### Structure of Bachelor Degrees

<table>
<thead>
<tr>
<th>MCD Regulations for the Bachelor of Theology Degree</th>
<th>Numbering System for Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should familiarize themselves with the full details of the Regulations and Working Principles for the BTheol degree (available on the MCD University of Divinity website)</td>
<td>The numbering systems for each unit indicates:</td>
</tr>
<tr>
<td>1. The degree consists of a minimum of 360 points (24 semester units worth 15 points each).</td>
<td>1. Field and Discipline within the Field</td>
</tr>
<tr>
<td>2. Candidates must complete three sub-major sequences in Biblical Studies (including minor sequences in each Testament), Systematic Theology, and either: Field D, or Field A.</td>
<td>2. Level of study</td>
</tr>
<tr>
<td>3. Two sub-majors must articulate to majors.</td>
<td>3. Specific content</td>
</tr>
<tr>
<td>4. Two minor sequences: in Church History and any one discipline.</td>
<td>4. Number of points</td>
</tr>
<tr>
<td>5. 60 points from one or more disciplines.</td>
<td>The Field or area of study is indicated by the first letter - A, B, C or D.</td>
</tr>
<tr>
<td>6. At least 60 points must be included from Field D.</td>
<td>The second letter indicates the Discipline with the Field; eg.</td>
</tr>
<tr>
<td>7. A major is a progressive course of study of 90 points in a discipline, eg. BA, BN, BS, CH, CT, etc, with at least 30 points (2 units) at level 3 and no more than 30 points at level 1.</td>
<td>Field A - Language, History</td>
</tr>
<tr>
<td>8. A sub-major is a progressive course of study of 60 points (4 units) with at least 30 points (2 units) at level 2.</td>
<td>Field B - New Testament, A for Hebrew Bible</td>
</tr>
<tr>
<td>9. A minor sequence is 30 points in one discipline.</td>
<td>Field C - History, Theology</td>
</tr>
<tr>
<td>10. Unless otherwise determined (eg because of credit for units at other tertiary institutions) the course of study shall extend over not less than three years and not more than nine years.</td>
<td>Field D - Ethics, Liturgy, Missiology, Pastoral Studies, Religious Education, Spirituality</td>
</tr>
</tbody>
</table>

#### Bachelor of Arts/Bachelor of Theology

Monash University, in association with the MCD University of Divinity, offers the above combined course. Each institution is independent of the other and it is necessary for students to apply separately for admission to each institution. To be selected into the Arts component of the combined degree students need to satisfy the pre-requisite requirements of the Victorian Tertiary Admissions Centre (VTAC). Monash University has appropriate course requirements. Note: 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 another degree program, before its completion.

#### Bachelor of Ministry

The Bachelor of Ministry degree consists of 360 points (24 units) made up as follows:

- A major in one discipline in Field D, that is 90 points (6 units), including 30 points at level 3 and no more than 30 points at level 1 not including supervised ministry praxis units.
- 60 points (4 units) (sub-major) in Biblical Studies including at least 30 points at level 2 or higher and including minor sequences in each of Old Testament and New Testament.
- 60 points (4 units) (sub-major) of ministry praxis units, eg. Clinical Pastoral Education, Supervised Theological Field Education or other supervised practica
- 60 points (sub-major) in Systematic Theology including at least 30 points at level 2 or higher
- 30 points in Church History (minor)
- 60 points of electives from Fields A, B, C or D.
- At least 60 points of the degree must be taken at level 3.
- For students taking double degrees BTheol/BMin or MDiv/BMin, up to 180 points may be held in common between the two degrees.

For detailed information about these courses, please make an appointment to see the Dean.
## Field A:
No more than 120 points (8 units) can be taken in Field A

## Field B:
**Core Requirements:**
- Old Testament - 30 points (2 units) New Testament 2
- 30 points (2 units)

This means all students complete at least a Biblical Studies sub-major. No more than 180 points (12 units) in this Field

- Study towards an Old Testament major requires two units at each level in BA, with expected proficiency in Hebrew language.
- Study towards a New Testament major requires two units at each level in BN, with expected proficiency in New Testament Greek language.
- Study towards a Biblical Studies major requires two units at each level with at least one at level 3 from each of Old and New Testament disciplines.

## Field C:
**Core Requirements:**
- Church History - 30 points (2 units) Systematic Theology
- 60 points (4 units)

No more than 180 points (12 units) in this Field

- Study towards a Church History major requires two units at each level in CH.
- Study towards a Systematic Theology major requires two units at each level in CT.

All students starting a BTheol after January 2009 must complete a minor sequence (2 units) in Church History and a sub-major (4 units) in Systematic Theology.

## First Level:
- AL1002W New Testament Greek A
- AL1003W English for Theol Studies *(NESB)*
- AL1004W Oral Communication *(NESB)*
- AL1011W Biblical Hebrew
- AL1012W New Testament Greek B

## Second Level:
- AL2010W Ruth

## First Level:
- BA1001W Intro to the Hebrew Bible
- BN1001W Interpreting the New Testament

## Second Level:
- BA2010W Ruth
- BA2002W Justice in the Prophets
- BN2002W Gospel of Matthew
- BN2003W Romans: Suffering and Justice
- BN2031W First Corinthians
- BS3031W Theologies and Practices of Love

## Third Level:
- BA3002W Justice in the Prophets
- BN3002W Gospel of Matthew
- BN3003W Romans: Suffering and Justice
- BN3031W First Corinthians
- BN3095 Resurrection, Justice and Discipleship
- BS3031W Theologies and Practices of Love
- BS3099W Supervised Reading in Biblical Studies

## First Level:
- CH1011W Church History (Early)
- CH1012W Church History (Reformation)
- CT1001W Beginning Theological Studies

## Second Level:
- CH2002W Patterns in the Practice of Christianity
- CH2004W History and Theology of Baptist Movement
- CH2005W Bonhoeffer’s Theology in Historical Context
- CT2002W Who is Jesus?
- CT2004W History and Theology of Baptist Movement

## Third Level:
- CH3002W Patterns in the Practice of Christianity
- CH3004W History and Theology of Baptist Movement
- CH3005W Bonhoeffer’s Theology in Historical Context
- CT3002W Who is Jesus?
- CT3004W History and Theology of Baptist Movement
- CT3005W Bonhoeffer’s Theology in Historical Context
- CT3082W Economics, Justice and Theology
- CT3095W Resurrection, Justice and Discipleship
- CT3099W Supervised Reading in Systematic Theology
Field D: Theology: Mission and Ministry:

The Bachelor of Ministry requires a major study in one discipline in Field D other than Praxis, such as Clinical Pastoral Education or Supervised Theological Field Education

<table>
<thead>
<tr>
<th>OFFERED IN 2014</th>
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<tbody>
<tr>
<td><strong>First Level:</strong></td>
</tr>
<tr>
<td>DA1001W Living the Faith</td>
</tr>
<tr>
<td>DM1007W Exposure to Cross-Cultural Mission</td>
</tr>
<tr>
<td>DM1019W Contextual Mission</td>
</tr>
<tr>
<td><strong>Second Level:</strong></td>
</tr>
<tr>
<td>DL2001W Theology and Practice of Christian Worship</td>
</tr>
<tr>
<td>DL2002W Homiletics</td>
</tr>
<tr>
<td>DL2014W Worship for All Seasons</td>
</tr>
<tr>
<td>DM2019W Contextual Mission</td>
</tr>
<tr>
<td>DM2031W The Micah Mandate:</td>
</tr>
<tr>
<td>DM2036W Global Mission Today</td>
</tr>
<tr>
<td>DM2038W New Paradigms for a Missional Church</td>
</tr>
<tr>
<td>DM2045W New Wineskins</td>
</tr>
<tr>
<td>DM2046W Asylum Seekers and Refugees</td>
</tr>
<tr>
<td>DP2012W The Arts and Theological Reflection</td>
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<tr>
<td>DP2037W Wellbeing@Home: A Pastoral Response</td>
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<tr>
<td>DP2067W Supervised Theological Field Education</td>
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<tr>
<td>DP2069W Supervised Theological Field Education</td>
</tr>
<tr>
<td>DS2006W Table Spirituality: Hospitality, Community and Mission</td>
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<tr>
<td>DS2008 Spirituality: Transforming Life</td>
</tr>
<tr>
<td>DT2082W Economics, Justice and Theology</td>
</tr>
<tr>
<td><strong>Third Level:</strong></td>
</tr>
<tr>
<td>DT3082W Economics, Justice and Theology</td>
</tr>
<tr>
<td>DL3001W Theology and Practice of Christian Worship</td>
</tr>
<tr>
<td>DL3002W Homiletics</td>
</tr>
<tr>
<td>DL3014W Worship for All Seasons</td>
</tr>
<tr>
<td>DM3031W The Micah Mandate:</td>
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<td>DM2046W Asylum Seekers and Refugees</td>
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<tr>
<td>DM3099W Supervised Reading Unit in Missiology</td>
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<tr>
<td>DP3036W Clinical Pastoral Education (CPE)</td>
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<tr>
<td>DP3012W The Arts and Theological Reflection</td>
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<tr>
<td>DP3037W Wellbeing@Home: A Pastoral Response</td>
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<tr>
<td>DP3067W Supervised Theological Field Education</td>
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<tr>
<td>DP3069W Supervised Theological Field Education</td>
</tr>
<tr>
<td>DP3099W Supervised Reading Unit in Pastoral Studies</td>
</tr>
<tr>
<td>DS3006W Table Spirituality: Hospitality, Community and Mission</td>
</tr>
<tr>
<td>DS3008 Spirituality: Transforming Life</td>
</tr>
</tbody>
</table>
Undergraduate Unit Outlines

Units in this section are listed alphabetically/numerically.

Codes for the coursework degrees are as follows and appear before each unit number to indicate which of the graduate degrees it may be applied to.

Unit numbering:

- Commencing with 0 = Diploma level unit
- Commencing with 1 = Level 1 unit
- Commencing with 2 = Level 2 unit
- Commencing with 3 = Level 3 unit
Field A – Humanities

Every year at Whitley we offer Biblical Hebrew, New Testament Greek and English for Theological Studies as Field A units. One Biblical language is required for the Master of Divinity, but language units are not required for the Bachelor of Theology degree unless you wish to major in Old Testament or New Testament studies.

The English units are for those from a non-English-speaking background (NESB/ESL). They will introduce you to new vocabulary that you will need for theological studies, and to study and writing skills that will help you with your assignments and presentations.

Field A is also the area in which you are most likely to gain credit for your past studies — typically, 60 points (or 4 units) for a tertiary degree such as a BA, BSc, BEd. This credit counts towards your overall BTheol requirement for 360 points (24 units), but does not usually count towards majors or sub-majors.

It is possible, however, to have a Field A major in such disciplines as Philosophy, Psychology, Sociology, Anthropology or a language (modern or ancient). This would most likely involve you studying at another institution as well as at Whitley, and it would be necessary to complete another major in Field B, C or D to take out the BTheol degree.

(◆ Indicates units offered in 2014)

Humanities

◆ AL1002W New Testament Greek A
◆ AL1003W English for Theological Studies (NESB)
◆ AL1004W Oral Communication for Theological Studies (NESB)
◆ AL1011W Biblical Hebrew
◆ AL1012W New Testament Greek B
◆ AL2010W Ruth

OTHER DISCIPLINES
Arrangements may be made through the Dean for studies in Literature, Philosophy, Psychology and Sociology to be undertaken at other Colleges of MCD University of Divinity or at other tertiary institutions.
AL1002W NEW TESTAMENT GREEK A

This unit provides a basic introduction to biblical Greek.
Upon successful completion of this unit, students will be able to:

1. Demonstrate key grammatical concepts necessary for working in a second language
2. Identify foundational elements of Greek grammar and syntax
3. Show familiarity with a basic working Greek vocabulary
4. Translate small, selected portions of the Greek New Testament
5. Apply a limited understanding of Greek to the reading of critical commentaries for sermon and teaching preparation.

Class Time: Three hours per week

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

Faculty: Marita Munro

Offered: Semester 1, 2014. Mondays: 5.00 – 8.00pm

Select Bibliography:
* = set texts recommended for purchase
AL1003W ENGLISH FOR THEOLOGICAL STUDIES

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

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

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

Class Time: Three hours per week

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

Faculty: L Dyer

Offered: Semester 2, 2014.

Recommended Reading:
Murphy, Raymond. English grammar in use. Cambridge: CUP, 2003
AL1004W ORAL COMMUNICATION

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

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

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

Class Time: Three hours per week

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

Faculty: L Dyer

Offered: Semester 1, 2014.

Recommended Reading:
AL1011W BIBLICAL HEBREW

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

Upon successful completion of this unit, 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.

Class Time: Three hours per week

Assessment:
- Weekly translation and vocabulary exercises (50%)
- One two hour examination (50%)

Faculty: V Billingham

Offered: Semester 1, 2014. Tuesdays: 2.00 – 5.00pm

Select Bibliography:
* = set texts recommended for purchase

Dictionaries:

Grammars:
AL1012W NEW TESTAMENT GREEK B

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

Upon successful completion of this unit, students will be able to:
1. Demonstrate a more detailed and comprehensive understanding of grammar and syntax.
2. Show evidence of greater reading skills and competence in translation.
3. Indicate knowledge of a more extensive vocabulary and style.
4. Indicate understanding of textual critical issues and demonstrate skills necessary for redactional work with a Greek synopsis.
5. Apply Greek skills to the exegetical task.

AL1012.15 provides the foundation for further work in Greek. The combination of AL1002 and AL1012 fulfils the Greek pre-requisites for third level courses in New Testament.

Pre-requisite: AL1002W
Class Time: Three hours per week

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

Faculty: M Munro and S Field

Offered: Semester 2, 2014. Mondays: 5.00 – 5.00pm

Select Bibliography:
* = set texts recommended for purchase
**AL2010W RUTH**

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

Upon successful completion of this unit, 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.

Pre-requisite: AL1011W and BA1001W (previous AL111.15 and BH101.15)

Class time: Three hours per week

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

Faculty: V Billingham

**Offered:** Semester 1, 2014. Tuesdays: 2.00 – 5.00 pm

**Select Bibliography:**
Field B – Biblical Studies

This Field comprises Hebrew Bible (or ‘Old Testament studies’ — all the BA units), New Testament studies (the BN units) and Biblical Studies (the BS units, which involve thematic studies over both testaments). At Whitley we aim to immerse ourselves in the text: to learn about interpreting the Bible by doing it, rather than focus primarily on what others might say about the text.

All students in the BTHeol and BMIn degrees must do BA1001W Introducing the Hebrew Bible and BN1001W Interpreting the New Testament, plus one more unit in each discipline (at second level). This means that all students automatically complete a sub-major in Biblical Studies (60 points, or 4 units, including 2 at second level).

You may then go on to build a major sequence in Hebrew Bible (but you should complete Hebrew language studies before tackling the two third level units) or in New Testament (where NT Greek is required for third level); or in Biblical Studies, which involves an equal mix of BA and BN units. Biblical Studies units (BS) may also be included in these major sequences.

Our offerings in Field B are a mix of specialist studies (Genesis, Mark, Revelation, and so on) and thematic studies (Salvation, Mission in the New Testament, and so on). We encourage you to make sure your degree includes a balance of traditions and themes. We do not offer units on every text, particularly where excellent units are readily available 10 minutes’ walk away at the United Faculty of Theology (on Psalms and John, for example). Please also consider these possibilities when you finalize your study timetable.

*Please note Biblical Language pre-requisites for third level Biblical Studies units.*

(♦ Indicates units offered in 2014)

**HEBREW BIBLE**

♦ BA1001W Introducing the Hebrew Bible
♦ BA2/3002W Justice in the Prophets
BA2/3003W Identity, Land and Exile
BA2/3005W Samuel
BA2/3006W War and Peace in the Hebrew Bible
♦ BA2010W Ruth
BA2/3014W Genesis - The Book of Beginnings
BA3015W Preaching and Teaching in the Old Testament
♦ BA3099W Supervised Reading Unit in Hebrew Bible

**NEW TESTAMENT**

♦ BN1001W Interpreting the New Testament
BN2/3001W The Gospel of Mark
♦ BN2/3002W Gospel of Matthew
BN2/3003W Luke
BN2/3007W The Sermon on the Mount
BN2/3022W Paul: Life and Letters
♦ BN2/3031W First Corinthians
BN2/3032W Galatians: Faith and Law
♦ BN2/3033W Romans: Suffering and Justice
BN2/3042W The Book of Revelation
BN2/3064W Mission in the New Testament
BN2/3065W Reading in Christian Communities
BN3088W The Jesus of History and Gospel
BN3094W Gospel in Context
♦ BN3095W Resurrection, Justice and Discipleship
♦ BN3099W Supervised Reading Unit in New Testament

**BIBLICAL STUDIES**

BS2/3009W Salvation
BS3020W The Use of the Bible in Ethics
♦ BS3031W Theologies and Practices of Love
♦ BS3099W Supervised Reading Unit in Biblical Studies
BA1001W INTRODUCING THE HEBREW BIBLE

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

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

Class Time: Two hour lectures and one hour tutorial per week

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

Faculty: M Brett

Offered: Semester 1, 2014: Saturdays: 9.00 am – 1.00 pm at New Hope Baptist Church;
August 2, 9, 16 and 30
September 13
October 11

Select Bibliography:
Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis: Fortress, 2004
BA2002W / 3002W JUSTICE IN THE PROPHETS

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.

Pre-requisite: BA1001W Introducing the Hebrew Bible, or equivalent

Assessment:

Level 2

Face-to-face:
- One 1,500 word exegesis (40%)
- One 2,000 word essay (40%)
- Critical responses to set readings (20%)
(1,500 words)

Online:
- One exegesis of 1,500 words (40%)
- One essay of 2,000 words (50%)
- Online tutorial participation (10%)
(2,000 words)

Level 3

Face-to-face:
- One 2,000 word exegesis (40%)
- One 2,500 word essay (40%)
- Critical responses to set readings (20%)
(2,500 words)

Online:
- One exegesis of 2,000 words (40%)
- One essay of 2,500 words (50%)
- Online tutorial participation (10%)
(3,000 words)

Faculty: M. Brett

Offered: Semester 1, 2014. Wednesdays: 2.00 – 5.00pm and Online

Select Bibliography:

BA2010W RUTH

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

Upon successful completion of this unit, 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.

Pre-requisite: AL1011W and BA1001W (previous AL111.15 and BH101.15)

Class time: Three hours per week

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

Faculty: V Billingham

Offered: Semester 1, 2014. Tuesdays: 2.00 – 5.00 pm

Select Bibliography:
Campbell, Edward F. Ruth. Garden City: Doubleday, 1975
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 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.

Pre-requisite: Eligibility to undertake third level study in Hebrew Bible Assessment.

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

Faculty: M Brett

Offered: 2014. By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BN1001W INTERPRETING THE NEW TESTAMENT

BN1001W provides the introductory unit in New Testament studies and serves as a pre-requisite for all other BN units.

After successful completion of the unit, students should 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.
6. Demonstrate progress in making the transition from text to life, particularly in terms of theological, hermeneutical, and homiletical application.

Class Time: Three hours per week

Assessment:
- Two 500 word workshop papers (30%)
- One essay of 2,000 words (40%)
- One one hour examination (during class) (30%)

Faculty: Sem 1, Keith Dyer. Sem 2, O Kwon.

Offered: Semester 1, 2014. Wednesdays: 6.00 – 9.00pm
Or
Semester 2, 2014. Wednesdays: 2.00 – 5.00pm

Select Bibliography:
- Moloney, Francis J. Beginning the good news. Homebush: St Paul, 1992
BN2002W / BN3002W GOSPEL OF MATTHEW

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.

At successful completion of this unit students will be able to:
1. Appreciate the history of interpretation of Matthew’s Gospel.
2. Describe and discuss the likely socio-political and cultural provenance of the community that gave rise to Matthew’s Gospel.
3. Appreciate the literary structure and content of Matthew’s Gospel.
4. Demonstrate a capacity to exegete the Matthean text competently, employing a range of appropriate exegetical methodologies.
5. Identify distinctive Matthean christological, ecclesiological, pneumatological, missiological and eschatological understandings.
6. Discuss ways in which the proclamation of the First Gospel can provide meaning in contemporary Australian society.

Pre-requisite: Level 2: BN1001W (prev BN101.15)
Level 3: 30 points in BN

Class Time: Three hours per week

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

Level 3: 3,000 word essay (50%)
1,500 word seminar paper (25%)
1,500 word monograph review (25%)

Faculty: K Dyer

Offered: Semester 1, 2014: Fridays: 9.30am – 12.30pm

Select Bibliography:
* = set texts recommended for purchase
Power, Mark A. God with us. Minneapolis: Fortress, 1995
BN2033W / BN3033W ROMANS: SUFFERING AND JUSTICE

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.

On the completion of this unit, students will be able to:

1. Demonstrate an awareness of the history of interpretation of Paul’s letter to Rome.
   [Level 3] this includes the most recent literature responding to the ‘new perspective’ on Paul.
2. Describe and discuss a plausible socio-political and cultural setting for the Roman house ekklesiai.
   [Level 3] this includes the recent studies on Paul and the Empire.
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.
   [Level 3] this includes situating the chosen text within the overall rhetorical structure of Romans.
5. Give an account of Pauline theology, including its christological, ecclesiological, pneumatological, missiological and eschatological dimensions.
6. Identify ways in which the interpretation of Romans has implications for social justice issues both locally and globally

Prerequisite: BN1001W Interpreting the New Testament and BA1001W Introduction to the Hebrew Bible

Class Time: Three hours per week

Assessment:

Level 2: Critical reflections on readings (1,500 words) (30%)
         Tutorial paper (1500 words) (30%)
         Exegetical Essay (2,000 words) (40%)

Level 3: Critical reflections on readings (1,500 words) (25%)
         Tutorial paper (1500 words) (25%)
         Exegetical Essay (3,000 words) (50%)

Faculty: Siu Fung Wu


Select Bibliography – next page.
Select Bibliography:
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, missio-logical 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.

Pre-requisites:  
Level 2: BN101.15 / BN1001W (or equivalent)  
Level 3: 45 points in Biblical Studies (incl 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:  
O Kwon

Offered:  
Semester 1, 2014: Wednesdays: 9.30am – 12.30pm

Select Bibliography:

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
BN3095W RESURRECTION, JUSTICE AND DISCIPLESHIP

This seminar-based unit offers the opportunity to investigate biblical foundations, theological implications and the social and ethical consequences of resurrection faith. This unit may be taken for credit in New Testament or Systematic Theology.

Upon successful completion of the unit, students will be able:

1. To discuss critically the scriptural foundations and epistemological consequences of Resurrection faith.
2. To articulate a range of interpretative models of the resurrection of Jesus.
3. To explain and discuss critically the theological and Christological implications of these models.
4. To formulate and explain the implications of resurrection faith for contemporary Christian life and witness, with a specific focus on discipleship and justice.

Pre-requisite: 45 points in CT and 30 in BN
[This unit cannot be taken for credit together with BN/CT2/324]

Class time: This course will be offered as a semi-intensive during Semester 2, involving six weekend sessions [Friday evening (3 hours) and Saturday (3 hours)]

Assessment:
- Two 500 word critical reflections on readings (20%)
- One 1,500 word seminar paper (30%)
- One 3,000 word essay (50%)

Faculty: T Lorenzen

Offered: Semester 2, 2014: Intensive; September 22 – October 3. At Whitley College.

Select Bibliography:
* = set texts recommended for purchase


BN3099W SUPERVISED READING UNIT IN NEW TESTAMENT

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

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

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

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

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

Upon successful completion of this unit 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.
4. Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 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: K Dyer

Offered: 2014. By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
BS2031W / BS3031W THEOLOGIES AND PRACTICES OF LOVE

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.

After successful completion of this unit, students will be able to:
1. Interpret selected texts from the Deuteronomistic History or the Holiness Code or the Song of Songs, in relation to their cultural context.
2. Interpret selected texts from the Sermon on the Mount or 1 Corinthians or the Johannine letters or the Lukan parables, in relation to their cultural context.
3. Analyse the hermeneutical relevance of biblical love traditions in relation to the student’s own cultural context.

Pre-requisite: 45 points in Field B

Class Time: Three hours per week

Assessment:

Level 2: One 1,500 word seminar paper (25%)
Critical reviews totalling 1,500 words (25%)
One 2,000 word essay (50%)

Level 3: One 1,500 word seminar paper (25%)
Critical reviews totalling 1,500 words (25%)
One 3,000 word essay (50%)

Faculty: M Brett and K Dyer

Offered: Semester 1, 2014: Thursdays: 2.00 – 5.00pm

Select Bibliography:
Brawley, Robert L (ed.). Biblical ethics and homosexuality. Louisville: WJKP, 1996
BS3099W SUPERVISED READING UNIT IN BIBLICAL STUDIES

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

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

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

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

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

Upon successful completion of this unit 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.

Pre-requisite: 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: M Brett, K Dyer

Offered: 2014 By arrangement with Faculty

Bibliography:

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
Field C - CHRISTIAN THOUGHT AND HISTORY

This Field comprises Systematic Theology (the CT units), and Church History (the CH units). Here you can explore and analyse the story of human engagement with God and the world. Don’t think that this is just a ‘theoretical and historical’ field of study — all theology and history at Whitley is engaged study, and related to present and future realities as well as past traditions.

All students beginning the BTtheol or BMin should enrol in CT1001W Beginning Theological Studies in their first year (as well as DT1001W Living the Faith). Either of the first level Church Histories may be taken first (CH1011W Early Church or CH1012W Reformation), but remember that all BTtheol and BMin students must complete 2 units in each of the CT and CH disciplines.

(† Indicates units offered in 2013)

CHURCH HISTORY

✦ CH1011W Christianity through the Centuries: Early
✦ CH1012W Christianity through the Centuries: Reformation
✦ CH2/3002W Patterns in the Practice of Christianity
✦ CH2/3004W History and Theology of the Baptist Movement
CH2/3008W Reformation Studies
CH2/3019W Agents of Reconciliation
✦ CH2/3025W Bonhoeffer’s Theology in Historical Context
CH2/3052W The Anabaptist Vision
CH2/3058W Martin Luther King Jr in the Quest of the Beloved Community
✦ CH3099W Supervised Reading Unit in Church History

SYSTEMATIC THEOLOGY

✦ CT1001W Beginning Theological Studies
✦ CT2/3002W Who Is Jesus?
✦ CT2/3004W History and Theology of the Baptist Movement
CT2/3012W The Spirit of God and the Mission of God
CT2/3019W Agents of Reconciliation
CT2/3020W Church: The Quest for Christian Community
CT2/3023W Rejoice in Hope
✦ CT2/3025W Bonhoeffer’s Theology in Historical Context
CT2/3033W Lives of Faith
CT2/3041W Children of God: Theological Foundations for Ministry with Children
CT2/3055W Human Life and Human Rights
CT3051W Hermeneutics and Culture
✦ CT3082W Economics, Justice and Theology
✦ CT3095W Resurrection, Justice and Discipleship
✦ CT3099W Supervised Reading Unit in Systematic
CH1011W CHRISTIANITY THROUGH THE CENTURIES: FROM THE EARLY CHURCH TO MIDDLE AGES

This unit will introduce students to some of the key themes in the development of the church from the second to the fifteenth century. Topics will include the spread of Christianity, the apostolic tradition, church-state relations; ‘heresy’, dissent and schism, Constantine and the 'Triumph of Christianity', monasticism, the rise of the papacy, Christian society, the Medieval church, Wycliffe and Hus.

Upon successful completion of this unit, students will be able to:
1. Identify and outline key aspects of the Christian story from early to medieval times.
2. Demonstrate basic skills in interpreting historical documents.
3. Discuss the contribution of the study of church history to the development of Christian identity.

Class Time: Two hours lectures and one hour tutorial each week

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

Faculty: M Munro

Offered: Semester 1, 2014. Thursdays: 9.30am – 12.30pm

Select Bibliography:
* = set texts recommended for purchase
*Comby, Jean. How to read church history. Vol 1, London: SCM, 1985
Hamman, Adalbert G. How to read the church fathers. London: SCM, 1993
Shelley, Bruce L. Church history in plain language. Waco: Word, 1995
CH1012W CHRISTIANITY THROUGH THE CENTURIES: FROM THE REFORMATION TO MODERN TIMES

This unit will introduce students to the main features of the development of Western Christianity from the late Middle Ages to the present. Topics will include 16th century reformation movements, 17th century Puritanism and Pietism, the impact of enlightenment and revolution upon the church, the development of Christianity in North America and Australia and the rise of modern missionary and ecumenical movements.

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

1. Outline some key aspects of the Christian story in the West from the 16th century to the present day.
2. Identify some of the social, political and cultural factors influencing the development of Christianity.
3. Demonstrate basic skills in interpreting selected historical documents.

Class Time: Three hours per week

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

Faculty: M Munro

Offered: Semester 2, 2014. Thursdays: 9.30am – 12.30pm

Select Bibliography:
* = set texts recommended for purchase

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 but other historical sources, including sermons, liturgies, visual images and hymns will be briefly noted.

At the completion of this unit, students will be able to:
 Recognise and evaluate the kinds of historical evidence available for discovering how historical people shaped their lives as Christians.
 Employ appropriate hermeneutical methods for reading and evaluating historical devotional manuals.
 Assess the role of visual images in shaping historical Christians’ devotional practices.
 Determine the relevance of devotional manuals and traditional Christian practices for contemporary expressions of the Christian faith.

Pre-requisite: Level 2: 15 points in Church History
Level 3: 45 points in Church History

Class Time: Three hours per week; seminar-based

Assessment:

Level 2: Literature summaries (20%)
One seminar paper of 1,500 words (30%)
One essay of 2,000 words (50%)

Level 3: Literature summaries (20%)
Two seminar papers of 1,500 words (40%)
One essay of 3,000 words (40%)

Faculty: M Munro

Offered: Semester 2, 2012. Thursdays: 6.00 – 9.00 pm

Select Bibliography:
Jensen, Robin M. *Face to face: Portraits of the divine in early Christianity*. Minneapolis: Fortress Press, 2004
Matheson, Peter. *The imaginative world of the reformation*. Edinburgh: T&T Clark, 2000
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 the unit, students will be able to:

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

Pre-requisite:  
Level 2: 15 points in Church History  
Level 3: 45 points in Church History

Class Time:  Three hours per week

Assessment:

Level 2: One 2,500 word essay (60%)  
One 1,500 word tutorial paper (40%)

Level 3: One 4,000 word essay (60%)  
One 2,000 word tutorial paper (40%)

Faculty:  M Munro

Offered:  Semester 1, 2014: Tuesdays: 6.00 – 9.00pm

Select Bibliography:
*Beasley-Murray, Paul. Radical believers: the Baptist way of being the church. Didcot: Baptist Union, 1992
Bebbington, David (ed.). The gospel in the world. Carlisle: Paternoster, 2002
*Lumpkin, William L (ed.). Baptist confessions of faith. Valley Forge: Judson, 1959
Petras, Michael (ed.). Australian Baptists past and present. Sydney: BHS, 1988
Wardin, Albert W (ed.). Baptists around the world. Nashville: Broadman and Holman, 1995
CH2025W / CH3025W BONHOEFFER’S THEOLOGY IN HISTORICAL CONTEXT

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, 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.

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

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: K Clements

Offered: **Intensive, February 2014: 10 – 21 February.**

Select Bibliography:
* = set texts recommended for purchase


Clements, Keith. *Bonhoeffer and Britain.* London: Churches Together in Britain and Ireland, 2006


CH3099W SUPERVISED READING UNIT IN CHURCH HISTORY

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

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

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

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

The unit may also serve to integrate a student’s theological study so far by examining aspects of theology, ministry and mission through the lens of an integrating metaphor or concept of their choosing.

Written work may be supplemented by creative and alternative forms of assessment if approved.

Upon successful completion of this unit 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.
4. Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 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: M Munro

Offered: 2014. By arrangement with Faculty

Bibliography:

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
CT1001W BEGINNING THEOLOGICAL STUDIES

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

On the completion of this unit, students will be able to:
1. Describe the broad fields of theological studies and how they relate to one another.
2. Outline several central areas or themes in the discipline of theology.
3. Identify a number of critical events and persons in the history of Christian thought.
4. Articulate some important influences in their own approach to theology.
5. Demonstrate the ability to use library resources for theological study.
6. Demonstrate understanding of basic skills in reasoning and the critical evaluation of theological arguments.

Assessment:
- Participation in an online forum (25%)
- (Not fewer than 8 entries of approx. 200 words)
- 2 document studies, each 750 words (25%)
- One 3,000 word essay (50%)

Faculty: F Rees

Offered: Semester 1, 2014: Wednesdays: 9.30am – 12.30pm

Select Bibliography:
* = set texts recommended for purchase
This unit will explore biblical, historical and contemporary responses to the question, ‘Who is Jesus?’ Students will be invited to investigate the answers offered by a range of people personally encountered, both within and beyond the Christian community. Content offered within the course will provide a critical survey of the main areas of christological thinking. In their essays, students will formulate their own theological responses.

Upon successful completion of the unit, students will be able to:
1. Identify a range of issues concerning the significance of Jesus in the contemporary world.
2. Articulate the distinctive Christological emphases of several New Testament sources.
3. Explain the theological issues at stake in the development of the historic credal formulations and critically evaluate these formulations.
4. Outline and evaluate critically a number of understandings of atonement and the meaning of salvation, with particular reference to the death and resurrection of Jesus.
5. Articulate their own critical theological response to the core issues identified in the unit.

Pre-requisite: Level 2: CT101.15/CT1001W
Level 3: 45 points in Systematic Theology

Class Time: Two hours lectures and one hour tutorial

Assessment:
Level 2: One 1,500 word tutorial paper (30%)
Journal of critical reflections upon reading (20%)
One 2,500 word essay (50%)

Level 3: One 1,500 word tutorial paper (30%)
Journal of critical reflections upon reading (20%)
One 3,000 word essay (50%)

Faculty: F Rees

Offered: Semester 1, 2014: Thursdays: 6.00 pm – 9.00 pm

Select Bibliography:
* = set texts recommended for purchase

Bockmuehl, M This Jesus. Martyr, Lord, Messiah. Edinburgh: T & T Clark, 1994
Hardin, M The Jesus Driven Life: Reconnecting humanity with Jesus. Lancaster, PA: JDL Press, 2010
*Placher, W Jesus the Savior, Louisville: Westminster John Knox, 2001
Wright, N T. Simply Jesus: who he was, what he did, why it matters. London: SPCK, 2011

*
CT2004W / CT3004W HISTORY AND THEOLOGY OF BAPTIST MOVEMENT

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

Pre-requisite:  
Level 2: 15 points in Church History  
Level 3: 45 points in Church History

Class Time:  
Three hours per week

Assessment:
Level 2: One 2,500 word essay (60%)  
One 1,500 word tutorial paper (40%)

Level 3: One 4,000 word essay (60%)  
One 2,000 word tutorial paper (40%)

Faculty:  
M Munro

Offered:  
Semester 1, 2014: Tuesdays: 6.00 – 9.00pm

Select Bibliography:
* = set texts recommended for purchase

*Beasley-Murray, Paul. Radical believers: the Baptist way of being the church. Didcot: Baptist Union, 1992
Bebbington, David (ed.). The gospel in the world. Carlisle: Paternoster, 2002
*Lumpkin, William L (ed.). Baptist confessions of faith. Valley Forge: Judson, 1959
Petras, Michael (ed.). Australian Baptists past and present. Sydney: BHS, 1988
Wardin, Albert W (ed.). Baptists around the world. Nashville: Broadman and Holman, 1995
CT2025W / CT3025W BONHOEFFER’S THEOLOGY IN HISTORICAL CONTEXT

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, 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.

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

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: K Clements


Select Bibliography:
* = set texts recommended for purchase
Pugh, Jeffrey C. Religionless Christianity: Dietrich Bonhoeffer in troubled times. London: T&T Clark, 2008
CT3082W ECONOMICS, JUSTICE AND THEOLOGY

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

Upon successful completion of this unit, it is expected that students will be able to:
1. Analyse the underlying assumptions of selected economic models.
2. Describe the economic dimensions of biblical language and ethics.
3. Discuss the role of Scripture in formulating critiques of economic policy and in exploring alternative economic models.
4. Demonstrate a knowledge of selected contemporary Christian teaching on economic justice.

Pre-requisites:
One unit Old Testament
one unit New Testament
2 units Systematic Theology, including one at 2nd level.

Assessment:
Face-to-face:
One tutorial paper of 1,000 words (15%)
One seminar paper of 1,500 words (35%)
One essay of 2,500 words (50%)

Online: One 2,000 word exegetical paper (40%)
One 3,000 word essay (50%)
Online tutorial participation x6 (10%)

Faculty: M Brett, J Cornford.

Offered: Semester 2, 2014: Thursdays: 2.00 – 5.00 and Online

Select Bibliography:
Daly, Herman E and John B Cobb. For the common good: 2nd edn. Boston: Beacon Press, 1994
CT3095W RESURRECTION, JUSTICE AND DISCIPLESHIP

This seminar-based unit offers the opportunity to investigate theological implications and biblical foundations of resurrection faith. This unit may be taken for credit in New Testament or Systematic Theology.

Upon successful completion of the unit, students will be able to:
1. Discuss critically the scriptural foundations and epistemological consequences of Resurrection faith.
2. Articulate a range of interpretative models of the resurrection of Jesus.
3. Explain and discuss critically the theological and Christological implications of these models.
4. Formulate and explain the implications of resurrection faith for contemporary Christian life and witness, with a specific focus on discipleship and justice.

Pre-requisite: 45 points in CT and 30 in BN
[This unit cannot be taken for credit together with BN/CT2/324.15]

Class time: This course will be offered as an intensive during the September non-teaching period.

Assessment:
- Two 500 word critical reflections on readings          (20%)
- One 1,500 word seminar paper                           (30%)
- One 3,000 word essay                                    (50%)

Faculty: T Lorenzen

Offered: Semester 2, 2014: Intensive; September 22 – October 3.

Select Bibliography:
* = set texts recommended for purchase
CT3099W SUPERVISED READING UNIT IN SYSTEMATIC THEOLOGY

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

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

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

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

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

Upon successful completion of this unit 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.
4. Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 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: F Rees

Offered: 2014. By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
# Field D – Moral and Practical Theology

This Field encompasses:

- Liturgical Studies (the DL units, including Facing Crisis and Transition);
- Missiology (DM units, including Chaplaincy, Global Mission, Holistic Witness);
- Pastoral Studies (DP units, including Facing Crisis and Transition);
- Religious Education (DR units, including Interfaith Dialogue);
- Spirituality (DS units);
- Moral Theology (DT units, reflecting on and introducing methods used across this Field of study); and
- Youth Ministry (DP units involving youth studies and ministry).

Students who have undertaken teacher training may be eligible for provisional credit (2 units in first level Religious Education) if they undertake a further 2 units at second level, giving them a DR Sub-Major.

All students beginning the BTheol or BMin should enrol in DT1001W Living the Faith, at the earliest opportunity (together with CT1001W Beginning Theological Studies). DM1001W Holistic Witness: Introduction to Mission is the other introductory unit available in Field D, specific to mission students.

(◆ Indicates units offered in 2014)

## PRACTICAL THEOLOGY

◆ DA1001W Living the Faith: Spirituality, Vocation and Community

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

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### ETHICS

- DT2/3082W Economics, Justice and Theology

### LITURGICAL STUDIES

- DL2/3001W Theology and Practice of Christian Worship
- ◆ DL2/3002W Homiletics
- DL2/3003W Facing Crisis and Transition: Pastoral Care and Worship
- ◆ DL2/3014W Worship for All Seasons

### MISSIOLOGY

- ◆ DM1007W Exposure to Cross-Cultural Mission
- ◆ DM1/2019W Contextual Mission
- DM1/2020W Church Planting
- ◆ DM1/2024W New Paradigms for Missional Church
- DM2/3002W Reconciliation: The Heart of Mission
- DM2/3003W The Church’s Mission for Justice (Online)
- DM2/3007W The Multicultural Church
- DM2/3025W Spirituality, Sustainability and Discipleship
- DM2/3026W Pioneering Leadership
- DM2/3028W Integrated Chaplaincy Training
- DM2/3029W Reimagining Evangelism
- ◆ DM2/3031W Micah Mandate: Seeking Justice for the Global Marginalised
- DM2/3032W Faith and the Environment
- ◆ DM2/3036W Global Mission Today
- ◆ DM2/3045W New Paradigms for a Missional Church
- DM2/3043W New Missional Communities
- ◆ DM2/3045W New Wineskins: Exploring Transformation in Congregational Life
- DM2/3051W Mission in the Australian Context
- DM2/3052W The Anabaptist Vision
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>DM2/3057W</td>
<td>Towards Reconciliation</td>
</tr>
<tr>
<td>DM2/3058W</td>
<td>Martin Luther King Jr in the Quest of the Beloved Community</td>
</tr>
<tr>
<td>DM2/3065W</td>
<td>Understanding Islam</td>
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<tr>
<td>DM2/3041W</td>
<td>Reflection for Mission</td>
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<tr>
<td>✦ DM2/3046W</td>
<td>Asylum Seekers and Refugees</td>
</tr>
<tr>
<td>DM3099W</td>
<td>Supervised Reading Unit in Missiology</td>
</tr>
</tbody>
</table>

**Pastoral Studies**

- **DP1/2010W** Youth Ministry
- **DP2/3001W** Theology and Practice of Pastoral Care
- **DP2/3003W** Facing Crisis and Transition: Pastoral Care and Worship
- ✦ **DP2/3004W** Pastoral Care in Grief and Loss, Living and Dying
- **DP2/3028W** Integrated Chaplaincy Training
- **DP2/3036W** Clinical Pastoral Education
- ✦ **DP2/3037W** Wellbeing@Home: A Pastoral Response to Pastoral care in the home.
- **DP2/3042W** Responding Pastorally to Critical Issues in Contemporary Ministry
- **DP2/3060W** Exploring Ministry through Case Studies
- ✦ **DP2/3067W** Supervised Theological Field Education
- ✦ **DP2/3069W** Supervised Theological Field Education
- ✦ **DP3099W** Supervised Reading Unit in Pastoral Studies

**Spirituality**

- **DS2/3005W** Experiencing God: Spirituality in the Christian Tradition
- ✦ **DS2/3006W** Table Spirituality: Hospitality, Community and Mission
- ✦ **DS2/3008W** Spirituality: Transforming Life
- **DS2/3021W** Spirituality of Everyday Life
- **DS2/3028W** Missional Spirituality (Online)
- **DS3099W** Supervised Reading Unit in Spirituality
DA1001W LIVING THE FAITH: SPIRITUALITY, VOCATION AND COMMUNITY

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

Successful completion of this unit will enable students to:

1. Explore their own sense of self, vocation and ministry vision.
2. Appreciate the contours and possibilities of the major sub-disciplines of practical theology.
3. Utilize models of theological reflection that integrate theory, experience and practice.
4. Describe and discuss the richness of learning in community.

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

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

Class time: Two hours of lectures and a one hour tutorial per week

Assessment:

One 1,000 word Journal (25%)
One 1,000 word Case Study (25%)
One 2,000 word Integration essay (50%)

Faculty: A Mallaby

Offered: Semester 1, 2014: Saturdays: 9.00 am – 1.00 pm at New Hope Baptist Church;
March 1, 15 and 29
April 5
May 3, 17 and 31

Select Bibliography:


DL2001W / DL3001W THEOLOGY AND PRACTICE OF CHRISTIAN WORSHIP

This unit provides a broad introduction to the theology and practice of Christian worship. Successful completion of this unit will enable students 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 the 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 the 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 criteria for evaluating worship services and materials.

Pre-requisite: Level 2: 15 points in CT or Field D
Level 3: 45 points in CT or Field D
[Exclusion from this unit for students who have already completed DL101.15]

Class Time: Three hours per week plus two field trips

Assessment:

Level 2: One 1,200 word worship evaluations folio (20%)
One 1,800 word research assignment with oral presentation (40%)
One 1,500 word essay (40%)

Level 3: One 1,200 word worship evaluations folio (15%)
One 2,500 word research assignment with oral presentation (45%)
One 2,000 word essay (40%)

Faculty: N Nettleton

Offered: Semester 1, 2014. Tuesdays: 2.00 – 5.00 pm

Select Bibliography:
Hustad, Donald P. True worship: Reclaiming the wonder and majesty. Carol Stream: Hope, 1998
Saliers, Don E. Worship as theology. Nashville: Abingdon, 1994

87
This unit provides an introduction to the theology and practice of Christian preaching. It examines the nature of preaching and the place of the sermon in the service of worship.

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

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

Upon successful completion of this unit students will be able to:
1. Articulate a basic theology of preaching and the principles of public speaking.
2. Demonstrate a growing competence in preparing, presenting and evaluating sermons.
3. Discuss an appropriate treatment of texts, images and structures in relation to the context of the preaching event.

Pre-requisites: BN1001W and CT1001W (prev BN101.15 and CT101.15)

Class Time: Three hours of lectures and workshops

Assessment:

<table>
<thead>
<tr>
<th>Level 2:</th>
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<tbody>
<tr>
<td>One 1,000 word book review</td>
<td>(10%)</td>
<td></td>
</tr>
<tr>
<td>Three sermon presentations and critique (2,500 words)</td>
<td>(60%)</td>
<td></td>
</tr>
<tr>
<td>Homiletic exercises (2,500 words)</td>
<td>(30%)</td>
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<tr>
<th>Level 3:</th>
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<tbody>
<tr>
<td>One 1,000 word book review</td>
<td>(10%)</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Homiletic exercises (3,500 words)</td>
<td>(30%)</td>
<td></td>
</tr>
</tbody>
</table>

Faculty: A Demond

Offered: Semester 2, 2014. Tuesdays: 6.00 – 9.00 pm

Select Bibliography:
Childers, Jana (ed.). *Birthng the sermon: women preachers on the creative process*. St Louis: Chalice Press, 2001
Noren, Carol M. *The woman in the pulpit*. Nashville: Abingdon Press, 1991
Quicke, Michael J. *360 degree preaching: Hearing, speaking and living the word*. Grand Rapids: Baker Academic, 2003
DL2014W / DL3014W WORSHIP FOR ALL SEASONS

This unit aims to provide an exploration of the theology, practice and spirituality of the Christian liturgical year. The unit is based on supervised reading and reflection, focused around the individual student’s participation in worship services on particular occasions throughout the church year. Students will be required to meet with the teacher on a regular basis for guidance and discussion.

Upon successful completion of this unit, it is expected that students will be able to:
1. Describe the origins and present shape of the liturgical year.
2. Discuss the theological meanings associated with seasons and feast days of the liturgical year.
3. Explain the relationship between the practice of liturgical time and natural seasons,
4. secular calendars, and customary anniversaries.
5. Formulate and apply critical criteria for evaluating the liturgical practices and texts associated with particular feasts and seasons.
6. **Level 2**: Locate and/or compose resources for the celebration of liturgical feasts and seasons.
7. **Level 3**: Articulate a liturgical theology of time.

Pre-requisite: DA1001W

Assessment:

| Level 2: One critical journal of 2,000 words | (30%) |
| One essay of 2,000 words                   | (50%) |
| Annotated folio of texts                  | (20%) |

| Level 3: One critical journal of 2,000 words | (20%) |
| Two essays of 2,000 words                   | (80%) |

Faculty: N Nettleton

**Offered:** 2014 – 2015. By arrangement with the lecturer.
(Ideally students should commence work in November, 2014 to the start of semester 1 and finish the following June)

**Select Bibliography:**


Colwell, John E. *The rhythm of doctrine.* Milton Keynes: Paternoster, 2007


Stookey, Laurence H. *Calendar: Christ’s time for the church.* Nashville: Abingdon, 1996


Webber, Robert E. *Ancient-future time.* Grand Rapids: Baker, 2004

DA1001W LIVING THE FAITH: SPIRITUALITY, VOCATION AND COMMUNITY

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

Successful completion of this unit will enable students to:
1. Explore their own sense of self, vocation and ministry vision.
2. Appreciate the contours and possibilities of the major sub-disciplines of practical theology.
3. Utilize models of theological reflection that integrate theory, experience and practice.
4. Describe and discuss the richness of learning in community.

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

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

Class time: Two hours of lectures and a one hour tutorial per week

Assessment:
- One 1,000 word Journal (25%)
- One 1,000 word Case Study (25%)
- One 2,000 word Integration essay (50%)

Faculty: A Mallaby

Offered: Semester 1, 2014: Saturdays: 9.00 am – 1.00 pm at New Hope Baptist Church;
March 1, 15 and 29
April 5
May 3, 17 and 31

Select Bibliography:
**DM1007W EXPOSURE TO CROSS – CULTURAL MISSION**

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

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

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

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

During the exposure trip students live in a cross-cultural context, interacting with local people, observing or serving on a daily basis and meeting for group discussion daily.

It is expected that upon successful completion of this unit students will be able to:

1. Identify several examples of where another culture is ‘different but not inferior’.
2. Evaluate the missiological approach of a cross-cultural mission agency.
3. Discuss some of the issues of gospel and culture.
4. Outline and analyse their own responses to being in another culture.

**Time commitment:**

1. Group briefings and a briefing by the co-ordinator.
2. At least two weeks living in a cross-cultural situation, involving daily group discussion.

**Teaching methods:** Briefings, immersion in another culture, background reading

**Assessment:**

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

**Faculty:** B Tudball

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

**Offered:** 2014. By arrangement with Faculty

**Select Bibliography:**

Bradshaw, Bruce. *Bridging the gap: Evangelism, development and shalom*. Monrovia, CA: MARC, 1993


DM1019W / DM2019W CONTEXTUAL MISSION

Designed as training for cross-cultural Christian mission, this unit examines what is involved in sharing the gospel in ways that are culturally appropriate and which lead to indigenous communities of faith. Among the topics considered are the theology of contextualization, encouraging local theologies, models of incarnational ministry, sharing faith with ‘unreached people groups’, dialogue and evangelism in Muslim and Buddhist contexts, Aboriginal contextualization, and ethical, strategic and practical issues in global mission today. Students attend Global Interaction’s Context Training course.

Upon successful completion of this unit students will be able to:
1. Demonstrate appreciation of cultural difference.
2. Outline several ways of engaging respectfully with people of other faiths.
3. Show basic understanding of a Muslim, Buddhist or Aboriginal cultural context.
4. Summarise several major trends in global mission.

Class time: Eight hours per day for five days

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

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

Faculty: B Newnham

Offered: As an intensive at Whitley College. (February 3 – 7: 9.00am – 5.00pm)

Select Bibliography:
Parshall, Phil. Inside the community: Understanding Muslims through their tradition. Grand Rapids: Baker, 1994
DM2031W / DM3031W THE MICAH MANDATE: INTEGRAL MISSION AND

GLOBAL POVERTY

This unit examines selected biblical texts on the themes of poverty, wealth, justice and compassion as a way of exploring Christian responses to the needs of marginalized 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 students will be able to:
1. Explain important dimensions of an integral mission response to the needs of the global marginalized.
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 mobilization of the local church in integral mission.

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

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

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

Faculty: S Bradbury

Offered: 2014. As an Intensive [July 7–11: 9.30 am – 5.00 pm]
[TEAR Australia, 4 Solwood Lane, Blackburn]

Select Bibliography:
Grant, Jamie A and Dewi A Hughes, eds. Transforming the world? The gospel and social responsibility. Nottingham: Intervarsity Press, 2009
DM2036W / DM3036W GLOBAL MISSION TODAY

This unit explores some of the major trends and challenges in worldwide Christian mission today. Drawing on recent missiological insights, it explores contextualization, cross-cultural challenges, holistic mission, inter-religious sensitivities, non-traditional models of mission, short-term mission and the role of global exposure trips.

Upon successful completion of the unit students will be able to:
1. Outline the major trends in global mission today.
2. Critically evaluate the missiological approach of a mission agency.
3. Defend an approach to contextual mission selected from a range of approaches.

Pre-requisites:
DM1001W is required if part of a major or sub-major
Level 2: 30 points in DM or CT or Field B.
Level 3: 45 points in Missiology

Class Time: Three hours per week

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

Faculty: B Newnham

Offered: Semester 2, 2014. Thursdays: 6.00 – 9.00pm

Select Bibliography:
* = set texts recommended for purchase
Engel, James F and William A Dyrness. Changing the mind of missions: Where have we gone wrong?  
  Downers Grove, IL: InterVarsity Press, 2000
Scherer, James A and Stephen B Bevans (eds). New directions in mission and evangelization, 3: Faith and  
  culture. Maryknoll: Orbis, 1999
Shenk, David W. God’s call to mission. Scottdale, PA: Herald, 1994
*Walls, Andrew F and Cathy Ross (eds). Mission in the 21st century: Exploring the five marks of global  
DM2038W / DM3038W NEW PARADIGMS FOR A MISSIONAL CHURCH

This unit will introduce the paradigm shifts required for the church to take an intentionally missional stance in a Western cultural context. It will explore the implications of postmodernity for mission. It will assess the missional effectiveness of the paradigms of the early church and of Christendom. It will propose a paradigm for the emerging missional church, involving examination of the nature of the church and its mission as well as contemporary Western approaches to mission.

Upon successful completion of this unit students will be able to:
1. Articulate some of the significant features of postmodernity and their implications for mission.
2. Demonstrate an understanding of missional ecclesiology
3. Outline and assess several models of the contemporary missional church

Assessment:
Level 2: One book review of 1000 words (20%)
One essay of 1500 words (40%)
One research project of 1500 words (40%)

Level 3: One 1,000 word book review (20%)
One 1,500 word essay (40%)
One 2,000 word research project (40%)

Faculty: D Cronshaw (Co-ordinator)

Offered Online, Semester 2, 2014.

Select Bibliography:
* = set texts recommended for purchase
Barker, A Surrender all: Sub-merging with Christ. Springvale, Vic.: Urban Neighbours of Hope, 2005
Murray, S Post-Christendom. Carlisle, UK: Paternoster, 2004
DM2045W / DM3045W NEW WINESKINS: EXPLORING TRANSFORMATION IN CONGREGATIONAL LIFE

This unit will explore a range of challenges and opportunities in the renewal of local church life, in urban, suburban and rural contexts. Students will be introduced to skills for investigation and evaluation of case studies and will apply these skills in a number of site visits and classroom examples. The unit will also introduce students to a number of spiritual disciplines, as part of the basis for local church renewal.

On the completion of this unit, students will be able to:

1. Demonstrate some of the skills necessary in analysis and evaluation of local church missional and congregational systems;
2. Outline and explore some of the challenges, opportunities and spiritual resources for renewal in local congregational life;
3. Articulate some of the biblical and theological principles which may be applied in the renewal of local church mission;
4. [Level 3] Apply evaluative criteria to examples of and proposals for the renewal of local congregational life;

Prerequisite: DA1001 Living the Faith
Class Time: Semi-intensive, 5 full days spread across the semester

Assessment:

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<thead>
<tr>
<th>Level</th>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Critical reflection based on site visit (1,000 words)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Tutorial paper (1500 words)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Essay of 2,000 words</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Critical reflection based on site visit (1,500 words)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Tutorial paper (1500 words)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Essay of 2,500 words</td>
<td>50%</td>
</tr>
</tbody>
</table>

Faculty: D Cronshaw, D Chatelier, A Wilkinson-Hayes

Offered: Semester 1, 2014. As 5 full Mondays across the semester, lectures, field-visits, tutorials and workshops

[Mondays 9am – 5pm Mar 10, 24 Apr 28 NB 9am – 6pm, May 12, 26]

Select Bibliography:

* = set texts recommended for purchase


DM2046W / DM3046W ASYLUM SEEKERS AND REFUGEES

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.

On the completion of this unit, 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.

Prerequisite: An introductory unit in practical theology

Class Time: Three hours per week

Assessment:

Level 2: One case study (2,000 words) (40%)
One essay (2,500 words) [Level 2] (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: M Yang and M Brett

Offered: Semester 2, 2014. Tuesdays: 6.00 – 9.00pm

Select Bibliography:
Carroll, M.D. Christians at the Border: Immigration, the Church, and the Bible. Grand Rapids: Baker, 2008
Snyder, S. Asylum-Seeking, Migration and Church. Farnham: Ashgate, 2012
DM3099W SUPERVISED READING UNIT IN MISSIOLOGY

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

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

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

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

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

Upon successful completion of this unit 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.
4. Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: Eligibility to undertake third level study in Missiology
Assessment:
Total of 6,000 words for 15 points credit
Total of 12,000 words for 30 points credit

Faculty: Consult with the Dean.

Offered: 2014. By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DA1001W LIVING THE FAITH: SPIRITUALITY, VOCATION AND COMMUNITY

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

Successful completion of this unit will enable students to:
1. Explore their own sense of self, vocation and ministry vision.
2. Appreciate the contours and possibilities of the major sub-disciplines of practical theology.
3. Utilize models of theological reflection that integrate theory, experience and practice.
4. Describe and discuss the richness of learning in community.

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

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

Class time: Two hours of lectures and a one hour tutorial per week

Assessment:
- One 1,000 word Journal (25%)
- One 1,000 word Case Study (25%)
- One 2,000 word Integration essay (50%)

Faculty: A Mallaby

Offered: Semester 1, 2014: Saturdays: 9.00 am – 1.00 pm at New Hope Baptist Church;
- March 1, 15 and 29
- April 5
- May 3, 17 and 31

Select Bibliography:
DP2004W/DP3004W PASTORAL CARE IN GRIEF AND LOSS,
LIVING AND DYING

This unit provides pastoral education about the inevitability of loss, the importance of grief, and the phenomenon of dying as part of the process of living. Teaching will be grounded in spiritual, theological, cultural and scientific resources, and will engage the student as a person (ie. his/her own personal experience and beliefs about grief and loss) as well as a helping professional (ie. pastoral skills needed to care of others). Subjects covered will include issues of death and dying, grief processes, senses of meaning and purpose, and the importance and nature of hope for individuals, families and communities dealing with loss.

Upon successful completion of the course, students will be able to:

1. Demonstrate greater self-awareness and an understanding of their own losses and personal grieving styles, as well as a greater sense of compassion regarding the losses suffered by those in their care.
2. Appreciate the complexity and potentially devastating effects of repeated and/or unresolved losses and grief in their own lives and the lives of those in their care.
3. Articulate clinically and theologically the processes of grieving, mourning and bereavement associated with loss and dying.
4. Develop pastoral care strategies to guide others in times of crisis, trauma, and loss, both in individual and congregational settings.

Pre-requisite: Level 2: DT 101
Level 3: DT 101 plus 15 points in Pastoral Studies

Assessment:
Level 2: One 2,000 word portfolio of action/reflection exercises (50%)
One 2,500 word essay (50%)
Level 3: One 3,000 word portfolio of action/reflection exercises (50%)
One 3,000 word essay (50%)

Faculty: G Heard

Offered: Semester 1, 2014: Wednesdays: 6.00 – 9.00pm

Select Bibliography:
**DP2028W/DP3028W INTEGRATED CHAPLAINCY TRAINING**

This unit explores Christian chaplaincy using a combination of classroom learning and supervised experiential learning (a practicum) in a chaplaincy placement. In the classroom students will consider a variety of chaplaincy models in contexts such as schools, hospitals, prisons, industry, tertiary education, the police force, the defence forces and sport. The focus—through supervision, group and individual reflection—will be upon integrating skills, understanding and identity in contexts of pastoral care and misional engagement beyond the gathered church.

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

1. Articulate several models of chaplaincy in a variety of contexts.
2. Engage in theological reflection on ministry and mission experience.
3. Demonstrate the ability for critical reflection on their identity and role in pastoral care.
4. Receive evaluative feedback from supervisors and peers.

**Pre-requisites:**
Level 2: 30 points in DP, CT or Field B. DT101 required for a DP major
Level 3: 45 points in Pastoral Care

**Teaching methods:** A placement (120 hrs), weekly field supervision and integration supervision, plus two hours per week (for 13 weeks) of class and one hour per week of group work (both usually at chaplaincy sites). Supervisors will be chosen from those trained to the standards of the Victorian Association for Theological Field Education.

**Assessment:** The subject is marked on a Pass/Fail basis.

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

- **Level 3:** Learning agreement and self-evaluation (1,500 wds) (30%)
- Two 500 word verbatim studies (20%)
- Journal reflections of 1,500 words (20%)
- One 1,500 word case study (20%)
- One 500 word placement report (10%)

**Faculty:** D R Wilson

**Offered:** Semester 1, 2014. Please note special enrolment procedures
Classes will be held each week in various venues – Wednesday Evenings.

**Select Bibliography:**
Holst, Lawrence E (ed.). *Hospital ministry: The role of the chaplain today*. Eugene, OR: Wipf & Stock, 2007
Neff, Blake J. *A pastor’s guide to interpersonal communication: The other six days*. NY: Haworth, 2006
**DP2067W / DP3067W SUPERVISED THEOLOGICAL FIELD EDUCATION**

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

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

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

**Pre-requisite:** Interview and acceptance into the program by the Director of Field Education

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

**Pre-requisites:** Students should normally have completed two years of full time theological studies or equivalent (Including BH1001 or BN1001, CT1001, DP1001 or DT1001)

**Assessment:**
- **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 (each) 1,250 words
- **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 (each) 1,500 words

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

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

**Faculty:** R Wright

**Offered:** Semester 2, 2014. Tuesdays: 8.30 – 10.30 am

*Must be taken in conjunction with DP2069W/3069W in consecutive semesters ie. Sem 1, 2015*

**Select Bibliography:**
DP2069W / DP3069W SUPERVISED THEOLOGICAL FIELD EDUCATION

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

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

Upon satisfactory completion of the two units, 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.

Pre-requisites: Satisfactory completion of DP2067/3067 (Previously DP267/367) in preceding semester

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

Assessment:

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

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

Additional Activities include:
Participation in Congregational Committee Meetings
Participation in individual and peer supervision sessions Regular reports from the Congregational Committee Satisfactory evaluation from the Director of Field Education.
This unit is marked on a Pass/Fail basis

Faculty: R Wright

Offered: Semester 1, 2014. Tuesdays: 8.30 – 10.30 am

Select Bibliography:
This unit will examine the arts, particularly visual arts, as an expression of meaning and a source for theological reflection. Students will be required to grapple with the impact of visual culture upon their own experience and theological perspectives. There will be opportunity for creative responses during this unit.

On the completion of this unit, students will be able to:
1. Identify and articulate Biblical and theological motifs which inform their encounter with works of art.
2. Explain the concept of visual culture and the cultural sources which shape the place of the arts in their contemporary context.
3. Examine and articulate how the arts offer expression both to their personal faith and communal identity.
4. Articulate a ‘theology of the arts’, including an examination of Biblical and theological foundations of ‘creativity’, ‘metaphor’ and ‘beauty’.

Prerequisite: 15 points in both Biblical Studies and Systematic Theology

Class Time: Three hours per week

Assessment:

Level 2: One 1,000 word tutorial paper (20%)
Journal of reflections upon the presentations of art (not fewer than 5 entries) 1500 words (30%)
Essay 2,500 words (50%)

Level 3: One 1,500 word tutorial paper (20%)
Journal of reflections upon the presentations of art (not fewer than 5 entries) 1500 words (30%)
Essay 3,000 words (50%)

Faculty: A Mallaby

Offered: 2014 as an intensive at Whitley College
[30 June – July 4 and 7 July – 11 July.]

Select Bibliography:
= set texts recommended for purchase

DP2037W / DP3037W “WELLBEING @ HOME: A PASTORAL RESPONSE”

PASTORAL CARE IN THE HOME

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

On the completion of this unit, students will be able to:
1. Articulate a theology and demonstrate a strategy for pastoral practice within a broad range of family styles.
2. Demonstrate an informed appreciation of children and youth in Australia, describing a pastoral strategy for supporting them in their growth.
3. Integrate a theological understanding and develop a pastoral approach for care of people throughout the life-cycle.
4. Describe and develop a pastoral strategy for responding to family dysfunction and developing supports for well-being in the home.
5. [Level 3] Identify and develop ministry tools sensitive to various aspects of family systems that encourage well-being in the home.

Class Time: Three hours per week

Assessment:
Level 2: Resource Workbook (1,500 words) (25%)
        Tutorial paper (1000 words) (25%)
        Research Essay (2,500 words) (50%)
Level 3: Resource Workbook (1,500 words) (25%)
        Tutorial paper (1500 words) (25%)
        Research Essay (2,500 words) (50%)

Faculty: A Mallaby

Offered: Semester 2, 2014. Wednesday 2.00 – 5.00pm

Select Bibliography:
DP3099W SUPERVISED READING UNIT IN PASTORAL STUDIES

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

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

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

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

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

Upon successful completion of this unit 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.
4. Tailored learning outcomes are also to be proposed and approved.

Pre-requisite: 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: A Mallaby

Offered: 2014. By arrangement with Faculty

Bibliography:
Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DA1001W LIVING THE FAITH: SPIRITUALITY, VOCATION AND COMMUNITY

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

Successful completion of this unit will enable students to:
1. Explore their own sense of self, vocation and ministry vision.
2. Appreciate the contours and possibilities of the major sub-disciplines of practical theology.
3. Utilize models of theological reflection that integrate theory, experience and practice.
4. Describe and discuss the richness of learning in community.

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

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

Class time: Two hours of lectures and a one hour tutorial per week.

Assessment:
- One 1,000 word Journal (25%)
- One 1,000 word Case Study (25%)
- One 2,000 word Integration essay (50%)

Faculty: A Mallaby

Offered: Semester 1, 2014: Saturdays: 9.00 am – 1.00 pm at New Hope Baptist Church;
- March 1, 15 and 29
- April 5
- May 3, 17 and 31

Select Bibliography:
Ford, David F. The shape of living: Spiritual disciplines for everyday life. Grand Rapids:
This unit explores the significance of the shared meal to the Christian experience of faith. Drawing upon perspectives of theology, biblical studies, missiology, sociology and psychology, we will consider the central role eating together plays in the Christian tradition of hospitality, the nature of Christian community, and as metaphor and method in the mission of the church. Throughout, participants will be encouraged to consider the daily routines, rituals and rites of passage celebrated at the table as rich resources for spiritual formation, both individually and corporately.

Successful completion of this unit will enable participants to:
1. Engage with and bring into conversation biblical, historical, and contemporary perspectives on a ritual of daily life.
2. Explore and critique dominant patterns of social and familial interaction, expressions of community, and cultural norms and practices.
3. Draw more effectively upon the daily routines, rituals and rites of passage celebrated at the table as rich resources for spiritual formation.

Pre-requisite: 30 points in Field D

Class time: Three hours per week including lectures, tutorials, field work and shared meals

Assessment:
- **Level 2:**
  - One 1,000 word reflection/tutorial paper (20%)
  - One 1,000 word film response paper (20%)
  - One 2,000 word essay (60%)

- **Level 3:**
  - One 1,000 word reflection/tutorial paper (20%)
  - One 1,000 word film response paper (20%)
  - One 3,000 word essay (60%)

Faculty: S Holt

Offered: 2014. As an Intensive at Collins Street Baptist Church.
[February 12 – 16 and 19 – 23; 9.30 am – 1.00 pm]

Select Bibliography:
DS2008W / DS3008W SPIRITUALITY: TRANSFORMING LIFE

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

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

1. Articulate a personal ministry identity.
2. Describe and explore the relationship between identity and a personal sense of vocation, giftedness and service.
3. Identify and analyse critical elements that enhance or restrict their spiritual growth.
4. Demonstrate the use of various resources and disciplines in the support and sustenance of their spiritual life for ongoing ministry.
5. Formulate and explain the interrelationship between the contemplative and the practical dimensions of ministry.

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

Class Time: Three hours per week

Assessment:

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

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

Faculty: R Wright

Offered: Semester 2, 2014. Tuesdays: 2.00 – 5.00 pm

Select Bibliography:

* = set texts recommended for purchase


**DS3099W SUPERVISED READING UNIT IN SPIRITUALITY**

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

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

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

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

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

Upon successful completion of this unit 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.*

Pre-requisite: 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: A Mallaby

**Offered:** 2014. By arrangement with Faculty

**Bibliography:**

Bibliography to be developed by student in consultation with supervisor and submitted for approval.
DT2046W / DT3046W  ASYLUM SEEKERS AND REFUGEES

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.

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

Prerequisite: An introductory unit in practical theology

Class Time: Three hours per week

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: M Yang and M Brett

Offered: Semester 2, 2014. Tuesdays: 6.00 – 9.00pm

Select Bibliography:
Carroll, M.D. Christians at the Border: Immigration, the Church, and the Bible. Grand Rapids: Baker, 2008
Snyder, S. Asylum-Seeking, Migration and Church. Farnham: Ashgate, 2012
DT3082W ECONOMICS, JUSTICE AND THEOLOGY

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

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

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

Pre-requisites:
One unit Old Testament
one unit New Testament
2 units Systematic Theology, including one at 2nd level.

Assessment:
Face-to-face:
One tutorial paper of 1,000 words (15%)
One seminar paper of 1,500 words (35%)
One essay of 2,500 words (50%)

Online: One 2,000 word exegetical paper (40%)
One 3,000 word essay (50%)
Online tutorial participation x6 (10%)

Faculty: M Brett and J Cornford.

Offered: Semester 2, 2014: Thursdays: 2.00 – 5.00 and Online

Select Bibliography:
Daly, Herman E and John B Cobb. For the common good: 2nd edn. Boston: Beacon Press, 1994
Diploma in Theology and Advanced Diploma

MCD University of Divinity approved the awards of Advanced Diploma in Theology and Diploma in Theology in 2010. Units in the Bachelor of Theology form the basis of the Advanced Diploma in Theology and Diploma in Theology.

Students who expect to complete the Advanced Diploma in Theology or the Diploma in Theology should submit an 'Intention to Complete' form to the Registrar.

The Diploma in Theology (general stream) will be awarded to students who have successfully completed 120 points (8 units) at any level, including 30 points (2 units) in each of Field B and Field C, and 60 points (4 units) from offerings in Fields A, B, C or D.

The Diploma in Theology (specialised stream) will be awarded to students who have successfully completed 120 points (8 units) at any level, including 30 points (2 units) in each of Field B and Field C, and 60 points (4 units) of study within the discipline chosen for specialisation. Specialisations currently approved are:

1. Counselling
2. Chaplaincy
3. Pastoral Ministry
4. Philosophy
5. Social Justice
6. Youth Ministry

The Advanced Diploma in Theology will be awarded to students who have successfully completed 240 points (16 units), at any level, including 15 points (1 unit) in each of Old Testament, New Testament, Church History and Systematic Theology, and an additional 30 points (2 units) in Field B and/or Field C.

For detailed information about these courses, please make an appointment to see the Dean.

TransFormation Program TransFormation is a leadership training program for people from a non-English speaking background.

The program offers training towards a Diploma in Theology from the MCD University of Divinity for those who wish to extend their studies.
Diploma Unit Outlines
Diploma in Theology Units

INTERNSHIP PROGRAM:
[See Internship Handbook for enrolment details]

BN0146W  Gospel of Luke
BS0138W  Biblical Perspectives
✦CH0132W  The Big Questions: Key Figures and Events in Church History
✦CT0137W  21st Century Jesus
✦DM0134W  Evangelism Outside the Box
✦DP0136W  Growing as Leaders
DP0139W  Caring for Others and Ourselves
DP0146W  Practical Ministry Awareness

TRANSFORMATION DIPLOMA PROGRAM:
[For NESB students only]

✦AL0103W  English for Theology
BS0130W  God and World in Biblical Perspective
CH0131W  Baptist Identity and the Story of the Church
CH0121W  The Church Then and Now
✦CT0127W  Word and Spirit: The Mission of the Church
✦DP0128W  Learning in Context

INTRODUCTORY DIPLOMA UNITS:
✦BS0130W  Introduction to the Bible
AL0103W ENGLISH FOR THEOLOGY
[For students in the TransFormation Program only]

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

Upon successful completion of this unit, students will be able to:
1. Articulate ideas with clarity and confidence, demonstrating skills in dialogue, pronunciation, grammar and comprehension.
2. Understand and use the specialised terminology of biblical and theological study.
3. Apply the techniques and styles of written composition for academic purposes, including use of appropriate reference materials.
4. Undertake critical reading of scholarly argumentation.
5. Incorporate critical methods into their essay-writing at diploma level.
6. Make oral presentations in appropriate language and style.

Pre-requisites: The unit is for non-English-speaking background (NESB) students who have not undertaken tertiary studies in English.

Class time: Three-and-a-half hours, on ten Saturdays throughout the year.

Assessment:
- One 800 word paper (15%)
- One 1,200 word essay (35%)
- One 15 minute presentation (20%)
- One written language test (20%)
- Contribution to class oral activities (10%)

Faculty: J Stewart


Recommended reading:
BA0130W INTRODUCTION TO THE BIBLE

This Diploma unit is an introduction to the Bible, both Old and New Testaments, with an emphasis on setting biblical books in context, understanding the different forms of biblical literature, detailing some key figures within the biblical canon and examining ways in which the Bible remains relevant for today.

On successful completion of this unit, students will be able to:
1. Demonstrate an awareness of critical skills that will assist in reading and interpreting the Bible carefully
2. Give an overview of the different types of biblical literature
3. Show an ability to explore the question of how the Bible is relevant for today
4. Identify some key characters in the Old and New Testaments
5. Outline a brief survey of both the Old and New Testaments
6. Use tools for Biblical interpretation such as dictionaries, commentaries, and surveys
7. Begin to develop the analytical skills necessary for theological reflection on biblical texts.

Prerequisite: Nil

Assessment:
One 750 word Old Testament exegetical exercise (25%)
One 750 word New Testament exegetical exercise (25%)
One 1,500 word thematic essay (50%)

Faculty: S F Wu, M Brett

Offered: Semester 1, 2014. Mondays: 6.00 – 9.00pm

Select Bibliography:


CH0132W THE BIG QUESTIONS: KEY FIGURES AND EVENTS IN CHURCH HISTORY

This Diploma unit will provide a historical overview to a number a key people and events in the history of the Christian church. In particular, it will explore some of the significant issues that have been faced by Christians throughout the life of the church, and how the responses of the church in the past inform our life together as Christians today.

It is expected that upon successful completion of this unit the student will be able to:

1. Demonstrate familiarity with the main events, themes and ideas encountered in the study of particular periods of church history
2. Name a number of key figures in the history of the church and to understand their significance for the Christian faith
3. Describe at least three of the ways in which thinking about God has changed over the centuries
4. Detail at least three of the important questions of faith that have been looked at by the church
5. Show an ability to examine critically the ways that the Christian tradition can inform faith in the present and future.

Teaching Methods: The unit will be taught via a combination of lectures and tutorials.

Assessment:
Two 750 word document study exercises (50%)
One 1,500 word thematic essay (50%)

Faculty: D Enticott

Offered: 2014. As a one week intensive at Camp Wilkin, Anglesea. [3 – 7 February, 2014]

Recommended Reading:
CT0127W WORD AND SPIRIT: THE MISSION OF THE CHURCH
[For students in the TransFormation Program only]

Designed for students whose first language is not English, this unit provides an introduction to christology and pneumatology with specific reference to the mission of God in Jesus and continuing in the churches.

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

1. Describe the messianic expectations that preceded Jesus.
2. Differentiate between the main christologies of the New Testament.
3. Articulate a theology of the Spirit in discipleship and mission.
4. Demonstrate an understanding of the relationship between culture and communication.

Assessment:
Two papers each of 750 words (25%)
One 1,500 word essay (50%)

Class time: Three and a half hours per month on ten Saturdays through the year.

Faculty: J Stewart (Co-ordinator) and other Whitley Faculty


Select Bibliography:
CT0137W 21ST CENTURY JESUS

This Diploma unit will examine the ways Jesus has been portrayed in the Bible and through history, together with a detailed study of how Jesus is viewed today. The unit will examine a range of cinematic, fictional and media examples of Christ figures.

Upon successful completion of this unit the student will be able to:

• Articulate an understanding of Jesus based upon biblical references and a variety of historical conceptions
• Evaluate, on theological criteria, a number of contemporary descriptions of Jesus
• Outline and discuss a theology of Jesus that is relevant in the 21st Century.

Assessment:
One 750 word film review (25%)
One 750 word book report (25%)
One 1,500 word theological essay (50%)

Faculty: S Said

Offered: 2014. Camp Wilkin, Anglesea as a one week intensive,
[June 30 – July 4.]

Recommended Reading:
Lohrey, A Voting for Jesus (Quarterly Essay- Issue 22, 2006)
McLaren, B The secret message of Jesus: Uncovering the truth that could change everything.
Nashville: Thomas Nelson, 2006
Pelikan, J Jesus through the centuries: his place in the history of culture. New Haven: Yale University Press, 1985
Pinsky, M I and T Campolo. The gospel according to the Simpsons: The spiritual life of the world’s most animated family. Louisville: Westminster John Knox Press, 2001
DM0134W EVANGELISM OUTSIDE THE BOX

This unit is designed to introduce students to different understandings of evangelism, while also providing some practical skills and models for reflection in terms of evangelistic approaches.

It is expected that, upon successful completion of this unit, the student will be able to:

1. Critically evaluate different understandings and methods of evangelism
2. Describe principles of personal evangelism
3. Detail new ways of evangelism that are relevant to the twenty-first century by exploring what this term might mean in a camping and outdoor activity context
4. Write and use their personal faith story in personal evangelism
5. Reflect on the experience of evangelism from fieldwork conducted in this class.

Assessment:

One 750 word personal testimony (25%)
One 750 word book report on the topic of evangelism (25%)
One 1,500 word thematic essay (50%)

Faculty: A Peck

Offered: 2014. As a one week intensive at Camp Wilkin, Anglesea.
[22 – 26 September 2014]

Recommended Reading:
Hunter, G The Celtic way of evangelism: How Christianity can reach the West…..again. Nashville: Abingdon, 2000
DP0128W LEARNING IN CONTEXT

[For students in the TransFormation Program only]

Designed for students whose first language is not English, this unit reflects on the importance of context for learning and leadership. Students will be made aware of diversity and of the contextual nature of faith, pastoral care and leadership. The contextual dimensions to be outlined in basic terms are the historical, cultural, life-cycle, ecumenical and missional.

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

1. Describe the relevance of life-cycle theory to pastoral leadership.
2. Demonstrate an understanding of contextual issues in mission and spirituality.

Pre-requisites: None. Students cannot gain credit for this unit and the former DB128.10 Learning in Context.

Assessment:

- One case study of 1,000 words (30%)
- One reflective paper of 1,250 words (35%)
- One book review of 1,250 words (35%)

Class time: Three and a half hours per month on ten Saturdays through the year.

Faculty: J Stewart (Co-ordinator) and other Whitley Faculty


Select Bibliography:

Lane, Patty. A beginner’s guide to crossing cultures: Making friends in a multicultural world. Downers Grove, IL: InterVarsity Press, 2002
Law, Eric H F. The Word at the crossings: Living the good news in a multicontextual community. St Louis, MO: Chalice Press, 2004
DP0136W GROWING AS LEADERS, A

This Diploma unit will encourage students to grow as leaders using their experiences as an intern (either at Camp Wilkin in Anglesea, or in an approved mission or ministry setting). Students will be required to: set goals in conjunction with their teacher, have regular meetings with a mentor, write a fortnightly journal and engage with weekly classes and peer group meetings. This unit will specifically focus on skills surrounding leadership and self-awareness.

Upon successful completion of this unit students will be able to:
1. Set goals which are both manageable and realistic.
2. Demonstrate an awareness of spiritual gifts as listed in the Scriptures and knowledge of their own sense of gifting and calling.
3. Show awareness of their own strengths, skills, abilities and weaknesses and apply it to their current position.
4. Demonstrate an understanding of material related to effective communication techniques.

The unit will require theological and practical reflection on at least 96 hours of practice in an approved ministry or mission context, and attendance at twelve 2-hour classes.

Pre-requisites: None. May not be taken in addition to the former DDP135.30 Growing as Leaders.

Assessment: Pass/ Fail only.
To obtain a Pass, students must satisfactorily complete the following:
1. Establish a set of goals in the areas of personal development, spiritual formation and the practice of ministry.
2. Maintain a journal of reflections on the internship experience (1,000 words).
3. Present a case study to the peer group (1,000 words).
4. Write a paper on the experience of internship, in particular how this experience has affected their understanding of leadership. This essay may also focus on how the experience of internship has given a sense of clarity in terms of calling and ongoing Christian service (1,000 words).

Faculty: J Lewis (Camp Wilkin).

Offered: Semester 1, 2014 [Camp Wilkin interns only - weekly classes during Semester 1 in Anglesea].

Select Bibliography:
Bugbee, Bruce and Don Cousins. Network participant’s guide. Grand Rapids: Zondervan, 2005
Charlesworth, R. Staying at the top. Sydney: Pan MacMillan Australia, 2002
Hybels, Bill. Interview with Bono. DVD. Willow Creek Leadership Summit, 2006
**DP0137W GROWING AS LEADERS, B**

This Diploma unit, which follows on from Part A, will encourage students to grow as leaders using their experiences as an intern at Camp Wilkin in Anglesea. Students will be required to: set goals in conjunction with their teacher, have regular meetings with a mentor, write a fortnightly journal and engage with weekly classes and peer group meetings. This unit will specifically focus on skills surrounding leadership and self-awareness.

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

1. Show awareness of their own strengths, skills, abilities and weaknesses and apply it to their current position.
2. Give an overview of the different types of leadership literature.
3. Outline at least three different biblical understandings of leadership.
4. Critically evaluate at least three different models and concepts of leadership.
5. Identify areas that might cause stress in working in teams and identify strategies for managing conflict and stress.

The unit will require theological and practical reflection on at least 96 hours of practice in an approved ministry or mission context, and attendance at twelve 2 hour classes.

Pre-requisite:
*DP0136 Growing as Leaders, A.*  
May not be taken in addition to the former *DP0135 Growing as Leaders.*

Assessment:  
Pass/ Fail only.

To obtain a Pass, students must satisfactorily complete the following:

1. Establish a set of goals in the areas of personal development, spiritual formation and the practice of ministry.
2. Maintain a journal of reflections on the internship experience (1,000 words).
3. Present a case study to the peer group (1,000 words).
4. Write a paper on the experience of internship, in particular how this experience has affected their understanding of leadership. This essay may also focus on how the experience of internship has given a sense of clarity in terms of calling and ongoing Christian service (1,000 words).

Faculty:  
J Lewis (Camp Wilkin).

**Offered:**  
Semester 2, 2014  
[Camp Wilkin interns only - weekly classes during Semester 2 in Anglesea.]

**Select Bibliography:**
Bugbee, Bruce and Don Cousins. *Network participant’s guide.* Grand Rapids: Zondervan, 2005
Charlesworth, R. *Staying at the top.* Sydney: Pan MacMillan Australia, 2002
Hybels, Bill. *Interview with Bono.* DVD. Willow Creek Leadership Summit, 2006