

## UNITS OF STUDY DESCRIPTIONS

### POSTGRADUATE LEVEL 8100 & 9200 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 Postgraduate Units of Study

### Biblical Studies (incl. Biblical Languages)

[A8122A](#) New Testament Greek I

[A8123A](#) New Testament Greek II

[B8110A](#) Introduction to the Old Testament

[B9241A](#) Apocalyptic Literature

[B8150A](#) Introduction to the New Testament

[B9253A](#) Interpreting the Four Gospels

[B9226A](#) Interpreting the Psalms

[B9258A](#) Lukan Literature and Theology

[B9229A](#) Interpreting Wisdom and Poetry in Israel

[B9260A](#) Pauline Literature and Theology

[B9231A](#) Interpreting the Prophets of Israel

[B9270A](#) Unlocking John

### Church History

[H8110A](#) Early Church History

[H8134A](#) The Orthodox Church: Yesterday and Today

[H8132A](#) Byzantium: Empire of New Rome

[H9233A](#) Byzantine Art and Architecture

[H8133A](#) Byzantium: Resplendence and

Twilight

[H9234A](#) Byzantine Hagiography

### Worship and Liturgy

[L8101A](#) Introduction to Christian Worship

[L9220A](#) Eastern Christian Hymnography

[L8195A](#) Studies in Liturgical Rites

[L9291A](#) Iconography: The Art of Seeing

### Mission

[M8110A](#) Evangelising Mission Today

### Pastoral Theology

[P8101A](#) Introduction to Pastoral and Practical Theology

[P8166A](#) Clinical Pastoral Education 2 (18 credit points)

[P8165A](#) Clinical Pastoral Education 1 (18 credit points)

[P9206A](#) Ministry in Complex Situations

### Theology

[T8101A](#) Introducing Theology

[T9270A](#) Byzantine Patristic Theology 4th – 9th Century

[T8128A](#) Ecclesiology

[T9271A](#) Byzantine Patristic Theology 9th – 15th Century

[T8171A](#) Church Fathers: An Introduction

[T9273A](#) Cappadocian Legacy

[T9213A](#) Theology of the Trinity

[T9274A](#) Saint Maximus the Confessor

### Generic

[X8190A](#) Research Methodology

[X9297A](#) Major Research Project (18 credit points)

[X8199A](#) Honours Thesis (36 credit points)

[X9298A](#) Minor Research Essay

[X9293A](#) Minor Independent Guided Study

(18 credit points)

[X9294A](#) Major Independent Guided Study (18 credit points)

[X9299A](#) Major Research Essay

[X9296A](#) Minor Research Project

(36 credit points)

Unit of Study	A8122A New Testament Greek I
Unit Weighting	9 credit points
Academic Staff	Revd Anastasios Kalogerakis, MTh (SCD 2010), BTh (SCD 2000), BBus (Monash 1996), Associate Lecturer

#### Curriculum Objectives

This unit introduces students to the basic elements of New Testament Greek that will enable them 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. recognise and use 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 texts
3. Translation of selected New Testament 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 seen and unseen 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]

#### Prescribed 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.

[Back to Main List](#)

Unit of Study	A8123A New Testament Greek II
Unit Weighting	9 credit points
Prerequisites	A8122 New Testament Greek I
Academic Staff	Revd Anastasios Kalogerakis, MTh (SCD 2010), BTh (SCD 2000), BBus (Monash 1996), Associate Lecturer

#### Curriculum Objectives

This unit builds upon A8122 New Testament Greek I. It consolidates and develops students' knowledge of New Testament Greek and their ability to translate.

#### 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 critical New Testament Greek/English lexicons, concordances, and theological dictionaries with facility
5. apply the principles of textual criticism to independent translation and interpretation of complex New Testament Greek texts

#### Content

1. Further study of Greek grammar and syntax
2. Textual, lexical, and grammatical study of selected New Testament texts
3. Translation of selected New Testament texts
4. Further practice in consulting Greek/English lexicons, 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 extensive Greek grammar paradigms and vocabulary [Outcomes 1, 2]
2. translation, parsing and analysis of complex New Testament Greek texts [Outcomes 2, 3]
3. use of lexical aids in independent translation and interpretation of the New Testament Greek texts [Outcomes 3, 4, 5]

#### Prescribed 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.

[Back to Main List](#)

Unit of Study	B8110A 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), Senior Lecturer

#### Curriculum Objectives

This unit aims to introduce students to the literary forms, historical and cultural contexts and theological themes of the Old Testament. It seeks to provide a foundation for further biblical and theological study.

#### Learning Outcomes

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

1. analyse the major narratives, themes and structures of the books of the Old Testament
2. assess the significance of the main historical, social and cultural factors that provided the context of the composition of the Old Testament
3. integrate significant secondary literature into a formal critical essay on the text of the Old Testament
4. utilise skills of historical-critical exegesis in the interpretation of Old Testament texts
5. apply insights from their study to Christian life and ministry within a range of contexts

#### Content

1. Introduction to the Canon
2. Introductory questions of each book of the Old Testament (authorship, date, historical, political and cultural contexts, etc.)
3. Structure and outline of the major books of the Old Testament
4. Literary genres of Old Testament literature
5. Key theological themes of the Old Testament collection
6. Critical approaches to Old Testament interpretation

#### 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 with relevant scholarship in a critique of Old Testament themes and purposes [Outcomes 1, 2, 3]
2. write a formal interpretive essay on an Old Testament text 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]

#### Prescribed 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.

[Back to Main List](#)

Unit of Study	B8150A 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), Associate Professor Sophia Theodoratos, MTh (St Vladimir's, 2019), MA (St Vladimir's, 2018), MBA Hons (Geneva, 2014), GradDipCA (CAANZ, 1999), LLB Hons (Queensland, 1995), BComm (Queensland, 1993), 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.

### Learning Outcomes

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

1. analyse the major narratives, themes and structures of the books of the New Testament
2. assess the significance of the main historical, social and cultural factors that provided the context of the composition of the New Testament
3. integrate significant secondary literature into a formal critical essay on the text of the New Testament
4. utilise skills of historical-critical exegesis in the interpretation of New Testament texts
5. apply insights from their study to Christian life and ministry within a range of contexts

### Content

1. Contents of the New Testament
2. Historical, cultural, political and religious contexts of the New Testament materials
3. The literary nature of the New Testament
4. Key methodologies and approaches to Biblical interpretation and critical issues
5. Developing skills in exegesis and writing an exegetical essay
6. Identification and analysis of 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. engage with relevant scholarship in a critique of New Testament themes and purposes [Outcomes 1, 2, 3]
2. write a formal interpretive essay on a New Testament text 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]

[Back to Main List](#)

Unit of Study	B9226A Interpreting the Psalms
Unit Weighting	9 credit points
Prerequisites	B8110A Introduction to the Old Testament
Academic Staff	Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002), Senior Lecturer

#### Curriculum Objectives

This unit builds on the student's prior learning by way of the Psalms and biblical poetry in general. It examines and analyses the relationship between the Psalms, temple theology, and worship in ancient Israel.

#### Learning Outcomes

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

1. demonstrate an advanced knowledge of the techniques of biblical poetry and how these inform the structure of the Psalms and the Psalter as a whole
2. analyse the historical, cultural, and religious background to the Psalms
3. critically evaluate significant secondary literature on biblical poetry and the Psalms
4. carry out an advanced exegesis of select Psalms
5. apply and communicate the insights gained about the Psalms to ministry and worship

#### Content

1. Theories concerning the structural features of biblical poetry in general and the Psalms in particular.
2. The historical, cultural, and religious background to the Psalter.
3. The critical analysis of representative Psalms.
4. Significant aspects concerning the theology of the Psalms.

#### 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. write an essay that explains the methodological issues involved in the study of the Psalms and do so by way of a selected Psalm (or group of Psalms) [Outcomes 2, 3]
2. give a critical exegesis of a Psalm referencing the way in which the structural techniques employed in that Psalm serves to convey its meaning [Outcomes 1, 4]
3. show by way of a select Psalm (or a group of Psalms) how it conveys a theological position and how this served worship in ancient Israel, as well as in contemporary ministry and worship [Outcomes 2, 5]

[Back to Main List](#)

Unit of Study	B9229A Interpreting Wisdom and Poetry in Israel
Unit Weighting	9 credit points
Prerequisites	B8110A Introduction to the Old Testament
Academic Staff	Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002), Senior Lecturer

#### Curriculum Objectives

This unit critically studies the place of wisdom in ancient Israel through engagement with specific texts and theological themes from Old Testament wisdom literature.

#### Learning Outcomes

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

1. analyse the structures, literary forms and contents of selected wisdom texts
2. assess the principal forms and features of biblical poetry
3. integrate significant secondary literature in the appraisal of major theological themes
4. utilise appropriate critical methodology to perform exegesis of wisdom texts
5. apply the relevance of wisdom literature to the contemporary church and society

#### Content

1. Origins and characteristics of the Wisdom literature
2. Techniques and patterns of Hebrew poetry
3. Structure and contents of books selected from Job, Qoheleth, Proverbs, Sirach, Wisdom of Solomon, Song of Songs, Lamentations, the Psalms, and other poetry in the Old Testament
4. Pertinent historical, social, religious, and cultural background
5. Exegetical study of selected texts
6. Major theological themes emerging from these books

#### 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 the poetic patterns of a passage of the wisdom literature [Outcomes 1, 2]
2. write a formal exegetical essay on a wisdom text using an accepted critical methodology [Outcomes 1, 3, 4,]
3. produce a formal essay on a theological theme or a critical issue in one of the wisdom books, with application to life or ministry in the contemporary context [Outcomes 1, 3, 4, 5]

[Back to Main List](#)



Unit of Study	B9231A Interpreting the Prophets of Israel
Unit Weighting	9 credit points
Prerequisites	B8110A Introduction to the Old Testament
Academic Staff	Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002), Senior Lecturer

#### Curriculum Objectives

This unit critically engages with specific texts and theological themes in the Old Testament prophetic literature within its historical, social and religious contexts.

#### Learning Outcomes

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

1. analyse the connection of the various prophetic literary forms with the theological themes they convey
2. engage with critical issues associated with the study of prophetic literature
3. exegete selected passages from the prophetic books, using an accepted critical methodology
4. integrate significant secondary literature into a formal critical essay on prophetic texts
5. apply insights of prophetic literature to various aspects of Christian life and ministry

#### Content

1. Prophecy as a phenomenon in Ancient Near East and Israel.
2. Historical, social and religious contexts of the prophetic books.
3. Contents and their associated literary forms of the prophetic books.
4. Theological themes in the prophetic books, as well as their reception and application.
5. 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. evaluate and critique a scholarly work on issues and purposes of prophetic literature [Outcomes 2, 4]
2. write a formal exegetical essay on 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]

[Back to Main List](#)

Unit of Study	B9241A Apocalyptic Literature
Unit Weighting	9 credit points
Prerequisites	B8110A Introduction to the Old Testament, and B8150A Introduction to the New Testament
Academic Staff	Dr Lydia Gore-Jones, PhD (Macquarie 2017), BA (Hons) (Macquarie 2012), CertLang (Macquarie 2004), MA (UNSW 2002), Senior Lecturer

#### Curriculum Objectives

This unit examines the historical, literary, and theological issues in Old and New Testament apocalyptic literature, focusing on the books of Daniel and Revelation.

#### Learning Outcomes

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

1. give an informed account of the historical and theological background to the genre of apocalyptic literature
2. identify, assess, and evaluate the key ideas and themes in apocalyptic literature from the Old to the New Testaments
3. critically evaluate and synthesise the secondary literature on the apocalyptic texts
4. display advanced exegetical skills in interpreting apocalyptic literature, in particular the books of Daniel and Revelation
5. communicate the insights gained from the study of apocalyptic literature to ministry and worship

#### Content

1. The historical and theological development of the apocalyptic genre from the early second temple period through to the Book of Revelation.
2. An overview of a selection of non-canonical apocalyptic texts.
3. A focused exegesis on selected passages from the books of Daniel and Revelation.
4. Theories as to the sociological background of the apocalyptic literature.
5. An overview of significant scholarly literature on apocalyptic literature.

#### 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. give a critical overview of modern scholarly arguments concerning the nature and function of apocalyptic literature [(Outcomes 1, 3]
2. by reference to Daniel identify some of the key apocalyptic themes and say how they serve the book's theological and political message [Outcomes 2, 4]
3. exegete a passage from Revelation and show how it relates back to Old Testament apocalyptic themes, to its own time, and how it provides insights for present day Christian ministry and worship [Outcomes 4, 5]

[Back to Main List](#)

Unit of Study	B9253A Interpreting the Four Gospels
Unit Weighting	9 credit points
Prerequisites	B8150A 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), Associate Professor

#### Curriculum Objectives

The unit builds upon the knowledge and skills learned in the prerequisite biblical studies. It critically examines the historical context, structure, literary forms and theological content of the four gospels of the New Testament as well as their application to Christian worship, teaching and spirituality.

#### Learning Outcomes

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

1. analyse the impact that the historical, socio-cultural and religious background of the New Testament period had on the development of each of the four gospels
2. analyse and interpret the principal literary forms and theological themes of the four gospels of the New Testament
3. exegete selected passages from the four gospels using an accepted methodology
4. integrate secondary recent scholarship into the critical study and interpretation of the four gospels
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 CE 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. determine the impact that the historical, socio-cultural and religious background of the New Testament period had on a key theological position of any one of the four gospels [Outcomes 1, 2, 4]
2. exegete a significant passage from any one of the four gospels, using appropriate methodology [Outcomes 2, 3, 4]
3. 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]

[Back to Main List](#)

Unit of Study	B9258A Lukan Literature and Theology
Unit Weighting	9 credit points
Prerequisites	B8150A 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), Associate Professor

#### Curriculum Objectives

The unit enables students to study the two-volume work Luke-Acts which encompasses a gospel and an early Christian theological history.

#### Learning Outcomes

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

1. account at an advanced level for the complex historical, religious and social background of Luke-Acts
2. explain the various literary forms used in the construction of Luke-Acts and how they contribute to the key theological and Christological message
3. interpret the theological themes of Luke-Acts
4. exegete select passages from the Gospel of Luke and the Acts of the Apostles using appropriate methodologies
5. construct liturgies, homilies or biblical discussion group materials on Luke-Acts

#### Content

1. The historical, religious and social context of Christianity in the late first century A.D. Mediterranean.
2. Hellenistic history and biography of the last first century A.D.
3. The literary structure and various literary sub-forms used in Luke-Acts.
4. The theological themes of Luke-Acts.

#### 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. produce an independently researched interpretation of the relevance of a theological theme in Luke-Acts to its original historical context [Outcomes 1 and 3]
2. exegete a passage of Luke or Acts using appropriate methodologies [Outcomes 2 and 4]
3. conduct a graduate seminar on an issue relevant to the pastoral application of Luke-Acts [Outcomes 1, 3 and 5]

[Back to Main List](#)

Unit of Study	B9260A Pauline Literature and Theology
Unit Weighting	9 credit points
Prerequisites	B8150A 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), Associate Professor

#### Curriculum Objectives

The unit aims to build on the basic knowledge and skills of the foundational Biblical Studies unit, focusing on New Testament literature associated with Paul, with special attention to their literary forms, theological content and historical, cultural and religious setting.

#### Learning Outcomes

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

1. articulate a cohesive knowledge of the various social, cultural and pastoral contexts of each of Paul's letters
2. provide a cogent understanding of the key Pauline theological concepts
3. evaluate critically a range of recent secondary literature resources related to the study of Pauline literature
4. produce a scholarly exercise in the exegesis of selected passages from the Pauline letters
5. apply a critical appreciation of Pauline literature to a range of life and ministry situations

#### Content

1. The life of Paul.
2. Historical, geographical, social and religious context to Pauline letters.
3. Rhetoric, structure, style and aim of Paul's letters.
4. Central theological concepts in the Pauline literature.
5. Exegesis of selected pericopes from the Pauline literature.
6. Recent developments in Pauline scholarship including the 'new perspective' debate.

#### 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. student presentation on the critical analysis of historical, cultural, political, religious or theological issues that arise in the Pauline literature [Outcomes 1, 2, 3]
2. interpretative and exegetical essay on a selected passage from the Pauline letters using accepted methodology [Outcomes 1, 2, 3, 4, 5]
3. analytical essay on a key theological concept of the Pauline literature [Outcomes 1, 2, 3, 5]

[Back to Main List](#)

Unit of Study	B9270A Unlocking John
Unit Weighting	9 credit points
Prerequisites	B8150A 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), Associate Professor

### Curriculum Objectives

This unit builds upon the knowledge and skills learned in the pre-requisite biblical studies. It critically examines the historical context, structure, literary forms and theological content of the Gospel according to John, their application to Christian worship, teaching and spirituality.

### Learning Outcomes

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

1. establish the place of the Gospel of John within the Gospel Tradition and the Johannine Community
2. analyse and interpret the major themes, forms, and principal theological arguments of the Gospel of John
3. exegete selected passages from the Gospel of John
4. integrate significant recent scholarship into the critical study and interpretation of the Gospel of John
5. incorporate insights from the Gospel of John into a range of contemporary Christian worship, teaching and spiritual situations.

### Content

1. The Gospel of John in the Gospel Tradition:
  - The gospel genre
  - John and the Synoptic Gospels
  - The “Johannine Community”
2. The structure and purpose of the Gospel of John.
3. The distinctive theological themes of the Gospel of John.
4. The distinctive narrative features of the Gospel of John.
5. Contemporary methodologies and interpretations in the study of the Gospel of John.
6. Exegesis of selected passages from the English text of the Gospel of John.

### 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. determine the significance of the Gospel of John within its historical and cultural context [Outcomes 1, 4]
2. exegete a significant passage from the Gospel of John [Outcomes 2, 3, 4]
3. construct a well-researched and methodologically sound interpretation of a major theological theme of the Gospel of John that addresses a significant issue in contemporary life or ministry [Outcomes 2, 4, 5]

[Back to Main List](#)

Unit of Study	H8110A Early Church History
Unit Weighting	9 credit points
Academic Staff	Very Revd Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer

### Curriculum Objectives

This 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. assess the impact of cultural, political and religious factors in the development of the early Church
2. account for the development of ecclesiastical forms and practices in the Early Church
3. analyse the causes and outcomes of the major doctrinal challenges and controversies that arose in the Early Church period
4. evaluate the contribution of selected people and movements to the development of the Church's thought and structures;
5. interpret primary and secondary historical documents in their social/political context in the development of 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. analysis of a set of pivotal primary document (in English or English translation), using an appropriate method of historical inquiry [Outcomes 1, 2/3, 5]
2. evaluation of the contribution to the history of the Early Church of significant persons or events [Outcomes 2, 3, 4]
3. written research that interprets a major challenge, controversy or development in the history of the Early Church in terms of its own setting and its ongoing significance, based on primary and secondary reading [Outcomes 1, 2, 3, 4, 5]

[Back to Main List](#)

Unit of Study	H8132A Byzantium: Empire of New Rome
Unit Weighting	9 credit points
Prerequisite	H8110A Early Church History
Academic Staff	Very Revd Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer

#### Curriculum Objectives

This unit builds on the platform of H8110A 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. analyse the impact of major social, cultural and religious factors within both the Byzantine empire and its immediate cultural context from the 4th to the 9th centuries
2. assess the significance of the contribution of key people and events in the Byzantine Church
3. interpret a range of primary historical documents of the Byzantine Church
4. utilise appropriate methods of historiography and historical research in the analysis and evaluation 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 ongoing 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 a range of significant historical primary and secondary sources [Outcomes 3, 4]
2. written analysis and evaluation 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]

[Back to Main List](#)



Unit of Study	H8133A Byzantium: Resplendence and Twilight
Unit Weighting	9 credit points
Prerequisite	H8132A Byzantium: Empire of New Rome
Academic Staff	Very Revd Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer

#### Curriculum Objectives

Building upon H8132A, this course 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. analyse the impact of various social, cultural and religious factors within both the Byzantine empire and its immediate cultural context from the 9th to the 15th centuries
2. assess the significance of the contribution of key people and events in the later Byzantine Church
3. interpret a range of 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 ongoing 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 a range of significant historical primary and secondary sources [Outcomes 3, 4]
2. written analysis and evaluation 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]

[Back to Main List](#)

Unit of Study	H8134A Orthodox Church: Yesterday and Today
Unit Weighting	9 credit points
Prerequisite	H8133A Byzantium: Resplendence and Twilight
Academic Staff	Very Revd Anastasios Bozikis, MTh (Sydney 1997), BTh (SCD 1995), BCom (UQ 1990), Associate Lecturer

#### Curriculum Objectives

Building upon H8133A, this course 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. analyse the impact of the major events, movements, and concepts in the history of the modern Orthodox Church
2. assess the significance of the contribution of major personalities in the modern Orthodox Church
3. interpret a range of 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 a range of significant historical primary and secondary sources [Outcomes 1, 3]
2. analysis and evaluation 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]

[Back to Main List](#)

Unit of Study	H9233A Byzantine Art and Architecture
Unit Weighting	9 credit points
Academic Staff	Dr Andrew Mellas, PhD (Sydney 2018), LLB (Sydney 2003), BA (Hons) (Sydney 2001), Senior Lecturer

#### Curriculum Objectives

This unit explores the historical and cultural development of Christian art and architecture both within the Byzantine context and beyond it, highlighting the relevance of iconography and church buildings for the Byzantines and for the contemporary ecclesial experience.

#### Learning Outcomes

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

1. review the emergence and development of a distinctly Christian form of art and architecture in the Byzantine and post-Byzantine contexts
2. analyse the impact of socio-political and cultural contexts of Byzantine and post-Byzantine art and architecture in its various manifestations
3. critically apply the findings of a study of primary and secondary sources to Byzantine and post-Byzantine art and architecture
4. evaluate the key theological themes and symbolic motifs in Byzantine and post-Byzantine art and architecture
5. appraise contemporary expressions of Byzantine art and architecture in terms of their relation to the historical tradition of Byzantine art forms

#### Content

1. The historical and cultural contexts of Christian architecture and iconography.
2. Ecclesial architecture in the Byzantine Empire.
3. Byzantine iconography: a diachronic analysis.
4. Post-Byzantine iconography: continuity and change.
5. Post-Byzantine architecture in the Balkans and beyond.
6. The significance of Byzantine iconography, symbols, and architecture for the contemporary ecclesial experience.

#### 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, 2, 3]
2. contextual analysis of key social, cultural, religious aspects and/or mentalities that impacted on or are reflected in Byzantine and post-Byzantine art and architecture [Outcomes 2, 3, 4]
3. interpretation of key themes reflected in historic and contemporary Byzantine art and architecture [Outcomes 1, 3, 4, 5]

[Back to Main List](#)

Unit of Study	H9234A Byzantine Hagiography
Unit Weighting	9 credit points
Academic Staff	Dr Andrew Mellas, PhD (Sydney 2018), LLB (Sydney 2003), BA (Hons) (Sydney 2001), Senior Lecturer

#### Curriculum Objectives

This unit explores the historical and literary development of hagiography in the Byzantine context, highlighting its relevance both for the Byzantines and for the contemporary ecclesial experience.

#### Learning Outcomes

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

1. review the emergence and development of hagiographical literature within Byzantium
2. analyse the various themes and sub-genres within hagiography, as well as hagiographical motifs in other literary genres
3. critically apply the findings of a study of primary and secondary sources to Byzantine hagiography
4. evaluate the relevance of the study of Byzantine hagiography for the contemporary ecclesial experience
5. construct a contextually relevant piece of hagiography for a contemporary ecclesial setting

#### Content

1. The historical and cultural context of Byzantine hagiography.
2. Hagiography and its monastic context.
3. Hagiography and its civic context, especially in Constantinople.
4. The spiritual and theological significance of Byzantine hagiography.
5. The relevance of Byzantine hagiography for the contemporary ecclesial experience.

#### 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, 2, 3]
2. contextual analysis of key social, cultural, religious aspects and/or mentalities that impacted on or are reflected in Byzantine hagiography [Outcomes 2, 3, 4]
3. interpretation of key themes reflected in historic and contemporary Byzantine hagiography [Outcomes 1, 2, 4, 5]

[Back to Main List](#)

Unit of Study	L8101A Introduction to Christian Worship
Unit Weighting	9 credit points
Academic Staff	His Eminence Metropolitan Seraphim of Sebasteia, BD Hons (Thessalonica 1981), Lecturer 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 graduate course 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 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 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, the required assessment tasks will enable students to demonstrate how successfully they can:*

1. analyse recent writing on Christian rites or sacramental expressions [Outcome 1]
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]

[Back to Main List](#)

Unit of Study	L8195A Studies in Liturgical Rites
Unit Weighting	9 credit points
Prerequisites	L8101A 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 provides students with an opportunity to focus on the history, structure and symbolism of certain Liturgical Rites other than those of Christian Initiation. In so doing students will appreciate more insightfully their participation in the liturgical life of the Church.

### Learning Outcomes

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

1. demonstrate a thorough knowledge of particular liturgical rites.
2. appraise a range of primary and secondary literature dealing with particular liturgical rites.
3. identify the nexus between Orthodox theology and liturgical rites.
4. give appropriate pastoral expression to liturgical rites.
5. discerningly apply the results of their study of liturgical rites to enrich Christian life and ministry.

### Content

1. The range of ecclesial rites within the Paschal (movable) calendar cycle, drawn from worship books and ecclesial traditions.
2. A selection of ecclesial rites from the Festal (fixed) 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. competently review and critique writings related to liturgical rites (e.g., critical review, annotated bibliography)
2. demonstrate an in-depth understanding of the transformative power of liturgical rites in practical skills related to the topic (e.g., essay, practical demonstration)
3. critically evaluate the key implications of their study of liturgical rites for Christian life and ministry (e.g., seminar, class presentation)

[Back to Main List](#)

Unit of Study	L9220A Eastern Christian Hymnology
Unit Weighting	9 credit points
Prerequisites	L8101A 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 thorough 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. 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 Eastern Christian hymnology

[Back to Main List](#)

Unit of Study	L9291A Iconography: The Art of Seeing
Unit Weighting	9 credit points
Prerequisites	L8101A 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 explores the spiritual, liturgical and theological significance of icons and their sacred spaces. It will investigate the relationship between iconography, architecture, and the Orthodox Liturgy in the Byzantine and post-Byzantine periods, inviting students to engage with and interpret the symbolic language and theological meaning of icons and sacred space in Orthodox worship today.

#### Learning Outcomes

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

1. demonstrate an understanding of the inter-relationships between Byzantine iconographic programs, architectural symbolism, and the liturgical uses of architectural spaces
2. explain the symbolism of the church building as an image of the cosmos, or as 'heaven on earth'
3. critically interpret the symbolic language of icons
4. enter into constructive dialogue on the Christian use of images and the theology of the Eastern iconographic tradition
5. appreciate the significance of the icon in liturgical celebration and personal devotion

#### Content

1. The origins and emergence of Christian iconography.
2. The symbolic language of iconography: Chora Monastery.
3. The relationship between icons, sacred space and 'lightscape'.
4. The emergence of the Christian church building, Byzantine architecture and iconographic programs.
5. Hagia Sophia.
6. The sixth-century icon of Christ at St Catherine's Monastery (Sinai).
7. The theology of the icon: Iconoclasm and the Seventh Ecumenical Council.
8. Icons of the Theotokos.
9. Icons of the great feasts of our Lord in the liturgical cycle of the Orthodox Church.
10. The icon of the Holy Trinity (Andrei Rublev).
11. Post-Byzantine iconography.
12. The spiritual and theological significance of iconography today.

#### 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. Prepare and record a 'homily' that engages with and interprets the liturgical and theological significance of icons [Outcomes 4, 5]
2. Write an essay which critically interprets Byzantine art by exploring the symbolic language of icons [Outcomes 2, 3]
3. Complete a written assignment that demonstrate a broad understanding of iconography and its various inter-relationships by contextualising a key element of iconography. [Outcomes 1, 5]

[Back to Main List](#)



Unit of Study	M8110A Evangelising Mission Today
Unit Weighting	9 credit points
Academic Staff	Very Revd Dr Chad Hatfield (Visiting Professor)

#### Curriculum Objectives

This unit analyses how the practice of mission evolved throughout Christian history in response to the changing needs of the world. It introduces students to contemporary reflection on world mission including its theological and biblical basis with application to mission today.

#### Learning Outcomes

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

1. analyse selected biblical and/or historical approaches taken towards the task of world mission
2. explore recent developments in missiology and assess their potential impact on the missionary task today
3. critically evaluate, from a theological and historical perspective, various models of mission and their potential impact on Church life today
4. reflect critically on the connection between the understanding of mission and the practice of mission in a selected contemporary Church denomination/movement
5. show initiative and creativity in applying a model of mission to a leadership context of relevance to the student

#### Content

1. Biblical Foundations for Mission.
2. A History of Mission.
3. Contemporary Church Teaching on Mission.
4. Trinitarian Basis of Mission.
5. The Holy Spirit, Jesus, the Reign of God and the Church.
6. Proclamation, Witness and Evangelism in Mission.
7. Contemporary Entry Points and Strategies for Mission

#### 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 critically with selected missiological texts and arguments [Outcomes 1, 2]
2. defend their own evaluation of a contested missiological issue and/or Church practice [Outcomes 3, 4]
3. critically apply the principles of mission theology to the student's ministry context [Outcome 5]

[Back to Main List](#)

Unit of Study	P8101A Introduction to Pastoral and Practical Theology
Unit Weighting	9 credit points
Academic Staff	Revd Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer

#### Curriculum Objectives

This unit provides a foundation in pastoral and practical theology for ministry. It serves to introduce students to the biblical and theological basis for ministry and prepare them for further study in ministry applications.

#### Learning Outcomes

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

1. demonstrate advanced knowledge of the contemporary complex issues relating to the practice of pastoral care
2. present a critical evaluation of the role of the human sciences in pastoral theology and ministry
3. apply advanced critical skills and insights of biblical and theological scholarship to the practice of ministry
4. demonstrate mastery of complex theological reflection in the practice of ministry
5. use technical and communication skills to independently analyse professional practice

#### Content

1. The theological, epistemological and biblical foundations of pastoral theology
2. Aspects of church ministry: Church structures and caring ministry
3. Key methodologies: Human sciences
4. Developing basic listening skills
5. Theological reflection on contemporary pastoral issues
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. explain contemporary issues relating to the practice of pastoral care and the role that the human sciences play in pastoral care [Outcomes 1, 2]
2. critically apply pastoral skills within a pastoral care context [Outcomes 1, 3]
3. analyse and reflect on the practice of ministry within a leadership context [Outcomes 4, 5]

[Back to Main List](#)

Unit of Study	P8165A Clinical Pastoral Education 1
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	Revd Alan Galt OAM (2006), Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964), Senior Lecturer

#### Curriculum Objectives

This graduate course unit seeks to develop the students' awareness of the dynamics operating in pastoral ministry by encouraging them to become reflective practitioners.

#### Learning Outcomes

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

1. reflect critically on the relational dynamics occurring in pastoral conversations
2. demonstrate a capacity to use a variety of pastoral interventions including empathy
3. articulate and work within the boundaries of their pastoral role
4. evaluate the effectiveness of a variety of methods of theological reflection
5. demonstrate an integration of their theology with their ministry 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. critically reflect upon and evaluate at least three spiritual assessment instruments [Outcome 4]
2. demonstrate their capacity to listen empathically and assess patients' spiritual needs and resources [Outcomes 2 and 4]
3. demonstrate their awareness of the theological principles that inform their pastoral practice using their theological reflections, ministry experience and journal readings [Outcomes 3, 5]
4. demonstrate their capacity to critically reflect on the relational dynamics occurring in three pastoral conversations. [Outcomes 1, 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.

[Back to Main List](#)

Unit of Study	P8166A Clinical Pastoral Education 2
Unit Weighting	18 credit points
Prerequisites	P8165A Clinical Pastoral Education 1
Academic Staff	Revd 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. It is anticipated that there will be a deepening awareness of the dynamics operating in pastoral ministry and a greater appreciation of the reflective process. Students are also introduced to spiritual assessments and the development of Pastoral Care Plans.

#### Learning Outcomes

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

1. reflect critically on the relational dynamics occurring in pastoral conversations
2. demonstrate a capacity to use a variety of pastoral interventions including empathy
3. articulate and work within the boundaries of their pastoral role
4. evaluate the effectiveness of a variety of methods of theological reflection
5. demonstrate an integration of their theology with their ministry practice

#### 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. critically reflect upon and evaluate at least three spiritual assessment instruments [Outcome 4]
2. demonstrate their capacity to listen empathically and assess patients' spiritual needs and resources [Outcomes 2 and 4]
3. demonstrate their awareness of the theological principles that inform their pastoral practice using their theological reflections, ministry experience and journal readings [Outcomes 3, 5]
4. demonstrate their capacity to critically reflect on the relational dynamics occurring in three pastoral conversations. [Outcomes 1, 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.

[Back to Main List](#)

Unit of Study	P9206A Ministry in Complex Situations
Unit Weighting	9 credit points
Prerequisites	P8101A Introduction to Pastoral and Practical Theology
Academic Staff	Revd 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 critical 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 complex pastoral situations.

#### Learning Outcomes

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

1. critically analyse and assess pastoral issues that arise throughout the life cycle
2. determine principles of ethical behaviour and establish appropriate self-care practices in pastoral ministry
3. skillfully apply the principles of pastoral theology to complex pastoral issues
4. design appropriate intervention strategies for complex issues that arise in pastoral ministry
5. critically reflect on the impact of complex pastoral issues on leadership roles within 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. analyse and assess issues that occur throughout the life cycle and establish appropriate ethical and self-care practices to minister in such situations [Outcomes 1, 2]
2. engage in theological and practical reflection on a complex pastoral issue [Outcomes 1, 3, 4]
3. practically reflect on the impact that complex pastoral issues have on ministry leadership [Outcome 5]

[Back to Main List](#)

Unit of Study	T8101A Introducing 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 graduate course unit introduces students to the nature and tasks of theology and to theological method. It provides a foundation for all future theology course units.

#### Learning Outcomes

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

1. engage with the nature, task, purpose, and presuppositions of theology
2. evaluate the current trends and developments in the field of theology
3. analyse key theological texts, ancient and modern
4. develop an appropriate theological method for particular theological tasks
5. apply the skills of theological reflection to life in the community of faith

#### Content

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

#### 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 with a theological issue or a theme or a perspective in theology (e.g., critical review, literature review) [Outcomes 1 and 2]
2. evaluate the theological contribution of a major theologian or a key theological text (e.g., evaluation paper, critical essay) [Outcome 3]
3. analyse a theological method and apply it to a particular context or issue in relation to Christian faith and practice (e.g., research paper) [Outcome 4 and 5]

[Back to Main List](#)

Unit of Study	T8128A Ecclesiology
Unit Weighting	9 credit points
Prerequisites	T8101A Introducing 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 the student into the discipline of Ecclesiology in its historical, methodological, hermeneutical and contextual framework.

#### Learning Outcomes

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

1. determine and analyse the sources of ecclesiology.
2. develop an advanced knowledge of different ecclesiological methodologies and frameworks.
3. critically analyse recent literature in ecclesiology
4. develop a coherent and critically informed response to influences shaping the church in their context
5. research a contemporary pastoral situation using a recognised ecclesiological methodology

#### Content

1. Challenges for the Church.
2. The Church as the subject and object of theological reflection.
3. The kingdom of God and the Church.
4. Critical analysis of ecclesiology through history.
5. Biblical and theological analysis of the nature and mission of the Church.
6. The forms and exercises 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. review recent writing on the biblical and historical foundations of ecclesiology [Outcomes 1, 3, 4]
2. present a coherent and well-developed theology of the Church [Outcomes 1, 2, 3]
3. research a contemporary pastoral situation using a recognised ecclesiological methodology [Outcomes 1, 2, 3]

[Back to Main List](#)

Unit of Study	T8171A Church Fathers: An Introduction
Unit Weighting	9 credit points
Academic Staff	Accredited Member of Faculty

#### Curriculum Objectives

This unit engages the main themes and characteristics of the patristic tradition, which it examines within their historical context up to the early fifth century and from a comparative perspective. It assists students to appreciate the significance of various trends in traditional theology and spirituality for the general Christian experience.

#### Learning Outcomes

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

1. evaluate the historical and ecclesial contexts of various trends in patristic tradition
2. investigate the main themes pertaining to the patristic tradition
3. understand recent developments of knowledge in relation to the primary and secondary sources addressing patristic themes
4. investigate, analyse and synthesise themes pertaining to the patristic tradition within their immediate and distant literary and historical contexts
5. apply with initiative 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 the fourth and early fifth century.

#### 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. reflect critically upon the primary and secondary sources relating to the early Church (Outcome 3)
2. investigate, analyse and synthesise the main Christological trends in the early Church (Outcomes 2 and 4)
3. evaluate complex beliefs and concepts in the early Church from the viewpoints of contemporary scholarship and the Christian experience (Outcomes 1, 5)

[Back to Main List](#)



Unit of Study	T9213A Theology of the Trinity
Unit Weighting	9 credit points
Prerequisites	T8101A Introducing Theology
Academic Staff	Dr Philip Kariatlis, ThD (SCD 2010), MTh (SCD 2001), BA (Sydney 2000), BTh (SCD 1995), Associate Professor

#### Curriculum Objectives

This graduate 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)

[Back to Main List](#)

Unit of Study	T9270A Byzantine Patristic Theology – 4th to 9th Centuries
Unit Weighting	9 credit points
Prerequisites	T8171A Church Fathers: An Introduction
Academic Staff	Accredited Member of Faculty

### Curriculum Objectives

This unit critically 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. Building on T8171A, this unit enables students to comprehensively understand the connection between the historical circumstances, the spiritual life and the formulation of Christian theology, especially in relation to the Christology of the Fathers in the early Byzantine period. It further contextualises the Christological contributions of these Fathers within the framework of the seven ecumenical councils.

### Learning Outcomes

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

1. evaluate the historical, ecclesial and conciliar contexts of various trends in early Byzantine tradition
2. investigate the main theological themes developed by the early Byzantine Fathers
3. understand recent developments of knowledge in relation to the primary and secondary sources in the analysis of early Byzantine themes such as Christology
4. investigate, analyse and synthesise themes developed by the early Byzantine Fathers within their immediate and distant literary, historical, and theological contexts
5. apply with initiative the Byzantine patristic tradition within contemporary scholarship and Orthodox 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. reflect critically upon the primary and secondary sources relating to the early Byzantine Fathers (Outcome 3)
2. investigate, analyse and synthesise the main Christological trends in the early Byzantine patristic tradition (Outcomes 2, 4)
3. evaluate complex beliefs and concepts in the early Byzantine patristic tradition from the viewpoints of contemporary scholarship and the Christian experience (Outcomes 1, 5)

[Back to Main List](#)

Unit of Study	T9271A Byzantine Patristic Theology – 9th to 15th Centuries
Unit Weighting	9 credit points
Prerequisites	T9270A Byzantine Patristic Theology – 4th to 9th Centuries
Academic Staff	Dr Dimitri Kepreotes, PhD (Macquarie, 2014), MTh (SCD, 2001), BTh (SCD, 1991), BA (UNSW, 1986)

### 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 on T9270A, 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. evaluate the historical, ecclesial and conciliar contexts of various trends in middle and later Byzantine tradition
2. investigate the main theological themes developed by the middle and later Byzantine Fathers
3. understand recent developments of knowledge in relation to primary and secondary sources on middle and later patristic Byzantine themes such as iconology, hesychasm and mystical theology
4. investigate, analyse and synthesise themes developed by the middle and later Byzantine Fathers within their immediate and distant literary and historical contexts
5. apply with initiative the later Byzantine patristic 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. reflect critically upon the primary and secondary sources relating to the middle and later Byzantine Fathers (Outcome 3)
2. investigate, analyse and synthesise the main spiritual trends in the later Byzantine patristic tradition (Outcomes 2, 4)
3. evaluate complex beliefs and concepts in the later Byzantine patristic tradition from the viewpoints of contemporary scholarship and the Christian experience (Outcomes 1, 5)

[Back to Main List](#)

Unit of Study	T9273A Cappadocian Legacy
Unit Weighting	9 credit points
Pre-requisites	T8171A Church Fathers: An Introduction
Academic Staff	His Grace Bishop Silouan of Sinope, PhD (ACU 2017), BTh (Hons) (Flinders 2010), GradDipLang (Flinders 2010), BSocialWork (Queensland 2003), BTh (SCD 2001)

#### Curriculum Objectives

This graduate unit explores the fourth century representatives of the Cappadocian patristic tradition within their historical milieu, their connections with other strands of tradition, and their lasting significance for the history of theology and the Christian experience.

#### Learning Outcomes

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

1. appraise the historical, ecclesial and cultural contexts within which the representatives of the Cappadocian tradition flourished
2. demonstrate comprehensive understanding of the theological, exegetical and spiritual legacy of the Cappadocians
3. reflect critically on the ways in which the Cappadocians assimilated and transformed the earlier Christian tradition
4. analyse the selected writings of the Cappadocians from the viewpoint of their theological, exegetical and spiritual significance
5. contextualise and critique the recent scholarship on the Cappadocian tradition

#### Content

1. The historical and cultural context of the Cappadocian tradition.
2. The early Christian roots of the Cappadocian tradition.
3. Main representatives of the Cappadocian tradition.
4. The theological significance of the Cappadocian tradition.
5. The exegetical significance of the Cappadocian tradition.

#### 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. reflect critically upon the primary and secondary sources relating to the Cappadocian tradition (Outcome 1 and 2)
2. investigate, analyse and synthesise the main trends and themes in the Cappadocian tradition (Outcomes 3 and 4)
3. evaluate the significance of the Cappadocian tradition in relation to earlier and later theological, exegetical and spiritual trends (Outcomes 1 and 5)

[Back to Main List](#)

Unit of Study	T9274A Saint Maximus the Confessor
Unit Weighting	9 credit points
Pre-requisites	T8171A Church Fathers: An Introduction
Academic Staff	Very Rev. Dr John Behr, MTh (SVOTS 1997), DPhil (Oxon 1995), MPhil (Oxon 1991), Adjunct Professor

#### Curriculum Objectives

This graduate unit advances the study of the patristic phenomenon by focusing on the crucial contributions of St Maximus the Confessor. It enables students to appreciate these contributions within a complex framework, theological, spiritual, literary and historical.

#### Learning Outcomes

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

1. appraise the historical, ecclesial and cultural contexts of St Maximus the Confessor.
2. reflect critically on the ways in which St Maximus assimilated and transformed the earlier Christian tradition
3. demonstrate comprehensive understanding of the theological, exegetical and spiritual legacy of St Maximus
4. analyse the selected writings of St Maximus from the viewpoint of their theological, exegetical and spiritual significance
5. contextualise and critique the recent scholarship on the Cappadocian tradition

#### Content

1. Treading the way between the Greek and Syriac biographies of St Maximus.
2. The historical, theological and cultural context of St Maximus.
3. Main contributions to theology, spirituality and exegesis.
4. The traditional reception of St Maximus and the perennial significance of his contributions.
5. *Status quaestionis* in contemporary Maximian scholarship.

#### 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. reflect critically upon the primary and secondary sources relating St Maximus (Outcome 1 and 2)
2. investigate, analyse and synthesise the main trends and themes in the writings and legacy of St Maximus (Outcomes 3 and 4)
3. evaluate the significance of St Maximus in relation to earlier and later theological, exegetical and spiritual trends (Outcomes 1 and 5)

[Back to Main List](#)

Unit of Study	X8190A Research Methodology
Unit Weighting	9 credit points
Prerequisites	36 credit points in any discipline
Academic Staff	Accredited Member of Faculty

### Curriculum Objectives

This graduate course unit introduces students to the procedures and skills required to research a topic, critically evaluate research materials, organise information, and prepare a research proposal. It is a pre-requisite for X9296/97 Research Projects, and a co-requisite for X8199 Honours Thesis and X9298/99 Research Essays, but may be taken by any qualified student. It focuses on the research, organisation, ethical issues, and writing skills that the student will need to prepare an acceptable research essay or thesis. Applicants for Sydney College of Divinity research degree programs are required to have completed this unit at distinction level or demonstrate equivalence in achievement.

### Learning Outcomes

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

1. have an efficient working knowledge of the aspects of formal scholarly research, including proposal development, review of resources, methods of inquiry, selection and organisation of information, ethical considerations, analysis and interpretation of findings, appropriate presentation of results, processes of supervision and examination
2. compile substantial information pertinent to a specific topic to allow a viable research question to be developed
3. employ advanced skills in researching a topic and organising information with a view to the production of an acceptable essay or project proposal
4. construct a clearly defined and appropriate methodological approach and schedule of research for realistic implementation
5. produce a formal proposal for a specific research essay or project

### Content

1. Methods of academic research and writing: quantitative and qualitative analysis, exegetical methodologies, etc.
2. Methods of assembling a bibliography of current, relevant resources for the topic of the research.
3. Methods of data gathering and analysis.
4. Review of the key bibliographic (and other) resources within the discipline specialisation of the student researcher.
5. Selecting the topic, planning the research project, and writing a proper research and ethics proposal.
6. Academic standards for referencing, for essay formatting and for writing style.
7. Supervision and examination processes.

### 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. construction of an appropriate framework for the conduct of the proposed research [Outcomes 1, 4]
2. preparation of an extended annotated bibliography of a topic within the discipline specialisation of the student researcher [Outcome 2]
3. production of a proposal in proper format for a research topic within the discipline specialisation of the student researcher [Outcomes 1, 2, 3, 4, 5]

[Back to Main List](#)

Unit of Study	X8199A Honours Thesis
Unit Weighting	36 credit points
Prerequisites	Completion of a BTh or equivalent
Corequisites	X8190A Research Methodology
Academic Staff	Accredited Member of Faculty

#### Curriculum Objectives

This unit enables students to develop advanced knowledge and skills in a particular discipline by an extensive piece of research that demonstrates their capacity to proceed to further professional or highly skilled learning. The unit is a compulsory unit within the Bachelor Honours awards.

#### Learning Outcomes

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

1. plan and execute a substantial piece of research
2. analyse and evaluate complex ideas and concepts within the discipline
3. review classical and recent developments in scholarship and/or practice pertinent to the topic of research
4. incorporate appropriate methodological and ethical protocols into the conduct of the research
5. produce a thesis that independently interprets and clearly presents the research findings

#### Content

The topic is chosen by the student in consultation with the supervisor and may flow out of the Research Methodology unit. In consultation with their supervisor, the student will develop a coherent proposal for development in the thesis, which will incorporate the elements of authentic research, including a concise working title, a preliminary resource list incorporating primary and secondary sources, 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 essay will be an exercise in self-directed independent research, with regular student-supervisor contact. A final thesis 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. production of a research thesis of 20,000 words [Outcomes 1, 2, 3, 4, 5]

[Back to Main List](#)

Unit of Study	X9293A Minor Independent Guided Study
Unit Weighting	9 credit points
Prerequisites	18 credit pts including 9 credit pts in the Discipline in focus
Academic Staff	Accredited Member of Faculty

#### Curriculum Objectives

This graduate course 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. The unit is designed to refine the skills of independent study by allowing the student to define their own study and to set their own goals by means of an extended guided reading program.

#### Learning Outcomes

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

1. develop a focused topic for independent scholarly investigation
2. conduct independent research, under supervision, in terms of locating, utilising and referencing a wide range of appropriate primary and secondary sources
3. analyse and evaluate with critical empathy a range of disparate scholarly positions
4. defend an independent perspective on the topic of the investigation
5. produce a cogent set of researched findings in an extended piece of academic writing

#### Content

The topic is chosen by the student in consultation with the supervisor. This is done normally prior to the end of the preceding teaching term. The work will incorporate both primary and secondary sources. 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. review/s of literature incorporating disparate scholarly positions on the topic [Outcomes 2, 3] = 1,500 words
3. production of a polished paper defending an independent perspective on the topic under investigation [Outcomes 3, 4, 5] = 4,500 words

[Back to Main List](#)



Unit of Study	X9294A Major Independent Guided Study
Unit Weighting	18 credit points
Prerequisites	18 credit pts including 9 credit pts in the Discipline in focus
Academic Staff	Accredited Member of Faculty

#### Curriculum Objectives

This graduate course unit provides students with demonstrated initiative and creativity an opportunity to produce an extended piece of individual research 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. The unit is designed to refine the skills of independent study by allowing the student to define their own study and to set their own goals by means of an extended guided reading program.

#### Learning Outcomes

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

1. develop a focused topic for independent scholarly investigation
2. conduct independent research, under supervision, in terms of locating, utilising and referencing a wide range of appropriate primary and secondary sources
3. analyse and evaluate with critical empathy a range of disparate scholarly positions
4. defend an independent perspective on the topic of the investigation
5. produce a cogent set of researched findings in an extended piece of academic writing

#### Content

The topic is chosen by the student in consultation with the supervisor. This is done normally prior to the end of the preceding teaching term. The work will incorporate both primary and secondary sources. 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. review/s of literature incorporating disparate scholarly positions on the topic [Outcomes 2, 3] = 3,000 words
3. production of a polished paper defending an independent perspective on the topic under investigation [Outcomes 3, 4, 5] = 9,000 words

[Back to Main List](#)

Unit of Study	X9296A Minor Research Project
Unit Weighting	9 credit points
Prerequisites	X8190A Research Methodology
Academic Staff	Accredited Member of Faculty

### Curriculum Objectives

This graduate 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 or across disciplines. This research cannot usually be done within the strictures of individual coursework units or the focused study of a particular topic.

### Learning Outcomes

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

1. design a viable minor research project for investigation
2. collate significant knowledge across a broad range of relevant resources
3. conduct effective self-directed research within a discipline or across disciplines
4. investigate, analyse and synthesise complex information in the topic under investigation using the methodologies of the subject area/s
5. produce an action plan for further investigation of the topic

### Content

The topic is chosen by the student in consultation with the supervisor and may flow out of the Research Methodology unit. 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 incorporating primary and secondary sources, 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 [Outcome 1]
2. production of a comprehensive report on the findings and proposed further investigation of the topic [Outcomes 2, 3, 4, 5] = 6,000 words

[Back to Main List](#)

Unit of Study	X9297A Major Research Project
Unit Weighting	18 credit points
Prerequisites	18 credit pts, plus X8190A Research Methodology
Academic Staff	Accredited Member of Faculty

#### Curriculum Objectives

This graduate unit builds on the theological background, capacity and interests of a student and enables an individual student to pursue extended research within a discipline or across disciplines, beyond what is available within the framework of individual coursework units or the focused study of a particular topic.

#### Learning Outcomes

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

1. design a coherent project for intensive investigation
2. critically review a wide range of relevant primary and secondary resources
3. conduct effective self-directed individual research within a discipline or across disciplines
4. integrate complex information of the topic under investigation using the methodologies of the subject area/s
5. produce a proposal for the application of the findings of the research

#### Content

The topic is chosen by the student in consultation with the supervisor and may flow out of the Research Methodology unit. 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 incorporating primary and secondary sources, 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 [Outcome 1]
2. production of a comprehensive report on the findings and proposed further investigation of the topic [Outcomes 2, 3, 4, 5] = 12,000 words

[Back to Main List](#)

Unit of Study	X9298A Minor Research Essay
Unit Weighting	18 credit points
Prerequisites	X8190A Research Methodology; 54 credit points in a postgraduate award, including at least 36 credit points in the discipline in which the Minor Research Essay will be undertaken.
Academic Staff	Accredited Member of Faculty

#### Curriculum Objectives

This graduate course unit enables students to develop specialised knowledge and skills in a particular discipline by research that demonstrates their capacity to proceed to further professional practice or highly skilled learning. Students who achieve a grade of Distinction (D) or higher in this unit, on the basis of two examiners' reports, may include that result as part of the entry requirement for a higher research degree with the SCD.

#### Learning Outcomes

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

1. plan and execute a substantial piece of research
2. evaluate complex ideas and concepts at an abstract level
3. reflect critically on recent developments in scholarly theory and/or professional practice
4. integrate complex information and research findings into an independent statement of a position in relation to the topic under investigation
5. produce an essay that cogently interprets the research findings and applies them to a specific scholarly or professional situation

#### Content

This topic is chosen by the student in consultation with the supervisor and may flow out of the Research Methodology unit. In consultation with their supervisor, the student will develop a coherent proposal for development in the essay, which will incorporate the elements of authentic research, including a concise working title, a preliminary resource list incorporating primary and secondary sources, 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 essay will be an exercise in self-directed independent research, with regular student-supervisor contact. A final essay 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. production of a comprehensive research essay of 12,000 words, graded by two examiners other than the supervisor, one of whom normally is external to St Andrew's at which the research is being supervised [Outcomes 1, 2, 3, 4, 5]

[Back to Main List](#)

Unit of Study	X9299A Major Research Essay
Unit Weighting	36 credit points
Prerequisites	X8190A Research Methodology; 54 credit points in a postgraduate award, including at least 36 credit points in the discipline in which the Minor Research Essay will be undertaken.
Academic Staff	Accredited Member of Faculty

#### Curriculum Objectives

This graduate course unit enables students to develop specialised knowledge and skills in a particular discipline by research that demonstrates their capacity to proceed to further professional practice or highly skilled learning. Students who achieve a grade of Distinction (D) or higher in this unit, on the basis of two examiners' reports, may include that result as part of the entry requirement for a higher research degree with the SCD.

#### Learning Outcomes

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

1. plan and execute a substantial piece of research
2. evaluate complex ideas and concepts at an abstract level
3. reflect critically on recent developments in scholarly theory and/or professional practice
4. integrate complex information and research findings into an independent statement of a position in relation to the topic under investigation
5. produce an essay that cogently interprets the research findings and applies them to a specific scholarly or professional situation

#### Content

This topic is chosen by the student in consultation with the supervisor and may flow out of the Research Methodology unit. In consultation with their supervisor, the student will develop a coherent proposal for development in the essay, which will incorporate the elements of authentic research, including a concise working title, a preliminary resource list incorporating primary and secondary sources, 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 essay will be an exercise in self-directed independent research, with regular student-supervisor contact. A final essay 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. production of a comprehensive research essay of 23,000 - 25,000 words, graded by two examiners other than the supervisor, one of whom normally is external to St Andrew's at which the research is being supervised [Outcomes 1, 2, 3, 4, 5]

[Back to Main List](#)