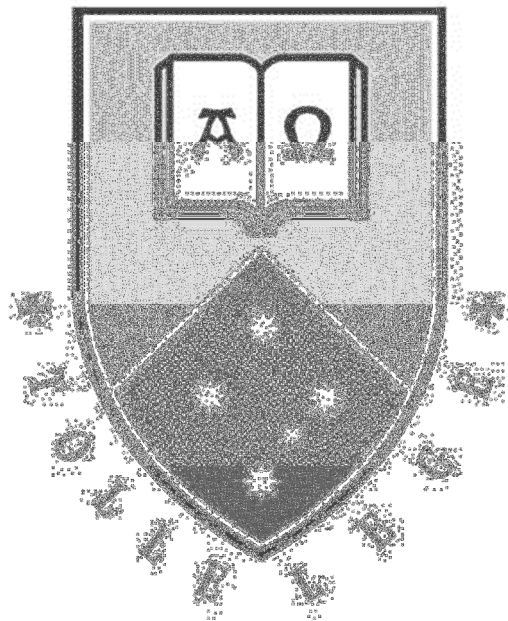


Catholic Theological College

Recognised Teaching Institution of the Melbourne College of Divinity
Affiliated College of Monash University & Australian Catholic University

HANDBOOK 2012



278 Victoria Parade, East Melbourne Victoria 3002
PO Box 146, East Melbourne VIC 8002
Australia

Phone (03) 9412 3333 Email ctc@ctc.edu.au
Fax (03) 9412 3393 Website www.ctc.edu.au

Academic Calendar

2012

First Semester

February	27	Monday	Classes commence	
March	2	Friday	Orientation	4.30pm
			Inaugural Mass	5.30pm
			Light refreshments	6.30pm
	16	Friday	Census Date for First Semester	
April	2	Monday	Intra-semester recess commences	
	8		<i>Easter Sunday</i>	
	16	Monday	Classes resume	
May	16	Wednesday	Knox Public Lecture	7.30pm
June	1	Friday	Classes end	
	4	Monday	Revision Week commences	
	7	Thursday	College Mass and Dinner	6.00pm
	11	Monday	Examinations commence	
	15	Friday	End of First Semester	
	18	Monday	Mid-year recess commences	

Winter Intensives

July	2	Monday	Winter Intensives commence	
	6	Friday	Census Date for Winter Intensives	
	13	Friday	Winter Intensives ends	

Second Semester

July	23	Monday	Classes commence	
August	10	Friday	Census Date for Second Semester	
September	17	Monday	Intra-semester recess commences	
October	1	Monday	Classes resume	
	26	Friday	Classes end	
	29	Monday	Revision Week commences	
	31	Wednesday	Open Day	4.00 – 6.00pm 6.00 – 8.00pm
November	2	Friday	End of Year Mass	5.30pm
	5	Monday	Examinations commence	
	9	Friday	End of Second Semester	
15 November – 18 December			Study Tour of the Biblical Lands	

*Note: CTC classes and exams are held on all public holidays during the teaching semester
2012 MCD Graduation to be confirmed*

Staff Calendar

2012

February	17	Friday	Staff/Postgraduate Seminar: Greg McCormick op	1.00pm
	24	Friday	Staff Meeting Academic Board	2.15pm 2.15pm
March	2	Friday	Inaugural Mass	5.30pm
	8	Thursday	Senate	4.00pm
	23	Friday	Staff/Postgraduate Seminar: Rosemary Canavan Staff Meeting	1.00pm 2.15pm
April	8		<i>Easter Sunday</i>	
	20	Friday	Academic Board	2.15pm
May	4	Friday	Departments review units Staff/Postgraduate Seminar: Christopher Shorrock ofm conv	1.00pm
	16	Wednesday	Staff Meeting	2.15pm
	18	Friday	Knox Public Lecture Academic Board	7.30pm 2.15pm
June	6	Wednesday	MCD Faculty Research Day	10.00am
	7	Thursday	Senate College Mass and Dinner	3.30pm 6.00pm
	29	Friday	Semester results due to Academic Records Office	
July	5	Thursday	Review of Studies	2.15pm
August	3	Friday	Staff/Postgraduate Seminar: Frances Baker rsm Staff Meeting	1.00pm 2.15pm
	17	Friday	Academic Board	2.15pm
October	5	Friday	Staff/Postgraduate Seminar: Phil Gleeson sdb Staff Meeting	1.00pm 2.15pm
	19	Friday	Academic Board Staff Dinner	2.15pm
	31	Wednesday	Open Day	4.00 – 6.00pm 6.00 – 8.00pm
November	1	Thursday	Senate	4.00pm
	2	Friday	MCD Staff Consultation Day/Field meetings	10.00am
	23	Friday	End of Year Mass Semester results due to Academic Records Office	5.30pm
	30	Friday	Deans enrol seminarians provisionally Review of Studies	2.15pm

*Note: CTC classes and exams are held on all public holidays during the teaching semester
2012 MCD Graduation to be confirmed*

Contents

Academic Calendar	2
Staff Calendar.....	3
Acknowledgement of Indigenous Australians	9
Melbourne College of Divinity	10
Recognised Teaching Institutions	11
Other Institutions.....	11
Catholic Theological College.....	12
Opening Hours	12
Affiliated Seminaries.....	13
Other Seminaries	13
Senate	14
Administration.....	14
Academic Board.....	15
Faculty.....	16
Senior Fellows of Catholic Theological College	17
Lecturing Staff Email Addresses.....	18
Administration Staff Email Addresses	19
Library Staff Email Addresses	19
Academic Records Office	20
Knox Public Lecture.....	20
Thomas Carr Centre	21
Mannix Library	22
General Information.....	24
Enquiries.....	24
Accreditation and Sponsorship.....	24
Computer Access.....	24
Student Lockers.....	24
Orientation.....	24
Student Card	25
Master’s Prize.....	25
Student Representative Council (SRC).....	26
Chapel and Mass Times	27
Car Parking.....	27
Disability Support	27
International Students.....	28
Support for International Students	29

Contents

Policies and Procedures	30
Emergency Management Procedures	30
First Aid Procedures	30
Smoking	30
Occupational Health and Safety (OHS)	30
Your Rights as an MCD Student.....	31
Discrimination and Harassment	32
Grievances	32
Peer Contact Officers	32
Privacy.....	32
Tuition Fees and Other Costs	33
Tuition Fees.....	33
Other Costs	34
Invoices and Statements	35
Refunds.....	35
Bursaries for Tuition	35
Census Dates	35
AUSTUDY and Youth Allowance.....	35
FEE-HELP	36
Academic Information	38
Undergraduate Enrolment and Re-enrolment	38
Graduate and Postgraduate Coursework Enrolment.....	38
Postgraduate Research Enrolment.....	38
Single Unit Enrolment.....	38
Audit (no assessment)	38
Exchange Studies	38
Credit for Prior Studies	38
Unit Numbering.....	39
Prerequisites	39
Workload.....	39
Class Structure.....	39
Attendance Requirements	39
Class Size	39
Study Skills Assistance	40
Withdrawal from Units.....	40
Census Dates	40
Deferral of Study.....	40
Cancellation of Units.....	40
Unit Evaluations	41
Essay Prize	41
Graduation.....	41

Contents

Assessment	42
Assessment Structure for Undergraduate Students	42
Assessment Structure for Graduate and Postgraduate Coursework Students	43
Assignments	44
Turnitin.....	44
Extensions	45
Late Work.....	46
Examinations	46
Special Consideration.....	47
Copyright.....	47
Plagiarism and Collusion	47
Results	48
Grades for Coursework Units.....	48
Appeals.....	49
Style Guide	50
Undergraduate Studies	57
Enrolment and Re-enrolment Procedures	59
Studies for Ordination to the Priesthood	60
Diaconate Program	62
Diploma in Theology	63
Diploma in Theology (Specialised).....	64
Advanced Diploma in Theology	65
Advanced Diploma in Theology (Specialised)	66
Advanced Diploma in Theology (Philosophy).....	67
Bachelor of Theology – <i>New Revised Structure</i>	68
Bachelor of Theology – <i>Old Structure</i>	70
Bachelor of Theology (Honours)	71
Bachelor of Arts/Bachelor of Theology	72
Undergraduate Units	73
Field A Humanities	74
Philosophy	81
Field B Biblical Studies	98
Field C Christian Thought and History	
Systematic Theology	119
Church History	135
Field D Theology: Mission and Ministry	
Moral and Practical Theology	146
Pastoral and General Studies	154
Christian Spirituality	166
Non-Degree Units	176

Contents

Graduate and Postgraduate Coursework Studies	177
Typical Graduate and Postgraduate Study Paths.....	179
Census Dates	179
Enrolment and Re-enrolment Procedures	180
Fees.....	180
FEE-HELP	180
EndNote.....	180
Assessment Structure	181
Graduate Certificate in Biblical Languages	182
Graduate Certificate in Guiding Meditation.....	182
Graduate Certificate in Liturgy	183
Graduate Certificate in Theology	183
Graduate Certificate in Teaching Religious Education.....	184
Graduate Diploma in Theology.....	185
Specialised Graduate Diplomas	186
Master of Theological Studies.....	187
Master of Arts (Theology).....	188
Specialised Master of Arts	188
Graduate and Postgraduate Coursework Units	189
12,000-Word Research Essay	190
Field A Humanities	191
Philosophy.....	193
Field B Biblical Studies	206
Field C Christian Thought and History	
Systematic Theology	219
Church History	231
Field D Theology: Mission and Ministry	
Moral and Practical Theology	237
Pastoral and General Studies	244
Christian Spirituality	257
Postgraduate Research Studies	265
Enrolment/Application Procedure.....	267
Census Dates	267
Fees.....	267
FEE-HELP	267
Grants, Scholarships and Facilities for Research Students	268
Research Calendar	269
Research Process	270
Research Flowchart	271
Master of Theology	272
Master of Arts.....	272
Doctor of Theology	273
Doctor of Philosophy	273
Research Methodologies Unit	274

Contents

Index of Undergraduate Units	275
Index of Non-Degree Units	278
Index of Graduate and Postgraduate Coursework Units	278
MCD Dedicated Postgraduate (Level 4) Units 2012	281
Index of Postgraduate Research Units	281
Quick Find Index.....	282
Location Map	283
Campus Maps.....	284
Timetable.....	287
First Semester	288
Second Semester	290
Intensives.....	292
Study Tours	292
Graduate Certificate Units.....	292
Calendar	294

Acknowledgement of Indigenous Australians

The Melbourne College of Divinity and its Recognised Teaching Institutions (RTIs) acknowledge with respect the traditional custodians of this land and, in particular, the Wurundjeri people of the Kulin nation.

We encourage and support MCD staff and students to work creatively in implementing appropriate policies and practices in our various RTIs, in consultation with Indigenous leaders.

We recognise our responsibilities and opportunities as Christian educational institutions to respect and understand Australia's Indigenous peoples, to build a more just Australia and to commit ourselves to the work of reconciliation.

Melbourne College of Divinity



*Qui est ex Deo
verba Dei audit*

The one who is from
God
hears the words of God

~John 8:47

MCD Office

21 Highbury Grove
Kew VIC 3101
Phone (03) 9853 3177
Fax (03) 9853 6695
Email:
admin@mcd.edu.au
Website:
www.mcd.edu.au
Cricos Provider: 01037A

Established in 1910 by the Parliament of the State of Victoria, the Melbourne College of Divinity (MCD) is the world's oldest ecumenical degree-granting consortium. The 2010 Centenary of the MCD celebrated the unique ecumenical vision of the founders of the College in 1910. Today the MCD consists of eight denominational colleges representing the Anglican, Baptist, Churches of Christ, Roman Catholic, Lutheran, and Uniting churches, The Salvation Army, and one specialist institute, the Institute for Christian Spirituality and Pastoral Formation.

Subject to the assent of the Victorian Parliament, the MCD has been granted approval to operate as a specialised university under the title of 'MCD University of Divinity'.

The MCD is committed to ecumenical co-operation in theological education which enables each member institution to be true to its own heritage and commitments, yet at the same time open to the enrichment of engagement with others. The opportunities created by such co-operation are available in few other places in the world.

Recognised Teaching Institutions (RTIs)

Catholic Theological College (CTC)

278 Victoria Parade
East Melbourne VIC 3002
[PO Box 146 East Melbourne VIC 8002]
Phone (03) 9412 3333
Fax (03) 9412 3393
Email: ctc@ctc.edu.au
Website: www.ctc.edu.au

Australian Lutheran College (ALC)

104 Jeffcott Street
North Adelaide SA 5006
Phone 1800 625 193
Fax (08) 8267 7350
Email: alc@alc.edu.au
Website: www.alc.edu.au

Booth College (Booth)

Salvation Army Training College

303 Royal Parade
Parkville VIC 3052
Phone (03) 9347 0299
Fax (03) 9349 1036
Email: sttc@aus.salvationarmy.org
Website: www.trainingcollege.org.au

Institute for Christian Spirituality and Pastoral Formation (ICSPF)

175 Royal Parade
Parkville VIC 3052
Phone (03) 9341 5800
Email: smithm@mira.net
Website: www.icspf.edu.au

Stirling Theological College (Stirling)

40–60 Jacksons Road
Mulgrave VIC 3170
Phone (03) 9790 1000
Fax (03) 9795 1655
Email: admin@cctc.edu.au
Website: www.cctc.edu.au

United Faculty of Theology (UFT)

29 College Crescent
Parkville VIC 3052
Phone (03) 9340 8890
Fax (03) 9340 8899
Email: uft@uft.edu.au
Website: www.uft.edu.au

Whitley College (Whitley)

271 Royal Parade
Parkville VIC 3052
Phone (03) 9340 8023
Fax (03) 9349 4241
Email: whitley@whitley.unimelb.edu.au
Website: www.whitley.unimelb.edu.au

Yarra Theological Union (YTU)

98 Albion Road
Box Hill VIC 3128
[PO Box 79 Box Hill VIC 3128]
Phone (03) 9890 3771 or
(03) 9898 2240
Fax (03) 9890 1160
Email: registrar@ytu.edu.au
Website: www.ytu.edu.au

Other Institutions

Theology Online at MCD

Trinity College Royal Parade
Parkville VIC 3052
Phone (03) 9348 7478
Fax (03) 9348 7460
Email: theologyonline@mcd.edu.au
Website: www.online.mcd.edu.au

Catholic Theological College

Catholic Theological College (CTC) was established in 1972 by a group of dioceses and religious orders which agreed to act together as a confederated body in academic matters. This federation currently comprises the archdioceses of Melbourne and Hobart, the dioceses of Ballarat, Sandhurst and Sale, the Oblates of Mary Immaculate, the Salesians of Don Bosco, the Conventual Franciscan Friars, and the Dominican Friars.

CTC is committed to the highest standards of teaching and research in philosophy and theology, within the Catholic tradition. It shares in the Church's mission to spread the Gospel, and provides academic formation for people committed to the pastoral service of the Church. In 1973, CTC became a Recognised Teaching Institution of the Melbourne College of Divinity, which was constituted as a degree-granting body by the Parliament of Victoria in 1910. CTC is also an affiliated college of Monash University and Australian Catholic University.

The College is conveniently located in East Melbourne, near the Fitzroy Gardens, and on the edge of the Melbourne CBD. Its buildings bring together the historic bluestone of the original Parade College and the award-winning architecture of Gregory Burgess.

Students come from a wide range of backgrounds and interests. Some are preparing for ministry in the Church, while others are undertaking study for professional development or personal enrichment.

CTC offers a range of undergraduate, graduate and postgraduate courses, as well as opportunity for higher degrees by research. Students can also take single units and audit individual units for interest rather than for assessment.

The teaching staff at CTC are internationally qualified and highly experienced.

Opening Hours

During Semester

Monday to Thursday 8:30am – 9:00pm

Friday 8:30am – 5:00pm

Outside Teaching Semester

Monday to Friday 8:30am – 5:00pm

Weekends

Closed (except when intensive classes are held at CTC)

Public holidays

CTC classes are held on all public holidays during the teaching semester.

On public holidays outside the teaching semester CTC is closed.

Affiliated Seminaries

Diocesan Seminary for Victoria and Tasmania

Corpus Christi College
180 Drummond Street
Carlton VIC 3053
Phone (03) 9657 0222
Fax (03) 9657 0246
Website: www.corpuschristicollege.org

Salesians of Don Bosco (sdb)

Salesian Theological College
59 Queens Parade
Clifton Hill VIC 3068
[PO Box 338 Clifton Hill VIC 3068]
Phone (03) 9482 7119
Fax (03) 9482 9305
Website: www.salesians.org.au

Oblates of Mary Immaculate (omi)

St Mary's Seminary
62-94 Jacksons Road
Mulgrave VIC 3170
Phone (03) 9795 3535
Fax (03) 9701 0222
Website: www.oblates.com.au

Conventual Franciscan Friars (ofm conv)

St Joseph of Cupertino Friary
10 Dimar Court
Dingley VIC 3172
Phone (03) 9551 7136
Fax (03) 9551 7579
Website: www.ofmconventuals.org.au

Dominican Friars (op)

St Dominic's Priory
816 Riversdale Road
Camberwell VIC 3124
Phone (03) 9912 6880
Fax (03) 9011 9748
Website: www.op.org.au

Other Seminaries

Missionaries of God's Love (mgl)

297-299 Warrigal Road
Burwood VIC 3125
Phone (03) 9808 2646
Fax (03) 9808 2646
Website: www.mglvocation.org

Servite Friars (osm)

Servite Priory
32 Park Drive Parkville VIC 3052
[PO Box 94 Parkville VIC 3052]
Phone (03) 9479 2979
Fax (03) 9349 2633
Website: www.servidimaria.org

Senate

The Senate is the governing body of Catholic Theological College and comprises the residential bishops of the dioceses of Victoria and Tasmania, the provincials whose seminaries are affiliated with the College, the Master, the Deputy Master, two representatives of the Academic Board, and up to three co-opted members.

Most Rev Denis Hart	<i>Archbishop of Melbourne, President</i>
Most Rev Adrian Doyle AM	<i>Archbishop of Hobart</i>
Most Rev Peter Connors	<i>Bishop of Ballarat</i>
Most Rev Christopher Prowse	<i>Bishop of Sale</i>
Rev Msgr Frank Marriott	<i>Administrator, Diocese of Sandhurst</i>
Very Rev Harry Dyer omi	<i>Provincial, Oblates of Mary Immaculate</i>
Very Rev Gregory Chambers sdb	<i>Provincial, Salesians of Don Bosco</i>
Very Rev Joseph Truong Xuan Nguyen ofm conv	<i>Conventual Franciscan Custos</i>
Very Rev Kevin Saunders op	<i>Provincial, Dominican Friars</i>
Very Rev Dr Shane Mackinlay	<i>Master</i>
Dr Frances Baker rsm	<i>Deputy Master</i>
Very Rev Dr Ian Waters	<i>Academic Board Representative</i>
Rev Dr Terence Curtin	<i>Academic Board Representative</i>
Very Rev Dr Ken Barker mgl	<i>Co-opted Member</i>
Prof Peter Carpenter	<i>Co-opted Member</i>
Very Rev Brendan Lane	<i>Co-opted Member</i>

Administration

Very Rev Dr Shane Mackinlay	<i>Master</i>
Dr Frances Baker rsm	<i>Deputy Master</i> <i>Graduate Certificate in Teaching RE Coordinator</i>
Rev Dr Brian Boyle	<i>Academic Dean</i>
Dr Rosemary Canavan	<i>Postgraduate and Research Coordinator</i>
Ms Selina Logan	<i>Executive Assistant to the Master</i>
Miss Jennifer Delahunt	<i>Academic Records Officer</i>
Mrs Rose Sultana	<i>Academic Records Officer</i>

Academic Board

The Academic Board is responsible for the development and implementation of general academic policy regarding teaching and research, within the framework of MCD regulations.

Master

Shane Mackinlay BTheol (MCD) BA (Monash) MPhil (Leuven) PhD (Leuven)

Deputy Master

Frances Baker rsm BA (Melb) BEd (Melb) BTheol (MCD) STD (Greg)

Academic Dean

Brian Boyle BA (ANU) BTheol (MCD) DipTertEd (UNE) STL (Greg) STD (Greg)

Postgraduate and Research Coordinator

Rosemary Canavan BA (Adel) BTh (Flinders) BTh(Hons) (Flinders) PhD (Flinders)

Department Representatives

Philosophy

Department Head: Gregory McCormick op MA (Leuven) STB (Leuven) LicPhil (Leuven)
MTheol (Otago) PhD (Otago)

Callan Ledsham BA(Hons) (UWA) MA (Monash) MPhil (Leuven) PhD (Leuven) GCHE (ACU)

Biblical Studies

Department Head: Anthony Dean cm LSS (PBI)

Stuart Moran LLB (Hons) (Melb) BTheol (MCD) MTS (MCD) LSS (PBI)

Systematic Theology

Department Head: Terence Curtin STL (Pontif Urban) BEd (Melb) STD (Greg)

Paul Connell MA (Oxon) STD (Greg)

Church History

Department Head: Christopher Shorrock ofm conv BTheol (MCD) STL (Seraph) DTheol (MCD)

Max Vodola BTheol (MCD) MA (Monash) MTS (MCD) PhD (Monash)

Moral Theology and Canon Law

Department Head: Frances Baker rsm BA (Melb) BEd (Melb) BTheol (MCD) STD (Greg)

Ian Waters MChurchAdmin (CUA) JCD (St Paul, Ottawa) PhD (Ottawa)

Pastoral and General Studies

Department Head: William Attard BTheol (MCD) BEd (LaTrobe) LicPsych (Greg) MAPsS

Austin Cooper omi AM MA (CUA) PhD (Monash)

Co-opted Members

Margot Hillel OAM BA (LaTrobe) MA (Melb) PhD (Monash)

Christopher Monaghan cp BTheol (MCD) LSS (PBI)

Christopher Ryan mgl BTheol(Hons) (MCD)

Student Representatives (2012)

Two representatives to be appointed

Faculty

Department of Philosophy

Department Head: Gregory McCormick op MA (Leuven) STB (Leuven) LicPhil (Leuven)
MTheol (Otago) PhD (Otago)

Norman Ford sdb STL (PSU, Turin) PhD (PSU, Rome)

Callan Ledsham BA(Hons) (UWA) MA (Monash) MPhil (Leuven) PhD (Leuven) GCHE (ACU)

Shane Mackinlay BTheol (MCD) BA (Monash) MPhil (Leuven) PhD (Leuven)

Christopher Mulherin BEng (Melb) BA (Melb) MSc (Melb) BD(Hons) (MCD)

Michael Tavuzzi op BEc (Sydney) STB (S. Thomas, Rome) PhilLic (Leuven) PhD (Fribourg)

Department of Biblical Studies

Department Head: Anthony Dean cm LSS (PBI)

Brian Boyle BA (ANU) BTheol (MCD) DipTertEd (UNE) STL (Greg) STD (Greg)

Rosemary Canavan BA (Adel) BTh (Flinders) BTh(Hons) (Flinders) PhD (Flinders)

B. Rod Doyle cfc STL (S. Thomas, Rome) LSS (PBC) PhD (Melb)

Stuart Moran LLB(Hons) (Melb) BTheol (MCD) MTS (MCD) LSS (PBI)

Mark O'Brien op BSc (UNE) STB (S. Thomas, Rome) LSS (PBI) DTheol (MCD)

Department of Systematic Theology

Department Head: Terence Curtin STL (Pontif Urban) BEd (Melb) STD (Greg)

Birute Arendarcikas rsm BEd (ECU) BTheol(Hons) (ACU) PhD (ACU)

Frances Baker rsm BA (Melb) BEd (Melb) BTheol (MCD) STD (Greg)

Elio Capra sdb DTheol (MCD)

Paul Connell MA (Oxon) STD (Greg)

Peter Elliott DD MA (Oxon) STD (Lateran)

Kevin Lenehan BA (Monash) BTheol(Hons) (MCD) MRelStuds (Leuven) MTheol (Leuven) STL (Leuven)
DTheol (Leuven)

Peter Matheson STL (Pontif Urban) STD (Greg)

Brian Nichols BTheol (MCD) STL (S. Anselmo, Rome)

Steven Rigo BTheol (MCD) STL (Greg)

Denis Stanley DipLib (RMIT) BTheol (MCD) STL (S. Thomas, Rome)

Department of Church History

Department Head: Christopher Shorrock ofm conv BTheol (MCD) STL (Seraph) DTheol (MCD)

Ian Breward MA (Auckland) BD (Otago) PhD (Manchester)

Austin Cooper omi AM MA (CUA) PhD (Monash)

Helen Delaney rsm CTE (MTC) BA (Melb) MEdAdmin (UNE) DCL (SPU) PhD (Ottawa) FACE

Clara Staffa Geoghegan BA (Monash) BTheol (MCD) GradDipEd (ACU)

Peter Hansen MA (Monash) BTheol(Hons) (MCD) LLB (Melb) PhD (MCD)

John (Hilary) Martin op STLr (St Albert) MLitt (Oxon) PhD (UCLA)

Max Vodola BTheol (MCD) MA (Monash) MTS (MCD) PhD (Monash)

Department of Moral Theology and Canon Law

Department Head: Frances Baker rsm BA (Melb) BEd (Melb) BTheol (MCD) STD (Greg)
Helen Delaney rsm CTE (MTC) BA (Melb) MEdAdmin (UNE) DCL (SPU) PhD (Ottawa) FACE
Norman Ford sdb STL (PSU, Turin) PhD (PSU, Rome)
Anthony Ireland BTheol (MCD) STL (Greg) MA (S. Thomas, Rome) STD (S. Thomas, Rome)
Kevin McGovern STL (Weston) DipAppSci (QIT)
Ian Waters MChurchAdmin (CUA) JCD (St Paul, Ottawa) PhD (Ottawa)

Department of Pastoral and General Studies

Department Head: William Attard BTheol (MCD) BEd (LaTrobe) LicPsych (Greg) MAPsS
Gregory Bourke MMin (MCD)
Rosemary Canavan BA (Adel) BTh (Flinders) BTh(Hons) (Flinders) PhD (Flinders)
Elio Capra sdb DTheol (MCD)
Austin Cooper omi AM MA (CUA) PhD (Monash)
Anthony Dean cm LSS (PBI)
John Dupuche BA(Hons) (Melb) MA (Melb) BD(Hons) (MCD) GradDipHum (LaTrobe) PhD (LaTrobe)
Christina Fox BA(Hons) (Melb) BD(Hons) (MCD)
Clara Staffa Geoghegan BA (Monash) BTheol (MCD) GradDipEd (ACU)
Denise Goodwin DipT (SCV-ICE) BEd (Phillip) GradCertRE (ACU) GradDipRE (ACU)
MA (Theol) (ACU)
Tom Knowles sss BA (Melb) MA (LitStud) (CUA)
Callan Ledsham BA(Hons) (UWA) MA (Monash) MPhil (Leuven) PhD (Leuven) GCHE (ACU)
Michael McEntee STL (Pontif Urban) STD (Pontif Urban)
Christopher Morris BBus (UniSA) GradDipEd (UniSA) GradDipSpirDir (MCD) MA (MCD)
Christopher Shorrock ofm conv BTheol (MCD) STL (Seraph) DTheol (MCD)
Margaret Smith sgs BA (Melb) MA (LitStud) (CUA) DMin (CTC, Chicago)
Paul Taylor MA(Liturgy) (ACU) MMus (ACU) PhD (ACU)
Peter Varengo sdb STB (UPS) DipRE (InstRelEd, Dundalk) MEd(RE) (Boston College)

Senior Fellows of Catholic Theological College

- 2004 John Begley sj MA (Melb) PhD (Greg)
- 2005 Austin Cooper omi AM MA (CUA) PhD (Monash)
Norman Ford sdb STL (PSU, Turin) PhD (PSU, Rome)
- 2006 Peter Cross MA (Oxon) STD (Greg)
B Rod Doyle cfc STL (S.Thomas Rome) LSS (PBC) PhD (Melb)
- 2007 Peter Kenny BSc (Melb) STD (Pontif Urban)
- 2008 Ian Waters MChurchAdmin (CUA) JCD (St Paul, Ottawa) PhD (Ottawa)
- 2009 Francis J Moloney sdb AM STL (PSU) LSS (PBI) DPhil (Oxon) FAHA



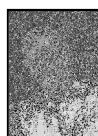
John
Begley sj



Austin
Cooper
omi AM



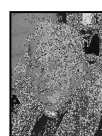
Norman
Ford sdb



Peter
Cross



B Rod
Doyle cfc



Peter
Kenny



Ian Waters



Francis J
Moloney
sdb AM

Lecturing Staff Email Addresses

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Administration Staff Email Addresses

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Frances Baker rsm fbaker@ctc.edu.au	<i>Deputy Master</i>
Brian Boyle bboyle@ctc.edu.au	<i>Academic Dean</i>
Rosemary Canavan rcanavan@ctc.edu.au	<i>Postgraduate and Research Coordinator</i>
Selina Logan slogan@ctc.edu.au	<i>Executive Assistant to the Master</i>
Jenny Delahunt jdelahunt@ctc.edu.au	<i>Academic Records Officer</i>
Rose Sultana rsultana@ctc.edu.au	<i>Academic Records Officer</i>

Library Staff Email Addresses

Tony McCumstie tmccumstie@ctc.edu.au	<i>Head Librarian</i>
Rosalie Cotter rcotter@ctc.edu.au	<i>Deputy Librarian</i>
Lisa Gerber lgerber@ctc.edu.au	<i>Library Technician</i>

Academic Records Office

The Academic Records Office records and maintains the enrolment, re-enrolment, results and financial information for each student at the College. This information is held in confidence and used only for the purpose for which it is gathered. The office supplies students with documentation relevant to their studies.

The office is open Monday to Friday, 8:30am – 5:00pm.

Miss Jennifer Delahunt BBus (RMIT) MBIT (RMIT) GradDipTheol (MCD)
Mrs Rose Sultana

Knox Public Lecture

The annual Knox Lecture is an important date in the calendar of Catholic Theological College. It commemorates the life and ministry of the founder of the College, the late James Robert Cardinal Knox, fifth Archbishop of Melbourne.

James Robert Knox was Archbishop of Melbourne from 1967 to 1974. As Archbishop he had a grand vision for theological education in Melbourne, which led to the formation of a significant Catholic theological faculty dedicated to the education not only of future priests but also of religious and laity. This educational institute would take its place in the wider Christian and civil context as part of the Melbourne College of Divinity.

This vision is embodied today in Catholic Theological College and it is through the Knox Lecture that the College acknowledges its great debt to James Knox.

The Knox Lecture has been offered annually from 1978 and has been given by speakers including: Cardinal Walter Kasper (2003), Professor Margaret Manion ibvm AO (2001), Rev. Professor Francis Moloney sdb AM (2007), Professor Gregory Craven (2008), Rev. Dr Brendan Byrne sj (2009), Rev. Professor Gerald O'Collins sj AC (2010), and Rev. Dr Austin Cooper omi AM (2011). The 2012 lecture will be held on Wednesday 16 May.

Thomas Carr Centre

The Thomas Carr Centre is administered by the staff of the Archdiocesan Building Services. The staff from Building Services who are located at the Thomas Carr Centre include:

Reception

- Rebekah Kent
- Frances Violi

Diocesan Building Services Officers

- Lindsay Cresswell
- Ray Cutajar
- John Iudice

Building Services provides the following support at the College:

- Reception Services including:
 - Room bookings in the Thomas Carr Centre
 - Receiving and receipting student fees
- Building service and maintenance including:
 - Receiving reports of general maintenance needs
 - Emergency Management, First Aid and Sick Bay

The Building Services team is located at the Thomas Carr Centre reception.

Mannix Library

The Mannix Library exists primarily to serve the needs of staff and students of Catholic Theological College, and is also open to the public. It provides access to over 100,000 monograph volumes and approximately 220 current serials.



The library was founded in 1923 as part of Corpus Christi College – the provincial seminary for the Catholic dioceses of Victoria and Tasmania.

The seminary and the library were located at various times at Werribee, Glen Waverley and Clayton. When Catholic Theological College was established in 1972, library services were extended to CTC. In 1999, the Catholic Archdiocese of Melbourne assumed responsibility for funding the library, which was renamed The Daniel Mannix Library and moved from Clayton to its current site in East Melbourne.

Library fees are included in the tuition fees.

Library Hours

During Semester

Monday to Thursday:
9.00am – 8.00pm

Friday:
9.00am – 5.00pm

Outside of Semester

Monday to Friday:
9.00am – 5.00pm

The Library may also be open during weekend intensive classes (see www.ctc.edu.au/library/hours for details).

Contact Details

Mannix Librarian Tony McCumstie BA (NSW) BTheol (MCD) GradDipLib (Ballarat CAE)
GradDipComp (Chisholm Ins. Tech.)

Deputy Librarian Rosalie Cotter BA (Monash) GradDipLib (RMIT)

Library Technician Lisa Gerber AssocDipSocSci (Swinburne)

Phone 9412 3350

Email library@ctc.edu.au

Fax 9415 9867

Website www.ctc.edu.au/library

MCD Libraries

Students enrolled in MCD courses have borrowing privileges at nine libraries associated with various Recognised Teaching Institutes of the College. A list of the libraries (and links to their respective websites) can be found at: www.mcd.edu.au/libraries. A union catalogue of the libraries' holdings (*MCDcat*) can be found at: www.mcdcat.edu.au/mcd

Monash University Library

As an affiliated college of Monash University, CTC staff and students may obtain borrowing rights at the Monash library. A letter of introduction is required from the CTC Academic Records Office and a form of identification (e.g., CTC Student ID card) must be presented to the librarian with application. Website: www.lib.monash.edu

St Mary's Seminary Library

The resources of St Mary's Seminary (omi) Library are also available to CTC students. Sections of the St Mary's collection are being added to the Mannix Library online catalogue to facilitate the location of material. The Librarian at St Mary's (9795 3535) will provide details on how to access the collection. Arrangements to borrow any particular book(s) from the OMI collection can also be made through the Mannix Library.

Australian Catholic University: St Patrick's Campus Raheen Library

On recommendation of the Mannix Librarian borrowing privileges are available to staff and postgraduate students of CTC while engaged in research.

Website: www.acu.edu.au/library

General Information

Enquiries

- Undergraduate queries: Academic Dean or the Academic Records Office.
- Graduate, Postgraduate and Research queries: Postgraduate and Research Coordinator or the Academic Records Office.
- Finance queries, Student ID Cards and handbooks: Academic Records Office.
- Car park access: Master's Delegate (Academic Dean).
- All payments are to be made at Reception.

Accreditation and Sponsorship

Courses at CTC are eligible for sponsorship by the Catholic Education Office (CEO) and the Archbishop's Office for Evangelisation (AOFE), and can be used to satisfy accreditation requirements for pastoral associates and for teachers in Catholic schools. Courses of particular interest include:

- Pastoral Associates:
 - Bachelor in Theology
 - Graduate Certificate in Guiding Meditation
 - Graduate Certificate in Liturgy
 - Graduate Diploma in Theology
- Accreditation to teach Religious Education:
 - Graduate Certificate in Teaching Religious Education
- Other courses eligible for CEO sponsorship:
 - Graduate Certificate in Guiding Meditation
 - Graduate Certificate in Liturgy
 - Graduate Diploma in Theology
 - Specialised Graduate Diplomas
 - Master of Arts (Theology)
 - Specialised Master of Arts
 - Master of Theology

Computer Access

Wireless internet is provided for student use. Connection details are available from library staff.

Computers in the library for student use have access to internet, email, MS Office, and printing.

Student Lockers

Lockers for storage of personal items are available in the library. BYO Padlock.

Orientation

Friday 2 March 2012, 4:30pm

This informal gathering provides an opportunity for new students to meet staff and become acquainted with the teaching facilities at CTC. It includes a welcome from the Master of the College and the President of the SRC, and an introductory visit to the Mannix Library. The session concludes with celebration of the Inaugural Mass for the Academic Year, followed by light refreshments.

Student Card

Student cards are available from the Academic Records Office, which will take a digital photo of you and then issue you a student card each year.

Student cards are issued at enrolment/re-enrolment.

A student must produce their student card for ID when picking up assignments for collection from the Academic Records Office.

Concessions and discounts outside CTC may be available to enrolled full-time students with a current student card, including discount movies and software.

CTC Student cards are issued to degree students only.

Graduate and postgraduate students may obtain an additional student card from the Melbourne College of Divinity.

Master's Prize

The Master may award the 'Master's Prize' to a student at Catholic Theological College on one occasion each year. The prize is awarded to that student whom the Master, after due consultation, considers to have made a significant and valued contribution to the life of the College. In selecting the recipient of the 'Master's Prize' account is taken not only of academic results, but also of the overall service of the winner to the College. The 'Master's Prize' consists of a framed testamur and a bursary in the form of assistance, cash or kind, to the value of \$500.

Recipients of the Master's Prize:

- 2007 Charles Balnaves BA(Maths) (Canberra CAE) BTheol(Hons) (MCD) MTS (MCD)
- 2008 John Duiker BTheol(Hons) (MCD)
- 2009 Gregory Bellamy BBus (CSU) GradDipEd (Sec) (CSU) DipPhil (MCD) BTheol (MCD)
MTS (MCD)
- 2010 Kevin O'Sullivan BTheol (MCD)
- 2011 Rosemary Drum mgl BTheol (MCD)

Student Representative Council (SRC)

The Student Representative Council (SRC) is a friendly and conscientious group of students who are elected to represent and serve the students of CTC in various ways, including:

- Providing social interaction among the student body, and between students and staff at CTC.
- Managing the Student Common Room ensuring that refreshments are available to enhance student relaxation and conversation during lunch, dinner and lecture breaks.
- Extending the interests of the students by providing opportunities for personal, academic and spiritual enrichment.
- Arranging and promoting the College Masses, including the annual Masses of the Holy Spirit, and Sts Peter and Paul. For more information see page 27.
- Being available to answer student queries.
- Representing students on the Academic Board and providing a library representative and a Peer Support Officer.
- Managing student finances that are entrusted to SRC.

SRC Membership

All enrolled CTC students are eligible for election to the SRC. Elections for the office bearers of the SRC are conducted at the Annual General Meeting (AGM), held at the commencement of first semester each year.

Costs

Part of the voluntary student contribution subsidises the facilities of the Student Common Room, the cost of the Annual Dinner and other functions the SRC organises.

Student Merchandise

The SRC provides CTC polo shirts, vests and jackets to students and staff at cost. The order form is available from the Student Common Room or via the CTC website.

Contact

Email: src@ctc.edu.au

Suggestion Box in the Student Common Room

Mail: SRC, Catholic Theological College, PO Box 146, East Melbourne VIC 8002

Website: www.ctc.edu.au/news/student-representative-council.html

Chapel and Mass Times

All are welcome to attend the scheduled Masses in the Chapel.

During semester times, Mass is normally celebrated at 1.05pm from Monday to Thursday.

Students are particularly encouraged to participate in the College Masses listed below.

The venue for these College Masses will be advised.

- Inaugural Mass (Mass of the Holy Spirit) Friday 2 March 5.30pm
- College Mass (Mass of Sts Peter and Paul) Thursday 7 June 6.00pm
- End of Year Mass Friday 2 November 5.30pm

Car Parking

There is limited parking available for student use at the Thomas Carr Centre.

Applications for car-parking access are made to the Master's Delegate (Academic Dean).

Forms are available from Reception.

Disability Support

Students with disabilities are asked to make their particular needs known to the Academic Dean, Postgraduate and Research Coordinator, or the Academic Records Office at the time of enrolment, so that every effort can be made to accommodate these needs.

International Students

CTC welcomes overseas students to study for its degrees and diplomas and/or for a course of studies for ordination.

The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) lists courses available to overseas students under the MCD CRICOS Provider Code: 01037A.

MCD CRICOS Course Codes include:

- Bachelor of Theology 011489A
- Diploma in Philosophy 047446D
- Master of Theological Studies 02980K

For a full list of MCD Cricos Course Codes, see <http://cricos.deewr.gov.au>

English Language Proficiency Requirements

Undergraduate students: IELTS test result with an average across all bands of 6.5 with no band under 6.0.

Postgraduate students: IELTS test result with an average across all bands of 7.0 with no band under 6.5.

For information about entry requirements see: www.mcd.edu.au/international-students.

Condition of Student Visa

Students must maintain full-time enrolment in a course listed on CRICOS, and must also satisfy course progress requirements. The MCD course progress policy is found at www.mcd.edu.au/policies-procedures. If a student fails to satisfy course progress requirements, MCD must report this to the Department of Education, Employment and Workplace Relations (DEEWR). This reporting is mandatory and often impacts on the student's visa. Students must also inform CTC of any changes to their contact details. Information on conditions of a student visa may be obtained from the Melbourne College of Divinity. However, students are strongly advised to view the Immigration Department's web site: www.immi.gov.au to ensure current visa regulations are met.

In cases of withdrawal, the MCD policy on full or partial refund of fees in relation to census date(s) is found at www.mcd.edu.au/policies-procedures.

The MCD issues a Confirmation of Enrolment (CoE) to overseas applicants who have been offered a place in a course. The documentation required is set out on the MCD website: www.mcd.edu.au/international-students. Applicants are encouraged to apply as early as possible, as processing of applications can take some time. Applicants must use their CoE to apply for a student visa.

Support for International Students

The Australian Government wants international students in Australia to have a safe place to study. Australia's laws promote quality education and consumer protection for international students. These laws are known as the ESOS framework. More information can be found on the MCD website: www.mcd.edu.au/international-students.

At the beginning of each academic year CTC provides an orientation program for all new students, which is compulsory for international students. This program consists of information and presentations which assist students in the transition to life and study in a new environment. Students are introduced to CTC facilities and resources, which include such services as the Mannix Library, computer services, the Student Common Room, the Student Representative Council, and contacts for emergency assistance within the College. Students are also acquainted with the MCD complaints and appeals processes as outlined in this handbook. A portfolio of information to assist international students studying on a student visa at CTC is given to each student at the time of the orientation program. This portfolio consists of material relating to social, legal, health, and support matters for life in the broader Australian community as well as educational materials relating to CTC.

Classes at CTC are generally small, facilitating an open and informal learning environment.

CTC offers the unit *AP113 Academic Writing, Critical Thinking and Logic* (see page 83) as an introduction to tertiary study.

Students for whom English is a Second Language (ESL) are entitled to extra time in written examinations, amounting to one quarter of the normal time allotted.

Lecturing staff remind international students of course and attendance requirements they need to meet. Lecturing staff then keep the Academic Dean informed of any lapse in attendance compliance.

The majority of international students studying at CTC come from affiliated seminaries and religious orders. They enjoy the significant support structures in place in those seminaries, particularly with regard to English language coaching, provision of study skills, and personal support in adapting to a new study and living environment. These students may be incoming seminarians intended for appointment in Australia, or those who will return to their countries of origin to work with their own people.

CTC offers a structured program of tutorials in academic skills for international students during the semester, conducted by suitably qualified ESL tutors. These tutorials are for private international students at the College. There are regular tutorial times each week during the teaching semester. More details are available from the Academic Dean.

Private international students at the College also have access to individual academic staff to assist them with study skills, as well as the support provided by the Academic Dean and the Postgraduate and Research Coordinator in relation to planning their course of studies.

International students are encouraged to read pages 22–56 of this handbook, which provide more details of MCD policies and procedures relating to study at CTC. Please also refer to the MCD website: www.mcd.edu.au/policies-procedures and www.mcd.edu.au/international-students.

Policies and Procedures

Emergency Management Procedures

CTC follows the Catholic Archdiocese of Melbourne (CAM) emergency management policy and procedures. Throughout the College you will see emergency posters as follows:

- list of emergency management (EM) personnel, including fire wardens and first aid officers;
- the emergency plan for where you currently are in the building; and
- standard fire orders (located in toilet cubicles)

In a case of an emergency follow the directions given by EM personnel, who will be wearing fluorescent vests and helmets.

First Aid Procedures

Please contact reception for immediate assistance.

Smoking

CTC is a smoke-free environment. Smoking is not permitted in any part of the property, including the carpark, garden and terrace.

Occupational Health and Safety (OHS)

CTC and CAM are committed to the provision of a tertiary institution that is safe, and consistent with WorkSafe Victoria regulations. CAM provides an OHS representative to whom all staff and students are able to communicate any safety concerns.

The OHS representative is Jenny Delahunt.

Phone: (03) 9412 3314

Email: jdelahunt@ctc.edu.au

Your Rights as an MCD Student

First, **you have the right to privacy**. All personal information which you give the MCD will be treated in confidence, and only used for the purpose for which it was given. Office staff are careful with your computer database entries, which are only accessed by people who are entitled to do so – for example, lecturers having a class list with names and emails. No one associated with the MCD is permitted to share your personal information with anyone not entitled to it.

Secondly, **you have the right to the highest standards of teaching and learning**. In order to protect the high academic standing of your MCD degree or diploma, all forms of cheating, plagiarism or other academic fraud (including illegitimate use of internet resources) are strictly forbidden, and anyone found engaging in them faces serious consequences. To assist with this, you are obliged to state on each assignment that it is your own work.

Thirdly, **you have the right to be treated fairly** in all academic and administrative matters. If you have a grievance about an administrative procedure or academic issue, you have five working days (longer for some serious matters) to lodge a complaint with the Academic Dean of your RTI, or with the MCD. You will not be disadvantaged by doing this, and in most cases can expect a resolution within ten working days.

Fourthly, **you have the right to be safe**, and to feel safe, in MCD environments. Harassment in any form – spiritual, sexual or discriminatory (e.g., on the grounds of race, gender, ethnicity, disability, theological outlook) – is wrong, and not permitted. Procedures are in place to deal promptly with situations which may arise. The college has student, staff and faculty Peer Contact Officers (PCOs), available to be contacted in confidence if you feel harassed. The names and contact details of the PCOs can be found on page 32.

Finally, once you have commenced a degree or diploma with the MCD, you are assured that **MCD educational and financial resources are in place for its completion**. If the highly unlikely situation arises that the MCD cannot deliver a course for which you have paid fees, these will be refunded, or you can transfer to another provider, nominated for this purpose by the MCD.

Detailed policies and procedures governing these matters can be found on the MCD website: www.mcd.edu.au/policies-procedures.

Discrimination and Harassment

CTC upholds the right of all persons to freedom from any form of discrimination or harassment. All members of the College are expected to respect this right. As a Catholic college, CTC is committed to providing a friendly environment where students and staff are able to work and study effectively.

Anyone who believes that they have experienced discrimination or harassment in their association with CTC should contact one of the following people to discuss the situation:

- A Peer Contact Officer
- Master
- Academic Dean

Procedures for dealing with situations of discrimination and harassment are set out on the MCD website: www.mcd.edu.au/policies-procedures.

Grievances

All members of CTC have the right to seek redress if they believe that they have been treated unfairly.

The College expects and encourages students, faculty and staff to make reasonable attempts to resolve any grievance by private discussion before entering into a formal grievance procedure.

Procedures for dealing with resolution of grievances, both in academic and non-academic matters, are set out on the MCD website: www.mcd.edu.au/policies-procedures.

Peer Contact Officers

Peer Contact Officers are appointed to assist students and staff in matters concerning harassment, discrimination or grievances.

Peer Contact Officers for 2012

- | | | |
|-----------------------|-----------------------|--|
| • Dr Rosemary Canavan | <i>CTC Lecturer</i> | rcanavan@ctc.edu.au |
| • Mrs Lisa Gerber | <i>Mannix Library</i> | lgerber@ctc.edu.au |
| • Mr Anthony Lindblom | <i>CTC Student</i> | peercontactofficer@ctc.edu.au |

Privacy

Catholic Theological College and the Melbourne College of Divinity comply with the Privacy Legislation Act. The primary purpose for which information is collected is for student/academic records, and health and safety reasons.

All research involving other people (e.g., questionnaires) is required to be submitted to the MCD Human Research Ethics Committee (HREC).

Tuition Fees and Other Costs

Tuition Fees

Audit

\$500 per 15-point unit

\$340 per 10-point unit

\$170 per 5-point unit

Undergraduate

Coursework \$1,098 per 15-point unit

\$732 per 10-point unit

BTheol Honours Thesis \$2,196 (30 points)

Graduate and Postgraduate Coursework

Graduate Coursework \$3,036 per 30-point unit

\$1,518 per 15-point

\$1,012 per 10-point unit

\$506 per 5-point unit

Postgraduate Coursework \$1,570 per 15-point unit

Postgraduate Research

Masters Research \$6,280 (minor thesis)

\$9,420 (major thesis)

Doctoral Research \$11,624 per annum (full-time)

\$5,812 per annum (part-time)

A tuition scholarship is normally available for domestic doctoral students

- All tuition fees include borrowing rights for the Mannix Library
- Tuition fees are payable on receipt of invoice, or through FEE-HELP (see page 36)

Other Costs

Voluntary Student Contribution

CTC requests that all audit and coursework students make a voluntary contribution of \$70 per semester to subsidise the cost of providing the following services:

- CTC Handbook
- Unit Readers (where applicable)
- Photocopies distributed in class by the lecturer
- Student Common Room facilities
- SRC social functions
- SRC guests at the CTC Annual Dinner
- Student ID card

Details of the contribution requested will be included with each semester's invoice.

MCD International Student Fees

MCD Application Fee for International Students

- \$180

MCD Annual Fee for International Students

- Full-time: \$480
- Undergraduate part-time: \$60 (per 15-point unit)
- Graduate and Postgraduate part-time \$80 (per 15-point unit)

MCD Graduation Fee

The Master and SRC will pay this fee for all CTC Graduands.

Invoices and Statements

Undergraduate: Invoices for undergraduate tuition are issued by CTC. Invoices are processed after the census date of each semester. Invoices do not show payments. Undergraduate students should check what they owe with the Academic Records Office if they have already paid some or all of their account. Statements are mailed out each month and include both charges and payments. MCD regulations require fees to be paid in full before results are released or the next semester's enrolment is confirmed. All queries regarding fees should be addressed to the Academic Records Office.

Graduate, Postgraduate and Research: Invoices are issued directly by the MCD. For students not using FEE-HELP, payment of tuition fees is required before teaching begins. MCD regulations require fees to be paid in full before results are released or the next semester's enrolment is confirmed. Queries regarding Voluntary Student Contribution should be addressed to the Academic Records Office. Queries regarding tuition fees should be addressed to MCD.

Refunds

Degree Students

Students who withdraw before the census date (see the dates below) receive a full refund of the unit fee. Those who withdraw after the census date receive no refund.

Audit Students

Students who withdraw before the census date (see the dates below) receive a full refund of the unit fee. For those who withdraw after the census date, refund of fees is negotiated with the Academic Dean. After the census date \$100 of the audit fee is not refundable.

Bursaries for Tuition

The MCD has established a Bursary Fund to assist students. It has limited funds available, and further donations are being sought (these are tax deductible).

The criteria used when allocating bursaries include sources of financial support available to students and each student's progress thus far, as well as a student's need for tuition fee support. Applications are treated in strict confidence.

To apply for assistance, submit a completed application form (available from the Academic Records Office) to the Academic Dean. Successful applicants will be advised early in the semester.

Census Dates

Final date to change enrolment without penalty.

- Semester One Units: Friday 16 March
- Winter Intensives: Friday 6 July
- Semester Two Units: Friday 10 August
- Study Tour: Friday 23 November
- Weekend Units: *See individual unit pages*

AUSTUDY and Youth Allowance

Full-time students in the Bachelor of Theology and Masters degrees by coursework are eligible to apply for AUSTUDY and the Youth Allowance – application through Centrelink.

FEE-HELP

Students in any MCD course who are Australian citizens, or hold a permanent humanitarian visa, can have their tuition fees met by a loan from the Commonwealth Government. The scheme – established by the *Higher Education Support Act (2003)* – is called the *Higher Education Loan Program: FEE-HELP* for short.

To apply for a FEE-HELP loan, you must fill in the Government form and hand it in to the Academic Records Office, which will then forward it to the MCD. Please return completed forms by end of the first teaching week of each semester (for new applications). Forms and the *FEE-HELP Information 2012* booklet are available from CTC. Your tuition fees will be paid to the MCD office by the Commonwealth, and CTC will receive payment for your tuition and library use. Before you apply for a loan, note the following carefully:

- a) The Government requires that, before you sign the FEE-HELP form, you must read the *FEE-HELP Information 2012* booklet so that you are aware of your obligations under the scheme. If you participate in FEE-HELP, your details will be listed in DEST's *Higher Education Information Management Scheme (HEIMS)*, and you will receive a *Commonwealth Higher Education Student Support Number (CHESSN)*, which remains unique to you for life.
- b) For undergraduate courses the Government adds a one-off 25% loan fee to your tax liability: a 15-point unit costing \$1,098 will thus incur a tax liability of \$1,372.50.
For graduate and postgraduate courses no further charge applies.
- c) You must have a Tax File Number to apply for a FEE-HELP loan. Your loan is repaid through the tax system (like HECS). When your income reaches \$47,196 (the 2011/2012 figure – it will be indexed upwards) you pay a proportion back with your tax. The higher your income, the higher the repayment proportion, starting at 4.0%. Voluntary early repayment over \$500 receives a discount of 5%.
Your FEE-HELP tax liability increases by the CPI on June 1st each year, but remains stable in 'real dollar' terms. If someone with a FEE-HELP debt dies, only the repayment due in that tax year is billed; the rest is cancelled.
- d) You can take out a maximum FEE-HELP loan of \$86,422 (2011 figure) in total during your lifetime, and are entitled to seven (full-time) years of Student Learning Entitlement (SLE), normally through HECS support. As HECS is not available to MCD students, using FEE-HELP for MCD study does not use up any of your SLE.

The MCD and CTC take your right to privacy seriously, and only use information you provide for the purpose for which you give it. The top page of the FEE-HELP form includes your Tax File Number (TFN), which is seen by only two people in the MCD office; the CTC office keeps a copy of the second page, which does not include your TFN.

For further information:

- Read the *FEE-HELP Information 2012* booklet
- Visit the *Going to Uni* Website at www.goingtouni.gov.au
- Call the FEE-HELP enquiry line on 1800 020 108

The government sets a census date for each unit. All enrolments in relation to FEE-HELP loans must be finalised at CTC by this date. For 2012 census dates see page 35.

Academic Information

Academic Information

Undergraduate Enrolment and Re-enrolment

See page 59.

Graduate and Postgraduate Coursework Enrolment and Re-enrolment

See page 180.

Postgraduate Research Enrolment

See page 267.

Single Unit Enrolment

Students may enrol for single units – with assessment – without enrolling in a degree. Contact the Academic Dean. See page 59.

Audit (no assessment)

Students may enrol to audit single units – without assessment, and without credit towards a degree. Contact the Academic Dean. See page 59.

Exchange Studies

CTC students may arrange to undertake studies at other Recognised Teaching Institutions of the MCD (ALC, Booth, ICSPF, Stirling, UFT, Whitley, and YTU) or at other affiliated tertiary institutions (ACU, Monash, Melbourne).

Similarly, students who are enrolled at another tertiary institute may arrange to undertake exchange studies at CTC.

Online units are also available through *Theology Online* (www.online.mcd.edu.au) and other approved theological providers.

Contact the Academic Dean.

Credit for Prior Studies

Credit can be granted for successful completion of equivalent units at another tertiary institution or for prior learning.

Original transcripts of previous tertiary studies need to be presented at enrolment.

Undergraduate Students: Forms are available from the Academic Dean

Graduate and Postgraduate Students: Forms are available from the Postgraduate and Research Coordinator.

Unit Numbering

The first letter refers to the Field of Study, i.e. A, B, C, or D.

Non BTheol units have the prefix N.

The second letter indicates the discipline within that field.

The first number indicates the level at which the unit is being assessed; postgraduate units are indicated by the number 4.

The remaining numbers identify the particular unit.

For example: AP124 is a Philosophy unit in Field A, studied at first level.

A student would normally commence at level one and proceed through the levels as required.

Codes do not necessarily coincide with those of previous years.

All units are 15 points unless otherwise indicated.

Prerequisites

Each unit description includes a list of any required prerequisites. A unit cannot be undertaken for a degree unless the prerequisites have been fulfilled or unless approval has been received from the lecturer and the Academic Dean for the prerequisite to be waived.

Where a prerequisite requires a “level” of study, a student must have completed two semester units at the nominated level. For example, “one level of Biblical Studies” means two semester units of Biblical Studies at first level.

Workload

The MCD recommends a maximum of four units per semester for undergraduate students, and three units per semester for graduate and postgraduate students. Any exceptions to this requirement must be approved by the Academic Dean.

Undergraduate Students: For holders of an overseas student visa full-time study is regarded as four units per semester.

Graduate and Postgraduate Students: For holders of an overseas student visa full-time study is regarded as three units per semester.

Class Structure

A three-hour class consists of the equivalent of three 50-minute teaching periods, generally divided into periods of lectures and tutorials/seminars.

Attendance Requirements

Students are expected to attend all lectures and tutorials, as set out in unit outlines. Students should advise the lecturer if they are unable to attend. Attendance at the first lecture is particularly important. An absence of more than 25% of lectures or tutorials in a unit is normally regarded as too great to sustain active engagement in that unit and may impact adversely on the student's learning.

Class Size

Classes at CTC are generally small, facilitating an open and informal learning environment.

Study Skills Assistance

CTC offers its students ongoing assistance with academic writing skills. The unit *AP113 Academic Writing, Critical Thinking and Logic* offers opportunities for a student to develop basic skills in academic writing, reading, comprehension and essay writing. As well, an Academic Tutor is available to assist students in developing their academic skills. More details are available from the Academic Dean.

Withdrawal from Units

If students wish to withdraw from a unit they are required in the first instance to communicate with the lecturer and, further, to advise the Academic Records Office in writing. Students who do not notify the Academic Dean or the Academic Records Office (in writing) of their intention to withdraw will be regarded as having failed.

- Withdrawal from a unit before the applicable census date will not be recorded on a transcript. The unit fee will be refunded.
- Withdrawal after the applicable census date and before the end of week six of the semester (or equivalent for intensive units) will be recorded as such, provided the above notification was received. The unit fee will not be refunded. For Audit students, refund of fees is negotiated with the Academic Dean. \$100 of the audit fee is not refundable after the census date.
- Withdrawal in the final six weeks of semester, or failure to notify of a withdrawal, will normally incur a 'Fail'. The unit fee will not be refunded.

Census Dates

Final date to change enrolment without penalty.

- Semester One Units: Friday 16 March
- Winter Intensives: Friday 6 July
- Semester Two Units: Friday 10 August
- Study Tour: Friday 23 November
- Weekend Units: *See individual unit pages*

Deferral of Study

To defer study you will need to complete a Change of Enrolment form (available from the Academic Records Office), and submit it to the Academic Dean or Postgraduate and Research Coordinator (as appropriate).

Cancellation of Units

CTC reserves the right to alter or cancel scheduled units. Insufficient enrolments could result in a unit being cancelled or postponed. Any change of enrolment necessitated by a cancellation will not incur a financial penalty.

Unit Evaluations

The College is committed to ongoing review and improvement in learning and teaching. Student feedback makes an important contribution to this, primarily through the unit evaluations that are conducted at the end of each semester. These anonymous evaluations ask students to reflect on their own learning and participation in the unit, and to give feedback on matters such as the unit's teaching methods, assessment tasks and library resources, especially in relation to the learning outcomes of the unit and the course to which it belongs.

The evaluation forms are analysed by an external consultant, who prepares collated results of each unit for the Master and the lecturer. Lecturers draw on this feedback in developing the units they are responsible for, and discuss unit evaluation reports each semester at Department meetings. A summary report is also presented each semester to the Academic Board and Senate, and may lead to initiatives such as professional development for staff, revision to policies, or changes to the support provided to students.

Unit evaluations are limited to the academic areas noted above. Student feedback or concerns on other matters should be addressed directly to the lecturer in the first instance, and then to the Academic Dean or the Master.

Essay Prizes

CTC offers an annual prize of \$500 for an outstanding essay in each of the subject areas listed below. These prizes are presented at the annual dinner, for an essay completed in the previous year. To be eligible, essays must be at least 1,500 words in length, and should have been submitted in a CTC unit beyond first level. Students may nominate essays for consideration by contacting the Academic Records Office before the end of December.

- The Archbishop's Prize – for an outstanding essay in Systematic Theology
- The Archbishop Coleridge Prize – for an outstanding essay in Biblical Studies
- The Baronius Prize – for an outstanding essay in Church History
(in honour of the Venerable Cesare Baronio, 1538–1607)
- The Guilford Young Prize – for an outstanding essay in Liturgy
(in honour of Most Rev Guilford C. Young DD KBE, 8th Archbishop of Hobart)

Graduation

- MCD graduation takes place in Wilson Hall, University of Melbourne, Parkville.
- Students who believe they are eligible to graduate need to contact the Academic Records Office.
- MCD sends each graduand the Information Sheet and Application Form that is necessary for graduation.
- The Master and SRC will pay the MCD Graduation Fee for all CTC Graduands.

Assessment

MCD guidelines advise the following regarding assessment:

Assessment Structure for Undergraduate Students

First level

- receipt of early feedback via a piece of work not substantially counting towards assessment
- assessment of more than one piece of work including a component under formal examination conditions
- written work of 4,000 words (or 3,000 words for 10-point units)

Second level

- written work of 4,000–5,000 words (or 3,000–3,500 words for 10-point units)

Third level

- written work of 5,000–6,000 words (or 3,500–4,000 words for 10-point units)

Each hour of written examination time is the equivalent of 1,000 words.

A 15-minute oral examination is the equivalent of 1,000 words.

All units are 15 points unless otherwise indicated.

All descriptions of units in this handbook contain a statement of assessment requirements. Other details including learning outcomes, topics, submission dates, word limits and requirements will be advised by the lecturer.

See page 48 for a description of grading structures for coursework units.

The online program Turnitin will be progressively introduced into selected units in 2012. For more information, see page 44

Assessment Structure for Graduate and Postgraduate Coursework Students

Coursework Units with specific Graduate and Postgraduate Assessment

Some coursework units have specific graduate and postgraduate assessment listed in the graduate and postgraduate (blue) section of this handbook, which applies for graduate and postgraduate students.

Coursework Units without specific Graduate and Postgraduate Assessment

Some level 3 coursework units, which are available to both undergraduate and graduate students, do not have specific graduate assessment listed in the graduate and postgraduate (blue) section. In these units, the following assessment provisions apply:

- As well as any learning outcomes identified for undergraduate students, graduate students will also be expected to demonstrate the capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.
- Unit descriptions in the undergraduate (yellow) section of this handbook specify assessment requirements for *undergraduate* students only. *Graduate* students are required to complete the equivalent of 6,000 words of assessment in *all* 15-point coursework units they undertake (or 4,000 words for 10-point units, and 2,000 words for 5-point units).
- One assessment task in each 15-point unit must be at least 3,000 words in length.
- In most units, graduate students will need to complete additional or longer tasks than those that are listed for undergraduate students.
- In addition to any quantitative difference from the undergraduate assessment requirements for a unit, graduate students are also expected to demonstrate a *qualitative* difference in the work they present.
- The assessment requirements for each student are recorded on a form that is signed by both the lecturer and the student. This form is available from the Postgraduate and Research Coordinator.

Postgraduate Coursework Units (level 4)

- Usually fourth level units are assessed by one single piece of work of 6,000 words (or 12,000 words for a 30-point unit).
- 6,000 word essays are assessed by the unit lecturer/supervisor.
- Two copies of the 12,000-word research essay should be submitted. This essay is marked independently by two examiners, with the final grade being the average of the two independent marks. Written comments from both examiners will be returned to the student. For more information see page 190.
- In seminar units (CD497, etc.), students must complete an Outline for Postgraduate Reading Unit form in consultation with the supervisor of the unit, and submit it to the Postgraduate and Research Coordinator for approval.

See page 48 for a description of grading structures for coursework units.

The online program Turnitin will be progressively introduced into selected units in 2012. For more information see page 44.

EndNote is a program for recording and managing quotations and references used in essays and research. For more information see page 180.

Assignments

Assignments are presented in the format prescribed in the Style Guide (see pages 50ff). Use of this Style Guide is taken into account in the assessment of assignments and essays.

Assignments are submitted to the Academic Records Office through the assignment chute located near Reception. All items are date stamped and recorded as being received. Submission of assignments through this process is final. Assignments submitted through the Turnitin program (see below) are lodged online.

Assignments will **not** be accepted by fax, mail, or email.

Assignments must be submitted before the building closing time on the due date as determined by the lecturer. If no due date is specified, assignments are due on the last date of the examination session at the end of the semester (or, for Winter Intensives, at the end of the third week of the following semester).

Students should keep copies of all written work for at least three months, because all written materials that contribute towards assessment in degree units must be available for possible inspection by a second examiner from outside CTC.

All essays and assignments must be submitted with the current official cover sheet – available from the CTC website or from the Student Common Room. This cover sheet must be signed, affirming that the submission is the student's own work. For submission to Turnitin see the instructions below.

Return of assignments:

- During semester, assignments are handed back by lecturers.
- Once the semester has ended, assignments can be collected from the Academic Records Office (proof of ID must be shown).
- Seminarians' assignments are returned via their Rectors/Deans of Studies.

Turnitin

The online program Turnitin will be progressively introduced into selected units in 2012. Primarily it is a tool for detection of plagiarism. For units included in the program, students are required to submit their assignments online through Turnitin (www.turnitin.com). Each student is able to view an originality report upon submission showing those parts of their assignment taken from other sources. Where they see the need to acknowledge quotes or re-paraphrase, they have the opportunity to upload their assignment again up until the due date.

Full instructions concerning the lodgement of assignments via Turnitin are provided in the unit outline/reader, and on the CTC website.

In the place of the official cover sheet students are required to include a title page to their assignments with their details of their assignments and their own details. The student's name should also be included in the header (top left). Submission online constitutes agreement with the declaration of originality on the official cover sheet.

An extension form cannot be attached to your paper when you submit online via Turnitin. Extension forms should be completed in the normal manner (see page 45). Once signed by the lecturer or Dean, the original is given to the student and a copy will be held by the lecturer or Dean.

Extensions

Due to unforeseen circumstances, students may find themselves unable to submit assignments by the due date. Unforeseen circumstances are defined as those that:

- a) Are beyond the student's control; and
- b) Make it impracticable for the student to complete the assessment requirements by the due date.

The MCD Academic Conduct policy provides for two forms of extension.

Lecturer's Extension

At his/her discretion a lecturer may grant an extension of up to two weeks for an assignment when satisfied there are reasonable grounds and that the approved extension will not give undue advantage or disadvantage to the student.

Lecturer's extensions are not permitted beyond the final day of the examination period. For Winter Intensives extensions are granted at the discretion of the Academic Dean.

An extension should be applied for no later than three days prior to the work being due.

Extension application forms can be downloaded from the CTC or MCD websites, or obtained from the student common room and must be signed by the lecturer concerned. Students may email the completed form to the lecturer. The lecturer responds to the request using the Lecturer's Response section of the form. A copy of the completed form is placed in the student's file in the ARO.

For seminarians, the Seminary Dean of Studies must sign the form before presentation to the lecturer.

The Lecturer's Response section of the signed form is then attached to the submitted work.

Students who submit work after the newly agreed due date will normally be penalised academically. For more information see page 46.

Dean's Extension

The Academic Dean may grant an extension of up to 28 days beyond the final day of the examination period for a semester when there are medical or serious pastoral grounds for this, and when satisfied that no undue advantage or disadvantage may occur for the student.

A Dean's extension should be applied for no later than five days prior to the work being due and, in the case of extension on medical grounds, students must present a medical certificate.

Application forms for a Dean's Extension can be downloaded from the CTC or MCD websites, or obtained from the student common room. Students may email the completed form to the Dean.

For seminarians, the Seminary Dean of Studies must sign the form before presentation to the Academic Dean.

The Dean consults with the lecturer before granting an extension.

The extension and its conditions are recorded on the Dean's response section of the form and signed by the Dean and the student, with copies retained by both. The Dean sends a copy of the completed form to the ARO to be placed in the student's file.

The Dean's Response section of the signed form is then attached to the submitted work. Students who submit after the newly agreed due date will normally be penalised academically. For more information see page 46. An extension of longer than four weeks after the due date for the assignment will not be granted unless warranted by exceptional circumstances.

Late Work

All written work, whether submitted on time or not, will be graded and returned to students with appropriate pedagogical feedback, and an indication of the grade which represents its intrinsic academic worth.

Work that is submitted after the due date, without an official extension, will be penalised academically. However, the Academic Dean may exercise discretion for medical or serious pastoral reasons.

- Work submitted up to one week late without an official extension will be awarded a grade one level below its intrinsic worth, as follows:
 - High Distinction reduced to Distinction (with a mark of 84)
 - Distinction reduced to a Credit (with a mark of 74)
 - Credit reduced to Pass (with a mark of 64)
 - Pass recorded as a Pass (with a mark of 50)
- Work submitted between one and four weeks late without an official extension will be awarded a Pass grade only (with a mark of 50), unless it fails to reach a pass standard
- Work submitted more than four weeks late without an official extension will be awarded a Fail grade

The procedures for late work also apply for Turnitin submissions. For more information see page 44.

Examinations

When sitting for an examination, students are demonstrating their ability to comprehend the material that has been presented throughout the unit.

Examinations are at the same place and same start time as lectures unless otherwise stated by the lecturer.

A student may apply to the Academic Dean for permission to take an examination under special conditions. Such an application must be made at least one week before the examination.

Students for whom English is a Second Language (ESL) are entitled to extra time in written examinations, amounting to one quarter of the normal time allotted. Seminararians apply for this entitlement through their respective Dean of Studies; other students apply through the Academic Records Office.

Special Consideration

Special consideration is given in serious and exceptional circumstances which are beyond a student's control and which prevent a student from performing at their best for a particular component of assessment.

If students believe their assessment in a unit has been, or is likely to be, adversely affected by illness or other causes, they may apply for special consideration.

Special consideration for assessment should be discussed with the lecturer and the Academic Dean.

Copyright

The attention of staff and students is drawn to their responsibility to observe regulations imposed by the Copyright Act, available from the Australian Copyright Council's website: www.copyright.org.au.

Plagiarism and Collusion

Plagiarism, collusion and other similar activities undermine the integrity of the CTC assessment process.

All work submitted for assessment must be the independent work of the person concerned.

On submission of each item of assessment the student is required to make such a declaration by signing the current official cover sheet.

Plagiarism means to take or use another person's ideas or manner of expressing them and to pass them off as one's own by failing to provide proper acknowledgement.

Plagiarism is constituted by the intention to deceive and by lack of full acknowledgement of the debt to the original source being used.

Collusion is the presentation by a student of an assessable item of work which is in fact the result, in whole or in part, of unauthorised collaboration with another person or persons.

A student who is found to have engaged in plagiarism and/or collusion, may be liable to:

- suspension of candidature for the degree; or
- failure of the unit for which the written work or examination was undertaken; or
- fail grade for the written work or examination.

Procedures for dealing with plagiarism and collusion are set out on the MCD website: www.mcd.edu.au.

The online program Turnitin will be progressively introduced into selected units in 2012. Primarily it is a tool for detection of plagiarism. For more information see page 44.

Results

Once approved by the MCD Registrar, results for Semester One and Two are posted online via TAMS on the MCD website (www.mcd.edu.net.au/php/student_summary.php). To access your results log onto the TAMS website and type in your username (your MCD Student Number) and Password: dd/mmxxx (day of birth/month of birth and the last three digits of your MCD Student Number).

A hardcopy of annual academic results is mailed in mid-December. Results will no longer be posted on the noticeboard of the college.

The results for exchange students are sent to their home RTI or institution.

Results are not issued to students with unpaid tuition fees.

Grades for Coursework Units

High Distinction (HD) = 85+

- Outstanding attainment of the set unit learning goals and outcomes
- Outstanding comprehension of unit content (knowledge and skills)
- Outstanding level of argument/discussion of material, referenced from unit bibliography and elsewhere
- Outstanding written expression and competence in writing, indicating the highest level of academic achievement in the unit

Distinction (D) = 75–84

- High attainment of unit learning goals and outcomes
- High comprehension of unit ideas and content
- High capacity or developing a high capacity for original and creative thinking
- High level of academic achievement (expression and writing skills) in assessment tasks

Credit (C) = 65–74

- Sound attainment of unit learning goals and outcomes
- Sound grasp of the required core work of the unit
- Demonstrated sound capacity to analyse or evaluate or develop the set topic in assessment tasks
- Sound grasp of key ideas of unit content, that is, able to understand and repeat key ideas

Pass (P) = 50–64

- Satisfactory attainment of basic learning outcomes
- Has satisfactorily understood the required core work of the unit or at least a reasonable amount
- Satisfactory level of argument/discussion in completion of set assessment exercises
- Satisfactory, that is, comprehensible English expression

Fail (F) = 0–49

- Inadequate attainment of basic learning outcomes
- Inadequate understanding of the required core work
- Inadequate level of argument/discussion in completing unit assessment
- Inadequate expression in assignment writing
- Examples could include (cumulatively) inadequate bibliography, poor expression and grammar, addressing the topic indirectly, little evidence of structure in assessment tasks, gross errors and/or plagiarism, unsatisfactory attendance

Withdrawal (W)

This grade is awarded if a student has withdrawn from a unit prior to the census date of the year concerned. This result is not to be regarded as any form of academic credit, nor does it prejudice the student's academic record.

Extension (E)

This code is granted where an extension of time for completing assessments has been given under special circumstances. Assessments must normally be completed within one semester. Any grade may subsequently be given.

Results Withheld (RW)

This code is given for a number of reasons:

- Results are withheld if a student has an outstanding account with either CTC or MCD.
- Where final grades are unavailable at the time when monitoring of grades took place. The student is not penalised by this result and any grade may be gained.
- The student is from another institution. These results are sent to the relevant institutions and students must approach their home institution to receive their results.

Appeals

The procedures for appealing against a grade are set out on the MCD website:
www.mcd.edu.au.

Style Guide

CTC requires essays and assignments to be submitted in the 'Chicago Style,' as set out in:

Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. Chicago: University of Chicago Press, 2007.

What follows is a summary of important elements of this style. Students should refer to the above text for any further clarification that is required, and for details not explicitly mentioned here.

Parts of an Essay

Table of Contents (if the essay is divided into distinct sections or chapters)

List of Abbreviations

Synopsis (if required)

Text

Appendices

Bibliography

Presentation

- Essays are typed, single-sided, on A4 paper.
- The left-hand margin is 3cm, and other margins are at least 2cm.
- Text is in a 12-point font and double-spaced (except in lengthy quotations, footnotes and bibliography, which are single spaced).
- Pages are numbered in the top right-hand corner, and stapled in the top left-hand corner.
- Student name and CTC student number are to appear in the header (top left corner) of each page.
- Essays should be within 10% of the stipulated length (not counting footnotes, bibliography and lengthy quotations).
- A completed official cover sheet must be attached to all written work.
- Inclusive language should be used where possible.
- Foreign words are *italicised*, except when used in actual script, e.g. Greek or Hebrew

EndNote referencing software is available to graduate, postgraduate and research students. For more information see page 180.

Quotations

Whenever another author's words are included in an essay, this is a quotation and must be indicated in one of the following two ways:

Short quotations (up to about three lines) are incorporated in the body of the text and enclosed in double quotation marks.

Lengthy quotations are single-spaced and indented by 1cm from both margins, with no quotation marks. These quotations are not normally included in the word count for an assignment.

Punctuation

End of quotation:	period/comma always inside	.” <i>or</i> ,”
	semicolon/colon always outside	”; <i>or</i> ”:
	when the quotation itself is a question	?”
	if you are questioning the quotation	”?

Content omitted within a quotation is indicated by three ellipsis points: ...

References

Essays and assignments must contain appropriate referencing, including footnotes (as required) and a bibliography.

Footnotes

Footnotes are used to acknowledge the sources of information for an essay or assignment. Careful use of footnotes shows the research that underlies an essay, and allows readers to identify and retrieve references for their own use.

Footnotes should be used to indicate the source for:

- all direct quotations
- any paraphrase or summary of an author's ideas or arguments (i.e., putting someone else's thoughts into your own words)

Information obtained from the internet or from other electronic resources must be cited in the same way as print resources.

Footnotes are marked in the text by a superscript number at the end of the sentence or quotation to which the note refers (after any punctuation). At the bottom of the page, the number is repeated, followed by the necessary information.

Footnotes are single-spaced and numbered consecutively throughout the essay. They may be printed in a smaller font size than the body of the essay.

Format: Given name Surname, *Title* (Place of publication: Publisher, year), page. Other information, such as the name of the edition, volume number, editor, and series, is included between the title and publishing details, each followed by a comma.

The first reference to a text should give full publication details. Subsequent references only need to include the author's surname and the title (which may be shortened if appropriate).

Ibid. and *op. cit.* should not be used.

Bibliography

The bibliography lists the major works that have been consulted in researching the essay, including all texts that are cited in footnotes.

The bibliography is single-spaced and arranged alphabetically by author's surname. A hanging indent is used when the reference exceeds one line (see example below). A blank line is left between each entry. If the next entry is by the same author three em-dashes are used in place of the author's name (see example below).

Format: Surname, Given name. *Title*. Place of publication: Publisher, year. Other information, such as the name of the edition, volume number, editor, and series, is included between the title and publishing details, each followed by a period.

Example:

Dulles, Avery R. *The Craft of Theology: From Symbol to System*. New expanded ed. New York: Crossroad, 1995.
———. *Models of Revelation*. Garden City, NY: Doubleday, 1983.

Scriptural References

In scriptural references, a colon is placed between chapter and verse(s), and a semicolon between one reference and another: e.g., Mt 16:16; Mk 8:29; Lk 9:20.

When a part only of a verse is referred to, 'a' or 'b' may be added according to whether the first or second part is concerned: e.g., Mt 16:16b; Rom 5:12a.

Scriptural references are included, in brackets, in the body of the text, rather than in notes.

Abbreviations of biblical books are not followed by a full stop.

OT:	Gen	Ex	Lev	Num	Deut	Josh
	Judg	Ruth	1–2 Sam	1–2 Kings	1–2 Chr	Ezra
	Neh	Tob	Jdt	Esth	1–2 Macc	Job
	Ps	Prov	Eccl	Song	Wis	Sir
	Isa	Jer	Lam	Bar	Ezek	Dan
	Hos	Joel	Am	Ob	Jon	Mic
	Nah	Hab	Zeph	Hag	Zech	Mal
NT:	Mt	Mk	Lk	Jn	Acts	Rom
	1–2 Cor	Gal	Eph	Phil	Col	1–2 Thess
	1–2 Tim	Titus	Phlm	Heb	Jas	1–2 Pet
	1–2–3 Jn	Jude	Rev			

Examples

Book with one author

1st footnote: Joseph Blenkinsopp, *Sage, Priest, Prophet: Religious and Intellectual Leadership in Ancient Israel* (Louisville, KY: Westminster John Knox, 1995), 126.

Subsequent: Blenkinsopp, *Sage, Priest, Prophet*, 126.

Bibliography: Blenkinsopp, Joseph. *Sage, Priest, Prophet: Religious and Intellectual Leadership in Ancient Israel*. Louisville, KY: Westminster John Knox, 1995.

Book with two or three authors

1st footnote: John H. Hayes and Carl R. Holladay, *Biblical Exegesis: A Beginner's Handbook* (London: SCM, 1982), 49.

Subsequent: Hayes and Holladay, *Biblical Exegesis*, 49.

Bibliography: Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. London: SCM, 1982.

Book with four or more authors

- 1st footnote: Jacquelyn Dowd Hall et al., *Like a Family: The Making of a Southern Cotton Mill World* (Chapel Hill: University of North Carolina Press, 1994), 114.
- Subsequent: Hall et al., *Like a Family*, 114.
- Bibliography: Hall, Jacquelyn Dowd, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly. *Like a Family: The Making of a Southern Cotton Mill World*. Chapel Hill: University of North Carolina Press, 1994.

Book with editor and/or translator

- 1st footnote: André Vauchez, *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*, ed. Daniel E. Bornstein, trans. Margery J. Schneider (Notre Dame, IN: University of Notre Dame Press, 1993), 107.
- Subsequent: Vauchez, *The Laity in the Middle Ages*, 107.
- Bibliography: Vauchez, André. *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*. Edited by Daniel E. Bornstein. Translated by Margery J. Schneider. Notre Dame, IN: University of Notre Dame Press, 1993.

Editor/Translator(s) in place of author

- 1st footnote: Louise Ropes Loomis, trans., *The Council of Constance: The Unification of the Church*, ed. and annotated by John Hine Mundy and Kennerly M. Woody (New York: Columbia University Press, 1961), 82.
- Subsequent: Loomis, trans., *The Council of Constance*, 82.
- Bibliography: Loomis, Louise Ropes, trans. *The Council of Constance: The Unification of the Church*. Edited and annotated by John Hine Mundy and Kennerly M. Woody. New York: Columbia University Press, 1961.

Revised or new edition

- 1st footnote: Albert Nolan, *Jesus Before Christianity*, 3rd ed. (London: Darton, Longman and Todd, 1992), 96.
- Subsequent: Nolan, *Jesus Before Christianity*, 96.
- Bibliography: Nolan, Albert, *Jesus Before Christianity*. 3rd ed. London: Darton, Longman and Todd, 1992.

Multi-volume work

- 1st footnote: Jaroslav Pelikan, *Christian Doctrine and Modern Culture (since 1700)*, vol. 5 of *The Christian Tradition: A History of the Development of Doctrine* (Chicago: University of Chicago Press, 1989), 16.
- Subsequent: Pelikan, *Christian Doctrine and Modern Culture*, 16.
- Bibliography: Pelikan, Jaroslav. *Christian Doctrine and Modern Culture (since 1700)*. Vol. 5 of *The Christian Tradition: A History of the Development of Doctrine*. Chicago: University of Chicago Press, 1989.

Unpublished manuscript

- 1st footnote: Peter D'Ailly, "A Treatise on the Reformation of the Church," trans. James Kerr Cameron, annotated by Ian Murdoch (unpublished manuscript), 16.
- Subsequent: D'Ailly, "A Treatise on the Reformation of the Church," 16.
- Bibliography: D'Ailly, Peter. "A Treatise on the Reformation of the Church." Translated by James Kerr Cameron. Annotated by Ian Murdoch. Unpublished manuscript.

Essay/article in a collection with up to three editors

- 1st footnote: John O'Donnell, "Faith," in *The New Dictionary of Theology*, ed. Joseph A. Komonchak, Mary Collins, and Dermot A. Lane (London: Gill and Macmillan, 1987), 381.
- Subsequent: O'Donnell, "Faith," 381.
- Bibliography: O'Donnell, John. "Faith." In *The New Dictionary of Theology*, edited by Joseph A. Komonchak, Mary Collins, and Dermot A. Lane, 375–86. London: Gill and Macmillan, 1987.

Essay/article in a collection with four or more editors

- 1st footnote: Stephen Buckle, "Biological Processes and Moral Events," in *Embryo Experimentation*, ed. Peter Singer et al. (Cambridge: Cambridge University Press, 1990), 198.
- Subsequent: Buckle, "Biological Processes and Moral Events," 198.
- Bibliography: Buckle, Stephen. "Biological Processes and Moral Events." In *Embryo Experimentation*, edited by Peter Singer, Helga Kuhse, Stephen Buckle, Karen Dawson, and Pascal Kasimba, 195–201. Cambridge: Cambridge University Press, 1990.

Article in Journal or Periodical

Journal with continuous pagination across issues of a volume

- 1st footnote: Ian Waters, "The Fourth Plenary Council of Australia and New Zealand," *Annuario Historiae Conciliorum* 38 (2006): 460.
- Subsequent: Waters, "The Fourth Plenary Council of Australia and New Zealand," 460.
- Bibliography: Waters, Ian. "Fourth Plenary Council of Australia and New Zealand." *Annuario Historiae Conciliorum* 38 (2006): 451–66.

Journal with new pagination in each issue of a volume

- 1st footnote: A. G. Evans, "William Wardell: The Pugin Connection," *Annals Australia* 118, no. 4 (June 2007): 15.
- Subsequent: Evans, "William Wardell," 15.
- Bibliography: Evans, A. G. "William Wardell: The Pugin Connection." *Annals Australia* 118, no. 4 (June 2007): 14–16.

Encyclopaedia Article

- 1st footnote: T. H. Tobin, "Logos," in *Anchor Bible Dictionary* (1992), 4: 350–51.
- Subsequent: Tobin, "Logos," 350–51.
- Bibliography: Tobin, T. H. "Logos." In *Anchor Bible Dictionary* (1992), 4: 345–56.

Unsigned

- 1st footnote: "Rahner, Karl," in *The New Encyclopedia Britannica*, 15th ed. (1986), 9: 901.
- Subsequent: "Rahner, Karl," in *The New Encyclopedia Britannica*, 9: 901.
- Bibliography: "Rahner, Karl." In *The New Encyclopedia Britannica*, 15th ed. (1986), 9: 901.

Unit Reader

Only give a reference to the unit reader when it is not possible to refer to the original text

- 1st footnote: John Locke, *Second Treatise of Government*, adapted by Jonathan Bennett, chap. 7, §80, in *AP235/335 Readings* (Melbourne: CTC, 2011), 76.
- Subsequent: Locke, *Second Treatise of Government*, chap. 7, §80, p. 76.
- Bibliography: Locke, John. *Second Treatise of Government*. Adapted by Jonathan Bennett. In *AP235/335 Readings* (Melbourne: CTC, 2011), 65–93.

Conciliar Document

- 1st footnote: Vatican Council II, *Dei verbum*, Dogmatic Constitution on Divine Revelation (18 November 1965), n. 5, in *Vatican II: The Conciliar and Post Conciliar Documents*, ed. A. Flannery (Collegeville, MN: Liturgical Press, 1980).
- Subsequent: Vatican Council II, *Dei verbum*, n. 5.
- Bibliography: Vatican Council II. *Dei verbum*. Dogmatic Constitution on Divine Revelation. 18 November 1965. In *Vatican II: The Conciliar and Post Conciliar Documents*, edited by A. Flannery. Collegeville, MN: Liturgical Press, 1980.

Papal Document

- 1st footnote: John Paul II, *Veritatis splendor*, Encyclical Letter (1993), n. 3.
- Subsequent: John Paul II, *Veritatis splendor*, n. 3.
- Bibliography: John Paul II. *Veritatis splendor*. Encyclical Letter. 1993.

Catechism

- 1st footnote: *Catechism of the Catholic Church*, English translation. 2nd ed. (1997), n. 778.
- Subsequent: *Catechism of the Catholic Church*, n. 778.
- Bibliography: *Catechism of the Catholic Church*. English translation. 2nd ed. 1997.

Other Church Document

- 1st footnote: Congregation for the Doctrine of the Faith, *Doctrinal Note on Some Questions regarding the Participation of Catholics in Political Life* (2002), n. 5.
- Subsequent: *Participation of Catholics in Political Life* (2002), n. 5.
- Bibliography: Congregation for the Doctrine of the Faith. *Doctrinal Note on Some Questions regarding the Participation of Catholics in Political Life*. 2002.

Internet

Include as much of the following as is available: author, title of the page, title or owner of the site, website URL, access date, section heading.

- 1st footnote: John Finnis, “Aquinas’ Moral, Political, and Legal Philosophy,” The Stanford Encyclopedia of Philosophy, ed. Edward N. Zalta, <http://plato.stanford.edu/entries/aquinas-moral-political/> [accessed 25 August 2010], 2.5 The other basic goods.
- Subsequent: Finnis, “Aquinas’ Moral, Political, and Legal Philosophy,” 2.5 The other basic goods.
- Bibliography: Finnis, John. “Aquinas’ Moral, Political, and Legal Philosophy.” The Stanford Encyclopedia of Philosophy, edited by Edward N. Zalta, <http://plato.stanford.edu/entries/aquinas-moral-political/> [accessed 25 August 2010].

Undergraduate Studies

Undergraduate Studies

CTC offers a wide and stimulating program of undergraduate studies in theology and related areas. These studies can be undertaken either for the highly-regarded awards of the Melbourne College of Divinity, or by audit (without assessment or credit) for personal or professional enrichment.

- The **Diploma in Theology** is a foundational award in theology and related disciplines of study.
- The **Diploma in Theology (Specialised)** is a foundational award in theology with a specialised discipline of study.
- The **Advanced Diploma in Theology** is a comprehensive award in theology and related disciplines of study.
- The **Advanced Diploma in Theology (Specialised)** is a comprehensive award in theology with a specialised discipline of study.
- The **Advanced Diploma in Theology (Philosophy)** is an award that gives the opportunity for specialised study in Philosophy at undergraduate level. It may be enrolled in as an independent award, including introductory studies in the main theological disciplines, or in combination with a Bachelor of Theology.
- The **Bachelor of Theology** degree is the main undergraduate degree at CTC in which the majority of our students are enrolled. It gives the student a comprehensive grounding in theology and its related disciplines of study.
- The **Bachelor of Theology (Honours)** degree is a further year's study following the pass degree, consisting of coursework and an honours thesis. This award can lead to graduate and postgraduate study.
- Through a formal agreement with Monash University it is also possible to do a combined **Bachelor of Arts/Bachelor of Theology** degree, subject to the admission requirements of the university.

Enrolment and Re-enrolment Procedures

Enrolment Procedure for New Students

All undergraduate enrolments (including single unit and audit students) are made with the Academic Dean.

Please contact the Academic Records Office either by phone (03) 9412 3333 or by email ctc@ctc.edu.au to arrange an appointment with the Academic Dean

New degree students are asked to present the following (all documentation must be original):

- proof of citizenship, e.g., birth certificate or passport;
- VCE certificate or equivalent;
- transcript(s) of any previous tertiary studies;
- tax file number (if fees are to be paid through FEE-HELP);
- students other than seminarians may be asked to produce an appropriate letter of reference.

International Students may need to provide additional information, see page 28.

Re-enrolment procedure

All undergraduate students re-enrol with the Academic Dean.

Please contact the Academic Records Office either by phone (03) 9412 3333 or by email ctc@ctc.edu.au to arrange an appointment with the Academic Dean

FEE-HELP information

For more information see page 36.

Census Dates

Final date to change enrolment without penalty.

- Semester One Units: Friday 16 March
- Winter Intensives: Friday 6 July
- Semester Two Units: Friday 10 August
- Study Tour: Friday 23 November
- Weekend Units: *See individual unit pages*

Changes to enrolment must be authorised by the Academic Dean.

CTC students wishing to take units at another Recognised Teaching Institution or affiliated tertiary institution enrol through the CTC Academic Dean.

**CTC reserves the right to use its discretion
in accepting applications for enrolment and re-enrolment**

Studies for Ordination to the Priesthood

CTC offers the academic studies required by students preparing for ordination to the Catholic priesthood. The authorities of the affiliated seminaries are responsible for deciding whether any candidate has successfully completed a sufficient number of units to enable him to be presented for ordination. Units suitable for ordination preparation include:

Humanities

AG102	New Testament Greek A
AG103	New Testament Greek B
AH101	Hebrew A
AH102	Hebrew B
AL101	Introduction to Ecclesiastical Latin A
AL102	Introduction to Ecclesiastical Latin B

Philosophy

AP110	An Introduction to Philosophy for Theology
AP113	Academic Writing, Critical Thinking, and Logic
AP124	Know Thyself: Introduction to Greek Philosophy
AP127	Philosophy of the Human Person
AP128	Do Unto Others: Introduction to Ethics
AP204/304	Philosophy of God
AP214/314	Medieval Philosophy
AP217/317	Early Modern Philosophy
AP219/319	Recent Issues in Continental Philosophy (<i>10 points</i>)
AP230/330	The Big Questions: Metaphysics
AP234/334	Natural Law (<i>10 points</i>)
AP235/335	“No Man is an Island”: Social and Political Philosophy (<i>10 points</i>)
AP236/336	Epistemology: Theories of Knowledge (<i>10 points</i>)

Biblical Studies

BS101	Introduction to the Old Testament
BS102	Introduction to the New Testament
BS201/301	The Gospel of Matthew
BS202/302	The Gospel of Mark
BS203/303	The Lukan Narrative
BS204/304	Letters of Paul
BS205/305	The Pentateuch
BS207/307	The Gospel of John
BS216/316	The Prophetic Literature
BS217/317	The Psalms and Wisdom Literature
BS218/318	The Historical Literature
BS308	The Letter to the Romans

Systematic Theology

CD101	Theology and Revelation
CD102	Ecclesiology and Ecumenism
CD202/302	God: Origin and End
CD208/308	Celebrating the Christian Mysteries
CD209/309	Introduction to Sacramental Theology; Baptism and Confirmation
CD216/316	Theology of the Human Person
CD220/320	History and Theology of Marian Doctrine and Devotion (10 points)
CD226/326	Jesus Christ: Revealer of the Triune God A (Semester 1 of a full year unit)
CD227/327	Jesus Christ: Revealer of the Triune God B (Semester 2 of a full year unit)
CD255	Liturgical Theology (10 points)
CD256/356	Marriage (10 points)
CD257/357	Reconciliation and Anointing of the Sick (10 points)
CD258/358	Eucharist
CD319/419	The Sacrament of Orders: History and Theology
CD450	Theological Synthesis

Church History

CH140	Introduction to Church History: Early Church, Middle Ages, Reformation
CH141	Introduction to Church History: Asia, Modern World, Australia
CH220/320	The Council in History: John XXIII and Vatican II (10 points)
CH239/339	The Dynamics of Religious Revivals: The Oxford Movement, A Case Study (10 points)
CH244/344	The Papacy in the Modern World (10 points)

Moral and Practical Theology

DC301	Canon Law A
DC302	Canon Law B
DM106	Fundamental Moral Theology
DM109/209	Human Sexuality
DM205/305	The Virtues of Justice and Catholic Social Teaching
DM208/308	Bioethics and Healthcare Ethics
NM401	The Administration of the Sacrament of Penance and Moral Guidance

Pastoral Studies and Spirituality

DL103	Introduction to Liturgy
DL204/304	The Art of Preaching
DL264/364	Liturgical Rites and Music (10 points)
DP111/211	Pastoral Studies I: A Theory of Pastoral Practice
DP112/212	Pastoral Studies II: Pastoral Care and Spiritual Leadership
DS111	Christian Spirituality A: Classical Spirituality to the Middle Ages
DS112	Christian Spirituality B: Modern Spiritualities

Diaconate Program

CTC offers the academic studies required by the Office for the Permanent Diaconate of the Archdiocese of Melbourne. The Director of this office is responsible for deciding whether a candidate has successfully completed appropriate units to enable him to be presented for ordination.

What training is required?

Deacons undertake a similar formation process to students for the priesthood, which generally includes a degree in theology, and studies in canon law, pastoral care and liturgy. Once admitted to the program, interested men begin as aspirants, attending monthly meetings with the emphasis on spiritual formation and development of a community of aspirants. An applicant would then petition the Archbishop to be accepted as a candidate for ordination to the diaconate. Candidates undertake up to three years of academic studies, usually at BTheol level. During the late stages of the program, a candidate would be installed by the Archbishop in the ministries of reader and acolyte. The formation process takes approximately four years.

Academic Information

The Office of the Permanent Diaconate will tailor a program of studies for each candidate.

For information on relevant courses refer to the following sections in this handbook:

- Undergraduate Units
- Bachelor of Theology
- Graduate Certificate in Liturgy
- Graduate Diploma in Theology
- Graduate Diploma in Biblical Studies
- Master of Theological Studies
- Master of Arts (Theology)

If you wish to know more about the diaconate program in the Archdiocese of Melbourne, visit the website www.catholicdeacon.org.au.

Enquiries: Fr Michael McEntee, Office for the Permanent Diaconate
mmcentee@ctc.edu.au or diaconate@cam.org.au

Diploma in Theology – DipTheol

The Diploma in Theology is a foundational award in theology and related disciplines of study.

Entrance Requirements

VCE (normal entry), *or* mature age entry (applicants over 21 years of age)

Aims and Objectives

The Diploma in Theology will enable students to:

- gain an understanding of theology in the Catholic tradition through foundational studies in key areas of that tradition
- develop comprehension and study skills in articulating that tradition
- acquire confidence to progress to higher awards in theology

Structure

8 units or equivalent (120 credit points), comprising:

- 30 credit points in Field B (Biblical Studies)
- 30 credit points in Field C (Church History and Systematic Theology)
- 60 credit points from undergraduate offerings in Fields A, B, C, or D

No levels of study are stipulated for this degree.

Normal Duration

1 – 3 years

Articulation

- Advanced Diploma in Theology
- Bachelor of Theology

Enquiries

Academic Dean

Diploma in Theology (Specialised) – DipTheol(Specialisation)

The Diploma in Theology (Specialised) is a foundational award in theology with a specialised discipline of study.

Entrance Requirements

VCE (normal entry), *or* mature age entry (applicants over 21 years of age)

Aims and Objectives

The Diploma in Theology (Specialised) will enable students to:

- gain an understanding of theology in the Catholic tradition through foundational studies in key areas of that tradition
- develop comprehension and study skills in a specific discipline
- acquire confidence to progress to higher awards in theology

Structure

8 units or equivalent (120 credit points), comprising:

- 30 credit points in Field B (Biblical Studies)
- 30 credit points in Field C (Church History and Systematic Theology)
- 60 credit points in the discipline chosen for specialisation. The specialisations currently approved are:
 - Counselling
 - Chaplaincy
 - Pastoral Ministry
 - Philosophy
 - Social Justice
 - Youth Ministry

No levels of study are stipulated for this degree.

Normal Duration

1 – 3 years

Articulation

- Advanced Diploma in Theology
- Bachelor of Theology

Enquiries

Academic Dean

Advanced Diploma in Theology – AdvDipTheol

The Advanced Diploma in Theology is a comprehensive award in theology and related disciplines of study.

Entrance Requirements

VCE (normal entry), *or* mature age entry (applicants over 21 years of age)

Aims and Objectives

The Advanced Diploma in Theology will enable students to:

- gain a comprehensive understanding of theology in the Catholic tradition through advanced studies in key areas of that tradition
- develop comprehension and study skills in articulating that tradition
- acquire confidence to progress to higher awards in theology

Structure

16 units or equivalent (240 credit points), comprising:

- One unit in each of:
 - Old Testament
 - New Testament
 - Systematic Theology
 - Church History
- Two further units from
 - Field B, and/or
 - Field C
- Ten further units from Field A, B, C, or D

No levels of study are stipulated for this degree.

Normal Duration

2 – 6 years

Combining with BTheol

8 units of the AdvDipTheol may be completed as part of a BTheol and credited to both awards.

Articulation

Bachelor of Theology

Enquiries

Academic Dean

Advanced Diploma in Theology (Specialisation)

– AdvDipTheol(Specialisation)

The Advanced Diploma in Theology is a comprehensive award in theology with a specialised discipline of study.

Entrance Requirements

VCE (normal entry), *or* mature age entry (applicants over 21 years of age)

Aims and Objectives

The Advanced Diploma in Theology (Specialised) will enable students to:

- gain an comprehensive understanding of theology in the Catholic tradition through advanced studies in key areas of that tradition
- develop comprehension and study skills in a specific discipline
- acquire confidence to progress to higher awards in theology

Structure

16 units or equivalent (240 credit points), comprising:

- One unit in each of:
 - Old Testament
 - New Testament
 - Systematic Theology
 - Church History
- Two further units in Field B, and/or Field C
- Eight units or equivalent (120 credit points) in the discipline chosen for specialisation. The specialisations currently approved are:
 - Education
 - Counselling
 - Educational Chaplaincy
 - Pastoral Ministry
 - Philosophy
 - Social Justice
 - Youth Ministry
- Two further units from Fields A, B, C, or D

No levels of study are stipulated for this degree.

Normal Duration

2 – 6 years

Combining with BTheol

8 units of the AdvDipTheol (Specialised) may be completed as part of a BTheol and credited to both awards.

Articulation

Bachelor of Theology

Enquiries

Academic Dean

Advanced Diploma in Theology (Philosophy)

– AdvDipTheol(Phil)

The Advanced Diploma in Theology (Philosophy) is an award that gives the opportunity for specialised study in Philosophy at undergraduate level. It may be enrolled in as an independent award. When enrolled in as an independent award, it also includes introductory studies in the main theological disciplines. When combined with a BTheol, it offers the possibility of extended study in philosophy beyond BTheol requirements.

Entrance Requirements

VCE (normal entry), *or* mature age entry (applicants over 21 years of age)

Structure

16 units or equivalent (240 credit points), comprising:

- Eight units in philosophy
- One unit in each of:
 - Old Testament
 - New Testament
 - Church History
 - Systematic Theology
- Two further units in Field B and/or Field C
- Two further units from Fields A, B, C, or D

Combining with BTheol

8 units of the AdvDipTheol(Phil) may be completed as part of a BTheol and credited to both awards

Normal Duration

2 – 6 years

Articulation

Bachelor of Theology

Enquiries

Academic Dean

The BTheol gives the student a comprehensive grounding in theology and its related disciplines of study. It requires three years' full-time study (or equivalent part-time) and consists of units of study from humanities, biblical studies, Christian thought and history, and moral and pastoral theology.

A new structure for the BTheol was introduced in 2009, and revised in 2011.

Students enrolled prior to 2009 may:

- continue under the old structure (see page 70), which remains in effect until 2017;
- *or*
- transfer to the new structure (as below).

Entrance Requirements

VCE (normal entry), *or* mature age entry (applicants over 21 years of age)

Aims and Objectives

The Bachelor of Theology course undertaken at Catholic Theological College will enable students to:

- become familiar with the Catholic tradition and its contemporary expression in Australia
- respond to and appreciate other Christian traditions and other faiths
- develop a mature understanding of the Scriptures, history, traditions and beliefs of their own and other expressions of the Christian faith
- apply a mature evaluation to contemporary theologies and spiritualities
- express a reasoned appreciation of the Christian faith and articulate a reasoned application to contemporary issues

Structure

The pass degree consists of 360 credit points (24 standard 15-credit-point units, or equivalent non-standard units):

- **Three sub-major sequences**
 - Biblical Studies (including minor sequences in each Testament)
 - Systematic Theology, and
 - Theology: Mission and Ministry (Field D)
or one discipline in Humanities (Field A)
- **Two** of these **sub-major sequences** must articulate to **major sequences**
- **Two minor sequences** in
 - Church History, and
 - Any one discipline
- **60 points** from one or more disciplines
- At least 60 points must be included from Theology: Mission and Ministry (Field D)

A **major** sequence consists of 90 points in the same discipline over all three levels including at least 30 points at level 3 and no more than 30 points at level 1.

A **sub-major** sequence consists of 60 points in the same discipline including at least 30 points at level 2.

A **minor** sequence consists of 30 points in the same discipline.

The disciplines for the degree are:

Field A: Humanities

Biblical Languages
History
Languages ancient and modern
Philosophy
Religious Studies

Field B: Biblical Studies

Biblical Studies
Old Testament
New Testament

[The discipline of Biblical Studies is constituted of any units in Field B]

Field C: Christian Thought and History

Church History
Systematic Theology

Field D: Theology: Mission and Ministry

Canon Law
Ecumenical Studies
Liturgy
Missiology
Mission and Ministry
Moral Theology
Pastoral Theology and Ministry Studies
Religious Education
Spirituality

[The discipline of Theology: Mission and Ministry is constituted of any units in Field D]

CTC as an RTI of the MCD makes an internal requirement that all students undertaking the Bachelor of Theology degree from 2011 study two Philosophy (AP) units, as recommended by the Academic Dean, as part of their degree.

Full details of the regulation governing the Bachelor of Theology are available from the MCD website: www.mcd.edu.au.

Articulation

- Bachelor of Theology (Honours)
- Graduate Diploma in Theology
- Specialised Graduate Diplomas
- Master of Theological Studies

Enquiries

Academic Dean

A new structure for the BTheol was introduced in 2009.

Students enrolled prior to 2009 may:

- continue under the old structure (as below), which remains in effect until 2017;
- or*
- transfer to the new structure (see page 68).

Aims and Objectives

The Bachelor of Theology course undertaken at Catholic Theological College will enable students to:

- become familiar with the Catholic tradition and its contemporary expression in Australia
- respond to and appreciate other Christian traditions and other faiths
- develop a mature understanding of the Scriptures, history, traditions and beliefs of their own and other expressions of the Christian faith
- apply a mature evaluation to contemporary theologies and spiritualities
- express a reasoned appreciation of the Christian faith and articulate a reasoned application of it to contemporary issues

Structure

360 points (the equivalent of 24 semester units worth 15 points each) are required to complete the degree.

The disciplines for the degree are:

Field A: Humanities

Biblical Languages
 History
 Languages ancient and modern
 Philosophy
 Religious Studies

Field B: Biblical Studies

Biblical Studies
 Old Testament
 New Testament

Field C: Christian Thought and History

Church History
 Systematic Theology

Field D: Theology: Mission and Ministry

Canon Law
 Ecumenical Studies
 Liturgy
 Missiology
 Mission and Ministry
 Moral Theology
 Pastoral Theology & Ministry Studies
 Religious Education
 Spirituality

At least 60 points, but not more than 180 points, must be obtained in each of Fields B, C and D and not more than 120 points in Field A. At least 30 points must be included from each of Old Testament (Field B), New Testament (Field B), Systematic Theology (Field C), and Church History (Field C).

Each candidate is required to include either two majors, or one major and two submajors. (A Major is a six unit sequence within a discipline; a submajor is a four-unit sequence.) In both cases, a major from Field B or Field C is normally included. A single major in Field D is permitted provided there are submajors in Fields B and C. The course is normally studied over not fewer than three and not more than nine years.

Bachelor of Theology (Honours) – BTheol(Hons)

The Bachelor of Theology (Honours) degree is a further year's study following the pass degree consisting of coursework and an honours thesis. This award can lead to graduate and postgraduate study.

Entrance Requirements

The Honours degree is undertaken in a particular discipline or combination of disciplines, as approved for each candidate by the Board.

The requirement for entry to the Bachelor of Theology (Honours) is a Bachelor of Theology (Pass) or equivalent, with a Distinction average in the discipline chosen for Honours. Each candidate must work in consultation with a supervisor nominated by the relevant Recognised Teaching Institution and approved by the Board.

Course Structure

In addition to the requirements of the pass degree, each candidate must successfully complete:

- four units at level 3, in the approved Honours discipline(s), which may include a Research Methodologies unit deemed appropriate by the student's coursework coordinator;
- an Honours thesis of 12,000 words related to the approved discipline(s);
- any additional units specified by the Board.

Articulation

Bachelor of Theology with Honours (High Distinction or Distinction):

- Master of Theology
- Master of Arts
- Doctor of Theology
- Doctor of Philosophy

Enquiries

Academic Dean

Bachelor of Arts/Bachelor of Theology – BA/BTheol

The opportunity to study a combined degree programme is offered by MCD in conjunction with Monash University. Admission to either programme is dependent on meeting the requirements of both MCD and Monash University.

Students enrol separately in both institutions by direct entry.

When studied separately, each degree requires 360 credit points.

The arrangement between Monash University and MCD envisages 4 years full-time study to complete the double degree.

Course Structure

The BTheol component of the double degree requires a student to fulfil the basic structural requirements of this degree as outlined in MCD regulations, including at least 240 MCD credit points.

Regulations for the Monash BA component of the double degree may be obtained from Monash University or the CTC Academic Dean.

Articulation

- Graduate Diploma in Theology
- Specialised Graduate Diplomas
- Master of Theological Studies

Enquiries

- CTC Academic Dean
- Arts Undergraduate Office, Monash University: (03) 9905 2107

Undergraduate Units

AG102	New Testament Greek A
	2012: Semester 1 Rosemary Canavan
AG103	New Testament Greek B
	2012: Semester 2 Rosemary Canavan

AH101	Hebrew A
	2012: Semester 1 Anthony Dean cm
AH102	Hebrew B
	2012: Semester 2 Anthony Dean cm
AH201/301	Hebrew Reading Course – <i>crosslisted as BS220/320</i>
	2012: Semesters 1 & 2 Anthony Dean cm

AL101	Introductory Ecclesiastical Latin A
	2012: Semester 1 Callan Ledsham
AL102	Introductory Ecclesiastical Latin B
	2012: Semester 2 Callan Ledsham

This unit introduces the student to the basic morphology, syntax and vocabulary of New Testament Greek. Consistent attention is paid to the fundamentals of a highly inflected language, in this respect so different from English. Throughout the semester selected texts from the Gospels of Mark and John are presented, integrating the grammar learnt with biblical examples.

Prerequisites: none

Requirements: 3 hours per week

Assessment: weekly written assignments and tests 50%
one 2 hour written examination 50%

Prescribed Texts

The Greek New Testament. 4th ed. Stuttgart: United Bible Societies, 1993.

Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005.

Bibliography

Countryman, Louis W. *Read it in Greek: An Introduction to New Testament Greek*. Grand Rapids, MI: Eerdmans, 1993.

Dobson, John H. *Learn New Testament Greek*. 2nd ed. Grand Rapids, MI: Baker, 1993.

New Testament Greek Listening Materials for the Elements of New Testament Greek. 3rd ed. Read by Jeremy Duff and Jonathan T. Pennington. 2-cd set. Cambridge: Cambridge University Press, 2005.

Powers, B. Ward. *Learn to Read the Greek New Testament: An Approach to New Testament Greek Based upon Linguistic Principles*. 5th ed. Adelaide: SPCK, 1995.

Whittaker, Molly. *New Testament Greek Grammar: An Introduction*. London: SCM, 1969.

Rosemary Canavan

Semester 1, 2012
Wednesday 2.00pm – 5.00pm

Building upon basic skills acquired in previous study, this unit presents the further grammatical material and vocabulary necessary to be able to read and translate the Gospels of Mark and John. While formal grammar continues to be presented, such that by the end of the semester the contents of Duff's *The Elements of New Testament Greek*, 3rd ed. will have been taught, the aim is to illustrate and integrate progressively such learning and skills into the reading and analysis of the Gospels.

Prerequisites: AG102 or equivalent

Requirements: 3 hours per week

Assessment: weekly written assignments and tests 50%
one 2 hour written examination 50%

Prescribed Texts

The Greek New Testament. 4th ed. Stuttgart: United Bible Societies, 1993.

Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005.

Zerwick, Max, and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament*. 5th ed. Rome: Editrice Pontificio Istituto Biblico, 1996.

Bibliography

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament: A Companion Volume to the United Bible Societies Greek New Testament*. 2nd ed. London: United Bible Societies, 1994.

Powers, B. Ward. *Learn to Read the Greek New Testament: An Approach to New Testament Greek Based upon Linguistic principles*. 5th ed. Adelaide: SPCK, 1995.

Rogers Jr, Cleon L., and Cleon L. Rogers III. *The New Linguistics and Exegetical Key to the Greek New Testament*. Grand Rapids, MI: Zondervan, 1998.

Scott, Bernard B., Margaret Dean, Kristen Sparks, and Frances Lazar. *Reading New Testament Greek: Complete Word Lists and Reader's Guide*. Peabody, MA: Hendrickson, 1993.

Swetnam, James. *An Introduction to the Study of New Testament Greek*. 2 vols. Rome: Editrice Pontificio Istituto Biblico, 1992.

Van Voorst, Robert E. *Building Your New Testament Greek Vocabulary*. 3rd ed. Atlanta: Society of Biblical Literature, 2001.

Young, Norman H. *Syntax Lists for Students of New Testament Greek*. Cambridge: Cambridge University Press, 2001.

Zerwick, Max. *Biblical Greek: Illustrated by Examples*. Rome: Biblical Institute Press, 1963.

Rosemary Canavan

Semester 2, 2012
Wednesday 2.00pm – 5.00pm

Through lectures and the detailed examination of selected Hebrew texts the student is introduced to the basic morphology and syntax of Biblical Hebrew. A selected vocabulary is to be acquired.

Prerequisites: none

Requirements: 3 hours per week

Assessment: weekly written assignments and tests 50%
one 2 hour written examination 50%

Bibliography

Clines, David J., ed. *The Concise Dictionary of Classical Hebrew*. Sheffield, UK: Phoenix, 2009.

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based upon the Lexical Work of Ludwig Koehler and Walter Baumgartner*. Leiden: Brill, 1971.

Lambdin, Thomas O. *Introduction to Biblical Hebrew*. London: Darton, Longman & Todd, 1973.

Seow, Choon L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995.

Vance, Donald R. *An Introduction to Classical Hebrew*. Boston: Brill, 2004.

Anthony Dean cm

Semester 1, 2012
Wednesday 2.00pm – 5.00pm

After a brief review of material learnt in Hebrew A, the student will be introduced to a more detailed understanding of the morphology and syntax of Biblical Hebrew. More attention will be given to the historical development of the language and to a wide range of Hebrew text types.

Prerequisites: AH101 or equivalent

Requirements: 3 hours per week

Assessment: weekly written assignments and tests 50%
one 2 hour written examination 50%

Bibliography

Arnold, Bill T., and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003.

Clines, David J. A., ed. *The Dictionary of Classical Hebrew*. 5 vols. Sheffield: Sheffield Academic, 1996.

Jouön, Paul. *A Grammar of Biblical Hebrew*. 2nd ed. Translated and revised by T. Muraoka. Rome: Editrice Pontificio Istituto Biblico, 2006.

Koehler, Ludwig, Walter Baumgartner, and Johan J. Stamm. *The Hebrew and Aramaic Lexicon of the Old Testament*. Translated and edited by M. E. J. Richardson. 5 vols. Leiden: Brill, 1994–2000.

Waltke, Bruce K., and Michael P. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990.

Williams, Ronald J. *Hebrew Syntax: An Outline*. 2nd ed. Toronto: University of Toronto Press, 2004.

Anthony Dean cm

Semester 2, 2012
Wednesday 2.00pm – 5.00pm

This unit is designed to enable students with a background in Biblical Hebrew to advance their Hebrew skills through the guided reading of selected Hebrew texts. Passages will be chosen from both prose (Standard Biblical Hebrew) and poetic texts (Archaic Biblical Hebrew), with a majority taken from the poetic texts. Attention will be given to a morphological and syntactical explanation of the texts as well as to text critical matters.

Prerequisites: AH101 and AH102 or equivalent

Requirements: 3 hours per week

Assessment: regular short tests 50%
one 2 hour written examination 50%

Prescribed Texts

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based upon the Lexical work of Ludwig Koehler and Walter Baumgartner*. Leiden: Brill, 1971.
Any advanced grammar of Biblical Hebrew.

Bibliography

- Bennett, Patrick R. *Comparative Semitic Linguistics: A Manual*. Winona Lake, IN: Eisenbrauns, 1998.
- Brown, Francis, Samuel R. Driver and Charles A. Briggs. *The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon: With an Appendix containing the Biblical Aramaic*. Peabody, MA: Hendrickson, 1979.
- Even-Shoshan, Abraham, ed. *A New Concordance of the Old Testament: Thesaurus of the Language of the Bible Hebrew and Aramaic Roots, Words, Proper Names, Phrases and Synonyms*. 2nd ed. Jerusalem: Kiryat Sepher, 1993.
- Gesenius, Wilhelm. *Gesenius' Hebrew Grammar*. 2nd ed. Edited by Emil Kautzsch and Arthur E. Cowley. Oxford: Blackwell, 1974.
- Gibson, John C. L. *Davidson's Introductory Hebrew Grammar-Syntax*. Edinburgh: T. & T. Clark, 1994.
- Jöüon, Paul. *A Grammar of Biblical Hebrew*. 2nd ed. Translated and revised by Takamitsu Muraoka. Rome: Editrice Pontificio Istituto Biblico, 2006.
- Koehler, Ludwig, and Walter Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. 5 vols. Revised by Walter Baumgartner, Johann J. Stamm, et al. Translated and edited by M. E. J. Richardson, et al. Leiden: Brill, 1994–2000.
- Van der Merwe, Christo H. J., Jackie A. Naudé, and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar*. Sheffield: Sheffield Academic, 1999.
- Waltke, Bruce K., and Michael P. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990.
- Williams, Ronald J. *Hebrew Syntax: An Outline*. 2nd ed. Toronto: University of Toronto Press, 2004.

Anthony Dean cm

Semesters 1 & 2, 2012
Monday 10.00am – 1.00pm

Introductory Ecclesiastical Latin A & B

AL101–AL102

These units will introduce the student to the basic grammar and vocabulary of Latin and develop skills in translating ecclesiastical Latin into English.

Prerequisites: AL101 none
AL102 AL101 or equivalent

Requirements: 3 hours per week

Assessment: *per semester unit*
regular written assignments and tests 50%
one 2 hour written examination 50%

Students are advised that their participation in the course will be greatly facilitated by their having some knowledge of the terminology of pedagogical grammar (for example, what a case, an adverb and a preposition are). Students are strongly encouraged to review an English grammar (or a grammar in their native language) prior to the start of the course.

Prescribed Texts

Collins, John F. *A Primer of Ecclesiastical Latin*. Washington, DC: Catholic University of America Press, 1985.

Bibliography

Goldman, Norma, and Ladislav Szymanski. *English Grammar for Students of Latin: The Study Guide for Those Learning Latin*. 2nd ed. Ann Arbor, MI: Olivia & Hill, 1993.

Jones, Peter V., and Keith C. Sidwell. *Reading Latin: Text, Grammar, Vocabulary and Exercises*. Cambridge: Cambridge University Press, 1986.

Lowe, Joyce E. *Church Latin for Beginners: An Elementary Course of Exercises in Ecclesiastical Latin*. London: Burns, Oates & Washbourne, 1923.

Stelten, Leo F. *Dictionary of Ecclesiastical Latin: With an Appendix of Latin Expressions Defined and Clarified*. Peabody, MA: Hendrickson, 1995.

Sidwell, Keith. *Reading Medieval Latin*. Cambridge: Cambridge University Press, 1995.

Callan Ledsham

Semesters 1 & 2, 2012
Thursday 2.00pm – 5.00pm

AP110	An Introduction to Philosophy for Theology	2012: Semester 1	Gregory McCormick op (coordinator)
AP113	Academic Writing, Critical Thinking, and Logic	2012: Semester 1	Callan Ledsham (coordinator)
AP124	Know Thyself: Introduction to Greek Philosophy	2012: Semester 2	Gregory McCormick op
AP127	Philosophy of the Human Person	2012: Semester 1	Gregory McCormick op
AP128	Do Unto Others: Introduction to Ethics	2012: Semester 2	Shane Mackinlay
AP204/304	Philosophy of God	2012: Semester 1	Callan Ledsham
AP214/314	Medieval Philosophy	2012: Semester 2	Callan Ledsham
AP216/316	Medieval Philosophy Elaborating Faith: Thomistic Metaphysics and Ethics (10 points)	2013	Callan Ledsham
AP217/317	Early Modern Philosophy	2012: Winter Intensive	Callan Ledsham
AP218/318	Twentieth-Century Philosophy: Existentialism, Phenomenology, and Hermeneutics	2012: Semester 1	Shane Mackinlay
AP219/319	Recent Issues in Continental Philosophy (10 points)	2013	Gregory McCormick op and Shane Mackinlay
AP230/330	The Big Questions: Metaphysics	2013	Gregory McCormick op and Callan Ledsham
AP234/334	Natural Law (10 points)	2013	Callan Ledsham
AP235/335	“No Man is an Island”: Social and Political Philosophy (10 points)	2013	Shane Mackinlay
AP236/336	Epistemology: Theories of Knowledge (10 points)	2012: Semester 2	Callan Ledsham
AP397/398	Philosophy Seminar	2012: Semesters 1 & 2	Gregory McCormick op (coordinator)

The unit provides an overview of some major concepts and thinkers in the western philosophical tradition that are relevant for the study of theology. It is suitable both as a preparation for theological studies and also as an introduction for students wishing to pursue further philosophical studies. Thinkers studied may include: Plato, Aristotle, Anselm, Aquinas, Descartes, Locke, Hume, Kant, Nietzsche and Heidegger. Themes studied may include arguments for the existence of God, the classical attributes of God, consideration of the problem of evil, the nature of religious language, the human person, ethics and the nature of the Good, natural law and political philosophy.

Prerequisites: none

Requirements: 3 hours per week

Assessment:

one 500 word seminar paper	10%
one 1,500 word essay	40%
one 2 hour written examination	50%

Bibliography

- Allen, Diogenes. *Philosophy for Understanding Theology*. London: SCM, 1985.
- Allen, Diogenes and Eric O. Springsted, eds. *Primary Readings in Philosophy for Understanding Theology*. Leominster, UK: Gracewing, 1992.
- Bonsor, Jack A. *Athens and Jerusalem: The Role of Philosophy in Theology*. New York: Paulist, 1993.
- Clark, Kelly J., Richard Lints, and James K. A. Smith. *101 Key Terms in Philosophy and Their Importance for Theology*. Louisville, KY: Westminster John Knox, 2004.
- Davies, Brian. *An Introduction to the Philosophy of Religion*. 3rd ed. Oxford: Oxford University Press, 2004.
- Flint, Thomas P., ed. *Christian Philosophy*. Notre Dame, IN: University of Notre Dame Press, 1990.
- McCabe, Herbert. *God Matters*. London: Geoffrey Chapman, 1987.
- Moreland, James P., and William L. Craig. *Philosophical Foundations for a Christian Worldview*. Downers Grove, IN: InterVarsity, 2003.
- Morris, Thomas V. *Our Idea of God: An Introduction to Philosophical Theology*. Notre Dame, IN: University of Notre Dame, 1991.
- Rowe, William L., William J. Wainwright, and Robert Ferm, eds. *Philosophy of Religion: Selected Readings*. 3rd ed. Oxford: Oxford University Press, 1997.

Gregory McCormick op (coordinator)

Semester 1, 2012
Wednesday 6.00pm – 9.00pm

This unit assists students to develop skills in argument analysis and development, language analysis (e.g. evaluating the use of analogies), the identification of fallacies, critical thinking and the preparation of critical summaries of academic texts. These logical and critical thinking skills are basic to tertiary education, and are required for any academic study in the humanities. The unit also introduces and trains students in key academic skills such as paraphrasing, appropriate referencing, and using library resources to develop a bibliography for a particular topic.

Prerequisites: none

Requirements: 3 hours per week

Assessment:	four Logic exercises (completed in class)	4 x 5%
	ten Précis/essay planning exercises (completed in class)	10 x 3%
	one 500 word essay	15%
	one 1½ hour written examination	35%

Required Text

ACU Academic Skills Unit. *ACU Study Guide: Skills for Success*. North Sydney: Australian Catholic University, 2009.

Govier, Trudy. *A Practical Study of Argument*. 7th International ed. Belmont, CA: Thomson/Wadsworth, 2010.

Bibliography

Bowell, Tracy, and Gary Kemp. *Critical Thinking: A Concise Guide*. 3rd ed. London: Routledge, 2010.

LeBlanc, Jill. *Thinking Clearly: A Guide to Critical Reasoning*. New York: W.W. Norton, 1998.

Martinich, Aloysius. *Philosophical Writing: An Introduction*. 3rd ed. Malden, MA: Blackwell, 2005.

Thomson, Anne. *Critical Reasoning: A Practical Introduction*. 3rd ed. London: Routledge, 2009.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. Chicago: University of Chicago Press, 2007.

Warburton, Nigel. *The Basics of Essay Writing*. 2nd ed. London: Routledge, 2007.

Callan Ledsham (coordinator)

Semester 1, 2012
Monday 2.00pm – 5.00pm

Know Thyself: Introduction to Greek Philosophy AP124

This unit is an introduction to Greek philosophical thought. The Greek tradition is the foundation of all other Western philosophy and its history has profoundly influenced Christian thought and practice. Authors and schools of thought to be studied include pre-Socratics, Socrates, Plato, Aristotle, Stoics, and Epicureans. Students will be introduced to the historical period, and to topics such as nature, being, life and death, soul, freedom, immortality, the state, art, and God.

Prerequisites: none

Requirements: 3 hours per week

Assessment:

one 500 word short paper	10%
one 1,500 word essay	40%
one 2 hour short-question examination	50%

Bibliography

- Ackrill, John L. *Aristotle the Philosopher*. Oxford: Oxford University Press, 1981.
- Annas, Julia. *The Morality of Happiness*. Oxford: Oxford University Press, 1993.
- Barnes, Jonathan, ed. *The Complete Works of Aristotle: The Revised Oxford Translation*. 2 vols. Oxford: Oxford University Press, 1995.
- Hamilton, Edith, and Huntington Cairns, eds. *Plato: The Collected Dialogues of Plato including the Letters*. Princeton, NJ: Princeton University Press, 1961.
- Irwin, Terence. *Aristotle's First Principles*. Oxford: Oxford University Press, 1988.
- . *Classical Philosophy*. Oxford: Oxford University Press, 1999.
- Kenny, Anthony. *A Brief History of Western Philosophy*. Malden, MA: Blackwell, 1998.
- Meyer, Susan. *Ancient Ethics: A Critical Introduction*. London: Routledge, 2008.
- Nussbaum, Martha C. *The Therapy of Desire: Theory and Practice in Hellenistic Ethics*. Princeton, NJ: Princeton University Press, 1994.
- Pakaluk, Michael. *Aristotle's Nichomachean Ethics*. Cambridge: Cambridge University Press, 2005.
- Prior, William J. *Virtue and Knowledge: An Introduction to Greek Ethics*. London: Routledge, 1991.

Gregory McCormick op

Semester 2, 2012
Wednesday 10.00am – 1.00pm

This unit comprises an introduction to the basic presuppositions, concepts and theoretical frameworks of philosophical anthropology informing the Western philosophical tradition. The topics covered in this unit encompass nature, agency, subjectivity, and the relationship between body and language; knowledge, free will, the human subject's capacity for transcendence; morality and sexual difference. Some contemporary approaches to the understanding of human nature will be discussed in relation to the person as a social and moral subject.

Prerequisites: none

Requirements: 3 hours per week

Assessment:	one 500 word paper	10%
	one 1,500 word essay	40%
	one 2 hour written examination	50%

Bibliography

- Dupre, Louis K. *Transcendent Self-Hood: The Loss and Rediscovery of the Inner Life*. New York: Seabury, 1976.
- Emonet, Pierre-Marie. *The Greatest Marvel of Nature: An Introduction to the Philosophy of the Human Person*. Translated by Robert R. Bauer. New York: Crossroad, 2000.
- Levinas, Emmanuel. *Ethics and Infinity: Conversations with Phillippe Nemo*. Translated by Richard A. Cohen. Pittsburgh, PA: Duquesne University Press, 2001.
- Macquarrie, John. *In Search of Humanity: A Theological and Philosophical Approach*. London: SCM, 1982.
- Matthew, Eric. *Twentieth Century French Philosophy*. Oxford: Oxford University Press, 1996.
- Moran, Dermot. *Introduction to Phenomenology*. London: Routledge, 2000.
- Scheler, Max. *Man's Place in Nature*. Translated and introduced by Hans Meyerhoff. Boston: Beacon Press, 1961.
- Stevenson, Leslie. *The Study of Human Nature: A Reader*. 2nd ed. New York: Oxford University Press, 2000.
- Taylor, Charles. *Human Agency and Language*. Vol. 1. of *Philosophical Papers*. Cambridge: Cambridge University Press, 1985.
- Trigg, Roger. *Ideas of Human Nature: An Historical Introduction*. 2nd ed. Malden, MA: Blackwell, 1999.

Gregory McCormick op

Semester 1, 2012
Tuesday 2.00pm – 5.00pm

The most fundamental principle of morality is: Do good; avoid evil. But this principle immediately raises crucial questions: What is good? Why should we act according to it? How do we determine what is ethically good? This unit introduces students to the foundations of ethics by a critical study of the major approaches to ethics in the Western philosophical tradition – including Socratic ethics, virtue ethics, deontology, natural law theory, and utilitarianism. By drawing on key texts from both ancient and contemporary thinkers, it will examine basic ethical concepts such as virtue, conscience, moral responsibility, moral norms, and the common good. This unit provides a solid grounding for advanced studies in ethics and moral theology.

Prerequisites: none

Requirements: 3 hours per week

Assessment:	one 500 word short paper	10%
	one 1,500 word essay	40%
	one 2 hour written examination	50%

Bibliography

Aquinas, St. Thomas. *Summa Theologica*.

Aristotle. *Nicomachean Ethics*. Translated by Roger Crisp. Cambridge: Cambridge University Press, 2000.

Baron, Marcia W., Philip Pettit, and Michael Slote. *Three Methods of Ethics: A Debate*. Great Debates in Philosophy. Oxford: Blackwell, 1997.

Benn, Piers. *Ethics*. Fundamentals of Philosophy. Montreal: McGill-Queen's University Press, 1998.

Copleston, Frederick C. *A History of Philosophy*. Vols 1–2, 6–8. London: Burns & Oates, 1947–66.

Deigh, John. *An Introduction to Ethics*. Cambridge Introductions to Philosophy. New York: Cambridge University Press, 2010.

Epicurus. *Letter to Menoeceus; Principal Doctrines*.

Hursthouse, Rosalind. *On Virtue Ethics*. Oxford: Oxford University Press, 2001.

Kant, Immanuel. *Groundwork of the Metaphysics of Morals*. In *Practical Philosophy*. Translated and edited by Mary J. Gregor. Cambridge: Cambridge University Press, 1996.

Mill, John S. *Utilitarianism*.

Nietzsche, Friederich W. *On the Genealogy of Morality*. Rev. ed. Edited by Keith Ansell-Pearson. Translated by Carol Diethe. Cambridge Texts in the History of Political Thought. Cambridge: Cambridge University Press, 2007.

Plato. *Euthyphro; Gorgias*.

Singer, Peter. *How are We to Live? Ethics in an Age of Self-Interest*. Melbourne: Text, 1993.

Shane Mackinlay

Semester 2, 2012
Thursday 2.00pm – 5.00pm

The unit deals with language about God, analogy and metaphor, classical proofs for the existence of God, an analysis of various divine attributes such as eternity, simplicity, omnipotence and omniscience. God’s relationship with human beings will then be examined in the light of these attributes. How can the existence of evil be reconciled with an omnipotent, all-good God? How is divine omniscience compatible with human freedom?

Prerequisites: second level 30 points of philosophy at first level
 third level 30 points of philosophy at second level

Requirements: 3 hours per week

Assessment: second level one 2,000 word essay 50%
 one 2 hour written examination 50%
 third level one 2,500 word essay 50%
 one 2 hour written examination 50%

Bibliography

Aquinas, St. Thomas. *Summa Theologiae*. Part 1, questions 2–25.
 Craig, William L., ed. *Philosophy of Religion: A Reader and Guide*. Edinburgh: Edinburgh University Press, 2002.
 Davies, Brian. *An Introduction to the Philosophy of Religion*. 3rd ed. Oxford: Oxford University Press, 2004.
 ———, ed. *Philosophy of Religion: A Guide and Anthology*. Oxford: Oxford University Press, 2000.
 Hughes, Gerard. *The Nature of God*. London: Routledge, 1995.
 Murray, Michael, and Michael C. Rea. *An Introduction to the Philosophy of Religion*. Cambridge Introductions to Philosophy. Cambridge: Cambridge University Press, 2008.
 Palmer, Michael, ed. *The Question of God: An Introduction and Sourcebook*. London: Routledge, 2001.
 Quinn, Philip L., and Charles Taliaferro, eds. *A Companion to Philosophy of Religion*. Oxford: Blackwell, 1997.
 Stump, Eleanore, and Michael Murray, eds. *Philosophy of Religion: The Big Questions*. Oxford: Blackwell, 1999.
 Swinburne, Richard. *The Christian God*. Oxford: Clarendon, 1994.

Callan Ledsham

Semester 1, 2012
 Monday 6.00pm – 9.00pm

Philosophers of the middle ages investigated such ‘modern’ concerns as cosmology and freedom, the question of being, scepticism about truth and immortality, the nature of happiness and ‘the good life’, love and hate, political authority, beauty, faith and reason. This unit explores texts from the fourth to the fourteenth century that address such concerns. It considers the historical milieu, philosophical thought and selected texts of authors that may include Augustine, Boethius, Erigena, Avicenna, Anselm, Abelard, Peter Lombard, Hildegard, Phillip the Chancellor, Albert, Bonaventure, Aquinas, Siger of Brabant, Roger Bacon, Matthew of Aquasparta, Eckhart, Scotus, and Ockham.

Prerequisites: second level 30 points of philosophy at first level
 third level 30 points of philosophy at second level

Requirements: 3 hours per week

Assessment: second level one 2,000 word essay 50%
 one 2 hour written examination 50%
 third level one 3,000 word essay 50%
 one 2 hour written examination 50%

Bibliography

- Anselm of Canterbury. *The Major Works*. Edited and translated by Brian Davies and Gillian R. Evans. Oxford World Classics. Oxford: Oxford University Press, 1998.
- Bosley, Richard N., and Martin M. Tweedale, eds. and trans. *Basic Issues in Medieval Philosophy: Selected Readings Presenting the Interactive Discourses Among the Major Figures*. Orchard Park, NY: Broadview, 1997.
- Delhaye, Philippe. *Christian Philosophy in the Middle Ages*. Translated by S. J. Tester. London: Burns & Oates, 1960.
- Evans, Gillian R. *Philosophy and Theology in the Middle Ages*. London: Routledge, 1993.
- Kretzmann, Norman, and Eleonore Stump, eds. *The Cambridge Companion to Aquinas*. Cambridge: Cambridge University Press, 1993.
- Knowles, David. *The Evolution of Medieval Thought*. 2nd ed. Edited by David E. Luscombe and Christopher E. L. Brooke. London: Longman, 1988.
- Marenbon, John, ed. *Medieval Philosophy*. Vol. 3 of *Routledge History of Philosophy*. London: Routledge, 1998.
- McGrade, Arthur S., John Kilcullen, and Matthew Kempshall, eds. *Ethics and Political Philosophy*. Vol. 2 of *The Cambridge Translations of Medieval Philosophical Texts*. Cambridge: Cambridge University Press, 2001.
- Pasnau, Robert, ed. *Mind and Knowledge*. Vol. 3 of *The Cambridge Translations of Medieval Philosophical Texts*. Cambridge: Cambridge University Press, 2002.
- Williams, Thomas, ed. *The Cambridge Companion to Duns Scotus*. Cambridge Companions to Philosophy. Cambridge: Cambridge University Press, 2002.

Callan Ledsham

Semester 2, 2012
 Monday 2.00pm – 5.00pm

Medieval Philosophy Elaborating Faith: Thomistic Metaphysics and Ethics (10 points)

AP216/316

This unit explores the thought of the medieval philosopher and theologian Thomas Aquinas (1225–74), with a focus on his ethics and his metaphysics. It is suitable as an introduction both to medieval philosophy and to the main elements of Thomistic thought. The unit examines selected themes in Aquinas in their medieval context, in the context of Aquinas' own thought, and in the context of the later history of Thomism. The unit introduces some key Thomistic doctrines and the fundamental concepts of Thomistic philosophy, in addition to 'patterns of thought' that are distinctively Thomistic. Topics covered may include: metaphysics and the real distinction of being and *esse*, virtue theory, natural law, cosmology and the perfection of the universe, the human soul and immortality.

Prerequisites: second level 30 points of philosophy at first level
third level 30 points of philosophy at second level

Requirements: 2 hours per week

Assessment: second level one 1,000 word essay 40%
one 2 hour written examination 60%
third level one 1,500 word essay 40%
one 2 hour written examination 60%

Bibliography

- Blanchette, Oliva. *The Perfection of the Universe According to Aquinas: A Teleological Cosmology*. University Park, PA: Pennsylvania State University, 1992.
- Boyle, Leonard E. *Facing History: A Different Thomas Aquinas*. Louvain-La-Neuve: Federation Internationale des Instituts d'Etudes Medievales, 2000.
- Davies, Brian. *Aquinas*. Outstanding Christian Thinkers. London: Continuum, 2002.
- Jordan, Mark D. *Rewritten Theology: Aquinas After his Readers*. Challenges in Contemporary Theology. Malden, MA: Blackwell, 2006.
- Kerr, Fergus, ed. *Contemplating Aquinas: On the Varieties of Interpretation*. Faith in Reason. London: SCM, 2003.
- Pope, Stephen J. *The Ethics of Aquinas*. Moral Traditions. Washington, DC: Georgetown University Press, 2002.
- Rziha, John. *Perfecting Human Actions: St. Thomas Aquinas on Human Participation in Eternal Law*. Washington, DC: Catholic University of America Press, 2009.
- Velde, Rudi A. te. *Participation and Substantiality in Thomas Aquinas*. Leiden: E. J. Brill, 1995.
- Wippel, John F. *The Metaphysical Thought of Thomas Aquinas: From Finite Being to Uncreated Being*. Monographs of the Society for Medieval and Renaissance Philosophy, no. 1. Washington, DC: Catholic University of America Press, 2000.

Callan Ledsham

2013

Descartes' *Meditations* is one of the most significant texts in Western thought. It marks the beginning of a focus on the natural sciences as the paradigm for knowledge and certainty. It incorporates conceptualizations of God, human nature, knowledge and reality that continue to influence contemporary thought. This unit begins with a detailed critical reading of the *Meditations*. It then examines excerpts from major texts by other significant philosophers of the period, who may include Hobbes, Spinoza, Cudworth, More, Locke, Newton, Clarke, Hume and Kant. The unit focuses on themes such as the relation of body and soul, the question of certain knowledge and the relationship between scientific, theological and common-sense world views. In addition, attention is given to the dispute between those philosophers engaged in sceptical or atheistic attacks on religion, and those philosophers engaged with defending religion made by other early modern philosophers.

Prerequisites: second level 30 points of philosophy at first level
third level 30 points of philosophy at second level

Requirements: intensive mode: 10.00am – 5.00pm

Assessment:	second level	one 1,000 word seminar paper	20%
		one 1,500 word essay	40%
		one 2 hour written examination	40%
	third level	one 1,000 word seminar paper	20%
		one 2,000 word essay	40%
		one 2 hour written examination	40%

Bibliography

- Biffle, Christopher. *A Guided Tour of René Descartes' "Meditations on First Philosophy."* With a complete translation of the *Meditations* by Ronald Rubin. 2nd ed. Mountain View, CA: Mayfield, 1996.
- Brenner, William H. *Elements of Modern Philosophy: Descartes through Kant*. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Buroker, Jill Vance. *Kant's "Critique of Pure Reason": An Introduction*. Cambridge Introductions to Key Philosophical Texts. Cambridge: Cambridge University Press, 2006.
- Copleston, Frederick C. *A History of Philosophy*. Vols. 4–6. London: Burns & Oates, 1959–60.
- Cottingham, John, ed. *The Cambridge Companion to Descartes*. Cambridge Companions to Philosophy. Cambridge: Cambridge University Press, 1992.
- Emmanuel, Steven M., ed. *The Blackwell Guide to the Modern Philosophers: From Descartes to Nietzsche*. Blackwell Philosophy Guides. Malden, MA: Blackwell, 2000.
- Guyer, Paul, ed. *The Cambridge Companion to Kant and Modern Philosophy*. Cambridge Companions to Philosophy. Cambridge: Cambridge University Press, 2006.
- Nadler, Steven M., ed. *A Companion to Early Modern Philosophy*. Blackwell Companions to Philosophy. Malden, MA: Blackwell, 2002.

Callan Ledsham

Winter Intensive, 2012
July 2, 4, 6, 9, 11, 13 + one exam
10.00am – 5.00pm
Census Date: Friday 6 July

Twentieth-Century Philosophy: Existentialism, Phenomenology, and Hermeneutics

AP218/318

Thought about God has re-emerged as a fundamental interest for contemporary continental philosophy. Is it possible to think about God at all? If so, in what way? This unit examines developments in twentieth-century continental philosophy that establish the framework for contemporary thought about metaphysics, God and faith. Particular attention will be given to major texts covering nihilism, existentialism, phenomenology, hermeneutics, and postmodern thought.

Prerequisites: second level 30 points of philosophy at first level
third level 30 points of philosophy at second level

Requirements: 3 hours per week

Assessment:

second level	two 500 word seminar papers	2 x 20%
	one 2,000 word essay	40%
	one 1 hour examination	20%
third level	two 750 word seminar papers	2 x 20%
	one 2,500 word essay	40%
	one 1 hour examination	20%

Bibliography

Copleston, Frederick C. *A History of Philosophy*. Vols 7 and 9. London: Burns & Oates, 1963–75.

Critchley, Simon, and William Schroeder. *A Companion to Continental Philosophy*. Blackwell Companions to Philosophy. Oxford: Blackwell, 1998.

Cutrofello, Andrew. *Continental Philosophy: A Contemporary Introduction*. Routledge Contemporary Introductions to Philosophy. London: Routledge, 2005.

Gadamer, Hans-Georg. *Truth and Method*. 2nd ed. Translated by William Glen-Doepel. Translation revised by Joel Weinsheimer and Donald G. Marshall. New York: Crossroad, 1992.

Heidegger, Martin. *Being and Time: A Translation of "Sein und Zeit"*. Translated by Joan Stambaugh. SUNY Series in Contemporary Continental Philosophy. Albany, NY: State University of New York Press, 1996.

Husserl, Edmund. *The Idea of Phenomenology*. Translated by Lee Hardy. Vol. 8 of *Collected Works*. Dordrecht: Kluwer Academic, 1999.

Levinas, Emmanuel. "Philosophy and the Idea of Infinity." In *Collected Philosophical Papers*, Translated by Alphonso Lingis, 47–59. Pittsburgh, PA: Duquesne University Press, 1998.

Sokolowski, Robert. *Introduction to Phenomenology*. Cambridge: Cambridge University Press, 2000.

Teichman, Jenny, and Graham White, eds. *An Introduction to Modern European Philosophy*. 2nd ed. London: Macmillan, 1998.

West, David. *An Introduction to Continental Philosophy*. Cambridge: Polity, 1996.

Shane Mackinlay

Semester 1, 2012
Thursday 2.00pm – 5.00pm

Recent Issues in Continental Philosophy

(10 points)

AP219/319

Friedrich Nietzsche caustically and wittily called the foundations of the western intellectual tradition into question. Throughout the twentieth century, philosophers have built on Nietzsche's discrediting of metaphysical thought, and sought new ways of thinking about truth and reality by engaging with cultural discourses such as aesthetics, politics, and ethics. In figures such as Paul Ricoeur, Emmanuel Levinas, and Jean-Luc Marion, this has opened the way to new possibilities for exploring transcendence and thought about God in the twenty-first century. This unit examines areas that may include the foundations of the postmodern in Nietzsche, Lyotard and Foucault; the reworking of the metaphysical tradition by the hermeneutics and aesthetics of Gadamer and Merleau-Ponty; the deconstructive strategies of Heidegger and Derrida; and the much-debated contemporary 'theological turn' in French phenomenology.

Prerequisites: second level 30 points of philosophy at first level
third level 30 points of philosophy at second level

Requirements: 2 hours per week

Assessment:

second level	one 500 word seminar paper	20%
	one 1,500 word essay	50%
	one 1 hour written examination	30%
third level	one 500 word seminar paper	20%
	one 2,000 word essay	50%
	one 1 hour written examination	30%

Bibliography

- Cutrofello, Andrew. *Continental Philosophy: A Contemporary Introduction*. Routledge Contemporary Introductions to Philosophy. London: Routledge, 2005.
- Grenz, Stanley J. *A Primer on Postmodernism*. Grand Rapids, MI: Eerdmans, 1996.
- Janicaud, Dominique, Paul Ricoeur, Jean-Louis Chrétien, Jean-Luc Marion, and Michel Henry. *Phenomenology and the 'Theological Turn': The French Debate*. Perspectives in Continental Philosophy, no. 15. New York: Fordham University Press, 2000.
- Hart, Kevin. *Postmodernism: A Beginner's Guide*. Oxford: Oneworld, 2004.
- Kearney, Richard, and Maria Rainwater, eds. *The Continental Philosophy Reader*. London: Routledge, 1995.
- Mackinlay, Shane. *Interpreting Excess: Jean-Luc Marion, Saturated Phenomena, and Hermeneutics*. Perspectives in Continental Philosophy. New York: Fordham University Press, 2010.
- McGushin, Edward F. *Foucault's Askēsis: An Introduction to the Philosophical Life*. Northwestern University Topics in Historical Philosophy. Evanston, IL: Northwestern University Press, 2007.
- McNeill, William, and Karen S. Feldman, eds. *Continental Philosophy: An Anthology*. Blackwell Philosophy Anthologies, no. 6. Cambridge: Blackwell, 1998.
- Moran, Dermot. *Introduction to Phenomenology*. New York: Routledge, 2000.
- West, David. *An Introduction to Continental Philosophy*. Cambridge: Polity, 1996.

Gregory McCormick op and Shane Mackinlay

2013

This unit explores the most basic philosophical questions about the whole of reality: What is real, and what is merely appearance? What is the relation between being and becoming? What are universals? What is change? How can something change, and yet remain itself? What is the relation between freedom and determinism? It will consider the ideas of key thinkers, both ancient and modern. Finally it will examine Heidegger's critique of metaphysics as onto-theology, and introduce some contemporary attempts to go beyond traditional metaphysical categories.

Prerequisites: second level 30 points of philosophy at first level
 third level 30 points of philosophy at second level

Requirements: 3 hours per week

Assessment:

second level	two 500 word seminar papers	2 x 20%
	one 2,000 word essay	40%
	one 1 hour written examination	20%
third level	two 500 word seminar papers	2 x 20%
	one 2,500 word essay	40%
	one 1 hour written examination	20%

Bibliography

- Aquinas, St. Thomas. *De Ente et Essentia*.
 Aristotle. *Physics; On the Soul; Metaphysics*.
 Copleston, Frederick C. *A History of Philosophy*. Vols 1–5. London: Burns & Oates, 1946–60.
 Heidegger, Martin. “The Onto-theo-logical Constitution of Metaphysics.” In *Identity and Difference*, Translated by Joan Stambaugh. Chicago: University of Chicago Press, 2002.
 Hume, David. *A Treatise of Human Nature*.
 Kant, Immanuel. *Critique of Pure Reason*. Translated and edited by Paul Guyer and Allen W. Wood. Cambridge: Cambridge University Press, 1998.
 Locke, John. *An Essay Concerning Human Understanding*.
 Loux, Michael J. *Metaphysics*. London: Routledge, 1998.
 MacDonald, Cynthia. *Varieties of Things: Foundations of Contemporary Metaphysics*. Oxford: Blackwell, 2005.
 Plato. *Phaedo; Republic; Parmenides*.
 Van Inwagen, Peter, and Dean Zimmerman. *Metaphysics: The Big Questions*. Oxford: Blackwell, 1998.

Gregory McCormick op and Callan Ledsham

2013

In recent years many moral, political and social philosophers have been inspired to introduce natural law and virtue thinking into contemporary ethical debates. Concepts such as natural law, natural inclination, practical reason, virtue and vice, absolute moral norms, human rights and the common good are routinely discussed in mainstream philosophy, where they mount a strong challenge to other philosophies. This unit considers in detail the diversity among classical theories of natural law by comparing thinkers such as Albert the Great, Thomas Aquinas, John Duns Scotus, William of Ockham, Francisco Suarez and Gabriel Vazquez. The unit also examines thinkers associated with the New Natural Law school, such as John Finnis, Robert George and Germaine Grisez, as well as certain critiques of their system.

Prerequisites: second level 30 points of philosophy at first level
third level 30 points of philosophy at second level

Requirements: intensive mode

Assessment: second level one 1,000 word essay 40%
one 2 hour written examination 60%
third level one 1,500 word essay 40%
one 2 hour written examination 60%

Bibliography

- Bamforth, Nicholas C., and David A. J. Richards. *Patriarchal Religion, Sexuality, and Gender: A Critique of New Natural Law Theory*. Cambridge: Cambridge University Press, 2008.
- Biggar, Nigel, and Rufus Black, eds. *The Revival of Natural Law: Philosophical, Theological and Ethical Responses to the Finnis-Grisez School*. Aldershot: Ashgate, 2000.
- Cunningham, Stanley B. "Albertus Magnus on Natural Law." *Journal of the History of Ideas* 28 (1967), 479–502.
- Grisez, Germain. *Beyond the New Theism: A Philosophy of Religion*. Notre Dame, IN: Notre Dame University Press, 1975.
- Grisez, Germain, and Russell Shaw. *Beyond the New Morality: The Responsibilities of Freedom*. Notre Dame, IN: Notre Dame University Press, 1974.
- Kretzmann, Norman, and Eleonore Stump, eds. *The Cambridge Companion to Aquinas*. Cambridge Companions to Philosophy. Cambridge: Cambridge University Press, 1993.
- Porter, Jean. *Nature as Reason: A Thomistic Theory of the Natural Law*. Grand Rapids, MI: Eerdmans, 2005.
- Spade, Paul Vincent, ed. *The Cambridge Companion to Ockham*. Cambridge Companions to Philosophy. Cambridge: Cambridge University Press, 1999.
- Williams, Thomas, ed. *The Cambridge Companion to Duns Scotus*. Cambridge Companions to Philosophy. Cambridge: Cambridge University Press, 2002.

“No Man is an Island”:

Social and Political Philosophy (10 points)

AP235/335

Human life is manifestly social. The variety of communities and associations to which we belong both open new possibilities for us and constrain our action. One of these communities is formalised politically as the state, and as such has distinctive authority and responsibilities. This unit studies both ancient and contemporary texts in political philosophy, and examines questions including: What is the relation between society and the state which is its political structure? What is the basis and purpose of the state’s authority? In what system of governance should that authority be exercised? In what way should the state’s actions be governed by principles of distributive justice? What is the relation between the authority of the state and the individual’s liberty and autonomy?

Prerequisites: second level 30 points of philosophy at first level
third level 30 points of philosophy at second level

Requirements: 2 hours per week

Assessment: second level two 1,000 word essays 2 x 30%
one 1 hour written examination 40%
third level two 1,200 word essays 2 x 30%
one 1 hour written examination 40%

Bibliography

- Boucher, David, and Paul Kelly, eds. *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, 2003.
- Cahn, Stephen M., ed. *Classics of Political and Moral Philosophy*. New York: Oxford University Press, 2001.
- Christman, John. *Social and Political Philosophy: A Contemporary Introduction*. London: Routledge, 2002.
- Goodin, Robert E., and Philip Pettit, eds. *A Companion to Contemporary Political Philosophy*. Blackwell Companions to Philosophy. Oxford: Blackwell, 1995.
- . *Contemporary Political Philosophy: An Anthology*. Blackwell Philosophical Anthologies. Oxford: Blackwell, 1997.
- Hampton, Jean E. *Political Philosophy*. Dimensions of Philosophy. Boulder, CO: Westview, 1997.
- Knowles, Dudley. *Political Philosophy*. Fundamentals of Philosophy. London: Routledge, 2001.
- Kymlicka, Will. *Contemporary Political Philosophy: An Introduction*. 2nd ed. Oxford: Oxford University Press, 2002.
- McLellan, David. *The Thought of Karl Marx: An Introduction*. 3rd ed. London: Papermac, 1995.
- Rawls, John. *Justice as Fairness: A Restatement*. Edited by Erin Kelly. Cambridge, MA: Belknap, 2001.

Shane Mackinlay

2013

Epistemology: Theories of Knowledge

(10 points)

AP236/336

This unit examines excerpts from major philosophical texts in order to discuss some of the major issues of epistemology: What is knowledge? Does knowledge come from our senses, or from reason? What is the relation between thought and reality? How much confidence should we place in our knowledge? What is the status of scientific and historical knowledge?

Prerequisites: second level 30 points of philosophy at first level
third level 30 points of philosophy at second level

Requirements: 2 hours per week

Assessment: second level one 1,000 word essay 40%
one 2 hour written examination 60%
third level one 1,500 word essay 50%
one 2 hour written examination 50%

Bibliography

- Alcuff, Linda Martin, ed. *Epistemology: The Big Questions*. Philosophy: The Big Questions. Oxford: Blackwell, 1998.
- Audi, Robert. *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, 2nd ed. Routledge Contemporary Introductions to Philosophy. London: Routledge, 2002.
- Dancy, Jonathon, and Ernest Sosa, eds. *A Companion to Epistemology*. Blackwell Companions to Philosophy. Oxford: Blackwell, 1992.
- Greco, John, and Ernest Sosa, eds. *The Blackwell Guide to Epistemology*. Oxford: Blackwell, 1999.
- Huemer, Michael, ed. *Epistemology: Contemporary Readings*. London: Routledge, 2002.
- Landesman, Charles. *An Introduction to Epistemology*. Oxford: Blackwell, 1997.
- Lemos, Noah. *An Introduction to the Theory of Knowledge*. Cambridge Introductions to Philosophy. Cambridge: Cambridge University Press, 2007.
- Moser, Paul K., Dwayne H. Mulder, and J. D. Trout. *The Theory of Knowledge: A Thematic Introduction*. New York: Oxford University Press, 1998.
- O'Brien, Dan. *An Introduction to the Theory of Knowledge*. Cambridge: Polity, 2006.
- Potter, Vincent. *Readings in Epistemology*. New York: Fordham University Press, 1993.

Callan Ledsham

Semester 2, 2012
Thursday 6.00pm – 8.00pm

Students follow a course of reading set in agreement with their supervisor, who is chosen from within the department. Students are to meet regularly, at least monthly, with their supervisor to discuss their progress and share the fruits of their research in seminars. Each student's topic and its bibliography must also be approved by the Chair of Examiners for Field A.

Prerequisites: two philosophy units at second level

Assessment:	AP397 (15 points)	one 5,000 word essay	100%
	AP398 (30 points)	one 10,000 word essay	100%

AP398 may be completed over two semesters as AP398A (part 1) and AP398B (part 2).

Students contemplating the philosophy seminar could also consider enrolling in one or more third level semester units offered by the Philosophy Department of Monash University, or the School of Philosophy at Australian Catholic University.

Gregory McCormick op (coordinator)

Semesters 1 & 2, 2012

BS101	Introduction to the Old Testament	
	2012: Semester 1	Brian Boyle
BS205/305	The Pentateuch	
	2012: Semester 2	Brian Boyle
BS216/316	The Prophetic Literature	
	2013	Brian Boyle
BS217/317	The Psalms and Wisdom Literature	
	2012: Semester 1	Anthony Dean cm
BS218/318	The Historical Literature	
	2012: Semester 2	Mark O'Brien op
BS312	The Prophecy of Jeremiah	
		Brian Boyle
BS321	Ezekiel's God	
	2012: Winter Intensive	Brian Boyle
BS326	Justice, Mercy and Theodicy in the Old Testament	
	2012: Semester 1	Mark O'Brien op

BS102	Introduction to the New Testament	
	2012: Semester 2	Rosemary Canavan
BS201/301	The Gospel of Matthew	
	2014	Stuart Moran
BS202/302	The Gospel of Mark	
	2012: Semester 2	Stuart Moran
BS203/303	The Lukan Narrative	
	2013	Stuart Moran
BS204/304	Letters of Paul	
	2012: Semester 1	Stuart Moran
BS207/307	The Gospel of John	
	2012: Semester 1	Francis J. Moloney sdb AM
BS215/315	The Book of Revelation	
BS220/320	The Letter to the Hebrews	
BS308	The Letter to the Romans	
BS313	Matthew's Wisdom	

BS210/310 BS211/311	Study Tour of the Biblical Lands <i>(two 15-point units)</i>	
	2012: November – December	Anthony Dean cm and Rosemary Canavan
BS230/330	Hebrew Reading Course – <i>see AH201/301</i>	
	2012: Semesters 1 & 2	Anthony Dean cm
BS397/398	Biblical Studies Seminar	
	2012: Semesters 1 & 2	Anthony Dean cm (coordinator)

As an introduction to the Old Testament (Hebrew Scriptures) this unit will offer an overview of the textual, cultural, historical, literary and religious features of the literature of the Old Testament. The unit will begin with an overview of Israel's sacred story as narrated in the Old Testament. The student will be introduced to topics such as inspiration, sacral institutions in Israel, the Pentateuch, the documentary hypothesis, the prophetic movement in Israel, the Deuteronomistic history, the literature of the wisdom movement, and psalms as forms of praise. An introduction is thus offered to the diversity of literary forms and styles of literature contained in the Old Testament canon. Further, an overview of critical method in Biblical Studies enables the student to appreciate the different interpretations of Old Testament texts.

Prerequisites: none

Requirements: 3 hours per week

Assessment:

one 1,000 word assignment	20%
one 1,500 word essay	40%
one 1½ hour written examination	40%

Bibliography

Bergant, Dianne. *Scripture: History and Interpretation*. Engaging Theology: Catholic Perspectives. Collegeville, MN: Liturgical Press, 2008.

Brueggemann, Walter. *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville, KY: Westminster John Knox, 2003.

———. *Reverberations of Faith: A Theological Handbook of Old Testament Themes*. Louisville, KY: Westminster John Knox, 2002.

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis: Fortress, 2004.

Frick, Frank S. *A Journey through the Hebrew Scriptures*. 2nd ed. Belmont, CA: Thomson/Wadsworth, 2003.

Kee, Howard C. *The Cambridge Companion to the Bible*. Cambridge: Cambridge University Press, 1997.

Montague, George T. *Understanding the Bible: A Basic Introduction to Biblical Interpretation*. New York: Paulist, 2007.

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. 1993.

Brian Boyle

Semester 1, 2012
Monday 10.00am – 1.00pm

This unit will examine the literary forms, traditions (oral and written), narratives, and theologies of the Pentateuch or Torah. In particular the unit will consider the Creation narratives in Genesis 1–11, the Joseph narratives in Genesis, Law in Deuteronomy, and the Holiness Code in Leviticus. Key passages will be selected to illustrate themes and structure. Attention will also be given to the possible thematic unity and narrative integrity of the Pentateuch.

Prerequisites: second level BS101 and BS102 or equivalent
 third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	second level	one 1,500 word assignment	30%
		one 2,000 word essay	40%
		one 1 hour written examination	30%
	third level	one 1,500 word assignment	25%
		one 3,000 word essay	45%
		one 1 hour written examination	30%

Text

The *New Revised Standard Version* will be used in lectures.
 Students should also have access to the *New Jerusalem Bible*.

Bibliography

- Alexander, T. Desmond, and David W. Baker, eds. *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: InterVarsity, 2003.
- Blenkinsopp, Joseph. *The Pentateuch: An Introduction to the First Five Books of the Bible*. London: SCM, 1992.
- Campbell, Anthony F., and Mark A. O'Brien. *Rethinking the Pentateuch: Prolegomena to the Theology of Ancient Israel*. Louisville, KY: Westminster John Knox, 2005.
- Milgrom, Jacob. *Leviticus 17–22: A New Translation with Introduction and Commentary*. Anchor Bible, vol. 3A. New York: Doubleday, 2000.
- Rendtorff, Rolf. *The Covenant Formula: An Exegetical and Theological Investigation*. Translated by Margaret Kohl. Edinburgh: T. & T. Clark, 1998.
- Rofé, Alexander. *Introduction to the Composition of the Pentateuch*. Sheffield: Sheffield Academic, 1999.
- Ska, Jean L. "Our Fathers Have Told Us": *Introduction to the Analysis of Hebrew Narratives*. Subsidia Biblica no. 13. Rome: Editrice Pontificio Istituto Biblico, 2000.
- Weinfeld, Moshe. *Deuteronomy 1–11: A New Translation with Introduction and Commentary*. Anchor Bible, vol. 5. New York: Doubleday, 1991.
- Westermann, Claus. *Genesis 1–11: A Commentary*. Translated by John J. Sullivan. Minneapolis: Augsburg, 1984.

Brian Boyle

Semester 2, 2012
 Tuesday 10.00am – 1.00pm

This unit will explore the charismatic phenomenon of prophecy in Israel: its spirit, forms, characteristic features, historical and religious context, message, and relation to Ancient Near East prophecy. The message of each prophet will be situated within its particular social, religious and political context. The unit will move from a general discussion of prophecy in Israel to examination of particular passages from minor and major prophets, to illustrate the movement and its concerns. The key theme of the unit will be the genius of the prophetic movement in Israel and its relation to the enduring values of Israelite religion. Texts to be considered include selections from Hosea, Amos, Isaiah, Jeremiah and Ezekiel.

Prerequisites: second level BS101 and BS102 or equivalent
 third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	second level	one 1,500 word assignment	25%
		one 2,000 word essay	35%
		one 1½ hour written examination	40%
	third level	one 1,500 word assignment	25%
		one 3,000 word essay	35%
		one 1½ hour written examination	40%

Text

The *New Revised Standard Version* will be used in lectures.
 Students should also have access to the *New Jerusalem Bible*.

Bibliography

- Baltzer, Klaus. *Deutero-Isaiah: A Commentary on Isaiah 40–55*. Edited by Peter Machinist. Translated by Margaret Kohl. Hermeneia. Minneapolis: Fortress, 2001.
- Blenkinsopp, Joseph. *Isaiah 1–39; Isaiah 40–55; Isaiah 56–66*. Anchor Bible, vols 19–19B. New York: Doubleday, 2000–03.
- . *Sage, Priest, Prophet: Religious and Intellectual Leadership in Ancient Israel*. Louisville, KY: Westminster John Knox, 1995.
- Block, Daniel. *The Book of Ezekiel: Chapters 25–48*. New International Commentary on the Old Testament. Grand Rapids, MI: Eerdmans, 1998.
- Holladay, William L. *Jeremiah 1 and Jeremiah 2*. Edited by Paul D. Hanson. Hermeneia. Minneapolis: Fortress, 1986, 1989.
- Lundbom, Jack R. *The Hebrew Prophets: An Introduction*. Minneapolis: Fortress, 2010.
- Petersen, David L. *The Prophetic Literature: An Introduction*. Louisville, KY: Westminster John Knox, 2002.
- Sweeney, Marvin A. *The Prophetic Literature*. Nashville: Abingdon, 2005.

Brian Boyle

2013

The Psalms and Wisdom Literature

BS217/317

The first section of this unit will consist of an examination of the Book of Psalms as a whole and then individual representative psalms. The second section will consist of an examination of selected wisdom texts from the Old Testament. Both sections will demonstrate the application of the major methodologies associated with the exposition of this literature.

Prerequisites: second level BS101 and BS102 or equivalent
third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:

second level	one 1,500 word tutorial presentation plus tutorial work, and two 1,250 word sets of tutorial notes	70%
	one 1 hour written examination	30%
third level	one 1,500 word tutorial presentation plus tutorial work, and two 1,500 word sets of tutorial notes	70%
	one 1½ hour written examination	30%

Text

The *New Revised Standard Version* will be used in lectures.
Students should also have access to the *New Jerusalem Bible*.

Bibliography

- Clifford, Richard J. *Proverbs: A Commentary*. The Old Testament Library. Louisville, KY: Westminster John Knox, 1999.
- Collins, John J. *Jewish Wisdom in the Hellenistic Age*. Louisville, KY: Westminster John Knox, 1997.
- Goldingay, John. *Psalms*. 3 vols. Baker Commentary on the Old Testament Wisdom and Psalms. Grand Rapids, MI: Baker, 2006.
- Grabbe, Lester L. *Wisdom of Solomon*. Guides to Apocrypha and Pseudepigrapha. Sheffield: Sheffield Academic, 1997.
- Habel, Norman C. *The Book of Job: A Commentary*. London: SCM, 1985.
- Kraus, Hans-Joachim. *Psalms*. 2 vols. Translated by Hilton C. Oswald. Minneapolis: Augsburg, 1988–89.
- . *Theology of the Psalms*. Translated by Keith Crim. Minneapolis: Augsburg, 1986.
- Murphy, Roland E. *The Tree of Life: An Exploration of Biblical Wisdom Literature*. 2nd ed. Grand Rapids, MI: Eerdmans, 1996.
- Perdue, Leo G. *The Sword and the Stylus: An Introduction to Wisdom in the Age of Empires*. Grand Rapids, MI: Eerdmans, 2008.
- . *Wisdom and Creation: The Theology of Wisdom Literature*. Nashville: Abingdon, 1994.

Anthony Dean cm

Semester 1, 2012
Thursday 6.00pm – 9.00pm

This unit is based on an examination of the ‘Former Prophets’ or ‘Historical Books’ (Joshua – 2 Kings) as a key representative of historiography in the Old Testament. It will involve a consideration of the hypothesis of a Deuteronomistic History, identified in Deuteronomy – 2 Kings. The other key representative of Old Testament historiography (1 and 2 Chronicles) will also be considered, especially where it parallels texts in the Former Prophets. The unit will consider Israelite and Ancient Near Eastern notions of history and examine contemporary issues, problems and methods associated with the interpretation of such literature.

Prerequisites: second level BS101 and BS102 or equivalent
 third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:

second level	one 1,500 word tutorial presentation (plus tutorial work)	35%
	one 2,500 word essay	35%
	one 1 hour written examination	30%
third level	one 1,500 word tutorial presentation (plus tutorial work)	35%
	one 3,000 word essay	35%
	one 1½ hour written examination	30%

Text

The *New Revised Standard Version* will be used in lectures.
 Students should also have access to the *New Jerusalem Bible*.

Bibliography

- Albertz, Rainer. *A History of Israelite Religion in the Old Testament Period*. 2 vols. Translated by John Bowden. London: SCM, 1994.
- Alter, Robert. *The Art of Biblical Narrative*. New York: Basic, 1981.
- Campbell, Antony, and Mark O’Brien. *Unfolding the Deuteronomistic History: Origins, Upgrades, Present Text*. Minneapolis: Fortress, 2000.
- Galil, Gershon. *The Chronology of the Kings of Israel and Judah*. Leiden: Brill, 1996.
- Grabbe, Lester L., ed. *Can a History of Israel be Written?* Sheffield: Sheffield Academic, 1997.
- Japhet, Sara. *1 and 2 Chronicles: A Commentary*. Old Testament Library. London: SCM, 1993.
- Mazar, Amihai. *Archaeology of the Land of the Bible: 10,000–563 B.C.E.: An Introduction*. Anchor Bible Reference Library. New York: Doubleday, 1990.
- Rofé, Alexander. *Deuteronomy: Issues and Interpretation*. Old Testament Studies. London: T. & T. Clark, 2002.
- Römer, Thomas. *The So-Called Deuteronomistic History: A Sociological, Historical and Literary Introduction*. London: T. & T. Clark, 2006.

Mark O’Brien op

Semester 2, 2012
 Thursday 10.00am – 1.00pm

The Prophecy of Jeremiah in its final form is a complex literary work of some 52 chapters, with significant differences between the two principal witnesses to the text (the masoretic and septuagint versions). This unit will offer a general overview of the Book of Jeremiah with particular emphasis on the call narrative, the oracles in chapters 1–6, the Temple sermon in chapters 7 and 26, the confessions of Jeremiah, and the narrative of the fall of Jerusalem in chapters 37–44, 52. The unit will also consider some of the specialised issues of prophecy in the Book of Jeremiah: true and false prophecy, prophetic signs, the prophet as intercessor, and prophetic charisma. The aim is a general understanding of the book’s structure and themes, and a more focused knowledge of significant texts.

Prerequisites: BS101 and BS102, and two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	one 1,000 word seminar paper	30%
	one 3,000 word essay	50%
	one 1 hour written examination	20%

Bibliography

- Blenkinsopp, Joseph. *Sage, Priest, Prophet: Religious and Intellectual Leadership in Ancient Israel*. Louisville, KY: Westminster John Knox, 1995.
- Brueggemann, Walter. *The Theology of the Book of Jeremiah*. Cambridge: Cambridge University Press, 2007.
- Carroll, Robert, P. *Jeremiah: A Commentary*. London: SCM, 1986.
- Clements, Ronald E. *Jeremiah*. Atlanta: John Knox, 1988.
- Holladay, William. L. *Jeremiah 1 and Jeremiah 2*. Edited by Paul D. Hanson. Hermeneia. Minneapolis: Fortress, 1986, 1989.
- Jones, Douglas R. *Jeremiah: Based on the Revised Standard Version*. New Century Bible Commentary. Grand Rapids, MI: Eerdmans, 1992.
- Lundbom, Jack R. *The Hebrew Prophets: An Introduction*. Minneapolis: Fortress, 2010.
- . *Jeremiah 1–20; Jeremiah 21–36; Jeremiah 37–52*. Anchor Bible, vols 21–21B. New York: Doubleday, 1998–2004.
- McKane, William. *A Critical and Exegetical Commentary on Jeremiah*. 2 vols. Edinburgh: T. & T. Clark, 1986–96.

Brian Boyle

Ezekiel was a prophet of the Exile. His intended audience was not only the exilic community in Babylon but also the remnant community in Jerusalem after 597. His prophetic language is highly imaginative and visual. The Book of Ezekiel shows great interest in the cult, ritual and the priesthood of the Jerusalem Temple. The Book contains three great visions in narrative form: the call of the prophet in chapters 1–3, the departure of the divine presence from the doomed temple in Jerusalem in chapters 8–11, and the vision of the new sanctuary of God in the prolonged narrative of chapters 40–48. This unit will examine these three great visions in the Book in some detail. The visions offer a sustained and unique insight into Ezekiel's understanding of God, both in terms of divine presence and absence, and how God is to be worshipped in the new circumstance of exile. The visions offer new hope for a different future.

Prerequisites: BS101 and BS102, and two Biblical Studies units at second level

Requirements: intensive mode: 10.00am – 5.00pm

Assessment: one 1,500 word seminar paper 30%
one 4,000 word essay 70%

Bibliography

Block, Daniel. *The Book of Ezekiel: Chapters 25–48*. Grand Rapids, MI: Eerdmans, 1998.

Cook, Stephen L. and Corrine L. Patton. "Introduction: Hierarchical Thinking and Theology in Ezekiel's Book." In *Ezekiel's Hierarchical World: Wrestling with a Tiered Reality*, edited by Stephen L. Cook and Corrine L. Patton, 1–23. Atlanta, GA: Society of Biblical Literature, 2004.

Duguid, Iain M. *Ezekiel and the Leaders of Israel*. Leiden: E. J. Brill, 1994.

Joyce, Paul M. *Ezekiel: A Commentary*. Library of Biblical Hebrew/Old Testament Studies, 482. New York: T. & T. Clark, 2007.

Kutsko, John. *Between Heaven and Earth: Divine Presence and Absence in the Book of Ezekiel*. Biblical and Judaic Studies. Winona Lake, IN: Eisenbrauns, 2000.

Odell, Margaret S. *Ezekiel*. Smyth and Helwys Biblical Commentaries. Macon, GA: Smyth & Helwys, 2005.

Stevenson, Kalinda R. *Vision of Transformation: The Territorial Rhetoric of Ezekiel 40–48*. Dissertation Series/Society of Biblical Literature. Atlanta, GA: Scholars, 1996.

Tuell, Steven. *Ezekiel*. Old Testament Series New International Biblical Commentaries. Peabody, MA: Hendrickson, 2009.

Zimmerli, Walther. *Ezekiel 2: A Commentary on the Book of the Prophet Ezekiel, chapters 25–48*. Translated by James D. Martin. Edited by Paul D. Hanson with Leonard J. Greenspoon. Hermenia. Philadelphia: Fortress, 1983.

Brian Boyle

Winter Intensive, 2012
July 2, 4, 6, 9, 11, 13 + one exam
10.00am – 5.00pm
Census Date: Friday 6 July

Justice, Mercy and Theodicy in the Old Testament BS326

This unit will examine how the Old Testament portrays God as just and merciful and the criteria whereby Israel is called to be the just and merciful society. It will consist of an analysis of the terms Justice and Mercy and associated terminology within their literary, historical and theological contexts. It will consider how these terms and the contexts in which they are used contribute to Theodicy—the notion of the just God.

Prerequisites: BS101 and BS102, and two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:

one 1,000 word seminar presentation	20%
one 2,500 word exegesis	40%
one 2,500 word essay	40%

Bibliography

- Birch, Bruce C. *Let Justice Roll Down: The Old Testament, Ethics, and Christian Life*. Louisville, KY: Westminster John Knox, 1991.
- Boda, Mark J. *A Severe Mercy: Sin and Its Remedy in the Old Testament*. Siphnut: Liturgy and Theology of the Old Testament Scriptures. Winona Lakes, IN: Eisenbrauns, 2009.
- Botterweck, G. Johannes, and Helmer Ringgren, eds. *Theological Dictionary of the Old Testament*. Vols 1–15. Translated by John T. Willis. Grand Rapids, MI: Eerdmans, 1974–2004.
- Crenshaw, James L. *Defending God: Biblical Responses to the Problem of Evil*. Oxford: Oxford University Press, 2005.
- Gerstenberger, Erhard. *Theologies in the Old Testament*. Translated by John Bowden. Minneapolis: Fortress Press, 2002.
- Houston, Walter J. *Contending for Justice: Ideologies and Theologies of Social Justice in the Old Testament*. London: T. & T. Clark, 2006.
- Jenni, Ernst, and Claus Westermann, eds. *Theological Lexicon of the Old Testament*. 3 vols. Translated by Mark E. Biddle. Peabody, MA: Hendrickson, 1997.
- O'Brien, Mark A. *A God Merciful and Gracious: Justice and Mercy in the Old Testament*. Alexandria, NSW: Australian Catholic Social Justice Council, 2008.

Mark O'Brien op

Semester 1, 2012
Wednesday 6.00pm – 9.00pm

This unit is intended to acquaint the student with the literature of the New Testament, its literary forms and historical setting, its relationship to the Old Testament, and its unique contribution to revealing the founder of Christianity. Special attention will be given to the formation of the Gospels, and the critical methodologies used to interpret the New Testament.

Prerequisites: none

Requirements: 3 hours per week

Assessment:

two 500 word written projects	2 x 15%
one 1,000 word written project	30%
one 1½ hour written examination	40%

Bibliography

- Brown, Raymond E. *An Introduction to the New Testament*. New York: Doubleday, 1997.
- Charpentier, Etienne. *How to Read the New Testament*. Translated by John Bowden. London: SCM, 1982.
- Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Writings*. New York: Oxford University Press, 1997.
- Holladay, Carl R. *A Critical Introduction to the New Testament: Interpreting the Message and Meaning of Jesus Christ*. Nashville: Abingdon, 2005.
- Johnson, Luke T. *The Writings of the New Testament: An Interpretation*. Minneapolis: Fortress, 1999.
- McDonald, Lee M., and Stanley E. Porter. *Early Christianity and its Sacred Literature*. Peabody, MA: Hendrickson, 2000.
- Malina, Bruce J. *The New Testament World: Insights from Cultural Anthropology*. Rev. ed. Louisville KY: Westminster/John Knox Press, 1993.
- Moloney, Francis J. *The Living Voice of the Gospel: The Gospels Today*. 2nd ed. Melbourne: Collins Dove, 2006.
- Pontifical Biblical Commission. *Instruction Concerning the Historical Truth of the Gospels*. 1964.
- . *The Interpretation of the Bible in the Church*. 1993.
- . *The Jewish People and their Sacred Scriptures in the Christian Bible*. 2001.
- Pregeant, Russell. *Engaging the New Testament: An Interdisciplinary Introduction*. Minneapolis: Fortress, 1995.
- Theissen, Gerd. *The New Testament: History, Literature, Religion*. London: T. & T. Clark, 2003.
- Vatican Council II. *Dei verbum*. Dogmatic Constitution on Divine Revelation. 18 November 1965. In *Vatican II: The Conciliar and Post Conciliar Documents*, edited by A. Flannery. Collegeville, MN: Liturgical Press, 1980.

Rosemary Canavan

Semester 2, 2012
Monday 10.00am – 1.00pm

This unit is designed to enable students to appreciate the uniqueness of Matthew's Gospel by way of comparison and contrast with Mark. Examination of content, structure and theological emphases, together with detailed study treatment of selected passages, combine to provide a view of the text that can open the student to a deeper appreciation of the Gospel.

Prerequisites: second level BS101 and BS102 or equivalent
 third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	second level	one 2,000 word essay	50%
		one 1,500 word workshop	30%
		one 1 hour written examination	20%
	third level	one 2,500 word essay	50%
		one 1,500 word workshop	30%
		one 1 hour written examination	20%

Bibliography

- Allison, Dale C. *Studies in Matthew: Interpretation Past and Present*. Grand Rapids, MI: Baker Academic, 2005.
- Aune, David E., ed. *The Gospel of Matthew in Current Study: Studies in Memory of William G. Thompson SJ*. Grand Rapids, MI: Eerdmans, 2001.
- Byrne, Brendan. *Lifting the Burden: Reading Matthew's Gospel in the Church Today*. Strathfield, NSW: St Paul's, 2004.
- Clarke, Howard W. *The Gospel of Matthew and its Readers: A Historical Introduction to the First Gospel*. Bloomington, IN: Indiana University Press, 2003.
- Davies, William D., and Dale C. Allison. *A Critical and Exegetical Commentary on the Gospel according to Saint Matthew*. 3 vols. International Critical Commentary. Edinburgh: T. & T. Clark, 1988–97.
- Harrington, Daniel J. *The Gospel of Matthew*. Sacra Pagina, vol. 1. Collegeville, MN: Liturgical Press, 1991.
- Luz, Ulrich. *Matthew: A Commentary*. 3 Vols. Hermeneia: A Critical and Historical Commentary on the Bible. Minneapolis: Fortress Press, 2001–07.
- . *Studies in Matthew*. Grand Rapids, MI: Eerdmans, 2005.
- . *The Theology of the Gospel of Matthew*. Translated by J. Bradford Robinson. Cambridge: Cambridge University Press, 1995.
- Stanton, Graham N. *A Gospel for a New People: Studies in Matthew*. Louisville: Westminster/John Knox Press, 1993.
- Witherington, Ben. *Matthew*. Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys, 2006.

A short history of the understanding and interpretation of this Gospel will be followed by a description of various approaches that have been proposed to it. The major component of the unit comprises the presentation of text, together with detailed exegesis of selected pericopes. The theology of the evangelist will be explored and discussed in close relation to the text.

Prerequisites: second level BS101 and BS102 or equivalent
 third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	second level	one 2,000 word essay	50%
		one 1,500 word workshop	30%
		one 1 hour written examination	20%
	third level	one 2,500 word essay	50%
		one 1,500 word workshop	30%
		one 1 hour written examination	20%

Bibliography

- Anderson, Janet C., and Stephen D. Moore, eds. *Mark and Method: New Approaches in Biblical Studies*. Minneapolis: Fortress, 1992.
- Byrne, Brendan. *A Costly Freedom: A Theological Reading of Mark's Gospel*. Strathfield, NSW: St Paul's, 2008.
- Donahue, John R. and Daniel J. Harrington. *The Gospel of Mark*. Sacra Pagina, vol. 2. Collegeville, MN: Liturgical Press, 2002.
- Harrington, Daniel J. *What Are They Saying About Mark?* New York: Paulist, 2004.
- Kealy, Sean P. *Mark's Gospel: History of its Interpretation*. New York: Paulist, 1982.
- Malbon, Elisabeth S. *Hearing Mark: A Listener's Guide*. Harrisburg, PA: Trinity, 2002.
- Moloney, Francis J. *Mark: Storyteller, Interpreter, Evangelist*. Peabody, MA: Hendrickson, 2004.
- Neiryneck, F., Jozef Verheyden, Frans Van Segbroeck, Geert Van Oyen, and Rita Corstjens, eds. *The Gospel of Mark: A Cumulative Bibliography, 1950–1990*. Leuven: Leuven University Press, 1992.
- Rhoads, David M., and Donald Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*. 2nd ed. Minneapolis: Fortress, 1999.
- Robinson, Geoffrey. *A Change of Mind and Heart: Good News according to Mark*. Revesby, NSW: Parish Ministry Publications, 1994.
- Telford, William R., ed. *The Interpretation of Mark*. 2nd ed. Edinburgh: T. & T. Clark, 1995.

Stuart Moran

Semester 2, 2012

BS202E/302E	Tuesday 6.00pm – 9.00pm
BS202D/302D	Thursday 2.00pm – 5.00pm

Treating Luke-Acts as a single narrative arc, this unit will seek to identify the specific contribution which the Lukan Narrative makes to the New Testament, addressing the questions of its character and purpose. This will become a study of the unusually close connection between narrative and theology in Luke. The unit will read in detail key passages of both Luke and Acts in an attempt to see how the Lukan Narrative functions as a coherent whole which may speak both directly and powerfully to the Church today.

Prerequisites: second level BS101 and BS102 or equivalent
third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:

second level	one 2,000 word essay	50%
	one 1,500 word workshop	30%
	one 1 hour written examination	20%
third level	one 2,500 word essay	50%
	one 1,500 word workshop	30%
	one 1 hour written examination	20%

Bibliography

- Allen, Ronald. J. *Preaching Luke-Acts*. St Louis: Chalice, 2000.
- Byrne, Brendan. *The Hospitality of God: A Reading of Luke's Gospel*. Strathfield, NSW: St Paul's, 2000.
- Coleridge, Mark. *The Birth of the Lukan Narrative: Narrative as Christology in Luke 1–2*. Journal for the Study of the Old Testament Supplement, no 88. Sheffield: JSOT Press, 1993.
- Fitzmyer, Joseph. A. *The Acts of the Apostles: A New Translation with Introduction and Commentary*. New York: Doubleday, 1998.
- . *The Gospel According to Luke: Introduction, Translation, and Notes*. 2 vols. Garden City, NY: Doubleday, 1981–85.
- Green, Joel B. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids, MI: Eerdmans, 1997.
- Harrington, Wilfred J. *Luke: Gracious Theologian: The Jesus of Luke*. Dublin: Columba Press, 1997.
- Johnson, Luke T. *The Acts of the Apostles*. Sacra Pagina, vol. 5. Collegeville, MN: Liturgical Press, 1992.
- . *The Gospel of Luke*. Sacra Pagina, vol. 3. Collegeville, MN: Liturgical Press, 1991.
- O'Toole, Robert F. *The Unity of Luke's Theology: An Analysis of Luke-Acts*. Wilmington, DE: Michael Glazier, 1984.
- Parsons, Mikael C. *Luke: Storyteller, Interpreter, Evangelist*. Peabody, MA: Hendrickson, 2007.
- Tannehill, Robert C. *The Narrative Unity of Luke-Acts: A Literary Interpretation*. 2 vols. Philadelphia: Fortress, 1986–90.

Given the inseparability of biography and theology in the case of Paul, this unit will situate the letters in the story of Paul's ministry. This will mean situating both him and his letters in the unfolding drama of nascent Christianity, as the first communities struggled with the question of the Church's identity – in particular the question of the relationship between Christianity and Judaism. The role of the Book of Acts will be considered, particularly in its relation to Paul. Questions of the Church's identity and the possible shape of a new evangelisation are pressing in our own time: the unit will explore the Pauline witness as a resource for tackling such questions in a way which is both faithful to the past and open to the future.

Prerequisites: second level BS101 and BS102 or equivalent
 third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	second level	one 2,000 word essay	50%
		one 1,500 word workshop	30%
		one 1 hour written examination	20%
	third level	one 2,500 word essay	50%
		one 1,500 word workshop	30%
		one 1 hour written examination	20%

Bibliography

In addition to commentaries:

- Ascough, Richard S. *What Are They Saying about the Formation of the Pauline Churches?* New York: Paulist, 1998.
- Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought.* Philadelphia: Fortress, 1982.
- Collins, Raymond F. *The Birth of the New Testament: The Origin and Development of the First Christian Generation.* New York: Crossroad, 1993.
- Donfried, Karl P., and I. Howard Marshall. *The Theology of the Shorter Pauline Letters.* Cambridge: Cambridge University Press, 1993.
- Fitzmyer, Joseph. A. *According to Paul: Studies in the Theology of the Apostle.* New York: Paulist, 1993.
- Horrell, David G. *An Introduction to the Study of Paul.* 2nd ed. T. & T. Clark, 2006.
- Murphy-O'Connor, Jerome. *Paul: His Story.* Oxford: Oxford University Press, 2004.
- Plevnik, Joseph. *What Are They Saying About Paul?* New York: Paulist, 1986.
- Soards, Marion L. *The Apostle Paul: An Introduction to His Writings and Teaching.* New York: Paulist, 1987.
- Tambasco, Anthony. *In the Days of Paul: The Social World and Teaching of the Apostle.* New York: Paulist, 1991.
- Taylor, Michael J. *Paul: His Letters, Messages and Heritage: A Reflective Commentary.* New York: Alba House, 1997.

Stuart Moran

Semester 1, 2012
 BS204E/304E Tuesday 6.00pm – 9.00pm
 BS204D/304D Thursday 10.00am – 1.00pm

This unit will explore the background, literary character and theology of the fourth Gospel as a whole. After a presentation of the literary structure and theology of the Gospel of John, selected major passages will be read in detail. Particular detail will be devoted to those Johannine passages that play a key role in the lectionaries of the various Christian Churches. Students will be introduced to both classical and contemporary interpretation of the fourth Gospel.

Prerequisites: second level BS101 and BS102 or equivalent
 third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:

second level	one 3,000 word essay	60%
	one 1 hour written examination	40%
third level	one 4,000 word essay	60%
	one 1 hour written examination	40%

Bibliography

- Ashton, John, ed. *The Interpretation of John*. 2nd ed. Studies in New Testament Interpretation. Edinburgh: T. & T. Clark, 1997.
- Brown, Raymond E. *The Community of the Beloved Disciple*. London: Chapman, 1979.
- . *The Gospel According to John*. Anchor Bible, vols 29–29a. Garden City, NY: Doubleday, 1966–70.
- . *An Introduction to the Gospel of John*. Edited by Francis J. Moloney. Anchor Bible Reference Library. New York: Doubleday, 2003.
- Bultmann, Rudolf. *The Gospel of John: A Commentary*. Translated by George R. Beasley-Murray. Edited by Rupert W. Hoare and John K. Riches. Oxford: Blackwell, 1971.
- Carson, Donald A. *The Gospel According to John*. Grand Rapids, MI: Eerdmans, 1991.
- Culpepper, R. Alan. *Anatomy of the Fourth Gospel: A Study in Literary Design*. Philadelphia: Fortress, 1983.
- Lee, Dorothy. *Flesh and Glory: Symbolism, Gender and Theology in the Gospel of John*. New York: Crossroad, 2002.
- Lincoln, Andrew T. *The Gospel According to Saint John*. Black's New Testament Commentaries, 4. London: Continuum, 2005.
- Martyn, J. Louis. *History and Theology in the Fourth Gospel*. 3rd ed. The New Testament Library. Louisville, KY: Westminster John Knox, 2003.
- Moloney, Francis J. *The Gospel of John*. Sacra Pagina, vol. 4. Collegeville, MN: Liturgical Press, 1998.
- Schnackenburg, Rudolf. *The Gospel According to St John*. 3 vols. Translated by Kevin Smyth. London: Burns & Oates, 1960–82.

Francis J. Moloney sdb AM

Semester 1, 2012
 Tuesday 10.00am – 1.00pm

This unit will provide students with an introduction to the structure, symbolism and content of the Book of Revelation. Through a critical study of the text and exegesis of selected passages in context, it will treat the book's apparent inaccessibility of meaning and demonstrated susceptibility to abuse. Students will be expected to participate in class discussions in a prepared and informed way.

Prerequisites: second level BS101 and BS102 or equivalent
 third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	second level	one 2,000 word essay	50%
		one 2,000 word tutorial paper (including tutorial work)	50%
	third level	one 2,500 word essay	50%
		one 2,500 word tutorial paper (including tutorial work)	50%

Bibliography

- Aune, David E. *Revelation*. 3 vols. Word Biblical Commentary, vols 52A–C. Dallas: Word, 1997–98.
- Collins, Adela Y. *Crisis and Catharsis: The Power of the Apocalypse*. Philadelphia: Westminster, 1984.
- Corsini, Eugenio. *The Apocalypse: The Perennial Revelation of Jesus Christ*. Translated and edited by Francis J. Moloney. Wilmington, DE: Glazier, 1983.
- Desrosiers, Gilbert. *An Introduction to Revelation: A Pathway to Interpretation*. London: Continuum, 2000.
- Harrington, Wilfred J. *Revelation*. Collegeville, MN: Liturgical Press, 1993.
- Metzger, Bruce M. *Breaking the Code: Understanding the Book of Revelation*. Nashville: Abingdon, 1993.
- Michaels, J. Ramsey. *Interpreting the Book of Revelation*. Guides to New Testament Exegesis, no. 7. Grand Rapids, MI: Baker, 1992.
- Prévost, Jean-Pierre. *How to Read the Apocalypse*. Translated by John Bowden and Margaret Lydamore. London: SCM, 1993.
- Richards, Pablo. *Apocalypse: A People's Commentary on the Book of Revelation*. Maryknoll, NY: Orbis, 1995.
- Talbert, Charles H. *The Apocalypse: A Reading of the Revelation of John*. Louisville, KY: Westminster John Knox, 1994.
- Witherington III, Ben. *Revelation*. New Cambridge Bible Commentary. Cambridge: Cambridge University Press, 2003.

The unit will offer students an introduction to the rhetorical structure of the Letter to the Hebrews, as well as its theological and Christological content. This will be done through a close reading and critical study of the text and exegesis of major passages. Particular attention will be given to the Jewish background of the letter, as well as to the originality of its contribution to the New Testament reflection on faith in Jesus Christ and its implications for the Christian life.

Prerequisites: second level BS101 and BS102 or equivalent
third level two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	second level	one 2,000 word essay	50%
		one 2,000 word tutorial paper (plus tutorial work)	50%
	third level	one 2,500 word essay	50%
		one 2,500 word tutorial paper (plus tutorial work)	50%

Bibliography

- Attridge, Harold. W. *The Epistle to the Hebrews: A Commentary on the Epistle to the Hebrews*. Edited by Helmut Koester. Philadelphia: Fortress, 1989.
- Bruce, Frederick. F. *The Epistle to the Hebrews*. Rev. ed. New International Commentary on the New Testament. Grand Rapids, MI: Eerdmans, 1990.
- Ellingworth, Paul. *The Epistle to the Hebrews: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids, MI: Eerdmans, 1993.
- Guthrie, George H. *The Structure of Hebrews: A Text-Linguistic Analysis*. Grand Rapids, MI: Baker, 1998.
- Johnson, Luke T. *Hebrews: A Commentary*. New Testament Library. Louisville, KY: Westminster John Knox, 2006.
- Koester, Craig R. *Hebrews: A New Translation with Introduction and Commentary*. Anchor Bible, vol. 36. New York: Doubleday, 2001.
- Lane, William, L. *Hebrews*. 2 vols. Word Biblical Commentary, vols 47A–B. Dallas: Word, 1991.
- Mitchell, Alan C. *Hebrews*. Edited by Daniel J. Harrington. Sacra Pagina, vol. 13. Collegeville, MN: Liturgical Press, 2007.
- Trotter, Andrew H. *Interpreting the Epistle to the Hebrews*. Rome: Editrice Pontificio Istituto Biblico, 1989.
- Vanhoye, Albert. *Structure and Message of the Epistle to the Hebrews*. Subsidia Biblica, no. 12. Rome: Editrice Pontificio Istituto Biblico, 1989.

This unit will explore the background, structure, message and theology of the Letter to the Romans. Attention will be given to the articulation of Paul's argument across Romans 1–15, with a strong focus upon Paul's Christology and Ecclesiology, and upon the relationship between Pauline Christianity and Judaism. Students will be introduced to both classical and contemporary interpretation of the letter.

Prerequisites: BS101 and BS102, and two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:	one 3,000 word essay	50%
	one 1,500 word seminar paper	30%
	one 1 hour written examination	20%

Bibliography

- Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought*. Philadelphia: Fortress, 1982.
- Byrne, Brendan J. *Reckoning with Romans: A Contemporary Reading of Paul's Gospel*. Wilmington, DE: Michael Glazier, 1986.
- . *Romans*. Sacra Pagina, vol. 6. Collegeville, MN: Liturgical Press, 1996.
- Donfried, Karl P., ed. *The Romans Debate*. 2nd ed. Peabody, MA: Hendrickson, 1991.
- Donfried, Karl P., and Peter Richardson, eds. *Judaism and Christianity in First-Century Rome*. Grand Rapids, MI: Eerdmans, 1998.
- Dunn, James D. G. *Romans*. Word Biblical Commentary, vols 38A–B. Dallas: Word, 1998.
- Fitzmyer, Joseph A. *Romans: A New Translation with Introduction and Commentary*. New York: Doubleday, 1993.
- Grieb, A. Katherine. *The Story of Romans: A Narrative Defense of God's Righteousness*. Louisville, KY: Westminster John Knox, 2002.
- Hume, Charles R. *Reading Through Romans*. London: SCM, 1999.
- Longenecker, Bruce W. *Narrative Dynamics in Paul: A Critical Assessment*. Louisville, KY: Westminster John Knox, 2002.
- Reasoner, Mark. *Romans in Full Circle: A History of Interpretation*. Louisville, KY: Westminster John Knox, 2005.
- Sanders, Edward P. *Paul and Palestinian Judaism: A Comparison of Patterns of Religions*. London: SCM, 1977.
- Sodurlund, Sven, and Nicholas T. Wright, eds. *Romans and the People of God: Essays in Honor of Gordon D. Fee, on the Occasion of his 65th Birthday*. Grand Rapids, MI: Eerdmans, 1999.

This unit will explore the theme of personified Wisdom in the Gospel of Matthew. Old Testament and pseudepigraphical antecedents will be considered, as will the portrayal of Wisdom elsewhere in the New Testament. Though monographic in scope, the unit will nevertheless investigate the coherence of this theme with the rest of the Gospel.

Prerequisites: BS101 and BS102, and two Biblical Studies units at second level

Requirements: 3 hours per week

Assessment:

one 3,000 word essay	50%
one oral seminar presentation	25%
one 1,500 word written assignment	25%

Bibliography

- Barton, Stephen C., ed. *Where Shall Wisdom be Found? Wisdom in the Bible, the Church and the Contemporary World*. Edinburgh: T. & T. Clark, 1999.
- Deutsch, Celia. *Lady Wisdom, Jesus and the Sages: Metaphor and Social Context in Matthew's Gospel*. Valley Forge, PA: Trinity Press International, 1996.
- Doyle, B. Rod. "Disciples as Sages and Scribes in Matthew's Gospel." *Word in Life* 32/4 (1984): 4–9.
- . *Matthew's Wisdom: A Redaction-Critical Study of Matthew 11.1–14.13a*. Ann Arbor, MI: University Microfilms International, 1985.
- Gench, Frances T. *Wisdom in the Christology of Matthew*. Ann Arbor, MI: University Microfilms International, 1989.
- Pregeant, Russell. "The Wisdom Passages in Matthew's Story." In *Society of Biblical Literature Seminar Papers 1990*, edited by David J. Lull, 469–93. Atlanta: Scholars, 1990.
- Schroer, Silvia. *Wisdom has Built her House: Studies on the Figure of Sophia in the Bible*. Translated by Linda M. Maloney and William McDonough. Collegeville, MN: Liturgical Press, 2000.
- Suggs, M. Jack. *Wisdom, Christology and Law in Matthew's Gospel*. Cambridge, MA: Harvard University Press, 1970.
- Wainwright, Elaine M. *Towards a Feminist Critical Reading of the Gospel of Matthew*. Berlin: De Gruyter, 1991.
- Witherington III, Ben. *Jesus the Sage: The Pilgrimage of Wisdom*. Edinburgh: T. & T. Clark, 1994.

Study Tour of the Biblical Lands

BS210/310 (Old Test.)

BS211/311 (New Test.)

The tour, approximately mid-November to mid-December, will enable students to become familiar with data associated with the Scriptures – archaeological, geographical, historical, sociological, and theological. A unit reader will be made available before departure. The tour includes selected sites in Syria, Jordan, Israel, Palestinian Territories, Turkey and Greece. Meetings prior to departure will clarify individual assessment. The written components of assessment are to be submitted by the Easter recess of the following year.

NB: CTC reserves the right to alter the itinerary upon travel advice.

Prerequisites: second level BS101 and BS102, or equivalent
third level two Biblical Studies units at second level

Assessment: *total assessment for two 15 point units*

second level	two x 2,000 word assignments	45%
	one 4,000 word journal	55%
third level	two x 2,500 word assignments	45%
	one 4,000 word journal	55%

Participants in the study tour enrol in two 15-point units of Biblical Studies at second or third level for credit or as audit students.

Bibliography

Biblical Archaeology Review

Aharoni, Yohanan. *The Land of the Bible: A Historical Geography*. Translated and edited by A. F. Rainey. London: Burns & Oates, 1966.

Avi-Yonah, Michael. *The Holy Land, from the Persian to the Arab Conquest (536BC–AD640): A Historical Geography*. Rev. ed. Grand Rapids, MI: Baker, 1977.

Bimson, John J., ed. *Illustrated Encyclopedia of Bible Places: Towns and Cities, Countries and States, Archaeology and Topography*. Leicester: InterVarsity, 1995.

Finegan, Jack. *The Archaeology of the New Testament: The Life of Jesus and the Beginning of the Early Church*. Rev. ed. Princeton: Princeton University Press, 1992.

Fujita, Neil S. *A Crack in the Jar: What Ancient Jewish Documents Tell Us about the New Testament*. New York: Paulist, 1986.

Hoppe, Leslie J. *What Are They Saying About Biblical Archaeology?* New York: Paulist, 1984.

Murphy-O'Connor, Jerome. *The Holy Land*. 5th ed. Oxford: Oxford University Press, 2008.

Reed, Jonathan L. *Archaeology and the Galilean Jesus: A Re-examination of the Evidence*. Harrisburg, PA: Trinity Press International, 2000.

Thomas, David. W., ed. *Archaeology and Old Testament Study: Jubilee Volume of the Society for Old Testament Study 1917–1967*. Oxford: Clarendon, 1967.

Anthony Dean cm and Rosemary Canavan

15 November – 18 December, 2012
Census Date: Friday 23 November

Students in agreement with their supervisor, plan, research and prepare an exegetical theme. Students are to meet regularly with their supervisor, at least monthly, to discuss their progress and share the fruits of their research in seminars. Bibliography is prepared at the outset, and is to be approved by the Chair of Examiners for Field B.

Prerequisites: three levels of Biblical Studies

Assessment:	BS397 (15 points)	one 5,000 word essay	100%
	BS398 (30 points)	one 10,000 word essay	100%

BS398 may be completed over two semesters as BS398A (part 1) and BS398B (part 2).

The attention of Honours students is drawn to the following regulation: *Candidates majoring or undertaking Honours in Old Testament are expected to be proficient in Hebrew language, and candidates majoring or undertaking Honours in New Testament to be proficient in NT Greek (MCD Handbook, part 2, p. 10).*

Anthony Dean cm (coordinator)

Semesters 1 & 2, 2012

Christian Thought and History: Systematic Theology

Field C

CD101	Theology and Revelation	2012: Semester 1	Kevin Lenehan
CD102	Ecclesiology and Ecumenism	2012: Semester 2	Steven Rigo and Denis Stanley
CD202/302	God: Origin and End	2012: Semester 1	Paul Connell
CD208/308	Celebrating the Christian Mysteries	2012: Semester 1	Elio Capra sdb
CD209/309	Introduction to Sacramental Theology; Baptism and Confirmation	2012: Semester 1	Terence Curtin
CD216/316	Theology of the Human Person	2012: Semester 2	Kevin Lenehan
CD220/320	History and Theology of Marian Doctrine and Devotion <i>(10 points)</i>	2012: Semester 1	Christopher Shorrock ofm conv
CD221	The Sacramental Theology of the RCIA	2013	Elio Capra sdb
CD226/326 CD227/327	Jesus Christ: Revealer of the Triune God <i>(two 15-point units)</i>	2012: Semesters 1 & 2	Paul Connell
CD255	Liturgical Theology <i>(10 points)</i>	2012: Winter Intensive	Brian Nichols
CD256/356	Marriage <i>(10 points)</i>	2012: Semester 2	Peter Elliott
CD257/357	Reconciliation and Anointing of the Sick <i>(10 points)</i>	2012: Semester 1	Peter Matheson
CD258/358	Eucharist	2012: Semester 1	Kevin Lenehan
CD319	The Sacrament of Orders: History and Theology	2012: Semester 2	Terence Curtin and Brian Nichols
CD397/398	Systematic Theology Seminar	2012: Semesters 1 & 2	Terence Curtin (coordinator)

This unit introduces the student to the meaning, purpose, method and content of Christian theology. It examines those elements which together constitute a balanced and comprehensive engagement in the search for a deeper understanding of the Christian faith. In particular, the relationship between Scripture and Church, and the way this develops in Christian history, will be examined. The theology of Revelation will be presented as a unifying theme for the whole of this unit.

Prerequisites: one unit of Philosophy, Biblical Studies or Church History is recommended

Requirements: 3 hours per week

Assessment:

two 500 word seminar papers	2 x 10%
one 2,000 word essay	50%
one 1 hour written examination	30%

Bibliography

Coventry, John. *Christian Truth*. London: Darton, Longman & Todd, 1975.

Dulles, Avery R. *The Craft of Theology: From Symbol to System*. New expanded ed. New York: Crossroad, 1995.

———. *Models of Revelation*. Garden City, NY: Doubleday, 1983.

Hill, Charles. *Making Sense of Faith: An Introduction to Theology*. Sydney: E. J. Dwyer, 1995.

Nichols, Aidan. *The Shape of Catholic Theology: An Introduction to its Sources, Principles, and History*. Collegeville, MN: Liturgical Press, 1991.

O'Collins, Gerald. *Retrieving Fundamental Theology: The Three Styles of Contemporary Theology*. New York: Paulist, 1993.

Ormerod, Neil. *Introducing Contemporary Theologies: The What and the Who of Theology Today*. Enlarged and expanded ed. Sydney: E. J. Dwyer, 1997.

Kevin Lenehan

Semester 1, 2012
Thursday 10.00am – 1.00pm

This unit will examine the nature of the Church and its mission in the world. It will begin with a consideration of the nature of the Kingdom of God as proclaimed by Jesus Christ, the foundation of the Church and the shape of the apostolic and sub-apostolic churches, their diversity and unity. The understanding of 'communion' which emerges from this will be the basis for a study of the contemporary understanding of the nature and structure of the Church, local and universal: ordained ministry, episcopal collegiality, the service of the bishop of Rome (primacy, infallibility) and the teaching magisterium. This will be followed by an examination of the role of lay people in the Church, the place of parish community and the nature of evangelisation.

The historical background to the modern ecumenical movement and the involvement of the Roman Catholic Church will be studied as an introduction to the nature of ecumenism. Attention will be paid to theological convergence through bilateral and multilateral dialogues. The topics of local ecumenism and the interaction of the churches will conclude the unit.

Prerequisites: one unit of Philosophy, Biblical Studies or Church History is recommended

Requirements: 3 hours per week

Assessment:	two 500 word seminar papers	2 x 10%
	one 2,000 word essay	50%
	one 1 hour written examination	30%

Bibliography

- Bliss, Frederick M. *Catholic and Ecumenical: History and Hope*. Franklin, WI: Sheed & Ward, 1999.
- Boone, Larry W., Mary Ann Dantuono, Margaret John Kelly, and Brenda Massetti. *A Concise Guide to Catholic Church Management*. The Vincentian Centre for Church and Society. Notre Dame, IN: Ave Marie, 2010.
- Cwiekowski, Frederick S. *The Beginnings of the Church*. New York: Paulist, 1988.
- Dulles, Avery R. *Models of the Church*. Expanded ed. Garden City, NY: Image, 1987.
- Fuellenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis, 2002.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church*. Maryknoll, NY: Orbis, 2008.
- Goosen, Gideon. *Bringing Churches Together: A Popular Introduction to Ecumenism*. 2nd ed. Geneva: World Council of Churches, 2002.
- Gros, Jeffrey, Eamon McManus, and Ann Riggs. *Introduction to Ecumenism*. New York: Paulist, 1998.
- Harrington, Daniel J. *The Church according to the New Testament: What the Wisdom and Witness of Early Christianity Teach Us Today*. Franklin, WI: Sheed & Ward, 2001.
- Phan, Peter C., ed. *The Gift of the Church: A Textbook Ecclesiology in Honor of Patrick Granfield*. Collegeville, MN: Liturgical Press, 2000.
- Schatz, Klaus. *Papal Primacy: From its Origins to the Present*. Translated by John A. Otto and Linda M. Moloney. Collegeville, MN: Liturgical Press, 1996.
- Tanner, Norman. *The Councils of the Church: A Short History*. New York: Crossroad, 2001.
- Tillard, Jean M. R. *Church of Churches: The Ecclesiology of Communion*. Translated by R. C. DePeaux. Collegeville, MN: Liturgical Press, 1992.

Steven Rigo and Denis Stanley

Semester 2, 2012
Thursday 10.00am – 1.00pm

This unit will examine the problem of articulating the nature of God and of God's relationship with the world. The main foci for this will be God as sustaining source (creation) and as final goal (eschatology) of the universe, and in particular of humanity. The unit will in large part comprise class examination of a range of texts in a seminar setting.

Prerequisites: second level CD101 and CD102
 third level CD101, CD102, CD226 and CD227

Requirements: 3 hours per week

Assessment:

second level	two 1,000 word papers, and one 500 word paper	80%
	one 15 minute oral examination	20%
third level	three 1,000 word papers, and one 500 word paper	80%
	one 15 minute oral examination	20%

Bibliography

Carroll, Denis. *A Pilgrim God for a Pilgrim People*. Dublin: Gill & Macmillan, 1989.
 Daly, Gabriel. *Creation and Redemption*. Wilmington, DE: Michael Glazier, 1989.
 Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis, 2004.
 ———. *The God of Evolution: A Trinitarian Theology*. New York: Paulist, 1999.
 Hayes, Zachary. *Visions of a Future: A Study of Christian Eschatology*. Wilmington, DE: Michael Glazier, 1989.
 Lane, Dermot A. *Keeping Hope Alive: Stirrings in Christian Theology*. Dublin: Gill & Macmillan, 1996.
 Macquarrie, John. *In Search of Deity: An Essay in Dialectical Theism*. London: SCM, 1984.
 Ratzinger, Joseph. *Eschatology: Death and Eternal Life*. Translated by Michael Waldstein. Edited by Aidan Nichols. Washington, DC: Catholic University of America Press, 1988.

Paul Connell

Semester 1, 2012
 Thursday 6.00pm – 9.00pm

This unit will address the following topics: a systematic liturgical analysis of the Eucharist; the basic theological and liturgical principles of the Eucharist; the parts of the Eucharist and their inter-relationship; the structure and theology of the liturgical year; the theology, stages, structure and celebration of the funeral liturgy; and the theology and role of the liturgical leadership of ordained ministers.

Prerequisites: second level CD101, CD102, and DL103 are recommended
 third level two levels of Systematic Theology

Requirements: 3 hours per week

Assessment:

second level	one 2,500 word essay	60%
	one 2 hour written examination	40%
third level	one 3,000 word essay	60%
	one 2 hour written examination	40%

Bibliography

- Baldovin, John F. *Bread of Life, Cup of Salvation: Understanding the Mass*. Lanham, MD: Rowman and Littlefield, 2004.
- Begolly, Michael J. *Leading the Assembly in Prayer: A Practical Guide for Lay and Ordained Presiders*. San Jose, CA: Resource Publications, 1997.
- Capra, Elio. *Called Gifted Sent: The Sacraments of Christian Initiation and the Triduum*. Melbourne: James Goold House, 2010.
- Catechism of the Catholic Church*. English Translation. 2nd ed. Sydney: St Paul's, 1997.
- Fitzgerald, Timothy, and David A. Lysik. *The Many Presences of Christ*. Chicago: Liturgy Training Publications, 1999.
- Foley, Edward. *From Age to Age: How Christians Celebrated the Eucharist*. Chicago: Liturgy Training Publications, 1991.
- Jungman, Josef A. *The Mass of the Roman Rite*. 2 vols. Translated by Francis F. Brunner. Westminster, MD: Christian Catholics, 1992.
- Lysik, David A., ed. *The Liturgy Documents: A Parish Resource*. 2 vols. 4th ed. Chicago: Liturgy Training Publications, 1999–04.
- Osborne, Kenan B. *Sacramental Guidelines: A Companion to the New Catechism for Religious Educators*. New York: Paulist, 1995.
- Smith, Margaret. *Facing Death Together: Parish Funerals*. Chicago: Liturgy Training Publications, 1998.

Elio Capra sdb

Semester 1, 2012
 Tuesday 2.00pm – 5.00pm

Introduction to Sacramental Theology; Baptism and Confirmation

CD209/309

This unit explores the fundamental principles of sacramental theology, and on that basis proceeds to a study of the sacraments of Baptism and Confirmation. The unit will address the following topics: sacramentality and a sacramental universe; the role of myth, ritual and symbol; the relationship between Word and Sacrament; Christ as the primordial sacrament and the Church as the basic sacrament; initiation in the New Testament; initiation in patristic theology and practice; Baptism in medieval theology; Reformation issues; the emergence of Confirmation as a distinct sacrament; infant baptism and Christian initiation; ecumenical agreement on the nature of Baptism, and its implications; the RCIA as model for Christian initiatory practice.

Prerequisites: second level two Systematic Theology units
CD101 and CD102 are recommended
third level four Systematic Theology units

Requirements: 3 hours per week

Assessment:	second level	one 500 word paper	10%
		one 2,500 word essay	50%
		one 1½ hour written examination	40%
	third level	one 500 word paper	10%
		one 3,000 word essay	50%
		one 1½ hour written examination	40%

Bibliography

- Austin, Gerard. *Anointing with the Spirit: The Rite of Confirmation The Use of Oil and Chrism*. New York: Pueblo, 1985.
- Cooke, Bernard J. *Sacraments and Sacramentality*. Rev. ed. Mystic, CT: Twenty-Third Publications, 1994.
- Johnson, Maxwell E. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- , ed. *Living Water, Sealing Spirit: Readings on Christian Initiation*. Collegeville, MN: Liturgical Press, 1995.
- Martinez, German. *Signs of Freedom: Theology of the Christian Sacraments*. New York: Paulist, 2004.
- Martos, Joseph. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church*. Rev. ed. Liguori, MO: Triumph, 2001.
- Osborne, Kenan B. *Sacramental Theology: A General Introduction*. Mahwah, NY: Paulist, 1988.
- Turner, Paul. *Confirmation: The Baby in Solomon's Court*. New York: Paulist, 1993.
- World Council of Churches. *Baptism, Eucharist and Ministry*. Faith and Order Paper. Geneva: World Council of Churches, 1982.

Terence Curtin

Semester 1, 2012
Thursday 2.00pm – 5.00pm

This unit seeks to elaborate a Christian vision of the human person through a systematic inquiry into what it means to be human, in the light of the history of humanity's relationship to God as revealed fully and finally in Jesus Christ. Particular attention will be given to the scriptural basis of a Christian anthropology, and to a detailed examination of the areas of creation, grace and sin.

Prerequisites: second level CD101 and CD102
third level CD101, CD102, CD226 and CD227

Requirements: 3 hours per week

Assessment:	second level	one 2,500 word essay	50%
		three 500 word seminar papers	3 x 10%
		one 15 minute oral examination	20%
	third level	one 2,500 word essay	50%
		three 700 word seminar papers	3 x 10%
		one 15 minute oral examination	20%

Bibliography

- Daly, Gabriel. *Creation and Redemption*. Wilmington, DE: Michael Glazier, 1989.
- Duffy, Stephen J. *The Dynamics of Grace: Perspectives in Theological Anthropology*.
Collegeville, MN: Liturgical Press, 1993.
- . *The Graced Horizon: Nature and Grace in Modern Catholic Thought*. Collegeville,
MN: Liturgical Press, 1992.
- McDermott, Brian D. *What Are They Saying about the Grace of Christ?* New York: Paulist,
1984.
- Murphy-O'Connor, Jerome. *Becoming Human Together: The Pastoral Anthropology of Paul*.
2nd ed. Wilmington, DE: Michael Glazier, 1982.
- Ormerod, Neil. *Grace and Disgrace: A Theology of Self-Esteem, Society and History*.
Sydney: E. J. Dwyer, 1992.
- Sachs, John R. *The Christian Vision of Humanity: Basic Christian Anthropology*.
Collegeville, MN: Liturgical Press, 1991.

Kevin Lenehan

Semester 2, 2012
Tuesday 2.00pm – 5.00pm

History and Theology of Marian Doctrine and Devotion (10 points)

CD220/320

This unit will provide a systematic investigation of the scriptural and patristic origins of Marian doctrine and devotion in the Christian tradition. It will also trace the further development of this doctrine and devotion in the course of the Church's history, in all the various ways which it manifests itself: art, literature, popular piety and doctrinal and liturgical expression. Special attention will be given to contemporary Church teaching and current issues in theology. A particular focus of the unit will be a careful examination of the meaning of the major Marian doctrines as they are presented in Catholic theology.

Prerequisites: second level CD101, CD102, BS101 and BS102 or equivalent
third level two levels of Systematic Theology

Requirements: 2 hours per week

Assessment:	second level	one 500 word seminar paper	15%
		one 2,000 word essay	50%
		one 1 hour written examination	35%
	third level	one 500 word seminar paper	15%
		one 2,500 word essay	50%
		one 1 hour written examination	35%

Bibliography

- Boss, Sarah J. *Mary*. London: Continuum, 2004.
- , ed. *Mary: The Complete Resource*. Oxford: Oxford University Press, 2007.
- Brown, Raymond E., Karl P. Donfried, Joseph A. Fitzmyer, and Joseph Reumann, eds. *Mary in the New Testament: A Collaborative Assessment by Protestant and Roman Catholic Scholars*. Philadelphia: Fortress, 1978.
- Buby, Bertrand. *Mary of Galilee*. 3 vols. New York: Alba House, 1994–97.
- Bur, Jacques. *How to Understand the Virgin Mary*. New York: Continuum, 1996.
- Gambero, Luigi. *Mary in the Middle Ages: The Blessed Virgin Mary in the Thought of Medieval Latin Theologians*. Translated by Thomas Buffer. San Francisco: Ignatius Press, 2005.
- Graef, Hilda. *Mary: A History of Doctrine and Devotion*. London: Sheed & Ward, 1985.
- Haffner, Paul. *The Mystery of Mary*. Herefordshire: Gracewing, 2004.
- John Paul II. *Redemptoris mater*. Encyclical Letter. 1987.
- Macquarrie, John. *Mary for all Christians*. Grand Rapids, MI: Eerdmans, 1991.
- Moloney, Francis J. *Woman, First Among the Faithful: A New Testament Study*. Melbourne: Dove Communications, 1984.
- Paul VI. *Marialis cultus*. Apostolic Exhortation. 1974.
- Rahner, Karl. *Mary, Mother of the Lord*. Translated by W. J. O'Hara. Freiburg: Herder, 1963.

Christopher Shorrocks ofm conv

Semester 1, 2012
Wednesday 2.00pm – 4.00pm

The Sacramental Theology of the Rites of Christian Initiation of Adults (R.C.I.A.)

CD221

This unit presumes a knowledge of and some experience in the implementation of the RCIA. It aims at deepening and broadening the understanding of the RCIA by studying the theology underpinning the Rite. The unit will explore the following topics: the role of Jesus and the role of the Trinity in the RCIA process; the theology of conversion; the meaning and praxis of catechesis; the theology and the historical development of the sacraments of initiation; the role of the word of God in the process of conversion; the theology of Church and of communion; the theology of ministry and of ministers of the RCIA; the theology and the relationship of the sacraments of Baptism, Confirmation and Eucharist; mystagogia as commitment, communion and mission.

Prerequisites: CD101 and CD102 are strongly recommended

Requirements: 3 hours per week

Assessment: one 2,500 word essay 60%
one 2 hour written examination 40%

Bibliography

- Rite of Christian Initiation of Adults*. Sydney: E. J. Dwyer, 1987.
- Capra, Elio. *Called Gifted Sent: The Sacraments of Christian Initiation and the Triduum*. Melbourne: James Goold House, 2010.
- . *Come and See: Resources for the Precatechumenate*. Thornbury: Des Books, 2004.
- Duggan, Robert D. "Conversion in the *Ordo Initiationis Christianae Adultorum*." *Ephemerides Liturgicae* 96 (1982): 56–83, 209–82; 97 (1983): 141–223.
- Finn, Thomas M. *Early Christian Baptism and the Catechumante*. 2 vols. Collegeville, MN: Liturgical Press, 1992.
- Harmless, William. *Augustine and the Catechumenate*. Collegeville, MN: Liturgical Press, 1995.
- Johnson, Maxwell E. *The Rites of Christian Initiation: Their Evaluation and Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Mazza, Enrico. *Mystagogy: A Theology in the Patristic Age*. Translated by Matthew J. O'Connell. New York: Pueblo, 1989.
- Turner, Paul. *The Hallelujah Highway: A History of the Catechumenate*. Chicago: Liturgical Training Publications, 2000.
- Whitaker, Edward C. *The Baptismal Liturgy*. 2nd ed. London: SPCK, 1981.
- Yarnold, Edward. *The Awe Inspiring Rites of Initiation: The Origins of the RCIA*. 2nd ed. Edinburgh: T. and T. Clark, 1994.

Elio Capra sdb

2013

Jesus Christ:
Revealer of the Triune God

CD226/326 (Sem. 1)
CD227/327 (Sem. 2)

This unit runs for two semesters but is separately coded for each semester to satisfy the requirements of the MCD and DEEWR. Both semesters must be completed (15 points per semester) before results are awarded.

The unit will consist of one year's work, covering the two semesters. It will deal with the person and work of Jesus Christ and the doctrine of the triune God as founded in the scriptures, and interpreted in the Church's tradition, both classical and contemporary. Particular attention will be given to the question of the historical Jesus; the New Testament origins of Christology and Trinitarian theology; the Patristic tradition; a theology of the redemptive death and resurrection of Jesus; the question of Jesus as the question about meaning. In the final two weeks of the course, consideration will be given to the exemplar of discipleship of Jesus Christ – Mary, mother of the Lord.

Prerequisites: second level CD101 and CD102
third level two levels of Systematic Theology

Requirements: 3 hours per week for two semesters

Assessment:	second level	nine 500 word seminar papers	40%
		one 15 minute oral examination (end of Semester 1)	15%
		one 3,000 word essay	45%
	third level	nine 500 word seminar papers	40%
		one 15 minute oral examination (end of Semester 1)	15%
		one 4,000 word essay	45%

Bibliography

- Brown, Raymond E. *An Introduction to New Testament Christology*. New York: Paulist, 1994.
- Dupuis, Jacques. *Who Do You Say I Am? Introduction to Christology*. Maryknoll, NY: Orbis, 1994.
- Hunt, Anne. *Trinity: Nexus of the Mysteries of Christian Faith*. Maryknoll, NY: Orbis, 2005.
- Kasper, Walter. *Jesus the Christ*. Translated by V. Green. London: Burns & Oates, 1976.
- . *The God of Jesus Christ*. Translated by Matthew J. O'Connell. London: SCM, 1984.
- Moloney, Francis J. *Mary, Woman and Mother*. Homebush, NSW: St Paul's, 1988.
- O'Collins, Gerald. *Christology: A Biblical, Historical and Systematic Study of Jesus Christ*. Rev. ed. Oxford: Oxford University Press, 2009.
- O'Donnell, John J. *The Mystery of the Triune God*. London: Sheed & Ward, 1988.
- Rausch, Thomas P. *Who is Jesus? An Introduction to Christology*. Collegeville, MN: Liturgical Press, 2003.

Paul Connell

Semesters 1 & 2, 2012
Wednesday 10.00am – 1.00pm

Recent scholarship has shown that ‘liturgical theology’ is distinct from a ‘theology of liturgy’ even though the terms are often used interchangeably. In a theology of the liturgy, the liturgy remains an *object* of theology whereas with liturgical theology the liturgy itself is the *source* of theology; it is the elucidation of the theological meaning of worship.

With due reference to the ancient maxim *Lex orandi, lex credendi*, (the law for prayer is the law for faith) and to the notion of human symbolic ritual activity, this unit will explore, by examining some of the Catholic Church’s liturgical and sacramental rites, how liturgical theology is an independent theological discipline with its own special subject – the liturgical tradition of the Catholic Church – distinct from other methods and theological disciplines. In short, the unit will attempt to demonstrate that the liturgy, of its very nature, is always expressive of the faith of the Church.

Prerequisites: CD101 and CD102

Requirements: intensive mode: 10.00am – 5.00pm

Assessment:	one 1,500 word essay	50%
	one 1,000 word seminar paper	25%
	one 1,000 word evaluation of a liturgical celebration	25%

Bibliography

Empereur, James L. *Models of Liturgical Theology*. Bramcote, Nottingham: Grove, 1987.

Fagerberg, David W. *Theologia Prima: What is Liturgical Theology?* 2nd ed. Chicago: Hillenbrand, 2007.

Irwin, Kevin W. *Context and Text: Method in Liturgical Theology*. Collegeville, MN: Liturgical Press, 1994

———. *Liturgical Theology: A Primer*. Collegeville, MN: Liturgical Press, 1990.

Kavanagh, Aidan. *On Liturgical Theology: The Hale Memorial Lectures of Seabury-Western Theological Seminary, 1981*. New York: Pueblo, 1984.

Lathrop, Gordon W. *Holy Things: A Liturgical Theology*. Minneapolis: Fortress, 1993.

The Rites of the Catholic Church. 2 vols. New York: Pueblo 1976, 1983.

Saliers, Don. *Worship as Theology: Foretaste of Glory Divine*. Nashville: Abingdon, 1994.

Schmemmann, Alexander. *Introduction to Liturgical Theology*. Translated by Asheleigh E. Moorhouse. Crestwood, NY: St Vladimir’s Seminary Press, 2003.

Vatican Council II. *Sacrosanctum concilium*. Constitution on the Sacred Liturgy. 4 December 1963. In *The Liturgy Documents: A Parish Resource*, 4th ed. Chicago: Liturgy Training Publications, 2004.

Vogel, Dwight W., ed. *Primary Sources of Liturgical Theology: A Reader*. Collegeville, MN: Liturgical Press, 2000.

Brian Nichols

Winter Intensive, 2012

July 2, 4, 6, 9

10.00am – 5.00pm

Census Date: Friday 6 July

Particular attention will be given to the scriptural foundations of this sacrament to underpin an understanding of how the Catholic Church discerned the sacramentality of marriage within the historical process of the development of Christian doctrine. More recent teaching on the sacrament of marriage from the Second Vatican Council, Popes and theologians will be presented, together with relevant canonical questions and the relationship between Christian marriage and civil marriage. Contemporary pastoral and ecumenical issues, such as inter-Church marriages and preparation for marriage in a secular context, will be presented within this wider sacramental perspective.

Prerequisites: second level one level of Systematic Theology
third level two levels of Systematic Theology

Requirements: 2 hours per week

Assessment: second level one 3,000 word essay 100%
third level one 4,000 word essay 100%

Bibliography

- Elliott, Peter J. *What God Has Joined: The Sacramentality of Marriage*. New York: Alba House, 1990.
- John Paul II. *Familiaris consortio*. Apostolic Exhortation. 1982.
- . *The Theology of the Body*. Boston: Pauline Books & Media, 1997.
- Kasper, Walter. *Theology of Christian Marriage*. Translated by David Smith. London: Burns & Oates, 1980.
- Paul VI. *Humanae vitae*. Encyclical Letter. 1968.
- Pius XI. *Casti connubii*. Encyclical Letter. 1930.
- Olsen, Glenn W., ed. *Christian Marriage: A Historical Study*. New York: Crossroad, 2001.
- Schillebeeckx, Edward. *Marriage: Human Reality and Saving Mystery*. 2 vols. Translated by N. D. Smith. London: Sheed & Ward, 1965.
- Scola, Angelo. "The Nuptial Mystery at the Heart of the Church." *Communio* 25 (1998): 630–62.

Peter Elliott

Semester 2, 2012
Thursday 2.00pm – 4.00pm

Reconciliation and Anointing of the Sick

(10 points)

CD257/357

These two sacraments are called the “Sacraments of Healing.” The mystery of illness (both spiritual and bodily) is reflected in sin and disease in the human story. Healing both in terms of the forgiveness of sins and the healing of the body has individual and social dimensions. The unit will study the scriptural foundations of the two sacraments, and the subsequent traditions that have emerged, and then sometimes subsided, in the history of the Catholic Church. The unit will study the theology of both sacraments that has developed and changed as pastoral situations and issues emerged. As one form of reconciliation (Public Penance) dies, a new form of anointing of the sick begins to emerge. The current rituals of both sacraments are studied: the *Ordo Penitentiae* (1973) and the *Ordo Unctionis infirmorum eorumque pastoralis curae* (1972). Reference is also made to the document *Misericordia Dei* (2002). Some pastoral implications that have emerged in more recent years will also be examined.

Prerequisites: second level CD101 and CD102
third level two levels of Systematic Theology

Requirements: 2 hours per week

Assessment: second level one 3,000 word essay 100%
third level one 3,000 word essay 70%
1,000 word paper 30%

Bibliography

- Dallen, James. *The Reconciling Community: The Rite of Penance*. New York: Pueblo, 1986.
- Empereur, James L. *Prophetic Anointing: God's Call to the Sick, the Elderly, and the Dying*. Wilmington, DE: Michael Glazier, 1982.
- Gusmer, Charles W. *And You Visited Me: Sacramental Ministry to the Sick and the Dying*. New York: Pueblo, 1984.
- Hellwig, Monika. *Sign of Reconciliation and Conversion: The Sacrament of Penance for Our Times*. Rev. ed. Wilmington, DE: Michael Glazier, 1982.
- Martos, Joseph. *Doors to the Sacred*. Rev. ed. Liguori, MI: Liguori/Triumph, 2001.
- O'Loughlin, Frank. *The Future of the Sacrament of Penance*. Strathfield, NSW: St Paul's, 2007.
- Osborne, Kenan B. *Christian Sacraments in a Postmodern World: A Theology for the Third Millennium*. New York: Paulist, 1999.
- . *Reconciliation and Justification: the Sacrament and its Theology*. New York: Paulist, 1990.
- Poschmann, B. *Penance and Anointing of the Sick*. Translated and revised by Francis Courtney. Freiburg: Herder, 1964.
- Power, David N. “Let the Sick Man Call.” *Heythrop Journal* 19 (1978): 256–70.

Peter Matheson

Semester 1, 2012
Tuesday 6.00pm – 8.00pm

This unit will present historical perspectives on the development of the Eucharistic tradition and will treat key elements of Catholic Eucharistic theology. Topics to be considered include: the Eucharist in relation to the mystery of Christ and the Church; the Eucharist in the Scriptures; the development of the theology of the Eucharist; Eucharist as thanksgiving, memorial, sacrifice, presence, covenant and communion.

Prerequisites: second level CD101 & CD102
third level two units of Systematic Theology at second level

Requirements: 3 hours per week

Assessment:	second level	one 2,000 word essay	40%
		four 500 word seminar papers	4 x 10%
		one 15 minute oral exam	20%
	third level	one 2,000 word essay	40%
		four 750 word seminar papers	4 x 10%
		one 15 minute oral exam	20%

Bibliography

- Bradshaw, Paul F. *Eucharistic Origins*. Oxford: Oxford University Press, 2004.
- Falardeau, Ernest R. *A Holy and Living Sacrifice: The Eucharist in Christian Perspective*.
Collegeville, MN: Liturgical Press, 1996.
- Irwin, Kevin W. *Models of the Eucharist*. New York: Paulist, 2005.
- LaVerdiere, Eugene. *The Eucharist in the New Testament and the Early Church*. Collegeville,
MN: Liturgical Press, 1996.
- Mitchell, Nathan. *Real Presence: The Work of the Eucharist*. New and expanded ed. Chicago:
Liturgy Training Publications, 2001.
- Power, David N. *The Eucharistic Mystery: Revitalising the Tradition*. New York: Crossroad,
1992.
- Press, Margaret, and Gerard Kelly, eds. *The Eucharist: Faith and Worship*. Strathfield, NSW:
St Paul's, 2001.

Kevin Lenehan

Semester 1, 2012
Monday 2.00pm – 5.00pm

The Sacrament of Orders: History and Theology CD319

This unit provides a systematic investigation of the scriptural, liturgical and patristic foundations of the Sacrament of Orders in the Christian tradition. It also traces the further development of the theology and practice of this sacrament in the course of the Church's history. Special attention is given to the scholastic period and the Reformation, and to the Catholic response to the Reformation, officially formulated in the Council of Trent and implemented in the Post-Tridentine period. A contemporary theology of the Sacrament of Orders is developed through a study of the theology of Pope John Paul II. This includes an evaluation of this theology's grounding in the teachings of Vatican II. A particular focus of this unit is the nature of the relationship between the ordained ministry and the life and vocation of the Church as a whole. Within this context, particular questions, such as the ordination of women and the discipline of priestly celibacy in the Latin Church, are examined.

Prerequisites: BS101 and BS102, and two levels of systematic theology

Requirements: 3 hours per week

Assessment:

one 3,000 word essay	60%
two 500 word seminar papers	2 x 10%
one 1 hour written examination	20%

Bibliography

- Brown, Raymond E. *Priest and Bishop: Biblical Reflections*. New York: Paulist, 1970.
- Donovan, Daniel. *What are they saying about the Ministerial Priesthood?* New York: Paulist, 1992.
- Dulles, Avery R. *The Priestly Office: A Theological Reflection*. New York: Paulist, 1997.
- Dunn, Patrick J. *Priesthood: A Re-examination of the Roman Catholic Theology of the Presbyterate*. New York: Alba House, 1990.
- Galot, Jean. *Theology of the Priesthood*. Translated by Roger Baldacelli. San Francisco: Ignatius, 1985.
- Gleeson, Gerald P., ed. *Priesthood: The Hard Questions*. Sydney: E. J. Dwyer, 1993.
- John Paul II. *Pastores dabovobis: I Will Give You Shepherds*. Post-Synodal Apostolic Exhortation. 1992.
- Nichols, Aidan. *Holy Order: Apostolic Priesthood From the New Testament to the Second Vatican Council*. Oscott, no. 5. Dublin: Veritas, 1990.
- Osborne, Kenan B. *Priesthood: A History of Ordained Ministry in the Roman Catholic Church*. New York: Paulist, 1989.
- VanHoye, Albert. *Old Testament Priests and the New Priest According to the New Testament*. Translated by Bernard Orchard. Petersham, MA: St Bede's, 1986.

Terence Curtin and Brian Nichols

Semester 2, 2012
Wednesday 2.00pm – 5.00pm

Students follow a course of reading set after consultation with their supervisor, who is chosen from within the department. Students are to meet regularly with their supervisor, at least monthly, with their supervisor to discuss their progress and share the fruits of their research in seminars. Each student's topic and bibliography must also be approved by the Chair of Examiners for Field C.

Prerequisites: three levels of theology is recommended

Assessment:	CD397 (15 points)	one 5,000 word essay	100%
	CD398 (30 points)	one 10,000 word essay	100%

CD398 may be completed over two semesters as CD398A (part 1) and CD398B (part 2).

Terence Curtin (coordinator)

Semesters 1 & 2, 2012

Christian Thought and History: Church History Field C

CH140	Introduction to Church History: Early Church, Middle Ages, Reformation	2012: Semester 1	Christopher Shorrocks ofm conv (coordinator)
CH141	Introduction to Church History: Asia, Modern World, Australia	2012: Semester 2	Max Vodola (coordinator)
CH107/207	Origins of the Franciscan Evangelical Movement – see DS125/225	2012: Semester 1	Christopher Shorrocks ofm conv
CH108/208	Writings of Francis and Clare – see DS126/226	2013	Christopher Shorrocks ofm conv
CH203/303	The Experience of Catholic Culture (30 points) – crosslisted as DS217/317	2013	Austin Cooper omi AM and Frances Baker rsm
CH220/320	The Council in History: John XXIII and Vatican II (10 points)	2012: Winter Intensive	Max Vodola
CH239/339	The Dynamics of Religious Revivals: The Oxford Movement, A Case Study (10 points)	2013	Austin Cooper omi AM
CH240/340	Byzantium (10 points)	2012: Semester 2	Clara Staffa Geoghegan
CH241/341	Making Martyrs: Self-sacrifice and its Consequences in the Churches of Asia (10 points)		Peter Hansen
CH242/342	The Reformation in the British Isles	2012: Semester 2	Austin Cooper omi AM
CH244/344	The Papacy in the Modern World (10 points)	2013	Austin Cooper omi AM
CH397/398	The Practice of History	2012: Semesters 1 & 2	Austin Cooper omi AM (coordinator)

Introduction to Church History: Early Church, Middle Ages, Reformation

CH140

A survey unit at introductory level which covers the areas of the Early Church, the Middle Ages, and the Reformation.

Prerequisites: none

Requirements: 3 hours per week

Assessment:

one 500 word assignment	10%
one 1,500 word essay	40%
one 2 hour document examination	50%

Seminar Text

Augustine. *Confessions*.

Bibliography

- Buckley, James J., Frederick C. Bauerschmidt, and Trent Pomplun, eds. *The Blackwell Companion to Catholicism*. Oxford: Blackwell, 2007.
- Chadwick, Owen. *A History of Christianity*. London: Weidenfeld & Nicolson, 1995.
- Coakley, John W., and Andrea Sterk, eds. *Readings in World Christian History*. Maryknoll, NY: Orbis, 2004.
- Comby, Jean. *From the Beginnings to the Fifteenth Century*. Vol. 1 of *How to Read Church History*. London: SCM, 1985.
- Comby, Jean, and Diarmaid MacCulloch. *From the Reformation to the Present Day*. Vol. 2 of *How to Read Church History*. London: SCM, 1989.
- Cross, Frank L., and Elizabeth A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. 3rd ed. Oxford: Oxford University Press, 1997.
- Gerhardt, Mary, and Fabian E. Udoh, eds. *The Christianity Reader*. Chicago: University of Chicago, 2007.
- Hamman, Adalbert-G. *How to Read the Church Fathers*. London: SCM, 1993.
- Harries, Richard, and Henry Mayr-Harting, eds. *Christianity: Two Thousand Years*. Oxford: Oxford University Press, 2001.
- McManners, John, ed. *Oxford Illustrated History of Christianity*. Oxford: Oxford University Press, 1990.
- Murray, Peter, and Linda Murray. *Oxford Companion to Christian Art and Architecture*. Oxford: Oxford University Press, 1996.
- Partner, Peter. *Two Thousand Years*. 2 vols. London: Granada, 1999.

Christopher Shorrock ofm conv (coordinator)

Semester 1, 2012
Thursday 6.00pm – 9.00pm

Introduction to Church History: Asia, Modern World, Australia

CH141

A survey unit at introductory level which covers the areas of the Church in Asia, the Church in the Modern World, and the Church in Australia.

Prerequisites: CH140

Requirements: 3 hours per week

Assessment:

one 500 word assignment	10%
one 1,500 word essay	40%
one 2 hour written examination	50%

Seminar Text

Newman, John Henry. *An Essay on the Development of Christian Doctrine*. 1845 ed.

Bibliography

- Buckley, James J., Frederick C. Bauerschmidt, and Trent Pomplun, eds. *The Blackwell Companion to Catholicism*. Oxford: Blackwell, 2007.
- Chadwick, Owen. *A History of Christianity*. London: Weidenfeld & Nicolson, 1995.
- Comby, Jean. *How to Understand the History of Christian Mission*. London: SCM, 1996.
- Comby, Jean, and Diarmaid MacCulloch. *From the Reformation to the Present Day*. Vol. 2 of *How to Read Church History*. London: SCM, 1989.
- Cross, Frank L., and Elizabeth A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. 3rd ed. Oxford: Oxford University Press, 1997.
- Gerhardt, Mary, and Fabian E. Udoh, eds. *The Christianity Reader*. Chicago: University of Chicago Press, 2007.
- Harries, Richard, and Henry Mayr-Harting, eds. *Christianity: Two Thousand Years*. Oxford: Oxford University Press, 2001.
- McManners, John, ed. *Oxford Illustrated History of Christianity*. Oxford: Oxford University Press, 1990.
- Murray, Peter, and Linda Murray. *Oxford Companion to Christian Art and Architecture*. Oxford: Oxford University Press, 1996.
- Neil, Stephen. *A History of Christian Missions*. Penguin History of the Church, no. 6. 1964. Reprint, New York: Penguin, 1980.
- Partner, Peter. *The Second Millennium: From Medieval Christendom to Global Christianity*. Vol. 2 of *Two Thousand Years*. London: Granada, 1999.

Max Vodola (coordinator)

Semester 2, 2012
Thursday 6.00pm – 9.00pm

The Experience of Catholic Culture (30 points) CH203/303

crosslisted as DS217/317

Students will be introduced to the work of several major authors, artists, architects and composers who have helped shape the cultural ethos of modern Catholicism. This unit will comprise a four week tour of several significant centres with Dublin, Rome, Paris, and Canterbury as pivotal points in the experience.

In each location students will be given an opportunity to become familiar with some special sites of historic interest, to study and appreciate the art, architecture, literature and music associated with the place and also to experience worship there. In addition to providing opportunities of visiting places of cultural interest, there will also be time for study, reflection and prayer. A handbook for the tour will be available to all participants and will include significant texts to be studied, maps and a more complete bibliography.

Prerequisites: second level two units (30 points) of Church History or Spirituality
third level four units (60 points) of Church History or Spirituality

Requirements: on-site commentary by tour leaders at each location visited

Assessment: second level one 9,000 word journal 100%
third level one 10,000 word journal 100%

Preliminary lectures will be organised for participants.

Bibliography

- Barnes, Arthur S. *St Peter in Rome and his Tomb on the Vatican Hill*. Whitefish, MT: Kessinger, 2006.
- Boyle, Leonard E. *A Short Guide to St Clement's, Rome*. Rome: Collegio San Clemente, 1989.
- Claridge, Amanda. *Rome: An Oxford Archaeological Guide*. Oxford: Oxford University Press, 1998.
- Collinson, Patrick, Nigel Ramsay and Maureen Sparks, eds. *A History of Canterbury Cathedral*. Oxford: Oxford University Press, 1995.
- Hibbert, Christopher. *Rome: The Biography of a City*. Harmondsworth: Penguin, 1985.
- Losack, Marcus. *Glendalough: A Celtic Pilgrimage*. Dublin: Columba, 2010.
- Rogers, Patrick. *Westminster Cathedral: From Darkness to Light*. London: Continuum, 2003.
- Telepneff, Gregory. *The Egyptian Desert in the Irish Bogs: The Byzantine Character of Early Celtic Monasticism*. Etna, CA: Center for Traditionalist Orthodox Studies, 2002.

Austin Cooper omi AM and Frances Baker rsm

2013
mid-November – mid-December

The Council in History: John XXIII & Vatican II (10 points)

CH220/320

An introductory survey of the deepening crisis in relationships between the Catholic Church and society during the post-Tridentine period. A study of the speeches and writings of John XXIII concerning the Second Vatican Council, with special reference to his perception of an epochal shift and his vision for the Church into the future. An assessment of the historical importance of Vatican II.

Prerequisites: second level CH140 and CH141 or equivalent
third level two levels of Church History

Requirements: intensive mode: 10.00am – 5.00pm

Assessment:

second level	one 500 word seminar paper	20%
	one 3,000 word essay	80%
third level	one 500 word seminar paper	20%
	one 3,500 word essay	80%

Bibliography

- Abbott, Walter M., ed. *The Documents of Vatican II: Introduction and Commentaries by Catholic Bishops and Experts, Responses by Protestant and Orthodox Scholars*. London: Geoffrey Chapman, 1966.
- Alberigo, Giuseppe, ed. *History of Vatican II*. 5 Vols. Edited by Joseph A. Komonchak. Maryknoll, NY: Orbis, 1995–2006.
- Alberigo, Giuseppe, Jean-Pierre Jussua, and Joseph A. Komonchak, eds. *The Reception of Vatican II*. Translated by Matthew J. O’Connell. Washington, DC: Catholic University of America Press, 1987.
- Bulman, Raymond F., and Frederick J. Parrella, eds. *From Trent to Vatican II: Historical and Theological Investigations*. New York: Oxford University Press, 2006.
- Coppa, Frank J. *The Papacy Confronts the Modern World*. Malabar, FL: Krieger, 2003.
- Cronin, John F., Francis X. Murphy, and Ferrer Smith, eds. *The Encyclicals and Other Messages of John XXIII*. Washington, DC: The Pope Speaks, 1964.
- Komonchak, Joseph A. “Modernity and the Construction of Roman Catholicism.” *Cristianesimo nella Storia* 18 (1997): 353–83.
- Latourelle, Rene, ed. *Vatican II: Assessments and Perspectives: Twenty-five Years After (1962–1987)*. 3 vols. New York: Paulist, 1988–89.
- O’Malley, John W. *Tradition and Transition: Historical Perspectives on Vatican II*. Wilmington, DE: Michael Glazier, 2008.
- . *What Happened at Vatican II?* Cambridge, MA: Harvard University Press, 2008.
- O’Malley, John W., Stephen Schloesser, Joseph Komonchak, and Neil J. Ormerod. *Vatican II: Did Anything Happen?* Edited by David G. Schultenover. New York: Continuum, 2007.

Max Vodola

Winter Intensive, 2012
July 6, 9, 11, 13
10.00am – 5.00pm
Census Date: Monday 9 July

The Dynamics of Religious Revivals: The Oxford Movement, A Case Study (10 points)

CH239/339

This unit will explore various aspects of the Oxford Movement. Special attention will be focussed on its historic context, the interactions of the leading participants, their literary contribution, friendly and hostile reactions to the movement, and finally its impact on Western Christendom.

Prerequisites: second level CH140 and CH141 or equivalent
third level two levels of Church History

Requirements: 2 hours per week

Assessment:	second level	seminar reports and contribution	20%
		one 2,000 word paper	80%
	third level	seminar reports and contribution	20%
		one 3,000 word paper	80%

Bibliography

- Allitt, Patrick. *Catholic Converts: British and American Intellectuals turn to Rome*. Ithaca: Cornell University Press, 1997.
- Chadwick, Owen, ed. *The Mind of the Oxford Movement*. Stanford: Stanford University Press, 1971.
- Chandler, Michael. *An Introduction to the Oxford Movement*. London: SPCK, 2003.
- Chapman, Raymond. *Firmly I Believe: An Oxford Movement Reader*. London: Canterbury, 2006.
- Herring, George. *What Was the Oxford Movement?* London: Continuum, 2002.
- Nockles, Peter B. *The Oxford Movement in Context: Anglican High Churchmanship, 1760–1857*. Cambridge: Cambridge University Press, 1994.
- Pereiro, James. *“Ethos” and the Oxford Movement: At the Heart of Tractarianism*. Oxford: Oxford University Press, 2008.
- Turner, Frank M. *John Henry Newman: The Challenge to Evangelical Religion*. New Haven: Yale University Press, 2002.
- Yates Nigel. *Anglican Ritualism in Victorian Britain 1830–1910*. Oxford: Oxford University Press, 1999.

Austin Cooper omi AM

2013

This unit will cover Byzantine history commencing with Constantine's establishment of the city of Constantinople until its fall in 1453. The unit will consider the evolution of Byzantium from the Roman Empire and the ambition of Justinian to revitalize the empire. It will identify and evaluate internal conflicts within Byzantium and the continuing conflict on its borders with particular focus on the implications of the growth of Islam for Byzantium. It will examine the growing estrangement between East and West, including theological misinterpretations and the further mistrust brought about by the western crusades, particularly the capture of Constantinople by the Fourth Crusade.

Prerequisites: second level CH140 and CH141 or equivalent
third level two levels of Church History

Requirements: 2 hours per week

Assessment: second level two 500 word seminar papers 2 x 25%
one 2,000 word essay 50%
third level two 500 word seminar papers 2 x 25%
one 2,500 word essay 50%

Bibliography

- Angold, Michael. *Church and Society in Byzantium under the Comneni, 1081–1261*. Cambridge: Cambridge University Press, 1995.
- Cormack, Robin, and Maria Vassiliki, eds. *Byzantium, 330–1453*. London: Royal Academy of Arts Publications; 2008.
- Herrin, Judith. *Byzantium: The Surprising Life of a Medieval Empire*. Princeton, NJ: Princeton University Press, 2008.
- Mango, Cyril, ed. *The Oxford History of Byzantium*. Oxford: Oxford University Press, 2002.
- Meyendorff, John. *Byzantine Theology: Historical Trends and Doctrinal Themes*. 2nd ed. London: Mowbrays, 1983.
- . *Rome, Constantinople, Moscow: Historical and Theological Studies*. Crestwood, NY: St. Vladimir's Seminary Press, 1996.
- Riley-Smith, Jonathan, ed. *The Oxford Illustrated History of the Crusades*. Oxford Illustrated Histories. New York: Oxford University Press, 1995.
- Runciman, Steven. *The Eastern Schism: A Study of the Papacy and the Eastern Churches During the XIth and XIIth Centuries*. Eugene, OR: Wipf & Stock, 2005.
- Safran, Linda, ed. *Heaven on Earth: Art and the Church in Byzantium*. Pennsylvania: Pennsylvania State University Press, 1998.
- Treadgold, Warren T. *A History of the Byzantine State and Society*. Stanford: Stanford University Press, 1997.
- Wells, Colin. *Sailing from Byzantium: How a Lost Empire Shaped the World*. New York: Delacorte, 2006.

Clara Staffa Geoghegan

Semester 2, 2012
Monday 2.00pm – 4.00pm

Making Martyrs: Self-sacrifice and its Consequences in the Churches of Asia (10 points)

CH241/341

This unit examines the universal Christian ethos of martyrdom from a particular context within the Church in Asia. Using the history of martyrdom in the churches of Japan and Vietnam as case studies, the unit will engage students in an analytic examination of the effects of persecution on the Church, and how it had both an adverse and a beneficial effect on the growth of local churches. The unit will also involve a consideration of both the religious and political aspects of defiance of the state in the cause of faith, and how the culture of local martyrs has an effect upon the relationship between Church and State in contemporary Asian Christian cultures.

Prerequisites: second level CH140 and CH141 or equivalent
third level two levels of Church History

Requirements: 2 hours per week

Assessment:	second level	one 1,000 word seminar paper	30%
		one 2,000 word essay	70%
	third level	one 1,000 word seminar paper	30%
		one 2,500 word essay	70%

Note: Students with language competence in the Vietnamese or Japanese languages will be encouraged to utilize other sources in those languages. However, those without such language skills will be in no way disadvantaged.

Required Preliminary Reading

Endo, Shusaku. *Silence*. Translated by William Johnston. New York: Taplinger, 1980.

Bibliography

Aizan, Yamaji. *Essays on the Modern Japanese Church: Christianity in Meiji Japan*.

Translated by Graham Squires. Ann Arbor, MI: University of Michigan, 1999.

Fujita, Neil S. *Japan's Encounter With Christianity: The Catholic Mission in Pre-Modern Japan*. New York: Paulist, 1991.

Gheddo, Piero. *The Cross and the Bo-Tree: Catholics and Buddhists in Vietnam*. Translated by Charles U. Quinn. New York: Sheed & Ward, 1970.

Hansen, Peter. *Making Martyrs: A Study in Vietnamese Church-State Conflict*. Unpublished thesis, 2000.

Moffett, Samuel H. *1500–1900*. Vol. 2 of *A History of Christianity in Asia*. Maryknoll, NY: Orbis, 2005.

Paramore, Kiri. *Ideology and Christianity in Japan*. London: Routledge, 2009.

Ramsay, Jacob. *Mandarins and Martyrs: The Church and the Nguyen Dynasty in Early Nineteenth Century Vietnam*. Stanford, CA: Stanford University Press, 2008.

Whelan, Christal, trans. *The Beginnings of Heaven and Earth: The Sacred Book of Japan's Hidden Christians*. Honolulu: University of Hawaii Press, 1996.

Peter Hansen

The Reformation in the British Isles (10 points) CH242/342

The unit will briefly review the relationship between Church and State in these countries at the beginning of the 16th century. It will then follow the unfolding of religious changes in England, Wales and Ireland: schism under Henry VIII; the influences of Continental Reformers during the reign of Edward VI; the restoration of Catholicism under Mary I and finally the Elizabeth Settlement. The special case of Scotland and its relationship with the Reform Movement in Geneva and France will be treated. Some attention will also be devoted to the continuing Catholic community, the 'Recusants'.

Prerequisites: second level CH140 and CH141 or equivalent
third level two levels of Church History

Requirements: 2 hours per week

Assessment:	second level	1,000 word seminar notes and discussion	30%
		one 2,000 word essay	70%
	third level	1,000 word seminar notes and discussion	30%
		one 2,500 word essay	70%

Bibliography

Boran, Elizabethanne and Crawford Gibbons, eds. *Enforcing the Reformation in Ireland and Scotland: 1550-1700*. Aldershot, UK: Ashgate, 2006.

Brigden, Susan. *New Worlds, Lost Worlds: The Rule of the Tudors 1485-1603*. London: Penguin, 2000.

Haigh, Christopher. *The Plain Man's Pathways to Heaven: Kinds of Christianity in Post-Reformation England, 1570-1640*. Oxford: Oxford University Press, 2007.

Jones, Norman. *The English Reformation: Religion & Cultural Adaptation*. Oxford: Blackwell, 2002.

Kellar, Clare. *Scotland, England, and the Reformation: 1534-1561*. Oxford Historical Monographs. Oxford: Oxford University Press, 2004.

Kreider, Alan. *English Chantries: The Road to Dissolution*. Harvard Historical Studies. Cambridge, MA: Harvard University Press, 1979.

MacCulloch, Diarmaid. *Later Reformation in England 1547-1603*. 2nd ed. British History in Perspective. Hampshire, UK: Palgrave, 2001.

Marshall, Peter. *Religious Identities in Henry VIII's England*. St. Andrew's Studies in Reformation History. Abingdon, UK: Ashgate, 2006.

O'Day, Rosemary. *The Routledge Companion to the Tudor Age*. Routledge Companions to History. London: Routledge, 2010.

Tittler, Robert and Norman Jones, eds. *A Companion to Tudor Britain*. Blackwell Companions to British History. Oxford: Blackwell, 2004.

Austin Cooper omi AM

Semester 2, 2012
Thursday 10.00am – 12.00pm

A survey of the history of the Papacy in the Modern World from the eighteenth-century Enlightenment to the death of Pius XII in 1958. The unit will trace the growing role of the papacy in the life of the Church and its reaction to challenging movements such as the French Revolution; democracy; nationalism; the 'Social Question' and modern thought. Attention will also be given to its role in missionary endeavours, the liturgical movement, the arts and sciences and international affairs.

Prerequisites: second level CH140 and CH141 or equivalent
 third level two levels of Church History

Requirements: 2 hours per week

Assessment:	second level	1,000 words seminar notes and discussion	30%
		one 2,000 word essay	70%
	third level	1,000 words seminar notes and discussion	30%
		one 2,500 word essay	70%

Bibliography

Atkin, Nicholas, and Frank Tallett. *Priests, Prelates and People: A History of European Catholicism since 1750*. Oxford: Oxford University Press, 2003.

Berger, Stephan, ed. *A Companion to Nineteenth Century Europe*. Blackwell Companions to European History. Oxford: Blackwell, 2006.

Chadwick, Owen. *A History of the Popes 1830–1914*. Oxford History of the Christian Church. Oxford: Oxford University Press, 2003.

Collins, Roger. *Keepers of the Keys of Heaven: A History of the Papacy*. New York: Basic Books, 2009.

Dowd, Christopher. *Rome in Australia: The Papacy and Conflict in the Australian Catholic Missions, 1834–1884*. Studies in the History of Christian Thought. Leiden: Brill, 2008.

Duffy, Eamon. *Saints and Sinners: A History of the Popes*. Yale: Yale University Press, 2006.

Kent, Peter C., and John F. Pollard, eds. *Papal Diplomacy in the Modern Age*. Santa Barbara CA: Praeger, 1994.

O'Malley, John W. *A History of the Popes: From Peter to the Present*. New York: Sheed & Ward, 2010.

Pollard, John F. *Money and the Rise of the Modern Papacy: Financing the Vatican 1850–1950*. Cambridge: Cambridge University Press, 2005.

A seminar-based unit designed to enable students to develop advanced skills in historical research and writing. This unit is organised on an ecumenical basis utilising the faculty and resources of each of the MCD's Recognised Teaching Institutions. Appropriately qualified students from each RTI are entitled to participate. The unit will include sessions exploring the nature of history and examining historical methodology.

Students may fulfil the requirements of this subject in either of the following programmes:

- **Programme 1: Reading Course**

An intensive reading programme will be designed for students choosing this option. Assessment will take the form of a number of pieces of written work and a final examination.

- **Programme 2: Research Project**

Students electing this option will be required to produce one major essay resulting from their research on a specialised topic approved by the lecturer in charge of the subject.

Prerequisites: two levels of Church History

Requirements: regular seminars throughout the semester

Assessment:	CH397 (15 points)	one 5,000 word essay	100%
	CH398 (30 points)	one 10,000 word essay	100%

CH398 may be completed over two semesters as CH398A (part 1) and CH398B (part 2).

Bibliography

Extensive bibliographies on the themes for specialisation will be arranged in class.

Augustine, St. *City of God*. Book 5. (any edition).

Bebbington, David W. *Patterns in History: Christian Perspectives on Historical Thought*. Leicester: InterVarsity, 1979.

Carr, Edward H. *What is History?* Rev. ed., with a new introduction by Richard J. Evans. Basingstoke, UK: Palgrave Macmillan, 2002.

Carradine, David., ed. *What is History Now?* Basingstoke, UK: Palgrave Macmillan, 2004.

Elton, Geoffrey R., ed. *The Practice of History*. Oxford: Blackwell, 2002.

Jenkins, Keith. *Re-thinking History*. London: Routledge, 1991.

McIntyre, C. T. *God, History and Historians: An Anthology of Modern Christian Views of History*. New York: Oxford University Press, 1977.

Austin Cooper omi AM (coordinator)

Semesters 1 & 2, 2012

DC301	Canon Law A	
	2012: Semester 1	Ian Waters
DC302	Canon Law B	
	2012: Semester 2	Ian Waters

DM106	Fundamental Moral Theology	
	2012: Semester 1	Frances Baker rsm
DM109/209	Human Sexuality	
	2012: Semester 2	Frances Baker rsm
DM205/305	The Virtue of Justice and Catholic Social Teaching	
	2013	Anthony Ireland
DM208/308	Bioethics and Healthcare Ethics	
	2012: Semester 1	Norman Ford sdb
DM397/398	Moral Theology Seminar	
	2012: Semesters 1 & 2	Frances Baker rsm (coordinator)

This unit, together with Canon Law B, is an introduction to and commentary on current canonical legislation, in particular the *1983 Code of Canon Law*. Special attention will be paid to all legislation connected with pastoral ministry.

Prerequisites: DM106 and two levels of Systematic Theology

Requirements: 3 hours per week

Assessment: one 2,500 word paper
 or five 500 word tutorial papers 50%
 one 20 minute oral examination
 or one 2 hour written examination 50%

Bibliography

- Codex Canonum Ecclesiarum Orientalium*. Rome: Typis Polyglottis Vaticanis, 1990.
 Pontificia Commissio Codicis Iuris Canonici Authentice Interpretando. *Codex Iuris Canonici*. 1989.
The Code of Canon Law in English Translation. London: Collins, 1983.
- Beal, John B., James A. Coriden, and Thomas J. Green, eds. *New Commentary on the Code of Canon Law*. New York: Paulist, 2000.
- Canon Law Society of Great Britain and Ireland. *The Canon Law: Letter and Spirit*. Alexandria, NSW: E. J. Dwyer, 1995.
- Caparros, Ernest, Michael Theriault, and Jean Thorn, eds. *Code of Canon Law Annotated: Prepared under the Responsibility of the Instituto Martin de Azpilcueta*. 2nd ed. Montreal: Wilson & Lafleur, 2004.
- Coriden, James A., Thomas J. Green, and Donald E. Heintschel, eds. *The Code of Canon Law: A Text and Commentary*. New York: Paulist, 1985.
- Flannery, Austin, ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Rev. ed. Vatican Collection, vol. 1. Northport, NY: Costello, 1992.
- . *Vatican Council II: More Post-Conciliar Documents*. Vatican Collection, vol. 2. Dublin: Dominican Publications, 1982.

Periodicals

- Acta Apostolicae Sedis*. Rome: Libreria Editrice Vaticana, 1909–.
- Canon Law Digest: Officially Published Documents Affecting the Code of Canon Law*. 13 vols to date. Milwaukee, WI: Bruce, 1934–.
- The Jurist*. Washington, DC: Canon Law Society of America.
- Roman Replies and CLSA Advisory Opinions*. 29 vols (to date). Washington, DC: Canon Law Society of America, 1981–.
- Studia Canonica*. Ottawa: St Paul University.

Ian Waters

Semester 1, 2012
 Monday 10.00am – 1.00pm

This unit, together with Canon Law A, is an introduction to and commentary on current canonical legislation, in particular the *1983 Code of Canon Law*. Special attention will be paid to all legislation connected with pastoral ministry.

Prerequisites: DM106 and two levels of Systematic Theology
DC301 is highly recommended

Requirements: 3 hours per week

Assessment: one 2,500 word paper
or five 500 word tutorial papers 50%
one 20 minute oral examination
or one 2 hour written examination 50%

Bibliography

Codex Canonum Ecclesiarum Orientalium. Rome: Typis Polyglottis Vaticanis, 1990.

Pontificia Commissio *Codicis Iuris Canonici* Authentice Interpretando. *Codex Iuris Canonici*. 1989.

The Code of Canon Law in English Translation. London: Collins, 1983.

Beal, John B., James A. Coriden, and Thomas J. Green, eds. *New Commentary on the Code of Canon Law*. New York: Paulist, 2000.

Canon Law Society of Great Britain and Ireland. *The Canon Law: Letter and Spirit*. Alexandria, NSW: E. J. Dwyer, 1995.

Caparros, Ernest, Michael Theriault, and Jean Thorn, eds. *Code of Canon Law Annotated: Prepared under the Responsibility of the Instituto Martin de Azpilcueta*. 2nd ed. Montreal: Wilson & Lafleur, 2004.

Coriden, James A., Thomas J. Green, and Donald E. Heintschel, eds. *The Code of Canon Law: A Text and Commentary*. New York: Paulist, 1985.

Flannery, Austin, ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Rev. ed. Vatican Collection, vol. 1. Northport, NY: Costello, 1992.

———. *Vatican Council II: More Post-Conciliar Documents*. Vatican Collection, vol. 2. Dublin: Dominican Publications, 1982.

Periodicals

Acta Apostolicae Sedis. Rome: Libreria Editrice Vaticana, 1909–.

Canon Law Digest: Officially Published Documents Affecting the Code of Canon Law. 13 vols to date. Milwaukee, WI: Bruce, 1934–.

The Jurist. Washington, DC: Canon Law Society of America.

Roman Replies and CLSA Advisory Opinions. 29 vols (to date). Washington, DC: Canon Law Society of America, 1981–.

Studia Canonica. Ottawa: St Paul University.

Ian Waters

Semester 2, 2012
Monday 10.00am – 1.00pm

In the light of Vatican II, this unit considers Moral Theology as a theological science. It provides a survey of the history of moral theology, examines the sources of moral knowledge for the Christian, and explores the interrelationships between moral theology, scripture, Christology, ecclesiology and Christian anthropology. On the basis of such understanding this unit examines moral conscience in the Catholic tradition. Other topics such as Sin, Conversion, Liturgical prayer and the concept of Discipleship are considered within the context of Christian moral life.

Prerequisites: CD101 and CD102 are highly recommended

Requirements: 3 hours per week

Assessment:	one 1,000 word paper	30%
	one 2,000 word research essay	40%
	one 1 hour written examination	30%

Bibliography

- Billy, Dennis, and James Keating. *Conscience and Prayer: The Spirit of Catholic Moral Theology*. Collegeville, MN: Liturgical Press, 2001.
- Connolly, Hugh. *Sin*. New York: Continuum, 2002.
- Crossin, John W. *Walking in Virtue: Moral Decisions and Spiritual Growth in Daily Life*. New York: Paulist, 1998.
- Curran, Charles E., and Richard McCormick, eds. *Conscience*. Vol. 14 of *Readings in Moral Theology*. New York: Paulist, 2004.
- Gula, Richard M. *The Good Life: Where Morality and Spirituality Converge*. New York: Paulist, 1999.
- Harrington, Daniel J., and James F. Keenan. *Jesus and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Lanham, MD: Sheed & Ward, 2002.
- John Paul II. *Veritatis splendor*. Encyclical Letter. 1993.
- Keenan, James F. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. London: Continuum, 2010.
- O'Connell, Timothy E. *Making Disciples: A Handbook for Christian Moral Formation*. New York: Crossroad, 1998.
- O'Neil, Kevin J., and Peter Black. *The Essential Moral Handbook: A Guide to Catholic Living*. Liguori, MO: Liguori, 2003.

Frances Baker rsm

Semester 1, 2012
Wednesday 10.00am – 1.00pm

The context of this unit is the Catholic theological tradition and it proceeds on the basis that human sexuality concerns affectivity, the formation of a genuine relationship of love that leads to marriage, and more generally bonds of communion with others. The unit explores Catholic teaching pertaining to sexuality in general, marriage and family, other committed relationships, and education in sexuality. These themes are studied within a framework that considers human sexuality as an integral dimension of the human person.

Prerequisites: DM106

Requirements: 3 hours per week

Assessment:	first level	short paper: 5 x 400 words	40%
		document analysis: one hour 1,000 words (in class)	20%
		one 1 hour written examination	40%
	second level	short paper: 5 x 600 words	40%
		document analysis: one hour 1,000 words (in class)	20%
		one 1 hour written examination	40%

Bibliography

Collins, Raymond F. *Sexual Ethics and the New Testament: Behaviour and Belief*. New York: Crossroad, 2000.

Curran, Charles E., and Julie H. Rubio, eds. *Marriage*. Vol. 15 of *Readings in Moral Theology*. New York: Paulist, 2009.

Curran, Charles E., and Richard A. McCormick, eds. *Dialogue About Catholic Sexual Teaching*. Vol. 8. of *Readings in Moral Theology*. New York: Paulist, 1993.

Nelson, James B., and Sandra P. Longfellow, eds. *Sexuality and the Sacred: Sources for Theological Reflection*. Louisville, KY: Westminster John Knox, 1994.

Church Documents

Congregation for the Doctrine for the Faith. *Persona humana*. Declaration on Certain Questions Concerning Sexual Ethics. 1975.

John Paul II. *Familiaris consortio*. Encyclical Letter. 1982.

Paul VI. *Humanae vitae*. Encyclical Letter. 1968.

Pius XI. *Casti connubii*. Encyclical Letter. 1930.

Vatican Council II. *Gaudium et spes*. Pastoral Constitution on the Church in the Modern World. 7 December 1965.

Frances Baker rsm

Semester 2, 2012
Tuesday 2.00am – 5.00pm

The Virtue of Justice and Catholic Social Teaching

DM205/305

This unit probes contemporary justice issues from the perspective of Moral Theology. The unit is divided into three parts. Firstly, a theological examination of the subject of justice draws on the relevant biblical texts and the works of St Thomas Aquinas. The virtue of justice and its allied virtues are dealt with in some detail. Secondly, an introduction to Catholic Social Teaching over the last 100+ years will be presented. The unit shows that this teaching draws on the theological foundation to address specific issues. Thirdly, these issues are dealt with in class, as seminars, or as essay topics. The specific issues are topical and may include: poverty, aboriginal issues, racism, peace, social justice and liturgical prayer, property ownership, work, wages, and leisure.

Prerequisites: DM106

Requirements: 3 hours per week

Assessment:	second level	one 1,000 word seminar paper	30%
		one 2,500 word essay	40%
		one 1 hour written examination	30%
	third level	one 1,000 word seminar paper	30%
		one 3,000 word essay	40%
		one 1 hour written examination	30%

Bibliography

- Australian Catholic Bishops' Statements 1985–1995*. 2 vols. Strathfield, NSW: St Paul's, 1997.
- Benedict XVI. *Caritas in veritate*. Encyclical Letter. 2009.
- DeBerri, Edward P., James E. Hug, Peter J. Henriot, and Michael J. Schultheis. *Catholic Social Teaching: Our Best Kept Secret*. 4th ed. Maryknoll, NY: Orbis, 2004.
- Dorr, Donal. *Option for the Poor: A Hundred Years of Vatican Social Teaching*. Rev. ed. Melbourne: Collins Dove, 1992.
- Houston, Walter J., *Contending for Justice: Ideologies and Theologies of Social Justice in the Old Testament*. London: T. & T. Clark, 2008.
- McOustra, Christopher. *Love in the Economy: Catholic Social Doctrine for the Individual*. Slough: St. Paul's, 2000.
- Pieper, Josef. *The Four Cardinal Virtues: Prudence, Justice, Fortitude, Temperance*. Notre Dame, IN: University of Notre Dame Press, 2003.
- Pontifical Council for Justice and Peace. *Compendium of the Social Doctrine of the Church*. 2004.
- Schubeck, Thomas L. *Love that does Justice*. Maryknoll, NY: Orbis, 2007
- Scott, Margaret. *The Eucharist and Social Justice*. Mahwah NJ: Paulist, 2009.

Anthony Ireland

2013

This unit focuses on the biblical perspective of the value of human life and healthcare, basic Christian bioethical principles, the primacy of the person and the duty of reasonable care of life and health at every stage. The moral principles relevant to the identity of Catholic hospitals are discussed, including formal and material cooperation with others performing unethical activities in facilities leased from Catholic institutions. Topics covered include abortion, euthanasia, the withholding of treatment, HIV/AIDS, rape, the anencephalic fetus, transplants of donated organs, human research, the allocation of scarce resources, triage and other issues raised by the environment, and modern medical terminology: prenatal diagnosis, treatments for infertility, reproductive technology and embryonic stem cell research.

Prerequisites: DM106

Requirements: 3 hours per week

Assessment:	second level	one 2,000 word essay	40%
		one 2 hour written examination	60%
	third level	one 3,000 word essay	40%
		one 2 hour written examination	60%

Bibliography

Ashcroft, Richard E., and Raanan Gillon, eds. *Principles of Health Care Ethics*. 2nd ed. Chichester, West Sussex: John Wiley & Sons, 2007.

Ashley, Benedict M., Jean de Blois, and Kevin D. O’Rourke. *Health Care Ethics: A Theological Analysis*. 5th ed. Washington, DC: Georgetown University Press, 2006.

Catholic Health Australia. *Code of Ethical Standards for Catholic Health and Aged Care Services in Australia*. Red Hill, ACT: Catholic Health Australia, 2001.

Ford, Norman. *The Prenatal Person: Ethics from Conception to Birth*. Oxford: Blackwell, 2002.

Geach, Mary, and Luke Gormally, eds. *Human Life, Action and Ethics: Essays by G. E. M. Anscombe*. Exeter: Imprint Academic, 2005.

Gill, Robin. *Health Care and Christian Ethics*. Cambridge: Cambridge University Press, 2006.

Kuhse, Helga, and Peter Singer. *Bioethics: An Anthology*. 2nd ed. Oxford: Blackwell, 2006.

Morrison, Eileen E., ed. *Healthcare Ethics: Critical Issues for the Twenty-First Century*. 2nd ed. Sudbury, MA: Jones and Bartlett, 2009.

O’Rourke, Kevin D., ed. *A Primer for Health Care Ethics: Essays for a Pluralist Society*. 2nd ed. Washington, DC: Georgetown University Press, 2000.

Taylor, Carol R., and Roberto Dell’Oro, eds. *Health and Human Flourishing*. Washington, DC: Georgetown University Press, 2006.

Norman Ford sdb

Semester 1, 2012
 Tuesday 2.00pm – 5.00pm

The Moral Theology Seminar provides students with the opportunity for guided research in an area of particular interest within the field of Moral Theology. Students are to meet regularly, at least monthly, with their supervisor to discuss their progress and share the fruits of their research in seminars. The specific focus of the research needs to be approved by the unit coordinator and the Chair of Examiners for Field D.

The Seminar focus may be drawn from areas such as:

- Business Ethics
- Bioethics
- Christian Marriage and Family
- Environmental Ethics
- Human Sexuality
- Social Justice
- Fundamental Moral Theology
- Christian Moral Conscience
- Virtue in the Christian Tradition
- Moral Life and Christian Spirituality

Prerequisites: two levels of Moral Theology

Assessment:	DM397 (15 points)	one 5,000 word essay	100%
	DM398 (30 points)	one 10,000 word essay	100%

DM398 may be completed over two semesters as DM398A (part 1) and DM398B (part 2).

Frances Baker rsm (coordinator)

Semesters 1 & 2, 2012

DL103	Introduction to Liturgy	2012: Semester 1	Elio Capra sdb
DL204/304	The Art of Preaching	2012: Semester 1	Michael McEntee
DL264/364	Liturgical Rites and Music (<i>10 points</i>)	2012: Weekend Intensive	Paul Taylor
DL397/398	Liturgy Research Seminar	2012: Semesters 1 & 2	Tom Knowles sss (coordinator)
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DP111/211	Pastoral Studies I: A Theory of Pastoral Practice	2012: Semester 1	William Attard
DP112/212	Pastoral Studies II: Pastoral Care and Spiritual Leadership	2012: Semester 2	William Attard
DP236A DP236B	Clinical Pastoral Education (<i>two 15-point units</i>)	2012: Semesters 1 & 2	
DP397/398	Pastoral Studies Seminar	2012: Semesters 1 & 2	William Attard (coordinator)
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DR103/203	Theological and Pedagogical Foundations of Religious Education	2012: Semester 2	Peter Varengo sdb
DR104/204	Personal Development and Faith: The Praxis of Person-Centred RE	2013	Peter Varengo sdb
DR397/398	Religious Education Seminar	2012: Semesters 1 & 2	Peter Varengo sdb

The unit includes: an introductory outline of the historical development of liturgy; the theology of liturgy; the role of ministers and of the assembly; the role and meaning of symbols; the Liturgy of the Hours; the criteria for liturgical preparation; the role of music; the celebration of liturgy with children; liturgical gestures and movements; liturgical space and the language of the liturgy.

Prerequisites: none

Requirements: 3 hours per week

Assessment:	one 2,000 word essay	60%
	one 1,000 word assignment	20%
	one 1 hour examination	20%

Bibliography

- Catechism of the Catholic Church*. English translation. 2nd ed. 1997.
- Capra, Elio. *Called Gifted Sent: The Sacraments of Christian Initiation and the Triduum*. Melbourne: James Goold House, 2010.
- Dalmais, Irénée Henri, Pierre Jounel, and Aimé Georges Martimort. *The Liturgy and Time*. New ed. Translated by Matthew J. O'Connell. Edited by Aimé Georges Martimort. Vol. 4 of *The Church at Prayer: An Introduction to the Liturgy*. Collegeville, MN: Liturgical Press, 1986.
- Duffy, Regis A. *The Liturgy in the Catechism: Celebrating God's Wisdom and Love*. London: Geoffrey Chapman, 1995.
- Gelineau, Joseph. *Liturgical Assembly: Liturgical Song*. Translated by Bernadette Gasslein. Portland, OR: Pastoral, 2001.
- Huck, Gabe. *Liturgy with Style and Grace*. 3rd ed. Chicago: Liturgy Training Publications, 1998.
- Irwin, Kevin W. *Liturgy, Prayer and Spirituality*. New York: Paulist, 1984.
- Lysik, David A., ed. *The Liturgy Documents: A Parish Resource*. 2 vols. 4th ed. Chicago: Liturgy Training Publications, 1999–2004.
- Ratzinger, Joseph. *The Spirit of the Liturgy*. Translated by John Saward. San Francisco: Ignatius, 2000.
- Searle, Mark, Barbara Searle, and Anne Koester, eds. *Called to Participate: Theological, Ritual and Social Perspectives*. Collegeville, MN: Liturgical Press, 2006.
- Torevell, David. *Losing the Sacred: Ritual, Modernity and Liturgical Reform*. Edinburgh: T. & T. Clark, 2000.
- Vosko, Richard S. *God's House is Our House: Reimagining the Environment for Worship*. Collegeville, MN: Liturgical Press, 2006.

Elio Capra sdb

Semester 1, 2012
Wednesday 2.00pm – 5.00pm

This unit will treat the history, theology and hermeneutics of Christian preaching in order to introduce the student more thoroughly to its practice. This will involve consideration of the various modes of preaching available to the preacher, the Second Vatican Council's call for a renewal of preaching within the Catholic Church, the function of preaching within the liturgy, and the challenge of preaching in contemporary Australian culture.

Prerequisites: BS101, BS102, CD101, CD102, DL103 or equivalent

Requirements: 3 hours per week

Assessment:	second level	one 2,000 word essay	60%
		two 15 minute oral presentations	2 x 20%
	third level	one 3,000 word essay	60%
		two 15 minute oral presentations	2 x 20%

Bibliography

- Anderson, C. Colt. *Christian Eloquence: Contemporary Doctrinal Preaching*. Chicago: Liturgy Training Publications, 2005.
- Bishops' Committee on Priestly Life and Ministry of the US Conference of Catholic Bishops. *Fulfilled in Your Hearing: The Homily in the Sunday Assembly*. Washington, DC: United States Catholic Conference, 1982.
- Brueggemann, Walter. *Finally Comes the Poet: Daring Speech for Proclamation*. Minneapolis: Fortress, 1989.
- Burghardt, Walter J. *Preaching: The Art and the Craft*. New York: Paulist, 1987.
- Cote, Richard. *Lazarus! Come Out! Why Faith Needs Imagination*. Ottawa: Novalis, 2003.
- Fuller, Reginald. *Preaching the Lectionary: The Word of God for the Church Today*. Rev. ed. Collegeville, MN: Liturgical Press, 1984.
- Hilkert, Mary C. *Naming Grace: Preaching and the Sacramental Imagination*. New York: Continuum, 1996.
- Monshau, Michael, ed. *The Grace and Task of Preaching*. Dublin: Dominican, 2006.
- Porteous, Julian, ed. *The New Evangelisation: Developing Evangelical Preaching*. Ballan, VIC: Connor Court, 2008.
- Wallace, James A. *Preaching to the Hungers of the Heart: The Homily on the Feasts and within the Rites*. Collegeville, MN: Liturgical Press, 2002.
- , ed. *Preaching in the Sunday Assembly: A Pastoral Commentary on 'Fulfilled in Your Hearing'*. Collegeville, MN: Liturgical Press, 2010.
- Waznak, Robert P. *An Introduction to the Homily*. Collegeville, MN: Liturgical Press, 1998.

Michael McEntee (coordinator)

Semester 1, 2012
Monday 6.00pm – 9.00pm

This unit will provide those engaged in or embarking upon pastoral ministry with an understanding of the integration of appropriate music into the liturgical rites of the Catholic Church, namely, the Eucharist, the Rites of Christian Initiation and Healing, the Rite of Marriage, the Order of Christian Funerals and the Divine Office (Morning and Evening Prayer). Liturgical principles for integrating music will be drawn from the documents on liturgy and music of the Second Vatican Council and subsequent magisterial and scholarly statements. Students will be exposed to liturgical music from various historical periods and in a range of styles that apply to liturgical ministries such as the assembly, presiding ministers, choirs and cantors. Official chant sources in Latin and English will be explored in addition to relevant collections of liturgical music from Catholic and ecumenical sources. The distinctive structures of each liturgical rite will be analysed and the criteria to assess the relative worth of liturgical music selections will be developed according to sound liturgical, musical and pastoral values.

Prerequisites: DM106

Requirements: intensive mode: 10.00am – 5.00pm

Assessment:	second level	one 1,500 word essay	50%
		one 1,000 word class presentation	25%
		one 1,000 word evaluation of a liturgical celebration with music	25%
	third level	one 2,000 word essay	50%
		one 1,000 word class presentation	25%
		one 1,000 word evaluation of a liturgical celebration with music	25%

Bibliography

Deiss, Lucien. *Visions of Liturgy and Music for a New Century*. French text translated by Jane Burton; English text edited by Donald Molloy. Collegeville, MN: Liturgical Press, 1996.

Foley, Edward, Nathan Mitchell & Joanne Pearce, eds. *A Commentary on the General Instruction of the Roman Missal*. Collegeville, MN: Liturgical Press, 2007.

Gelineau, Joseph. *Liturgical Assembly, Liturgical Song*. Translated by Bernadette Gasslein. Portland, OR: Pastoral, 2002.

Hayburn, Robert. *Papal Legislation on Sacred Music: 95AD to 1977AD*. Collegeville, MN: Liturgical Press, 1979.

Joncas, Jan Michael. *From Sacred Song to Ritual Music: Twentieth-Century Understandings of Roman Catholic Worship Music*. Collegeville, MN: Liturgical Press, 1997.

McMahon, J. Michael, and Gordon Truitt. *Ministries in Sung Worship: A Documentary and Pastoral Resource*. Silver Spring, MD: NAPM, 2005.

Mannion, M. Francis. *Masterworks of God: Essays in Liturgical Theory and Practice*. Chicago, IL: Hillenbrand, 2004.

Ruff, Anthony. *Sacred Music and Liturgical Reform: Treasures and Transformations*. Chicago, IL: Liturgical Training Publications, 2007.

Schaefer, Edward. *Catholic Music Through the Ages: Balancing the Needs of a Worshipping Church*. Chicago, IL: Hillenbrand, 2008.

Paul Taylor

Weekend Intensive, 2012
 Saturdays: September 15; October 6, 20, 27
 10.00am – 5.00pm
 Census Date: Friday 28 September

Students follow a course of reading set after consultation with their supervisor, who is chosen from within the department. Students meet regularly, at least monthly, with their supervisor to discuss their progress and share the fruits of their research in seminars. Each student's topic and bibliography must also be approved by the Chair of Examiners for Field D.

Prerequisites: two levels of liturgy are recommended

Assessment: DL397 (15 points) one 5,000 word essay
DL398 (30 points) one 10,000 word essay

DL398 may be completed over two semesters as DL398A (part 1) and DL398B (part 2).

Tom Knowles sss (coordinator)

Semesters 1 & 2, 2012

Pastoral Studies I: A Theory of Pastoral Practice

DP111/211

This unit will present three theoretical frameworks within which to consider pastoral practice in its day-to-day experience: psychological, anthropological and theological. The psychological framework focuses upon human development, motivation, and the influence of the unconscious. The anthropological (philosophical) frame of reference assists students to understand ways of knowing and responding, with particular reference to imagination, freedom, and growth. The theological reflection to be presented draws on the sources of personal principles and action, culture and faith tradition. The aim of the unit is for students to recognise the assumptions upon which they engage in ministry and to encourage them to take responsibility for their pastoral practice.

Prerequisites: CD101, CD102, BS101 and BS102 are recommended
some pastoral experience would be advantageous

Requirements: 3 hours per week

Assessment:	first level	one 500 word seminar paper	10%
		one 2,500 word essay	60%
		one 1 hour written examination	30%
	second level	one 1,000 word seminar paper	25%
		one 3,000 word essay	50%
		one 1 hour written examination	25%

Bibliography

- American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders*. 4th ed. Washington, DC: American Psychiatric Association, 1994.
- Graham, Larry K. *Care of Persons, Care of Worlds: A Psychosystems Approach to Pastoral Care and Counselling*. Nashville: Abingdon, 1992.
- Moran, Frances M. *Beyond the Culture of Care: Helping Those Souled Out by the Market Economy*. Strathfield, NSW: St Paul's, 2006.
- O'Connell-Killen, Patrick, and John De Beer. *The Art of Theological Reflection*. New York: Crossroad, 1994.
- Rulla, Luigi M., Joyce Ridick, and Franco Imoda. *Anthropology of the Christian Vocation*. Vol. 2 of *Existential Confirmation*. Rome: Gregorian University Press, 1989.
- Sperry, Len. *Transforming Self and Community: Revisioning Pastoral Counselling and Spiritual Direction*. Collegeville, MN: Liturgical Press, 2002.
- Waldron, Vincent R., and Douglas L. Kelley. *Communicating Forgiveness*. Los Angeles: Sage, 2008.
- Wicks, Robert J., and Thomas E. Rogerson. *Companions in Hope: The Arts of Christian Caring*. New York: Paulist, 1998.

William Attard

Semester 1, 2012
Wednesday 2.00pm – 5.00pm

Pastoral Studies II: Pastoral Care and Spiritual Leadership

DP112/212

This unit will assist pastoral practitioners to develop a coherent framework for pastoral interaction, care and leadership in a variety of settings. Contemporary pastoral applications and professional intervention issues will be dealt with: the individual in relationship to their environment; ethics and boundaries; marriage and sexuality; family systems and group dynamics; grief and bereavement; non-Western cultures; spiritual direction and referral. The Spiritual Leadership component of this unit will consider the theoretical and theological bases of leadership. Our focus will be the spirituality and principles of transformation. Time will be given to explanation of the qualities of a Christian leader in areas relevant to the ministries and interests of the students.

Prerequisites: CD101, CD102, BS101 and BS102 are recommended
some pastoral experience would be advantageous

Requirements: 3 hours per week

Assessment:	first level	one 1,000 word research seminar paper	20%
		one 2,000 word essay	50%
		one 1 hour written examination	30%
	second level	one 1,000 word research seminar paper	20%
		one 3,000 word essay	60%
		one 1 hour written examination	20%

Bibliography

- Conn, Walter E. *The Desiring Self: Rooting Pastoral Counselling and Spiritual Direction in Self-Transcendence*. New York: Paulist, 1998.
- Egan, Gerard. *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. 8th ed. Belmont, CA: Thomson Brooks/Cole, 2007.
- May, Gerald G. *The Dark Night of the Soul: A Psychiatrist Explores the Connection between Darkness and Spiritual Growth*. San Francisco: Harper Collins, 2005.
- Moran, Frances M. *Listening: A Pastoral Style*. Sydney: E. J. Dwyer, 1996.
- Palmer, Parker J. *A Hidden Wholeness: The Journey Towards an Undivided Life: Welcoming the Soul and Weaving Community in a Wounded World*. San Francisco: Jossey-Bass, 2004.
- Sofield, Loughlan, and Donald H. Kuhn. *The Collaborative Leader: Listening to the Wisdom of God's People*. Notre Dame, IN: Ave Maria, 1995.
- Wicks, Robert J., Richard D. Parsons, and Donald Capps, eds. *Clinical Handbook of Pastoral Counselling*. 2 vols. New York: Paulist, 1993.
- Worden, J. William. *Grief Counselling and Grief Therapy: A Handbook for the Mental Health Practitioner*. 4th ed. New York: Springer, 2008.

William Attard

Semester 2, 2012
Wednesday 2.00pm – 5.00pm

Clinical Pastoral Education (CPE) is recognised as an educational experience and a dimension of Christian ministry. It brings theological students and ministers (lay or ordained) into supervised encounters with people in a variety of circumstances. Through intense involvement with people, and the feedback from peers, supervisors, other professionals and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs to those to whom they minister. From theological reflection on specific human situations, students gain new understanding of the human situation. Within the inter-disciplinary team process of helping people, students develop skills in inter-personal and inter-professional relationships.

Authority to conduct courses

A Clinical Supervisor or Clinical Pastoral Educator plans, conducts, evaluates and certifies a unit of clinical pastoral education for a group of no fewer than three and no more than six peers, contracted for the duration of the unit, who are engaged in a common learning experience.

Required Hours

Each unit consists of four hundred hours of supervised learning in ministry, with a minimum of ten hours of individual supervision, sixty hours of peer group supervision, and one hundred and fifty hours in the actual practices of ministry to people. Each unit can be completed over a minimum of ten weeks or a maximum period of forty-four weeks.

Learning from experience

Units in CPE require discipline and rigour from students and supervisors to ensure that there is individualised setting of strategic learning goals, returning to the actual experiences of ministry through detailed reporting, attending to the feelings associated with the experience and re-evaluating all aspects of the ministry practice.

Assessment

While in most theological units the student's progress is assessed from written assignments, in CPE progress towards satisfactory completion of a unit is assessed by the Clinical Supervisor's or Clinical Pastoral Educator's skilled observation of "the living human document" – the student's theological, ethical, professional and pastoral functioning – in addition to the written reports, case studies, evaluations and theological reflections.

Credit

BTheol: 30 points credit for a level 1 unit of CPE

Enquiries about training

CPE programmes are available in many centres in Melbourne. Contact for application and forms should be made to individual centres. For information see website: www.aspea.org.au

FEE-HELP

Fee-HELP is available.

Enquiries to the Academic Dean.

The Pastoral Studies Seminar provides students with the opportunity for guided research in an area of particular interest within the field of Pastoral Studies. Students are to meet regularly, at least monthly, with their supervisor to discuss their progress and share the fruits of their research in seminars. The specific focus of the research needs to be approved by the unit coordinator and the Chair of Examiners for Field D.

Prerequisites: DP111 and DP112 are recommended

Assessment: DP397 (15 points) one 5,000 word essay
DP398 (30 points) one 10,000 word essay

DP398 may be completed over two semesters as DP398A (part 1) and DP398B (part 2).

William Attard (coordinator)

Semesters 1 & 2, 2012

Theological and Pedagogical Foundations of Religious Education

DR103/203

By calling upon the individual, communal and professional experience of all those involved in religious education, this unit seeks to establish a common endeavour of dialogue and personal reflection challenging one's own faith as the primary source of ministry and education. This unit focuses on the theological and educational principles underlying both the nature and process of religious education and emphasises the rationale, content, context and methodological options in this discipline. The unit examines and critiques the social, ecclesial, cultural, philosophical, and theological presuppositions as well as the praxis of religious education, in order to identify the specific nature of faith education as a ministry in the Church, and to plan a specific course of action in line with one's educative and pastoral ministry.

Prerequisites:	first level	none	
	second level	none	
Requirements:	3 hours per week		
Assessment:	first level	one 1,000 word book review <i>or</i> two 500 word short reflection papers	20%
		one 2,000 word essay	50%
		one 1 hour written examination	30%
	second level	one 1,500 word book review, with a 30 minute oral seminar/class presentation	30%
		<i>or</i>	
		three 500 word short reflection papers <i>and</i> one 20 minute oral examination	30%
		one 2,500 word essay	20%
			50%

Bibliography

- Australian Episcopal Conference. *The Renewal of the Education of Faith*. Sydney: E. J. Dwyer, 1972.
- Congregation for the Clergy. *General Directory for Catechesis*. 1997.
- Durka, Gloria. *The Teacher's Calling: A Spirituality for Those Who Teach*. New York: Paulist, 2002.
- Engebretson, Kath, Marian de Souza, Richard Rymarz and Michael T. Buchanan. *Cornerstones of Catholic Secondary Education: Principles and Practice of the New Evangelisation*. Terrigal, NSW: David Barlow, 2008.
- Gallagher, Jim. *Soil for the Seed: Historical, Pastoral and Theological Reflections on Educating to and in the Faith*. Great Wakering, Essex: McCrimmons, 2001.
- Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1981.
- John Paul II. *Catechesi tradendae*. Apostolic Exhortation. 1979.
- Contemporary Pedagogies and Religious Education*. Special Issue of *Journal of Religious Education* 52, no. 3 (2004).
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 1998.
- Ryan, Maurice, ed. *Echo and Silence: Contemporary Issues for Australian Religious Education*. Katoomba, NSW: Social Science Press, 2001.
- Shared Christian Praxis*. Special issue of *Word in Life* 45, no. 3 (1997).

Peter Varengo sdb

Semester 2, 2012
Wednesday 10.00am – 1.00pm

Personal Development and Faith: The Praxis of Person-Centred Religious Education

DR104/204

The unit seeks to apply the theoretical understanding of academic research as well as the personal faith experience of the students to addressing some specific issues relating to faith and pastoral praxis within a post modern Church community and within an Australian social context. Drawing on the theoretical underpinnings of research in the field of human psychology and of the science of personal development, and reflecting on the praxis of religious education, the unit will invite the students: i) to analyse the contextual framework within which religious education occurs, both in terms of place (the Church in Australia today) and of people involved in the journey of faith and faith education; ii) to lay the foundations for further reflection and a specific plan of action within the ministerial, educative, and/or pastoral field of activity of each student.

Prerequisites: first level none
second level none

Requirements: 3 hours per week

Assessment:

first level	one 1,000 word book review <i>or</i> two 500 word short reflection papers	20%
	one 2,000 word essay	50%
	one 1 hour written examination	30%
second level	one 1,500 word field study/pastoral project	35%
	one 45 minute oral presentation/seminar	15%
	one 2,500 word essay	50%

Bibliography

- Coles, Robert. *The Spiritual Life of Children*. London: Harper Collins, 1992.
- Feldmeier, Peter. *The Developing Christian: Spiritual Growth Through the Life Cycle*. New York: Paulist, 2007.
- Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. New York: Harper & Row, 1981.
- . *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. Blackburn: Dove Communications, 1984.
- Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, MA: Harvard University Press, 1993.
- Riera, Michael. *Uncommon Sense for Parents with Teenagers*. Berkeley, CA: Celestial Arts, 2001.
- Shea, John J. *Finding God Again: Spirituality for Adults*. Latham, MD: Rowman & Littlefields, 2005.
- Trainor, Michael. *Nurturing the Spirit: Faith Education within Australian Catholicism*. North Blackburn: Collins Dove, 1991.

Peter Varengo sdb

2013

Seminar One

Fully Human Fully Alive: A Seminar on Faith and Human Development

This seminar is offered to students who wish to engage in a more in-depth reading/research project in the field of Religious Education from the perspective of faith development and human experience, with a personal as well as a pastoral intentionality.

OR

Seminar Two

The Story of Religious Education

This seminar intends to offer historical insights into the development of religious education through the ages, and thereby lead students to a personal synthesis of their own contemporary understanding of both principles and praxis of religious education.

Prerequisites: DR203 or DR204 or equivalent in Christian Spirituality

Requirements: Students are required to attend regular sessions/seminars with the supervisor, during which they will be guided in their personal research on a topic approved by the supervisor and by the Chair of Examiners for Field D.

Assessment: DR397 (15 points) one 5,000 word essay
DR398 (30 points) one 10,000 word essay

DR398 may be completed over two semesters as DR398A (part 1) and DR398B (part 2).

Peter Varengo sdb

Semesters 1 & 2, 2012

DS107–108 Oblate Studies A & B**DS111 Christian Spirituality A: Classical Spiritualities to the Middle Ages**

2012: Semester 1 Austin Cooper omi AM

DS112 Christian Spirituality B: Modern Spiritualities

2012: Semester 2 Austin Cooper omi AM

DS125/225 Origins of the Franciscan Evangelical Movement – crosslisted as CH107/207

2012: Semester 1 Christopher Shorrock ofm conv

DS126/226 Writings of Francis and Clare – crosslisted as CH108/208

2013 Christopher Shorrock ofm conv

DS215/315 The Experience of Catholic Culture (30 points) – crosslisted as CH203/303

2013 Austin Cooper omi AM and Frances Baker rsm

DS223 The English Spiritual Tradition A: The Medieval Period

2012: Semester 1 Austin Cooper omi AM

DS224 The English Spiritual Tradition B: The Modern Period

2013 Austin Cooper omi AM

DS227/327 Women Mystics of the Middle Ages

2012: Semester 2 Clara Staffa Geoghegan

DS397/398 Christian Spirituality Seminar

2012: Semesters 1 & 2 Austin Cooper omi AM (coordinator)

These units cover a general view of the life of Eugène de Mazenod (1782–1861). Mazenod was the founder of the Oblates of Mary Immaculate and Bishop of Marseilles from 1837 until his death. The units will include a history of the Oblates especially in the Asia-Oceania region. These units will also treat the spirituality of Mazenod and the Oblates.

Prerequisites: DS107 none
DS108 DS107

Requirements: 3 hours per week

Assessment: *per semester unit*
two 1,500 word papers 2 x 35%
one 1 hour written examination 30%

Bibliography

- Ciardi, Fabio, ed. *Dictionary of Oblate Values*. Rome: Association for Oblate Studies and Research, 2000.
- Hubenig, Alfred, and René Motte. *Living in the Spirit's Fire: Saint Eugène de Mazenod*. Rome: OMI General Postulation, 2004.
- Jetté, Fernand. *Oblates of Mary Immaculate: The Apostolic Man*. Rome: OMI General House, 1992.
- Kedl, Aloysius, ed. *Selected Oblate Studies and Texts*. Rome: OMI General House, 1986.
- Leflon, Jean. *Eugène de Mazenod: Bishop of Marseilles, founder of the Oblates of Mary Immaculate 1782–1861*. 5 vols. Translated by Francis D. Flanagan. New York: Fordham University Press, 1961–68.
- Levasseur, Donat. *A History of the Missionary Oblates of Mary Immaculate*. 2 vols. Rome: OMI General House, 1985.
- Roche, Aloysius. *The Blessed Eugène de Mazenod*. Lyon: Editions du Chalet, 1974.
- Santucci, Frances. *Eugène de Mazenod*. Rome: Association for Oblate Studies and Research, 2004.

Christian Spirituality A: Classical Spiritualities to the Middle Ages

DS111

This unit is intended to acquaint the student with some significant examples of Christian literature from the beginnings of the Christian movement to the Middle Ages. The focus will be upon the study of these significant texts in their theological and cultural setting. Students will be required to experience some contemporary expressions of aspects of this subject, e.g. a Liturgy of Eastern Christians.

Prerequisites: none

Requirements: 3 hours per week

Assessment:	one 600 word assignment	10%
	one 1,500 word essay	40%
	one 400 word report of experience	10%
	one 1½ hour examination	40%

Bibliography

Clement, Olivier. *The Roots of Christian Mysticism: Text and Commentary*. Translated by Theodore Berkeley. London: New City, 1993.

Costello, Stephen J., ed. *The Search for Spirituality: Seven Paths Within the Catholic Tradition*. Raheny: Liffey, 2003.

Cunningham, Lawrence S., and Keith J. Egan. *Christian Spirituality: Themes from the Tradition*. New York: Paulist, 1996.

Harmless, William. *Mystics*. Oxford: Oxford University Press, 2008.

Holder, Arthur, ed. *Christian Spirituality: The Classics*. New York: Routledge, 2010.

Raab, Christian, and Harry Hagan, eds. *The Tradition of Catholic Prayer*. Collegeville, MN: Liturgical Press, 2007.

Rolheiser, Ronald. *Longing for the Holy: Spirituality for Everyday Life*. Newark, NJ: Renew International, 2009.

Williams, Rowan. *The Wound of Knowledge: Christian Spirituality from the New Testament to St John of the Cross*. Oxford: Rowan and Littlefield, 2003.

Austin Cooper omi AM

Semester 1, 2012
Tuesday 10.00am – 1.00pm

This unit follows on from DS111/RLT1010 and is intended to acquaint the student with some significant examples of Christian literature from the later Middle Ages to the present. The focus will be upon the study of these significant texts in their theological and cultural setting. Students will be required to experience some contemporary expressions or aspects of this subject, e.g. a visit to a monastic foundation.

Prerequisites: DS111 or equivalent

Requirements: 3 hours per week

Assessment:	one 600 word assignment	10%
	one 1,500 word essay	40%
	one 400 word report of experience	10%
	one 1½ hour examination	40%

Bibliography

- Cunningham, Lawrence S., and Keith J. Egan. *Christian Spirituality: Themes from Tradition*. New York: Paulist, 1996.
- Downey, Michael, ed. *The New Dictionary of Catholic Spirituality*. Collegeville, MN: Liturgical Press, 1993.
- Dreyer, Elisabeth A. and Mark S. Burrows, eds. *Minding the Spirit*. Baltimore: John Hopkins University Press, 2005.
- Fanning, Steven. *Mystics of the Christian Tradition*. New York: Routledge, 2001.
- Flood, Gavin. *The Ascetic Self: Subjectivity, Memory, and Tradition*. Cambridge: Cambridge University Press, 2004.
- Healey, Charles J. *Christian Spirituality: An Introduction to the Heritage*. New York: St Paul's, 1999.
- Holder, Arthur, ed. *Christian Spirituality: The Classics*. London: Routledge, 2009.
- Hughes, Gerard W. *God in All Things*. London: Hodder & Stoughton, 2003.
- Nichols, Aidan. *Spirituality for the Twenty-first Century*. Huntington, IN: Our Sunday Visitor, 2003.
- Perrin, David B. *Studying Christian Spirituality*. New York: Routledge, 2007.

Austin Cooper omi AM

Semester 2, 2012
Tuesday 10.00am – 1.00pm

Origins of the Franciscan Evangelical Movement

DS125/225

crosslisted as CH107/207

This unit examines the development of the evangelical movement initiated by Francis and Clare of Assisi from 1226 to 1517. While concentrating upon the struggles with the First Order from the death of Francis (1226) through the Bull of Union (1517), and the Capuchin Reform, it will consider the internal developments in the three Franciscan Orders as they attempted to respond to the changing situation of the church and society within this same period.

Prerequisites: first level none
second level none

Requirements: 3 hours per week

Assessment:	first level	one 1,000 word exercise on assigned reading	20%
		one 2,000 word essay	50%
		one 1 hour written examination	30%
	second level	one 1,500 word exercise on assigned reading	20%
		one 2,500 word essay	50%
		one 1 hour written examination	30%

Required Text

Carmody, Maurice. *The Franciscan Story: St Francis of Assisi and his Influence since The Thirteenth Century*. Twickenham: Athena, 2008.

Bibliography

Armstrong, Regis J., J. Wayne Hellmann, and William J. Short, eds. *Francis of Assisi: Early Documents*. 3 vols. New York: New City, 1999–2001.

Brooke, Rosalind B. *Early Franciscan Government: Elias to Bonaventure*. Cambridge Studies in Medieval Life and Thought: New Series. Cambridge: Cambridge University Press, 2004.

Burr, David. *The Spiritual Franciscans: From Protest to Persecution in the Century after Saint Francis*. Pennsylvania: Pennsylvania State University Press, 2001.

Esser, Cajetan. *Origins of the Franciscan Order*. Chicago: Franciscan Herald, 1970.

Iriarte, Lazaro. *Franciscan History: The Three Orders of St Francis*. Translated by Patricia Rose. Chicago: Franciscan Herald, 1983.

Merlo, Grado G. *In the Name of Saint Francis: A History of the Friars Minor and Franciscanism until the Early Sixteenth Century*. Translated by Rafael Bonnano & Robert J. Karris. St. Bonaventure, NY: Franciscan Institute Publications, 2009.

Moorman, John R. *A History of the Franciscan Order from its Origins to the Year 1517*. Chicago: Franciscan Press, 1988.

Nimmo, Duncan. *Reform and Division in the Medieval Franciscan Order: From Saint Francis to the Foundation of the Capuchins*. Rome: Capuchin Historical Institute, 1987.

Robson, Michael. *The Franciscans in the Middle Ages*. Woodbridge, UK: Boydell, 2006.

Short, William J. *The Franciscans*. Wilmington, DE: Michael Glazier, 1989.

Christopher Shorrocks ofm conv

Semester 1, 2012
Tuesday 2.00pm – 5.00pm

A study of the nature, content, and spiritual theology of the foundational texts of the Franciscan movement according to the latest critical research. The texts will be studied within the context of the development of the Franciscan movement and the religious trends of the thirteenth century. Particular themes will be identified as being integral to an understanding of the Franciscan charism and their relevance to contemporary Franciscan experience.

Prerequisites: DS125/225 is recommended

Requirements: 3 hours per week

Assessment:	first level	one 1,000 word critical review	20%
		one 2,000 word essay	50%
		one 1 hour written examination	30%
	second level	one 1,500 word critical review	20%
		one 2,500 word essay	50%
		one 1 hour written examination	30%

Required Texts

Armstrong, Regis J., ed. *The Lady, Clare of Assisi: Early Documents*. Rev. ed. New York: New City, 2006.

Armstrong, Regis J., J. Wayne Hellmann, and William J. Short, eds. *The Saint*. Vol 1. of *Francis of Assisi: Early Documents*. New York: New City, 1999.

Bibliography

Fleming, John V. *An Introduction to the Franciscan Literature of the Middle Ages*. Chicago: Franciscan Herald Press, 1977.

Hammond, Jay M., ed. *Francis of Assisi: History, Hagiography and Hermeneutics in the Early Documents*. Hyde Park, NY: New City, 2004.

Lapsanski, Duane V. *Evangelical Perfection: An Historical Examination of the Concept in the Early Franciscan Sources*. St Bonaventure, NY: Franciscan Institute, 1977.

Matura, Thaddee. *Francis of Assisi: The Message in His Writings*. Translated by Paul Barrett. Edited by Roberta A. McKelvie and Daria Mitchell. Rev. ed. St Bonaventure, NY: Franciscan Institute, 2004.

Peterson, Ingrid J. *Clare of Assisi: A Biographical Study*. Quincy, IL: Franciscan, 1993.

Rusconi, Roberto. *Francis of Assisi in the Sources and Writings*. Translated by Nancy Celaschi. St. Bonaventure, N.Y. Franciscan Institute Publication, 2008.

Short, William J. *Poverty and Joy: The Franciscan Tradition*. London: Darton, Longman & Todd, 1999.

The English Spiritual Tradition A: The Medieval Period

DS223

This unit will be mainly concerned with the English writers of the 14th Century: Richard Rolle, Julian of Norwich, Walter Hilton and the *Cloud of Unknowing*.

Prerequisites: two units of Spirituality

Requirements: 3 hours per week

Assessment: two 1,000 word seminar presentations 2 x 25%
one 2,500 word essay 50%

Required Reading

Each student should have available each of the following:

Hilton, Walter. *The Scale of Perfection*. Translated by John P. H. Clark and Rosemary Dorward. Classics of Western Spirituality. New York: Paulist, 1991.

Julian of Norwich. *Revelations of Divine Love*. Translated by Elizabeth Spearing. London: Penguin, 1999.

Richard Rolle of Hampole. *The Fire of Love and the Mending of Life*. Translated by Richard Misyn. Cosimo Classics. New York: Cosimo, 2007.

Spearing, Anthony C., trans. *The Cloud of Unknowing and Other Works*. London: Penguin, 2001.

Walsh, James A., trans. and ed. "The Pursuit of Wisdom" and other works by the author of "The Cloud of Unknowing". Classics of Western Spirituality. New York: Paulist, 1988.

Windeatt, Barry A., trans. *The Book of Margery Kempe*. Harmondsworth, UK: Penguin, 1985.

Bibliography

Cooper, Austin. *The Cloud: Reflections on Selected Texts*. Homebush, NSW: St Paul's, 1989.

———. *Julian of Norwich: Reflections on Selected Texts*. Homebush, NSW: St Paul's, 1986.

Davis, Carmel B. *Mysticism and Space: Space and Spatiality in the Works of Richard Rolle, the Cloud of Unknowing Author, and Julian of Norwich*. Washington, DC: Catholic University of America Press, 2008.

Goodman, Anthony. *Margery Kempe and Her World*. London: Longmans, 2002.

John-Julian. *The Complete Julian of Norwich*. Orleans, MA: Paraclete, 2009.

Kennedy, David G. *Incarnation and Hilton's Spirituality*. Salzburg: OLV, 1988.

Knowles, David. *The English Mystical Tradition*. London: Burns & Oates, 1961.

Lochrie, Karma. *Margery Kempe and Translations of the Flesh*. Philadelphia: University of Pennsylvania Press, 1994.

Mursell, Gordon. *English Spirituality*. 2 vols. London: SPCK, 2001.

Nuth, Joan M. *God's Lovers in an Age of Anxiety: The Medieval English Mystics*. London: Darton, Longman & Todd, 2001.

Windeatt, Barry, ed. *The Book of Margery Kempe*. Annotated ed. Library of Medieval Women. Cambridge: D. S. Brewer, 2001.

Austin Cooper omi AM

Semester 1, 2012
Thursday 10.00am – 1.00pm

The English Spiritual Tradition B: The Modern Period

DS224

This unit will be mainly concerned with the English writers from the Reformation period to the present: Thomas More, John Fisher, Austin Baker, Richard Challoner, John Chapman, Ronald Knox, C. S. Lewis. Attention will also be given to poets including: John Donne, George Herbert, Gerald Manly Hopkins, John Henry Newman, T. S. Eliot, R. S. Thomas.

Prerequisites: two units of Spirituality

Requirements: 3 hours per week

Assessment: two 1,000 word seminar presentations 2 x 25%
one 2,500 word essay 50%

Required Reading

Each student should have available each of the following:

Thomas More. *Dialogue of Comfort against Tribulation*. London, 1977.

John Fisher. *Defence of the Priesthood*. London, 1935.

Austin Baker. *Holy Wisdom*. London, 1950.

Richard Challoner. *Meditations for Every Day of the Year*. London, 1935.

John Chapman. *Spiritual Letters*. London, 1939.

C. S. Lewis. *The Four Loves*. London, 1963.

Ronald A. Knox. *Pastoral Sermons*. London, 1955.

Bibliography

Davis, Charles, ed. *English Spiritual Writers*. London: Burns & Oates, 1961.

Dupré, Louis, and Don E. Saliers, eds. *Christian Spirituality: Post Reformation and Modern*.
New York: Crossroad, 1996.

Healey, Charles J. *Christian Spirituality: An Introduction to the Heritage*. New York: Alba
House, 1998.

Jones, Cheslyn, Geoffrey Wainwright, and Edward Yarnold, eds. *The Study of Spirituality*.
London: SPCK, 1986.

Knowles, David. *English Mystical Tradition*. London: Burns & Oates, 1961.

Mursell, Gordon. *English Spirituality*. 2 vols. London: SPCK, 2001.

Austin Cooper omi AM

2013

This unit explores female mystical piety in the Middle Ages, especially through the reading of selected primary texts from Hildegard of Bingen, Mechtild of Magdeburg, Gertrude the Great, Catherine of Siena, Julian of Norwich and Marguerite Porete. A seminar-based unit, it emphasises the reading of texts and the interpretive processes involved in a receptive and critical reading of medieval sources. It also explores some contemporary approaches to the interpretation of medieval women's spiritual experience in a social and cultural context.

Prerequisites: second level DS111 and DS112
 third level two levels of Christian Spirituality

Requirements: 3 hours per week

Assessment: second level two 1,000 word seminar papers 2 x 25%
 one 2,000 word essay 50%
 third level two 1,000 word seminar papers 2 x 25%
 one 3,000 word essay 50%

Advance Reading

Sheldrake, Phillip. *Spirituality and History: Questions of Interpretation and Method*. London: SPCK, 1991.

Bibliography

- Recommended translations of primary sources: *Classics of Western Spirituality* (Paulist).
 Beer, Frances. *Woman and Mystical Experience in the Middle Ages*. Woodbridge, UK: Boydell, 1992.
 Bell, Rudolph. M. *Holy Anorexia*. Chicago: University of Chicago Press, 1985.
 Bynum, Caroline W. *Fragmentation and Redemption: Essays on Gender and the Human Body in Medieval Religion*. New York: Zone, 1992.
 ———. *Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women*. Berkeley, CA: University of California Press, 1987.
 Coakley, John W. *Women, Men and Spiritual Power: Female Saints and Their Male Collaborators*. New York: Columbia University Press, 2006.
 Dronke, Peter. *Women Writers of the Middle Ages: A Critical Study of Texts from Perpetua (†203) to Marguerite Porete (†1310)*. Cambridge: Cambridge University Press, 1984.
 Jantzen, Grace M. *Power, Gender and Christian Mysticism*. Cambridge: Cambridge University Press, 1995.
 McGinn, Bernard, ed., with the collaboration of Frank Tobin and Eluira Borgstadf. *Meister Eckhart and the Beguine Mystics: Hadewijch of Brabant, Mechtild of Magdeburg and Marguerite Porete*. New York: Continuum, 1994.
 Nichols, John A., and Lillian T. Shank, eds. *Medieval Religious Women*. 4 vols. Kalamazoo, MI: Cistercian, 1984–95.
 Petroff, Elizabeth A., ed. *Medieval Women's Visionary Literature*. Oxford: Oxford University Press, 1986.
 Zum Brunn, Emilie, and Georgette Epincy-Burgard, eds. *Women Mystics in Medieval Europe*. Translated by Sheila Hughes. New York: Paragon, 1989.

Clara Staffa Geoghegan

Semester 2, 2012
 Wednesday 10.00am – 1.00pm

There will be regular sessions in which students will be guided in personal research on a topic of their own choice, which has been approved by the supervisor and the Chair of Examiners for Field D. Students are to meet regularly, at least monthly, with their supervisor to discuss their progress and share the fruits of their research in seminars.

Prerequisites: two levels of Spirituality

Assessment:	DS397 (15 points)	one 5,000 word essay	100%
	DS398 (30 points)	one 10,000 word essay	100%

DS398 may be completed over two semesters as DS398A (part 1) and DS398B (part 2).

Austin Cooper omi AM (coordinator)

Semesters 1 & 2, 2012

Non-Degree Units

Administration of the Sacrament of Penance and Moral Guidance

NM401

This unit is a practicum to prepare future confessors for sacramental service in the Catholic Church. It is restricted to Catholic deacons who are candidates for the Priesthood. The unit examines the official decrees and teaching on the administration of the Sacraments of Penance and Anointing of the Sick. The unit begins with a restatement of the Christological and Ecclesiological dimensions of Penance. It then proceeds to deal with the pastoral care of the penitent and the duties and rights of both penitent and confessor. As this unit is a practicum, various guest speakers deal with subjects such as psychology and reconciliation, the liturgy of reconciliation, the canonical requirements, and medical and family issues.

Prerequisites: units in Moral Theology and Canon Law

Requirements: 2½ hours per week

Assessment: one 30 minute formal oral examination.
This unit is assessed as a pass/fail grade only.

Bibliography

Doran, Kevin. *More Joy in Heaven! Confession, the Sacrament of Reconciliation*.
Collegeville, MN: Liturgical Press, 1988.

Grün, Anselm. *The Seven Sacraments*. Translated by John Cumming. New York: Continuum,
2003.

Huels, John M. *Empowerment for Ministry: A Complete Manual on Diocesan Faculties for
Priests, Deacons and Lay Ministers*. New York: Paulist, 2003.

Kelly, Gerald. *The Good Confessor*. Dublin: Clonmore & Reynolds, 1952.

Luijten, Eric. *Sacramental Forgiveness as a Gift of God: Thomas Aquinas on the Sacrament
of Penance*. Leuven: Peeters, 2003.

Stasiak, Kurt. *A Confessor's Handbook*. Mahwah, NY: Paulist, 1999.

Ian Waters (coordinator)

Semester 1, 2012
Thursday 10.00am – 12.30pm

Graduate and Postgraduate Coursework Studies

Graduate and Postgraduate Coursework Studies

The wide range of graduate and postgraduate studies available at CTC makes further study in theology and philosophy accessible to students with varying undergraduate backgrounds, and diverse interests.

- *Theology graduates* can undertake further, specialised study through coursework and research
- *Graduates from other disciplines* can commence theological studies through coursework degrees at postgraduate level

Graduate Degrees include:

- The **Graduate Certificate in Biblical Languages** is designed for those seeking to gain skills in biblical languages in preparation for postgraduate study of biblical texts.
- The **Graduate Certificate in Guiding Meditation** is designed for those seeking to introduce methods and skills of teaching meditative prayer in a variety of situations.
- The **Graduate Certificate in Liturgy** offers an integrated, focussed and practical programme of studies for students who wish to pursue a systematic specialisation in liturgy.
- The **Graduate Certificate in Theology** offers an introduction to the discipline of theology.
- The **Graduate Certificate in Teaching Religious Education** is designed for those seeking Accreditation to Teach Religious Education in Catholic schools.
- The **Graduate Diploma in Theology** offers a general introduction to the discipline of theology that enables graduates to engage in serious theological reflection.
- The **Graduate Diploma in Theology (Specialised)** enables students who have completed initial theological studies to pursue their interest in a particular theological discipline.

Postgraduate Degrees include:

- The **Master of Theological Studies** provides a wider coverage of theological subjects for those who already hold a primary degree in theology.
- The **Master of Arts (Theology)** allows students who have completed initial graduate studies in theology to pursue further coursework studies.
- The **Master of Arts (Specialised)** enables students who have completed initial graduate studies in theology to pursue their interest in a particular theological discipline.

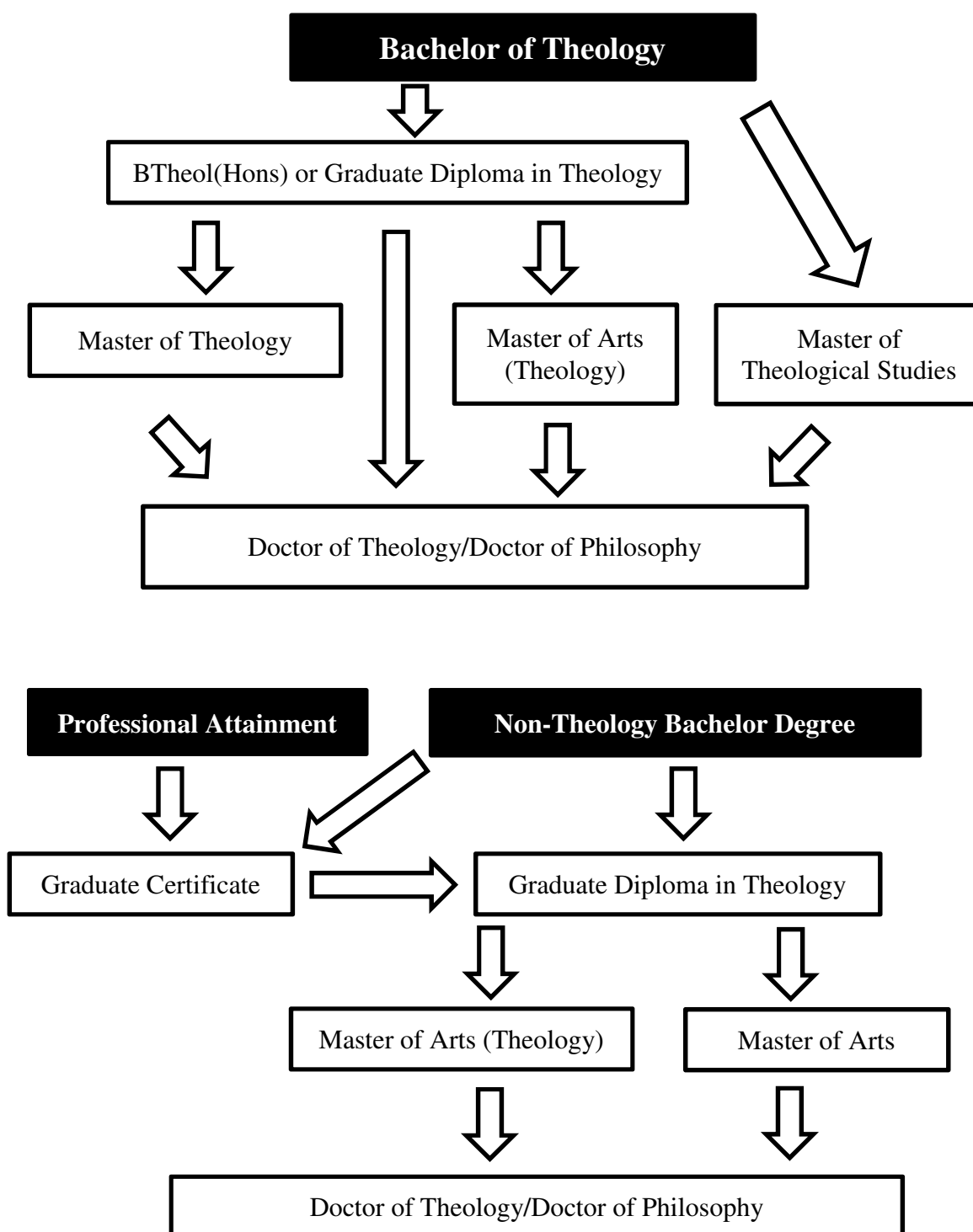
Enquiries

Dr Rosemary Canavan
Postgraduate and Research Coordinator
rcanavan@ctc.edu.au
(03) 9412 3333

Graduate Certificate in Teaching Religious Education

Dr Frances Baker rsm
Deputy Master
fbaker@ctc.edu.au
(03) 9412 3333

Typical Graduate and Postgraduate Study Paths



Census Dates

Final date to change enrolment without penalty.

- Semester One Units: Friday 16 March
- Winter Intensives: Friday 6 July
- Semester Two Units: Friday 10 August
- Study Tour: Friday 23 November
- Weekend Units: *See individual unit pages*

Enrolment and Re-enrolment Procedures

Enrolment Procedures for New Students

Arrange for an interview with the Postgraduate and Research Coordinator to discuss your proposed course of studies.

New students are requested to present the following (all documentation must be original):

- proof of citizenship, e.g., birth certificate or passport
- transcript(s) of any previous tertiary studies
- tax file number (if fees are to be paid through FEE-HELP)
- students other than seminarians may be asked to produce an appropriate letter of reference

International Students may need to provide additional information, see page 28.

Re-enrolment Procedures

Arrange for an interview with the Postgraduate and Research Coordinator to discuss your proposed course of studies and complete the appropriate re-enrolment form.

Change of Enrolment

All changes to enrolment must be approved by the Postgraduate and Research Coordinator. Enrolment in a coursework unit after the first week of lectures is at the Postgraduate and Research Coordinator's discretion, and in consultation with the lecturer.

Fees

Coursework Units:	\$3,036 per 30-point unit
	\$1,518 per 15-point Graduate (level 3) unit
	\$1,012 per 10-point unit
	\$506 per 5-point unit
	\$1,570 per 15-point Postgraduate (level 4) unit
Masters Thesis:	\$6,280 (minor thesis)

Voluntary Student Contribution Fee (for more information see page 34)

- \$70

MCD Application fee for International Students

- \$180

MCD Annual fee for international students

- Full-time: \$480
- Part-time: \$80 per 15-point unit

FEE-HELP

Graduate and Postgraduate students who are Australian citizens, or hold a permanent humanitarian visa, may pay their tuition fees by FEE-HELP. Please note that *no loan fees* apply for using FEE-HELP in a graduate and postgraduate course. See the FEE-HELP information on page 36 for more details.

EndNote

EndNote is a program for recording and managing quotations and references used in essays and research. It produces footnotes and bibliographies in a wide range of styles, including the 'Chicago style' required by CTC. Licences for EndNote have been purchased for all MCD staff and graduate and postgraduate students. An installation CD is available from the Mannix Library loans desk.

Assessment Structure

Coursework Units with specific Graduate and Postgraduate Assessment

Some coursework units have specific graduate and postgraduate assessment listed in the graduate and postgraduate (blue) section of this handbook, which applies for graduate and postgraduate students.

Coursework Units without specific Graduate and Postgraduate Assessment

Some level 3 coursework units, which are available to both undergraduate and graduate students, do not have specific graduate assessment listed in the graduate and postgraduate (blue) section. In these units, the following assessment provisions apply:

- As well as any learning outcomes identified for undergraduate students, graduate students will also be expected to demonstrate the capacity to research a specific topic in a critically rigorous, sustained and self-directed manner.
- Unit descriptions in the undergraduate (yellow) section of this handbook specify assessment requirements for *undergraduate* students only. *Graduate* students are required to complete the equivalent of 6,000 words of assessment in *all 15-point* coursework units they undertake (or 4,000 words for 10-point units, and 2,000 words for 5-point units).
- One assessment task in each 15-point unit must be at least 3,000 words in length.
- In most units, graduate students will need to complete additional or longer tasks than those that are listed for undergraduate students.
- In addition to any quantitative difference from the undergraduate assessment requirements for a unit, graduate students are also expected to demonstrate a *qualitative* difference in the work they present.
- The assessment requirements for each student are recorded on a form that is signed by both the lecturer and the student. This form is available from the Postgraduate and Research Coordinator.

Postgraduate Coursework Units (level 4)

- Usually fourth level units are assessed by one single piece of work of 6,000 words (or 12,000 words for a 30-point unit).
- 6,000 word essays are assessed by the unit lecturer/supervisor.
- Two copies of the 12,000-word research essay should be submitted. This essay is marked independently by two examiners, with the final grade being the average of the two independent marks. Written comments from both examiners will be returned to the student. For more information see page 190.
- In seminar units (CD497, etc.), students must complete an Outline for Postgraduate Reading Unit form in consultation with the supervisor of the unit, and submit it to the Postgraduate and Research Coordinator for approval.

See page 48 for a description of grading structures for coursework units.

The online program Turnitin will be progressively introduced into selected units in 2012. For more information see page 44.

Graduate Certificate in Biblical Languages – GradCertBibLang

The Graduate Certificate in Biblical Languages is designed for those seeking to gain skills in biblical languages in preparation for postgraduate study of biblical texts.

Entry Requirements

Bachelor's degree (or equivalent) or 5 years relevant work experience or professional attainment

Structure

45 credit points of approved Biblical Languages units

Normal Duration

1 semester - 2 years

Articulation

- Graduate Diploma in Theology
- Graduate Diploma in Biblical Languages

Graduate Certificate in Guiding Meditation

– GradCertGuidMedit

The Graduate Certificate in Guiding Meditation is designed for those seeking to introduce methods and skills of teaching meditative prayer in a variety of situations including primary and secondary school students and adults. The course includes the history and practice of meditation and *lectio divina* with special emphasis on the Catholic tradition. It also provides an opportunity for students to reflect on their own spiritual gifts.

This award is collaboration between Catholic Theological College and the Archbishop's Office for Evangelisation (AOfE).

Entry Requirements

Bachelor's degree (or equivalent) or 5 years relevant work experience or professional attainment

Structure

45 credit points, comprising:

- DS318 Meditation in the Christian Tradition
- DS328 Applied Meditation
- DS338 Meditation and Wholeness

Normal Duration

2 years (part-time)

Articulation

Graduate Diploma in Theology

Enquiries

Archbishop's Office for Evangelisation

Phone: (03) 9926 5761

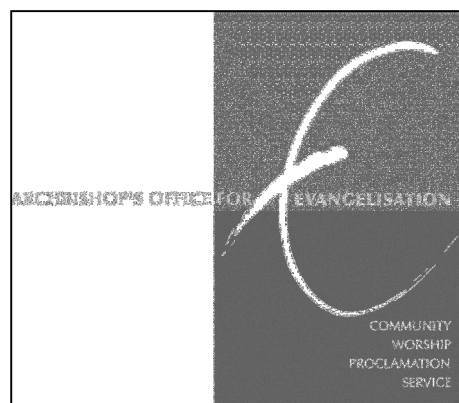
Email: evangelisation@cam.org.au

Enrolments

Dr Rosemary Canavan

Postgraduate and Research Coordinator

Catholic Theological College



Graduate Certificate in Liturgy – GradCertLit

The Graduate Certificate in Liturgy offers an integrated, focussed and practical programme of studies for students who have an undergraduate qualification and who wish to pursue a systematic specialisation in liturgy.

Entry Requirements

Bachelor's degree (or equivalent) or 5 years relevant work experience or professional attainment

Structure

45 credit points:

- one foundational unit: DL350 Liturgical Foundations (10 points)
- two required units:
 - DL361 Celebrating the Eucharist (10 points)
 - DL380 Liturgical Leadership (5 points)
- two elective units from the following list:
 - DL360 Spirit and Word (10 points)
 - DL362 Rites of Life and Death (10 points)
 - DL363 Rites of Commitment (10 points)
 - DL364 Liturgical Rites and Music (10 points)

All GradCertLit units are taught on weekends

Normal Duration

2 years (part-time)

Articulation

- Graduate Diploma in Theology
- Graduate Diploma in Liturgy

Graduate Certificate in Theology – GradCertTheol

The Graduate Certificate in Theology offers an introduction to the discipline of theology. It is designed to enable graduates to work at a level that gives them initial foundations for engaging in serious theological reflection, and possibly for undertaking further study in theology.

Entry Requirements

Bachelor's degree (or equivalent) or 5 years relevant work experience or professional attainment

Structure

three semester units at level 3 or level 4

- all units are taken from GradDipTheol foundational studies
- study must include 3 disciplines in at least 2 fields

Normal Duration

1 semester – 2 years

Articulation

Graduate Diploma in Theology

Graduate Certificate in Teaching Religious Education

– GradCertTeachRE

The Graduate Certificate in Teaching Religious Education is designed for those seeking Accreditation to Teach Religious Education in Catholic schools. It provides an opportunity for students to develop and deepen their understanding of scripture, theology and religious education, so as to assist them in the preparation, implementation and evaluation of programs of religious education.

Venue: Corpus Christi School, 29 Russell Street, Werribee

Entry Requirements

Bachelor's degree (or equivalent) or 5 years relevant work experience or professional attainment

Structure

45 credit points:

- BS360 Sacred Scripture: A Foundation for Teaching Religious Education (10 points)
- CD360 Foundational Theology for Teaching Religious Education (10 points)
- CD361 Living Christian Faith: Sacramental and Moral Life (15 points)
- DR360 Introduction to the Principles and Practice of Religious Education (10 points)

All GradCertTeachRE units are taught intensively, on four Saturdays, 9.30am – 4.30pm.

Normal Duration

2 years (part-time)

Articulation

Graduate Diploma in Theology

Enquiries and Enrolments

Dr Frances Baker rsm

Email: fbaker@ctc.edu.au

Graduate Diploma in Theology – GradDipTheol

The Graduate Diploma in Theology offers a general introduction to the discipline of theology. It is designed to enable graduates to work at a level that equips them to engage in serious theological reflection, and possibly to undertake further study in theology.

Entry Requirements

Bachelor's degree (or equivalent) *or* MCD Graduate Certificate

Structure

six semester units at level 3 or level 4

- three foundational units (across 3 disciplines in at least 2 fields)
- three elective units

Candidates who are graduates in theology undertake all six units as electives

foundational units include:

- AP350 Philosophy of the Human Person
- AP351 Introduction to Philosophy for Theology
- BS350 Introduction to the Old/First Testament
- BS351 Introduction to the New Testament
- CD350 Introduction to Theology
- CH350 Introduction to Church History: Early Church, Middle Ages, Reformation
- DM350 Fundamental Moral Theology
- DS350 Christian Spirituality A: Classical to the Middle Ages
- DS351 Christian Spirituality B: Modern Spiritualities

Candidates who have completed an MCD Graduate Certificate will be given credit for 3 units of the GradDipTheol.

Normal Duration

1 – 3 years

Articulation

- Master of Arts (Theology)
- Master of Arts (Specialised)

If GradDip includes a 12,000-word research essay of distinction standard:

- Master of Arts (Research)
- Doctor of Philosophy

If an undergraduate degree in theology has previously been completed, and the GradDipTheol includes a 12,000-word research essay of distinction standard:

- Master of Theology
- Doctor of Theology

Specialised Graduate Diplomas

Students who have completed initial theological studies may enrol in a specialised Graduate Diploma to pursue their interest in a particular theological discipline:

- Graduate Diploma in Biblical Studies – *GradDipBibStuds*
- Graduate Diploma in Biblical Languages – *GradDipBibLang*
- Graduate Diploma in Church History – *GradDipChHist*
- Graduate Diploma in Faith Leadership – *GradDipFaithLead*
- Graduate Diploma in Liturgy – *GradDipLit*
- Graduate Diploma in Ministry – *GradDipMin*
- Graduate Diploma in Moral Theology – *GradDipMoralTheol*
- Graduate Diploma in Pastoral Care – *GradDipPastCare*
- Graduate Diploma in Philosophy – *GradDipPhil*
- Graduate Diploma in Religious Education – *GradDipRE*
- Graduate Diploma in Social Justice – *GradDipSocJust*
- Graduate Diploma in Spirituality – *GradDipSpirit*
- Graduate Diploma in Systematic Theology – *GradDipSysTheol*

Entry Requirements

Bachelor of Theology (or equivalent)

or Graduate Diploma in Theology

or Graduate Certificate in the same specialisation

Structure

six semester units at level 3 or level 4

including four units in the discipline of specialisation

Normal Duration

1 – 3 years

Articulation

- Master of Arts (Theology)
- Master of Arts (Specialised)

If GradDip includes a 12,000-word research essay of distinction standard:

- Master of Theology
- Master of Arts (Research)
- Doctor of Theology
- Doctor of Philosophy

Master of Theological Studies – MTS

The Master of Theological Studies provides a wider coverage of theological subjects for those who already hold a primary degree in theology.

Entry Requirements

Bachelor of Theology (or equivalent)

Structure

eight semester units at level 3

two semester units at level 4

These coursework requirements may include:

- up to two supervised ministry placements (each equivalent to one unit at level 3)
- a 25,000 word synthesis of an interdisciplinary nature, with an oral examination of 60 minutes before two examiners (equivalent to three units at level 4)
- an oral examination of 90 minutes before three examiners (equivalent to three units at level 4)
- up to two level 1 units of CPE (each equivalent to one unit at level 3)

Normal Duration

1½ – 3 years

Articulation

If MTS includes a 12,000-word research essay of distinction standard:

- Master of Theology
- Master of Arts
- Doctor of Theology
- Doctor of Philosophy

Master of Arts (Theology) – MA(Theol)

The Master of Arts (Theology) allows students who have completed initial graduate studies in theology to pursue further coursework studies.

Entry Requirements

Graduate Diploma in Theology (or equivalent)

Structure

six semester units at level 4

Normal Duration

1 – 4 years

Articulation

If MA(Theol) includes a 12,000-word research essay of distinction standard:

- Master of Theology
- Doctor of Theology
- Doctor of Philosophy

Specialised Master of Arts

The Master of Arts (Specialised) enables students who have completed initial graduate studies in theology to pursue their interest in a particular theological discipline:

Master of Arts (Biblical Studies) – *MA(BibStuds)*

Master of Arts (Church History) – *MA(ChHist)*

Master of Arts (Faith Leadership) – *MA(FaithLead)*

Master of Arts (Liturgy) – *MA(Lit)*

Master of Arts (Moral Theology) – *MA(MoralTheol)*

Master of Arts (Pastoral Care) – *MA(PastCare)*

Master of Arts (Philosophy) – *MA(Phil)*

Master of Arts (Religious Education) – *MA(RE)*

Master of Arts (Social Justice) – *MA(SocJust)*

Master of Arts (Spirituality) – *MA(Spirit)*

Master of Arts (Systematic Theology) – *MA(SysTheol)*

Entry Requirements

Graduate Diploma in Theology (or equivalent)

Structure

six semester units at level 4

including four units in the discipline of specialisation

Normal Duration

1 – 4 years

Articulation

If MA includes a 12,000-word research essay of distinction standard:

- Master of Theology
- Doctor of Theology
- Doctor of Philosophy

Graduate and Postgraduate Coursework Units

Eligible students may apply to enrol in a 12,000-word research essay, either as a single subject enrolment, or as part of an Honours program, or as part of a graduate or postgraduate coursework program.

Students may elect to take the 12,000-word research essay in a single semester, or across two consecutive semesters.

Students should discuss their proposed research topic with the Postgraduate and Research Coordinator, who can assist the student in finding a suitable supervisor. Supervisors of 12,000-word research essays must be qualified at least to (research) masters degree level.

Students must complete the following forms:

- ‘application for the 12,000-word research essay’ (in consultation with the Postgraduate and Research Coordinator)
Due date: first day of semester
- ‘12,000-word research essay outline’ (in consultation with their supervisor)
Due date: census date of semester

Two copies of the 12,000-word research essay are to be handed in no later than the last day of the examination period of the semester in which it is due. The essay is assessed by two examiners, neither of whom is the supervisor.

A 12,000-word research essay may be arranged in any of the following disciplines:

- Philosophy
- Biblical Studies (Old or New Testament)
- Systematic Theology
- Church History
- Liturgical Studies
- Moral Theology
- Pastoral Studies
- Religious Education
- Christian Spirituality

A 12,000-word research essay may be completed over two semesters as PRZ01 (part 1) and PRZ02 (part 2).

AH301 **Hebrew Reading Course** – *crosslisted as BS330*
2012: Semesters 1 & 2 Anthony Dean cm

This unit is designed to enable students with a background in Biblical Hebrew to advance their Hebrew skills through the guided reading of selected Hebrew texts. Passages will be chosen from both prose (Standard Biblical Hebrew) and poetic texts (Archaic Biblical Hebrew), with a majority taken from the poetic texts. Attention will be given to a morphological and syntactical explanation of the texts as well as to text critical matters.

Prerequisites: AH101 and AH102 or equivalent

Requirements: 3 hours per week

Assessment: equivalent 6,000 words: see page 181

Prescribed Texts

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based upon the Lexical work of Ludwig Koehler and Walter Baumgartner*. Leiden: Brill, 1971.
Any advanced grammar of Biblical Hebrew.

Bibliography: see page 79

Anthony Dean cm

Semesters 1 & 2, 2012
Monday 10.00am – 1.00pm

AP350	Philosophy of the Human Person 2012: Semester 2 Gregory McCormick op
AP351	An Introduction to Philosophy for Theology 2012: Semester 1 Gregory McCormick op (coordinator)
AP304	Philosophy of God 2012: Semester 1 Callan Ledsham
AP314	Medieval Philosophy 2012: Semester 2 Callan Ledsham
AP316	Medieval Philosophy Elaborating Faith: Thomistic Metaphysics and Ethics (10 points) 2013 Callan Ledsham
AP317	Early Modern Philosophy 2012: Winter Intensive Callan Ledsham
AP318	Twentieth-Century Philosophy: Existentialism, Phenomenology, and Hermeneutics 2012: Semester 1 Shane Mackinlay
AP319	Recent Issues in Continental Philosophy (10 points) 2013 Gregory McCormick op and Shane Mackinlay
AP330	The Big Questions: Metaphysics 2013 Callan Ledsham and Gregory McCormick op
AP334	Natural Law (10 points) 2013 Callan Ledsham
AP335	“No Man is an Island”: Social and Political Philosophy (10 points) 2013 Shane Mackinlay
AP336	Epistemology: Theories of Knowledge 2012: Semester 2 Callan Ledsham
AP431	Christianity in a Post-Christian Culture 2012: Semester 1 Gregory McCormick op
AP432	Ethics and Healthcare Issues Norman Ford sdb
AP433	“Good Teacher, What Must I Do to Inherit Eternal Life?” Medieval Theories of Beatitude 2013 Callan Ledsham
AP434	“The Whole is a Riddle, an Enigma, an Inexplicable Mystery”: David Hume’s Philosophy of Religion 2013 Callan Ledsham
AP437	“In the Image of God he Created him”: Medieval Theories of Human Transcendence, Cognition, Emotions and Value 2012: Semester 2 Callan Ledsham
AP397/497	Philosophy Seminar 2012: Semesters 1 & 2 Gregory McCormick op (coordinator)
AP398	Philosophy Seminar (30 points) 2012: Semesters 1 & 2 Gregory McCormick op (coordinator)

Philosophy of the Human Person

AP350

Foundational Unit for GradDipTheol

This unit is devoted to the systematic examination of the basic presuppositions, concepts and theoretical frameworks that have shaped the Western philosophical understanding of human personhood. The topics covered in this unit include nature, agency and subjectivity; the relation between the human body and language; knowledge, freedom and the personal capacity for transcendence; ethics and sexual difference. A number of contemporary approaches to the understanding of human nature will be discussed in relation to the human person as a moral and social subject.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 4,000 word essay 60%
one 2 hour written examination 40%

Bibliography: see page 85

Gregory McCormick op

Semester 2, 2012
Monday 6.00pm – 9.00pm

An Introduction to Philosophy for Theology

AP351

Foundational Unit for GradDipTheol

The unit provides an overview of some major concepts and thinkers in the western philosophical tradition that are relevant for the study of theology. It is suitable both as a preparation for theological studies and also as an introduction for students wishing to pursue further philosophical studies. Thinkers studied may include: Plato, Aristotle, Anselm, Aquinas, Descartes, Locke, Hume, Kant, Nietzsche and Heidegger. Themes studied may include arguments for the existence of God, the classical attributes of God, consideration of the problem of evil, the nature of religious language, the human person, ethics and the nature of the Good, natural law and political philosophy.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 1,000 word seminar paper 20%
one 3,000 word essay 50%
one 2 hour written examination 30%
or
one 2,000 word essay 40%
one 4,000 word essay 60%

Bibliography: see page 82

Gregory McCormick op (coordinator)

Semester 1, 2012
Wednesday 6.00pm – 9.00pm

Philosophy of God

AP304

The unit deals with language about God, analogy and metaphor, classical proofs for the existence of God, an analysis of various divine attributes such as eternity, simplicity, omnipotence and omniscience. God's relationship with human beings will then be examined in the light of these attributes. How can the existence of evil be reconciled with an omnipotent, all-good God? How is divine omniscience compatible with human freedom?

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 87

Callan Ledsham

Semester 1, 2012
Monday 6.00pm – 9.00pm

Medieval Philosophy

AP314

Philosophers of the middle ages investigated such 'modern' concerns as cosmology and freedom, the question of being, scepticism about truth and immortality, the nature of happiness and 'the good life', love and hate, political authority, beauty, faith and reason. This unit explores texts from the fourth to the fourteenth century that address such concerns. It considers the historical milieu, philosophical thought and selected texts of authors that may include Augustine, Boethius, Erigena, Avicenna, Anselm, Abelard, Peter Lombard, Hildegard, Phillip the Chancellor, Albert, Bonaventure, Aquinas, Siger of Brabant, Roger Bacon, Matthew of Aquasparta, Eckhart, Scotus, and Ockham.

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 3 hours per week

Assessment:

one 1,000 word seminar paper	20%
one 3,000 word essay	50%
one 2 hour written examination	30%
<i>or</i>	
one 2,000 word seminar paper	40%
one 4,000 word essay	60%
<i>or</i>	
one 4,000 word essay	60%
one 2 hour written examination	40%

Bibliography: see page 88

Callan Ledsham

Semester 2, 2012
Monday 2.00pm – 5.00pm

Medieval Philosophy Elaborating Faith: Thomistic Metaphysics and Ethics (10 points)

AP316

This unit explores the thought of the medieval philosopher and theologian Thomas Aquinas (1225–74), with a focus on his ethics and his metaphysics. It is suitable as an introduction both to medieval philosophy and to the main elements of Thomistic thought. The unit examines selected themes in Aquinas in their medieval context, in the context of Aquinas' own thought, and in the context of the later history of Thomism. The unit introduces some key Thomistic doctrines and the fundamental concepts of Thomistic philosophy, in addition to 'patterns of thought' that are distinctively Thomistic. Topics covered may include: metaphysics and the real distinction of being and *esse*, virtue theory, natural law, cosmology and the perfection of the universe, the human soul and immortality.

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 2 hours per week

Assessment: one 1,500 word essay 50%
one 2 hour written examination 50%
or
one 4,000 word essay 100%

Bibliography: see page 89

Callan Ledsham

2013

Early Modern Philosophy

AP317

Descartes' *Meditations* is one of the most significant texts in Western thought. It marks the beginning of a focus on the natural sciences as the paradigm for knowledge and certainty. It incorporates conceptualizations of God, human nature, knowledge and reality that continue to influence contemporary thought. This unit begins with a detailed critical reading of the *Meditations*. It then examines excerpts from major texts by other significant philosophers of the period, who may include Hobbes, Spinoza, Cudworth, More, Locke, Newton, Clarke, Hume and Kant. The unit focuses on themes such as the relation of body and soul, the question of certain knowledge and the relationship between scientific, theological and common-sense world views. In addition, attention is given to the dispute between those philosophers engaged in sceptical or atheistic attacks on religion, and those philosophers engaged with defending religion made by other early modern philosophers.

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: intensive mode: 10.00am – 5.00pm

Assessment: two 1,000 word seminar papers 2 x 20%
one 4,000 word essay 60%
or
one 1,000 word seminar paper 20%
one 3,000 word essay 50%
one 2 hour written examination 30%

Bibliography: see page 90

Callan Ledsham

Winter Intensive, 2012
July 2, 4, 6, 9, 11, 13 + one exam
10.00am – 5.00pm
Census Date: Friday 6 July

Twentieth-Century Philosophy: Existentialism, Phenomenology, and Hermeneutics

AP318

Thought about God has re-emerged as a fundamental interest for contemporary continental philosophy. Is it possible to think about God at all? If so, in what way? This unit examines developments in twentieth-century continental philosophy that establish the framework for contemporary thought about metaphysics, God and faith. Particular attention will be given to major texts covering nihilism, existentialism, phenomenology, hermeneutics, and postmodern thought.

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 3 hours per week

Assessment: two 1,000 word seminar papers 2 x 20%
one 3,000 word essay 40%
one 1 hour written examination 20%

or

two 1,000 word seminar papers 2 x 20%
one 4,000 word essay 60%

Bibliography: see page 91

Shane Mackinlay

Semester 1, 2012
Thursday 2.00pm – 5.00pm

Recent Issues in Continental Philosophy *(10 points)*

AP319

Friedrich Nietzsche caustically and wittily called the foundations of the western intellectual tradition into question. Throughout the twentieth century, philosophers have built on Nietzsche's discrediting of metaphysical thought, and sought new ways of thinking about truth and reality by engaging with cultural discourses such as aesthetics, politics, and ethics. In figures such as Paul Ricoeur, Emmanuel Levinas, and Jean-Luc Marion, this has opened the way to new possibilities for exploring transcendence and thought about God in the twenty-first century. This unit examines areas that may include the foundations of the postmodern in Nietzsche, Lyotard and Foucault; the reworking of the metaphysical tradition by the hermeneutics and aesthetics of Gadamer and Merleau-Ponty; the deconstructive strategies of Heidegger and Derrida; and the much-debated contemporary "theological turn" in French phenomenology.

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 2 hours per week

Assessment: one 500 word seminar paper 20%
one 2,500 word essay 50%
one 1 hour written examination 30%

or

one 4,000 word essay 100%

Bibliography: see page 92

Gregory McCormick op and Shane Mackinlay

2013

The Big Questions: Metaphysics

AP330

This unit explores the most basic philosophical questions about the whole of reality: What is real, and what is merely appearance? What is the relation between being and becoming? What are universals? What is change? How can something change, and yet remain itself? What is the relation between freedom and determinism? It will consider the ideas of key thinkers, both ancient and modern. Finally it will examine Heidegger's critique of metaphysics as onto-theology, and introduce some contemporary attempts to go beyond traditional metaphysical categories.

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 93

Gregory McCormick op and Callan Ledsham

2013

Natural Law *(10 points)*

AP334

In recent years many moral, political and social philosophers have been inspired to introduce natural law and virtue thinking into contemporary ethical debates. Concepts such as natural law, natural inclination, practical reason, virtue and vice, absolute moral norms, human rights and the common good are routinely discussed in mainstream philosophy, where they mount a strong challenge to other philosophies. This unit considers in detail the diversity among classical theories of natural law, as can be seen by comparing thinkers such as Albert the Great, Thomas Aquinas, John Duns Scotus, William of Ockham, Francisco Suarez and Gabriel Vazquez. The unit will also examine a selection of thinkers associated with the New Natural Law school, such as John Finnis, Robert George, and Germaine Grisez, as well as certain critiques of their system.

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 2 hours per week

Assessment: one 2,000 word essay 50%
one 2 hour written examination 50%
or
one 4,000 word essay 100%

Bibliography: see page 94

Callan Ledsham

2013

“No Man is an Island”: Social and Political Philosophy (10 points)

AP335

Human life is manifestly social. The variety of communities and associations to which we belong both open new possibilities for us and constrain our action. One of these communities is formalised politically as the state, and as such has distinctive authority and responsibilities. This unit studies both ancient and contemporary texts in political philosophy, and examines questions including: What is the relation between society and the state which is its political structure? What is the basis and purpose of the state’s authority? In what system of governance should that authority be exercised? In what way should the state’s actions be governed by principles of distributive justice? What is the relation between the authority of the state and the individual’s liberty and autonomy?

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 2 hours per week

Assessment:

one 1,000 word seminar paper	25%
one 2,000 word essay	50%
one 1 hour written examination	25%
<i>or</i>	
one 4,000 word essay	100%

Bibliography: see page 95

Shane Mackinlay

2013

Epistemology: Theories of Knowledge (10 points)

AP336

This unit examines excerpts from major philosophical texts in order to discuss some of the major issues of epistemology: What is knowledge? Does knowledge come from our senses, or from reason? What is the relation between thought and reality? How much confidence should we place in our knowledge? What is the status of scientific and historical knowledge?

Prerequisites: one unit of philosophy; e.g., AP351 or AP350

Requirements: 2 hours per week

Assessment:

one 2,000 word essay	50%
one 2 hour written examination	50%
<i>or</i>	
one 4,000 word essay	100%

Bibliography: see page 96

Callan Ledsham

Semester 2, 2012
Thursday 6.00pm – 8.00pm

For almost 2000 years Western culture has spoken of God in Christian terms. The question confronting Christian (and other) thinkers at the beginning of the 21st century is whether this grand narrative is now exhausted. For many, this would seem to be an accomplished fact; Christianity may be appreciated for having provided a framework for modern society, but since the Enlightenment it is now taken for granted that the values informing the West can be accepted and justified without the support traditionally provided by Christianity.

This unit locates a trajectory in the critique of Christianity begun by Friedrich Nietzsche, pursuing it through the responses of the German phenomenologist Max Scheler, and, especially, in our own time, the French philosophical anthropologist and literary critic, René Girard. Also studied are intersecting and alternative approaches to Christianity by contemporary philosophers.

The first part of the unit will be devoted to an examination of Nietzsche's *Genealogy of Morality*. The second part of the unit will consist of a reading of Scheler's essay, *Ressentiment*. The third part of the unit examines Girard's notions of scapegoating, sacred violence and the founding of the social order in the light of his model of mimetic or triangular desire. The final part will consider the strengths and weaknesses of Girard's theory in the light of a number of contemporary philosophers, including the relevance of Girard's theory to a number of topical issues pertaining to Australian identity.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 6,000 word essay 100%

Bibliography

- Fleming, Chris. *René Girard: Violence and Mimesis*. Cambridge: Polity, 2004.
- Fraser, Giles. *Redeeming Nietzsche: On the Piety of Unbelief*. London: Routledge, 2002.
- Gauchet, Marcel. *The Disenchantment of the World: A Political History of Religion*.
Translated by Oscar Burge. Princeton: Princeton University Press, 1999.
- Girard, René. *The Scapegoat*. Translated by Yvonne Freccero. Baltimore: John Hopkins University Press, 1986.
- . *Violence and the Sacred*. Translated by Patrick Gregory. Baltimore: John Hopkins University Press, 1977.
- Milbank, John. *Theology and Social Theory: Beyond Secular Reason*. 2nd ed. Oxford: Blackwell, 2006.
- Nietzsche, Frederick W. *On the Genealogy of Morality*. Rev. ed. Edited by Keith Ansell-Pearson. Translated by Carol Diethe. Cambridge Texts in the History of Political Thought. Cambridge: Cambridge University Press, 2007.
- Scheler, Max. *Ressentiment*. Translated by Lewis B. Coser and William W. Holdheim. Marquette Studies in Philosophy, no 4. Milwaukee, WI: Marquette University Press, 1994.
- Taylor, Charles. *A Secular Age*. Cambridge, MA: Harvard University Press, 2007.
- Vattimo, Gianni. *Belief*. Translated by Luca D'Isanto and David Webb. Stanford: Stanford University Press, 1999.

Gregory McCormick op

Semester 1, 2012
Thursday 6.00pm – 9.00pm

This unit begins with a brief exposition of some key concepts: subjective and objective aspects of the human person as a morally responsible agent with a rational and social nature, the meaning of ethics, ethical reasoning in the light of what is the *good of* and *for* persons; the relevance of secular and traditional criteria for determining morally good and bad actions vis-à-vis the Christian tradition and sound reasoning. This part concludes with the role of conscience in decision-making.

In the light of the above foundation concepts and the relevant scientific and/or medical facts, consideration is given to ethical issues in health care selected from the following: the duty of reasonable care of health and life with its stages from conception to death: responsibilities of all involved in health care; ordinary and extra-ordinary means of medical treatment for sickness and diseases from before birth to palliative care at the end of life; human reproductive technology and embryo research.

Prerequisites: none

Prohibited Combination: this unit is not available to students who have previously completed DM208/308 or DM432

Requirements: 3 hours per week

Assessment: one 6,000 word essay 100%

Bibliography

Ashcroft, Richard E., and Raanan Gillon, eds. *Principles of Health Care Ethics*. 2nd ed. Chichester, West Sussex: John Wiley & Sons, 2007.

Ashley, Benedict M., Jean de Blois, and Kevin D. O'Rourke. *Health Care Ethics: A Theological Analysis*. 5th ed. Washington, DC: Georgetown University Press, 2006.

Bass, Madeline. *Palliative Care Resuscitation*. Hoboken, NJ: Wiley, 2006.

Beauchamp, Tom L., and James F. Childress. *Principles of Biomedical Ethics*. 5th ed. Oxford: Oxford University Press, 2001.

Ford, Norman. *The Prenatal Person: Ethics from Conception to Birth*. Oxford: Blackwell, 2002.

John Paul II. *Evangelium vitae*. Encyclical Letter. 1995.

Kuhse, Helga, and Peter Singer, eds. *Bioethics: An Anthology*. 2nd ed. Oxford: Blackwell, 2006.

O'Rourke, Kenan D., ed. *A Primer for Health Care Ethics: Essays for a Pluralist Society*. 2nd ed. Washington, DC: Georgetown University Press, 2000.

Singer, Peter. *Rethinking Life and Death: The Collapse of our Traditional Ethics*. Oxford: Oxford University Press, 1995.

Taylor, Carol R., and Roberto Dell'Oro, eds. *Health and Human Flourishing: Religion, Medicine and Moral Theology*. Washington, DC: Georgetown University Press, 2006.

Norman Ford sdb

“Good Teacher, What Must I Do to Inherit Eternal Life?”

Medieval Theories of Beatitude

AP433

In his *Will there be Free Will in Heaven?* Simon Gaine makes a groundbreaking philosophical analysis of eschatological issues as treated by medieval philosophers, which he uses to address contemporary concerns. This unit will use Gaine’s texts to interrogate medieval thinkers’ theories of the beatific vision. In particular it will examine the theories of Thomas Aquinas and John Duns Scotus, which are diametrically opposed on major points. The unit will consider each thinker’s view of the kind of freedom that is possible in heaven, where we will be without sin and without even the ability to sin. In order to provide a complete picture of the theories of human nature in relation to the beatific vision, the unit will also explore other aspects of each thinker’s theory of beatitude: whether we could attain beatitude by our natural resources alone without grace, whether all people of necessity have a desire for beatitude, and whether people could rightly seek annihilation to escape damnation.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 6,000 word essay 100%

Bibliography

- Gaine, Simon F. *Will there be Free Will in Heaven? Freedom, Impeccability, and Beatitude*. London: T. & T. Clark, 2003.
- Hoye, William J. *Actualitas omnium actuum: Man’s Beatific Vision of God as Apprehended by Thomas Aquinas*. Monographien zur philosophischen Forschung, vol. 116. Meisenheim am Glan: Hain, 1975.
- Prentice, Robert P. “The Degree and Mode of Liberty in the Beatitude of the Blessed.” In *Deus et homo ad mentem I. Duns Scoti. Studia Scholastico-Scotistica* 5, 327–42. Rome: Societas Internationalis Scotistica, 1972.
- . “The Voluntarism of Duns Scotus, as seen in his Comparison of the Intellect and the Will.” *Franciscan Studies* 28 (1968): 63–103.
- Ryan, John K., and Bonansea, Bernardine M., eds. *John Duns Scotus, 1265–1965*. Studies in Philosophy and the History of Philosophy, vol. 3. Washington, DC: Catholic University of America Press, 1965.
- Sileo, Leonardo, ed. *Via Scoti: Methodologica ad Mentem Joannis Duns Scoti*. Atti del Congresso Scotistico Internazionale Roma 9–11 March 1993. 2 vols. Rome: Edizioni Antonianum, 1995.
- Wolter, Allan B. *The Philosophical Theology of John Duns Scotus*. Edited by Marilyn McCord-Adams. Ithaca: Cornell University Press, 1990.

Callan Ledsham

2013

“The Whole is a Riddle, an Enigma, an Inexplicable Mystery”: David Hume’s Philosophy of Religion AP434

The philosophy of religion of David Hume (1711-1776) is a major, though often undisclosed part of the intellectual heritage of contemporary “New Atheist” thinkers like Dawkins, Dennett and Hitchens. His psychological theory of religious belief and his sceptical critique of the traditional arguments for the existence of God present some of the most profound challenges to Christian belief. In particular, his psychological account of the origin and nature of religious belief as propensity for projection of entities (e.g. God/s) has been influential in the fields of philosophy, sociology and psychology of religion. This unit explores its major work on the origin of religious belief, *The Natural History of Religion*, and his major criticism of the arguments for the existence of God found in *The Dialogues concerning Natural Religion*. The unit will examine these, plus other related texts (e.g. *On Miracles*, *On Superstition and Enthusiasm*, and *A Treatise of Human Nature*) to analyse the strands of Hume’s philosophy of religion, evaluating its coherence, presuppositions, strengths and weaknesses.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 6,000 word essay 100%

Bibliography

- Beauchamp, Tom L., ed. *A Dissertation on the Passions: The Natural History of Religion: A Critical Edition*. Oxford: Clarendon, 2007.
- , ed. *Enquiry Concerning the Principles of Morals*. New York: Oxford University Press, 1998.
- Buckle, Stephen. *Hume’s Enlightenment Tract: The Unity and Purpose of an Enquiry Concerning Human Understanding*. Oxford: Clarendon, 2001.
- Earman, John. *Hume’s Abject Failure: The Argument Against Miracles*. Oxford: Clarendon, 2000.
- Fogelin, Robert J. *A Defense of Hume on Miracles*. Princeton: Princeton University Press, 2003.
- Gaskin, John C. A. *Hume’s Philosophy of Religion*. 2nd ed. London: Macmillan, 1988.
- Herdt, Jennifer A. *Religion and Faction in Hume’s Moral Philosophy*. Cambridge: Cambridge University Press, 1997.
- Levine, Michael P. *Hume and the Problem of Miracles: A Solution*. Dordrecht: Kluwer, 1989.
- Logan, Beryl. *A Religion Without Talking: Religious Belief and Natural Belief in Hume’s Philosophy of Religion*. New York: Peter Lang, 1993.
- O’Connor, David. *Hume on Religion*. London: Routledge, 2001.
- Penelhum, Terence. *Themes in Hume: The Self, the Will, Religion*. Oxford: Clarendon, 2000.
- Pyle, Andrew. *A Reader’s Guide to Hume’s Dialogues*. London: Continuum, 2006.

Callan Ledsham

2013

“In the Image of God he Created him”: Medieval Theories of Human Transcendence, Cognition, Emotions and Value

AP437

This unit examines medieval accounts of the soul and body, and the relationship between cognition, emotions and values in selected medieval scholastic thinkers. It investigates two strategies used by medieval thinkers to uphold the transcendent dignity of the human person and the claim that humans are made in the image of God. The first strategy (exemplified by Albert the Great and Aquinas) was to argue for the immateriality and immortality of the soul on the basis of the powers of the intellect. The second strategy (exemplified by Henry of Ghent and the Franciscans) focused on the will rather than the intellect and argued that the image of God in human nature is the radical freedom of the human will – that is, the human ability to love freely. The unit will also consider the relation of debates on these topics to characterisations of thinkers as voluntarists and rationalists, and our understanding of the relation between faith and reason. Students will also be introduced to the primary working tools of contemporary research in medieval philosophy.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 6,000 word essay 100%

Bibliography

- Dales, Richard C. *The Problem of the Rational Soul in the Thirteenth Century*. Brill's Studies in Intellectual History. Leiden: Brill, 1995.
- Davies, Brian. *Aquinas*. Outstanding Christian Thinkers. London: Continuum, 2002.
- Frank, William A., ed. *Duns Scotus on the Will and Morality*. Translated by Allan B. Wolter. Washington, DC: Catholic University of America Press, 1997.
- Henry of Ghent. *Quodlibetal Questions on Free Will*. Translated and edited by Roland J. Teske. Milwaukee, WI: Marquette University Press, 1993.
- . *Quodlibetal Questions on Moral Problems*. Translated and edited by Roland J. Teske. Milwaukee, WI: Marquette University Press, 2005.
- Kent, Bonnie. *Virtues of the Will: The Transformation of Ethics in the Late Thirteenth Century*. Washington, DC: Catholic University of America Press, 1995.
- Pasnau, Robert. *Thomas Aquinas on Human Nature: A Philosophical Study of Summa Theologiae Ia, 75–89*. Cambridge: Cambridge University Press, 2002.
- Pegis, Anton. *St. Thomas and the Problem of the Soul in the Thirteenth Century*. Toronto: Pontifical Institute of Mediaeval Studies, 1976.
- Scotus, John Duns. *Philosophical Writings: A Selection*. Edited and translated by Allan B. Wolter. Edinburgh: Nelson, 1962.
- Williams, Thomas, ed. *The Cambridge Companion to Duns Scotus*. Cambridge Companions to Philosophy. Cambridge: Cambridge University Press, 2002.

Callan Ledsham

Semester 2, 2012
Wednesday 6.00pm – 9.00pm

Students follow a course of reading set in agreement with their supervisor, who is chosen from within the department. Students are to meet regularly, at least monthly, with their supervisors to discuss their progress and share the fruits of their research in seminars. Each student's topic and its bibliography must also be approved by the Chair of Examiners for Field A.

Prerequisites: third level as required by the MCD Coursework Studies Committee
 fourth level as required by the MCD Coursework Studies Committee

Assessment: AP397 equivalent to 6,000 words: see page 181
 AP497 one 6,000 word essay 100%
 AP398 equivalent to 12,000 words: see page 181

AP398 may be completed over two semesters as AP398A (part 1) and AP398B (part 2).

Students contemplating the philosophy seminar could also consider enrolling in one or more third level semester units offered by the Philosophy Department of Monash University, or the School of Philosophy at Australian Catholic University.

Gregory McCormick op (coordinator)

Semesters 1 & 2, 2012

BS350	Introduction to the Old/First Testament	
	2012: Semester 2	Anthony Dean cm
BS305	The Pentateuch	
	2012: Semester 2	Brian Boyle
BS312/412	The Prophecy of Jeremiah	
		Brian Boyle
BS316	The Prophetic Literature	
	2013	Brian Boyle
BS317	The Psalms and Wisdom Literature	
	2012: Semester 1	Anthony Dean cm
BS318	The Historical Literature	
	2012: Semester 2	Mark O'Brien op
BS321/421	Ezekiel's God	
	2012: Winter Intensive	Brian Boyle
BS326/426	Justice, Mercy and Theodicy in the Old Testament	
	2012: Semester 1	Mark O'Brien op
BS351	Introduction to the New Testament	
	2012: Semester 1	Rosemary Canavan
BS301	The Gospel of Matthew	
	2014	Stuart Moran
BS302	The Gospel of Mark	
	2012: Semester 2	Stuart Moran
BS303	The Lukan Narrative	
	2013	Stuart Moran
BS304	The Letters of Paul	
	2012: Semester 1	Stuart Moran
BS307	The Gospel of John	
	2012: Semester 1	Francis J. Moloney sdb AM
BS308	Letter to the Romans	
BS313/413	Matthew's Wisdom	
BS315	The Book of Revelation	
BS320	The Letter to the Hebrews	
BS310-311	Study Tour of the Biblical Lands <i>(two 15-point units)</i>	
	2012: November – December	Anthony Dean cm and Rosemary Canavan
BS330	Hebrew Reading Course – <i>see AH301</i>	
	2012: Semesters 1 & 2	Anthony Dean cm
BS360	Sacred Scripture: A Foundation for Teaching RE <i>(10 points)</i>	
	2012: Weekend Intensive	Brian Boyle and Rosemary Canavan
BS397/497	Biblical Studies Seminar	
	2012: Semesters 1 & 2	Anthony Dean cm (coordinator)
BS398	Biblical Studies Seminar <i>(30 points)</i>	
	2012: Semesters 1 & 2	Anthony Dean cm (coordinator)

Introduction to the Old/First Testament

BS350

Foundational Unit for GradDipTheol

This is an introductory unit to the literature and faith of the Old/First Testament of the Bible. It seeks to explore that literature in the context of the history, religion, culture and society of Israel as a nation in the Ancient Near East. The Old Testament is appreciated as an inspired expression of monotheistic faith in its own right. Topics include the charism of biblical inspiration, religion in Israel, prophecy in Israel, critical methods in interpreting biblical texts, wisdom literature, and apocalypticism.

Prerequisites: none

Requirements: 3 hours per week

Assessment:

one 1,000 word short assignment	20%
one 1,500 word seminar paper	30%
one 3,500 word essay	50%

Bibliography

Boadt, Lawrence. *Reading the Old Testament: An Introduction*. New York: Paulist, 1984.

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis: Fortress Press, 2004.

Frick, Frank S. *A Journey through the Hebrew Scriptures*. 2nd ed. Belmont, CA: Thomson/Wadsworth, 2003.

Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 2nd ed. London: SCM, 1988.

Hayes, John H., and J. Maxwell Miller, eds. *Israelite and Judaeon History*. London: SCM, 1977.

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. 1993.

Steck, Odil H. *Old Testament Exegesis: A Guide to the Methodology*. 2nd ed. Translated by James D. Nogalski. Atlanta: Scholars, 1998.

Anthony Dean cm

Semester 2, 2012
Monday 6.00pm – 9.00pm

The Pentateuch

BS305

This unit will examine the literary forms, traditions (oral and written), narratives, and theologies of the Pentateuch or Torah. In particular the unit will consider the Creation narratives in Genesis 1–11, the Joseph narratives in Genesis, Law in Deuteronomy, and the Holiness Code in Leviticus. Key passages will be selected to illustrate themes and structure. Attention will also be given to the possible thematic unity and narrative integrity of the Pentateuch.

Prerequisites: BS101 or BS350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Text

The *New Revised Standard Version* will be used in lectures.

Students should also have access to the *New Jerusalem Bible*.

Bibliography: see page 100

Brian Boyle

Semester 2, 2012
Tuesday 10.00am – 1.00pm

The Prophecy of Jeremiah

BS312/412

The Prophecy of Jeremiah in its final form is a complex literary work of some 52 chapters, with significant differences between the two principal witnesses to the text (the masoretic and septuagint versions). This unit will offer a general overview of the Book of Jeremiah with particular emphasis on the call narrative, the oracles in chapters 1–6, the Temple sermon in chapters 7 and 26, the confessions of Jeremiah, and the narrative of the fall of Jerusalem in chapters 37–44, 52. The unit will also consider some of the specialised issues of prophecy in the Book of Jeremiah: true and false prophecy, prophetic signs, the prophet as intercessor, prophetic charisma. The aim is a general understanding of the book's structure and themes, and a more focused knowledge of significant texts.

Prerequisites: third level BS101 or BS350
fourth level BS101 or BS350
and as required by the MCD Coursework Studies Committee,
including proficiency in appropriate biblical languages

Requirements: 3 hours per week

Assessment: third level equivalent to 6,000 words: see page 181
fourth level one 6,000 word essay 100%

Bibliography: see page 104

Brian Boyle

The Prophetic Literature

BS316

This unit will explore the charismatic phenomenon of prophecy in Israel: its spirit, forms, characteristic features, historical and religious context, message, and relation to Ancient Near East prophecy. The message of each prophet will be situated within its particular social, religious and political context. The unit will move from a general discussion of prophecy in Israel to examination of particular passages from minor and major prophets, to illustrate the movement and its concerns. The key theme of the unit will be the genius of the prophetic movement in Israel and its relation to the enduring values of Israelite religion. Texts to be considered include selections from Hosea, Amos, Isaiah, Jeremiah and Ezekiel.

Prerequisites: BS101 or BS350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Text

The *New Revised Standard Version* will be used in lectures.
Students should also have access to the *New Jerusalem Bible*.

Bibliography: see page 101

Brian Boyle

2013

The Psalms and Wisdom Literature

BS317

The first section of this unit will consist of an examination of the Book of Psalms as a whole and then individual representative psalms. The second section will consist of an examination of selected wisdom texts from the Old Testament. Both sections will demonstrate the application of the major methodologies associated with the exposition of this literature.

Prerequisites: BS101 or BS350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Text

The *New Revised Standard Version* will be used in lectures. Students should also have access to the *New Jerusalem Bible*.

Bibliography: see page 102

Anthony Dean cm

Semester 1, 2012
Thursday 6.00pm – 9.00pm

The Historical Literature

BS318

This unit is based on an examination of the ‘Former Prophets’ or ‘Historical Books’ (Joshua – 2 Kings) as a key representative of historiography in the Old Testament. It will involve a consideration of the hypothesis of a Deuteronomistic History, identified in Deuteronomy – 2 Kings. The other key representative of Old Testament historiography (1 and 2 Chronicles) will also be considered, especially where it parallels texts in the Former Prophets. The unit will consider Israelite and Ancient Near Eastern notions of history and examine contemporary issues, problems and methods associated with the interpretation of such literature.

Prerequisites: BS101 or BS350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Text

The *New Revised Standard Version* will be used in lectures. Students should also have access to the *New Jerusalem Bible*.

Bibliography: see page 103

Mark O’Brien op

Semester 2, 2012
Thursday 10.00am – 1.00pm

Ezekiel's God

BS321/421

Ezekiel was a prophet of the Exile. His intended audience was not only the exilic community in Babylon but also the remnant community in Jerusalem after 597. His prophetic language is highly imaginative and visual. The Book of Ezekiel shows great interest in the cult, ritual and the priesthood of the Jerusalem Temple. The Book contains three great visions in narrative form: the call of the prophet in chapters 1–3, the departure of the divine presence from the doomed temple in Jerusalem in chapters 8–11, and the vision of the new sanctuary of God in the prolonged narrative of chapters 40–48. This unit will examine these three great visions in the Book in some detail. The visions offer a sustained and unique insight into Ezekiel's understanding of God, both in terms of divine presence and absence, and how God is to be worshipped in the new circumstance of exile. The visions offer new hope for a different future.

Prerequisites: third level BS101 or BS350
fourth level BS101 or BS350 and as required by the MCD Coursework Studies Committee, including proficiency in appropriate biblical languages

Requirements: intensive mode: 10.00am – 5.00pm

Assessment: third level one 1,500 word seminar paper 30%
one 4,500 word essay 70%
fourth level one 6,000 word essay 100%

Bibliography see page 105

Brian Boyle

Winter Intensive, 2012
July 2, 4, 6, 9, 11, 13 + one exam
10.00am – 5.00pm
Census Date: Friday 6 July

Justice, Mercy and Theodicy in the Old Testament

BS326/426

This unit will examine how the Old Testament portrays God as just and merciful and the criteria whereby Israel is called to be the just and merciful society. It will consist of an analysis of the terms Justice and Mercy and associated terminology within their literary, historical and theological contexts. It will consider how these terms and the contexts in which they are used contribute to Theodicy—the notion of the just God.

Prerequisites: third level BS101 or BS350
fourth level BS101 or BS350 and as required by the MCD Coursework Studies Committee, including proficiency in appropriate biblical languages

Requirements: 3 hours per week

Assessment: third level equivalent to 6,000 words: see page 181
fourth level one 6,000 word essay 100%

Bibliography see page 105

Mark O'Brien op

Semester 1, 2012
Wednesday 6.00pm – 9.00pm

Introduction to the New Testament

BS351

Foundational Unit for GradDipTheol

This introductory unit will acquaint students with the literature and theology of the New Testament. It seeks to explore varied literary genres and forms of the NT and its historical setting. It introduces the students to the specific messages of individual writings, their inter-relationship as well as the development of theological ideas. Special attention will be given to the relationship between the two Testaments of the Bible, the formation of the Gospels, and the exegetical methodologies necessary for scriptural study.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 1,000 word short assignment 20%
one 1,500 word seminar paper 30%
one 3,500 word essay 50%

Bibliography: see page 107

Rosemary Canavan

Semester 1, 2012
Tuesday 6.00pm – 9.00pm

The Gospel of Matthew

BS301

This unit is designed to enable students to appreciate the uniqueness of Matthew's Gospel by way of comparison and contrast with Mark. Examination of content, structure and theological emphases, together with detailed study treatment of selected passages, combine to provide a view of the text that can open the student to a deeper appreciation of the Gospel.

Prerequisites: BS102 or BS351

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 108

Stuart Moran

2014

The Gospel of Mark

BS302

A short history of the understanding and interpretation of this Gospel will be followed by a description of various approaches that have been proposed to it. The major component of the unit comprises the presentation of text, together with detailed exegesis of selected pericopes. The theology of the evangelist will be explored and discussed in close relation to the text.

Prerequisites: BS102 or BS351

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 109

Stuart Moran

Semester 2, 2012

BS302E Tuesday 6.00pm – 9.00pm

BS302D Thursday 2.00pm – 5.00pm

The Lukan Narrative

BS303

Treating Luke-Acts as a single narrative arc, this unit will seek to identify the specific contribution which the Lukan Narrative makes to the New Testament, addressing the questions of its character and purpose. This will become a study of the unusually close connection between narrative and theology in Luke. The unit will read in detail key passages of both Luke and Acts in an attempt to see how the Lukan Narrative functions as a coherent whole which may speak both directly and powerfully to the Church today.

Prerequisites: BS102 or BS351

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 110

Stuart Moran

2013

Letters of Paul

BS304

Given the inseparability of biography and theology in the case of Paul, this unit will situate the letters in the story of Paul's ministry. This will mean situating both him and his letters (especially 1 Thessalonians, Philippians and Galatians) in the unfolding drama of nascent Christianity, as the first communities struggled with the question of the Church's identity – in particular the question of the relationship between Christianity and Judaism. The role of the Book of Acts will be considered, particularly in its relation to Paul. Questions of the Church's identity and the possible shape of a new evangelisation are pressing in our own time: the unit will explore the Pauline witness as a resource for tackling such questions in a way which is both faithful to the past and open to the future.

Prerequisites: BS102 or BS351

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 111

Stuart Moran

Semester 1, 2012

BS304E Tuesday 6.00pm – 9.00pm

BS304D Thursday 10.00am – 1.00pm

The Gospel of John

BS307

This unit will explore the background, literary character and theology of the fourth Gospel as a whole. After a presentation of the literary structure and theology of the Gospel of John, selected major passages will be read in detail. Particular detail will be devoted to those Johannine passages that play a key role in the lectionaries of the various Christian Churches. Students will be introduced to both classical and contemporary interpretation of the fourth Gospel.

Prerequisites: BS102 or BS351

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 112

Francis J. Moloney sdb AM

Semester 1, 2012

Tuesday 10.00am – 1.00pm

The Letter to the Romans

BS308

This unit will explore the background, structure, message and theology of the Letter to the Romans. Attention will be given to the articulation of Paul's argument across Romans 1–15, with a strong focus upon Paul's Christology and Ecclesiology, and upon the relationship between Pauline Christianity and Judaism. Students will be introduced to both classical and contemporary interpretation of the letter.

Prerequisites: BS102 or BS351

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 115

Matthew's Wisdom

BS313/413

This unit investigates the theme of personified Wisdom in Matthew. Old Testament and Pseudepigraphical antecedents will be considered, as will the portrayal of Wisdom elsewhere in the New Testament. Though monographic in scope, the unit will nevertheless assess the coherence of this theme with the rest of the Gospel.

Prerequisites: third level BS102 or BS351
fourth level BS102 or BS351
and as required by the MCD Coursework Studies
Committee, including proficiency in appropriate biblical
languages

Requirements: 3 hours per week

Assessment: third level equivalent to 6,000 words: see page 181
fourth level one 6,000 word essay 100%

Bibliography: see page 104

The Book of Revelation

BS315

This unit will provide students with an introduction to the structure, symbolism and content of the Book of Revelation. Through a critical study of the text and exegesis of selected passages in context, it will treat the book's apparent inaccessibility of meaning and demonstrated susceptibility to abuse. Students will be expected to participate in class discussions in a prepared and informed way.

Prerequisites: BS102 or BS351

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 113

The Letter to the Hebrews

BS320

The unit will offer students an introduction to the rhetorical structure of the Letter to the Hebrews, as well as its theological and Christological content. This will be done through a close reading and critical study of the text and exegesis of major passages. Particular attention will be given to the Jewish background of the letter, as well as to the originality of its contribution to the New Testament reflection on faith in Jesus Christ and its implications for the Christian life.

Prerequisites: BS102 or BS351

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 114

Study Tour of the Biblical Lands

BS310 (Old Test.)

BS311 (New Test.)

The tour, approximately mid-November to mid-December, will enable students to become familiar with data associated with the Scriptures – archaeological, geographical, historical, sociological, and theological. A unit reader will be made available before departure. The tour includes selected sites in Syria, Jordan, Israel, Palestinian Territories, Turkey and Greece. Meetings prior to departure will clarify individual assessment. The written components of assessment are to be submitted by the Easter recess of the following year.

NB: CTC reserves the right to alter the itinerary upon travel advice.

Prerequisites: BS101 or BS350, and BS102 or BS351

Assessment: *total assessment for two 15 point units*
equivalent to 12,000 words: see page 181

Bibliography: see page 113

Participants in the study tour enrol in two 15-point units of Biblical Studies at third level.

Anthony Dean cm and Rosemary Canavan

November 15 – December 18, 2012
Census Date: Friday 23 November

Sacred Scripture: A Foundation for Teaching Religious Education (10 points)

BS360

Graduate Certificate in Teaching Religious Education

This unit offers students an introduction to both the Old/First and New Testaments. It introduces students to the principles of scriptural interpretation within the Catholic tradition and provides a foundation for understanding Scripture in the context of Religious Education and the life of the Church.

Venue: Corpus Christi School, 29 Russell Street, Werribee

Prerequisites: none

Requirements: intensive mode: 9.30am – 4.30pm

Assessment: two 2,000 word essays 2 x 50%

Bibliography

- Brown, Raymond E. *An Introduction to the New Testament*. New York: Doubleday, 1997.
- Brueggemann, Walter. *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville, KY: Westminster John Knox, 2003.
- Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis: Fortress, 2004.
- Ehrman, Bart D., ed. *The New Testament: A Historical Introduction to the Early Christian Writings*. 3rd ed. Oxford: Oxford University Press, 2004.
- Fitzmyer, Joseph A. *The Biblical Commission's Document "The Interpretation of the Bible in the Church": Text and Commentary*. Rome: Biblical Institute Press, 1995.
- . "Instruction on the Historical Truth of the Gospels." In *A Christological Catechism*, 153–162. New York: Paulist, 1991.
- Frick, Frank S. *A Journey through the Hebrew Scriptures*. 2nd ed. Belmont, CA: Thomson/Wadsworth, 2003.
- Moloney, Francis J. *A Friendly Guide to the New Testament*. Friendly Guides. Mulgrave, VIC: John Garrett, 2010.
- Perkins, Pheme. *Reading the New Testament: An Introduction*. Rev. ed. New York: Paulist, 1988.
- Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. 1993.
- Senior, Donald, Paul J. Achtemeier, and Robert J. Karris. *Invitation to the Gospels*. Rev. ed. Mahwah, NJ: Paulist, 2002.

Brian Boyle and Rosemary Canavan

Weekend Intensive, 2012

Four Saturdays

February 25; March 17; April 28; May 12

9.30am – 4.30pm

Census Date: Friday 16 March

Students, in agreement with their supervisor, plan, research and present an exegetical theme. Bibliography is prepared at the outset, and is to be approved by the Chair of Examiners for Field B. Students are to meet regularly, at least monthly, with their supervisors to discuss their progress and share the fruits of their research in seminars.

Prerequisites: third level as required by the MCD Coursework Studies Committee
fourth level as required by the MCD Coursework Studies Committee

Assessment: BS397 equivalent to 6,000 words: see page 181
BS497 one 6,000 word essay 100%
BS398 equivalent to 12,000 words: see page 181

BS398 may be completed over two semesters as BS398A (part 1) and BS398B (part 2).

Anthony Dean cm (coordinator)

Semesters 1 & 2, 2012

Christian Thought and History: Systematic Theology

Field C

CD350	Introduction to Theology	2012: Semester 2	Birute Arendarcikas rsm
CD302	God: Origin and End	2012: Semester 1	Paul Connell
CD308	Celebrating the Christian Mysteries	2012: Semester 1	Elio Capra sdb
CD309	Introduction to Sacramental Theology; Baptism and Confirmation	2012: Semester 1	Terence Curtin
CD316	Theology of the Human Person	2012: Semester 2	Kevin Lenehan
CD319/419	The Sacrament of Orders: History and Theology	2012: Semester 2	Terence Curtin and Brian Nichols
CD320	History and Theology of Marian Doctrine and Devotion (10 points)	2012: Semester 1	Christopher Shorrocks ofm conv
CD326 CD327	Jesus Christ: Revealer of the Triune God (two 15-point units)	2012: Semesters 1 & 2	Paul Connell
CD356	Marriage (10 points)	2012: Semester 2	Peter Elliott
CD357	Reconciliation and Anointing of the Sick (10 points)	2012: Semester 1	Peter Matheson
CD358	Eucharist	2012: Semester 1	Kevin Lenehan
CD360	Foundational Theology for Teaching Religious Education (10 points)	2012: Weekend Intensive	Frances Baker rsm and Birute Arendarcikas rsm
CD361	Living Christian Faith: Sacramental and Moral Life	2012: Weekend Intensive	Frances Baker rsm and Birute Arendarcikas rsm
CD428	Christian Anthropology: In the Divine Image	2012: Semester 2	Kevin Lenehan
CD450	Theological Synthesis (45 points)	2012: Semesters 1 & 2	Terence Curtin (coordinator)
CD397/497	Systematic Theology Seminar	2012: Semesters 1 & 2	Terence Curtin (coordinator)
CD398	Systematic Theology Seminar (30 points)	2012: Semesters 1 & 2	Terence Curtin (coordinator)

This unit introduces students to the study of theology in the Catholic tradition. For this purpose the unit examines the meaning, purpose, method and content of Christian theology. Within this context, the unit considers the following theological themes: God, Revelation, Theology and its sources, Jesus Christ, the Reign of God and the Church. The unit offers students the opportunity to reflect theologically on Christian faith in the context of a religiously diverse world.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 3,000 word essay 50%
3,000 words written work 50%

Bibliography

- Dulles, Avery R. *The Craft of Theology: From Symbol to System*. New ed. New York: Crossroad, 1995.
- . *Models of Revelation*. Maryknoll, NY: Orbis, 1992.
- Gaillardetz, Richard R. *By What Authority? A Primer on Scripture, the Magisterium and the Sense of the Faithful*. Collegeville, MN: Liturgical Press, 2003.
- Guarino, Thomas G. *Foundations of Systematic Theology: Theology for the Twenty-First Century*. New York: T. & T. Clark, 2005.
- Lane, Dermot A. *The Experience of God: An Invitation to do Theology*. Dublin: Veritas, 2003.
- Lennan, Richard, ed. *An Introduction to Catholic Theology*. New York: Paulist, 1998.
- Lonergan, Bernard J. *Method in Theology*. London: Darton, Longman & Todd, 1972.
- Nichols, Aidan. *The Shape of Catholic Theology: An Introduction to its Sources, Principles, and History*. Collegeville, MN: Liturgical Press, 1991.
- O'Collins, Gerald, and Mario Farrugia. *Catholicism: The Story of Christianity*. Oxford: Oxford University Press, 2003.
- Ormerod, Neil. *Introducing Contemporary Theologies: The What and the Who of Theology Today*. Enlarged and expanded ed. Sydney: E. J. Dwyer, 1997.
- Pelikan, Jaroslav J., and Valerie R. Aotchkiss. *Creeds and Confessions of Faith in the Christian Tradition*, vol. 4 of *Credo: Historical and Theological Guide to Creeds and Confessions of Faith in the Christian Tradition*. New Haven: Yale University Press, 2003.
- Williams, Rowan. *On Christian Theology*. Oxford: Blackwell, 2000.

Birute Arendarcikas rsm

Semester 2, 2012
Wednesday 6.00pm – 9.00pm

God: Origin and End

CD302

This unit will examine the problem of articulating the nature of God and of God's relationship with the world. The main foci for this will be God as sustaining source (creation) and as final goal (eschatology) of the universe, and in particular of humanity. The unit will in large part comprise class examination of a range of texts in a seminar setting.

Prerequisites: CD101 or CD350, CD102, CD226/326 and CD227/327

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 122

Paul Connell

Semester 1, 2012
Thursday 6.00pm – 9.00pm

Celebrating the Christian Mysteries

CD308

This unit will address the following topics: a systematic liturgical analysis of the Eucharist; the basic theological and liturgical principles of the Eucharist; the parts of the Eucharist and their inter-relationship; the structure and theology of the liturgical year; the theology, stages, structure and celebration of the funeral liturgy; the theology and role of the liturgical leadership of ordained ministers.

Prerequisites: CD101 or CD350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 123

Elio Capra sdb

Semester 1, 2012
Tuesday 2.00pm – 5.00pm

Introduction to Sacramental Theology; Baptism and Confirmation

CD309

This unit explores the fundamental principles of sacramental theology, and on that basis proceeds to a study of the sacraments of Baptism and Confirmation. The unit will address the following topics: sacramentality and a sacramental universe; the role of myth, ritual and symbol; the relationship between Word and Sacrament; Christ as the primordial sacrament and the Church as the basic sacrament; initiation in the New Testament; initiation in patristic theology and practice; Baptism in medieval theology; Reformation issues; the emergence of Confirmation as a distinct sacrament; infant baptism and Christian initiation; ecumenical agreement on the nature of Baptism, and its implications; the RCIA as model for Christian initiatory practice.

Prerequisites: CD101 or CD350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 124

Terence Curtin

Semester 1, 2012
Thursday 2.00pm – 5.00pm

Theology of the Human Person

CD316

This unit seeks to elaborate a Christian vision of the human person through a systematic inquiry into what it means to be human, in the light of the history of humanity's relationship to God as revealed fully and finally in Jesus Christ. Particular attention will be given to the scriptural basis of a Christian anthropology, and to a detailed examination of the areas of creation, grace and sin.

Prerequisites: CD101 or CD350, CD102, CD226/326 and CD227/327

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 125

Kevin Lenehan

Semester 2, 2012
Tuesday 2.00pm – 5.00pm

The Sacrament of Orders: History and Theology

CD319/419

This unit will provide a systematic investigation of the scriptural, liturgical and patristic foundations of the Sacrament of Orders in the Christian tradition. It will also trace the further development of the theology and practice of this sacrament in the course of the Church's history. Special attention will be given to the scholastic period and the Reformation, and to the Catholic response to the Reformation, officially formulated in the Council of Trent and implemented in the Post-Tridentine period. A contemporary theology of the Sacrament of Orders will be developed through a study of the theology of Pope John Paul II. This will include an evaluation of this theology's grounding in the teaching of Vatican II. A particular focus of this unit will be the nature of the relationship between the ordained ministry and the life and vocation of the Church as a whole. Within this context, particular questions, such as the ordination of women and the discipline of priestly celibacy in the Latin Church, will be examined.

Prerequisites: third level BS102 or BS351, and CD101 or CD350
fourth level BS102 or BS351, and CD101 or CD350
and as required by the MCD Coursework Studies
Committee

Requirements: 3 hours per week

Assessment: third level equivalent to 6,000 words: see page 181
fourth level one 6,000 word essay 100%

Bibliography: see page 133

Terence Curtin and Brian Nichols

Semester 2, 2012
Wednesday 2.00pm – 5.00pm

History and Theology of Marian Doctrine and Devotion *(10 points)*

CD320

This unit will provide a systematic investigation of the scriptural and patristic origins of Marian doctrine and devotion in the Christian tradition. It will also trace the further development of this doctrine and devotion in the course of the Church's history, in all the various ways which it manifests itself: art, literature, popular piety and doctrinal and liturgical expression. Special attention will be given to contemporary Church teaching and current issues in theology. A particular focus of the unit will be a careful examination of the meaning of the major Marian doctrines as they are presented in Catholic theology.

Prerequisites: CD101 or CD350

Requirements: 2 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 126

Christopher Shorrocks ofm conv

Semester 1, 2012
Wednesday 2.00pm – 4.00pm

Jesus Christ: Revealer of the Triune God

CD326 (Sem. 1)
CD327 (Sem. 2)

This unit runs for two semesters but is separately coded for each semester to satisfy the requirements of the MCD and DEEWR. Both semesters must be completed (15 points per semester) before results are awarded.

The unit will consist of one year's work, covering the two semesters. It will deal with the person and work of Jesus Christ and the doctrine of the triune God as founded in the scriptures, and interpreted in the Church's tradition, both classical and contemporary. Particular attention will be given to the question of the historical Jesus; the New Testament origins of Christology and Trinitarian theology; the Patristic tradition; a theology of the redemptive death and resurrection of Jesus; the question of Jesus as the question about meaning. In the final two weeks of the course, consideration will be given to the exemplar of discipleship of Jesus Christ – Mary, mother of the Lord.

Prerequisites: CD101 or CD350

Requirements: 3 hours per week for two semesters

Assessment: equivalent to 12,000 words: see page 181

Bibliography: see page 128

Paul Connell

Semesters 1 & 2, 2012
Wednesday 10.00am – 1.00pm

Marriage *(10 points)*

CD356

Particular attention will be given to the scriptural foundations of this sacrament to underpin an understanding of how the Catholic Church discerned the sacramentality of marriage within the historical process of the development of Christian doctrine. More recent teaching on the sacrament of marriage from the Second Vatican Council, Popes and theologians will be presented, together with relevant canonical questions and the relationship between Christian marriage and civil marriage. Contemporary pastoral and ecumenical issues, such as inter-Church marriages and preparation for marriage in a secular context, will be presented within this wider sacramental perspective.

Prerequisites: CD101 or CD350

Requirements: 2 hours per week

Assessment: equivalent to 4,000 words: see page 181

Bibliography: see page 130

Peter Elliott

Semester 2, 2012
Thursday 2.00pm – 4.00pm

Reconciliation and Anointing of the Sick (10 points) CD357

These two sacraments are called the “Sacraments of Healing.” The mystery of illness (both spiritual and bodily) is reflected in sin and disease in the human story. Healing both in terms of the forgiveness of sins and the healing of the body has individual and social dimensions. The unit will study the scriptural foundations of the two sacraments, and the subsequent traditions that have emerged, and then sometimes subsided, in the history of the Catholic Church. The unit will study the theology of both sacraments that has developed and changed as pastoral situations and issues emerged. As one form of reconciliation (Public Penance) dies, a new form of anointing of the sick begins to emerge. The current rituals of both sacraments are studied: the *Ordo Penitentiae* (1973) and the *Ordo Unctionis infirmorum eorumque pastoralis curae* (1972). Reference is also made to the document *Misericordia Dei* (2002). Some pastoral implications that have emerged in more recent years will also be examined.

Prerequisites: CD101 or CD350

Requirements: 2 hours per week

Assessment: equivalent to 4,000 words: see page 181

Bibliography: see page 131

Peter Matheson

Semester 1, 2012
Tuesday 6.00pm – 8.00pm

Eucharist CD358

This unit will present historical perspectives on the development of the Eucharistic tradition and will treat key elements of Catholic Eucharistic theology. Topics to be considered include: the Eucharist in relation to the mystery of Christ and the Church; the Eucharist in the Scriptures; the development of the theology of the Eucharist; Eucharist as thanksgiving, memorial, sacrifice, presence, covenant and communion.

Prerequisites: CD101 or CD350

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 132

Kevin Lenehan

Semester 1, 2012
Monday 2.00pm – 5.00pm

Foundational Theology for Teaching Religious Education (10 points)

CD360

Graduate Certificate in Teaching Religious Education

This unit introduces students to key theological themes within the Catholic faith tradition. It explores teachings on God, Jesus Christ, the Reign of God, the Church and eschatology. The themes will be presented in the context of a religiously diverse world.

Venue: Corpus Christi School, 29 Russell Street, Werribee

Prerequisites: BS360

Requirements: intensive mode: 9.30am – 4.30pm

Assessment:

one 800 word paper	20%
one 1,200 word paper	30%
one 2,000 word paper	50%

Bibliography

Hayes, Michael A., and Liam Gearon, eds. *Contemporary Catholic Theology: A Reader*. New York: Continuum, 1999.

Hession, Anne, and Patricia Kieran. *Exploring Theology: Making Sense of the Catholic Tradition*. Dublin: Veritas, 2007.

Hill, Charles. *Making Sense of Faith: An Introduction to Theology*. Alexandria, NSW: E. J. Dwyer, 1995.

Knox, Ian. *Theology for Teachers*. Ottawa: Novalis, 1996.

Lane, Dermot A. *Christ at the Centre: Selected Issues in Christology*. New York: Paulist, 1990.

———. *The Experience of God: An Invitation to do Theology*. New York: Paulist, 1981.

Lennan, Richard, ed. *An Introduction to Catholic Theology*. New York: Paulist, 1998.

O'Collins, Gerald, and Mario Farrugia. *Catholicism: The Story of Christianity*. Oxford: Oxford University Press, 2003.

Frances Baker rsm and Birute Arendarcikas rsm

Weekend Intensive, 2012

Four Saturdays

July 28; August 11;

August 25; September 8

9.30am – 4.30pm

Census Date: Friday 10 August

Living Christian Faith: Sacramental and Moral Life (15 points)

CD361

Graduate Certificate in Teaching Religious Education

This unit builds on the understanding of Church developed in *CD360 Foundational Theology for Teaching Religious Education*, and explores Catholic life in terms of the sacraments and moral life. These themes will be considered both individually and in relationship with each other. With regard to the sacramental life of the Church, the unit will explore the fundamental principles of sacramental theology as a basis for the consideration of individual sacraments. With regard to Christian moral life, the unit will consider the Christian understanding of the human person as fundamental to Christian moral life and the essential relationship of moral life to personal prayer and liturgical celebration.

Venue: Corpus Christi School, 29 Russell Street, Werribee

Prerequisites: BS360 and CD360

Requirements: intensive mode: 9.30am – 4.30pm

Assessment:

one 2,000 word essay	35%
short papers equivalent to 2,000 words	30%
integrative task equivalent to 2,000 words	35%

Bibliography

Hession, Anne, and Patricia Kieran. *Exploring Theology: Making Sense of the Catholic Tradition*. Dublin: Veritas, 2007.

Hill, Brennan R. *Exploring Catholic Theology: God, Jesus Christ, Church and Sacraments*. Mystic, CT: Twenty-Third Publications, 1995.

Hoose, Bernard, ed. *Christian Ethics: An Introduction*. Collegeville, MN: Liturgical, 1998.

Keating, James, ed. *Spirituality and Moral Theology: Essays from a Pastoral Perspective*. New York: Paulist, 2000.

Noll, Ray R. *Sacraments: A New Understanding for a New Generation*. Mystic, CT: Twenty-Third Publications, 1999.

O’Keefe, Mark. *Becoming Good, Becoming Holy: On the Relationship of Christian Ethics and Spirituality*. New York: Paulist, 1995.

O’Neil, Kevin, and Peter Black. *The Essential Moral Handbook: A Guide to Catholic Living*. Liguori, MO: Liguori, 2003.

Osborne, Kenan B. *Sacramental Guidelines: A Companion to the New Catechism for Religious Educators*. New York: Paulist, 1995.

———. *Sacramental Theology: A General Introduction*. New York: Paulist, 1998.

Frances Baker rsm and Birute Arendarcikas rsm

Weekend Intensive, 2012

Four Saturdays

February 25; March 17;

April 28; May 12

9.30am – 4.30pm

Census Date: Friday 16 March

This unit will develop a systematic presentation of the meaning and implications of the foundational statement, made in the Book of Genesis, that humanity is created in the divine image and likeness. Through a study of relevant New Testament texts, a Christological anthropology will be developed. The theology of *communio* will be utilised to bring this particular anthropology to bear on questions of grace, sin, justification and salvation, with particular reference to Trinitarian theology and the work of the Holy Spirit in Salvation.

Prerequisites: two levels of Systematic Theology or equivalent
(for MTS and MTheol students)

Requirements: 3 hours per week

Assessment: one 6,000 word essay 100%

Bibliography: see page 125

Kevin Lenehan

Semester 2, 2012
Tuesday 2.00pm – 5.00pm

The aim of this examination is to assess whether the student has developed an integrated view of Catholic theology which can be expounded in a way suited to the Australian apostolate.

For the examination, the candidate is expected to provide and discuss with the examiners a written, personal, synoptic presentation of Christianity. This synthesis should allude, in a positive and ecumenical way, to the key themes covered in Revelation, Ecclesiology, Theology of God, Christology, Trinity, Grace and Original Sin, Eucharist and the other Sacraments, Eschatology, Mariology and Christian Moral Response. Where relevant, references should be made to significant biblical texts and major patristic and conciliar statements.

The student is free to grapple with the task according to any theologically enlightened approach. For example, the synthesis might take as its springboard a scriptural or conciliar assertion, a creed, the statement of a theologian or a liturgical text.

A supervisor will be assigned to each student to assist in his preparation.

The synthesis should run to about 25,000 words, typed, double-spaced on A4 paper. The style of footnotes and the bibliography should generally be in accord with the *CTC Style Guide* (see page 50ff). Three copies are to be handed to the Academic Records Office by the designated date: one copy for each examiner and one copy to be retained by the Mannix Library for filing.

The examination, of one hour's duration, is conducted formally and publicly by a board of two examiners. The candidate's supervisor is also present. In the examination the candidate must be prepared to:

- elucidate allusions or obscurities
- discuss or defend a position adopted
- indicate the scriptural basis for any assertions
- comment on major magisterial pronouncements which may be relevant
- refer to important expressions from tradition, liturgy or classical controversies relevant to the themes dealt with

The synthesis and its examination can count for three semester units (45 points) within the Master of Theological Studies degree.

Terence Curtin (coordinator)

Semesters 1 & 2, 2012

Systematic Theology Seminar CD397/497 and CD398

Students follow a course of readings set after consultation with their supervisor, who is chosen from within the department. Students are to meet regularly, at least monthly, with their supervisor to discuss their progress and share the fruits of their research in seminars. Each student's topic and bibliography is also approved by the MCD Chair of Examiners for Field C.

Prerequisites: third level as required by the MCD Coursework Studies Committee
 fourth level as required by the MCD Coursework Studies Committee

Assessment: CD397 equivalent to 6,000 words: see page 181
 CD497 one 6,000 word essay 100%
 CD398 equivalent to 12,000 words: see page 181

CD398 may be completed over two semesters as CD398A (part 1) and CD398B (part 2).

Terence Curtin (coordinator)

Semesters 1 & 2, 2012

Christian Thought and History: Church History Field C

CH350	Introduction to Church History: Early Church, Middle Ages, Reformation 2012: Semester 1	Austin Cooper omi AM (coordinator)
CH351	Introduction to Church History: Asia, Modern World, Australia 2012: Semester 2	Austin Cooper omi AM (coordinator)
CH303	The Experience of Catholic Culture (30 points) – crosslisted as DS317 2013	Austin Cooper omi AM and Frances Baker rsm
CH320	The Council in History: John XXIII and Vatican II (10 points) 2012: Winter Intensive	Max Vodola
CH339	The Dynamics of Religious Revivals: The Oxford Movement, a Case Study (10 points) 2013	Austin Cooper omi AM
CH340	Byzantium (10 points) 2012: Semester 2	Clara Staffa Geoghegan
CH341	Making Martyrs: Self-sacrifice and its Consequences in the Churches of Asia (10 points)	Peter Hansen
CH342	The Reformation in the British Isles (10 points) 2012: Semester 2	Austin Cooper omi AM
CH344	The Papacy in the Modern World (10 points) 2013	Austin Cooper omi AM
CH397/497	The Practice of History 2012: Semesters 1 & 2	Austin Cooper omi AM (coordinator)
CH398	The Practice of History (30 points) 2012: Semesters 1 & 2	Austin Cooper omi AM (coordinator)

Introduction to Church History: Early Church, Middle Ages, Reformation

CH350

Foundational Unit for GradDipTheol

A survey unit at graduate level which covers the areas of the Early Church, the Middle Ages, and the Reformation.

Prerequisites: none

Requirements: two one hour lectures each week and 6 seminars during the semester
Students are expected to present a one-page handout at each seminar and speak to that. This may form part of the final essay.

Assessment: one 4,000 word essay 60%
one 2 hour written examination 40%

Bibliography: see page 136

Austin Cooper omi AM (coordinator)

Semester 1, 2012
Thursday 6.00pm – 9.00pm

Introduction to Church History: Asia, Modern World, Australia

CH351

A survey unit at graduate level which covers the areas of the Church in the Modern World, Asia and Australia.

Prerequisites: none

Requirements: two one hour lectures each week and 6 seminars during the semester
Students are expected to present a one-page handout at each seminar and speak to that. This may form part of the final essay.

Assessment: one 4,000 word essay 60%
one 2 hour written examination 40%

Bibliography: see page 137

Austin Cooper omi AM (coordinator)

Semester 2, 2012
Thursday 6.00pm – 9.00pm

The Experience of Catholic Culture *(30 points)*

CH303

crosslisted as DS317

Students will be introduced to the work of several major authors, artists, architects and composers who have helped shape the cultural ethos of modern Catholicism. This unit will comprise a four week tour of several significant centres with Dublin, Rome, Paris, and Canterbury as pivotal points in the experience.

In each location students will be given an opportunity to become familiar with some special sites of historic interest, to study and appreciate the art, architecture, literature and music associated with the place and also to experience worship there. In addition to providing opportunities of visiting places of cultural interest, there will also be time for study, reflection and prayer. A handbook for the tour will be available to all participants and will include significant texts to be studied, maps and a more complete bibliography.

Preliminary lectures will be organised for participants.

Prerequisites: none

Requirements: on site commentary by tour leaders at each location visited

Assessment: one 12,000 word journal 100%

Bibliography: See page 138

Austin Cooper omi AM and Frances Baker rsm

2013
mid-November – mid-December

The Council in History: John XXIII and Vatican II *(10 points)*

CH320

An introductory survey of the deepening crisis in relationships between the Catholic Church and society during the post-Tridentine period. A study of the speeches and writings of John XXIII concerning the Second Vatican Council, with special reference to his perception of an epochal shift and his vision for the Church into the future. An assessment of the historical importance of Vatican II.

Prerequisites: CH350 or CH351

Requirements: intensive mode: 10.00am – 5.00pm

Assessment: equivalent to 4,000 words: see page 181

Bibliography: see page 139

Max Vodola

Winter Intensive, 2012
July 6, 9, 11, 13
10.00am – 5.00pm
Census Date: Monday 9 August

The Dynamics of Religious Revivals: The Oxford Movement, A Case Study *(10 points)*

CH339

This unit will explore various aspects of the Oxford Movement. Special attention will be focussed on its historic context, the interactions of the leading participants, their literary contribution, friendly and hostile reactions to the movement, and finally its impact on Western Christendom.

Prerequisites: CH350 or CH351

Requirements: 2 hours per week

Assessment: equivalent to 4,000 words: see page 181

Bibliography: see page 140

Austin Cooper omi AM

2013

Byzantium *(10 points)*

CH340

This unit will cover Byzantine history commencing with Constantine's establishment of the city of Constantinople until its fall in 1453. The unit will consider the evolution of Byzantium from the Roman Empire and the ambition of Justinian to revitalize the empire. It will identify and evaluate internal conflicts within Byzantium and the continuing conflict on its borders with particular focus on the implications of the growth of Islam for Byzantium. It will examine the growing estrangement between East and West, including theological misinterpretations and the further mistrust brought about by the western crusades, particularly the capture of Constantinople by the Fourth Crusade.

Prerequisites: CH140 or CH350

Requirements: 2 hours per week

Assessment: equivalent to 4,000 words: see page 181

Bibliography: see page 141

Clara Staffa Geoghegan

Semester 2, 2012
Monday 2.00pm – 4.00pm

Making Martyrs: Self-sacrifice and its Consequences in the Churches of Asia (10 points)

CH341

This unit examines the universal Christian ethos of martyrdom from a particular context within the Church in Asia. Using the history of martyrdom in the churches of Japan and Vietnam as case studies, the unit will engage students in an analytic examination of the effects of persecution on the Church, and how it had both an adverse and a beneficial effect on the growth of local churches. The unit will also involve a consideration of both the religious and political aspects of defiance of the state in the cause of faith, and how the culture of local martyrs has an effect upon the relationship between Church and State in contemporary Asian Christian cultures.

Prerequisites: CH350 or CH351

Requirements: 2 hours per week

Assessment: equivalent to 4,000 words: see page 181

Note: Students with language competence in the Vietnamese or Japanese languages will be encouraged to utilize other sources in those languages. However, those without such language skills will be in no way disadvantaged.

Required Preliminary Reading

Endo, Shusaku. *Silence*. Translated by William Johnston. New York: Taplinger, 1980.

Bibliography: see page 142

Peter Hansen

The Reformation in the British Isles (10 points)

CH342

The unit will briefly review the relationship between Church and State in these countries at the beginning of the 16th century. It will then follow the unfolding of religious changes in England, Wales and Ireland: schism under Henry VIII; the influences of Continental Reformers during the reign of Edward VI; the restoration of Catholicism under Mary I and finally the Elizabeth Settlement. The special case of Scotland and its relationship with the Reform Movement in Geneva and France will be treated. Some attention will also be devoted to the continuing Catholic community, the 'Recusants'.

Prerequisites: none

Requirements: 2 hours per week

Assessment: 1,000 words seminar notes and discussion 30%
one 3,000 word research paper 70%

Bibliography: see page 143

Austin Cooper omi AM

Semester 2, 2012
Thursday 10.00am – 12.00pm

The Papacy in the Modern World *(10 points)*

CH344

A survey of the history of the Papacy in the Modern World from the eighteenth-century Enlightenment to the death of Pius XII in 1958. The unit will trace the growing role of the papacy in the life of the Church and its reaction to challenging movements such as the French Revolution; democracy; nationalism; the 'Social Question' and modern thought. Attention will also be given to its role in Missionary endeavours, the liturgical movement, the arts and sciences and international affairs.

Prerequisites: CH350 or CH351

Requirements: 2 hours per week

Assessment: 1,000 words seminar notes and discussion 30%
one 2,500 word essay 70%

Bibliography: See page 144

Austin Cooper omi AM

2013

The Practice of History

CH397/497 and CH398

A seminar-based unit designed to enable students to develop advanced skills in historical research and writing. This unit is organised on an ecumenical basis utilising the faculty and resources of each of the MCD's Recognised Teaching Institutions.

Appropriately qualified students from each RTI are entitled to participate. The unit will include sessions exploring the nature of history and examining historical methodology.

Students may fulfil the requirements of this unit in either of the following programmes:

- **Programme 1: Reading Course**

An intensive reading programme will be designed for students choosing this option. Assessment will take the form of a number of pieces of written work and a final examination.

- **Programme 2: Research project**

Students electing this option will be required to produce one major essay resulting from their research on a specialised topic approved by the lecturer in charge of the subject.

Prerequisites: third level as required by the MCD Coursework Studies Committee
fourth level as required by the MCD Coursework Studies Committee

Requirements: regular seminars throughout the semester

Assessment: CH397 equivalent to 6,000 words: see page 181
CH497 one 6,000 word essay 100%
CH398 equivalent to 12,000 words: see page 181

CH398 may be completed over two semesters as CH398A (part 1) and CH398B (part 2).

Bibliography: see page 145

Austin Cooper omi AM (coordinator)

Semesters 1 & 2, 2012

DC301	Canon Law A	
	2012: Semester 1	Ian Waters
DC302	Canon Law B	
	2012: Semester 2	Ian Waters
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DM350	Fundamental Moral Theology	
	2012: Semester 1	Frances Baker rsm
DM305	Virtue of Justice and Catholic Social Teaching	
	2013	Anthony Ireland
DM308	Bioethics and Healthcare Ethics	
	2012: Semester 1	Norman Ford sdb
DM432	Ethics and Healthcare Issues in the Catholic Tradition	
	2012: Semester 1	Norman Ford sdb
DM397/497	Moral Theology Seminar	
	2012: Semesters 1 & 2	Frances Baker rsm (coordinator)
DM398	Moral Theology Seminar (30 points)	
	2012: Semesters 1 & 2	Frances Baker rsm (coordinator)

Canon Law A

DC301

This unit, together with Canon Law B, is an introduction to and commentary on current canonical legislation, in particular the *1983 Code of Canon Law*. Special attention will be paid to all legislation connected with pastoral ministry.

Prerequisites: DM106 or DM350 and two levels of Systematic Theology

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 147

Ian Waters

Semester 1, 2012
Monday 10.00am – 1.00pm

Canon Law B

DC302

This unit, together with Canon Law A, is an introduction to and commentary on current canonical legislation, in particular the *1983 Code of Canon Law*. Special attention will be paid to all legislation connected with pastoral ministry.

Prerequisites: DM106 or DM350 and two levels of Systematic Theology
DC301 is highly recommended

Requirements: 3 hours per week

Assessment: equivalent to 6,000 words: see page 181

Bibliography: see page 148

Ian Waters

Semester 2, 2012
Monday 10.00am – 1.00pm

Within the context of Christian faith, this unit explores the following themes: 1) the nature of moral experience, the significance of religious faith for the moral life; the sources of moral knowledge; 2) The history of the moral theology within the Catholic tradition; 3) Personal morality, moral conscience, sin, conversion, significance of spiritual life for the personal moral life of the Christian.

Prerequisites: Introductory studies in Scripture and Theology are highly recommended

Requirements: 3 hours per week

Assessment:

one 1,000 word short paper	20%
one 3,000 word essay	50%
one 2,000 word text analysis	30%

Bibliography

- Connolly, Hugh. *Sin*. New Century Theology. New York: Continuum, 2001.
- Curran, Charles E., and Richard McCormick, eds. *Conscience*. Vol. 14 of *Readings in Moral Theology*. New York: Paulist, 2004.
- Gula, Richard M. *The Good Life: Where Morality and Spirituality Converge*. New York: Paulist, 1999.
- Harrington, Daniel J., and James F. Keenan. *Jesus and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Lanham MD: Sheed & Ward, 2002.
- John Paul II. *Veritatis splendor*. Encyclical Letter. 1993.
- Keating, James, ed. *Moral Theology: New Directions and Fundamental Issues*. New York: Paulist, 2004.
- Keenan, James F. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. London: Continuum, 2010.
- Mahoney, John. *The Making of Moral Theology: A Study of the Roman Catholic Tradition*. Oxford: Clarendon, 1987.
- O'Neil, Kevin J., and Peter Black. *The Essential Moral Handbook*. Liguori, MO: Liguori, 2003.
- Pinckaers, Servais. *The Sources of Moral Theology*. Translated by Mary T. Noble. Washington, DC: Catholic University of America Press, 1995.

Frances Baker rsm

Semester 1, 2012
Monday 6.00pm – 9.00pm

The Virtue of Justice and Catholic Social Teaching

DM305

This unit probes contemporary justice issues from the perspective of Moral Theology. The unit is divided into three parts. Firstly, a theological examination of the subject of justice draws on the relevant biblical texts and the works of St Thomas Aquinas. The virtue of justice and its allied virtues are dealt with in some detail. Secondly, an introduction to Catholic Social Teaching over the last 100+ years is presented. The unit shows that this teaching draws on the theological foundation to address specific issues. Thirdly, these issues are dealt with in class, as seminars, or as essay topics. The specific issues are topical and may include: poverty, aboriginal issues, racism, peace, social justice and liturgical prayer, property ownership, work, wages, and leisure.

Prerequisites: DM350 or equivalent

Requirements: 3 hours per week

Assessment:	one 1,000 word seminar paper	30%
	one 3,000 word research essay	40%
	one 2,000 word text analysis	30%

Bibliography: see page 151

Anthony Ireland

2013

This unit focuses on the biblical perspective of the value of human life and health care, basic Christian bioethical principles, the primacy of the person and the duty of reasonable care of life and health at every stage. The moral principles relevant to the identity of Catholic hospitals are discussed, including formal and material cooperation with others performing unethical activities in facilities leased from Catholic institutions. Topics covered include abortion, euthanasia, the withholding of treatment, HIV/AIDS, rape, the anencephalic fetus, transplants of donated organs, human research, the allocation of scarce resources, triage and other issues raised by the environment, and modern medical technology: prenatal diagnosis, treatments for infertility, reproductive technology and embryonic stem cell research.

Prerequisites: DM106 or DM350

Requirements: 3 hours per week

Assessment: one 4,000 word essay 60%
one 2 hour written examination 40%

Bibliography

- Ashcroft, Richard E., and Raanan Gillon, eds. *Principles of Health Care Ethics*. 2nd ed. Chichester, West Sussex: John Wiley & Sons, 2007.
- Ashley, Benedict M., Jean de Blois, and Kevin D. O'Rourke. *Health Care Ethics: A Theological Analysis*. 5th ed. Washington, DC: Georgetown University Press, 2006.
- Ford, Norman. *The Prenatal Person: Ethics from Conception to Birth*. Oxford: Blackwell, 2002.
- Geach, Mary, and Luke Gormally, eds. *Human Life, Action and Ethics: Essays by G. E. M. Anscombe*. Exeter: Imprint Academic, 2005.
- Gill, Robin. *Health Care and Christian Ethics*. Cambridge: Cambridge University Press, 2006.
- Kuhse, Helga, and Peter Singer. *Bioethics: An Anthology*. 2nd ed. Oxford: Blackwell, 2006.
- Morris, John F., ed. *Medicine, Healthcare and Ethics: Catholic Voices*. Washington, DC: Catholic University of America Press, 2007.
- Morrison, Eileen E., ed. *Healthcare Ethics: Critical Issues for the Twenty-First Century*. 2nd ed. Sudbury, MA: Jones and Bartlett, 2009.
- Somerville, Margaret A., *Death Talk: The Case Against Euthanasia and Physician-assisted Suicide*. Montreal, Quebec: McGill-Queen's University Press, 2001.
- Taylor, Carol R., and Roberto Dell'Oro, eds. *Health and Human Flourishing*. Washington, DC: Georgetown University Press, 2006.

Norman Ford sdb

Semester 1, 2012
Tuesday 2.00pm – 5.00pm

Ethics and Healthcare Issues in the Catholic Tradition

DM432

This unit focuses on the biblical understanding of the value of human life and health care, basic Christian and Catholic healthcare ethical principles and teachings. It begins with a brief exposition of some key concepts: subjective and objective aspects of the human person as a morally responsible agent with a rational and social nature, the meaning of ethics, ethical reasoning in the light of what is the *good of* and *for* persons. It then examines the relevance of secular and traditional criteria for determining morally good and bad actions, and concludes with the role of conscience in practice.

In the light of the above conceptual foundation and the relevant scientific and/or medical facts, consideration is given to ethical issues in health care selected from the following: the duty of reasonable care of health and life from conception to death: responsibilities of all involved in health care, ordinary and extra-ordinary means of medical treatment for sickness and diseases from before birth to palliative care at the end of life, human reproductive technology and embryo research, HIV/AIDS, rape, organ transplants, human research, the allocation of scarce resources and ethical issues relevant to the identity of Catholic hospitals.

Prerequisites: DM350 or equivalent

Prohibited Combination: this unit is not available to students who have previously completed DM208/308

Requirements: 3 hours per week

Assessment: one 6,000 word essay 100%

Bibliography

- Ashcroft, Richard E., and Raanan Gillon, eds. *Principles of Health Care Ethics*. 2nd ed. Chichester, West Sussex: John Wiley & Sons, 2007.
- Ashley, Benedict M., Jean de Blois, and Kevin D. O'Rourke. *Health Care Ethics: A Theological Analysis*. 5th ed. Washington, DC: Georgetown University Press, 2006.
- Bass, Madeline. *Palliative Care Resuscitation*. Hoboken, NJ: Wiley, 2006.
- Congregation for the Doctrine of the Faith. *Instruction Dignitatis Personae*. 2008.
- Ford, Norman. *The Prenatal Person: Ethics from Conception to Birth*. Oxford: Blackwell, 2002.
- Geach, Mary, and Luke Gormally, eds. *Human Life, Action and Ethics: Essays by G. E. M. Anscombe*. Exeter: Imprint Academic, 2005.
- Gill, Robin. *Health Care and Christian Ethics*. Cambridge: Cambridge University Press, 2006.
- Hepburn, Elisabeth. *Of Life and Death: An Australian Guide to Bioethics*. Melbourne: Dove, 1996.
- Kuhse, Helga, and Peter Singer. *Bioethics: An Anthology*. 2nd ed. Oxford: Blackwell, 2006.
- Morrison, Eileen E., ed. *Healthcare Ethics: Critical Issues for the Twenty-First Century*. 2nd ed. Sudbury MA: Jones and Bartlett, 2009.
- Taylor, Carol R., and Robert Dell'Oro, eds. *Health and Human Flourishing*. Washington, DC: Georgetown University Press, 2006.

Norman Ford sdb

Semester 1, 2012
Wednesday 6.00pm – 9.00pm

Students follow a course of reading set after consultation with their supervisor, who is chosen from within the department. Students are required to meet regularly (at least monthly) with their supervisor to discuss progress and share the fruits of their research in seminars. Each student's topic and bibliography is also approved by the Chair of Examiners for Field D.

Prerequisites: third level DM106 or DM350
 fourth level two levels of Moral Theology

Assessment: DM397 equivalent to 6,000 words: see page 181
 DM497 one 6,000 word essay 100%
 DM398 equivalent to 12,000 words: see page 181

DM398 may be completed over two semesters as DM398A (part 1) and DM398B (part 2).

Frances Baker rsm (coordinator)

Semesters 1 & 2, 2012

DL304	The Art of Preaching	
	2012: Semester 1	Michael McEntee
DL350	Liturgical Foundations (10 points)	
	2012: Weekend Intensive	Margaret Smith sgs & Tom Knowles sss
DL360	Spirit and Word (10 points)	
	2013	Elio Capra sdb
DL361	Celebrating the Eucharist (10 points)	
	2012: Weekend Intensive	Tom Knowles sss
DL362	Rites of Life and Death (10 points)	
	2012: Weekend Intensive	Elio Capra sdb
DL363	Rites of Commitment (10 points)	
	2013	Elio Capra sdb
DL364	Liturgical Rites and Music (10 points)	
	2012: Weekend Intensive	Paul Taylor
DL380	Liturgical Leadership (5 points)	
	2013	Margaret Smith sgs & Tom Knowles sss
DL397/497	Liturgy Research Seminar	
	2012: Semesters 1 & 2	Tom Knowles sss (coordinator)
DL398	Liturgy Research Seminar (30 points)	
	2012: Semesters 1 & 2	Tom Knowles sss (coordinator)
<hr/>		
DP336	Clinical Pastoral Education	
	2012: Semesters 1 & 2	
DP397/497	Pastoral Studies Seminar	
	2012: Semesters 1 & 2	William Attard (coordinator)
DP398	Pastoral Studies Seminar (30 points)	
	2012: Semesters 1 & 2	William Attard (coordinator)
<hr/>		
DR360	Introduction to the Principles & Practice of Religious Education (10 points)	
	2012: Weekend Intensive	Denise Goodwin
DR397/497	Religious Education Seminar	
	2012: Semesters 1 & 2	Peter Varengo sdb
DR398	Religious Education Seminar (30 points)	
	2012: Semesters 1 & 2	Peter Varengo sdb

This unit will treat the history, theology and hermeneutics of Christian preaching in order to introduce the student more thoroughly to its practice. This will involve consideration of the various modes of preaching available to the preacher, the Second Vatican Council's call for a renewal of preaching within the Catholic Church, the function of preaching within the liturgy, and the challenge of preaching in contemporary Australian culture.

Prerequisites: none

Requirements: 3 hours per week

Assessment: one 4,000 word essay 60%
two 15-minute oral presentations 2 x 20%

Bibliography: see page 156

Michael McEntee (coordinator)

Semester 1, 2012
Monday 6.00pm – 9.00pm

This unit introduces students to fundamental dimensions of the Christian liturgy as it is celebrated by the Catholic Church. It explores the liturgy as the ‘source and summit’ of the church’s life and as a dynamic complex of symbol, ritual and word. It addresses the core concept of paschal mystery and the norm of ‘full, conscious and active participation’ by the assembly. Finally it considers the various languages employed in the liturgy: space, time, music and the body. The unit as a whole establishes the foundation for further practical study of Catholic rites.

Prerequisites: none

Requirements: intensive mode: 10.00am – 5.00pm

Assessment:	one 2,000 word essay	50%
	one 1,000 word class presentation	25%
	one 1,000 word evaluation of a liturgical celebration	25%

Bibliography

Boyer, Mark G. *The Liturgical Environment: What the Documents Say*. 2nd ed. Collegeville, MN: Liturgical Press, 2004.

Kroeker, Charlotte, ed. *Music in Christian Worship: At the Service of the Liturgy*. Collegeville, MN: Liturgical Press, 2005.

Kwatera, Michael. *Come to the Feast: Liturgical Theology of, by and for Everybody*. Collegeville, MN: Liturgical Press, 2006.

Lysik, David A., ed. *The Liturgy Documents: A Parish Resource*. 4th ed. 2 vols. Chicago: Liturgy Training Publications, 1999–2004.

Searle, Mark, Barbara Searle, and Anne Koester, eds. *Called to Participate, Theological, Ritual and Social Perspectives*. Collegeville, MN: Liturgical Press, 2006.

Whalen, Michael D. *Seasons and Feasts of the Church Year: An Introduction*. New York: Paulist, 1993.

White, James F. *Introduction to Christian Worship*. 3rd ed. Nashville: Abingdon, 2000.

Tom Knowles sss and Margaret Smith sgs

Weekend Intensive, 2012

Sunday: February 26

Saturdays: March 3, 17, 31

10.00am – 5.00pm

Census Date: Friday 16 March

The unit examines the relationship between word and sacrament in the worship life of the Catholic Church and surveys the celebration of word that is the Prayer of the Church. It explores the history, theology and liturgical praxis of the sacraments of baptism and confirmation that in the Catholic tradition initiate the Christian believer into the life of God's Spirit and prepare for Eucharist. Particular attention is paid to the rite of Christian initiation of adults and children of catechetical age, to the preparation of children and their families for confirmation, and to the role of music in the rites.

Prerequisites: DL350

Requirements: intensive mode

Assessment:	one 2,000 word essay	50%
	one 1,000 word class presentation	25%
	one 1,000 word evaluation of a liturgical celebration	25%

Bibliography

Austin, Gerard. *Anointing with the Spirit: The Rite of Confirmation*. New York: Pueblo, 1985.

Capra, Elio. *Called Gifted Sent: The Sacraments of Christian Initiation and the Triduum*. Melbourne: James Goold House, 2010.

Chauvet, Louis-Marie. *The Sacraments: The Word of God at the Mercy of the Body*. Collegeville, MN: Liturgical Press, 2005.

Duggan, Robert D., and Maureen A. Kelly. *The Christian Initiation of Children: Hope for the Future*. New York: Paulist, 1991.

Johnson, Maxwell E. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 1999.

Scotto, Dominic F. *Liturgy of the Hours: Its History and its Importance as the Communal Prayer of the Church after the Liturgical Reform of Vatican II*. Petersham, MA: St Bede's, 1987.

The Rites of the Catholic Church. Study ed. New York: Pueblo, 1983.

Tufano, Victoria M., ed. *Readings in the Christian Initiation of Children*. Chicago: Liturgy Training Publications, 1994.

Wade, Terry, ed. *The Parish Companion to the Rite of Christian Initiation of Adults*. 2nd ed. Melbourne: James Goold House, 2005.

Elio Capra sdb

2013

Celebrating the Eucharist (10 points)

DL361

Required Unit for GradCertLit

This unit gives sustained attention to the liturgical celebration of the sacrament that completes Christian initiation and lies at the heart of the church's life and mission: the eucharist. It begins with an overview of the evolution of Eucharistic rites from New Testament times, then studies the principles that govern the Catholic celebration of eucharist today as spelt out in the revised General Instruction of the Roman Missal, paying particular attention to the role of music in the celebration. It considers the preparation of children for their first communion and the church's norms for celebrating eucharist with children. Finally it deals with rites of Eucharistic devotion and the nature and conduct of Sunday Celebrations of Word and Communion.

Prerequisites: DL350

Requirements: intensive mode: 10.00am – 5.00pm

Assessment:	one 2,000 word essay	50%
	one 1,000 word class presentation	25%
	one 1,000 word evaluation of a liturgical celebration	25%

Bibliography

- Baldovin, John F. *Bread of Life, Cup of Salvation: Understanding the Mass. Come and See.* Lanham, MD: Rowman & Littlefield, 2003.
- Catholic Bishops' Conference of England and Wales. *Celebrating the Mass: A Pastoral Introduction.* London: Catholic Truth Society, 2005.
- Dallen, James. *The Dilemma of Priestless Sundays.* Chicago: Liturgy Training Publications, 1994.
- Emminghaus, Johannes H. *The Eucharist: Essence, Form, Celebration.* 2nd ed. Translated by Linda M. Murray. Revised and edited by Theodor Maas-Ewerd. Collegeville, MN: Liturgical Press, 1997.
- General Instruction of the Roman Missal.* English Translation by the International Committee on English in the Liturgy, 2002.
- Johnson, Lawrence J. *The Mystery of Faith: A Study of the Structured Elements of the Order of Mass.* Rev. ed. Washington, DC: Federation of Diocesan Liturgical Commissions, 2003.
- Martin, James, ed. *Celebrating Good Liturgy: A Guide to the Ministries of the Mass.* Chicago: Loyola, 2005.
- Mitchell, Nathan. *Cult and Controversy: The Worship of the Eucharist Outside Mass.* New York: Pueblo, 1982.
- The Sacramentary.* New York: Catholic Book Publishing, 1985.

Tom Knowles sss

Weekend Intensive, 2012

Four Saturdays

July 28; August 11, 25; September 1

10.00am – 5.00pm

Census Date: Friday 10 August

This unit investigates the liturgical celebration of the sacraments of healing – reconciliation and anointing – as well as the rites for the pastoral care of the sick and the funeral rites of the Catholic Church. It commences with an overview of the evolution of rites of penance, then explores current forms of the liturgical celebration of reconciliation in the Catholic Church, with particular emphasis on the preparation of children and their families for first reconciliation. It goes on to examine the wide range of rites provided for the pastoral care of the sick and the dying. Finally consideration is given to the diversity of the church's funeral rites, including those for children. The role of music in all these rites is a particular focus of attention.

Prerequisites: DL350

Requirements: intensive mode: 10.00am – 5.00pm

Assessment:	one 2,000 word essay	50%
	one 1,000 word class presentation	25%
	one 1,000 word evaluation of a liturgical celebration	25%

Bibliography

- Dallen, James. *The Reconciling Community: The Rite of Penance*. New York: Pueblo, 1986.
- Glen, Genevieve, Marilyn Kofler, and Kevin O'Connor. *Handbook for Ministers of Care*. 2nd ed. Chicago: Liturgy Training Publications, 1989.
- Gusmer, Charles W. *And You Visited Me: Sacramental Ministry to the Sick and the Dying*. New York: Pueblo, 1984.
- Henchal, Michael J., ed. *Repentance and Reconciliation in the Church: Major Presentations Given at the 1986 National Meeting of the Federation of Diocesan Liturgical Commissions*. Collegeville, MN: Liturgical Press, 1987.
- The Rites of the Catholic Church*. Study ed. New York: Pueblo, 1983.
- Rutherford, Richard H. *The Death of a Christian: The Order of Christian Funerals*. Rev. ed. Collegeville, MN: Liturgical Press, 1990.
- Smith, Margaret. *Facing Death Together: Parish Funerals*. Chicago: Liturgy Training Publications, 1998.

Elio Capra sdb

Weekend Intensive, 2012
 Four Saturdays
 April 21; May 5, 19; June 2
 10.00am – 5.00pm
 Census Date: Friday 27 April

This unit studies the church's rites of commitment – marriage and orders – as they are celebrated in the Catholic Church, and the development of lay leadership in liturgy. A brief account of the origins and evolution of rites of commitment leads to an analysis of their contemporary liturgical form. Particular attention is paid to the question of appropriate music for weddings. The study of ordination rites for deacons (including permanent deacons) and priests and their consequent liturgical roles is complemented by an examination of rites for and the exercise of lay ecclesial leadership.

Prerequisites: DL350

Requirements: intensive mode

Assessment:	one 2,000 word essay	50%
	one 1,000 word class presentation	25%
	one 1,000 word evaluation of a liturgical celebration	25%

Bibliography

- Croft, Steven J. *Ministry in Three Dimensions: Ordination and Leadership in the Local Church*. London: Darton, Longman & Todd, 1999.
- Hahnenberg, Edward P. *Ministries: A Relational Approach*. New York: Crossroad, 2003.
- Laler, Michael G. *Secular Marriage, Christian Sacrament*. Mystic, CT: Twenty-Third Publications, 1985.
- O'Meara, Thomas F. *Theology of Ministry*. Rev. ed. New York: Paulist Press, 1999.
- Philibert, Paul J. *The Priesthood of the Faithful: Key to a Living Church*. Collegeville, MN: Liturgical Press, 2005.
- Rademacher, William J. *Lay Ministry: A Theological, Spiritual and Pastoral Handbook*. New York: Crossroad, 1996.
- Searle, Mark, and Kenneth W. Stevenson. *Documents of the Marriage Liturgy*. Collegeville, MN: Liturgical Press, 1992.
- Stevenson, Kenneth W. *To Join Together: The Rite of Marriage*. New York: Pueblo, 1987.
- Wood, Susan K., and Michael Downey, eds. *Ordering the Baptismal Priesthood: Theologies of Lay and Ordained Ministry*. Collegeville, MN: Liturgical Press, 2003.

This unit will provide those engaged in or embarking upon pastoral ministry with an understanding of the integration of appropriate music into the liturgical rites of the Catholic Church, namely, the Eucharist, the Rites of Christian Initiation and Healing, the Rite of Marriage, the Order of Christian Funerals and the Divine Office (Morning and Evening Prayer). Liturgical principles for integrating music will be drawn from the documents on liturgy and music of the Second Vatican Council and subsequent magisterial and scholarly statements. Students will be exposed to liturgical music from various historical periods and in a range of styles that apply to liturgical ministries such as the assembly, presiding ministers, choirs and cantors. Official chant sources in Latin and English will be explored in addition to relevant collections of liturgical music from Catholic and ecumenical sources. The distinctive structures of each liturgical rite will be analysed and the criteria to assess the relative worth of liturgical music selections will be developed according to sound liturgical, musical and pastoral values.

Prerequisites: DL350 or equivalent

Requirements: intensive mode: 10.00am – 5.00pm

Assessment: one 3,000 word research paper 70%
one 1,000 word field-study report 30%

Bibliography: see page 157

Paul Taylor

Weekend Intensive, 2012
Four Saturdays
September 15; October 6, 20, 27
10.00am – 5.00pm
Census Date: Friday 28 September

This is a short unit that offers the opportunity for students to integrate what they have learned from the four longer units. It is a practicum that deals with the tasks involved in preparing for worship and the skills that contribute to effective presiding at worship. The nature of the particular celebration to be focussed on will be determined in discussion between each student and the lecturer.

Prerequisites: DL350, DL361 and two other approved liturgy units

Requirements: intensive mode

Assessment: one 1,000 word essay 50%
one 1,000 word assignment 50%

Bibliography

- Archdiocese of Brisbane. *Lay Leaders of Liturgy with Sample Rites for Sundays, Weekdays and Funerals*. Brisbane: National Liturgical Commission, 2004.
- Begolly, Michael J. *Leading the Assembly in Prayer: A Practical Guide for Lay and Ordained Presiders*. San Jose: Resource Publications, 1997.
- Brown, Katherine H. *Lay Leaders of Worship: A Practical and Spiritual Guide*. Collegeville, MN: Liturgical Press, 2004.
- de Lange, Anna, and Liz Simpson. *How to Lead the Prayers: A Training Course*. Grove Worship, W169. Cambridge: Grove, 2002.
- Earey, Mark. *Leading Worship*. Grove Worship, W152. Cambridge: Grove, 1999.
- . *Worship Audit: Making Good Worship Better*. Grove Worship, W133. Cambridge: Grove, 1995.
- Fleming, Austin, and Victoria M. Tufano. *Preparing for Liturgy: A Theology and a Spirituality*. Rev. ed. Chicago: Liturgy Training Publications, 1997.
- Thiron, Rita A. *Preparing Parish Liturgies: A Guide to Resources*. Collegeville, MN: Liturgical Press, 2004.

Tom Knowles sss and Margaret Smith sgs

2013

Students follow a course of reading set after consultation with their supervisor, who is chosen from within the department. Students meet regularly (at least monthly) with their supervisor to discuss their progress and share the fruits of their research in seminars. Each student's topic and bibliography must also be approved by the Chair of Examiners for Field D.

Prerequisites: third level as required by the MCD Coursework Studies Committee
fourth level as required by the MCD Coursework Studies Committee

Assessment: DL397 equivalent to 6,000 words: see page 181
DL497 one 6,000 word essay 100%
DL398 equivalent to 12,000 words: see page 181

DL398 may be completed over two semesters as DL398A (part 1) and DL398B (part 2).

Tom Knowles sss (coordinator)

Semesters 1 & 2, 2012

Clinical Pastoral Education (CPE) is recognised as an educational experience and a dimension of Christian ministry. It brings theological students and ministers (lay or ordained) into supervised encounters with people in a variety of circumstances. Through intense involvement with people, and the feedback from peers, supervisors, other professionals and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs to those to whom they minister. From theological reflection on specific human situations, students gain new understanding of the human situation. Within the inter-disciplinary team process of helping people, students develop skills in inter-personal and inter-professional relationships.

For more information: see page 161

Credit: GradDips: 15 points credit for a level 1 unit of CPE
 MTS: 15 points credit at level 3 for a level 1 unit of CPE (30 points maximum)
 MA: 30 points credit for an advanced unit of CPE

2012

Pastoral Studies Seminar

DP397/497 and DP398

The Pastoral Studies Seminar provides students with the opportunity for guided research in an area of particular interest within the field of Pastoral Studies. Students are to meet regularly, at least monthly, with their supervisor to discuss their progress and share the fruits of their research in seminars. The specific focus of the research needs to be approved by the unit coordinator and the Chair of Examiners for Field D.

Prerequisites: third level DP111 and DP112 are recommended
 fourth level DP111 and DP112 are recommended

Assessment: DP397 equivalent to 6,000 words: see page 181
 DP497 one 6,000 word essay 100%
 DP398 equivalent to 12,000 words: see page 181

DP398 may be completed over two semesters as DP398A (part 1) and DP398B (part 2).

William Attard (coordinator)

Semesters 1 & 2, 2012

Introduction to the Principles and Practice of Religious Education (10 points)

DR360

Graduate Certificate in Teaching Religious Education

This unit introduces students to the principles and practice of religious education within the Catholic tradition. It provides an opportunity for students to consider religious education as a ministry of the church and explores the contemporary theological and educational principles underlying religious education in the context of the Catholic school in Australia today.

Venue: Corpus Christi School, 29 Russell Street, Werribee

Prerequisites: BS360 and CD360

Requirements: intensive mode: 9.30am – 5.00pm

Assessment: two 1,000 word short papers 2 x 50%
one 2,000 word essay 50%

Bibliography

- Congregation for Catholic Education. *The Catholic School on the Threshold of the Third Millennium*. Boston: Pauline, 1998.
- Congregation for the Clergy. *General Directory for Catechesis*. Australian ed. Sydney: St Paul's. 1998.
- Durka, Gloria. *The Teacher's Calling: A Spirituality for Those Who Teach*. New York: Paulist, 2002.
- Engebretson, Kathleen, Joe Fleming, and Richard Rymarz. *Thriving as an R.E. Teacher*. Katoomba, NSW: Social Science Press, 2002.
- Groome, Thomas H. *Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry: The Way of the Shared Praxis*. San Francisco: Harper Collins. 1991.
- Liddy, Sally, and Louise Welbourne. *Strategies for Teaching Religious Education*. Katoomba, NSW: Social Science Press, 1999.
- Raduntz, Helen T., ed. *Potential and Opportunity: Critical Issues for Australian Catholic Education into the 21st Century*. Blackwood, SA: Auslib, 1996.
- Ryan, Maurice J. *Religious Education in Catholic Schools: An Introduction for Australian Students*. Melbourne: David Lovell, 2006.
- Ryan, Maurice J., and Patricia Malone. *Exploring the Religion Classroom: A Guidebook for Catholic Schools*. Wentworth Falls: Social Science Press, 1996.

Denise Goodwin

Weekend Intensive, 2012
Four Saturdays
July 28; August 11;
August 25; September 8
9.30am – 4.30pm
Census Date: Friday 10 August

Seminar One: Fully Human Fully Alive: A Seminar on Faith and Human Development

This seminar is offered to students who wish to engage in a more in-depth reading/research project in the field of Religious Education from the perspective of faith development and human experience, with a personal as well as a pastoral intentionality.

OR

Seminar Two: The Story of Religious Education

The seminar intends to offer historical insights into the development of religious education through the ages, and thereby lead students to a personal synthesis of their own contemporary understanding of both principles and praxis of religious education.

Prerequisites: third level as required by the MCD Coursework Studies Committee
 fourth level as required by the MCD Coursework Studies Committee

Requirements: Students are required to attend regular sessions/seminars with the supervisor, during which they will be guided in their personal research on a topic approved by the supervisor and by the Chair of Examiners for Field D.

Assessment: DR397 equivalent to 6,000 words: see page 181
 DR497 one 6,000 word essay 100%
 DR398 equivalent to 12,000 words: see page 181

DR398 may be completed over two semesters as DR398A (part 1) and DR398B (part 2).

Peter Varengo sdb

Semesters 1 & 2, 2012

DS350	Christian Spirituality A: Classical to the Middle Ages
	2012: Semester 1 Austin Cooper omi AM
DS351	Christian Spirituality B: Modern Spiritualities
	2012: Semester 2 Austin Cooper omi AM
DS317	The Experience of Catholic Culture (30 points) – crosslisted CH303
	2013 Austin Cooper omi AM and Frances Baker rsm
DS318	Meditation in the Christian Tradition
	2012: Weekend Intensive John Dupuche
DS327	Women Mystics of the Middle Ages
	2012: Semester 2 Clara Staffa Geoghegan
DS328	Applied Meditation
	2012: Weekend Intensive Chris Morris
DS338	Meditation and Wholeness
	2013 Gregory Bourke and Christina Fox
DS397/497	Christian Spirituality Seminar
	2012: Semesters 1 & 2 Austin Cooper omi AM (coordinator)
DS398	Christian Spirituality Seminar (30 points)
	2012: Semesters 1 & 2 Austin Cooper omi AM (coordinator)

Christian Spirituality A: Classical to the Middle Ages

DS350

Foundational Unit for GradDipTheol

This unit will introduce students to representative examples of Christian literature from the beginning of the Christian movement to the Middle Ages. The focus will be upon the study of these texts in their living theological and cultural setting. Students will also be required to experience some contemporary expressions of these texts; e.g., attend an Eastern Christian Liturgy.

Prerequisites: none

Requirements: two hours of lectures per week and six seminars during the semester the equivalent of at least 6 hours of 'practical work' (e.g. attend Eastern Christian Liturgy)
Students are expected to prepare a one-page handout at each seminar and speak to that. This may form part of the final essay.

Assessment:

one 1,500 word synthesis	30%
seminar reports and contribution	10%
one 4,000 word essay	60%

Bibliography: see page 168

Austin Cooper omi AM

Semester 2, 2012

Lecture: Tuesday 10.00am – 12.00pm

Seminar: Tuesday 1.30pm – 2.30pm

Christian Spirituality B: Modern Spiritualities

DS351

This unit follows on from *Christian Spirituality A: Classical to the Middle Ages* and will introduce the student to some significant examples of Christian literature from the later Middle Ages to the present. The focus will be upon the study of these texts in their theological and cultural context. Students will also be required to experience some contemporary and living expressions or aspects of these texts; e.g., a visit to a monastic foundation.

Prerequisites: none

Requirements: two hours of lectures per week and six seminars during the semester the equivalent of at least 6 hours of 'practical work' (e.g. a visit to a monastic foundation, a relevant cultural experience)
Students are expected to prepare a one-page handout at each seminar and speak to that. This may form part of the final essay.

Assessment:

one 1,500 word synthesis	30%
seminar reports and contribution	10%
one 4,000 word essay	60%

Bibliography: see page 169

Austin Cooper omi AM

Semester 2, 2012

Lecture: Tuesday 10.00am – 12.00pm

Seminar: Tuesday 1.30pm – 2.30pm

Intense interest in meditation is a sign of the times. People of all faiths as well as of no faith engage in meditation. This unit will study meditative techniques, ancient and modern, such as mantras and stillness, music and iconography. In this way students will acquire new levels of spiritual understanding. They will enter into a dialogue with the great teachers of the Christian mystical tradition such as John Cassian and John of the Cross and, by questioning them and hearing what they have to say, gain an overview of the divine trajectory. They will explore in-depth at least one of these great teachers. Students will explore classical forms of meditation as well as contemporary approaches such as Christian Meditation and Centering Prayer. In this way, the students will gain a rich and comprehensive understanding of approaches to prayer, both public liturgy and private prayer.

Prerequisites: none

Requirements: intensive mode: 10.00am – 4.30pm

Assessment: one 3,000 word essay: Aspects of the Christian Meditative Tradition 50%
one 3,000 word essay: Approaches to Christian Meditation 50%

Bibliography:

- Dieker, Bernadette and Jonathan Montaldo, eds. *Merton and Hesychasm: The Prayer of the Heart*. Fons Vitae Thomas Merton Series. Louisville, KY: Fons Vitae, 2003.
- Doherty, Catherine De Hueck. *Poustinia: Christian Spirituality of the East for Western Man*. Notre Dame, IN: Ave Maria, 1976.
- Freeman, Laurence. *Jesus: The Teacher Within*. New York: Continuum, 2000.
- Griffiths, Bede. *The New Creation in Christ: Christian Meditation and Community*. Edited by Robert Kiely and Laurence Freeman. London: Darton, Longman & Todd, 1992.
- Keating, Thomas. *Open Mind, Open Heart: The Contemplative Dimension of the Gospel*. 1986. Reprint, New York: Continuum, 1992.
- Main, John. *The Way of Unknowing*. London: Darton, Longman & Todd, 1989.
- Matthew, Iain. *The Impact of God: Soundings from St John of the Cross*. London: Hodder & Stoughton, 1995.
- May, Gerald G. *The Dark Night of the Soul: A Psychiatrist Explores the Connection Between Darkness and Spiritual Growth*. San Francisco: HarperCollins, 2005.
- Merton, Thomas. *What is Contemplation?* Rev. ed. Springfield, IL: Templegate, 1981.
- Williams, Rowan. *The Dwelling of the Light: Praying with Icons of Christ*. Mulgrave, VIC: John Garratt, 2003.

John Dupuche

Weekend Intensive, 2012
Four Saturdays
March 10, 17, 24; April 21, 28; May 5
10.00am – 4.30pm
Census Date: Friday 30 March

This unit explores female mystical piety in the Middle Ages, especially through the reading of selected primary texts from Hildegard of Bingen, Mechtild of Magdeburg, Gertrude the Great, Catherine of Siena, Julian of Norwich and Marguerite Porete. A seminar-based unit, it emphasises the reading of texts and the interpretive processes involved in a receptive and critical reading of medieval sources. It also explores some contemporary approaches to the interpretation of medieval women's spiritual experience in a social and cultural context.

Prerequisites: one unit of Christian Spirituality; e.g., DS350 or DS351

Requirements: 3 hours per week

Assessment: equivalent 6,000 words: see page 181

Advance Reading: Sheldrake, Phillip. *Spirituality and History: Questions of Interpretation and Method*. London: SPCK, 1991.

Bibliography: see page 174

Clara Staffa Geoghegan

Semester 2, 2012
Wednesday 10.00am – 1.00pm

This unit explores the spiritual life by examining the developmental stages and meditation techniques appropriate for various age groups including children, teenagers and adults. Students explore various approaches including mantra, scripture, symbols, mandala, visualization, body work and spiritual journaling, with an emphasis on Christian meditation. The focus will be on silent meditation, and establishing places of silence in the contemporary technological context including schools, parishes and other settings. The unit will include such topics as spirituality and holiness, discovery of identity and intimacy and signs of spiritual growth. Leadership qualities and ethical considerations required for introducing meditation to groups in a variety of settings will also be discussed. Students will engage in professional experience in leading a meditation group at such locations as schools, hospitals, youth groups, parish groups. The framework and insights of the Enhancing Catholic Schools Identity project will be referred to in the teaching of this unit.

Prerequisites: none

Requirements: intensive mode: 10.00am – 4.30pm

Assessment:	one 3,000 word essay	50%
	one 1,500 word case study: Leadership and interpersonal skills	25%
	one 1,500 word report: Professional practice	25%

Bibliography

- Christie, Ernie. *Coming Home: A Guide to Teaching Christian Meditation to Children*. Mulgrave, VIC: John Garret, 2008.
- Coming to Know, Worship and Love: A Religious Education Curriculum Framework for Catholic Schools in the Archdiocese of Melbourne*. 2nd ed. 11 vols. 2003. Reprint, Melbourne: James Goold House, 2007.
- Keating, Thomas. *Invitation to Love*. 1992. Reprint, New York: Continuum, 2000.
- Mason, Michael, Andrew Singleton, and Ruth Webber. *The Spirit of Generation Y: Young People's Spirituality in a Changing Australia*. Mulgrave, VIC: John Garratt, 2007.
- May, Gerald G. *The Dark Night of the Soul: A Psychiatrist Explores the Connection Between Darkness and Spiritual Growth*. San Francisco: HarperCollins, 2005.
- Murphy, Michael, and Steven Donovan. *The Physical and Psychological Effects of Meditation: A Review of Contemporary Meditation Research with a Comprehensive Bibliography, 1931–1988*. Sausalito, CA: The Institute of Noetic Sciences, 1997.
- Pearson, Mark. *Emotional Healing & Self-esteem: Inner-life Skills of Relaxation, Visualisation and Meditation for Children and Adolescents*. Camberwell, VIC: Australian Council for Educational Research, 1998.
- Tacey, David. *The Spirituality Revolution: The Emergence of Contemporary Spirituality*. Pymble, NSW: HarperCollins, 2003.
- Vaillant, George E. *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development*. New York: Little Brown & Company, 2002.

Christopher Morris

Weekend Intensive, 2012

Four Saturdays

July 28; August 4, 11; October 13, 20, 27

10.00am – 4.30pm

Census Date: Friday 10 August

This unit investigates the power of words to both heal and injure in the contexts of body, mind and spirit. Students will examine in particular those forms of meditation which focus on the power of Biblical words to enlighten and transform. It will also show the role of Christian rituals concerned with the healing of soul and body. The unit will examine those meditation techniques which are used to enhance wellbeing and healing, including the healing of memory and physical and psychological illnesses, for such persons as the frail, the house-bound, those in need of palliative care, etc. It will analyse methods of approaching guilt and loss. This study places Christian meditation in the wider context of other meditative traditions illustrated by way of a field work exercise.

Prerequisites: none

Requirements: intensive mode

Assessment:

one 4,000 word essay: Discovering the Word and its application to wellbeing and healing	60%
one 1,000 word essay: The Context of Christian Meditation	20%
one 1,000 word report: Fieldwork	20%

Bibliography

- Casey, Michael. *Sacred Reading: The Ancient Art of Lectio Divina*. Liguori, MI: Liguori/Triumph, 1995.
- Clément, Olivier. *On Human Being: A Spiritual Anthropology*. New York: New City, 2000.
- Cooper, David A. *Three Gates to Meditation Practice: A Personal Journey into Sufism, Buddhism and Judaism*. Woodstock, VM: Skylight Paths, 2000.
- Dupuche, John. *Jesus, the Mantra of God: An Exploration of Mantra Meditation*. Melbourne: David Lovell, 2005.
- Longaker, Christine. *Facing Death and Finding Hope: A Guide to the Emotional and Spiritual Care of the Dying*. London: Random, 1997.
- McKinnon, Pauline. *In Stillness Conquer Fear: Overcoming Anxiety, Panic and Fear*. 25th Anniversary ed. Mulgrave, VIC: John Garratt, 2008.
- Nhat Hanh, Thinh. *Going Home: Jesus and Buddha as Brothers*. New York: Riverhead, 1999.
- Ryan, Thomas. *Prayer of Heart and Body: Meditation and Yoga as Christian Spiritual Practice*. Mahwah, NJ: Paulist, 2001.
- , ed. *Reclaiming the Body in Christian Spirituality*. New York: Paulist, 2004.
- Ungunmerr-Bauman, Miriam-Rose. "Dadirri." In *A Spirituality of Catholic Aborigines and the Struggle for Justice*, edited by Joan Hendriks and Gerry Hefferan, 34–37. Brisbane: Aborigines and Torres Strait Islander Apostolate, 1993.

Gregory Bourke and Christina Fox

2013

Christian Spirituality Seminar

DS397/497 and DS398

There will be regular sessions in which students will be guided in personal research on a topic of their own choice, which has been approved by the supervisor and the Chair of Examiners for Field D.

Prerequisites: third level as required by the MCD Coursework Studies Committee
 fourth level as required by the MCD Coursework Studies Committee

Assessment: DS397 equivalent to 6,000 words: see page 181
 DS497 one 6,000 word essay 100%
 DS398 equivalent to 12,000 words: see page 181

DS398 may be completed over two semesters as DS398A (part 1) and DS398B (part 2).

Austin Cooper omi AM (coordinator)

Semesters 1 & 2, 2012

Postgraduate Research Studies

Postgraduate Research Studies

Postgraduate research degrees are undertaken by completion of a thesis under the individual supervision of a member of the CTC academic staff, who have a wide range of expertise and interest. Research students have full borrowing rights at all the libraries of the Melbourne College of Divinity, and are supported by a regular program of postgraduate seminars, where they have the opportunity to meet with other research students, and to discuss the progress of their own work.

- The **Master of Theology** is open to theology graduates whose studies include a 12,000 word essay of distinction standard demonstrating research competence in a theological discipline.
- The **Master of Arts** allows candidates who have completed initial graduate studies in theology to pursue research in theology or a related discipline.
- The **Doctor of Theology** involves the writing of a thesis which makes an original contribution to theological learning.
- The **Doctor of Philosophy** involves the writing of a thesis or project normally incorporating theology with interdisciplinary study.

Enquiries:

Dr Rosemary Canavan
Postgraduate and Research Coordinator
rcanavan@ctc.edu.au
(03) 9412 3333

Enrolment/Application Procedures

New Students

Applicants for research degrees are responsible for approaching and nominating an appropriate supervisor in the area of study. Final approval of supervisors rests with the MCD Research Committee.

New students are requested to present the following (all documentation must be original):

- proof of citizenship, e.g., birth certificate or passport;
- transcript(s) of any previous tertiary studies;
- tax file number (if fees are to be paid through FEE-HELP);
- students other than seminarians may be asked to produce an appropriate letter of reference.

International Students may need to provide additional information, see page 28.

Change of Enrolment

All changes to enrolment must be approved by the Postgraduate and Research Coordinator.

Annual Report of Progress

This report is to be submitted annually in September.

Census Dates

Final date to change enrolment without penalty.

- Semester One: Friday 16 March
- Semester Two: Friday 10 August

Fees

Coursework Units: \$1,570 per 15-point Postgraduate unit (level 4)

Masters Research \$6,280 (minor thesis)
\$9,420 (major thesis)

Doctoral Research \$11,624 per annum (full-time)
\$5,812 per annum (part-time)

A tuition scholarship is normally available for domestic doctoral students

MCD Application Fee for international students

- \$180

MCD Annual fee for international students

- \$480 (full-time)
- \$240 (part-time)

FEE-HELP

Postgraduate students who are Australian citizens, or hold a permanent humanitarian visa, may pay their tuition fees by FEE-HELP. Please note that *no loan fees* apply for using FEE-HELP in a graduate or postgraduate course. See the FEE-HELP information on page 36 for more details.

Grants, Scholarships and Facilities for Research Students

Australian Postgraduate Award

Australian Postgraduate Awards (APA) pay tuition fees, and a non-taxable living allowance for up to three years. These are open to Australian and New Zealand citizens, as well as to International Postgraduate Research Scholarship recipients. The MCD has been awarded an average of three new APAs annually since 2002.

International Postgraduate Research Scholarship

International Postgraduate Research Scholarships (IPRS) pay tuition fees and health cover costs for scholarship recipients, and health cover costs for their dependants, and are open to International Students only.

Doctoral Tuition Fees

A tuition scholarship is normally granted to domestic doctoral students.

Conference Travel Grant

Research students may apply for a Conference Travel Grant (up to \$2,500) to cover registration and conference costs for a conference where they will be delivering a peer-reviewed paper.

Study Carrels

A number of lockable study carrels are available in the Mannix Library for use by research students. Allocations are made at the beginning of each year, on payment of the annual charge. Applications should be made to the Deputy Master by the end of November.

Grant and Scholarship Applications and Information

Contact the Postgraduate and Research Coordinator.

EndNote

For more information see page 180.

Doctoral Students Lunches

Doctoral students and their supervisors are invited four times a year to a luncheon provided by CTC. Round table discussions over lunch include updates of progress, raising of issues, and sharing of experiences and challenges. This is a valuable collegial event.

MCD Postgraduate Research Seminars

Both masters and doctoral candidates are encouraged to take an active role in MCD Postgraduate Seminars, and are expected to present their research at least once in this forum. For more information see the MCD website: www.mcd.edu.au.

Research Calendar

2012

February	3	Friday	Closing Date: Research Grants – 1 of 3	
	17	Friday	CTC Staff/Postgraduate Seminar: Gregory McCormick op	1.00pm
	29	Wednesday	CTC Doctoral Students Lunch	1.00pm
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March	2	Friday	Orientation	4.30pm
			Inaugural Mass and Supper	5.30pm
	23	Friday	CTC Staff/Postgraduate Seminar: Rosemary Canavan	1.00pm
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April	27	Friday	HERDC Publications due to MCD	
<hr/>				
May	4	Friday	CTC Staff & Postgraduate Seminar: Christopher Shorrock ofm conv	1.00pm
	16	Wednesday	Knox Public Lecture	7.30pm
	25	Friday	Closing Date: Research Grants – 2 of 3	
	30	Tuesday	CTC Doctoral Students Lunch	1.00pm
<hr/>				
June	7	Thursday	College Mass and Dinner	6.00pm
<hr/>				
July	25	Wednesday	CTC Doctoral Students Lunch	1.00pm
<hr/>				
August	3	Friday	CTC Staff/Postgraduate Seminar: Frances Baker rsm	1.00pm
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September	21	Friday	HDR Annual Progress Reports due Closing Date: Research Grants – 3 of 3	
<hr/>				
October	5	Friday	CTC Staff & Postgraduate Seminar: Phil Gleeson sdb	1.00pm
	31	Wednesday	CTC Open Day	4.00pm
<hr/>				
November	2	Friday	End of Year Mass and Supper	5.30pm
	7	Tuesday	CTC Doctoral Students Lunch	1.00pm
	23	Friday	Closing date: APA and IPRS Applications	

Note: Please refer to the MCD Website for more information about:

- *MCD Postgraduate Research Seminars*
- *Research Supervisors Training Seminars*

Research Process

Application and Admission

- Contact Postgraduate and Research Coordinator
- Discuss topic and nominate supervisor(s)
- Submit application form* with appropriate documentation (see www.mcd.edu.au for more information)
- Application considered by MCD Admissions Committee
- Credits/Advanced Standing processed by MCD (*if required*)
- MCD sends student Letter of Offer/Enrolment Summary (*if approved*)

Approval/Confirmation

- Preparation of Request for Approval/Confirmation* and accompanying text
- MCD Panel meets with student and supervisor(s): Thesis approval/Confirmation of Candidature/ Upgrade of Candidature
- Submission of Human Research Ethics Committee (HREC) application*

Progress

- Data gathering and thesis writing
- Submit Annual Report Form by 30 September each year*
- Submit Changes to Research Project Form* (*if required*)
- Submit Leave of Absence/Extension of candidature forms* (*if required*)
- Annual HREC Progress report or HREC final report* (*if required*)

Examination

- Three months prior to thesis submission, submit:
 - Notification of intention to submit*
 - Nomination of Examiners* (from Supervisor)
 - 80 Word Abstract
- Submit Thesis with the following documentation:
 - Certification of Thesis* (from Supervisor)
 - Thesis Submission form* (including Statement of Originality)
 - soft-bound copies of thesis (Masters: 2 copies; Doctorates: 3 copies)
- MCD Research Committee appoints examiners
- Examination period
 - Thesis sent to examiners
 - Candidate responds to examiner's requests (if required)
- Final certification of examination result by MCD Research Committee

Thesis Lodgement

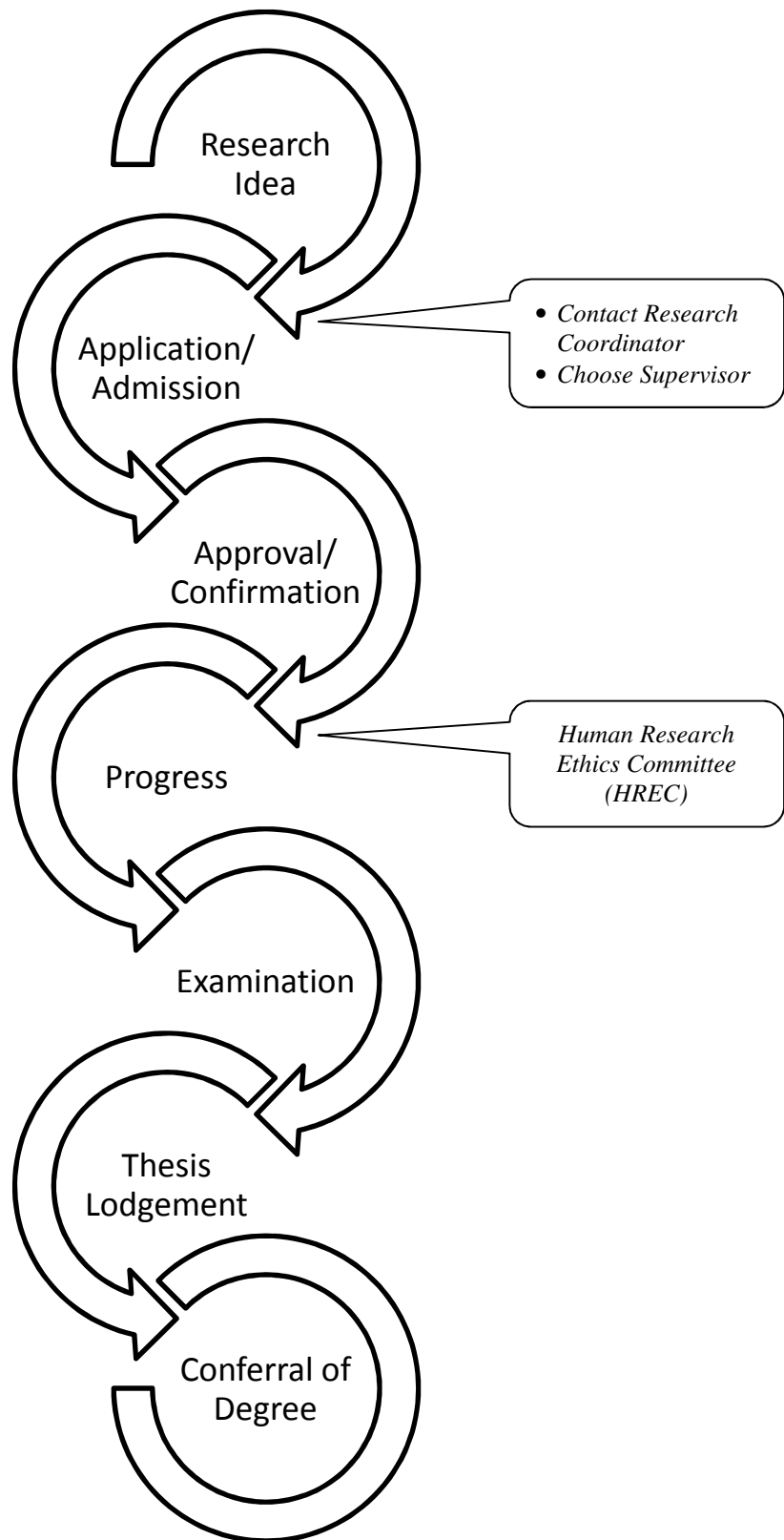
- Candidate provides the following:
 - 3 hardbound copies and 1 electronic copy (pdf)
 - 50 word abstract for conferral ceremony
 - 150 word abstract
 - Maximum of one dozen keywords
 - Confidentiality of Thesis form*

Conferral of Degree

- MCD sends student Application to Graduate form
- For more information regarding graduation please see page 41

*All forms available at <http://www.mcd.edu.au/forms-hdr-students>

Research Flowchart



Master of Theology – MTheol

The Master of Theology is open to theology graduates whose studies include a 12,000 word essay of distinction standard demonstrating research competence in a theological discipline.

- Entry Requirements:** Bachelor of Theology with Honours (High Distinction or Distinction);
or Bachelor of Theology, and a Graduate Diploma in Theology including a 12,000-word research essay of distinction standard;
or Specialised Graduate Diploma in a theological discipline, including a 12,000-word research essay of distinction standard;
or Master of Arts (Theology), including a 12,000-word research essay of distinction standard;
or Master of Arts (Specialised) in a theological discipline, including a 12,000-word research essay of distinction standard;
or two undergraduate degrees (one of which is in theology), and a 12,000-word research essay of distinction standard;
or equivalent qualifications (e.g., publications).
- Structure:**
- one approved research methodology unit
 - minor thesis of 25,000 words maximum, building on two semester units at level 4;
or major thesis of 40,000 words maximum
- Normal Duration:** full-time: 1 – 1½ years (with one 6-month extension available)
part-time: 1 – 3 years (with one 12-month extension available)
- Upgrade:** after satisfactory progress, a student may apply for candidature to be upgraded to Doctor of Theology
- Articulation:** any MCD doctoral degree

Master of Arts – MA

The Master of Arts allows candidates who have completed initial graduate studies in theology to pursue research in theology or a related discipline.

- Entry Requirements:** Bachelor of Theology with Honours (High Distinction or Distinction);
or Graduate Diploma in Theology (or equivalent), including a 12,000-word research essay of distinction standard
- Structure:**
- one approved research methodology unit
 - minor thesis of 25,000 words maximum, building on two semester units at level 4;
or major thesis of 40,000 words maximum;
or equivalent (e.g. exegeted research project).
- Normal Duration:** full-time: 1 – 1½ years (with one 6-month extension available)
part-time: 1 – 3 years (with one 12-month extension available)
- Upgrade:** after satisfactory progress, a student may apply for candidature to be upgraded to Doctor of Philosophy
- Articulation:** Doctor of Philosophy

Doctor of Theology – DTheol

The Doctor of Theology involves the writing of a thesis which makes an original contribution to theological learning.

Entry Requirements: Bachelor of Theology with Honours
(High Distinction or Distinction)
or equivalent professional or academic attainment,
including a 12,000-word research essay of distinction standard
e.g. Bachelor of Theology
plus Graduate Diploma in Theology
or Master of Theological Studies
or Master of Arts (Theology)

Entry by Upgrade: after satisfactory progress as candidate for a Master of Theology, a student may apply for candidature to be upgraded to Doctor of Theology

Structure:

- one approved research methodology unit
- thesis of 100,000 words maximum

Normal Duration: full-time: 2½ – 3 years (with two 6-month extensions available)
part-time: 2½ – 6 years (with two 12-month extensions available)

Doctor of Philosophy – PhD

The Doctor of Philosophy involves the writing of a thesis or project normally incorporating theology with interdisciplinary study.

Entry Requirements: Bachelor degree with Honours (High Distinction or Distinction) in an appropriate discipline (e.g. theology or ministry)
or equivalent professional or academic attainment,
including a 12,000-word research essay of distinction standard
e.g. Graduate Diploma in Theology
or Master of Theological Studies
or Master of Arts (Theology)

Entry by Upgrade: after satisfactory progress as candidate for a Master of Arts (Research), a student may apply for candidature to be upgraded to Doctor of Philosophy

Structure:

- one approved research methodology unit
- thesis of 100,000 words maximum
or equivalent (e.g. exegeted research project)

Normal Duration: full-time: 2½ – 3 years (with two 6-month extensions available)
part-time: 2½ – 6 years (with two 12-month extensions available)

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

Venue: United Faculty of Theology

Prerequisites: none

Requirements: Lectures, seminars and workshops

Assessment: one 1,000 word review essay 20%
one 5,000 word research proposal 80%

Prescribed Texts

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed. Chicago: Chicago University Press, 2008.

Turabian, Kate. *A Manual for Writers of Term Papers, Theses and Dissertations*. 7th ed. Chicago: Chicago University Press, 2007.

Bibliography

Abraham, William. *Canon and Criterion in Theology: From the Fathers to Feminism*. 1998. Reprint, Oxford: Clarendon, 2002.

Fink, Arlene. *Conducting Research Literature Reviews: From the Internet to the Paper*. Thousand Oaks, CA: Sage, 2005.

Lonergan, Bernard. *Method in Theology*. Toronto: University of Toronto Press, 2003.

Mueller, John J. *What Are They Saying About Theological Method?* New York: Paulist, 1984.

Ricoeur, Paul. *Hermeneutics and the Human Sciences: Essays on Language, Action, and Interpretation*. Edited and translated by John B. Thompson. Cambridge: Cambridge University Press, 1981.

Ruether, Rosemary R., ed. *Feminist Theologies: Legacy and Prospect*. Minneapolis: Fortress, 2007.

Swinton, John, and Harriet Mowat. *Practical Theology and Qualitative Research*. London: SCM, 2006.

Whitehead, James, and Evelyn Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry*. Kansas City: Sheed & Ward, 1995.

Yaghjian, Lucretia. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York: Continuum, 2006.

Mark Lindsay (MCD Director of Research)
coordinator

Second Semester, 2012
Wednesday 5.30pm – 8.30pm

Index of Undergraduate Units

Field A – Humanities.....	74
AG102	New Testament Greek A..... 75
AG103	New Testament Greek B 76
AH101	Hebrew A 77
AH102	Hebrew B 78
AH201/301	Hebrew Reading Course (<i>crosslisted as BS230/330</i>) 79
AL101	Introductory Ecclesiastical Latin A 80
AL102	Introductory Ecclesiastical Latin B..... 80
Field A – Philosophy	81
AP110	An Introduction to Philosophy for Theology..... 82
AP113	Academic Writing, Critical Thinking, and Logic 83
AP124	Know Thyself: Introduction to Greek Philosophy..... 84
AP127	Philosophy of the Human Person..... 85
AP128	Do Unto Others: Introduction to Ethics 86
AP204/304	Philosophy of God 87
AP214/314	Medieval Philosophy 88
AP216/316	Medieval Philosophy Elaborating Faith: Thomistic Metaphysics and Faith (<i>10 points</i>)..... 89
AP217/317	Early Modern Philosophy 90
AP218/318	Twentieth-Century Philosophy: Existentialism, Phenomenology, and Hermeneutics..... 91
AP219/319	Recent Issues in Continental Philosophy (<i>10 points</i>) 92
AP230/330	The Big Questions: Metaphysics 93
AP234/334	Natural Law (<i>10 points</i>)..... 94
AP235/335	“No Man is an Island”: Social and Political Philosophy (<i>10 points</i>) 95
AP236/336	Epistemology: Theories of Knowledge (<i>10 points</i>)..... 96
AP397/398	Philosophy Seminar 97

Index of Undergraduate Units

Field B – Biblical Studies	98
BS101	Introduction to the Old Testament 99
BS205/305	The Pentateuch..... 100
BS216/316	The Prophetic Literature 101
BS217/317	The Psalms and Wisdom Literature 102
BS218/318	The Historical Literature..... 103
BS312	The Prophecy of Jeremiah 104
BS321	Ezekiel’s God..... 105
BS326	Justice, Mercy and Theodicy in the Old Testament..... 106
BS102	Introduction to the New Testament..... 107
BS201/301	The Gospel of Matthew 108
BS202/302	The Gospel of Mark 109
BS203/303	The Lukan Narrative 110
BS204/304	Letters of Paul 111
BS207/307	The Gospel of John 112
BS215/315	The Book of Revelation 113
BS220/320	The Letter to the Hebrews..... 114
BS308	The Letter to the Romans..... 115
BS313	Matthew’s Wisdom..... 116
BS210/310	Study Tour of the Biblical Lands (<i>Old Testament</i>) 117
BS211/311	Study Tour of the Biblical Lands (<i>New Testament</i>) 117
BS230/330	Hebrew Reading Course (<i>see AH201/301</i>)..... 79
BS397/398	Biblical Studies Seminar..... 118
Field C – Systematic Theology	119
CD101	Theology and Revelation 120
CD102	Ecclesiology and Ecumenism 121
CD202/302	God: Origin and End..... 122
CD208/308	Celebrating the Christian Mysteries..... 123
CD209/309	Introduction to Sacramental Theology; Baptism and Confirmation..... 124
CD216/316	Theology of the Human Person 125
CD220/320	History and Theology of Marian Doctrine and Devotion (<i>10 points</i>) 126
CD221	The Sacramental Theology of the Rites of Christian Initiation of Adults (R.C.I.A.) 127
CD226/326	Jesus Christ: Revealer of the Triune God (<i>Semester 1</i>) 128
CD227/327	Jesus Christ: Revealer of the Triune God (<i>Semester 2</i>) 128
CD255	Liturgical Theology (<i>10 points</i>)..... 129
CD256/356	Marriage (<i>10 points</i>) 130
CD257/357	Reconciliation and Anointing of the Sick (<i>10 points</i>) 131
CD258/358	Eucharist 132
CD319	The Sacrament of Orders: History and Theology 133
CD397/398	Systematic Theology Seminar 134

Index of Undergraduate Units

Field C – Church History	135
CH140	Introduction to Church History: Early, Middle Ages, Reformation 136
CH141	Introduction to Church History: Asia, Modern World, Australia..... 137
CH107/207	Origins of the Franciscan Evangelical Movement (<i>see DS125/225</i>) 170
CH108/208	Writings of Francis and Clare (<i>see DS126/226</i>)..... 171
CH203/303	The Experience of Catholic Culture (<i>30 points</i>) – <i>crosslisted as DS217/317</i> 138
CH220/320	The Council in History: John XXIII and Vatican II (<i>10 points</i>)..... 139
CH239/339	The Dynamics of Religious Revivals: The Oxford Movement, A Case Study (<i>10 points</i>)..... 140
CH240/340	Byzantium (<i>10 points</i>) 141
CH241/341	Making Martyrs: Self-sacrifice and its Consequences in the Churches in Asia (<i>10 points</i>) 142
CH242/342	The Reformation in the British Isles (<i>10 points</i>) 143
CH244/344	The Papacy in the Modern World (<i>10 points</i>) 144
CH397/398	The Practice of History 145
Field D – Moral and Practical Theology	146
DC301	Canon Law A 147
DC302	Canon Law B 148
DM106	Fundamental Moral Theology..... 149
DM109/209	Human Sexuality..... 150
DM205/305	The Virtue of Justice and Catholic Social Teaching..... 151
DM208/308	Bioethics and Healthcare Ethics 152
DM397/398	Moral Theology Seminar 153
Field D – Pastoral and General Studies	154
DL103	Introduction to Liturgy..... 155
DL204/304	The Art of Preaching 156
DL264/364	Liturgical Rites and Music (<i>10 points</i>) 157
DL397/398	Liturgy Research Seminar..... 158
DP111/211	Pastoral Studies I: A Theory of Pastoral Practice..... 159
DP112/212	Pastoral Studies II: Pastoral Care and Spiritual Leadership 160
DP236A & B	Clinical Pastoral Education (CPE)..... 161
DP397/398	Pastoral Studies Seminar..... 162
DR103/203	Theological and Pedagogical Foundations of Religious Education 163
DR104/204	Personal Development and Faith: The Praxis of Person Centred RE..... 164
DR397/398	Religious Education Seminar..... 165
Field D – Christian Spirituality.....	166
DS107–108	Oblate Studies A and B..... 167
DS111	Christian Spirituality A: Classic Spiritualities to the Middle Ages 168
DS112	Christian Spirituality B: Modern Spiritualities 169
DS125/225	Origins of the Franciscan Evangelical Movement (<i>crosslisted as CH107/207</i>) 170
DS126/226	Writings of Francis and Clare (<i>crosslisted as CH108/208</i>) 171
DS217/317	The Experience of Catholic Culture (<i>30 points</i>) – <i>see CH203/303</i> 138
DS223	The English Spiritual Tradition A: The Medieval Period..... 172
DS224	The English Spiritual Tradition B: The Modern Period 173
DS227/327	Women Mystics of the Middle Ages 174
DS397/398	Christian Spirituality Seminar..... 175

Index of Non Degree Units

NM401	Administration of the Sacrament of Penance and Moral Guidance.....	176
-------	--	-----

Index of Graduate and Postgraduate Coursework Units

PRZ201/202	12,000-word Research Essay (30 points)	190
Field A – Humanities.....		191
AH301	Hebrew Reading Course (crosslisted as BS330)	192
Field A – Philosophy		193
AP350	Philosophy of the Human Person.....	194
AP351	An Introduction to Philosophy for Theology.....	194
AP304	Philosophy of God	195
AP314	Medieval Philosophy	195
AP316	Medieval Philosophy Elaborating Faith: Thomistic Metaphysics and Ethics (10 points).....	196
AP317	Early Modern Philosophy	196
AP318	Twentieth-Century Philosophy: Existentialism, Phenomenology, and Hermeneutics.....	197
AP319	Recent Issues in Continental Philosophy (10 points)	197
AP330	The Big Questions: Metaphysics	198
AP334	Natural Law (10 points)	198
AP335	“No Man is an Island”: Social and Political Philosophy (10 points).....	199
AP336	Epistemology: Theories of Knowledge (10 points)	199
AP431	Christianity in a Post-Christian Culture.....	200
AP432	Ethics and Healthcare Issues.....	201
AP433	“Good Teacher, What Must I do to Inherit Eternal Life?” Medieval Theories of Beatitudes	202
AP434	“The Whole is a Riddle, an Enigma, an Inexplicable Mystery”: David Hume’s Philosophy of Religion	203
AP437	“In the Image of God he Created him”: Medieval Theories of Human Transcendence, Cognition, Emotions and Value	204
AP397/497	Philosophy Seminar	205
AP398	Philosophy Seminar (30 points).....	205

Index of Graduate and Postgraduate Units

Field B – Biblical Studies	206
BS350	Introduction to the Old/First Testament..... 207
BS305	The Pentateuch..... 207
BS312/412	The Prophecy of Jeremiah 208
BS316	The Prophetic Literature 208
BS317	The Psalms and Wisdom Literature..... 209
BS318	The Historical Literature..... 209
BS321/421	Ezekiel’s God..... 210
BS326/426	Justice, Mercy and Theodicy in the Old Testament..... 210
BS351	Introduction to the New Testament..... 211
BS301	The Gospel of Matthew 211
BS302	The Gospel of Mark 212
BS303	The Lukan Narrative 212
BS304	Letters of Paul 213
BS307	The Gospel of John 213
BS308	The Letter to the Romans..... 214
BS313/413	Matthew’s Wisdom..... 214
BS315	The Book of Revelation 215
BS320	The Letter to the Hebrews..... 215
BS310	Study Tour of the Biblical Lands (<i>Old Testament</i>) 216
BS311	Study Tour of the Biblical Lands (<i>New Testament</i>) 216
BS330	Hebrew Reading Course (<i>see AH301</i>) 192
BS360	Sacred Scripture: A Foundation for Teaching RE (<i>10 points</i>)..... 217
BS397/497	Biblical Studies Seminar..... 218
BS398	Biblical Studies Seminar (<i>30 points</i>) 218
Field C – Systematic Theology	219
CD350	Introduction to Theology 220
CD302	God: Origin and End..... 221
CD308	Celebrating the Christian Mysteries..... 221
CD309	Introduction to Sacramental Theology; Baptism and Confirmation..... 222
CD316	Theology of the Human Person 222
CD319/419	The Sacrament of Orders: History and Theology 223
CD320	History and Theology of Marian Doctrine and Devotion (<i>10 points</i>) 223
CD326	Jesus Christ: Revealer of the Triune God (<i>Semester 1</i>) 224
CD327	Jesus Christ: Revealer of the Triune God (<i>Semester 2</i>) 224
CD356	Marriage (<i>10 points</i>) 224
CD357	Reconciliation and Anointing of the Sick (<i>10 points</i>) 225
CD358	Eucharist 225
CD360	Foundational Theology for Teaching Religious Education (<i>10 points</i>) 226
CD361	Living Christian Faith: Sacramental and Moral Life..... 227
CD428	Christian Anthropology: In the Divine Image 228
CD450	Theological Synthesis (<i>45 points</i>)..... 229
CD397/497	Systematic Theology Seminar 230
CD398	Systematic Theology Seminar (<i>30 points</i>)..... 230

Index of Graduate and Postgraduate Units

Field C – Church History	231
CH350	Introduction to Church History: Early Church, Middle Ages, Reformation 232
CH351	Introduction to Church History: Asia, Modern World, Australia..... 232
CH303	The Experience of Catholic Culture (30 points) – crosslisted as DS315..... 233
CH320	The Council in History: John XXIII and Vatican II (10 points)..... 233
CH339	The Dynamics of Religious Revivals The Oxford Movement, A Case Study (10 points)..... 234
CH340	Byzantium (10 points) 234
CH341	Making Martyrs: Self-sacrifice and its Consequences on the Churches in Asia (10 points)..... 235
CH342	The Reformation in the British Isles (10 points) 235
CH344	The Papacy in the Modern World (10 points) 236
CH397/497	The Practice of History 236
CH398	The Practice of History (30 points)..... 236
Field D – Moral and Practical Theology	237
DC301	Canon Law A 238
DC302	Canon Law B 238
DM350	Fundamental Moral Theology..... 239
DM305	Virtue of Justice and Catholic Social Teaching..... 240
DM308	Bioethics and Healthcare Ethics 241
DM432	Ethics and Healthcare Issues in the Catholic Tradition 242
DM397/497	Moral Theology Seminar 243
DM398	Moral Theology Seminar (30 points)..... 243
Field D – Pastoral and General Studies	244
DL304	The Art of Preaching..... 245
DL350	Liturgical Foundations (10 points) 246
DL360	Spirit and Word (10 points) 247
DL361	Celebrating the Eucharist (10 points) 248
DL362	Rites of Life and Death (10 points) 249
DL363	Rites of Commitment (10 points) 250
DL364	Liturgical Rites and Music (10 points)..... 251
DL380	Liturgical Leadership (5 points) 252
DL397/497	Liturgy Research Seminar..... 253
DL398	Liturgy Research Seminar (30 points) 253
DP336	Clinical Pastoral Education..... 254
DP397/497	Pastoral Studies Seminar..... 254
DP398	Pastoral Studies Seminar (30 points) 254
DR360	Introduction to the Principles and Practice of RE (10 points) 255
DR397/497	Religious Education Seminar..... 256
DR398	Religious Education Seminar (30 points) 256

Index of Graduate and Postgraduate Units

Field D – Christian Spirituality	257
DS350	Christian Spirituality A: Classical to the Middle Ages..... 258
DS351	Classical Spirituality B: Modern Spiritualities 259
DS317	The Experience of Catholic Culture (30 points) – see CH303..... 233
DS318	Meditation in the Christian Tradition 260
DS327	Women Mystics of the Middle Ages 261
DS328	Applied Meditation 262
DS338	Meditation and Wholeness..... 263
DS397/497	Christian Spirituality Seminar..... 263
DS398	Christian Spirituality Seminar (30 points)..... 263

MCD Dedicated Postgraduate (Level 4) Units 2012

AP431	Christianity in a Post-Christian Culture.....	200
AP437	“In the Image of God he created him”: Medieval Theories of Human Transcendence, Cognition, Emotions and Value.....	204
BA4047	Prophecy, Apocalyptic and the Future.....	Sem 2, YTU
BN470	Johannine Literature.....	Sem 2, UFT
BS4475	Strangers, Migrants and Refugees in the Bible.....	Intensive, YTU
CD428	Christian Anthropology: In the Divine Image.....	228
CS4100	Jesus: Name of Our Salvation.....	Sem 1, YTU
CH4600	Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts.....	Sem 2, YTU
DM432	Ethics and Healthcare Issues in the Catholic Tradition.....	242
DP480	Effective Christian Leadership and Ministry.....	Sem 2, UFT
DT4475	Strangers, Migrants and Refugees in the Bible.....	Intensive, YTU
OBN470	Johannine Literature.....	Online, MCD

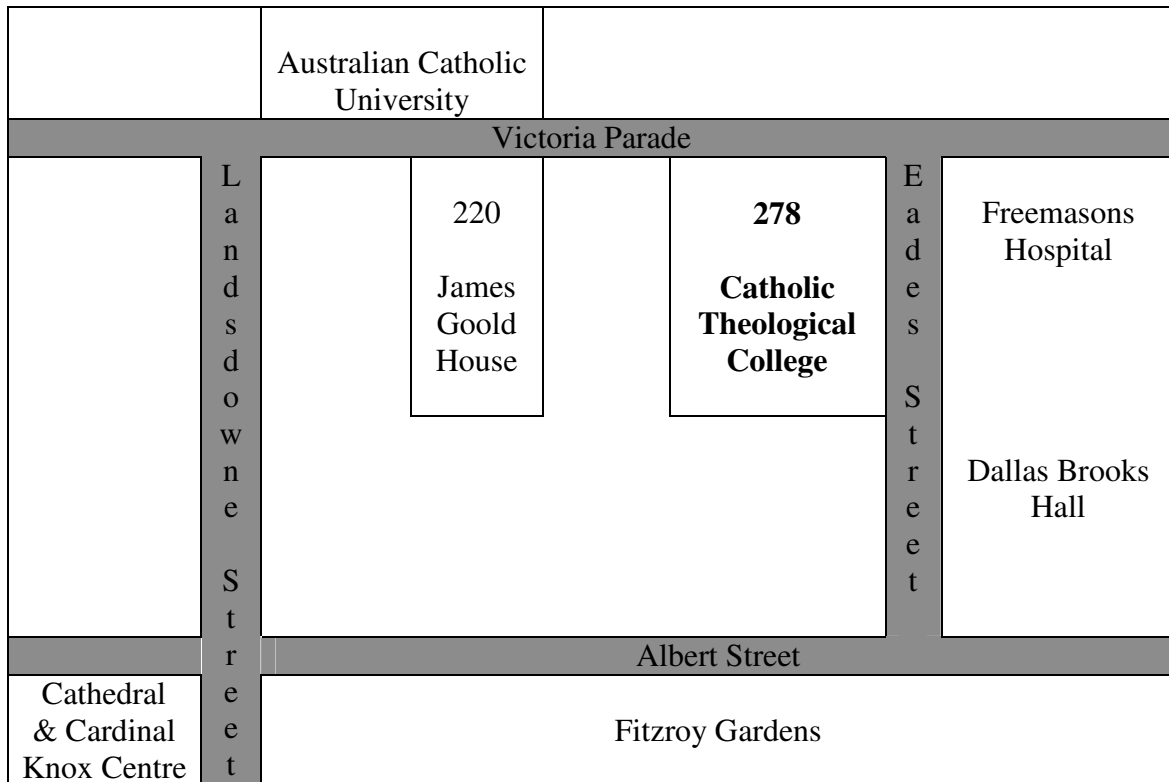
Index of Postgraduate Research Units

PRZ17	Research Methodologies Unit.....	274
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Quick Find Index

Academic Records Office	20	Grievances	32
Accreditation and Sponsorship	24	Info. for Research Students	267
Advanced Diplomas in Theology	65–67	International Students	28-29
Appeals	49	Invoices and Statements	35
Assessment Structure	42, 43, 181	Knox Public Lecture	20
Assignments	44	Late Work	46
Attendance Requirements	39	Mannix Library	22
Audit (no assessment)	38	Maps	283- 284
AUSTUDY and Youth Allowance	35	Master of Arts (Theology)	188
BA/BTheol	72	Master of Arts	272
Bachelor of Theology	68	Master of Theological Studies	187
Bachelor of Theology (Honours)	71	Master of Theology	271
Calendars	2, 3, 268	OHS	30
Cancellation of Units	40	Opening Hours	12
Car Parking	27	Ordination to the Priesthood	60
Census Dates	35, 40, 179, 267	Orientation	24
Chapel and Mass Times	27	Peer Contact Officers	32
Class Structure	39	Plagiarism and Collusion	47
Computer Access	24	Policies and Procedures	30
Copyright	47	Postgraduate Units	189, 281
Credit for Prior Studies	38	Privacy	32
Deferral of Study	40	Prizes	25, 41
Diaconate Program	62	Refunds	35
Diplomas in Theology	63–64	Research Methodologies Unit	274
Disability Support	27	Research Process and Flowchart	270-271
Discrimination and Harassment	32	Research Studies	265-271
Doctorates	273	Results	48
Emergency Management	30	Single Unit Enrolment	38
EndNote	180	Smoking	30
Enquiries	24	Special Consideration	47
Enrolment/Re-enrolment	59, 180, 267	Student Card	25
Examinations	46	Student Lockers	24
Exchange Studies	38	Student Council (SRC)	26
Extensions	45	Study Skills Assistance	40
Faculty and their email addresses	16–19	Study Tours	292
FEE-HELP	36, 180, 267	Style Guide	50
Fees	33, 34, 180, 267	Thomas Carr Centre	21
First Aid	30	Timetable	287
Grades for Coursework Units	48	Turnitin	44
Graduate and Postgraduate Units	189, 281	Undergraduate Studies	57
GradCert in Biblical Languages	182	Undergraduate Units	73
GradCert in Guiding Meditation	182	Unit Evaluations	41
GradCert in Liturgy	183	Unit Numbering	39
GradCert in Teaching RE	184	Voluntary Student Contribution	34
GradCert in Theology	183	Withdrawal from Units	40
Graduate Diplomas	185-186	Workload	39
Graduation	41		

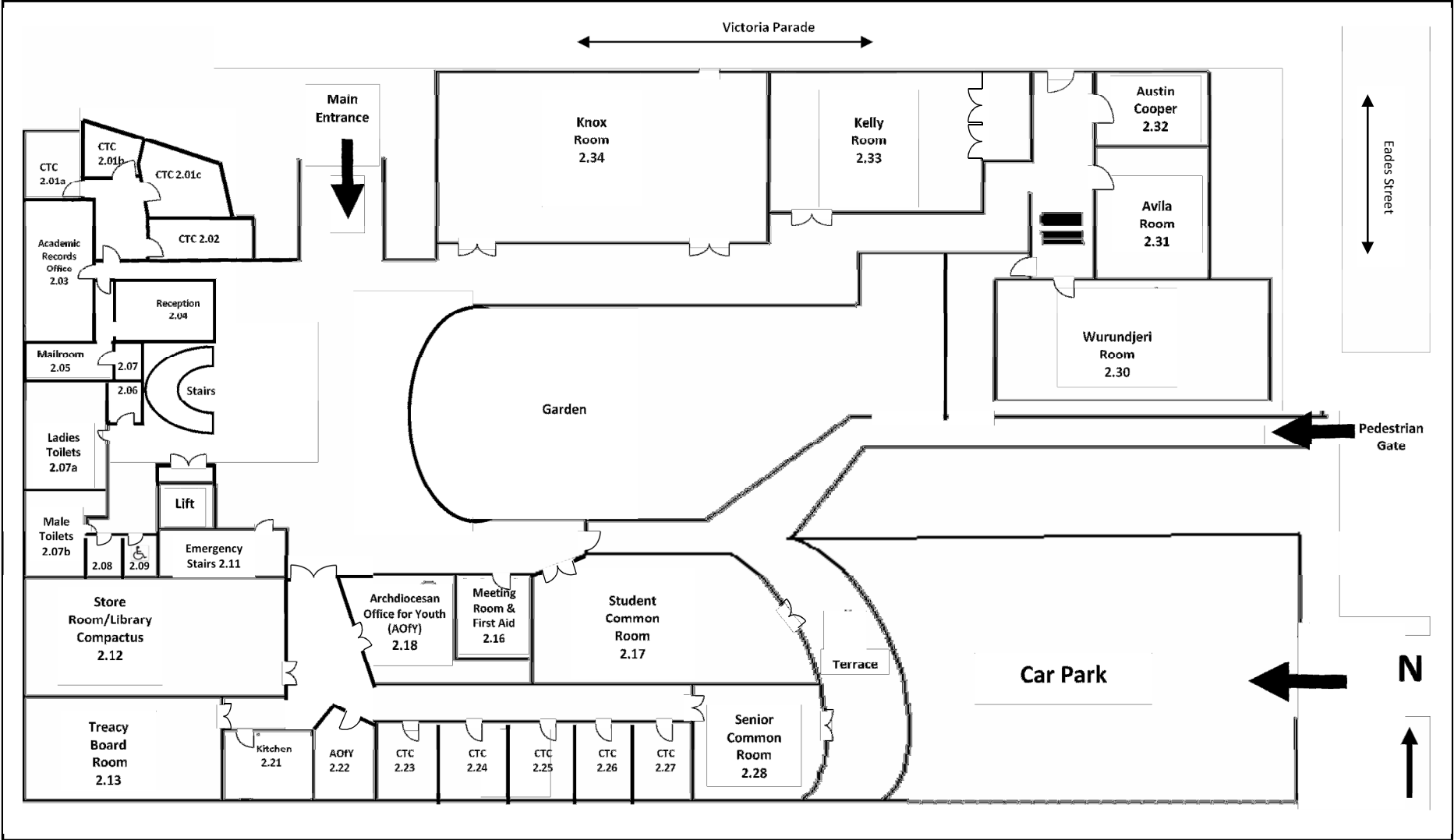
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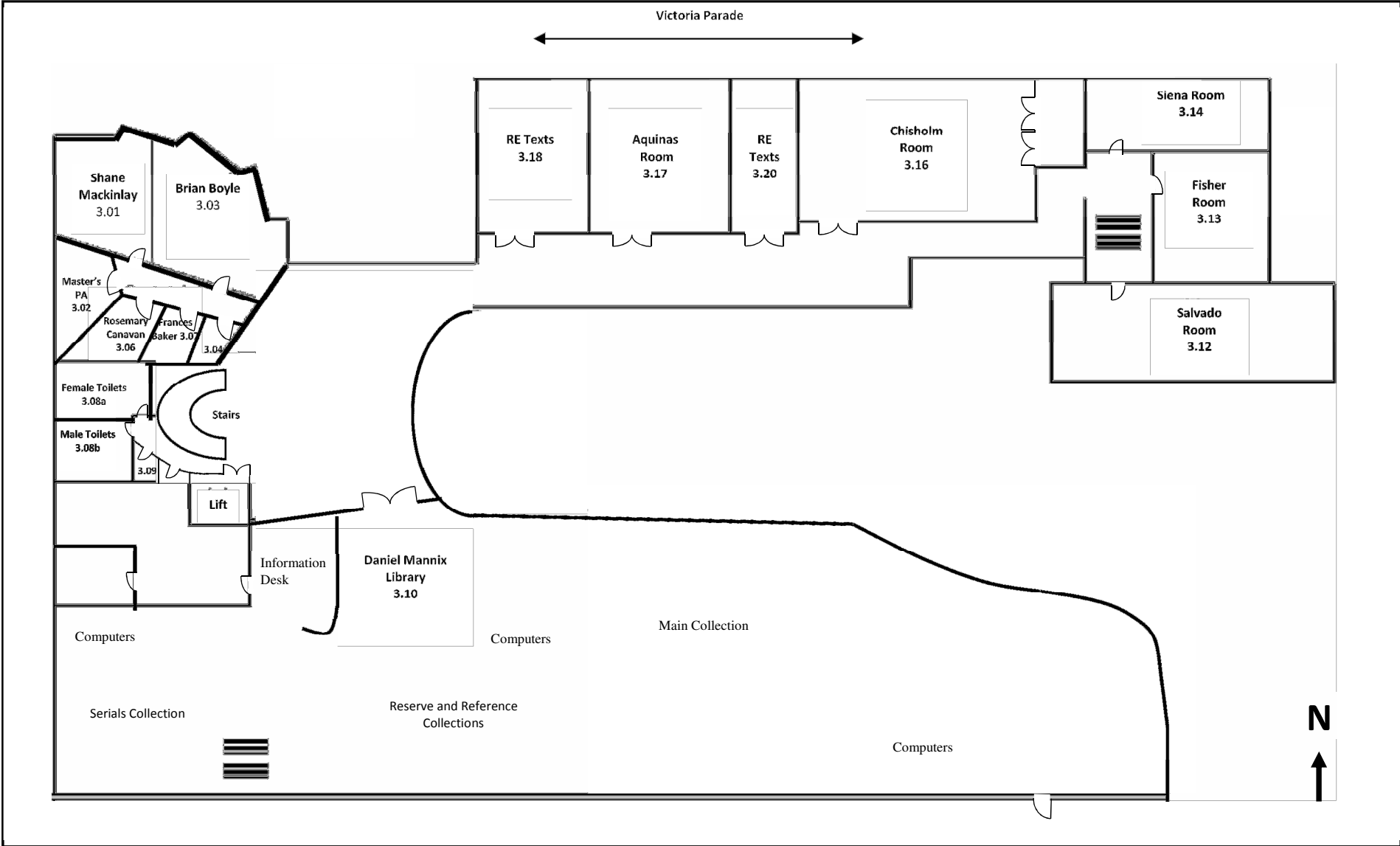


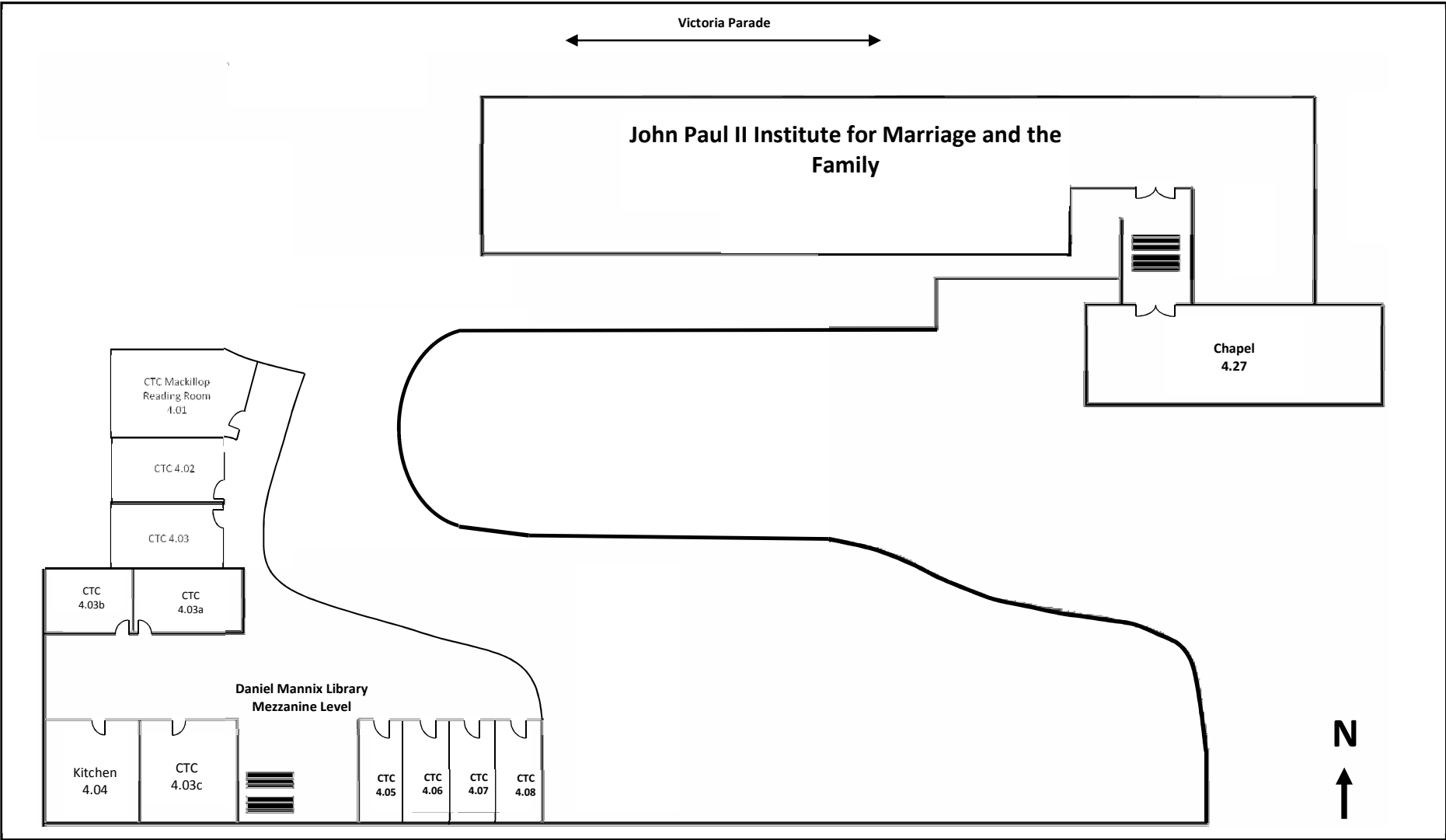
**This diagram is not to scale
Refer to Melway 2G 1C**

Public Transport Details:

- Tram:** Routes 23, 24, 42, 109 pass CTC – Victoria Parade
Routes 12, 30, 31 terminate at St Vincent’s Plaza (a short walk from CTC)
Routes 11, 112 (West Preston) alight at St Vincent’s Plaza
- Train:** To Parliament Station, then a short walk through the gardens or a tram (routes 11, 12, 31, 42, 109 pass the Macarthur St exit of Parliament Station)
- Bus:** Doncaster/Templestowe freeway routes pass the front door







Timetables

2012 Timetable

(Census Date: Friday 16 March)

First Semester

Monday			
10am – 1pm	AH201/301 BS101 DC301	Hebrew Reading Course (<i>crosslisted BS2/330</i>) Introduction to the Old Testament Canon Law A	Anthony Dean Brian Boyle Ian Waters
2pm – 5pm	AP113 CD258/358	Academic Writing, Critical Thinking, and Logic Eucharist	Callan Ledsham (coordinator) Kevin Lenehan
6pm – 9pm	AP204/304 DL204/304 DM350	Philosophy of God The Art of Preaching Fundamental Moral Theology (<i>Graduate only</i>)	Callan Ledsham Michael McEntee (coordinator) Frances Baker
Tuesday			
10am – 12pm	DS111/350	Christian Spirituality A: Classical to Middle Ages (<i>lecture</i>)	Austin Cooper
10am – 1pm	BS207/307	The Gospel of John	Francis J. Moloney
12pm – 1pm	DS111	Christian Spirituality A (<i>Undergraduate seminar</i>)	Austin Cooper
1.30pm–2.30pm	DS350	Christian Spirituality A (<i>Graduate seminar</i>)	Austin Cooper
2pm – 5pm	AP127 CD208/308 DS125/225 DM208/308	Philosophy of the Human Person (<i>Undergraduate only</i>) Celebrating the Christian Mysteries Origins of the Franciscan Evangelical Movement (<i>crosslisted CH1/207</i>) Bioethics and Healthcare Issues	Gregory McCormick Elio Capra Christopher Shorrock Norman Ford
6pm – 8pm	CD257/357	Reconciliation and Anointing of the Sick (<i>10 points</i>)	Peter Matheson
6pm – 9pm	BS204E/304E BS351	The Letters of Paul Introduction to the New Testament (<i>Graduate only</i>)	Stuart Moran Rosemary Canavan

2012 Timetable

(Census Date: Friday 16 March)

First Semester

Wednesday			
10am – 1pm	CD226/326 DM106	Jesus Christ: Revealer of the Triune God A Fundamental Moral Theology (<i>Undergraduate only</i>)	Paul Connell Frances Baker
2pm – 4pm	CD220/320	History & Theology of Marian Doctrine and Devotion (<i>10 points</i>)	Christopher Shorrocks
2pm – 5pm	AG102 AH101 DL103 DP111/211	New Testament Greek A Hebrew A Introduction to Liturgy Pastoral Studies I: Theory of Pastoral Practice	Rosemary Canavan Anthony Dean Elio Capra William Attard
6pm – 9pm	AP110/351 BS326/426 DM432	An Introduction to Philosophy for Theology Justice, Mercy and Theodicy in the Old Testament Ethics & Healthcare Ethics in the Catholic Tradition (<i>Postgraduate only</i>)	Gregory McCormick (coordinator) Mark O'Brien Norman Ford
Thursday			
10am – 12.30pm	NM401	The Administration of the Sacrament of Penance & Moral Guidance	Ian Waters (coordinator)
10pm – 1pm	BS204D/304D CD101 DS223	The Letters of Paul Theology and Revelation (<i>Undergraduate only</i>) English Spiritual Tradition A: Medieval Period	Stuart Moran Kevin Lenehan Austin Cooper
2pm – 5pm	AL101 AP218/318 CD209/309	Introductory Ecclesiastical Latin A Twentieth-Century Philosophy: Existentialism, Phenomenology, and Hermeneutics Introduction to Sacramental Theology; Baptism & Confirmation	Callan Ledsham Shane Mackinlay Terence Curtin
6pm – 9pm	AP431 BS217/317 CD202/302 CH140/350	Christianity in a Post-Christian Culture (<i>Postgraduate only</i>) The Psalms and Wisdom Literature God: Origin and End Introduction to Church History: Early Church, Middle Ages, Reformation	Gregory McCormick Anthony Dean Paul Connell Christopher Shorrocks (coordinator)

2012 Timetable

(Census Date: Friday 10 August)

Second Semester

Monday			
10am – 1pm	AH201/301 BS102 DC302	Hebrew Reading Course (<i>crosslisted BS230/330</i>) Introduction to the New Testament (<i>Undergraduate only</i>) Canon Law B	Anthony Dean Rosemary Canavan Ian Waters
2pm – 4pm	CH240/340	Byzantium (<i>10 points</i>)	Clara Staffa Geoghegan
2pm – 5pm	AP214/314	Medieval Philosophy	Callan Ledsham
6pm – 9pm	AP350 BS350	Philosophy of the Human Person (<i>Graduate only</i>) Introduction to the Old/First Testament (<i>Graduate only</i>)	Gregory McCormick Anthony Dean
Tuesday			
10am – 12pm	DS112/351	Christian Spirituality B: Modern Spiritualities (<i>lecture</i>)	Austin Cooper
10am – 1pm	BS205/305	The Pentateuch	Brian Boyle
12pm – 1pm	DS112	Christian Spirituality B (<i>Undergraduate seminar</i>)	Austin Cooper
1.30pm – 2.30pm	DS351	Christian Spirituality B (<i>Graduate seminar</i>)	Austin Cooper
2pm – 5pm	DM109/209 CD216/316/ CD428	Human Sexuality Theology of the Human Person / Christian Anthropology: In the Divine Image (<i>Postgraduate only</i>)	Frances Baker Kevin Lenehan
6pm – 9pm	BS202E/302E	The Gospel of Mark	Stuart Moran

2012 Timetable

(Census Date: Friday 10 August)

Second Semester

Wednesday			
10am – 1pm	AP124 CD227/327 DR103/203 DS227/327	Know Thyself: Introduction to Greek Philosophy Jesus Christ: Revealer of the Triune God B Theological & Pedagogical Foundation of RE Women Mystics of the Middle Ages	Gregory McCormick Paul Connell Peter Varengo Clara Staffa Geoghegan
2pm – 5pm	AG103 AH102 CD319/419 DP112/212	New Testament Greek B Hebrew B The Sacrament of Orders: History and Theology Pastoral Studies II: Pastoral Care & Spiritual Leadership	Rosemary Canavan Anthony Dean Terence Curtin and Brian Nichols William Attard
6pm – 9pm	AP437 CD350	“In the Image of God he Created him”: Medieval Theories of Human Transcendence, Cognition, Emotions and Value (<i>Postgraduate only</i>) Introduction to Theology (<i>Graduate only</i>)	Callan Ledsham Birute Arendarcikas
Thursday			
10am – 12pm	CH242/342	The Reformation in the British Isles (<i>10 points</i>)	Austin Cooper
10am – 1pm	BS218/318 CD102	The Historical Literature Ecclesiology and Ecumenism	Mark O’Brien Steven Rigo and Denis Stanley
2pm – 4pm	CD256/356	Marriage (<i>10 points</i>)	Peter Elliott
2pm – 5pm	AL102 AP128 BS202D/302D	Introductory Ecclesiastical Latin B Do Unto Others: Introduction to Ethics The Gospel of Mark	Callan Ledsham Shane Mackinlay Stuart Moran
6pm – 8pm	AP236/336	Epistemology: Theories of Knowledge (<i>10 points</i>)	Callan Ledsham
6pm – 9pm	CH141/351	Introduction to Church History: Asia, Modern World, Australia	Max Vodola (coordinator)

2012 Timetable

Intensives and Study Tours

Winter Intensives

AP217/317	Early Modern Philosophy <i>July 2, 4, 6, 9, 11, 13 + one exam</i>	Callan Ledsham <i>Census date: Friday 6 July</i>	10.00am – 5.00pm
BS321/421	Ezekiel's God <i>July 2, 4, 6, 9, 11, 13 + one exam</i>	Brian Boyle <i>Census date: Friday 6 July</i>	10.00am – 5.00pm
CD255	Liturgical Theology (10 points) <i>July 2,4,6,9</i>	Brian Nichols <i>Census date: Friday 6 July</i>	10.00am – 5.00pm
CH220/320	The Council in History: John XXIII and Vatican II (10 points) <i>July 6, 9, 11, 13</i>	Max Vodola <i>Census date: Monday 9 July</i>	10.00am – 5.00pm

Study Tours

BS210/211 BS310/311	Study Tour of the Biblical Lands (30 points) 2012: 15 November – 18 December	Anthony Dean and Rosemary Canavan <i>Census Date: Friday 23 November</i>	
CH203/303	The Experience of Catholic Culture (30 points) – crosslisted as DS217/317 2013	Austin Cooper and Frances Baker	

Graduate Certificate Units

Graduate Certificate in Guiding Meditation

DS318	Meditation in the Christian Tradition 2012: Saturdays March 10, 17, 24; April 21, 28; May 5	John Dupuche <i>Census Date: Friday 30 March</i>	10.00am – 4.30pm
DS328	Applied Meditation 2012: Saturdays: July 28; August 4, 11; October 13, 20, 27	Christopher Morris <i>Census Date: Friday 10 August</i>	10.00am – 4.30pm
DS338	Meditation and Wholeness 2013	Gregory Bourke and Christina Fox	

2012 Timetable

Graduate Certificate Units

Graduate Certificate in Liturgy

DL350	Liturgical Foundations (10 points) 2012: Sunday: February 26; Saturdays: March 3, 17, 31	Tom Knowles and Margaret Smith <i>Census Date: Friday 16 March</i>	10.00am – 5.00pm
DL360	Spirit and Word (10 points) 2013	Elio Capra	
DL361	Celebrating the Eucharist (10 points) 2012: Saturdays: July 28; August 11, 25; September 1	Tom Knowles <i>Census Date: Friday 10 August</i>	10.00am – 5.00pm
DL362	Rites of Life and Death (10 points) 2012: Saturdays: April 21; May 5, 19; June 2	Elio Capra <i>Census Date: Friday 27 April</i>	10.00am – 5.00pm
DL363	Rites of Commitment (10 points) 2013	Elio Capra	
DL364	Liturgical Rites and Music (10 points) 2012: Saturdays: September 15; October 6, 20, 27	Paul Taylor <i>Census Date: Friday 28 September</i>	10.00am – 5.00pm
DL380	Liturgical Leadership (5 points) 2013	Tom Knowles and Margaret Smith	

Graduate Certificate in Teaching Religious Education

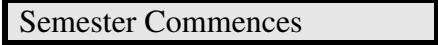


Venue: Corpus Christi School, 29 Russell Street, Werribee

BS360	Sacred Scripture: A Foundation for Teaching Religious Education (10 points) 2012: Saturdays: February 25; March 17; April 28; May 12	Brian Boyle and Rosemary Canavan <i>Census Date: Friday 16 March</i>	9.30am – 4.30pm
CD361	Living Christian Faith: Sacramental and Moral Life (15 points) 2012: Saturdays: February 25; March 17; April 28; May 12	Frances Baker and Birute Arendarcikas <i>Census Date: Friday 16 March</i>	9.30am – 4.30pm
DR360	Introduction to the Principles and Practice of Religious Education (10 points) 2012: Saturdays: July 28; August 11; August 25; September 8	Denise Goodwin <i>Census Date: Friday 10 August</i>	9.30am – 4.30pm
CD360	Foundational Theology for Teaching Religious Education (10 points) 2012: Saturdays: July 28; August 11; August 25; September 8	Frances Baker and Birute Arendarcikas <i>Census Date: Friday 10 August</i>	9.30am – 4.30pm

2012 Calendar

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4					1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24
29	30	31					26	27	28	29				25	26	27	28	29	30	31
April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4	30						1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

Note: CTC Classes and exams are held on all public holidays during the teaching semester

Legend
 Semester Commences
 Semester Census Date
 Exam Week

All information is correct at the time of printing

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