2017

Undergraduate Degrees Information

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UNDERGRADUATE STUDIES: DEGREES

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

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

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

Bachelor of Theology

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

From 2016, a new course structure for the Bachelor of Theology commenced. The degree requires a student to complete:

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

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

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

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

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

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

The degree will require a student to complete:

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

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

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

Bachelor of Theology/Bachelor of Ministry

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

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

Combining Studies in Theology with another degree

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

It is also possible for units at Whitley to be included as part of degree studies undertaken at another university, and for studies taken at another university to be included in your Bachelor degree. Speak to the Dean if you would like to explore this further.
**UNDERGRADUATE DEGREE UNIT OUTLINES**

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

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

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

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<tr>
<th><strong>F</strong></th>
<th>Field</th>
<th><strong>A</strong></th>
<th>Humanities</th>
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<td></td>
<td><strong>B</strong></td>
<td>Biblical Studies</td>
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<td></td>
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<td><strong>C</strong></td>
<td>Christian Thought and History</td>
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<td></td>
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<td><strong>D</strong></td>
<td>Theology: Mission and Ministry</td>
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<table>
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<td><strong>DD</strong></td>
<td>Spiritual Direction</td>
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<td><strong>DL</strong></td>
<td>Liturgy</td>
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<td><strong>DP</strong></td>
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<td><strong>DS</strong></td>
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<td><strong>DT</strong></td>
<td>Moral Theology</td>
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# Undergraduate Degree Units Offered 2017

## Field A – Humanities

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<td>AL1002W</td>
<td>New Testament Greek A</td>
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<td>AL1003W</td>
<td>English for Theological Studies</td>
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<td>AL1004W</td>
<td>Oral Communication</td>
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<tr>
<td>AL1005W</td>
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<td>AL1006W</td>
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<td>AL1011W</td>
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<td>AL1012W</td>
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<td>AL2010W</td>
<td>Ruth</td>
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<td>AR2/3011W</td>
<td>Cultural Anthropology for Cross-Cultural Engagement &amp; Development</td>
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<td>AR3008W</td>
<td>Global Experience: An Extended Culture and Language Engagement Exercise</td>
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<td>AR3066W</td>
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<td>Introducing the Hebrew Bible</td>
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<td>BA1701W</td>
<td>Introducing the Hebrew Bible (Online)</td>
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<td>BA2010W</td>
<td>Ruth</td>
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<td>BA2/3002W</td>
<td>Justice in the Prophets</td>
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<td>Justice in the Prophets (Online)</td>
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<td>BA3415W</td>
<td>Supervised Reading Unit in Hebrew Bible</td>
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<td>BN1001W</td>
<td>Interpreting the New Testament</td>
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<td>BN1701W</td>
<td>Interpreting the New Testament (Online)</td>
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<td>BN2/3002W</td>
<td>The Gospel of Matthew</td>
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<td>BN2/3031W</td>
<td>First Corinthians</td>
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<td>BN2/3033W</td>
<td>Romans: Suffering and Justice</td>
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<td>BN2/3064W</td>
<td>Mission and Culture in the New Testament</td>
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<td>BN2/3764W</td>
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<td>BN3011W</td>
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<td>BN3015W</td>
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<td>BN3042W</td>
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<td>BN3711W</td>
<td>The Spirit and the People of God (Online)</td>
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<td>BN3742W</td>
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<td>BS1006W</td>
<td>Calling and Vocation in Life, Work and Ministry</td>
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<td>Theologies and Practices of Love</td>
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<td>BS3415W</td>
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<td>BS3731W</td>
<td>Theologies and Practices of Love (Online)</td>
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## Field C – Christian Thought and History

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<tbody>
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<tr>
<td>CH1012W</td>
<td>Christianity Through the Centuries: From the Reformation to Modern Times</td>
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<td>CH1711W</td>
<td>Christianity through the Centuries: From the Early Church to the Middle Ages (Online)</td>
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<td>CH1712W</td>
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<td>CH2/3002W</td>
<td>Patterns in the Practice of Christianity</td>
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<td>CH2/3025W</td>
<td>Bonhoeffer’s Theology in Historical Context</td>
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<td>CH2/3704W</td>
<td>History and Theology of the Baptist Movement (Online)</td>
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<td>CH3415W</td>
<td>Supervised Reading Unit in Church History</td>
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<td>CT1001W</td>
<td>Beginning Theological Studies</td>
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<td>CT1003W</td>
<td>Faith, Culture and Social Engagement</td>
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<td>CT1010W</td>
<td>Youth Spirituality</td>
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<td>CT1701W</td>
<td>Beginning Theological Studies (Online)</td>
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<tr>
<td>CT2/3010W</td>
<td>Chinese Poetry, Christian Faith: Intercultural Conversations</td>
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<td>CT2/3016W</td>
<td>A Theology of Relational Ministry</td>
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<td>CT2/3020W</td>
<td>Church: The Quest for Christian Community</td>
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<td>CT2/3025W</td>
<td>Bonhoeffer’s Theology in Historical Context</td>
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<td>CT2/3082W</td>
<td>Economics, Justice and Theology</td>
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<td>CT3415W</td>
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<td>CT3711W</td>
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**Field D – Theology: Mission and Ministry**

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<td>DA1001W</td>
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<td>DA1701W</td>
<td>Living the Faith (Online)</td>
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<td>DL2/3003W</td>
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<td>DL3001W</td>
<td>Theology and Practice of Christian Worship</td>
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<td>DM2040W</td>
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<td>Cultural Anthropology for Cross-Cultural Engagement &amp; Development</td>
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<td>DM2/3031W</td>
<td>The Micah Mandate: Integral Mission and Global Poverty</td>
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<td>DM2/3036W</td>
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<td>Asylum Seekers and Refugees</td>
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<td>Mission and Culture in the New Testament (Online)</td>
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<td>DM3008W</td>
<td>Global Experience: An Extended Culture and Language Engagement Exercise</td>
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<td>DM3066W</td>
<td>Crossing the Street: Understanding Buddhism &amp; Our Buddhist Neighbours</td>
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<td>DM3415W</td>
<td>Supervised Reading Unit in Missiology</td>
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<td>DM3738W</td>
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<td>DP2/3003W</td>
<td>Pastoral Care: Communal Response</td>
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<td>DP2/3004W</td>
<td>Pastoral Care in Grief and Loss, Dying and Living</td>
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<td>DP2/3016W</td>
<td>A Theology of Relational Ministry</td>
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<td>DP2/3060W</td>
<td>Transforming Pastoral Leadership: A Case Study Approach</td>
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<td>DP3014W</td>
<td>A Toolbox for Ethical Pastoral Leadership</td>
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<td>The Arts in Pastoral Practice</td>
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<td>DP3205W</td>
<td>Action and Contemplation: The Art of Christian Engagement</td>
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<td>DS3208W</td>
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<tr>
<td>DS3738W</td>
<td>Missional Spirituality (Online)</td>
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AL1002W  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.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Stephen Field

Recommended Reading:
* = set texts recommended for purchase

AL1003W  English for Theological Studies

Offered: 2017: Semester 1

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

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

Prerequisites: NIL

Class Time: Three hours per week

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

Faculty: Steve Smith

Recommended Reading:
* = set texts recommended for purchase
Murphy, Raymond. English grammar in use. Cambridge: CUP, 2003
AL1004W  Oral Communication

Offered: 2017: Semester 2

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

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

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

Class Time: Three hours per week

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

Faculty: Steve Smith

Recommended Reading:
* = set texts recommended for purchase

AL1005W  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, and be familiarised with basic grammatical features of both languages, and be equipped with an elementary vocabulary. An introduction to interpretive implications of translation and textual considerations will provide a platform for further study in a particular language.

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

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Stephen Field and Megan Turton

Recommended Reading:
* = set texts recommended for purchase

AL1006W  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. It covers grammatical concepts and paradigms, sentence formation and translation, and the reading of simple texts, particularly the Gospels. Background information on the cultural and literary context in which Syriac was a living language is woven into the subject matter.

Upon successful completion of this unit, it is expected that students will be able to:
1. Explain the elements of the grammar, syntax, and vocabulary of classical Syriac.
2. Read elementary Syriac literary texts.
3. Translate a simple story from English into Syriac.
4. Evaluate the Syriac Gospels as an oral, literary and poetic tradition.

Prerequisites:  Nil

Class Time:  Intensive: 12 x mornings, including exam

Assessment:  8 x daily assignments (average 250 words each) (50%)
             Final examination (2,000 words) (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

Optional:

Relevant pages are included in the course book.

Multiple copies of various Syriac lexicons, and grammars by Nöldeke and Muraoka will be made available for student reference during the course.
AL1011W  Biblical Hebrew

Offered: 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 (50%)
One 2 hour examination (50%)

Faculty: Megan Turton

Recommended Reading:
* = set texts recommended for purchase

Dictionaries:

Grammars:
AL1012W New Testament Greek B

Offered: 2017: Semester 2
AL1012W provides the foundation for further work in Greek.

This unit builds on AL1002W, a basic introduction to biblical Greek, and introduces more advanced level grammar and vocabulary using a translation-based method (selections from Mark, Romans and Revelation). Students are introduced to principles of textual criticism.

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

Prerequisites: AL1002W New Testament Greek A

Class Time: Three hours per week

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

Faculty: Stephen Field

Recommended Reading:
* = set texts recommended for purchase


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

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

Prerequisites: AL1011W and BA1001W

Class Time: Three hours per week

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

Faculty: Megan Turton

Recommended Reading:
* = set texts recommended for purchase

AR2/3011W Cultural Anthropology for Cross-Cultural Engagement & Development

Offered: 2017: Intensive – September/October
[Unit offered alternatively as DM2011W and DM3011W]

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. Level 3: Investigate and understand the culture and worldview of a people.

Prerequisites: Nil

Class Time: 6 days (2 x 3 days)

Assessment:
**Level 2:**
- One book/article review (500 words) (15%)
- One Descriptive Exercise (500 words) (15%)
- One tutorial paper (1,000 words) (30%)
- One essay (2,500 words) (40%)

**Level 3:**
- 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: See next page

...AR2/3011W continued next page
Recommended Reading:
* = set texts recommended for purchase


AR3008W  Global Experience: An Extended Culture and Language Engagement Exercise

Offered: 2017: By arrangement with Global Interaction
[Unit offered alternatively as DM3008W]

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 a 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. Discuss a host community’s culture and worldview in the areas of greeting and leave taking, clothing, food, work and non-verbal communication
6. Identify key issues informing the interaction of the gospel and culture in the host community.

Prerequisites: DM1005W 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 400 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 2500 words (40%)

Faculty: Ian Dicks

Recommended Reading: See next page

...AR3008W 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)
AR3066W  Crossing the Street: Understanding Buddhism and Our Buddhist Neighbours

Offered: 2017: Intensive – August/September
[Unit offered alternatively as DM3066W]

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 Buddhist and Christian worldviews.
5. Discern spiritual practices, structures and teaching appropriate to a Buddhist context.

Prerequisites: 30 points in Foundational Studies

Class Time: 6 days (2 x 3 days)

Assessment:
- One initial interview reflection (1,000 words) (20%)
- One research project (1,500 words) (30%)
- Secondary interview reflection (500 words) (10%)
- One essay (2,000 words) (50%)

Faculty: Ian Dicks, Paul Gravitas

Recommended Reading: See next page

...AR3066W continued next page
**Recommended Reading:**

* = set texts recommended for purchase


BA1001W  Introducing the Hebrew Bible

Offered:  2017: Semester 1  (Also offered online – see BA1701W)

This unit aims to introduce the student 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.

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:  
One 1,500 word essay  (40%)
One 1,500 word exegesis  (40%)
1,000 words of online participation, critically responding to set readings  (20%)

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase

BA1701W  Introducing the Hebrew Bible (Online)

Offered: 2017: Semester 1  (Also offered on campus – see BA1001W)

This unit aims to introduce the student 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.

Prerequisites: Nil

Class Time: Online

Assessment: One 1,500 word essay (40%)
One 1,500 word exegesis (40%)
1,000 words of online participation, critically responding to set readings (20%)

Faculty: Mark Brett

Recommended Reading:
* = set texts recommended for purchase

BA2010W  Ruth

Offered:  2017: Semester 2
[Unit offered alternatively as AL2010W]

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

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

Prerequisites:  AL1011W and BA1001W

Class Time:  Three hours per week

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

Faculty:  Megan Turton

Recommended Reading:
* = set texts recommended for purchase

Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
BA2/3002W  Justice in the Prophets

Offered:  2017: Semester 1  [Also offered online —see BA2/3702W]

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:  BA1001W Introducing the Hebrew Bible, or equivalent

Class Time:  Three hours per week

Assessment:

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<thead>
<tr>
<th>Level 2</th>
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<tbody>
<tr>
<td>One 1,500 word exegesis</td>
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<td>One 2,000 word essay</td>
<td>(40%)</td>
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<td>Critical responses to set readings</td>
<td>(20%)</td>
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<td>(not fewer than 5 entries of approximately 300 words each)</td>
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<th>Level 3</th>
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<tr>
<td>One 2,000 word exegesis</td>
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<td>One 2,500 word essay</td>
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<td>Critical responses to set readings</td>
<td>(20%)</td>
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<tr>
<td>(not fewer than 5 entries of approximately 300 words each)</td>
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</tbody>
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Faculty:  Mark Brett

Recommended Reading:

* = set texts recommended for purchase

BA2/3702W  Justice in the Prophets (Online)

Offered: 2017: Semester 1  [Also offered on campus —see BA2/3002W]

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:  BA1001W Introducing the Hebrew Bible, or equivalent

Class Time:  Online

Assessment:

Level 2:  One 1,500 word exegesis  (40%)
          One 2,000 word essay  (50%)
          Online tutorial participation  (10%)
          (not fewer than 5 entries of approximately 300 words each)

Level 3:  One 2,000 word exegesis  (40%)
          One 2,500 word essay  (50%)
          Online tutorial participation  (10%)
          (not fewer than 5 entries of approximately 300 words each)

Faculty:  Mark Brett

Recommended Reading:

* = set texts recommended for purchase

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

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

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

Tailored learning outcomes are also to be proposed and approved.

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

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

Faculty:  Mark Brett

Recommended Reading:
* = set texts recommended for purchase

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

Offered:  2017: Semester 1  (Also offered online – see BN1701W)
           Semester 2  (Also offered online – see BN1701W)

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

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

1. Describe the contents of the New Testament: the types of literature, their particular interpretive demands, their place in the development of the canon, their theological outlook;
2. Demonstrate an awareness of the historical and social world of the New Testament era;
3. Use appropriate interpretive approaches to the New Testament in the writing of an exegetical essay;
4. Access and use the tools of New Testament interpretation: lexicons, dictionaries, commentaries, primary sources, on-line resources, and others;
5. Illustrate the relationship of the New Testament to the texts and message of the Old Testament; and
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application.

Prerequisites: Nil

Class Time: Three hours per week

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

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

Recommended Reading:
* = set texts recommended for purchase

BN1701W  Interpreting the New Testament (Online)

Offered:  
2017: Semester 1 (Also offered on campus – see BN1001W)
2017: Semester 2 (Also offered on campus – see BN1001W)

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

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

Prerequisites:  Nil

Class Time:  Online

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

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

Recommended Reading:  
* = set texts recommended for purchase

BN2/3002W  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 the unit, it is expected that students will be able to:
1. Describe and discuss a plausible socio-political and cultural provenance for the communities that gave rise to Matthew’s Gospel.
2. Outline a plausible literary structure of Matthew’s Gospel.
3. Exegete the Matthean text competently, employing a range of appropriate exegetical methodologies.
4. Identify distinctive Matthean christological, ecclesiological, pneumatological, missiological and eschatological understandings.
5. Discuss ways in which the proclamation of the First Gospel can provide meaning in contemporary Australian society.

Prerequisites:  BN1001W
Level 3: 30 points in BN

Class Time:  Three hours per week

Assessment:

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

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

Faculty:  Keith Dyer

Recommended Reading:
* = set texts recommended for purchase
*Byrne, Brendan. Lifting the burden, reading Matthew’s Gospel in the church today. Strathfield: St Pauls, 2004
BN2/3031W  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.

Prerequisites:  Level 2: BN1001W (or equivalent)
Level 3: 45 points in Biblical Studies (including 30 points in BN)

Class Time: Three hours per week

Assessment:

Level 2:
- One 1,000 word tutorial paper (25%)
- One critical review of readings (1,000 words) (25%)
- One 3,000 word exegetical paper (50%)

Level 3:
- One 1,500 word tutorial paper (25%)
- One critical review of readings (1,500 words) (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
BN2/3033W  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 the unit, it is expected that students will be able to:

1. Articulate the major interpretations of Romans in Pauline scholarship, especially in relation to suffering and justice.
2. Describe and defend a plausible socio-political and cultural setting for the Roman house ekklesiai.
3. Outline a reasonable rhetorical structure and strategy for Paul’s letter to Rome.
4. Exegete selected texts from Romans competently (with a focus on chapters 5–8 and 12–16), employing a range of appropriate exegetical methodologies to write an exegetical essay in an appropriate form.
5. Level 3: Give a critical account of Pauline theology in Romans, including its christological, ecclesiological, pneumatological, missiological, and eschatological dimensions.

Prerequisites:  First-level introductory unit in New Testament (BN1001W or equivalent)

Class Time:  Intensive

Assessment:

Level 2:
- One 1,000 word seminar paper (25%)
- One 1,000 word thematic essay (25%)
- One 2,000 word exegetical essay (50%)

Level 3:
- One 1,000 word seminar paper (20%)
- One 1,500 word thematic essay (30%)
- One 2,500 word exegetical essay (50%)

Faculty:  Siu Fung Wu

Recommended Reading:

* = set texts recommended for purchase


BN2/3064W  Mission and Culture in the New Testament

Offered: 2017: Semester 2  
(Also available online – see BN2/3764W) 
[Unit offered alternatively as DM2/3064W and online as DM2/3764W]

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. Articulate 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. Level 3: Evaluate 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:

Level 2: 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.) (1,500 words) (40%)  
One thematic essay (1,500 words) (40%)

Level 3: 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.) (2,000 words) (40%)  
One thematic essay (2,000 words) (40%)

Faculty: Siu Fung Wu

Recommended Reading: See next page
BN2/3064 continued from previous page

**Recommended Reading:**

* = set texts recommended for purchase

BN2/3764W  Mission and Culture in the New Testament (Online)

Offered: 2017: Semester 2  (Also available on campus – see BN2/3064W)  
[Unit offered alternatively online as DM2/3764W and on campus as DM2/3064W]

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. Articulate 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. Level 3: Evaluate 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:

Level 2: Online tutorial participation responding to set readings and peer interaction (at least five entries of approximately 200 words) (20%)  
One essay on the biblical text (The student will study a given set of New Testament passages that have missiological implications.) (1,500 words) (40%)  
One thematic essay (1,500 words) (40%)

Level 3: Online tutorial participation responding to set readings and peer interaction (at least five entries of approximately 200 words) (20%)  
One essay on the biblical text (The student will study a given set of New Testament passages that have missiological implications.) (2,000 words) (40%)  
One thematic essay (2,000 words) (40%)

Faculty: Siu Fung Wu

Recommended Reading: See next page

...BN2/3064W continued next page
Recommended Reading:

* = set texts recommended for purchase

BN3011W  The Spirit and the People of God

Offered:  2017: Semester 1  [Also offered online —see BN3711W]

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 ekklēsiai 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 (2,000 words) (40%)
- One thematic essay (2,000 words) (40%)

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase


BN3015W  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.

Prerequisites: 30 points in Field B

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:
* = set texts recommended for purchase

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.
BN3042W  The Book of Revelation

Offered:  2017: Semester 2  (Also available online– see BN3742W)

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

Upon successful completion of the unit, it is expected that students will be able to:
1. Apply exegetical methods to the text of Revelation;
2. Describe the development and character of Jewish and Christian apocalyptic literature;
3. Interpret selected texts illustrative of the distinctive character of the book of Revelation;
4. Analyse the theology of the book of Revelation (christology, eschatology, ecclesiology, missiology);
5. Give a coherent account of the possible social and political setting/s of the book of Revelation.

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

Class Time:  Three hours per week

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

Faculty:  Keith Dyer

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

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

   Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in New Testament

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

Faculty: Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN3711W  The Spirit and the People of God (Online)

Offered: 2017: Semester 1  [Also offered on campus —see BN3011W]

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 (20%)
- One exegetical essay (2,000 words) (40%)
- One thematic essay (2,000 words) (40%)

Faculty: Siu Fung Wu

Recommended Reading:
* = set texts recommended for purchase


BN3742W  The Book of Revelation (Online)

Offered:  2017: Semester 2  (Also available on campus– see BN3042W)

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

Upon successful completion of the unit, it is expected that students will be able to:
1. Apply exegetical methods to the text of Revelation;
2. Describe the development and character of Jewish and Christian apocalyptic literature;
3. Interpret selected texts illustrative of the distinctive character of the book of Revelation;
4. Analyse the theology of the book of Revelation (christology, eschatology, ecclesiology, missiology);
5. Give a coherent account of the possible social and political setting/s of the book of Revelation.

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

Class Time:  Online

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

Faculty:  Keith Dyer

Recommended Reading:
* = set texts recommended for purchase
Guy, Laurie  Making Sense of the Book of Revelation (Regent’s Study Guides 15), (Macon: Smyth & Helwys, 2009).
Walliss, John and Lee Quincy (eds.),  Reel Revelations: Apocalypse and Film (Sheffield: Sheffield Phoenix Press, 2010).
BS1006W  Calling and Vocation in Life, Work and Ministry

Offered:  2017: Semester 1 – 2 (unit runs for whole year)
(delivered in combination with DS1/2011W under the NEXT² program)

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

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

Prerequisites:  Nil

Prohibited combination: DA1001W Living the Faith

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

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

Faculty:  Joel McKerrow

Recommended Reading:  
* = set texts recommended for purchase

Sherman, Amy L. Kingdom Calling: Vocational Stewardship for the Common Good. Downers Grove, IL: InterVarsity Press, 2011
BS3031W  Theologies and Practices of Love

Offered: 2017: Semester 1  (Also offered online – see BS3731W)

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.

Prerequisites: 30 points in Field B

Class Time: Three hours per week

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

Faculty: Keith Dyer, Mark Brett

Recommended Reading:
* = set texts recommended for purchase

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

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

Tailored learning outcomes are also to be proposed and approved.

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

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

Faculty: Mark Brett, Keith Dyer

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BS3731W  Theologies and Practices of Love (Online)

Offered:  2017: Semester 1  
(Also offered on campus – see BS3731W)

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.

Prerequisites:  30 points in Field B

Class Time:  Online

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

Faculty:  Keith Dyer, Mark Brett

Recommended Reading:
* = set texts recommended for purchase

CH1011W  Christianity through the Centuries: From the Early Church to the Middle Ages

Offered: 2017: Semester 1  (Also available online – see CH1711W)

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. Identify and outline 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.

Prerequisites: Nil

Class Time: Three hours per week

Assessment:
- One document study (1,000 words) (20%)
- One essay (2,000 words) (40%)
- One half-hour class test (20%)
- Five 200-word online forum posts (20%)

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

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

Offered:  2017: Semester 2       (Also offered online – see CH1712W)

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

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

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

Prerequisites:  Nil

Class Time:  Three hours per week

Assessment:
- One document study (1,000 words) (20%)
- One half-hour test (10%)
- One 2,000 word essay (50%)
- Five posts in online forum (5 x 200 words) (20%)

Faculty:  Marita Munro

Recommended Reading:
* = set texts recommended for purchase

CH1711W  Christianity through the Centuries: From the Early Church to the Middle Ages (Online)

Offered: 2017: Semester 1  (Also available on campus – see CH1011W)

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. Identify and outline 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.

Prerequisites: Nil

Class Time: Online

Assessment:
- One document study (1,000 words) (20%)
- One essay (2,000 words) (40%)
- One half-hour class test (20%)
- Five 200-word online forum posts (20%)

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

CH1712W  Christianity Through the Centuries: From the Reformation to Modern Times (Online)

Offered: 2017: Semester 2  
(Also offered on campus – see CH1012W)

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Outline some key aspects of the Christian story in the West from the Sixteenth Century to the present day.
2. Identify some of the social, political and cultural factors influencing the development of Christianity.
3. Demonstrate basic skills in interpreting selected historical documents.
4. Describe the contribution of the study of church history to the development of Christian identity.

Prerequisites: Nil

Class Time: Online

Assessment: 
- One document study (1,000 words) (20%)
- One half-hour test (10%)
- One 2,000 word essay (50%)
- Five posts in online forum (5 x 200 words) (20%)

Faculty: Marita Munro

Recommended Reading:
* = set texts recommended for purchase

CH2/3002W  Patterns in the Practice of Christianity

Offered: 2017: Semester 2
[Unit offered alternatively as DS2/3002W]

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. **Level 3:** Articulate their own critical response to the core issues identified in the unit.

**Prerequisites:**
- **Level 2:** 15 points in Church History or Spirituality
- **Level 3:** 45 points in Church History or Spirituality

**Class Time:** Three hours per week

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

**Faculty:** Marita Munro

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

Bonhoeffer’s Theology in Historical Context

Offered: 2017: Intensive – July / August
[Unit offered alternatively as CT2/3025W]

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

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

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

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

Faculty: Keith Clements

Recommended Reading:
* = set texts recommended for purchase
Pugh, Jeffrey C. Religionless Christianity: Dietrich Bonhoeffer in troubled times. London: T&T Clark, 2008
CH2/3704W  History and Theology of the Baptist Movement (Online)

Offered:  2017: Semester 1
          [Unit offered alternatively as CT2/3704W]

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

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

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

Class Time:  Online

Assessment:
Level 2:
One tutorial paper (1,500 words) (40%)
One essay (2,500 words) (60%)
Level 3:
One tutorial paper (2,000 words) (40%)
One essay (4,000 words) (60%)

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

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

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

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

**Prerequisites:** Eligibility to undertake third level study in Church History

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

**Faculty:** Marita Munro

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

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

Offered:  2017: Semester 2  (also available online – see CT1701W)

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

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

1. Understand and begin to evaluate the origins and development of some key terms, fields, and themes in theological studies;
2. Identify a number of critical events and persons in the history of Christian thought;
3. Demonstrate basic skills in critically evaluating theological arguments, both individually and in conversation with others;
4. Articulate some important influences in their own approach to theology;
5. Demonstrate the ability to use libraries and other resources for theological study.

Prerequisites:  Nil

Class Time:  Three hours per week

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

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT1003W  Faith, Culture and Social Engagement

Offered: 2017: Semester 1 – 2 (unit runs for whole year)

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

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

Prerequisites: Nil

Class Time: Two hours per week over two semesters

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

Faculty: Stephen Said

Recommended Reading:
* = set texts recommended for purchase

CT1010W  Youth Spirituality

Offered: 2017: Semester 2
[Unit offered alternatively as DP1010W]

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

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

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

1. articulate a theological understanding of human personhood, spirituality, and spiritual formation, particularly as these relate to youth;
2. identify and critically evaluate key factors influencing the content and expressions of youth spirituality;
3. critically appraise a variety of pastoral responses intended to assist young people develop and express their spirituality;
4. Formulate a preferred approach to nurturing spirituality in young people.

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Rowan Lewis

Recommended Reading:
* = set texts recommended for purchase


CT1701W  Beginning Theological Studies (Online)

Offered:  2017: Semester 2  
(Also available on campus – see CT1001W)

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

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

1. Understand and begin to evaluate the origins and development of some key terms, fields, and themes in theological studies;
2. Identify a number of critical events and persons in the history of Christian thought;
3. Demonstrate basic skills in critically evaluating theological arguments, both individually and in conversation with others;
4. Articulate some important influences in their own approach to theology;
5. Demonstrate the ability to use libraries and other resources for theological study.

Prerequisites: Nil

Class Time: Online

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

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

CT2/3010W  Chinese Poetry, Christian Faith: Intercultural Conversations

Offered: 2017: Intensive – April
[Unit offered alternatively as DM2010W and DM3010W]

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. **Level 3:** Evaluate critical issues in inter-cultural dialogue explored in this unit.

**Prerequisites:** CT1001W (or equivalent)

Class Time: 5 days

**Assessment:**

- **Level 2:**
  - Journal of Reflections (1,500 words) (40%)
  - One essay (2,500 words) (60%)

- **Level 3:**
  - Journal of Reflections (1,500 words) (30%)
  - One essay (3,500 words) (70%)

**Faculty:** Xiaoli Yang

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

CT2/3016W  A Theology of Relational Ministry

Offered: 2017: Intensive – January/February
[Unit offered alternatively as DP2016W and DP3016W]

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. Level 3: Exhibit independent and critical responses for theological reflection on the question of human relationality in specific ministry contexts.

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

Class Time: Intensive: 5 x days

Assessment:

Level 2:
- Integrative essay (2,000 words) (50%)
- Interactive Review (1,000 words) (25%)
- Seminar paper and discussion (1,000 words) 25%

Level 3:
- Integrative essay (3,000 words) (50%)
- Interactive Review (1,000 words) (25%)
- Seminar paper and discussion (1,000 words) 25%

Faculty: Andrew Root, Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase


CT2/3020W  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. **Level 3:** Evaluate contemporary models of the church using theological criteria.

**Prerequisites:** CT1011W or CT1001W

**Class Time:** Three hours per week

**Assessment:**
- One 1,500 word seminar paper (25%)
- 8 x 200-word critical reflections on readings (two will be graded) (25%)

**Level 2:**
- One 2,000 word essay (50%)

**Level 3:**
- One 3,000 word essay (50%)

**Faculty:** Jason Goroncy

**Recommended Reading:**

* = set texts recommended for purchase


CT2/3025W  Bonhoeffer’s Theology in Historical Context

Offered: 2017: Intensive – July / August
[Unit offered alternatively as CH2/3025W]

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

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

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

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

Faculty: Keith Clements

Recommended Reading:
* = set texts recommended for purchase
CT2/3082W  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. **Level 2:** Outline the underlying assumptions of selected economic models;
   **Level 3:** Analyse the underlying assumptions of selected economic models;

2. **Level 2:** Describe the economic dimensions of biblical language;
   **Level 3:** Describe the economic dimensions of biblical language and ethics;

3. **Level 2:** Discuss the role of Scripture in formulating critiques of economic policy;
   **Level 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:**

- **Level 2:**
  - One 750 word tutorial paper (15%)
  - One 1,250 word seminar paper (35%)
  - One 2,000 word essay (50%)

- **Level 3:**
  - One 1,000 word tutorial paper (15%)
  - One 1,500 word seminar paper (35%)
  - One 2,500 word essay (50%)

**Faculty:**

Jason Goroncy, Jonathon Cornford

**Recommended Reading:**

* = set texts recommended for purchase

CT2/3704W History and Theology of the Baptist Movement (Online)

Offered: 2017: Semester 1
[Unit offered alternatively as CH2/3704W]

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

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

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

Class Time: Online

Assessment:
Level 2: One tutorial paper (1,500 words) (40%)
One essay (2,500 words) (60%)
Level 3: One tutorial paper (2,000 words) (40%)
One essay (4,000 words) (60%)

Faculty: 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
CT3011W  Death

Offered:  2017: Semester 2  [Also offered online – see CT3711W]

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?’

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 (3,000 words) (50%)

Faculty:  Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

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

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

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

Tailored learning outcomes are also to be proposed and approved.

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

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

Faculty: Frank Rees, Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CT3711W  Death (Online)

Offered: 2017: Semester 2  
[Also offered on campus – see CT3011W]

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?’

Prerequisites: 30 points in CT

Class Time: Online

Assessment:
- Online forum (1,500 words) (30%)
- Two online tests (1,000 words) (20%)
- Essay (3,000 words) (50%)

Faculty: Jason Goroncy

Recommended Reading:
* = set texts recommended for purchase

DA1001W  Living the Faith

Offered: 2017: Semester 1  (Also offered online – see DA1701W)

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Listen sensitively and critically to their own story of faith
2. Examine a theological theme identified within their own life-narrative
3. Examine the concept of vocation and ministry vision

Prerequisites: Nil

Class Time: Four hours per week over 9 sessions

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

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

DA1701W  Living the Faith (Online)

Offered: 2017: Semester 1 (also offered on campus – see DA1001W)

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

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

1. Listen sensitively and critically to their own story of faith
2. Examine a theological theme identified within their own life-narrative
3. Examine the concept of vocation and ministry vision

Prerequisites: Nil

Class Time: Online

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

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase


DL2/3003W  Pastoral Care: Communal Response

Offered: 2017: Semester 2
[Unit offered alternatively as DP2/3003W]

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

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

Prerequisites: DA1001W

Class Time: Four hours per week over 9 sessions

Assessment:
Level 2: One essay (2,000 words) (50%)
Reflection journal (five x 200 words) (25%)
One tutorial paper (1,000 words) (25%)

Level 3: One essay (2,500 words) (50%)
Reflection journal (five x 200 words) (25%)
One tutorial paper (1,500 words) (25%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

DL3001W  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.

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

Select Bibliography:
* = set texts recommended for purchase

DM1005W  Culture and Language

Offered:  2017: Intensive – January / February

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

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

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

Prerequisites:  Nil

Class Time:  Intensive (5 days)

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

Faculty:  Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

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

Prerequisites: Nil

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

Assessment:

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

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

Faculty: Ian Dicks

Recommended Reading: See next page
Recommended Reading:

* = set texts recommended for purchase


DM2040W  Soulful Community Work Practice

Offered: 2017: Semester 1

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

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

Prerequisites: Nil

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

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

Faculty: David Wilson

Recommended Reading:
* = set texts recommended for purchase


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


DM2/3010W  Chinese Poetry, Christian Faith: Intercultural Conversations

Offered: 2017: Intensive – April
[Unit offered alternatively as CT2010W and CT3010W]

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. Level 3: Evaluate critical issues in inter-cultural dialogue explored in this unit.

Prerequisites: CT1001W (or equivalent)

Class Time: Intensive (five x full days)

Assessment:
Level 2: Journal of Reflections (1,500 words) (40%)
One essay (2,500 words) (60%)

Level 3: Journal of Reflections (1,500 words) (30%)
One essay (3,500 words) (70%)

Faculty: Xiaoli Yang

Recommended Reading:
* = set texts recommended for purchase
DM2/3011W Cultural Anthropology for Cross-Cultural Engagement & Development

Offered: 2017: Intensive Semester 2
[Unit offered alternatively as AR2/3011W]

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. Level 3: Investigate and understand the culture and worldview of a people.

Prerequisites: Nil

Class Time: 6 days (2 x 3 days)

Assessment:

**Level 2:**
- One book/article review (500 words) (15%)
- One Descriptive Exercise (500 words) (15%)
- One tutorial paper (1,000 words) (30%)
- One essay (2,500 words) (40%)

**Level 3:**
- 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


DM2/3031W  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. Level 3: Think strategically regarding the mobilisation of the local church in integral mission.

Prerequisites: 30 points in DM, CT or Field B.

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

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

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

Faculty: Steve Bradbury

Recommended Reading:
* = set texts recommended for purchase


DM2/3036W   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. Level 2: Describe contextualisation and its impact on global mission today.
   Level 3: Critically evaluate contextualisation and its impact on global mission today.

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

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

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

Faculty: Ian Dicks and Mark Holt

Recommended Reading:
* = set texts recommended for purchase

DM2/3046W  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. Level 3: an ability to integrate biblical, theological and ethical resources in an essay at Level 3 standard.

Prerequisites: An introductory unit in practical theology

Class Time: 4 x one-day sessions

Assessment:

Level 2:
- One case study (2,000 words) (40%)
- One essay (2,500 words) (50%)
- Journal of critical reflections (online), not fewer than 5 entries of approximately 200 words (10%)

Level 3:
- 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.

Offered:  2017: Semester 2  (Also available online – see DM2/3764W)
[Unit offered alternatively as BN2/3064W and online as BN2/3764W]

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. Articulate 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. **Level 3:** Evaluate 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:

**Level 2:**
- 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.) (1,500 words) (40%)
- One thematic essay (1,500 words) (40%)

**Level 3:**
- 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.) (2,000 words) (40%)
- One thematic essay (2,000 words) (40%)

Faculty:  Siu Fung Wu

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


DM2/3764W  Mission and Culture in the New Testament (Online)

Offered:  2017: Semester 2  (Also available on campus – see DM2/3064W)
[Unit offered alternatively online as BN2/3764W and on campus as BN2/3064W]

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. Articulate 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. Level 3: Evaluate 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:

Level 2:
Online tutorial participation responding to set readings and peer interaction (at least five entries of approximately 200 words)  (20%)
One essay on the biblical text (The student will study a given set of New Testament passages that have missiological implications.) (1,500 words)  (40%)
One thematic essay (1,500 words)  (40%)

Level 3:
Online tutorial participation responding to set readings and peer interaction (at least five entries of approximately 200 words)  (20%)
One essay on the biblical text (The student will study a given set of New Testament passages that have missiological implications.) (2,000 words)  (40%)
One thematic essay (2,000 words)  (40%)

Faculty:  Siu Fung Wu

Recommended Reading:  See next page

...BN2/3764W continued next page
Recommended Reading:
* = set texts recommended for purchase

DM3008W  Global Experience: An Extended Culture and Language Engagement Exercise

Offered: 2017: By arrangement with Global Interaction
[Unit offered alternatively as AR3008W]

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 a 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. Discuss a host community’s culture and worldview in the areas of greeting and leave taking, clothing, food, work and non-verbal communication
6. Identify key issues informing the interaction of the gospel and culture in the host community.

Prerequisites: DM1005W 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 400 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 2500 words (40%)

Faculty: Ian Dicks

Recommended Reading: See next page

...DM3008W 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)
DM3066W  Crossing the Street: Understanding Buddhism & Our Buddhist Neighbours

Offered: 2017: Intensive – August/September  
[Unit offered alternatively as AR3066W]

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 Buddhist and Christian worldviews.
5. Discern spiritual practices, structures and teaching appropriate to a Buddhist context.

Prerequisites: 30 points in Foundational Studies

Class Time: 6 days (2 x 3 days)

Assessment: One initial interview reflection (1,000 words) (20%)
            One research project (1,500 words) (30%)
            Secondary interview reflection (500 words) (10%)
            One essay (2,000 words) (50%)

Faculty: Ian Dicks, Paul Gravitas

Recommended Reading: See next page

...AR3066W continued next page
Recommended Reading:

* = set texts recommended for purchase


DM3415W  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 also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing. Written work may be supplemented by creative and alternative forms of assessment if approved.

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

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

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

Prerequisites: Eligibility to undertake third level study in Missiology

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

Faculty: Ian Dicks

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DM3738W  Missional Spirituality (Online)

Offered: 2017: Semester 2
[Unit offered alternatively as DS3738W]

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 (2,000 words) (40%)
Research project (2,000 words) (30%)
Journal reflection (1,000 words) (20%)
Online forum participation (1,000 words) (10%)

Faculty: Darren Cronshaw

Recommended Reading:  
* = set texts recommended for purchase

DP1010W  Youth Spirituality

Offered: 2017: Semester 2
[Unit offered alternatively as CT1010W]

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

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

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

Prerequisites: Nil

Class Time: Three hours per week

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

Faculty: Rowan Lewis

Recommended Reading:
* = set texts recommended for purchase


DP2/3003W  Pastoral Care: Communal Response

Offered: 2017: Semester 2
[Unit offered alternatively as DL2/3003W]

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

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

Prerequisites: DA1001W

Class Time: Four hours per week over 9 sessions

Assessment:
- **Level 2:**
  - One essay (2,000 words) (50%)
  - Reflection journal (five x 200 words) (25%)
  - One tutorial paper (1,000 words) (25%)
- **Level 3:**
  - One essay (2,500 words) (50%)
  - Reflection journal (five x 200 words) (25%)
  - One tutorial paper (1,500 words) (25%)

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

DP2/3004W  Pastoral Care in Grief and Loss, Dying and Living

Offered: 2017: Semester 2

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

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

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

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

Class Time: Three hours per week

Assessment:

Level 2: Book Review (1,000 words) (25%)
Case Study Presentation (1,000 words) (25%)
Critical Essay (2,000 words) (50%)

Level 3: Book Review (1,250 words) (25%)
Case Study Presentation (1,250 words) (25%)
Critical Essay (2,500 words) (50%)

Faculty: Gary Heard

Recommended Reading:
* = set texts recommended for purchase

DP2/3016W  A Theology of Relational Ministry

Offered: 2017: Intensive – January/February
[Unit offered alternatively as CT2/3016W]

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. Level 3: Exhibit independent and critical responses for theological reflection on the question of human relationality in specific ministry contexts.

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

Class Time: Intensive: 5 x days

Assessment:

Level 2:
- Integrative essay (2,000 words) (50%)
- Interactive Review (1,000 words) (25%)
- Seminar paper and discussion (1,000 words) (25%)

Level 3:
- Integrative essay (3,000 words) (50%)
- Interactive Review (1,000 words) (25%)
- Seminar paper and discussion (1,000 words) (25%)

Faculty: Andrew Root and Jason Goroncy

Recommended Reading:

* = set texts recommended for purchase


DP2/3060W 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. Level 3: Analyse the pastoral response with reference to three academic sources.

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

Class Time: Three hours per week

Assessment:

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

Level 3: Five 500-word case study reflection papers (2,500 words) (50%) One critical essay (2,500 words) (50%)

Faculty: Anne Mallaby

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.
DP2/3067W  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 for reflection, action and learning in ministry. It takes a specific context of ministry and focuses on how theology, scripture, faith, identity and skills impact on a student’s formation for ministry. Students are required to engage in a pastoral placement, approved by the Director of Field Education, for a minimum of sixteen hours per week for two semesters (the unit must be taken in conjunction with DP2/3069W in consecutive semesters). The total time required to successfully complete the unit, including field placement and all supervision requirements, should not exceed 250 hours (per semester).

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

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

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

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

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

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

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

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

**Faculty:** Anne Mallaby

**Recommended Reading:** See next page ...DP2/3067W continued next page
Recommended Reading:

* = set texts recommended for purchase

Supervised Theological Field Education

Offered: 2017: Semester 1
[Must be taken in conjunction with DP9067W in consecutive semesters, i.e. Semester 2, 2016]

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

This unit must be taken in conjunction with DP2/3067W in consecutive semesters.

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

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

Prerequisites: Satisfactory completion of DP2/3067W in preceding semester

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

Assessment:

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

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<thead>
<tr>
<th>Level</th>
<th>Task</th>
<th>Words</th>
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<tbody>
<tr>
<td>Level 2</td>
<td>One Goal Setting exercise</td>
<td>750 words</td>
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<td>One end of semester self-evaluation</td>
<td>750 words</td>
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<td></td>
<td>Two class presentations of case studies/verbatims</td>
<td>each 750 words</td>
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<td></td>
<td>One essay</td>
<td>2,000 words</td>
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<tr>
<td>Level 3</td>
<td>One Goal Setting exercise</td>
<td>750 words</td>
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<td></td>
<td>One essay</td>
<td>2,500 words</td>
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Additional Activities include:

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

Faculty: Anne Mallaby

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

DP3014W  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.

Prerequisites: 15 points in Field D

Class Time: Three hours per week

Assessment:
- One case study (1,500 words) (25%)
- Three theological reflection papers (3 x 500 words) (25%)
- One essay (3,000 words) (50%)

Faculty: Anne Mallaby and Baptist Union of Victoria

Recommended Reading:
* = set texts recommended for purchase


DP3015W  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.

Prerequisites: Foundational unit in Field D.

Class Time: One week intensive (5 days) plus 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.
DP3205W  Action and Contemplation: The Art of Christian Engagement

Offered:  2017: Intensive – August / September / October
[Unit offered alternatively as DS3205W]

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:

a. The Biblical, theological and practical issues of reconciling one’s active and contemplative life with the personal and social dimensions of ministry;

b. A theological understanding and critical engagement with the dynamics of forgiveness and reconciliation in ministry from a contemplative awareness;

c. 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.

Prerequisites: DA1001W Living the Faith

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


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

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

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

Tailored learning outcomes are also to be proposed and approved.

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

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

**Faculty:** Anne Mallaby

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

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DP9100S 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 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

Recommended Reading: See 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.
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 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

Recommended Reading: See 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.
DS1001W  Creativity and Spirituality

Offered: 2017: Semester 1 – 2 (unit runs for whole year)

This unit invites students to explore and develop their own spiritual practice through the intentional engagement of creative expressions. The experience and process of developing these practices will be cultivated and informed by traditional and contemporary frameworks of creativity and spirituality. Particular attention will be focused upon the integration of theory and practice, creativity and spirituality.

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

1. Theologically and critically reflect on the engagement of creativity in spirituality in light of historic and contemporary frameworks;
2. Appraise particular expressions of creativity in light of relevant spiritual and creative theory;
3. Cultivate their own practices informed by relevant spiritual and creative disciplines and theory;
4. Evaluate their own creative involvement as an expression of their spirituality.

Prerequisites: Nil

Class Time: Two hours per week

Teaching Methods:
The unit will normally employ an action-reflection process that may utilise some or all of the following delivery mechanisms:

- Practical engagement with various forms of creative expression;
- Personal coaching, mentoring and/or spiritual direction;
- Small group participation;
- Formal in-class instruction.

Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Four 350 word journal entries of reflections</td>
<td>(30%)</td>
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<tr>
<td>One 1,500 word theological reflection paper</td>
<td>(30%)</td>
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<tr>
<td>One creative work plus explanatory essay</td>
<td>(40%)</td>
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</tbody>
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(out equivalent to 2,000 words)

Faculty: Joel McKerrow

Recommended Reading:

* = set texts recommended for purchase


Tommy, M. *Unlocking the Heart of the Artist: A Practical Guide to Fulfilling Your Creative Call as an Artist in the Kingdom*. CreateSpace Independent, 2011.
**DS1/2011W  Discerning Personal Vocation**

**Offered:** 2017: Semester 1 – 2 (unit runs for whole year)  
*(delivered in combination with BS1006W under the NEXT² program)*

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

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

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

**Prerequisites:** Nil

**Class Time:** Three hours per week (for whole year, in conjunction with BS1006W)

**Assessment:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td><strong>Level 1:</strong></td>
<td>One essay (4,000 words)</td>
<td>(100%)</td>
</tr>
<tr>
<td><strong>Level 2:</strong></td>
<td>One essay (5,000 words)</td>
<td>(100%)</td>
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**Faculty:** Joel McKerrow

**Recommended Reading:**

DS2/3002W  Patterns in the Practice of Christianity

Offered: 2017: Semester 2
[Unit offered alternatively as CH2/3002W]

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. **Level 3:** Articulate their own critical response to the core issues identified in the unit.

**Prerequisites:**

Level 2: 15 points in Church History or Spirituality  
Level 3: 45 points in Church History or Spirituality

**Class Time:**  Three hours per week

**Assessment:**

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

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

**Faculty:**  Marita Munro

**Recommended Reading:**

* = set texts recommended for purchase

DS2/3008W  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.

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

Class Time:  Three hours per week

Assessment:

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

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

Faculty:  Roslyn Wright

Select Bibliography:
* = set texts recommended for purchase


DS2/3021W  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.

Prerequisites: DA1001W

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

Assessment:
Level 2: Two reflection papers integrating assigned reading with prescribed reflective exercises (1,000 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%)

Level 3: 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
DS3205W  Action and Contemplation: The Art of Christian Engagement

Offered: 2017: Intensive Semester 2  
[Unit offered alternatively as DP3205W]

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:

a. The Biblical, theological and practical issues of reconciling one’s active and contemplative life with the personal and social dimensions of ministry;
b. A theological understanding and critical engagement with the dynamics of forgiveness and reconciliation in ministry from a contemplative awareness;
c. 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.

Prerequisites: DA1001W Living the Faith

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

DS3208W  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.

Pre-requisites:  Nil

Class Time:  6 days (2 x 3 days)

Assessment:  One self-awareness report (2,000 words) (40%)
              One essay (4,000 words) (60%)

Faculty:  Tim McCowan, Peter Bentley

Select Bibliography:

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

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

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

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

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

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

Tailored learning outcomes are also to be proposed and approved.

Prerequisites: Eligibility to undertake third level study in Spirituality

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

Faculty: Anne Mallaby

Recommended Reading:
* = set texts recommended for purchase

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DS3738W  Missional Spirituality (Online)

Offered:  2017: Semester 2
[Unit offered alternatively as DM3738W]

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 (2,000 words) (40%)
- Research project (2,000 words) (30%)
- Journal reflection (1,000 words) (20%)
- Online forum participation (1,000 words) (10%)

Faculty:  Darren Cronshaw

Recommended Reading:
* = set texts recommended for purchase