

## UNITS OF STUDY DESCRIPTIONS

### UNDERGRADUATE LEVEL 7100-7200 SERIES

The credit point system used by St Andrew's Greek Orthodox Theological College is in accordance with Sydney College of Divinity (SCD) academic regulations. Each unit of study offered at St Andrew's is a multiple of 9 credit points and is assigned a six (6)-character alphanumeric code that consists of one letter, four numbers, and an additional letter. E.g., B7110A or T9684A.

The **first letter** of a code indicates a discipline or sub-discipline:

|                      |                            |
|----------------------|----------------------------|
| A = Humanities       | L = Worship and Liturgy    |
| B = Biblical Studies | P = Pastoral Theology      |
| E = Christian Ethics | S = Christian Spirituality |
| H = Church History   | T = Theology               |

The **first number** indicates the Australian Qualifications Framework (AQF) level at which the unit of study is taught:

|   |                       |               |
|---|-----------------------|---------------|
| 5 | Diploma               | Undergraduate |
| 6 | Associate Degree      | Undergraduate |
| 7 | Bachelor <sup>1</sup> | Undergraduate |
| 8 | Bachelor Honours      | Postgraduate  |
|   | Graduate Certificate  | Postgraduate  |
|   | Graduate Diploma      | Postgraduate  |
| 9 | Masters               | Postgraduate  |

The **second number** indicates the level within the course, whether Foundational (1), or Advanced (2).

The **third** and **fourth** numbers indicate the content of the unit, according to the coding within sub-disciplines as set out in the Sydney College of Divinity Policies and Procedures Manual.

The **second letter** (at the end of the code) indicates the member institution within the Sydney College of Divinity at which the unit is delivered. The letter designating St Andrew's Greek Orthodox Theological College is 'A'.

#### *Modes of Delivery*

- Units are offered by weekly lectures on campus in Redfern during each semester. Please consult the [Timetable](#) page on the website.
- Units are also offered via distance education (online) within the parameters of the two regular semesters.
- Distance education is delivered via live weekly webinars using Zoom™ video conferencing (synchronous learning) and/or webinar recordings (asynchronous learning).

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<sup>1</sup> SCD regulations for the Diploma of Christian Studies require students to choose AQF Level 7 units, not Level 5. SCD regulations for the Associate Degree of Christian Thought & Practice require students to choose AQF Level 7 units, not Level 6.

## List of Undergraduate Units of Study

### Biblical Studies (including Biblical Languages)

[A7122A](#) New Testament Greek I

[A7222A](#) New Testament Greek II

[B7110A](#) Introduction to the Old Testament

[B7150A](#) Introduction to the New Testament

[B7226A](#) Psalms

[B7253A](#) The Four Gospels

[B7231A](#) Prophetic Literature

[B7260A](#) Pauline Literature

### Christian Ethics

[E7100A](#) Sources and Principles of Christian Ethics

### Church History

[H7110A](#) History of the Early Church

[H7233A](#) Later Byzantine History

[H7232A](#) Early Byzantine History

[H7234A](#) Modern Orthodox Church History

### Worship and Liturgy

[L7101A](#) Introduction to Christian Worship

[L7221A](#) Eastern Christian Hymnology

[L7250A](#) Liturgical Rites

### Pastoral Theology

[P7101A](#) Introduction to Pastoral Theology and Ministry

[P7265A](#) Basic Unit of Clinical Pastoral Education I (18 credit points)

[P7207A](#) Pastoral Ministry in Context

[P7266A](#) Basic Unit of Clinical Pastoral Education II (18 credit points)

### Christian Spirituality

[S7102A](#) Introduction to Christian Spirituality

### Theology

[T7101A](#) Introduction to Theology

[T7171A](#) Early Church Fathers

[T7214A](#) The Trinity

[T7272A](#) Early Byzantine Patristic Theology

[T7228A](#) The Church

[T7274A](#) Later Byzantine Patristic Theology

### Generic

[X7295A](#) Minor Independent Guided Study

[X7298A](#) Minor Research Project

[X7296A](#) Major Independent Guided Study (18 credit points)

[X7299A](#) Major Research Project (18 credit points)

|                |  |
|----------------|--|
| Unit of Study  | A7122A New Testament Greek I   |
| Unit Weighting | 9 credit points  |
| Prerequisites  | None   |
| Academic Staff | Anastasios Kalogerakis, MTh (SCD 2010), BTh (SCD 2000), BBus (Monash 1996), Associate Lecturer |

#### Curriculum Objectives

This unit introduces the student to the elements of New Testament Greek and enables the student to begin to develop professional skills in New Testament exegesis and translation.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. memorise sufficient vocabulary to translate selected New Testament Greek passages
2. recognize basic New Testament Greek grammar and syntax
3. translate, parse and analyse simple New Testament Greek into English
4. use New Testament Greek dictionaries and concordances
5. apply the results of their study to reading critical exegetical commentaries and basic translation of New Testament Greek texts

#### Content

1. Greek alphabet, basics of Greek grammar and syntax
2. Textual, lexical, and grammatical study of selected New Testament Greek texts
3. Translation of selected New Testament Greek texts
4. Introduction to working with Greek/English dictionaries, and concordances

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. memorisation of required Greek grammar paradigms and vocabulary [Outcomes 1, 2]
2. translation, parsing and analysis of basic New Testament Greek texts [Outcomes 2, 3]
3. use of lexical aids to enhance study of the New Testament Greek texts [Outcomes 3, 4, 5]

#### Representative Texts

Machen, John Gresham. *New Testament Greek for Beginners*. Upper Saddle River, New Jersey: Prentice-Hall, 1923.

Lee, John A.L. *Greek Accents in Eight Lessons*. Sydney: Ancient History Documentary Research Centre, Macquarie University, 2005.

Zerwick, Max. *A Grammatical Analysis of the Greek New Testament*. 4th ed.; Rome: Pontifical Biblical Institute, 1993.

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|                |  |
|----------------|--|
| Unit of Study  | A7222A New Testament Greek II  |
| Unit Weighting | 9 credit points  |
| Prerequisites  | A7122A New Testament Greek I   |
| Academic Staff | Anastasios Kalogerakis, MTh (SCD 2010), BTh (SCD 2000), BBus (Monash 1996), Associate Lecturer |

#### Curriculum Objectives

This unit builds on A7122A New Testament Greek I. It consolidates and develops students' knowledge of New Testament Greek and their ability to translate and exegete Greek texts.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. memorise an extensive New Testament Greek vocabulary
2. recognise and employ advanced New Testament Greek grammar and syntax
3. translate, parse and analyse complex New Testament Greek into English
4. use an extensive range of more critical New Testament Greek/English lexicons, concordances, and theological dictionaries
5. apply the principles of textual criticism to analysing New Testament Greek texts

#### Content

1. Complex forms of New Testament Greek grammar and syntax.
2. Lexical and grammatical study of selected New Testament Greek texts.
3. Translation of a range of selected and more complex New Testament Greek texts.
4. Independent use of New Testament Greek /English lexicons, concordances and theological dictionaries.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. memorisation of required Greek grammar paradigms and vocabulary [Outcomes 1, 2]
2. translation, parsing and analysis of basic New Testament Greek texts [Outcomes 2, 3]
3. use of lexical aids to enhance study of the New Testament Greek texts [Outcomes 3, 4, 5]

#### Representative Texts

Machen, John Gresham. *New Testament Greek for Beginners*. Upper Saddle River, New Jersey: Prentice-Hall, 1923.

Lee, John A.L. *Greek Accents in Eight Lessons*. Sydney: Ancient History Documentary Research Centre, Macquarie University, 2005.

Zerwick, Max. *A Grammatical Analysis of the Greek New Testament*. 4th ed.; Rome: Pontifical Biblical Institute, 1993.

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|                |  |
|----------------|--|
| Unit of Study  | B7110A Introduction to the Old Testament   |
| Unit Weighting | 9 credit points  |
| Academic Staff | Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002), Lecturer |

#### Curriculum Objectives

This unit introduces students to the critical study of the Old Testament, its literary forms, historical and cultural contexts and theological themes. It provides a solid foundation for further biblical and theological study and forms part of a major in the discipline of Biblical Studies.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. present clear statements of the major contents of the books of the Old Testament
2. identify the main historical, social and cultural factors that provided the context of the composition of the Old Testament
3. engage critically with significant introductory secondary literature in the study of the Old Testament
4. utilise basic skills in performing historical-critical exegesis of Old Testament texts
5. apply insights from their study to Christian life and ministry within their particular context

#### Content

1. Outline of the books of the Old Testament
2. Historical, cultural, political and religious contexts of the Old Testament materials
3. Approaching the books of the Old Testament as literary works
4. Key methodologies of Biblical interpretation
5. Developing skills in exegesis and writing an exegetical essay
6. Key Old Testament themes

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. present a critical analysis of a book or books of the Old Testament [Outcomes 1, 2, 3]
2. interpret passages from the Old Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]
3. produce a thematic analysis of a key Old Testament theme or critical issue, with application to life and ministry in the contemporary context [Outcomes 1, 3, 4, 5]

#### Representative Texts

Boadt, L. *Reading the Old Testament: An Introduction* (Second Edition). Mahwah, NJ: Paulist Press, 2012.

Pentiuc, E.J. *The Old Testament in Eastern Orthodox Tradition*. Oxford University Press, 2014.

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|                |   |
|----------------|---|
| Unit of Study  | B7150A Introduction to the New Testament  |
| Unit Weighting | 9 credit points   |
| Academic Staff | Dr Margaret Beirne, RSC, DTheol (MCD 2000), MEd (UNSW 1986), BD (MCD 1984), MA (Weston 1978), BA (UNE 1973),<br>Senior Lecturer<br>Sophia Theodoratos, MTh (St Vladimir's, 2019), MA (St Vladimir's, 2018), MBA Hons (Geneva, 2014), GradDipCA (CAANZ, 1999),<br>LLB Hons (Queensland, 1995), BComm (Queensland, 1993),<br>Associate Lecturer |

### Curriculum Objectives

This unit introduces students to the critical study of the New Testament, its literary forms, historical and cultural contexts and theological themes. It provides a solid foundation for further biblical and theological study and forms part of a major in the discipline of Biblical Studies.

### Learning Outcomes

*At the end of this unit students will be able to:*

1. present clear statements of the major contents of the books of the New Testament
2. identify the main historical, social and cultural factors that provided the context of the composition of the New Testament
3. engage critically with significant introductory secondary literature in the study of the New Testament
4. utilise basic skills in performing historical-critical exegesis of New Testament texts
5. apply insights from their study to Christian life and ministry within their particular context

### Content

1. Outline of the books of the New Testament
2. Historical, cultural, political and religious contexts of the New Testament materials
3. Approaching the books of the New Testament as literary works
4. Key methodologies of Biblical interpretation
5. Developing skills in exegesis and writing an exegetical essay
6. Key New Testament themes

### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. present a critical analysis of a book or books of the New Testament [Outcomes 1, 2, 3]
2. interpret passages from the New Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]
3. produce a thematic analysis of a key New Testament theme or critical issue, with application to life and ministry in the contemporary context [Outcomes 1, 3, 4, 5]

### Representative Texts

Brown, Raymond E. *Introduction to the New Testament*. New York: Doubleday, 1997.  
Stylianopoulos, Theodore G. *The New Testament: An Orthodox Perspective*. Brookline MA: Holy Cross Orthodox Press, 1997.  
Throckmorton, B. H. *Gospel Parallels*. 5th ed. Nashville, TN: T. Nelson, 1992.

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|                |  |
|----------------|--|
| Unit of Study  | B7226A Psalms  |
| Unit Weighting | 9 credit points  |
| Prerequisites  | B7110A Introduction to the Old Testament   |
| Academic Staff | Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002), Lecturer |

#### Curriculum Objectives

This unit studies the poetry and prayer in Israel's worship as represented in the Psalter. It examines the Psalter in context of the temple service and aids the development of exegetical skills in the analysis of biblical poetry in general. As an advanced elective unit, this unit builds on the interpretive and exegetical skills formed in prerequisite units and forms a part of a major in the discipline of Biblical Studies.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. demonstrate an understanding of how biblical poetry operates and how it shapes the meaning of the Psalms both individually and in groups.
2. discuss the historical, cultural and religious contexts of the Psalms.
3. exegete selected Psalms.
4. access and review recent scholarship on the Psalms and biblical poetry in general.
5. apply their insights on the Psalms to ministry and worship.

#### Content

1. The structure of biblical poetry in relation to the Psalms and how it relates to its content.
2. The historical, cultural, and religious background to the Psalter and its relationship to temple worship.
3. Exegesis of representative Psalms.
4. The theology of the Psalms and its development.

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. explore a key theme addressed in several different Psalms [Outcomes 1, 3]
2. analyse a Psalm (or group of Psalms) with reference made to its historical and religious context [Outcomes 2, 3, 4]
3. exegete a Psalm by reference both to its time and circumstance and its possible application to contemporary ministry and worship [Outcomes 3, 5]

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|                |  |
|----------------|--|
| Unit of Study  | B7231A Prophetic Literature  |
| Unit Weighting | 9 credit points  |
| Prerequisites  | B7110A Introduction to the Old Testament   |
| Academic Staff | Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002), Lecturer |

#### Curriculum Objectives

This unit critically examines the literary forms and theological contents of the Old Testament prophetic books within their historical, social and religious contexts. It further develops the exegetical and analytical skills acquired in previous units, and forms part of a major in the discipline of Biblical Studies.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. present clear statements of the major contents and socio-historical contexts of the prophetic books
2. identify the connections of the various prophetic literary forms with their theological themes
3. exegete selected passages from prophetic books, using an accepted methodology
4. utilise major secondary literature in a critical manner
5. apply insights of prophetic literature to Christian life and ministry

#### Content

1. Prophets and prophecy in the biblical world
2. Historical, social and religious contexts of the prophetic books
3. Contents and literary forms of the prophetic books
4. Major theological themes in the prophetic books, as well as their reception and application
5. Key methodologies and approaches in the study of prophetic literature
6. Exegetical skills in the interpretation of prophetic texts

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. present a critical analysis of a prophetic book or books [Outcomes 1, 2]
2. exegete prophetic passages using an accepted critical methodology [Outcomes 1, 2, 3, 4]
3. produce a thematic analysis of key theological messages in a prophetic book, with application to the contemporary Christian life and society [Outcomes 1, 2, 3, 4, 5]

#### Representative Texts

Branick, V. P. *Understanding the Prophets and Their Books*. NY: Paulist Press, 2012.

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Updated edition. Chicago: Moody Publishers, 2007.

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|                |  |
|----------------|--|
| Unit of Study  | B7253A The Four Gospels  |
| Unit Weighting | 9 credit points  |
| Prerequisites  | B7150A Introduction to the New Testament   |
| Academic Staff | Dr Margaret Beirne, RSC, DTheol (MCD 2000), MEd (UNSW 1986), BD (MCD 1984), MA (Weston 1978), BA (UNE 1973), Senior Lecturer |

#### Curriculum Objectives

This unit builds on B7150A Introduction to the New Testament and contributes towards the sub-major sequence in Biblical Studies. It enables students to develop the ability to research in Biblical Studies through reading the four New Testament Gospels in the light of relevant contemporary scholarly literature and accepted exegetical methodologies.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. interpret the way that the historical, socio-cultural and religious background of the New Testament period influenced the development of each of the four gospels
2. identify the principal literary forms and theological themes of the four gospels of the New Testament to show how they communicate their theological content
3. exegete selected passages from the four gospels using an accepted methodology
4. integrate secondary literature on the four gospels to interpret selected gospel passages or themes
5. apply insights gained from the critical study of the four gospels to contemporary Christian preaching, teaching and spirituality

#### Content

1. The historical, geographical and socio-cultural context of the 1st century A.D. Roman Empire and the religious context of 1st century A.D. Palestinian Judaism.
2. The literary genre of Gospel and the literary forms within the New Testament gospels.
3. The distinctive theological themes of each of the four gospels.
4. Exegesis of selected passages or themes from the four gospels using an accepted methodology
5. The application of critically researched knowledge of the Gospels to various church activities.

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. critically review scholarly literature discussing an aspect of the historical, socio-cultural and religious background of the New Testament period, with reference to one or more of the gospels [Outcomes 1 and 4]
2. interpret a selection of related pericopes from one or more of the four gospels for their theological themes and their application to the contemporary culture, ecclesial or secular [Outcomes 2, 4 and 5]
3. exegete a significant passage from one of the four Gospels, using accepted methodology to show the distinct theological interests of the Gospel chosen [Outcomes 2, 3, and 4]

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|                |  |
|----------------|--|
| Unit of Study  | B7260A Pauline Literature  |
| Unit Weighting | 9 credit points  |
| Prerequisites  | B7150A Introduction to the New Testament   |
| Academic Staff | Dr Margaret Beirne, RSC, DTheol (MCD 2000), MEd (UNSW 1986), BD (MCD 1984), MA (Weston 1978), BA (UNE 1973), Senior Lecturer |

#### Curriculum Objectives

This unit develops the knowledge and skill acquired in the prerequisite introductory unit. It forms part of a major in Biblical Studies and provides students with a comprehensive survey of the historical context, literary features and theology of Paul's letters.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. analyse the significance of the historical, social and religious background of Paul's letters
2. identify the major Pauline theological themes
3. exegete selected passages from the Pauline letters
4. integrate quality scholarly literature into the critical study of Pauline Literature
5. relate insights from Pauline literary to a range of life and ministry situations

#### Content

1. The historical, social and religious background of Paul and his conversion.
2. The historical, social and religious aspects of Paul's mission to the Gentiles.
3. The literary structure and purpose of Paul's letters.
4. Significant Pauline theological themes.
5. Exegesis of selected passages from the letters of Paul.
6. The continuing debate over methods of interpretation of Pauline theology.

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. demonstrate understanding of the historical, social and religious causes leading to Paul's conversion and mission to the Gentiles. [Outcomes 1, 4]
2. exegete a significant passage from a Pauline letter [Outcomes 2, 3, 4]
3. expound a major theological theme of the Pauline letters and apply it to a life or ministry situation [Outcomes 2, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | E7100A Sources and Principles of Christian Ethics |
| Unit Weighting | 9 credit points                                   |
| Academic Staff | Accredited Member of Faculty                      |

#### Curriculum Objectives

This unit introduces students to theological reflection on the ethical aspects of Christian life and discipleship.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. Identify and describe the sources of Christian ethics
2. Explain the central concepts in Christian ethics
3. Outline the key developments in Christian ethics
4. Demonstrate a familiarity with the literature of Christian ethics
5. Reflect on ethical issues in an integral way in the light of the various elements of Christian moral reasoning.

#### Content

1. Theological Presuppositions: Trinity, Creation, Incarnation and the Kingdom of God.
2. Contemporary culture, secularity and Christian Ethics.
3. Old and New Testament sources: Themes in Jewish Ethics, Jesus' preaching and Paul's letters.
4. The historical development of Christian Ethics.
5. The anthropological, ecclesial and theological bases of Christian ethics.
6. Human nature, freedom, sin, responsibility and moral reasoning.
7. Conscience, conversion and moral development.
8. *Asceticism*, the virtues, friendship and Christian discipleship.
9. Love, holiness and the Christian moral vocation.
10. The application of Christian ethics to human society.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. book review
2. essay
3. take-home exam

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|                |   |
|----------------|---|
| Unit of Study  | H7110A History of the Early Church  |
| Unit Weighting | 9 credit points   |
| Academic Staff | Very Rev. Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer |

### Curriculum Objectives

The early centuries (i.e., to the 4th or 5th centuries) of the Christian Church's history were a formative period where doctrine was consolidated and institutional structures were established. As such, this period is fundamentally important to an understanding of the subsequent history of the church. This introductory unit provides an approach to the study of church history, with particular reference to the Early Church period. In doing so, it sets the context for doctrinal and institutional development, with an analysis of the various conflicts, challenges and relationships that occurred and which set the foundation for the ongoing development of the Church.

### Learning Outcomes

*At the end of this unit students will be able to:*

1. identify the cultural, political and religious factors that influenced the development of the early Church
2. review the major challenges and controversies that arose in the Early Church period
3. analyse the contribution of selected people and movements to the development of the Church's thought and structures
4. interpret individual primary historical documents in their social context
5. utilise appropriate methods of historical inquiry to construct a coherent historical argument in written form

### Content

1. Studying the early Church in context; methodology and historiography.
2. Religious, cultural and social backgrounds of the early Church.
3. The relationship between the early Church and the Roman state; Jewish, pagan and Christian perceptions.
4. Persecution and the phenomenon of martyrdom.
5. Internal tensions within the early Church; orthodoxy and heresy.
6. Aspects of an emerging Christian worldview.
7. The 'triumph of the Church: Constantine, Fathers, councils.
8. The Church in a declining Empire.

### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. written analysis of a primary document (in English or English translation), using an appropriate method of historical inquiry [Outcomes 1, 4]
2. analysis of the contribution to the history of the Early Church of one significant person or event [Outcomes 1, 2, 3, 4]
3. written research that interprets a major challenge, controversy or development in the history of the Early Church, based on primary and secondary reading [Outcomes 1, 3, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | H7232A Early Byzantine History  |
| Unit Weighting | 9 credit points   |
| Prerequisite   | H7110A History of the Early Church  |
| Academic Staff | Very Rev. Anastasios Bozakis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer |

#### Curriculum Objectives

This unit builds on H7110 by examining the historical, cultural and theological factors of the Eastern Roman Empire, or Byzantium, generally from the age of Constantine the Great until the period of the 'Triumph of Orthodoxy' (or, from the 4th to 9th centuries), as well as the empire's relations with its neighbours.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. distinguish the various social, cultural and religious factors within both the Byzantine empire and its immediate cultural context from the 4th to the 9th centuries
2. analyse the contribution of key people and events in the Byzantine Church
3. interpret primary historical documents of the Byzantine Church
4. utilise appropriate methods of historiography and historical research in the analysis of significant issues in the Byzantine Church
5. apply the key contributions of leading figures and significant events in the Byzantine period to the Church's present mission

#### Content

1. Studying the Byzantine empire in context; methodology and historiography.
2. Constantinople, the imperial cult, and the ecumenical councils.
3. Byzantine historians and historiography.
4. Religious, cultural and social aspects of the Byzantine state.
5. Byzantium and its neighbours.
6. Aspects of an emerging Byzantine worldview; landmarks and threats.
7. The 'triumph of Orthodoxy' and its implications.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. critical analysis of, and engagement with, significant historical primary and secondary sources [Outcomes 3, 4]
2. written analysis of key social, cultural, historiographical, and/or religious aspects relevant to the early Byzantine period. [Outcomes 1, 2, 4]
3. written presentation addressing the application of lessons from the Byzantine period of the Church to an understanding of subsequent developments in the history of the Orthodox Church. [Outcomes 2, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | H7233A Later Byzantine History  |
| Unit Weighting | 9 credit points   |
| Prerequisite   | H7232A Early Byzantine History  |
| Academic Staff | Very Rev. Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer |

#### Curriculum Objectives

Building upon H7232A, this unit examines the historical, cultural and theological factors of the Eastern Roman Empire, or Byzantium, generally from the 9th to the 15th centuries, as well as the empire's relations with its neighbours.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. distinguish the various social, cultural and religious factors within both the Byzantine empire and its immediate cultural context from the 9th to the 15th centuries
2. analyse the contribution of key people and events in the later Byzantine Church
3. interpret primary historical documents of the later Byzantine Church
4. utilise appropriate methods of historiography and historical research in the analysis of significant issues in the later Byzantine Church
5. apply the key contributions of leading figures and significant events in the later Byzantine period to the Church's present mission.

#### Content

1. Historical method, themes, concepts and sources of the period.
2. The Schism between East and West, the Crusades and attempts at re-union.
3. Christianity as inspiration for the blossoming of culture: art, architecture, music, and literature.
4. Natural phenomena and the decline of Byzantium, including their effect on the Byzantine mentality.
5. Relations of Byzantium with its neighbours: cultural exchange and antagonism.
6. Biographical studies of major personalities: emperors, intellectuals, saints, women.
7. The fall of Constantinople and the legacy of Byzantium.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. critical analysis of and engagement with significant historical primary and secondary sources [Outcomes 3, 4]
2. written analysis of key social, cultural, historiographical, and/or religious aspects relevant to the later Byzantine period. [Outcomes 1, 2, 4]
3. written presentation addressing the application of lessons from the later Byzantine period of the church to an understanding of subsequent developments in the history of the Orthodox church. [Outcomes 2, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | H7234A Modern Orthodox Church History   |
| Unit Weighting | 9 credit points   |
| Prerequisite   | H7233A Later Byzantine History  |
| Academic Staff | Very Rev. Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer |

#### Curriculum Objectives

Building upon H7231A, this unit examines the place of the Orthodox Church(es) in the historical context of the pre-modern and modern eras (1453-today).

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. identify the major events, movements, and concepts in the history of the modern Orthodox Church
2. analyse the contribution of major personalities in the modern Orthodox Church
3. interpret primary historical documents of the modern Orthodox Church
4. utilise appropriate methods of historiography and historical research in the analysis of significant theme or issues in the modern Orthodox Church
5. apply key lessons from the history of the modern Orthodox Church to an issue/s in the contemporary Orthodox Church

#### Content

1. The aftermath of 1453 and the new world order.
2. The Orthodox Church under the Turkish yoke.
3. Reformation in the West and its repercussions in the East; Uniatism.
4. The Kollyvades Movement.
5. The Church of Russia until 1917.
6. Nationalism and Autocephalies.
7. Orthodox Diaspora.
8. Orthodoxy under Communism.
9. Orthodoxy and the Ecumenical Movement.
10. Anti-ecumenism, ROCOR and the Old Calendar Movement.
11. Towards the Great and Holy Council and the Synod of Crete.
12. The Orthodox Church in Australia.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. critical analysis of and engagement with significant historical primary and secondary sources [Outcomes 1, 3]
2. analysis of key social, cultural, historiographical, and/or religious aspects relevant to the modern Orthodox Church [Outcomes 1, 2, 4]
3. application of lessons from the history of the modern period to an understanding of developments in the contemporary Orthodox Church context [Outcomes 1, 2, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | L7101A Introduction to Christian Worship  |
| Unit Weighting | 9 credit points   |
| Academic Staff | His Eminence Metropolitan Seraphim of Sebasteia, BD Hons (Thessalonica 1981), Lecturer<br>Basilios Psilacos, MCh (Macquarie 2010), BChSc (Macquarie 2008), MTh (Hons) (Thessalonica 2000), DipByzMusic (Thessalonica 1998), BByzMusic (Thessalonica 1996), BTh (SCD 1994), Associate Lecturer |

#### Curriculum Objectives

This unit introduces students to concepts that provide a foundation for the study of Christian worship.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. demonstrate a knowledge of the biblical, theological, cultural and historical foundations for the practice of Christian worship within a particular tradition
2. demonstrate a knowledge of the current issues within Christian worship
3. use a wide range of liturgical resources
4. prepare and conduct a range of liturgical services
5. differentiate the riches of the Christian liturgical traditions

#### Content

1. The biblical basis for Christian worship.
2. The theology of Christian worship.
3. The role of culture in the development of worship.
4. The historical developments in Christian worship.
5. Current issues in Christian worship.
6. Preparation of a Christian worship service.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. student preparation and presentation of liturgical services or tutorial on selected topics [Outcomes 1,2,3]
2. a discussion of the historical sources of Christian worship and their relevance to contemporary liturgical practices [Outcomes 1,2,3]
3. an engagement with the wide range of liturgical sources [Outcomes 2,4,5]

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|                |  |
|----------------|--|
| Unit of Study  | L7221A Eastern Christian Hymnology   |
| Unit Weighting | 9 credit points  |
| Prerequisites  | L7101A Introduction to Christian Worship   |
| Academic Staff | Dr Andrew Mellas, PhD (Sydney 2018), LLB (Sydney 2003), BA (Hons) (Sydney 2001), Senior Lecturer |

#### Curriculum Objectives

This unit develops the theology and liturgical practices of hymnody in Orthodox worship and theology.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. demonstrate sound knowledge of the historical development of hymnology.
2. demonstrate a clear understanding of various hymnological concepts.
3. analyze hymns in terms of theological content, poetical form and musical structure.
4. produce a short movie (5minutes) for posting on the Internet.
5. display an appreciation of the beauty and aesthetics of hymnology in the way it brings together the two art forms of poetry and music.

#### Content

1. The historical development of hymnology: early Christian origins, Byzantine creativity, post-Byzantine consolidation.
2. The diachronic importance of the Psalter.
3. Patristic commentary on the ethos and theology of hymnology.
4. *Logos* and *melos*: the interplay of words and music.
5. Poetical forms: antiphons, *kontakia*, canons and other *troparia*.
6. The invention of the Byzantine musical system and the stages in its development.
7. Personalities: St Romanos the Melodist, St John of Damascus, and the Studites.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. demonstrate an ability to critically engage with primary and secondary sources
2. identify and analyse the hymnological, poetic, and/or musical aspects of a body of hymnal text
3. interpret and communicate the key concepts and ideas conveyed by selections of Orthodox Christian hymnology

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|                |   |
|----------------|---|
| Unit of Study  | L7250A Liturgical Rites   |
| Unit Weighting | 9 credit points   |
| Prerequisites  | L7101A Introduction to Christian Worship  |
| Academic Staff | Basilios Psilacos, MCh (Macquarie 2010), BChSc (Macquarie 2008), MTh (Hons) (Thessalonica 2000), DipByzMusic (Thessalonica 1998), BByzMusic (Thessalonica 1996), BTh (SCD 1994), Associate Lecturer |

#### Curriculum Objectives

This unit builds upon L7101A with a particular focus on rites other than those of Christian initiation. It enables sacramental and non-sacramental Christian traditions to study the role of rites in their ecclesial life.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. demonstrate a sound knowledge of history, structure, and symbolism of particular rites
2. articulate a sound comprehension of the spiritual richness and transformative power of liturgical rites
3. employ a ritual framework to devise rites and sacramental expressions where required.
4. give appropriate pastoral expression to liturgical rites
5. participate with greater intellectual and spiritual awareness in the worship and mysteries of the Church

#### Content

1. The range of ecclesial rites within the Paschal (movable/lunar) calendar cycle, drawn from worship books and ecclesial traditions.
2. A selection of ecclesial rites from the Festal (fixed/solar) calendar cycle, drawn from worship books and ecclesial traditions.
3. The ecclesial rites of daily worship/prayer.
4. The Cathedral (Asmatic) rite.
5. History, structure and symbolism of particular sacramental/ceremonial rites.
6. The nexus between pastoral context and ritual application.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. analyse recent writing on Christian rites or sacramental expressions [Outcomes 1, 2]
2. present a coherent theological understanding of the transformative power of Christian rites in relation to ecclesial life [Outcomes 2, 3, 5]
3. apply the basic principles of liturgical theology to one or more pastoral contexts [Outcomes 3, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | P7101A Introduction to Pastoral Theology and Ministry   |
| Unit Weighting | 9 credit points   |
| Academic Staff | Rev. Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer |

#### Curriculum Objectives

This unit is an introduction to practical theology for ministry. It provides a grounding in the biblical and theological foundations of ministry and addresses a number of aspects of ministry which are common to practitioners.

#### Learning Outcomes

*At the end of the unit students will be able to:*

1. demonstrate a sound knowledge of key issues relating to the practice of pastoral care
2. display a sound understanding of the role of the human sciences in pastoral theology and ministry
3. apply the critical insights of biblical and theological foundations to the practice of ministry
4. demonstrate the process of reflection in the practice of ministry
5. develop and apply effective skills for pastoral ministry

#### Content

1. The theological, epistemological and biblical foundations of pastoral theology
2. Aspects of church pastoral and caring ministry
3. Human science perspectives on contemporary pastoral issues
4. Basic listening skills
5. Developing reflective practice in pastoral ministry
6. Methods of ministry and the place of ordination / leadership

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. critically analyse biblical and theological foundations for pastoral care and the relevant role of the human sciences [Outcomes 1, 2]
2. demonstrate familiarity with pastoral skills [Outcomes 1, 3, 5]
3. demonstrate the ability to reflect in the context of pastoral ministry [Outcomes 1, 3, 4]

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|                |   |
|----------------|---|
| Unit of Study  | P7207A Pastoral Ministry in Context   |
| Unit Weighting | 9 credit points   |
| Prerequisites  | P7101A Introduction to Pastoral Theology and Ministry   |
| Academic Staff | Rev. Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer |

#### Curriculum Objectives

This unit develops the student's knowledge and experience of pastoral ministry, providing opportunities for personal development and insight into appropriate interventions for specific ministry situations. It is intended that this unit will expand the student's capacity to reflect theologically on their response to everyday pastoral situations.

#### Learning Outcomes

*At the end of the unit students will be able to:*

1. analyse and discuss pastoral issues that arise throughout the life cycle
2. demonstrate the ability to apply pastoral theology to pastoral issues
3. research and critique principles of ethical behaviour and self-care in pastoral ministry
4. develop appropriate interventions for issues that arise in pastoral ministry
5. critically reflect on personal responses to issues that arise in pastoral ministry

#### Content

1. Theological reflection
2. Marriage and Family.
3. Divorce, preparation for marriage, singleness.
4. Loss and grief
5. Human sexuality
6. Abuse issues, domestic violence
7. Emotional problems
8. Suicide
9. Trauma
10. Self-care and ethical practice in pastoral ministry
11. Application of theological principles to pastoral practice and ministry
12. An understanding of the 10 Child Safe Standards and knowledge of appropriate responses.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. critically analyse life cycle issues from a pastoral perspective and appropriate ministry strategies given ethical and self-care considerations [Outcomes 1, 2]
2. engage in a theological reflection on a pastoral issue [Outcomes 1, 3, 4]
3. thoughtfully and creatively explore what they have learned about themselves and their reactions to the various issues studied [Outcome 5]

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|                |  |
|----------------|--|
| Unit of Study  | P7265A Basic Unit of Clinical Pastoral Education I   |
| Unit Weighting | 18 credit points   |
| Prerequisites  | Written application, interview, criminal record clearance, compliance with any applicable public health directives, and acceptance into the course |
| Academic Staff | Rev. Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer                              |

#### Curriculum Objectives

This unit seeks to develop the students' awareness of self and other through individual and group supervision of clinical pastoral practice.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. identify the different ways in which patients are affected by and respond to their experience of illness or crisis
2. identify their thoughts and feelings within a ministry event.
3. articulate the role of the Pastoral Care Practitioner within a ministry context
4. use group and individual supervision to evaluate the effectiveness of their ministry
5. demonstrate an integration of their ministry theory and practice.

#### Content

1. Reflective Practice.
2. Understanding the Ministry Context.
3. Role of the Pastor and its boundaries.
4. Pastoral Interventions including empathy.
5. Theological reflection.
6. Special focus on Aged Care Ministry.

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. describe the Pastoral Role within their ministry context, with particular note to boundaries [Outcome 3]
2. articulate a ministry event in which they identify their thoughts and feelings [Outcome 2]
3. illustrate the different ways in which people respond to illness and or crisis [Outcome 1]
4. use insights and feedback from individual and group supervision and professional reading in their practice of ministry [Outcome 4, 5]

#### Mode of Delivery

25 Tuesdays (400 hours), 8:30am to 3:30pm, March to November

Supervised placement in health care facilities, including St Basil's Homes, Lakemba & Kogarah (NSW)

Please consult the [Timetable](#) page on the website.

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|                |   |
|----------------|---|
| Unit of Study  | P7266A Basic Unit of Clinical Pastoral Education II   |
| Unit Weighting | 18 credit points  |
| Prerequisites  | P7265A Basic Unit of Clinical Pastoral Education I  |
| Academic Staff | Rev. Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer |

#### Curriculum Objectives

This unit seeks to build on the first foundational unit of Clinical Pastoral Education. Students will develop a deeper awareness of what is occurring in pastoral ministry and a greater appreciation of their role as a reflective practitioner. Students will be able to articulate their theology of ministry and make a spiritual assessment.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. interpret what is occurring in pastoral conversations
2. exhibit an ability to use a variety of pastoral responses including empathy
3. select an appropriate Spiritual Assessment tool for use in their ministry context
4. articulate the theological principles of their pastoral practice.
5. show an integration of the insights and feedback gained from the reflective process in their ministry

#### Content

1. Spiritual assessment.
2. Cultural diversity.
3. Theological Reflection
4. Pastoral Interventions including empathy.
5. Theological issues: forgiveness, suffering.
6. Grief & Loss.
7. Special focus on Mental Health Ministry.

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. compare and contrast at least two spiritual assessments tools in the context of their ministry [Outcome 3]
2. describe the theological principles of their pastoral role [Outcome 4]
3. demonstrate their capacity to interpret what is occurring in a pastoral conversation and their use of a variety of pastoral responses including empathy [Outcomes 1, 2]
4. integrate insights and feedback from individual and group supervision and professional reading in their practice of ministry [Outcome 5]

#### Mode of Delivery

25 Wednesdays or Thursdays (400 hours), 8:30am to 3:30pm, March to November

Supervised placement in health care facilities

Please consult the [Timetable](#) page on the website.

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|                |  |
|----------------|--|
| Unit of Study  | S7102A Introduction to Christian Spirituality  |
| Unit Weighting | 9 credit points  |
| Academic Staff | His Eminence Metropolitan Basilios (Kodseie) of the Antiochian Orthodox Archdiocese of Australia and New Zealand, DTheol (Thessalonica 2008), BD (Balamand 2003), BElecEng (Tishreen 1999) |

#### Curriculum Objectives

This unit develops a comprehensive introduction to the practice of Christian Spirituality and focusses on its biblical, theological and historical foundations from a particular Christian perspective.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. elucidate a clear understanding of what is meant by the term ‘spirituality’
2. identify the historical and cultural influences upon the development of Christian spirituality
3. distinguish the nature of Christian Spirituality and sketch its primary characteristics
4. evaluate various kinds of spiritual disciplines or practices within the Christian tradition against their biblical and theological foundations
5. apply insights from a variety of expressions in Christian spirituality to their own spiritual formation and practice

#### Content

1. Influences on the Origins and Development of Christian Spirituality.
2. Christian Spirituality as Discipleship of Christ.
3. The Trinitarian Trajectory of Christian Spirituality.
4. The Paschal Centre of Christian Spirituality: Cross and Resurrection.
5. Practices of Conversion and Transformation.
6. The Role of the Christian Community in Christian Spiritual Life and Practice.
7. Missionary Aspects of Christian Spirituality.

#### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. engage various historical and contemporary reflections and perspectives on the dimensions of Christian Spirituality in light of the student’s own experience and practice. [Outcomes 1, 2, 5]
2. research and explore a significant theme in the practice of Christian Spirituality from a biblical, historical and contemporary perspective. [Outcomes 3, 4]
3. reflect on cultural and contemporary perspectives on spirituality and how they might inform the student’s own spiritual formation and practice. [Outcomes 1, 5]

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|                |  |
|----------------|--|
| Unit of Study  | T7101A Introduction to Theology  |
| Unit Weighting | 9 credit points  |
| Academic Staff | Dr Philip Kariatlis, ThD (SCD 2010), MTh (SCD 2001), BA (Sydney 2000), BTh (SCD 1995), Associate Professor |

#### Curriculum Objectives

This unit introduces students into the nature and tasks of theology and to theological methodology. It provides a foundation for all future theology units.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. demonstrate a broad understanding of the nature and purpose of theology
2. identify and explain the doctrinal presuppositions that are the foundation of theology
3. analyse the writing of several theological thinkers and texts, both ancient and modern
4. apply appropriate methodology for different types of theological enquiry
5. apply the skills of theological reflection to Christian life and ministry

#### Content

1. The nature and purpose of theology.
2. Overview of history of theology.
3. Theological method.
4. Presuppositions for doing theology.
5. Context for theology.
6. The vocation of the theologian.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. identify theological resources for a particular theological task [Outcomes 1, 4]
2. critically review a theological text [Outcomes 3, 5]
3. reflect on and explain a major doctrinal presupposition that is a foundation for theology [Outcomes 1, 2, 4]

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|                |   |
|----------------|---|
| Unit of Study  | T7171A Early Church Fathers   |
| Unit Weighting | 9 credit points   |
| Academic Staff | Dr Mario Baghos, PhD (Sydney 2015), BTh Hons (SCD 2010), BTh (SCD 2009), Lecturer |

#### Curriculum Objectives

This unit engages the thought and methods of the early Church Fathers, investigating the major trends in Christian tradition to early fifth century. It assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Christian theology.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. understand the historical and ecclesial contexts of various trends in early patristic tradition
2. demonstrate a broad understanding of the main themes pertaining to early patristic tradition
3. critically review the primary and secondary sources in the analysis of patristic themes
4. critically analyse themes pertaining to the early patristic tradition within its immediate and distant literary and historical contexts
5. apply the patristic tradition to contemporary scholarship and the Christian experience

#### Content

1. Apostolic fathers and martyrdom literature.
2. Greek and Latin apologists.
3. Defenders of the apostolic tradition.
4. The Alexandrians.
5. The Cappadocians.
6. Early Syrian fathers.
7. Fathers from Jerusalem and Antioch.
8. The Latin fathers of fourth and fifth centuries.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. critically analyse the writings of, and on, the Fathers in the early Church (Outcome 3)
2. demonstrate a broad understanding of the main trends and themes in the early Church (Outcomes 2 and 4)
3. exercise critical thinking in assessing relevant themes in the early Church from the viewpoints of the Christian experience (Outcomes 1, 5)

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|                |  |
|----------------|--|
| Unit of Study  | T7214A The Trinity   |
| Unit Weighting | 9 credit points  |
| Prerequisites  | T7101A Introduction to Theology & T7171A Early Church Fathers  |
| Academic Staff | Dr Philip Kariatlis, ThD (SCD 2010), MTh (SCD 2001), BA (Sydney 2000), BTh (SCD 1995), Associate Professor |

#### Curriculum Objectives

This unit examines systematically the Church's teaching on the mystery of the Holy Trinity. It aims to demonstrate soteriological and existential consequences of this doctrine for the way Christians live their lives.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. identify the major theological themes in the doctrine of the Trinity
2. outline the development of the teaching from Biblical sources through Patristic understandings and into modern times
3. critically review writings of current theological thinkers on this topic
4. articulate some Trinitarian doctrines for a contemporary reader
5. apply insights from their study to Christian life within their particular context

#### Content

1. Biblical foundations of the doctrine of the holy Trinity; Old and New testaments.
2. The historical developments of the Trinitarian doctrine.
3. Modern understandings of the Trinity.
4. Systematic considerations: for example, persons, essence/substance, koinonia.
5. Salvific and existential implications.
6. Contemporary Trinitarian theology: problems and perspectives.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. demonstrate a familiarity with current issues in Trinitarian theology (Outcomes 1, 3, 4)
2. present a coherent theological understanding of an issue in Trinitarian theology showing its historical development and present relevance. (Outcomes 1, 2, 3)
3. show how Trinitarian theology informs a Christian way of living (Outcomes 1, 4, 5)

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|                |  |
|----------------|--|
| Unit of Study  | T7228A The Church  |
| Unit Weighting | 9 credit points  |
| Prerequisites  | T7101A Introduction to Theology  |
| Academic Staff | Dr Philip Kariatlis, ThD (SCD 2010), MTh (SCD 2001), BA (Sydney 2000), BTh (SCD 1995), Associate Professor |

#### Curriculum Objectives

This unit introduces students to a critical analysis of the Church in its historical realisation and examines its past and present reality through the horizon of the kingdom of God.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. identify the Church's theological self-understanding at different moments in history
2. present a coherent biblical and theological understanding of the nature and mission of the Church
3. analyse recent writing in ecclesiology
4. develop a coherent response to challenges confronting the church in their context
5. apply fundamental principles of ecclesiology to contemporary pastoral situations

#### Content

1. Sources for ecclesiology.
2. The divine origin of the Church.
3. The nature and mission of the Church.
4. Images, models and marks of the Church.
5. The structure of the Church: sacrament, communion and authority.
6. The forms and exercise of ministry in the Church.
7. The unity of the Church as an ecumenical imperative.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. present a coherent and well-developed theology of the Church [Outcomes 1, 2, 3]
2. review recent writing in ecclesiology [Outcomes 3,4]
3. apply ecclesiological principles to actual challenges in the Church [Outcomes 1, 2, 5]

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|                |   |
|----------------|---|
| Unit of Study  | T7272A Early Byzantine Patristic Theology   |
| Unit Weighting | 9 credit points   |
| Prerequisites  | T7181A Early Church Fathers   |
| Academic Staff | Dr Mario Baghos, PhD (Sydney 2015), BTh Hons (SCD 2010), BTh (SCD 2009), Lecturer |

### Curriculum Objectives

This unit engages the thought and methods of the early Byzantine Fathers, investigating the major trends within the Greek Christian tradition from the fourth to the ninth century, especially relating to Christology and the Fathers' contribution to the ecumenical councils. Building on Early Church Fathers, it assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Christian theology in the early Byzantine period.

### Learning Outcomes

*At the end of this unit students will be able to:*

1. understand the historical and ecclesial contexts of various trends in early Byzantine tradition
2. demonstrate a broad understanding of the main theological and spiritual themes developed by the early Byzantine Fathers
3. critically review the primary and secondary sources in the analysis of early Byzantine themes such as Christology and mystical theology
4. critically analyse themes developed by the early Byzantine Fathers within their immediate and distant literary and historical contexts
5. apply the patristic Byzantine tradition within contemporary scholarship and the Christian experience

### Content

1. Main Features of the Byzantine Patristic Tradition.
2. Foundations of Byzantine Christology.
3. St Cyril of Alexandria: His Life, Times and Theology.
4. St Cyril's Legacy and the Third and Fourth Ecumenical Councils.
5. The Dionysian Corpus.
6. Neo-Chalcedonianism and the Fifth Ecumenical Council.
7. St Maximus the Confessor: His Life, Times and Theology.
8. St Maximus' Legacy and the Sixth Ecumenical Council.
9. St John of Damascus: His Life, Times and Theology.
10. The Legacy of the Iconophiles and the Seventh Ecumenical Council.
11. St Photius the Great: His Life, Times and Theology.

### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. critically analyse the writings of, and on, the Fathers in the early Byzantine period (Outcome 3)
2. demonstrate a broad understanding of the main trends and themes in the early Byzantine patristic tradition (Outcomes 2, 4)
3. exercise critical thinking in assessing relevant themes in the early Byzantine patristic tradition from the viewpoints of the Christian experience (Outcomes 1, 5)

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|                |   |
|----------------|---|
| Unit of Study  | T7274A Later Byzantine Patristic Theology   |
| Unit Weighting | 9 credit points   |
| Prerequisites  | T7272A Early Byzantine Patristic Theology   |
| Academic Staff | Dr Mario Baghos, PhD (Sydney 2015), BTh Hons (SCD 2010), BTh (SCD 2009), Lecturer |

#### Curriculum Objectives

This unit engages the thought and methods of the middle and later Byzantine Fathers, investigating the major trends within the Greek Christian tradition from the ninth to the fifteenth century, with a special emphasis on Orthodox spirituality. Building upon T7272A, it assists students to understand the connection between historical circumstances, the spiritual life and the formulation of Orthodox Christian theology and spirituality in the middle and later Byzantine period.

#### Learning Outcomes

*At the end of this unit students will be able to:*

1. understand the historical and ecclesial contexts of various trends in middle and later Byzantine tradition
2. demonstrate a broad understanding of the main theological and spiritual themes developed by the middle and later Byzantine Fathers
3. critically review the primary and secondary sources on middle and later patristic Byzantine themes such as iconology, hesychasm and mystical theology
4. critically analyse themes developed by the middle and later Byzantine Fathers within their immediate and distant literary and historical contexts
5. apply the patristic Byzantine tradition within contemporary scholarship and Orthodox Christian experience

#### Content

1. Main Features of the Byzantine Patristic Spirituality.
2. Foundations of Byzantine Spirituality.
3. St Symeon the New Theologian: His Life, Times and Theology.
4. The Legacy of St Symeon in Orthodox Christian Mysticism.
5. St Gregory Palamas: His Life, Times and Theology.
6. The Legacy of St Gregory and the Hesychastic Movement.
7. St Nicholas Cabasilas: His Life, Times and Theology.
8. The Legacy of St Nicholas and Liturgical Mysticism.
9. Byzantine Humanism and the Ecclesial Response.

#### Assessment Profile

*Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. critically analyse the writings of, and on, the Fathers in the later Byzantine period (Outcome 3)
2. demonstrate a broad understanding of the main trends and themes in the later Byzantine patristic tradition (Outcomes 2, 4)
3. exercise critical thinking in assessing relevant themes in the early Byzantine patristic tradition from the viewpoints of the Christian experience (Outcomes 1, 5)

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|                |  |
|----------------|--|
| Unit of Study  | X7295A Minor Independent Guided Study  |
| Unit Weighting | 9 credit points  |
| Prerequisites  | 18 credit points, including 9 credit points in the Discipline in focus; proposal approved by the Faculty Board |
| Academic Staff | Accredited Member of Faculty   |

### Curriculum Objectives

This unit provides students with demonstrated initiative and creativity an opportunity to focus at an advanced level on a particular area of study. It may be on a topic that has arisen from a standard unit or on a topic that is not available elsewhere in the curriculum. It is designed to develop independent research and study skills. The unit is an Elective unit which, when applied to a specific Discipline, forms part of a Major within that Discipline within the Bachelor awards.

### Learning Outcomes

*At the end of this unit students will be able to:*

1. define a specific topic for independent investigation
2. conduct independent research, under supervision, in terms of locating, utilizing and referencing appropriate primary and secondary sources
3. identify and analyse the various positions taken by key scholars working in the area
4. develop an independent perspective on the topic of the investigation
5. produce a polished piece of academic writing encapsulating the findings of the investigation

### Content

The topic is chosen by the student in consultation with the supervisor. This is done normally prior to the end of the preceding semester. The emphasis will be on work with secondary sources, leading to some consideration of appropriate primary texts. In consultation with their supervisor, the student will develop a coherent proposal prior to proceeding with the investigation. The supervisor will make clear to the student that the topic chosen must be suited to the time and resources available. The topic and its scope are to be approved by the Faculty Board within the scope of SCD policy in the chosen discipline.

### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. development of a coherent and detailed proposal for investigation [Outcome 1]
2. critical review/s of literature relevant to the topic [Outcomes 2, 3]
3. production of a polished paper presenting an independent perspective on the topic under investigation [Outcomes 3, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | X7296A Major Independent Guided Study   |
| Unit Weighting | 18 credit points  |
| Prerequisites  | 27 credit points, including 18 credit points in the Discipline in focus; proposal approved by the Faculty Board |
| Academic Staff | Accredited Member of Faculty  |

### Curriculum Objectives

This unit provides students with demonstrated initiative and creativity an opportunity to focus at an advanced level on a particular area of study. It may be on a topic that has arisen from a standard unit or on a topic that is not available elsewhere in the curriculum. It is designed to develop independent research and study skills. The unit is an Elective unit which, when applied to a specific Discipline, forms part of a Major within that Discipline within the Bachelor awards.

### Learning Outcomes

*At the end of this unit students will be able to:*

1. define a specific topic for independent investigation
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3. identify and analyse the various positions taken by key scholars working in the area
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### Content

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### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. development of a coherent and detailed proposal for investigation [Outcome 1]
2. critical review/s of literature relevant to the topic [Outcomes 2, 3]
3. production of a polished paper presenting an independent perspective on the topic under investigation [Outcomes 3, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | X7298A Minor Research Project   |
| Unit Weighting | 9 credit points   |
| Prerequisites  | Completion of 72 credit points in the award, including at least 36 credit points in the Discipline in which the Minor Research Project will be done; proposal approved by the Faculty Board |
| Academic Staff | Accredited Member of Faculty  |

### Curriculum Objectives

This unit builds on the theological background, capacity and interests of a student and enables an individual student to pursue broad research, often of a survey nature, into an area or topic within a discipline. This research cannot usually be done within the strictures of individual coursework units or the focused study of a particular topic. The unit is an Elective unit which, when applied to a specific Discipline, forms part of a Major within that Discipline within the Bachelor awards.

### Learning Outcomes

*At the end of this unit students will be able to:*

1. design, under supervision, a viable minor research project for investigation
2. analyse and consolidate significant knowledge across a range of relevant primary and secondary resources
3. conduct effective guided research within an accepted methodology that is appropriate to the discipline
4. exercise critical thinking and judgement in identifying and solving problems with intellectual independence
5. produce a coherent report on the findings of the research

### Content

The topic is chosen by the student in consultation with the supervisor. In consultation with their supervisor, the student will develop a coherent proposal as the first stage of the project, which will incorporate the elements of authentic research, including as appropriate a concise working title, a preliminary resource list, a statement of method, proposed schedule of research, and any ethics requirements. The supervisor must ensure that the topic chosen is suited to the time and resources available. The project will include regular student-supervisor contact. A final report in a suitable form will be produced at the end of the research. The topic and its scope are to be approved by the Faculty Board within the scope of SCD policy in the chosen discipline.

### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. development of a coherent and detailed proposal for investigation [Outcomes 1, 2]
2. production of a comprehensive report on the findings of the research [Outcomes 2, 3, 4, 5]

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|                |   |
|----------------|---|
| Unit of Study  | X7299A Major Research Project   |
| Unit Weighting | 18 credit points  |
| Prerequisites  | Completion of 72 credit points in the award, including at least 36 credit points in the Discipline in which the Major Research Project will be done; proposal approved by the Faculty Board |
| Academic Staff | Accredited Member of Faculty  |

### Curriculum Objectives

This unit builds on the theological background, capacity and interests of a student and enables an individual student to pursue broad research, often of a survey nature, into an area or topic within a discipline. This research cannot usually be done within the strictures of individual coursework units or the focused study of a particular topic. The unit is an Elective unit which, when applied to a specific Discipline, forms part of a Major within that Discipline within the Bachelor awards.

### Learning Outcomes

*At the end of this unit students will be able to:*

1. design, under supervision, a viable minor research project for investigation
2. analyse and consolidate significant knowledge across a range of relevant primary and secondary resources
3. conduct effective guided research within an accepted methodology that is appropriate to the discipline
4. exercise critical thinking and judgement in identifying and solving problems with intellectual independence
5. produce a coherent report on the findings of the research

### Content

The topic is chosen by the student in consultation with the supervisor. In consultation with their supervisor, the student will develop a coherent proposal as the first stage of the project, which will incorporate the elements of authentic research, including as appropriate a concise working title, a preliminary resource list, a statement of method, proposed schedule of research, and any ethics requirements. The supervisor must ensure that the topic chosen is suited to the time and resources available. The project will include regular student-supervisor contact. A final report in a suitable form will be produced at the end of the research. The topic and its scope are to be approved by the Faculty Board within the scope of SCD policy in the chosen discipline.

### Assessment Profile

*Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:*

1. development of a coherent and detailed proposal for investigation [Outcomes 1, 2]
2. production of a comprehensive report on the findings of the research [Outcomes 2, 3, 4, 5]

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