alternatively as DM9764W and on campus as DM9064W]

This unit explores the mission of God and the diversity of the church’s missionary nature as reflected in the writings of the New Testament. Contemporary interpretative methods will be employed to investigate texts illustrative of the manner in which the earliest Christian communities expressed their relationship with and responsibility to the world in which they lived. The study will pay special attention to the cultural, religious, social, and economic contexts of the texts in the New Testament, as well as how the earliest Christians bore witness to Christ cross-culturally in the Roman Empire.

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

2. Identify and discuss the mission of the church within first-century Jewish and Greco-Roman societies.
3. Outline and critically evaluate the understandings of mission reflected in the four gospels, Acts, Paul’s letters, and other writings of the New Testament, including 1 Peter and Revelation.
4. Identify and discuss issues that early Christ-followers faced as communities of Jews and Gentiles, including the religious, cultural, social, economic, and political implications of these ethnically mixed communities in being on mission with God.
5. Critique recent missional hermeneutics proposed by contemporary New Testament scholars and missiologists.
6. Analyse the premises and principles for mission outlined in the New Testament and the challenge of these for the church today.

Prerequisites: Nil

Class Time: Online

Assessment:

- Online tutorial participation responding to set readings and peer interaction (at least five entries x 200 words) (20%)
- One essay on the biblical text (The student will study a given set of New Testament passages that have missiological implications.) (2,500 words) (40%)
- One thematic essay (2,500 words) (40%)

Faculty: Siu Fung Wu

Recommended Reading:

* = set texts recommended for purchase

BS9031W  Theologies and Practices of Love

Offered: 2017: Semester 1  (Also offered online – see BS9731W)

This unit will explore the biblical theologies of love, and their ethical implications, within the cultural contexts of the ancient world. The focus will be on the themes of love of neighbour and enemy, sexuality and intimacy, election and covenant. The relevance of these themes within modern and postmodern societies will also be discussed, with some reference to contemporary visual arts and music.

Upon successful completion of this unit, it is expected that students will be able to:
1. Interpret selected texts from both biblical testaments in relation to their cultural context.
2. Evaluate critically the literature on the biblical love traditions.
3. Analyse the hermeneutical and ethical relevance of biblical love traditions in relation to the student’s own cultural context.
4. Critically evaluate a range of hermeneutical models that inform loving social practices.

Prerequisites: 30 points in Field B

Class Time: Three hours per week

Assessment:
- One paper (1,500 words) (25%)
- Critical reviews (totaling 1,500 words) (25%)
- Essay (3,000 words) (50%)

Faculty: Keith Dyer, Mark Brett

Recommended Reading:
* = set texts recommended for purchase

BS9050/1W  Study Tour of Israel and Palestine (Travel and Assessment)

Offered: 2016–2017: Intensive
[Complementary units BS9051W Study Tour of Israel and Palestine (travel) in November 2016, followed by BS9051W Study Tour of Israel and Palestine (assessment)]

These units comprise two elements: a study tour of Israel, which offers no credit points, and an assessment unit which presupposes and builds upon the experience of a study tour to the Holy Land and engages with the archaeological, geographical, sociological, historical and theological context of the Bible, with particular emphasis on the stories of Jesus. The assessment unit will focus upon reading and interpreting Biblical texts in places associated with their location, context and history. Attention will be given to interpreting texts in light of contemporary biblical scholarship in dialogue with the insights available at specific sites and data from museums.

Upon successful completion of this unit, it is expected that students will be able to:
1. Summarise the archaeological, geographical, cultural, religious and historical context of one site on the itinerary of the tour.
2. Outline and critique contemporary scholarly debate regarding the interpretation of biblical texts in relation to the archaeological record.
3. Exegete biblical texts and themes in light of the visit to the relevant sites, demonstrating interaction between exegetical skills and the physical data of the relevant site(s).
4. Reflect theologically on sites and texts included in the journey of the tour and integrate with other theological and social disciplines.

Prerequisites: Foundational Units in Biblical Studies

Class Time: One preparation day; tour of 1 to 3 weeks
Students will travel to the Holy Lands together. One day of preparation for the tour will include some lectures, seminars and information. During the tour there will be engagement at particular sites with experts in the field, and seminars with participants

Assessment: Either
One essay or project (6,000 words) (100%)
or
One seminar paper (1,500 words); and
One Essay (4,500 words) (25%) and
(75%)

Faculty: Oh-Young Kwon, Keith Dyer

Recommended Reading: See next page
...BS9050W/BS9051W continued from previous page

Recommended Reading:

* = set texts recommended for purchase


BS9415W Supervised Reading Unit in Biblical Studies

Offered: 2017: By arrangement with Faculty

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

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

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

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

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

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

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

Tailored learning outcomes are also to be proposed and approved.

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

Assessment: One 6,000 word essay

Faculty: 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.
BS9731W  Theologies and Practices of Love (Online)

Offered: 2017: Semester 1  (Also offered on campus – see BS9031W)

This unit will explore the biblical theologies of love, and their ethical implications, within the cultural contexts of the ancient world. The focus will be on the themes of love of neighbour and enemy, sexuality and intimacy, election and covenant. The relevance of these themes within modern and postmodern societies will also be discussed, with some reference to contemporary visual arts and music.

Upon successful completion of this unit, it is expected that students will be able to:
1. Interpret selected texts from both biblical testaments in relation to their cultural context.
2. Evaluate critically the literature on the biblical love traditions.
3. Analyse the hermeneutical and ethical relevance of biblical love traditions in relation to the student’s own cultural context.
4. Critically evaluate a range of hermeneutical models that inform loving social practices.

Prerequisites: 30 points in Field B

Class Time: Online

Assessment:
- One paper (1,500 words) (25%)
- Critical reviews (totaling 1,500 words) (25%)
- Essay (3,000 words) (50%)

Faculty: Keith Dyer, Mark Brett

Recommended Reading:
* = set texts recommended for purchase

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

Offered: 2017: Semester 1  (Also available online – see CH8711W)

This unit introduces students to selected key themes and personalities in the history of the Church from the second to the fifteenth centuries. Topics will include the spread of Christianity, church-state relations, ‘heresy’, dissent and schism, the impact of Constantine, monastic movements, and aspects of the Medieval Church.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline some key aspects of the Christian story from early to medieval times.
2. Demonstrate basic skills in interpreting historical documents.
3. Assess the significance of selected movements and personalities for the church’s history
4. Describe the contribution of the study of church history to the development of Christian identity.
5. Critically evaluate historical evidence and the construction of historical accounts.

Prerequisites: Nil

Class Time:  Three hours per week

Assessment:
- One document study (1,000 words) (15%)
- One tutorial paper (1,500 words) (20%)
- One essay (2,500 words) (50%)
- Five 200-word online forum posts (15%)

Faculty:  Marita Munro

Recommended Reading:
* = set texts recommended for purchase

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

Offered: 2017: Semester 2  (Also available online – see CH8712W)

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

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

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

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

CH8711W  Christianity through the Centuries: From the Early Church to the Middle Ages (Online)

Offered: 2017: Semester 1  (Also available on campus – see CH8011W)

This unit introduces students to selected key themes and personalities in the history of the Church from the second to the fifteenth centuries. Topics will include the spread of Christianity, church-state relations, ‘heresy’, dissent and schism, the impact of Constantine, monastic movements, and aspects of the Medieval Church.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline some key aspects of the Christian story from early to medieval times.
2. Demonstrate basic skills in interpreting historical documents.
3. Assess the significance of selected movements and personalities for the church’s history
4. Describe the contribution of the study of church history to the development of Christian identity.
5. Critically evaluate historical evidence and the construction of historical accounts.

Prerequisites: Nil

Class Time: Online

Assessment: One document study (1,000 words) (15%)
One tutorial paper (1,500 words) (20%)
One essay (2,500 words) (50%)
Five 200-word online forum posts (15%)

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase
CH8712W  Christianity through the Centuries: From the Reformation to Modern Times (Online)

Offered: 2017: Semester 2  (Also available on campus – see CH8012W)

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

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

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

Prerequisites: Nil

Class Time: Online

Assessment:

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

Faculty: Marita Munro

Recommended Reading:

* = set texts recommended for purchase

CH9002W Patterns in the Practice of Christianity

Offered: 2017: Semester 2
[Unit offered alternatively as DS9002W]

This unit will explore ways in which historical people learned to shape their lives around Christian ideas, attitudes and values. The main focus of study will be a range of classic manuals of devotion in the series Classics of Western Spirituality, but other historical sources, including sermons, liturgies, visual images and hymns will be briefly noted.

Upon successful completion of this unit, it is expected that students will be able to:
1. Recognise and evaluate the kinds of historical evidence available for discovering how historical people shaped their lives as Christians;
2. Employ appropriate hermeneutical methods for reading and evaluating historical devotional manuals;
3. Assess the role of visual images in shaping historical Christians’ devotional practices;
4. Determine the relevance of devotional manuals and traditional Christian practices for contemporary expressions of the Christian faith;
5. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

CH9025W  Bonhoeffer’s Theology in Historical Context

Offered:  2017: Intensive – July / August
[Unit offered alternatively as CT9025W]

Beginning with his early philosophical theology and concluding with his radical prison writings, this unit will explore the dynamic interaction between Bonhoeffer’s leading theological ideas and his engagement with the changing religious, social and political context of Hitler’s Third Reich.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate an holistic understanding of Bonhoeffer’s often controversial theology.
2. Outline the major influences upon Bonhoeffer’s theology.
3. Explain the relationship between Bonhoeffer’s theology and his ecclesial and political engagements.
4. Articulate an understanding of the mutual significance of systematic theology and church history, showing how this understanding is applicable to other cases in both disciplines.

Prerequisites:  MDiv: 45 points in Foundational Studies

Class Time:  5 weekends (Friday evening, Saturday morning)

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

Faculty:  Keith Clements

Recommended Reading:
* = set texts recommended for purchase
Clements, Keith. *Bonhoeffer and Britain.* London: Churches Together in Britain and Ireland, 2006
CH9415W Supervised Reading Unit in Church History

Offered: 2017: By arrangement with Faculty

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

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

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

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

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

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

Tailored learning outcomes are also to be proposed and approved.

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

Assessment: One 6,000 word essay

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

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

Offered:  
2017: Semester 1
[Unit offered alternatively as CT9704W]

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

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

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

Prerequisites:  
Nil

Class Time:  
Online

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

Faculty:  
Marita Munro

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
CT8001W  Beginning Theological Studies

Offered:  2017: Semester 2  (also available online – see CT8701W)

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

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

Prerequisites:  Nil

Class Time:  Three hours per week

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

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT8701W  Beginning Theological Studies (Online)

Offered: 2017: Semester 2  
(Also available on campus – see CT8001W)

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

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

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

Prerequisites: Nil

Class Time: Online

Assessment:

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

Faculty: Jason Goroncy

Recommended Reading:

* = set texts recommended for purchase

CT9010W Chinese Poetry, Christian Faith: Intercultural Conversations

Offered: 2017: Intensive – April
[Unit offered alternatively as DM9010W]

This unit will involve a study of contemporary Chinese poetry and its quest for identity, freedom, and communal belonging. These themes will then form the basis for theological reflection, seeking resonances with biblical thought and paths for constructive dialogue.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate an understanding of contemporary Chinese thought in selected poems.
2. Identify and explain motifs and themes expressed in selected poems.
3. Analyse correlations between biblical/theological themes and poetic motifs.
4. Demonstrate critical theological insights derived from this process of dialogue.
5. Evaluate critical issues in inter-cultural dialogue explored in this unit.
6. Offer a critical response to the methodology of the process of dialogue undertaken in this unit.

Prerequisites: CT1001W or CT8001W (or equivalent)

Class Time: 5 days

Assessment:
- Journal of Reflections (1,500 words) (25%)
- One essay (4,500 words) (75%)

Faculty: Xiaoli Yang

Recommended Reading:
We humans simply have to talk about death! But what exactly is death? How shall we talk about it in ways that are honest, meaningful, and responsible? In this unit, students will undertake a theological investigation into the subject of death utilising the resources of Christian belief and significant thinkers in the Western tradition: from the ancient Greek poets and playwrights through to the cultural critics and philosophers of modernity.

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 Western tradition and Christian theological traditions have thought about death.
2. Critically evaluate such understandings in light of and in conversation with other resources employed by Christian theology.
3. Articulate a coherent theological response to the question ‘What is death?’
4. Identify, critique and develop responses to questions surrounding death raised in contemporary culture.

Prerequisites: 30 points in CT

Class Time: Three hours per week

Assessment:
- Online forum (1,500 words) (25%)
- Seminar paper (1,000 words) (25%)
- Essay (3,500 words) (50%)

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT9016W  A Theology of Relational Ministry

Offered: 2017: Intensive – January/February
[Unit offered alternatively as DP9016W]

This unit is about the theology and practice of relational or incarnational ministry. Students will be led through the historical, sociological, and theological presumptions that brought these practices to the forefront of ministry and theology today, and then be invited to re-imagine the practice within a deeper theological perspective that is more affirming of the theology of the Incarnation and the humanity of people in our world. By both deconstructing and then reconstructing the practice, the unit offers a truly relational theology of ministry and of human personhood.

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

1. Identify the historical and cultural presumptions of the practice of relational ministry.
2. Evaluate relationality as a theological reality.
3. Articulate a practical theological method for exploring lived contexts for their theological depth.
4. Exhibit independent and critical responses for theological reflection on the question of human relationality in specific ministry contexts.
5. Formulate and apply research criteria and methods for engaging in theological reflection on ministry.

Prerequisites: Nil

Class Time: Intensive: 5 x days

Assessment:

- Integrative essay (3,500 words) (50%)
- Interactive review (1,500 words) (25%)
- Seminar paper and discussion (1,000 words) (25%)

Faculty: Andrew Root and Jason Goroncy

Recommended Reading:

* = set texts recommended for purchase


CT9020W  Church: The Quest for Christian Community

Offered: 2017: Semester 1

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

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

1. Articulate a theology of the church, drawing upon both biblical and extra-biblical sources;
2. Outline and discuss a theology of sacraments/ordinances;
3. Discuss critically the ‘priesthood’ of all Christians and the nature of ‘ordained ministry’ in relation to the mission and life of the Christian community;
4. Evaluate contemporary models of the church using theological criteria.

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

Prohibited Combinations: CT321 Ecclesiology: Issues and Perspectives

Class Time: Three hours per week

Assessment:

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

Faculty: Jason Goroncy

Recommended Reading:

* = set texts recommended for purchase


CT9025W  Bonhoeffer’s Theology in Historical Context

Offered: 2017: Intensive – July / August
[Unit offered alternatively as CH9025W]

Beginning with his early philosophical theology and concluding with his radical prison writings, this unit will explore the dynamic interaction between Bonhoeffer’s leading theological ideas and his engagement with the changing religious, social and political context of Hitler’s Third Reich.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate an holistic understanding of Bonhoeffer’s often controversial theology.
2. Outline the major influences upon Bonhoeffer’s theology.
3. Explain the relationship between Bonhoeffer’s theology and his ecclesial and political engagements.
4. Articulate an understanding of the mutual significance of systematic theology and church history, showing how this understanding is applicable to other cases in both disciplines.

Prerequisites: MDiv: 45 points in Foundational Studies

Class Time: 5 weekends (Friday evening, Saturday morning)

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

Faculty: Keith Clements

Recommended Reading:
* = set texts recommended for purchase

CT9082W  Capitalism and the Kingdom of God

Offered: 2017: Semester 2
[Listed in TAMS as Economics, Justice and Theology]

This unit aims to equip students with the resources to understand a variety of economic models and to formulate a theological critique of these. The unit will embody a dialogue between the approaches of an economist and a theologian. The relationship between society and the economy will be considered and theological resources such as economic language in the Scriptures, economic models in Scripture and early Christianity, and contemporary Christian social teaching will be explored. In particular, theological critique will be directed to current neo-liberal economic models, bearing in mind issues of distributive justice and economic policy.

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

1. Analyse some of the underlying assumptions of selected economic models;
2. Describe some of the economic dimensions of biblical language and ethics;
3. Discuss the role of Scripture in formulating critiques of economic policy and in exploring alternative economic models;
4. Demonstrate a knowledge of selected contemporary Christian teaching on economic justice.

Prerequisites: One foundational unit in systematic theology
One foundational unit in biblical studies

Class Time: Three hours per week

Assessment:
One tutorial paper (1,000 words) (15%)
One seminar paper (2,000 words) (35%)
One essay (3,000 words) (50%)

Faculty: Jason Goroncy, Jonathon Cornford

Recommended Reading:
* = set texts recommended for purchase

CT9415W Supervised Reading Unit in Systematic Theology

Offered: 2017: By arrangement with Faculty

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

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

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

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

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

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

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

Tailored learning outcomes are also to be proposed and approved.

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

Assessment: One 6,000 word essay

Faculty: 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.
CT9704W  History and Theology of the Baptist Movement (Online)

Offered:  2017: Semester 1
          [Unit offered alternatively as CH9704W]

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

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

Prerequisites:  Nil

Class Time:  Online

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

Faculty:  Marita Munro

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
We humans simply have to talk about death! But what exactly is death? How shall we talk about it in ways that are honest, meaningful, and responsible? In this unit, students will undertake a theological investigation into the subject of death utilising the resources of Christian belief and significant thinkers in the Western tradition: from the ancient Greek poets and playwrights through to the cultural critics and philosophers of modernity.

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 Western tradition and Christian theological traditions have thought about death.
2. Critically evaluate such understandings in light of and in conversation with other resources employed by Christian theology.
3. Articulate a coherent theological response to the question ‘What is death?’
4. Identify, critique and develop responses to questions surrounding death raised in contemporary culture.

Prerequisites: 30 points in CT

Class Time: Online

Assessment:
- Online forum (1,500 words) (25%)
- Online presentation (1,000 words or equivalent) (25%)
- Essay (3,500 words) (50%)

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

DA8001W  Living the Faith

Offered: 2017: Semester 1 (also offered online – see DA8701W)

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

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

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

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

Prerequisites:  NIL

Class Time:  Four hours per week over 9 sessions

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

Faculty:  Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

DA8701W Living the Faith (Online)

Offered: 2017: Online Semester 1 (also offered on campus – see DA8001W)

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

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

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

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

Prerequisites: Nil

Class Time: Online

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

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

DD8202W    Art of Spiritual Direction 1

Offered: 2017: Intensive March – November (through WellSpring)

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the distinctive parameters of the ministry of spiritual direction
2. Critically define similarities and differences between spiritual direction and other helping professions
3. Demonstrate a capacity to critically self-evaluate his or her spiritual direction practice particularly relating to listening skills
4. Identify and analyse key elements of discernment in the practice of spiritual direction
5. Demonstrate a personal and practice awareness of the diversity of human experiences of God

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

Unit Value: 30 points

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

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

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

Recommended Reading:
* = set texts recommended for purchase

DD8203W Art of Spiritual Direction 2

Offered: 2017: Intensive March – November (through WellSpring)

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

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

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

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

Unit Value: 30 points

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

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

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

Recommended Reading:
* = set texts recommended for purchase


DD9204W    Art of Spiritual Direction 3

Offered: 2017: Intensive March – November (through WellSpring)

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Demonstrate creativity and initiative in integrating theological reflection, knowledge and skills of spiritual direction, and the capacity to apply them to new situations in ministry and/or further learning;
2. Describe and articulate the distinctive role of spiritual direction among the helping professions;
3. Evaluate how psychological issues impact the practice of spiritual direction;
4. Research an aspect of spiritual direction and justify its unique relationship with spiritual direction practice.

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

Unit Value: 30 points

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

Assessment:

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

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

Recommended Reading:
* = set texts recommended for purchase

DL9001W  Theology and Practice of Christian Worship

Offered:  2017:  Semester 1

This unit provides an introduction to the range of ways that worship is understood and practised in Christian churches. It helps equip students to prepare and evaluate worship services, and it introduces worship as a field for further studies.

Upon successful completion of this unit, it is expected that students will be able to:
1. Summarise the major features of the biblical and documentary witness to early Christian worship practices;
2. Describe the most prevalent forms of Christian worship and explain aspects of the differing theologies that shape them;
3. Identify models for integrating a congregation’s worship life with its practices of evangelism, Christian education, spiritual formation, pastoral care, ethics, and social action;
4. Identify typical component parts of a worship service and discuss their inter-relationship and their place in an overall theology of worship;
5. Discuss the distinctive uses of time, space, action, music and text in Christian worship;
6. Formulate and apply critical criteria for evaluating worship services and materials.
7. Reflect on diverse worship experiences or observations and theorise about their historical, cultural and theological influences and implications.

Pre-requisites:  45 points in CT and/or field D

Unit Value:  30 points

Class Time:  Three hours per week

Assessment:  One Worship evaluations folio (1,200 words) (15%)
One Essay (2,000 words) (30%)
One Research Questions Assignment with oral defence (2,800 words) (45%)

Faculty:  TBA

Recommended Reading:
* = set texts recommended for purchase
DL9003W  Pastoral Care: Communal Response

Offered: 2017: Semester 2
[Unit offered alternatively as DP9003W]

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

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

Prerequisites: DA1001W

Class Time: Four hours per week over 9 sessions

Assessment:
- One essay (2,500 words) (50%)
- Reflection journal (five x 300 words) (25%)
- One tutorial paper (1,500 words) (25%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

DM8005W  Culture and Language

Offered: 2017: Intensive – January / February

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

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

Prerequisites: Nil

Class Time: Intensive (5 days)

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

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

DM8019W  Contextual Mission

Offered:  2017: Intensive – January (in conjunction with Global Interaction’s Strategic Mission Week)

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

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

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

Prerequisites:  Nil

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

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

Faculty:  Ian Dicks

Recommended Reading:
* = set texts recommended for purchase
DM9008W Global Experience: An Extended Culture and Language Engagement Exercise

Offered: 2017: By arrangement with Global Interaction
[Unit offered alternatively as AR9008W]

This unit is a 6 week supervised visit to a socio-cultural and religious community different from the student’s own for the purposes of gaining some experience of cross-cultural work and ministry. It occurs in partnership with Global Interaction, the Australian Baptist cross-cultural mission organization, and under the supervision of both a trained culture and language facilitator and a host community language and culture helper. Students will be guided through a language acquisition and culture awareness program, learning some basic vocabulary and grammar from the host community’s language along with an acquaintance with aspects of the community’s culture. Students will also have the opportunity to observe the working life of cross-cultural workers.

Upon successful completion of this unit, it is expected that students will be able to:
1. Discuss the basic elements necessary to developing intercultural sensitivities and knowledge, along with some characteristics and skills beneficial for cross-cultural living and engagement
2. Articulate the basic processes of learning a second language
3. Demonstrate some capacity in a host community’s language
4. Demonstrate an understanding of the tools required for cultural inquiry including, participant observation, ethnographic interviewing and writing a thick description, approaches common with cultural anthropology
5. Analyse a host community’s culture and worldview in the areas of greeting and leave taking, clothing, food, work and non-verbal communication
6. Identify and critique key issues informing the interaction of the gospel and culture in the host community.
7. Outline and reflect on one’s own growth and responses during the period of cross-cultural engagement.

Prerequisites: DM1005W/DM8005W Culture and Language
*Students will require an Australian Federal Police background check, as well an interview with a Global Interaction staff member prior to being accepted into the program.

Unit Value: 30 points

Class Time: The unit will be primarily a field based program with daily activities, including times of observation, interaction and reflection. Prior to departure to the host country, students will attend a day seminar detailing the country and people group.

Assessment:
1. 1,000 words selected from trip journal (20%)
2. 4 x 500 word cultural reflections (thick descriptions) from the activities of participant observation and ethnographic interviewing about set culture topics (40%)
3. Completion of phase 1 of the language program and demonstrate an understanding and speaking capacity of 800 words in the host community’s language. Equivalent to 3,000 words (40%)

Faculty: Ian Dicks

Recommended Reading: See next page

...DM9008W continued next page
Recommended Reading:
* = set texts recommended for purchase

* Thomson, Greg and Angela. 'The First Hundred Hours: Interacting about the Here and Now: Introduction to Growing Participator Approach', Phase 1A, Version: Mar06, edits Sep09. (Free)
* Thomson, Greg and Angela, 'The First Hundred Hours: Interacting about the Here and Now: Add Constrained Two-Way Communication, Phase 1B', Version: Mar06, edits Sep09. (Free)
DM9010W  Chinese Poetry, Christian Faith: Intercultural Conversations

Offered: 2017: Intensive – April
[Unit offered alternatively as CT9010W]

This unit will involve a study of contemporary Chinese poetry and its quest for identity, freedom, and communal belonging. These themes will then form the basis for theological reflection, seeking resonances with biblical thought and paths for constructive dialogue.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate an understanding of contemporary Chinese thought in selected poems.
2. Identify and explain motifs and themes expressed in selected poems.
3. Analyse correlations between biblical/theological themes and poetic motifs.
4. Demonstrate critical theological insights derived from this process of dialogue.
5. Evaluate critical issues in inter-cultural dialogue explored in this unit.
6. Offer a critical response to the methodology of the process of dialogue undertaken in this unit.

Prerequisites: CT1001W or CT8001W (or equivalent)

Class Time: Intensive (five x full days)

Assessment: Journal of Reflections (1,500 words) (25%)
One essay (4,500 words) (75%)

Faculty: Xiaoli Yang

Recommended Reading:
* = set texts recommended for purchase
DM9011W Cultural Anthropology for Cross-Cultural Engagement & Development

Offered: 2017: Intensive – September/October
[Unit offered alternatively as AR9011W]

This unit introduces students to the field of cultural anthropology by describing the nature of culture and outlining various anthropological theories of culture and society. It examines human beings within the context of their social systems, relationships, economies, political institutions, religions, rituals, objects, activities and the meanings that people apply to them. Furthermore, it introduces methods for investigating and understanding culture and worldview, the relationship between Christianity and culture, and it emphasises the importance of cultural investigation and understanding for fruitful intercultural encounters and ministry.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the role of Cultural Anthropology in cross-cultural interaction and engagement.
2. Articulate an understanding the main theories of culture.
3. Identify perspectives on culture held by different religious and cultural communities.
4. Outline biblical approaches to intercultural engagement.
5. Demonstrate an ability to investigate and understand the culture and worldview of a people.
6. Evaluate different approaches to culture by different non-government organisations and Christian mission agencies and the impact this has on cross-cultural engagement.

Prerequisites: Nil

Class Time: 6 days (2 x 3 days)

Assessment:
- One book/article review (750 words) (15%)
- One Descriptive Exercise (750 words) (15%)
- One tutorial paper (1,500 words) (30%)
- One essay (3,000 words) (40%)

Faculty: Dr Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

DM9031W  The Micah Mandate: Integral Mission and Global Poverty

Offered: 2017: Intensive – July

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

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

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

Prerequisites: 45 points of Foundational Studies

Class Time: One week intensive (5 days) at TEAR, Blackburn

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

Faculty: Steve Bradbury

Recommended Reading:
* = set texts recommended for purchase

DM9036W  Global Mission Today

Offered: 2017: Intensive – April / June

This unit introduces some of the major trends and challenges in worldwide Christian mission today. By drawing on recent missiological insights, it addresses the current state of, and thinking behind much of modern mission strategy today. It introduces the following topics: contextualization and why mission is still relevant, the boundaries between aid & development and evangelism, world religions, inter-religious sensitivities, cross-cultural challenges, holistic mission, and non-traditional models of mission.

Upon successful completion of this unit, it is expected that students will be able to:
  1. Outline current trends and issues in global mission today;
  2. Critically evaluate a number of different missiological strategies;
  3. Critically evaluate contextualisation and its impact on global mission today;
  4. Research a particular mission and critically analyse their approach to mission.

Prerequisites: 45 points Foundational units

Class Time: Intensive: 6 days (2 x 3 days)

Assessment:
- One tutorial paper (1,000 words) (20%)
- One research project (2,000 words) (30%)
- Essay (3,000 words) (50%)

Faculty: Ian Dicks and Mark Holt

Recommended Reading:
* = set texts recommended for purchase

DM9046W  Asylum Seekers and Refugees

Offered:  2017: Intensive – Feb /Mar/Apr

This unit will address the range of issues that relate to mission and ministry with asylum seekers and refugees. Reflecting on a number of case studies on the experience of seeking asylum in Australia, and the practice of intercultural ministry with refugees in Melbourne, we will discuss the psychological, political, ethical and legal issues faced by churches and non-government agencies involved in this work. Missional practices will be examined in light of biblical and theological resources.

Upon successful completion of this unit, it is expected that students will be able to demonstrate:
1. a detailed knowledge of selected case studies of seeking asylum;
2. a critical awareness of the psychological, political and legal challenges for asylum seekers and refugees;
3. an understanding of the overlapping but different motivations of church and secular agencies who work in this area;
4. a critical appreciation of intercultural ministry with refugee congregations;
5. an ability to integrate biblical, theological and ethical resources in a research project at a postgraduate standard.

Prerequisites: An introductory unit in practical theology

Class Time: 4 x one-day sessions

Assessment:
- One case study (2,000 words) (40%)
- One essay (3,000 words) (50%)
- Journal of critical reflections (online) not fewer than 5 entries of approximately 200 words (10%)

Faculty: Meewon Yang, Mark Brett

Recommended Reading:
* = set texts recommended for purchase
Snyder, S. Asylum-Seeking, Migration and Church. Farnham: Ashgate, 2012.
DM9064W  Mission and Culture in the New Testament

Offered: 2017: Semester 2 (Also available online – see DM9764W)
[Unit offered alternatively as BN9064W and online as BN9764W]

This unit explores the mission of God and the diversity of the church’s missionary nature as reflected in the writings of the New Testament. Contemporary interpretative methods will be employed to investigate texts illustrative of the manner in which the earliest Christian communities expressed their relationship with and responsibility to the world in which they lived. The study will pay special attention to the cultural, religious, social, and economic contexts of the texts in the New Testament, as well as how the earliest Christians bore witness to Christ cross-culturally in the Roman Empire.

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

2. Identify and discuss the mission of the church within first-century Jewish and Greco-Roman societies.
3. Outline and critically evaluate the understandings of mission reflected in the four gospels, Acts, Paul’s letters, and other writings of the New Testament, including 1 Peter and Revelation.
4. Identify and discuss issues that early Christ-followers faced as communities of Jews and Gentiles, including the religious, cultural, social, economic, and political implications of these ethnically mixed communities in being on mission with God.
5. Critique recent missional hermeneutics proposed by contemporary New Testament scholars and missiologists.
6. Analyse the premises and principles for mission outlined in the New Testament and the challenge of these for the church today.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
- One tutorial paper (1,000 words) (20%)
- One essay on the biblical text (The student will study a given set of New Testament passages that have missiological implications.) (2,500 words) (40%)
- One thematic essay (2,500 words) (40%)

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase

DM9066W  Crossing the Street: Understanding Buddhism and Our Buddhist Neighbours

Offered: 2017: Intensive – August/September
[Unit offered alternatively as AR9066W]

This unit provides an introductory inquiry into Buddhist thought & practice as well as its implications for cross-cultural engagement with our neighbours from Buddhist background. The life of Buddha Siddhartha Gautama, the basic tenets, and socio-historical development of Buddhism will provide a foundation for understanding the various traditions and expressions of Buddhism in the world today. Particular attention will be paid to understanding the spiritual world and daily life of Buddhists in various contexts, as well as historical and current barriers and bridges that can inhibit or facilitate understanding, positive interaction and fruitful encounters with Buddhist neighbours.

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline the historical development, central tenets and practices of Buddhism.
2. Understand the geographical spread of Buddhism as well as articulate the cultural worldviews and structures found within the various streams of Buddhist traditions.
3. Identify the significant Buddhist concepts, themes and practices that have influenced or been adopted, transformed or rejected by the local cultures it has encountered.
4. Participate in authentic interreligious dialogue and communication that reflects an understanding and contributions of both the Buddhist and Christian worldviews.
5. Discern spiritual practices, structures and teaching appropriate to a Buddhist context.
6. Critique the historical interactions with Buddhists that have led to misunderstandings and lack of response.

Prerequisites: 30 points in Foundational Studies

Class Time: 6 days (2 x 3 days)

Assessment:
- Book/paper report (500 words) (10%)
- Initial interview reflection (500 words) (10%)
- Research project (1,500 words) (20%)
- Secondary interview reflection (500 words) (10%)
- Essay (3,000 words) (50%)

Faculty: Ian Dicks, Paul Gravitas

Recommended Reading: See next page

...DM9066W continued next page
Recommended Reading:

* = set texts recommended for purchase


DM9415W    Supervised Reading Unit in Missiology

Offered: 2017: By arrangement with Faculty

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

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

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

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

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

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

    Tailored learning outcomes are also to be proposed and approved.

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

Assessment: One 6,000 word essay

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DM9738W  Missional Spirituality (Online)

Offered: 2017: Semester 2
[Unit offered alternatively as DS9738W]

This unit explores models of spirituality and sustainability for Christian discipleship and mission in the context of postmodernity. It explores strategies to overcome the sacred/secular divide and discover the presence of God beyond the church. It explores the nature of discipleship as ‘following Jesus into the world’. It investigates spirituality of everyday life and in distinctively Australian contexts. Special topics include: attentiveness and discernment, the role of the Spirit in mission, approaches to sustainability, ‘inner’ contemplative and ‘outer’ engaged spiritual practices, the spirituality of activism, the relationship between worship and mission, and Christian responses to consumerism. It allows students to engage in and reflect on one spiritual practice in depth, encouraging ongoing sustainability in mission.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the place of spirituality in the church’s mission
2. Research a local cultural issue and its relevance to spirituality
3. Critically evaluate and apply practices for fostering missional spirituality
4. Set contemporary missional spiritual practices in historical context.
5. Critique models of spirituality outside the church in the wider Australian context.

Prerequisites: 15 points in Fields B, C or D

Class Time: Online

Assessment:
- Essay (3,000 words) (50%)
- Research project (1,500 words) (30%)
- Journal reflection (750 words) (10%)
- Online forum (or tutorial) participation (750 words) (10%)

Faculty: Darren Cronshaw

Recommended Reading:
* = set texts recommended for purchase

DM9764W  Mission and Culture in the New Testament (Online)

Offered: 2017: Semester 2  
(Also available on campus – see DM9064W)
[Unit offered alternatively as BN9764W and on campus as BN9064W]

This unit explores the mission of God and the diversity of the church’s missionary nature as reflected in the writings of the New Testament. Contemporary interpretative methods will be employed to investigate texts illustrative of the manner in which the earliest Christian communities expressed their relationship with and responsibility to the world in which they lived. The study will pay special attention to the cultural, religious, social, and economic contexts of the texts in the New Testament, as well as how the earliest Christians bore witness to Christ cross-culturally in the Roman Empire.

Upon successful completion of this unit, it is expected that students will be able to:
2. Identify and discuss the mission of the church within first-century Jewish and Greco-Roman societies.
3. Outline and critically evaluate the understandings of mission reflected in the four gospels, Acts, Paul’s letters, and other writings of the New Testament, including 1 Peter and Revelation.
4. Identify and discuss issues that early Christ-followers faced as communities of Jews and Gentiles, including the religious, cultural, social, economic, and political implications of these ethnically mixed communities in being on mission with God.
5. Critique recent missional hermeneutics proposed by contemporary New Testament scholars and missiologists.
6. Analyse the premises and principles for mission outlined in the New Testament and the challenge of these for the church today.

Prerequisites: Nil

Class Time: Online

Assessment:

Online tutorial participation responding to set readings and peer interaction (at least five entries x 200 words) (20%)

One essay on the biblical text (The student will study a given set of New Testament passages that have missiological implications.) (2,500 words) (40%)

One thematic essay (2,500 words) (40%)

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase

DP9003W  Pastoral Care: Communal Response

Offered: 2017: Semester 2
[Unit offered alternatively as DL9003W]

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

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

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

Prerequisites: DA1001W

Class Time: Four hours per week over 9 sessions

Assessment:
- One essay (2,500 words) (50%)
- Reflection journal (five x 300 words) (25%)
- One tutorial paper (1,500 words) (25%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

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

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

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

Prerequisites: Foundational unit in Field D

Class Time: Three hours per week

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

Faculty: Gary Heard

Recommended Reading:
* = set texts recommended for purchase

DP9014W  A Toolbox for Ethical Pastoral Leadership

Offered: 2017: Semester 2

This unit invites a critical examination of the responsibilities of congregational leadership. Particular attention will be given to contemporary theory and practice concerning the themes and issues encountered in ministry practice: self-care and healthy practice, boundaries, conflict, change, supervision, codes of conduct, ministry ethics. A framework for theological reflection will be developed in order to discern ongoing processes for healthy leadership.

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

1. Critically evaluate concepts of boundaries, leadership and power, ethical practice, self-care, conflict, change.
2. Demonstrate theological and pastoral insight into the principles behind specific examples of codes of ethics for pastoral leaders.
3. Outline the factors contributing to the establishment of pastoral identity and leadership responsibility.
4. Analyse the ways ministry and practice are informed and resourced by their theological, biblical, pastoral and spiritual formation processes.
5. Articulate a theology of church leadership that integrates the elements of personhood, vocation and ethical leadership.

Prerequisites: DA8001—Living the Faith, or DP8001—Theology and Practice of Pastoral Care, or equivalent

Class Time: Three hours per week

Assessment: One case study (1500 words) (25%)
Three theological reflection papers (3 x 500 words) (25%)
One essay (3000 words) (50%)

Faculty: Anne Mallaby and Baptist Union of Victoria

Recommended Reading:

DP9015W  The Arts in Pastoral Practice

Offered:  2017: Intensive – July/August

This unit considers creative approaches to pastoral care. Students will evaluate contemporary pastoral theory and practice and how that may be expressed within an arts framework. An appreciation of aesthetic expressions of theology will be examined in various contexts such as liturgy, visual art, music, movement and word-craft. A framework for theological reflection will be developed in order to discern creative approaches to pastoral care.

Upon successful completion of this unit, it is expected that students will be able to:
1. Critically evaluate a range of aesthetic approaches to pastoral theology.
2. Examine and critique contemporary literature and resources in pastoral care and arts practice.
3. Reflect theologically upon experience using an arts-based methodology.
4. Outline and critique some creative expressions in pastoral and liturgical practice.
5. Formulate their own theology of the arts in pastoral practice.

Prerequisites:  45 points of Foundational Studies

Class Time:  1 x 5 day period, with 1 day session 6 weeks later

Assessment:
- One case study (1500 word equivalent) (25%)
- Three theological reflections (3 x 500 words equivalent) (25%)
- One essay (3000 words) (50%)

Faculty:  Anne Mallaby and Libby Byrne

Recommended Reading:
* = set texts recommended for purchase

Allen, P.  *Art is a spiritual path: engaging the sacred through the practice of art and writing.* Boston: Shambala, 2005.


DP9016W  A Theology of Relational Ministry

Offered: 2017: Intensive – January/February
[Unit offered alternatively as CT9016W]

This unit is about the theology and practice of relational or incarnational ministry. Students will be led through the historical, sociological, and theological presumptions that brought these practices to the forefront of ministry and theology today, and then be invited to re-imagine the practice within a deeper theological perspective that is more affirming of the theology of the Incarnation and the humanity of people in our world. By both deconstructing and then reconstructing the practice, the unit offers a truly relational theology of ministry and of human personhood.

Upon successful completion of this unit, it is expected that students will be able to:
1. Identify the historical and cultural presumptions of the practice of relational ministry.
2. Evaluate relationality as a theological reality.
3. Articulate a practical theological method for exploring lived contexts for their theological depth.
4. Exhibit independent and critical responses for theological reflection on the question of human relationality in specific ministry contexts.
5. Formulate and apply research criteria and methods for engaging in theological reflection on ministry.

Prerequisites: Nil

Class Time: Intensive: 5 x days

Assessment:
- Integrative essay (3,500 words) (50%)
- Interactive review (1,500 words) (25%)
- Seminar paper and discussion (1,000 words) (25%)

Faculty: Andrew Root and Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

DP9060W  Transforming Pastoral Leadership: A Case Study Approach

Offered: 2017: Semester 1

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

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

Prerequisites: At least one Foundational unit in Biblical Studies, Systematic Theology and Pastoral Care

Class Time: Three hours per week

Assessment: Five 600-word case study reflection papers (3,000 words) (50%)
One critical essay (2,000 words) (50%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

Reed, Angela H. *Quest for spiritual community: Reclaiming spiritual guidance for contemporary congregations.* London: T & T Clark, 2011.
DP9067W  Supervised Theological Field Education

Offered: 2017: Semester 2

[Must be taken in conjunction with DP9069W in consecutive semesters ie. Semester 1, 2018]

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

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

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

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

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

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

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

Faculty: Anne Mallaby

...DP9067W continued next page
Recommended Reading:

* = set texts recommended for purchase

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

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

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

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

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

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

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

Faculty: Anne Mallaby

...DP9069W continued next page
Recommended Reading:
* = set texts recommended for purchase
Clinical Pastoral Education (Level 1)

Offered: 2017: Semesters 1 or 2; days and times to be negotiated

Double subject worth 30 points

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

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

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

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

Co-requisites:

In Undergraduate programs:
- 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 DP; and demonstrated pastoral competence; and a successful interview with the CPE Centre Director or delegate.

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

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

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

...DP9100S 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) (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

**Recommended Reading:** No particular readings are set for this unit.
**DP9205W  Action and Contemplation: The Art of Christian Engagement**

**Offered:** 2017: Intensive – August / September / October  
[Unit offered alternatively as DS9205W]

This unit explores the art of engaging in Christian life and ministry with a contemplative awareness. It will examine the Biblical, theological and practical foundations for a Christian contemplative spirituality, and the implications of this posture of union with God for one's personal life, relationships, ministry and involvement in wider society.

Particular focus will be given to:

- The Biblical, theological and practical issues of reconciling one’s active and contemplative life with the personal and social dimensions of ministry;
- A theological understanding and critical engagement with the dynamics of forgiveness and reconciliation in ministry from a contemplative awareness;
- Spiritual and practical exercises to increase their awareness of being present to themselves, the Holy Spirit, and to others.

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

1. Articulate the Biblical and theological foundations for a contemplative spirituality in Christian life and ministry;
2. Identify the challenges and resources to live with a contemplative awareness in daily life;
3. Evaluate the effect of a contemplative practice and vision on a person’s engagement in ministry;
4. Analyse their theological and practical understanding of forgiveness, reconciliation and non-violent social action for a particular cultural and social context;
5. Critically self-evaluate their growth through personal and peer supervision.
6. Articulate a theological synthesis of theory and practice for a contemplative approach to ministry and social action.

**Prerequisites:** DS9201W—The Art of Contemplative Practice; or DS9011S—The Inner Life of a Disciple of Christ; or equivalent

**Class Time:** 6 days (3 x 2 days)

**Assessment:**
- One self-awareness report (2,000 words) (30%)
- One essay (4,000 words) (70%)

**Faculty:** Tim McCowan

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

DP9273S  Clinical Pastoral Education (Level 2)

Offered:  2017: Semesters 1 or 2; days and times to be negotiated

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

This unit builds on the foundational CPE unit, DP9100S 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:
DP8273S or DP9100S or foundational unit of CPE completed before 31 December 2014 and permission
to undertake the CPE Unit at Advanced Level from the CPE Centre Director prior to enrolment.

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

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

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

...DP9273S continued next page
Assessment:

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

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

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

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

Offered: 2017: By arrangement with Faculty

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

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

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

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

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

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

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

Tailored learning outcomes are also to be proposed and approved.

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

Assessment: One 6,000 word essay

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DS9002W Patterns in the Practice of Christianity

Offered: 2017: Semester 2
[Unit offered alternatively as CH9002W]

This unit will explore ways in which historical people learned to shape their lives around Christian ideas, attitudes and values. The main focus of study will be a range of classic manuals of devotion in the series Classics of Western Spirituality, but other historical sources, including sermons, liturgies, visual images and hymns will be briefly noted.

Upon successful completion of this unit, it is expected that students will be able to:
1. Recognise and evaluate the kinds of historical evidence available for discovering how historical people shaped their lives as Christians;
2. Employ appropriate hermeneutical methods for reading and evaluating historical devotional manuals;
3. Assess the role of visual images in shaping historical Christians’ devotional practices;
4. Determine the relevance of devotional manuals and traditional Christian practices for contemporary expressions of the Christian faith;
5. Demonstrate a capacity to research a specific topic in a critically rigorous, sustained and self-direct manner.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

DS9008W  Spirituality: Transforming Life

Offered: 2017: Semester 2

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

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

Pre-requisite: 45 points in Foundational Studies

Class Time: Three hours per week

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

Faculty: Roslyn Wright

Recommended Reading:
* = set texts recommended for purchase


DS9021W  Spirituality of Everyday Life

Offered: 2017: Intensive – June

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

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

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

Prerequisites: 45 points in Foundational Studies

Class Time: Intensive: 2 weeks (10 x mornings)

Assessment: Two reflection papers integrating assigned reading with prescribed reflective exercises (1,500 words each) (20%) each

One research paper, interacting with one of the main aspects of everyday life covered in the course (3,000 words) (60%)

Faculty: Simon Holt

Recommended Reading:
* = set texts recommended for purchase

DS9201W  Art of Contemplative Practice

Offered:  2017: Intensive – January / February / March (through WellSpring)

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

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

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

Pre-requisites:  Nil

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

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

Faculty:  Peter Bentley

Recommended Reading:
* = set texts recommended for purchase
DS9205W  Action and Contemplation: The Art of Christian Engagement

Offered: 2017: Intensive – August / September / October
[Unit offered alternatively as DP9205W]

This unit explores the art of engaging in Christian life and ministry with a contemplative awareness. It will examine the Biblical, theological and practical foundations for a Christian contemplative spirituality, and the implications of this posture of union with God for one’s personal life, relationships, ministry and involvement in wider society.

Particular focus will be given to:
• The Biblical, theological and practical issues of reconciling one’s active and contemplative life with the personal and social dimensions of ministry;
• A theological understanding and critical engagement with the dynamics of forgiveness and reconciliation in ministry from a contemplative awareness;
• Spiritual and practical exercises to increase their awareness of being present to themselves, the Holy Spirit, and to others.

Upon successful completion of this unit, it is expected that students will be able to:
1. Articulate the Biblical and theological foundations for a contemplative spirituality in Christian life and ministry;
2. Identify the challenges and resources to live with a contemplative awareness in daily life;
3. Evaluate the effect of a contemplative practice and vision on a person’s engagement in ministry;
4. Analyse their theological and practical understanding of forgiveness, reconciliation and non-violent social action for a particular cultural and social context;
5. Critically self-evaluate their growth through personal and peer supervision.
6. Articulate a theological synthesis of theory and practice for a contemplative approach to ministry and social action.

Prerequisites: DS9201W—The Art of Contemplative Practice; or DS9011S—The Inner Life of a Disciple of Christ; or equivalent

Class Time: 6 days (3 x 2 days)

Assessment:
One self-awareness report (2,000 words) (30%)
One essay (4,000 words) (70%)

Faculty: Tim McCowan

Recommended Reading:
* = set texts recommended for purchase

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

Offered: 2017: Intensive – June / July (through WellSpring Centre, Ashburton)

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

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

1. Examine and evaluate their personal approach to exploring the inner spiritual landscape
2. Demonstrate both an understanding and integration of Parker Palmer’s approach to the spiritual life
3. Establish and design a contemplative circle
4. Lead a contemplative group
5. Integrate personal spiritual experience with ancient and contemporary contemplative knowledge through the group process

Pre-requisites: Nil

Class Time: 5 days plus one residential weekend retreat

Assessment:

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

Faculty: Christopher Page

Recommended Reading:

* = set texts recommended for purchase


______________. *Community, Knowing and Spirituality in Education*. [www.infed.org/thinkers/palmer.htm](http://www.infed.org/thinkers/palmer.htm)


DS9208W  Mapping the Soul with the Enneagram

Offered:  2017: Intensive – May (through WellSpring Centre, Ashburton)

This unit explores the relationship between a person’s identity and their spirituality through the Enneagram personal mapping system. It will identify the resourceful and non-resourceful dimensions of each personality type as well as fruitful ways to promote spiritual growth and personal development.

Students will engage with their own perceived personality frameworks and the impact these have on their developing awareness of self, God and the world in their everyday life experiences.

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

1. Articulate a critical understanding of the key components of the Enneagram mapping system.
2. Engage with the diversity of approaches in which the Enneagram is interpreted and used in contemporary society and practice.
3. Demonstrate a reflective understanding of their personality type and its influence on their everyday lived experience.
4. Critically evaluate the Enneagram as a mapping tool for one’s spiritual life particularly in relation to prayer, discernment, work and ministry.
5. Identify and develop spiritual practices based on their personality type that promote development of their identity and spiritual growth.

Pre-requisites:  Nil

Class Time:  6 days (2 x 3 days)

Assessment:  One self-awareness report (2,000 words) (30%)
One essay (4,000 words) (70%)

Faculty:  Tim McCowan, Peter Bentley

Recommended Reading:
* = set texts recommended for purchase


DS9415W  Supervised Reading Unit in Spirituality

Offered: 2017: By arrangement with Faculty

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

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

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

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

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

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

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

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

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

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

**Faculty:** Anne Mallaby

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

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DS9738W Missional Spirituality (Online)

Offered: 2017: Semester 2
[Unit offered alternatively as DM9738W]

This unit explores models of spirituality and sustainability for Christian discipleship and mission in the context of postmodernity. It explores strategies to overcome the sacred/secular divide and discover the presence of God beyond the church. It explores the nature of discipleship as ‘following Jesus into the world’. It investigates spirituality of everyday life and in distinctively Australian contexts. Special topics include: attentiveness and discernment, the role of the Spirit in mission, approaches to sustainability, ‘inner’ contemplative and ‘outer’ engaged spiritual practices, the spirituality of activism, the relationship between worship and mission, and Christian responses to consumerism. It allows students to engage in and reflect on one spiritual practice in depth, encouraging ongoing sustainability in mission.

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

1. Articulate the place of spirituality in the church’s mission
2. Research a local cultural issue and its relevance to spirituality
3. Critically evaluate and apply practices for fostering missional spirituality
4. Set contemporary missional spiritual practices in historical context.
5. Critique models of spirituality outside the church in the wider Australian context.

Prerequisites: 15 points in Fields B, C or D

Class Time: Online

Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay (3,000 words)</td>
<td>(50%)</td>
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<tr>
<td>Research project (1,500 words)</td>
<td>(30%)</td>
</tr>
<tr>
<td>Journal reflection (750 words)</td>
<td>(10%)</td>
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<tr>
<td>Online forum (or tutorial) participation (750 words)</td>
<td>(10%)</td>
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</tbody>
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Faculty: Darren Cronshaw

Recommended Reading:

* = set texts recommended for purchase

Capstone

Offered: 2017: By arrangement with Faculty

Note: All Masters awards require students to complete a Capstone unit in their last twelve months.

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

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

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

See Supervised Reading Unit outlines for further information.

Capstone units available:

XE9970W Capstone by Integrative Essay
XP9069W Supervised Theological Field Education (Capstone)
XX9971W Capstone: Love and Justice
XX9972W Capstone: Hope and Mission
XX9973W Capstone: Faith and Ministry

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

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

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

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

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

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

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

Faculty: Anne Mallaby

...XP9069W continued next page
**Recommended Reading:**

* = set texts recommended for purchase

XX9970W Capstone by Integrative Essay

Offered: 2017: Semester 1 or Semester 2 by arrangement with the Dean

The Capstone unit entails study at an advanced level, drawing together and moving beyond the student’s preceding coursework. It requires the distinctive formulation of a topic area, question or theme. Study of this topic requires research, exegesis of texts or specific authors’ work, and critical appraisal of arguments and potential further work in the subject area. Strong communication skills are required for the assessment tasks.

The Capstone unit requires an integrative approach, drawing upon at least two disciplines within theological studies.

The Capstone unit is undertaken within the final two semesters of a Masters Degree.

Upon successful completion of this unit, it is expected that students will be able to:
1. Explain succinctly the issue or theme addressed and how it relates to other areas of theological study;
2. Critically review the distinctive arguments or perspectives presented by relevant texts or sources, drawing upon at least two disciplines of theological studies;
3. Critique the contribution, merits or limitations of these arguments or sources, and their potential impact on ministry or faith practice;
4. Introduce potential areas for further study of this theme.

Pre-requisites: Nil

Class Time: 6 hours meeting with supervisor + personal study hours + initial orientation seminar

Assessment: For 15 points: either (a) or (b):
(a) One exegetical paper or book review (1,500 words); (20%)
   and
   One essay (4,500 words) including a 10-minute oral presentation (80%)
   or
(b) One essay (6,000 words) including a 10-minute oral presentation (100%)

Faculty: Various

Recommended Reading:
* = set texts recommended for purchase

The reading set for this unit will be determined by the student in consultation with the supervisor.
XX9971W  Capstone: Love and Justice

Offered: 2017: Semester 1 or Semester 2

This unit requires integrative study of two theological concepts: *love* and *justice*, and the relationship between them.

It will entail biblical and theological study of the nature of love and justice, in relation to God and to human community.

It will also require reflection upon the implications of love and justice in specific aspects of society, as identified by the student. The unit will draw upon the student’s theological studies across a range of disciplines, towards an integrated application in their own context.

The Capstone unit is undertaken within the final two semesters of a Masters Degree.

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

1. Articulate the meaning of the terms *love* and *justice* when used in Christian theology, drawing upon a number of biblical and theological sources.
2. Critique the relationship between love and justice.
3. Demonstrate research skills in explaining some aspect of the application of love and justice in their own context.
4. Critically evaluate applications of love and justice, integrating insights from several disciplines.

Pre-requisites: Nil

Class Time: 6 hours meeting with supervisor + personal study hours + initial orientation seminar

Assessment: For 15 points: either (a) or (b):

(a) One exegetical paper or book review (1,500 words); (20%)

and

One essay (4,500 words) including one 10-minute oral presentation (80%)

or

(b) One essay (6,000 words) including one 10-minute oral presentation (100%)

Faculty: Various

Recommended Reading:
* = set texts recommended for purchase

The reading set for this unit will be determined by the student in consultation with the supervisor.
XX9972W         Capstone: Hope and Mission

Offered: 2017: Semester 1 or Semester 2

This unit invites integrative study of two theological concepts: hope and mission, and the relationship between them.

It will entail biblical and theological study of the grounds and meaning of Christian hope.

It will also require reflection upon the implications of that hope in specific aspects of mission, as identified by the student. The unit will draw upon the student’s theological studies across a range of disciplines, towards an integrated application in their own context.

The Capstone unit is undertaken within the final two semesters of a Masters Degree.

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

1. Articulate the meaning of the terms hope and mission when used in Christian theology, drawing upon a number of biblical and theological sources.
2. Critique the relationship between hope and mission.
3. Demonstrate research skills in explaining some aspect of the application of hope and mission in their own context.
4. Critically evaluate applications of hope and mission, integrating insights from several disciplines.

Pre-requisites: Nil

Class Time: 6 hours meeting with supervisor + personal study hours + initial orientation seminar

Assessment: For 15 points: either (a) or (b):
   (c) One exegetical paper or book review (1,500 words); (20%)
       and
       One essay (4,500 words) including one 10-minute oral presentation (80%)
   or
   (d) One essay (6,000 words) including one 10-minute oral presentation (100%)

Faculty: Various

Recommended Reading:
* = set texts recommended for purchase

The reading set for this unit will be determined by the student in consultation with the supervisor.
XX9973W  Capstone: Faith and Ministry

Offered: 2017: Semester 1 or Semester 2

This unit invites integrative study of two theological concepts: faith and ministry, and the relationship between them.

It will entail biblical and theological study of the meaning of Christian faith.

It will also require research into the term ‘minister’, in biblical contexts and ecclesiology, and reflection upon the relationship of faith and ministry in a specific context or aspect of the student’s life or experience.

The unit will draw upon the student’s theological studies across a range of disciplines, towards an integrated application in their own situation.

The Capstone unit is undertaken within the final two semesters of a Masters Degree.

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

1. Articulate the meaning of the terms faith and ministry when used in Christian theology, drawing upon a number of biblical and theological sources.
2. Critique the relationship between faith and ministry.
3. Demonstrate research skills in explaining some aspect of the application of faith and ministry in their own context.
4. Critically evaluate applications of faith and ministry, integrating insights from several disciplines.

Pre-requisites: Nil

Class Time: 6 hours meeting with supervisor + personal study hours + initial orientation seminar

Assessment: For 15 points: either (a) or (b):
(e) One exegetical paper or book review (1,500 words); (20%)
   and
One essay (4,500 words) including one 10-minute oral presentation (80%)
or
(f) One essay (6,000 words) including one 10-minute oral presentation (100%)

Faculty: Various

Recommended Reading:
* = set texts recommended for purchase

The reading set for this unit will be determined by the student in consultation with the supervisor.
RQ9021C Research Methodologies

Offered: 2017: Semester 1 (at Catholic Theological College)

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

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

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

Prerequisites: None

Exclusions: EDS9119F Spiritual Research Seminar (Sentir)

Requirements: Three hours per week

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

Faculty: Prof. John McDowell (Co-ordinator)

Recommended Reading:
* = set texts recommended for purchase


