

HOLY TRINITY COLLEGE

CATHOLIC UNIVERSITY OF ZIMBABWE

149 Enterprise Road, Highlands, Harare
PO Box GD 10, Greendale, Harare, Zimbabwe
Tel: +263 24 498287 Cell: +263771980999; +263771980888
Email: dean@holytrinity.ac.zw; admin@holytrinity.ac.zw
Web: www.holytrinity.ac.zw



ACADEMIC HANDBOOK 2022-2023

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1Certificate in Theology Students: Rhodhsville

1 HISTORY OF THE COLLEGE

Holy Trinity College (HTC) was founded in August 2003 by the Redemptorists (C.Ss.R), the Franciscans (OFM) and the Carmelites (O.Carm). The college's founding visionaries were Fr. Ronald J. McAinsh, C.Ss.R and Fr. Joseph MacMahon, OFM who served as the first rector/bursar and dean of studies, respectively. In the opening year, the college had twelve students. The joining of the Spiritans (C.S.Sp) the following year brought enrolment to twenty four.

Classes were first conducted at the Redemptorist and Franciscan communities in Tafara. Subsequently, from 2005 to 2008, HTC was accommodated at Silveira House, the Jesuit Adult Education and Development Centre. In August 2008, HTC began its sixth academic year at Nazareth House. Nearly two years later, on 22 March, 2010, HTC entered into an agreement with the Catholic University of Zimbabwe (CUZ), constituting it the latter's faculty of theology.

Upon successful completion of its programmes, HTC's students receive the following academic awards from CUZ:

- ❖ a Certificate in Theology;
- ❖ a Diploma in Theology (DTh);
- ❖ and a Bachelor of Theology (Honours) Degree (BTh).

Over the years HTC has been lead by various rectors and deans of study as follows:

a) Rectors

- ❖ Fr. Ronald J. McAinsh, C.Ss.R (2003-2006)
- ❖ Fr. Conrad Mutizamhepo, O.Carm (2006-2014)
- ❖ Fr. Sylvester Kansimbi, C.S.Sp (2014-2020)
- ❖ Fr. Fanuel Magwidi, OFM (2020-2021)
- ❖ Fr. Kenneth Macharaga, C.SS.R (2021-Present)

b) Deans of Study

- ❖ Fr. Joseph MacMahon, OFM (2003-2005)
- ❖ Br. Stephen O'Kane, OFM (2005-2008)
- ❖ Fr. Bill Cleary, C.S.Sp (2008-2013)
- ❖ Fr. Fanuel Magwidi, OFM (2013-2016)
- ❖ Br. Theophil Makuni, O.Carm (2016-2018)
- ❖ Fr. M. Chikuni, C.Ss.R (2018-present)

The regulations in this handbook are to be read in conjunction with the regulations currently in force at the Catholic University of Zimbabwe.

2 NATURE OF HTC (THE COLLEGE)

The College exists to provide theological and pastoral training for members of participating religious institutes, especially those preparing for ordination to the ministerial priesthood, in a way that is integrated within their spiritual formation as religious. It aims to provide its students with an understanding of the basic teaching and heritage of the Catholic tradition, of

the roles of the ordained priest and other ministers within that tradition, and to equip the students with the skills necessary to carry out their function in the Church and in the world.

The College follows the guidelines on preparation for priestly ministry set down by the Holy See in *Sapientia Christiana* and its subsequent revisions; by the Zimbabwean Catholic Bishops' Conference (ZCBC); and by the participating religious congregations. It also follows the academic requirements set down by the Ministry of Higher Education in Zimbabwe and CUZ. The College is open to religious and others who wish to avail themselves of its courses in preparation for priesthood, for religious and social ministry, for teaching, or for their own initial and ongoing formation.



2Certificate in Theology Students: St Canisius

3 VISION

HTC strives to be a centre of collaborative learning in theology and related disciplines for ministers of the Word and sacraments in the Church and the world. HTC's motto is inspired by St. Anselm of Canterbury (*Proslogion* 1); it is:

Fides Quaerens Intellectum

(Faith Seeking Understanding)

3.1 MISSION STATEMENT

HTC is committed to academic excellence in the study and research of Catholic theology and related disciplines, in preparation for ministry and service in the Church and the world. Through critical engagement with current ecclesial realities and contemporary culture, HTC strives to maintain a mutually illuminating relationship between Christian faith and open intellectual enquiry.

3.2 CORE VALUES

Our Core Values are:

- ❖ COLLEGIALITY
- ❖ COMMITMENT
- ❖ SERVICE
- ❖ DILIGENCE





3Certificate in Theology Graduation Procession

4 GOVERNANCE OF THE COLLEGE

4.1 THE COLLEGE IS OWNED BY THE BOARD OF GOVERNORS (BG), WHICH IS CONSTITUTED AS FOLLOWS:

- ❖ the Provincial of the Irish Province of the Carmelites (O.Carm);
- ❖ the Provincial of the Irish Province of the Franciscans (OFM);
- ❖ the Provincial of the Redemptorist Province of London (C.Ss.R);

These three Major Superiors are joined on the Board of Governors (BoG) by the Regional Superiors of their Institutes. This **BoG** is convened in plenary session at the College on the third Friday in February each year, except where the Governors specify another date. When not in session, the Board delegates

its authority to the **Executive Committee (EC)**, consisting of the four regional superiors of the four Congregations, together with the Rector and Dean of Studies. The Executive Committee may act on all matters not reserved to the Board of Governors.

4.2 RECTOR

The **Rector** is responsible for the daily affairs of the College, for regular contact with the local regional superiors, for overseeing the work of other office-holders of the College, and for encouraging and fostering unity in appropriate ways. He presides over meetings of the Academic Council (AC) and the Executive Committee and delivers an annual report to the Board of Governors. He can be contacted on rector@holytrinity.ac.zw

4.3 DEAN OF STUDIES

The **Dean of Studies** administers the academic programme, including such matters as courses and timetables, normal contact with lecturers, assessment and evaluation, records and discipline. Students may book an appointment via the secretary on admin@holytrinity.ac.zw or telephone +263242498287 or 0771980888. The dean can also be contacted directly on dean@holytrinity.ac.zw or +263771980999 (WhatsApp)

4.4 BURSAR



The **Bursar** calls the annual meeting of the **Finance Committee (FC)**, which comprises the bursars of the four congregations, at which the annual budget is agreed. The bursar collects fees, maintains the College accounts and disburses funds in accordance with the budget. He prepares the annual financial report for the Board of Governors. He can be contacted on bursar@holytrinity.ac.zw

4.5 ADMINISTRATION COMMITTEE

The **Administration Committee (AdCo)**, reports to the Executive Committee and is chaired by the rector. It assists him in the day-to-day running of the College. Membership includes the office-holders of the College, and is constituted such that each of the four religious congregations is represented.

4.6 ACADEMIC COUNCIL

The **Academic Council (AC)** deals with matters concerning studies, curriculum, calendar and textbooks. It examines all marks before they are submitted to CUZ and reviews the academic programme. It oversees the content and academic standards of any course of study, lays down procedures for assessment and the award of qualifications. The Academic Council consists of the rector, the dean of studies, four other

members appointed by the Executive Committee, and two student representatives.

5 ADMISSIONS

1. The **Admissions Committee** (Admissions) oversees applications, and compliance with requirements for admission. It consists of the dean of studies and two co-opted members of the academic staff. Applications to be forwarded to dean@holytrinity.ac.zw (0771980999); admin@holytrinity.ac.zw (0771980888).
2. For admission to the DTh and the BTh programmes, awarded by CUZ, applicants must:
3. Have completed their secondary education and obtained a minimum of five passes at Ordinary Level, one of which must be English Language.
4. Have successfully completed at least two years of philosophical studies;
5. Be recommended by an appropriate religious superior (in the case of religious), or other sponsoring authority as determined by the AC.
6. Applicants from outside Zimbabwe must have completed secondary education in their own country, obtaining their country's equivalent of five passes at Ordinary Level, including a pass in English Language;
7. The Admission Committee scrutinises applications for admission which do not meet the above requirements, and makes decisions on the admission of such applicants in conformity with the admission requirements of the CUZ.
8. The College reserves the right to require intending students to sit an examination to assess their proficiency in the English language before being admitted.
9. The College may also admit religious and others without the above requirements but who wish to audit, without

assessment or credit, some of the courses as part on their initial or on-going formation, provided they are capable of understanding and following the courses and that they furnish a suitable recommendation.



5 Some HTC students with Fr Sylvester Kansimbi, C.S.Sp

6 DISCIPLINE

1. It is the responsibility of any student who is unable to attend any lecture, to inform the College. Absence due to illness is reported through emailing the absence slip to dean@holytrinity.ac.zw or on the day of absence through a fellow student who completes an Absence Slip. This slip is posted on the Staff Notice Board or in the 'College Staff' on Google Classroom.
2. There shall be a 5% penalty of the total coursework mark for any who misses more than four hours of the total lectures of a particular course. A penalty of 10% shall be imposed on the total coursework mark for any student who misses more than

- eight hours of a particular course. Anyone who misses more than nine hours of a course will lose credit for that course.
3. If there is good cause, a student may petition the Dean that this rule be waived. The Dean may submit such petitions to the counsel of the AC.
 4. Absence from classes may be permitted in case of serious illness up to a maximum of ten hours, provided that a doctor's certificate is presented to the Dean. In case of an absence of more than ten hours, the semester is normally rendered null and void for that student.
 5. Once a student is enrolled in an Elective (usually two weeks from commencement of the course) then he is obliged to complete all the requirements for the course, which includes presenting himself for examination. The Dean will only allow exceptions to this rule after serious consideration.
 6. Punctuality for lectures and other College events is expected. Mobile phones must normally be switched off before entering a lecture room. They may be left on if access to the internet is necessary for following lectures. Under no circumstances are they to be heard to vibrate or ring during lectures, nor may students text or access social media during classes. Students should conduct themselves in a calm manner outside lecture rooms, maintaining an atmosphere of study. While attending lectures, sitting examinations and working in the library and computer room, students are expected to dress appropriately (e.g. normal length trousers and sleeved shirts) and may not wear caps, hats or hoods. Staff will relate to students in a professional manner, whilst students will show courtesy and respect to staff.
 7. Issues of indiscipline are dealt with, in the first instance, by the Dean of Studies. If the matter is unresolved, the student(s) involved will be given a formal warning. Further remedial action will be a matter for the Discipline and Administration Committees.

7 ACADEMIC INTEGRITY

1. Violations of academic integrity are taken very seriously at HTC and detection of such will result in sanctions, up to and including dismissal. Common forms of academic dishonesty (with examples) are:
 - a. **Plagiarism:** the presentation of other people's work as one's own. In written work, all words, ideas and data from others must be acknowledged by specific references and explicit quotations by quotation marks.
 - b. **Fabrication:** the intentional use of fabricated information or research-data, such as citation of invented information or false referencing.
 - c. **Internet abuse:** downloading from the internet without acknowledgement or use of such information or research as one's own.
 - d. **Cheating:** copying from another student's assignment or examination (or allowing another student to copy from oneself), illicitly taking information into an examination, and/or exchange of information with another student during an examination.
 - e. **Academic misconduct:** tampering with grades, accessing academic files without permission, illicitly obtaining or distributing information about a future examination.
2. A student may submit an assignment only once as part fulfilment of a course requirement. Submission of the same work to more than one lecturer, and/or in more than one course, without prior approval of the lecturers concerned, is a violation of academic integrity.
3. Any member of staff who has reason to believe that a student has committed an offence of academic dishonesty should:
 - a. Make preliminary investigations;
 - b. Meet with the student to hear the student's response; and
 - c. Report the matter to the Dean.

4. The Dean shall investigate the matter, and where it is established that an offence has occurred he shall decide the appropriate penalty. The Dean may also seek advice from the Administration Committee and the Academic Council. The Board of Governors has set the following penalties for offences against academic integrity (Please refer to **Appendix 4** for full penalties):
 - a. Warning the student;
 - b. Failing the assignment or examination or course;
 - c. Suspending the student from the college;
 - d. Expelling the student from the college.

8 ACADEMIC ETHOS

HTC is a school of theology which forms a community of lifelong theological learning. Our ethos is that of participative learning, where students and lecturers are collaborators in the quest for knowledge. In this regard, each student and lecturer are a valued member of the community and is respected as such. S/he is expected to take an active and full part in the life of the College, particularly the Student Association for the students, and College Staff assemblies for the members of staff. Each student is also expected to participate in class discussions, conscious that it is through participation that the learning process flourishes. A failure or refusal to so participate shall be pointed out to the student and s/he is expected to respond positively to the observation made.

9 THE LIBRARY

1. Use of the Library implies acceptance of the following Rules and Guidelines, and any periodic revisions thereto by the Librarian (librarian@holytrinity.ac.zw; +263786738803):
 - a. Bags and packages must be left, at owner's risk, at the entrance.
 - b. The librarian's desk is out of bounds to all library users.

- c. Silence must be observed in the library.
 - d. Eating, drinking and sleeping are not permitted in the library.
 - e. The use of cell phones in the library is not permitted.
 - f. Used books should not be returned to the shelves. This is the work of the librarian.
 - g. Users are encouraged to do as much reading as possible in the library, so that books remain available to other users.
 - h. Report to any damage to books the librarian as quickly as possible, (e.g. loose pages).
 - i. Reference books may not be taken out of the library.
 - j. No library book may be marked in any way, even by pencil.
 - k. Students may borrow up to 14 books at a time.
 - l. Books must be returned on or before the date due. The librarian will set a fine incurred for books returned after the due date. Loss of books will be charged to the borrower at replacement value.
 - m. Books may only be borrowed from the library using the bar-coded library I.D card.
 - n. No borrowed books may be passed to another borrower. The loan must be registered by the Librarian.
- 2. The librarian may:**
- a. Allocate books to the reserve shelf.
 - b. Give permission for reserved books to be borrowed overnight. They must be returned by 9.00 am the next morning.
 - c. Recall books before the due date.
 - d. Forbid a particular library user to borrow books, e.g. for persistent abuse of library books or borrowing rights.
 - e. Check the bags of those exiting the library.
 - f. Recommend to the Dean that a persistent offender be excluded from the library, either for a stated period or permanently.

10THE COMPUTER ROOM

1. The use of the computer system in the library is a PRIVILEGE, not a right. It is the objective of the College to maintain an atmosphere of constructive learning, academic freedom, and proper asset management and control of the computer network. In order to meet this objective, each user is responsible for the use of the computing resources in an efficient, effective, ethical and lawful manner.
2. The library computers are open-access and available on a first-come, first-served basis to both students and staff.
3. No person may use the library computer resources for any illegal or unauthorised act. Specifically:
 - a. Users may not use computer resources to violate the laws of the land.
 - b. Users may not create, disseminate or process pornographic material, or other illegal documents or images.
 - c. Users may not create access, display, download, or transmit any text, file, and picture, graphic or sound clip or engage in any conference that includes material which is obscene, libellous, indecent, vulgar, profane, lewd, or which advertises any product or service not permitted to minors by law.
 - d. Use of the internet for commercial or other activities not related to the college is prohibited.
 - e. Users are advised not to engage in any downloading of files/programs such as streaming radio, TV, DVD or video clips.
4. Library computer resources may not be used to intimidate or create an atmosphere of harassment based upon gender, race, religion, ethnic, origin, creed or sexual orientation. Fraudulent, threatening or obscene emails, graphics or other electronic communications are prohibited. Changing, modifying or eliminating Library computer configurations and loading any application or program software onto the

Library computers is prohibited. Non-course related “chat” or “chat-like” (e.g. Yahoo) activities are not permitted.

5. As with the library, the computer room is a place for study and research. No food or drink may be brought into the computer room and an atmosphere of quiet is expected.



6Bachelor in Theology Block Release students

11 COLLEGE STAFF

Fr. Kenneth Macharaga, C.Ss.R
(Rector)

Masters of Theology - University of Divinity
Australia, Yarra Theological Union 2020

Fr. M. Chikuni, C.Ss.R (Dean, Acting
Vice-Rector)

MA Scripture - Heythrop/University of London
2016
Master’s Degree in Philosophy – Arrupe Jesuit
University Zimbabwe, 2012-2013

Mr. Free Chifamba

Licentiate (MA) in Moral Theology (Catholic
University of Eastern Africa Kenya) 2014

Sr. Katarzyna Kowalska, nds

PhD, Doctor of Philosophy (Religious
Studies/Jewish Studies) - Open University and
Leo Baeck College, London 2021
MA, Catholic Fundamental Theology –

	Pontifical Academy of Theology in Kraków 2001-2006
Sr. Letwina Musekiwa, LCBL	Clinical Psychology (Licentiate) - Gregorian University, Rome Italy, 1985-1989
Dr. Lesfrud Sigurd	Doctor of Philosophy, John Paul II Institute; 2016 STL, Pontifical University of St. Thomas Aquinas (Angelicum); 2010 MA KU Leuven; M.Div Lutherine Seminary
Fr. Joseph Mahlahla	Masters in Theology (MTh) - (St Anselm Pontifical University – Rome) 2007-2010
Fr. Manuel Ogalla	MA in Dogmatic and Fundamental Theology, Pontifical University of Comillas, Madrid Spain, 2007-2009
Sr. Theresa Nyadombo, HOLMC	Doctor of Philosophy - Trinity College/ University of Dublin, Ireland, 2012
Fr. Henry Wansbrough, O.S.B	M.A. - University of Oxford, Licentiate of Sacred Theology - University of Fribourg, Licentiate in Sacred Scripture - Rome.
Br. Theophill Makuni, O.Carm	PHD student, Dogmatic Theology, STL Dogmatic Theology - Gregorian University - Rome - 2012
Br. Patrick Mullins, O.Carm	STD (Theology – Gregoriana); DD (Milltown)
Br Blazio Manobo, SP	PhD Theology and Development Studies: UKZN (South Africa) 2019-2022 Master of Philosophy in Theology (MPhil), South Africa (2016-2018) Master of Science International Relations, Bindura University (2018-2019) Master of Arts Development Studies, Midlands State University 2012-2 Master of Business Administration (MBA) - National University (NUST) (EMBA) 2004- 2006
Sr. Celia Deutsch, n.d.s	PhD Scripture, St. Michaels/University of Toronto

Fr. Mcgini Moyo	Master's in Missiology from Urbaniana University, Rome Italy 2018
Sr. Mary Reaburn, n.d.s	M. Theo – King's College/University of London; PHD Theology, University of Divinity.
Fr. Ferdinand Mubvigwi	PhD Pastoral Theology, Catholic University of Eastern Africa, 2012 Master of Theology Catholic University of Eastern Africa, 2009
Br. Chris Dycek, OFM	MA Historical Theology - Fordham, PHD Theology, St Mary's – London
Br. Tendai Lemeyu	PHD student, Master of Science Degree in Development Studies. Women's University in Africa, (2016-2017)
Fr. Tryvis Moyo, C.Ss.R	MA Theology University of Divinity, Yarra Theological Union 2015-2016
Sr. Violet Mupamhadzi, SJI	Licence in Canon Law - [Rome, Urbaniana University]. 2009-2012 Licence in Religious Science - [Rome- Urbaniana University]
Fr. Vitalis Gotami	Doctorate in Canon Law Pontifical Urban University, Rome, Italy 2016-2019. Licence in Canon Law Pontifical Urban University, Rome, Italy 2013-2016
Fr. Antonio Marizane	PHD, Church History - Hythrop College, University of London
Fr. Sheunesu Mugomba	Masters in Moral theology (Theological Ethics) Ubaniana Pontifical University (Italy) 2010-2013
Fr. Kennedy Muguti	MA, Administration
Ms Theresa Sanyatwe	MA English (UZ) 2016, Dip Safeguarding (Gregorian) 2020

12 OTHER STAFF MEMBERS

Representative of the Sisters of Nazareth	Honorary Life Member of Holy Trinity College.
Fr. Owen Kudumba, O.Carm	College Bursar; bursar@holytrinity.ac.zw)
Ms Charlene Maenzanise	Assistant Librarian- librarian@holytrinity.ac.zw ; 0786738803
Ms. Ephania Muranganwa	Administration Secretary - admin@holytrinity.ac.zw ; 0771980888
Mr Tichaona Mutize	House-keeper



7Audience at the HTC Opening Academic Seminar

13 CLASS REPRESENTATIVES

Each Year elects a Class Representative (CR) who acts as liaison between the Class and the Dean of Studies pertaining to academic matters for the year. With the exception of the First Year class, the outgoing representative arranges the election of a representative in the first week of the semester and advises the dean of the outcome. The duties of the Class Representative include ensuring that the classroom is kept tidy and properly equipped. S/he distributes and collects Course Evaluation Sheets at periods indicated on the calendar, arranges for them to be completed, and returns them to the Secretary. S/he also manages and keeps the attendance register. The Dean communicates information to a particular class through the Class Representatives.

14HTC STUDENT ASSOCIATION

1. The Student Body (SRC) arranges its social and representative affairs through the Student Association, established and governed according to its own statutes. Officers are elected to conduct the affairs of the association. The President of the Association will ensure a student voice at the academic colloquium, liaising periodically with the Vice Dean regarding procedures for this important meeting.
2. The SRC President, in consultation with the committee, shall nominate two student representatives to all HTC committees where student representatives are required by the statutes of the college. The officers of the association work in close collaboration with the Staff - Student Liaison Officer.
3. Contact: (src@holytrinity.ac.zw)



15FOUR-YEAR ACADEMIC PROGRAMME (BTH CONVENTIONAL)

FIRST YEAR			
<i>First Semester</i>		<i>Second Semester</i>	
<i>Required</i>		<i>Required</i>	
BTh 101 Intro to Judaeo-Christian Scriptures	(2)	BTh 103 Prophetic Literature	(2)
BTh 201 Revelation and Faith	(3)	BTh 105 Mark and Matthew*	(3)
BTh 301 Intro to Liturgy (Liturgical Theol)	(2)	BTh 203 The Holy Trinity	(3)
BTh 401 Fundamental Moral Theology 1	(2)	BTh 303 Liturgy and Time	(2)
BTh 601 Church History 1	(2)	BTh 402 Fundamental Moral Theology 2	(2)
BTh 901 Comm. Skills & Writing in English	(2)	BTh 602 Church History 2	(2)
BTh 906 Research Methodology 1	(2)	BTh 804 ATR*	(2)
		BTh 906 Research Methodology 2	(2)
		BTh 911 Vatican II: The Documents	(2)
<i>Electives A</i>		<i>Electives B</i>	
BTh L05 French 1	(2)	BTh L06 French 2	(2)
BTh L01 Ecclesiastical Latin	(2)		
BTh L03 New Testament Greek*	(2)		

SECOND YEAR			
<i>Third Semester</i>		<i>Fourth Semester</i>	
<i>Required</i>		<i>Required</i>	
BTh 102 Pentateuch & Historical Books *	(2)	BTh 106 Luke and Acts*	(3)
BTh 202 Christology	(3)	BTh 204 Ecclesiology	(3)
BTh 207 Patrology	(2)	BTh 302 History of Liturgy	(2)

BTh 405 Social Morality	(2)	BTh 304 Sacraments 1*	(2)
BTh 501 Canon Law Book 1	(2)	BTh 403 Bio-Medical Ethics*	(2)
BTh 603 Church History 3	(2)	BTh 502 Canon Law 2 [Sacraments]*	(2)
BTh 801 Missiology	(3)	BTh 604 Church History 4	(2)
Electives A		Electives B	
BTh L07 Hebrew	(2)	BTh 707 Child Protection and Safeguarding	(2)
BTh L03 New Testament Greek*	(2)	BTh 902 Social Communication	(2)
		BTh 904 Public Speaking	(2)

THIRD YEAR			
<i>Fifth Semester</i>		<i>Sixth Semester</i>	
<i>Required</i>		<i>Required</i>	
BTh 104 Wisdom Literature	(2)	BTh 108 Pauline Literature*	(3)
BTh 107 Johannine Literature*	(3)	BTh 112 Psalms*	(2)
BTh 205 Christian Anthropology	(3)	BTh 208 Eschatology*	(2)
BTh 210 Theology of the Holy Spirit	(2)	BTh 306 Sacraments 3 *	(2)
BTh 305 Sacraments 2*	(2)	BTh 404 Sexual Ethics*	(2)
BTh 701 Pastoral Theology	(3)	BTh 504 Canon Law: People of God	(2)
BTh 703 Pastoral Counselling I	(2)	BTh 704 Pastoral Counselling II	(2)
		BTh 907 Long Paper Seminar	(P)
Electives A		Electives B	
BTh 803 Inter-religious Dialogue	(2)	Elective	(2)
BTh 411 The Virtuous Life	(2)	BTh Unlikely Heroes: Men and women of the Bible	(2)
BTh 412 The Virtuous Life of Conversion and Reconciliation	(2)	BTh 211 Ecumenism	(2)
		BTh 510 Canon Law on the Consecrated Life	

FOURTH YEAR

<i>Seventh Semester</i>		<i>Eighth Semester</i>	
<i>Required</i>		<i>Required</i>	
BTh 406 Ethics in Pastoral Ministry*	(2)	BTh 905 Pastoral Admin Courses	(P)
BTh 307 Sacraments 4	(2)	BTh 908 Theology <i>Repetitorium</i>	(2)
BTh 503 Canon Law on Marriage*	(2)	BTh 909 Celebrating Liturgy	(2)
BTh 705 Catechetics*	(2)	BTh 910 Theological Reflection	(P)
		BTh 920 Long Paper	(5)
<i>Elective A</i>		<i>Elective B</i>	
BTh 702 Introduction to Spirituality	(2)	BTh 111 The Book of Revelation	(2)
BTh 810 African Independent Churches	(2)		

* Courses offered in alternate years

Credits:	
Required Courses:	11 2
Electives A	12
Electives B	6
Long Paper	5
Total (minimum)	13 5

Electives B

In the second semester of the year, 2nd, 3rd and 4th year, students are asked to choose from a number of courses offered. The Elective B Course is awarded 2 Credits and will include assignments (or class presentations) and an examination. The particular courses on offer will be advertised before the end of the first semester. Places will be offered on a 'first come, first served' basis. If the student's choice is oversubscribed s/he can be asked to choose another course.

LECTURES

08.30 - 09.20

Lecture One

09.30 - 10.20	Lecture Two	
	<i>Tea Break</i>	
10.40 - 11.30	Lecture Three	
11.40 - 12.30	Lecture Four	
	<i>Lunch Break</i>	
14.00 - 14.50	Lecture Five	(Tuesdays only)
15.00 - 15.50	Lecture Six	(Tuesdays only)

16 ASSESSMENT (BTH HONOURS PROGRAMME)

1. Assessment is by course work and/or examination. Over eight semesters a student is required to accumulate a total of 135 Credits in Required and Elective Courses and the submission of the Long Paper. Any exception to this requirement requires the approval of the Academic Council.
2. For the award of the BTh (Honours) all candidates are required to take the Comprehensive Examinations (Written and Oral) which represent 20 % of the overall mark.
3. **Course work** means any oral or written assignment or tests set by the lecturer with the approval of the Dean and duly recorded for the final assessment.
4. **Examination**

Examination means the individual written and/or oral evaluation conducted at mid-semester and at the end of the semester under examination conditions. The length of a written examination corresponds to the number of credits assigned to the course, one hour per credit, up to a maximum of three hours. The examination scripts remain the property of the College. Examinations shall be conducted subject to guidelines issued by the Dean's Office and published at least two weeks before mid-semester and end-of-semester examinations. An oral examination is typically of 20 minutes duration; it is conducted by the lecturer, and a record of the questions asked, together with the examiner's comments and the mark assigned, will be submitted for the attention of the External Examiner. In the calculation of the final mark for each course, the examination (written or oral) shall count for not more than **70%** of the mark.

- a. Students who have not handed in or completed assigned coursework in any course shall not be admitted to the final examination for that course.
- b. The Comprehensive Examination comprises both a Written (3 hours) and Oral (30 minutes) component. It is taken in the Eighth Semester of the HTC programme,-
- c. or the final semester for students who have not followed the whole HTC curriculum.

5. Assignments

a. Frequency and length of assignments.

A 4-credit course requires two assignments during the semester, a course attracting 3 credits or fewer requires one assignment. The Dean may grant lecturers permission to assign additional coursework. The length of a research-type assignment should be 5-7 pages long; that of a reflection-type assignment not more than 5 pages. The Dean will publish an Assignment Time Table to ensure that, if possible, not more than one written assignment should be due in any one week. Lecturers shall not accept late assignments without the prior approval of the Dean. This approval is only given after the student has submitted a Late Assignment Request Form. All assignments are marked and returned to students before the commencement of Reading Week. It is the responsibility of the student to ensure that marked coursework is submitted to the College at the end of the course. This should be done not later than the beginning of the final examination for that course. All course work is



returned to the student upon conclusion of the moderation process by the External Examiner.

When it is not possible or suitable to have an examination for a course (and this rests on the decision of the Dean) an additional assignment will be given. The mark for this course will then be the average of these assignments.

b. Presentation of assignments

All assignments are to be handed in according to the modalities listed in the college style sheet with respect to deadlines, formatting, hard and soft copies, etc. It is the responsibility of each student to familiarise him/herself with these requirements, and to be aware that any deviations may attract a minimum penalty of 2% of the total coursework mark.

c. Penalties for Late Submission of Coursework

Holy Trinity College regards meeting deadlines for submission of any assigned coursework as an integral part of the testing and learning process. Where no extension of a deadline has been applied for and granted, late submission of assignments shall be penalised. This applies to submission of both the hard copy and/or the electronic versions of coursework. Penalties shall be applied as soon as the deadline is reached, as follows:

- i. First, coursework handed in after the deadline may not be awarded a first-class mark, that is, the highest mark it can receive is 74%.
 - ii. As soon as the deadline for coursework submission is exceeded, 10% shall be deducted from the grade the student would have received.
 - iii. A further deduction of 5% of the grade achieved by the student shall then be imposed on **each** of the subsequent working days. The limit for this shall be the 50% mark for coursework that would have received a passing grade. “Working day” here refers to 24 hour periods during weekdays, excluding public holidays.
 - iv. For assessment purposes, in all cases where a penalty has been levied, markers shall indicate what would have been the mark had it been handed in on time.
6. **Marking scheme** *(for both Degree and Diploma)*
- a. Holy Trinity College uses the adjusted Catholic University of Zimbabwe Grading Scheme (15th June, 2011). The HTC Style sheet below provides details on the classifications thereof.
 - b. Marks for assignments and examinations are to be submitted to the Dean before the students are informed and the assignments returned. Until the marks have been confirmed by the Dean, they remain **strictly provisional** and should not be communicated to students.
 - c. End of semester results, once approved by the HTC Academic Council, are submitted to the Catholic University of Zimbabwe, which determines when they are published.
 - d. The Dean may provide students and formators indications on academic performances during a particular semester. Any such indications are **strictly provisional**, the final results for

each semester and programme being those published by CUZ.

- e. With regard to the final mark at the end of the eighth semester (for the BTh programme) the following is the proportion of the overall mark given to the respective components:

- i. Required Courses: 55% of final mark.
- ii. Elective Courses: 10% of final mark.
- iii. Long Paper: 15% of final mark.
- iv. Comprehensives: 20% of final mark.

7. Failure

- a. A student who fails an assignment may, in agreement with the lecturer, re-present the assignment. Should the re-submitted deserve a passing grade, this is communicated to the student, but a mark of 50% is recorded.
- b. A student who fails a semester examination with a mark between 40% and 49% (inclusive) may re-sit that examination. Supplementary examinations are usually held during Reading Week of the subsequent semester. If a student passes the supplementary examination, a mark of 50 % is recorded. If a student fails again, the mark of the previous examination stands.
- c. A student who fails a semester examination with a mark less than 40% is deemed to have failed the course and is required to repeat the course. All required courses must be passed; credits are not awarded for a failed elective course. The course may be re-taken or an alternative elective course chosen.
- d. A student who fails more than 40% of the credits must repeat the semester. No student shall be allowed to repeat a semester more than once.
- e. A student who is unable, for good reason, (and this is determined by the Dean) to sit a semester examination shall take the supplementary examination.
- f. A pass mark must be obtained in all required courses, in the Long Paper, as well as in the Comprehensive Examinations before a student may graduate. If a student fails the

Comprehensive Examination (oral and /or written) s/he is entitled to one re-sit it one calendar month after the original exam.

8. Re-marking

A student who is dissatisfied with the mark awarded may, within one week of the publication of results, apply to the Dean for his/her work to be re-marked. Marks awarded in the re-mark are final. The Dean shall not ordinarily accept requests for re-marking of assignments handed in after the indicated deadline. The Dean reserves the right to levy a nominal fee to cover the costs of re-marking. For the 2017-2018 academic year, this fee stands at USD \$ 30.

9. Moderation of Written Work

- a. The Rector, on the advice of the Dean of Studies, shall invite a suitably qualified person to act as external examiner. The Dean provides the Extern with all mark-sheets (assignments and examinations) and all written work assessed for each Semester after the Semester Examinations and before the Academic Council Results Meeting for that Semester.
- b. At the conclusion of the assessment process, the moderator shall submit a report to the HTC Academic Council, via the Vice Chancellor of the Catholic university, commenting on the strengths and weaknesses perceived in the programme, its organisation, teaching, assessment, and any other aspect which requires comment.
- c. All officially-assessed examination work is held by the College for the duration of the student's attendance.

10. Evaluation of Teaching

As a minimum requirement, all lecturers must hold at least a Master's Degree. At mid-semester (or mid-way through the course for block-release courses), and at the end of the semester, students provide feedback on the progress of the course. The Dean will consider this feedback and communicate the outcome to individual lecturers. In consultation with the Academic Council, the Dean takes any action that deemed necessary.

17 LONG PAPER [DTH AND BTH PROGRAMMES]

1. Students enrolled in the DTh and BTh (Hon) programmes are required to present a Long Paper, which earns 5 credits.
2. Students are to consult the HTC Style Sheet for details on how to write and present the Long Paper.
3. Notwithstanding written concessions from the Office of the Dean, Long papers that exceed the deadline for submission by two weeks or more incur automatic deferment. Concerned students will then need to submit a new proposal, following a timeline determined by the Dean.

18 THE HTC STYLE SHEET

1. All research work relies in part on secondary sources (other publications on the same or related topics) or on primary resources (original documents, manuscripts, archives, diaries, interviews, questionnaires and so on). Ethics, as well as copyright laws, require authors to identify their sources, particularly when quoting directly from them. One also lists one's sources so as to avoid the charge of plagiarism and to enable the reader to find the source easily. The list of sources should only contain those works referred to or quoted in the text.
2. There are basically two common documentary systems. To avoid confusion and to standardize practice, from August 2007, all papers submitted in Holy Trinity College will be expected to follow the Author-Date style when indicating sources. Please consult the HTC Style Sheet for a detailed presentation on the HTC Format for presenting written material.

19EQUIVALENCE FOR PREVIOUS STUDY

1. In certain cases, HTC will grant credit to registered students for educational experiences or courses undertaken at another institution. Students requesting transfer of credits are asked to familiarise themselves with the information below *before* attempting to seek exemption from any course.
2. A student who wishes to apply for credit equivalence in any course must do so within one week of the commencement of the particular course.
3. Students need note that the course/s for which they make an application for credit-transfer must have been studied within five years from the date of the request for equivalence.
4. Equivalence will not normally be recognized for courses in scripture; systematic, moral or sacramental theology taken in pursuance of a philosophy degree or diploma.
5. A student may not normally have equivalence recognized in more than one course per semester.
6. A student must attend Holy Trinity College for at least two academic years in order to obtain the award of a Degree.
7. Equivalence will only be recognised if, in the opinion of the Dean, there is equivalence in duration, content, and level between completed courses and those offered at HTC.
8. In making an application for transfer of credit, the student is required to furnish:
 - a. *An application letter addressed to the Dean,*
 - b. *an official transcript of results from when the course was studied, indicating a mark in at least the Second Division, and*
 - c. *a course outline and bibliography.*
9. Where equivalence is recognised, it may take three forms:
 - a. *a full credit transfer;*
 - b. *no credit transfer, and*
 - c. *exemption from attendance at class only; coursework and final examination remaining a requirement.*

10. The Deans' office will communicate decisions reached to students in writing.

20 CONCURRENT STUDIES AND ABSENCE FROM THE COLLEGE

1. The College does not recommend the enrolment of full-time students for additional studies with other institutions of higher education.
2. Any student who does so enrol undertakes this as a private endeavour, and must first have the written approval of the Dean of Studies.
3. Any student who registers at another such institution without this written approval may be suspended from the College.
4. Absence from classes for workshops, seminars, retreats, congregational chapters is strongly discouraged, and will be permitted only after consultation with the religious superiors concerned in the case of seminarians.
5. It devolves to individual students, in consultation with their employers, formators, etc., to ensure that any other engagements they have are such as to leave them with enough time for the pursuance of such programmes as are offered by the college. Any such engagements will not be accepted as exonerating factors for failure to attend lectures or meet coursework deadlines.
6. Students will lose marks for absence under the Academic Discipline penalties.
7. Absence from examinations is permitted only in cases of severe illness.

21 PAYMENT OF FEES [FOR DEGREE PROGRAMME]

1. For the BTh C, the prompt payment of fees (within the first two weeks of the beginning of each semester) is expected. Each Semester may be paid for separately and the fee for

each semester is set by the BoG for members of the four founding Congregations. In addition, a contribution to the Students Association of \$20.00 (twenty U.S. Dollars) is expected from each student. Outstanding fees attract interest at a rate of 10% per annum.

2. For the DTh and the BTh BR, the prompt payment of fees is expected as well. Each Semester may be paid for separately and the fee for each semester for the first semester is one hundred and ninety (US\$190.00) United States Dollars) because the Sisters of Sion through their lay theology promotion project will pay the balance on your behalf. The Holy Trinity Administration will determine determined the RTGS Dollar equivalence. This is subject to review every month due to regular inflation. Outstanding fees paid in RTGS Dollar will attract interest at a rate of 20% per annum. No Student will be allowed in class without paying school fees.

22 BACHELOR OF THEOLOGY (HONOURS) COURSE DESCRIPTIONS

22.1 SACRED SCRIPTURE

22.1.1 22.1.1 BTh 101 INTRODUCTION TO JUDEO-CHRISTIAN SCRIPTURES

Organisation: Required; 2hrs/Wk, 2 credits

Purpose: The course is designed to introduce students to the world of the Judeo-Christian Scriptures, guide them through the text and its problems, enrich their understanding of the principal books and explore the way the Bible came to be written and how it should be used.

Content: The course will include such topics as: the historical and socio- religious background to the Old and New Testament, inspiration, canonicity, text and versions, formation of the New Testament, modern critical methods, the critical study of the Bible in the Catholic Church.

Principal Bibliography:

Barton, J. *The Nature of Biblical Criticism*. Louisville, KY - London: Westminster John Knox, 2007.

_____*Reading the Old Testament*, Philadelphia: Darton, Longman & Todd, 1996.

Boadt, L. *Reading the Old Testament: An Introduction*, New York: Paulist Press, 1984.

Brown, R. *Introduction to the New Testament*, Anchor Bible, New York: Doubleday, 1997.

Brown, R et al. (ed) *New Jerome Biblical Commentary*, London: Geoffrey Chapman, 1990.

Curtis, A. *Oxford Bible Atlas*, Oxford: University Press, 2007.

Freedman D. N. *The Anchor Bible Dictionary*, New York, Doubleday 1996.

Jagersma, H., *A History of Israel from Alexander the Great to Bar Kochba*, Philadelphia: Fortress Press, 1986.

22.1.2 BTh 102 PENTATEUCH AND THE HISTORICAL BOOKS

Organisation: *Required; 2hrs/Wk, 2 credits*

Purpose: The Course is designed to introduce the students to the critical study of the Pentateuchal and Historical Literature as containing foundational events on which the Judeo-Christian faith and theologies have been built. It will critically explore the question of the authorship of the Pentateuch and Historical Books, study the history, personality and contribution of the Patriarchs in Salvation History as well as in the making of the Nation of Israel.

Objectives: It aims at enabling the students to assess the major events of the history of Ancient Israel and their theological interpretation, focussing mainly on how Israel became a nation.

Content: Topics discussed will include the composition of the Pentateuch and the historical and religious content of the early records of Israel, the historical problems connected with the Exodus and the Settlement of Israel in Canaan, Law codes in Israel, the Deuteronomy History and its sources, the crises of the Exile and Return. The course will assess the lives and religion of the Patriarchs of Israel in comparison with the life pattern of their contemporaries as highlighted in Ancient Near East writings. The theological themes of creation, election, henotheism to monotheism, universalism will be discussed.

Principal Bibliography:

Childs, B S. *Introduction to the Old Testament as Scripture*. Philadelphia, PA: Fortress Press, 1979.

Blenkinsopp, J. *The Pentateuch. An Introduction to the First Five Books of the Bible*. The Anchor Bible Reference Library; New York: Doubleday, 1992.

Boadt, L. *Reading the Old Testament, an Introduction*. New York: Paulist Press, 1984.

Guinan, M D. *The Pentateuch*, Collegeville, Minnesota: The Liturgical Press, 1990.

Goeder, P. *The Pentateuch, A Story of Beginnings*, T & T Clark, New York 2000.

Rendtorff, R. *The Old Testament. An Introduction*. English translation. London: SCM, 1985.

Whybray, R N. *The Making of the Pentateuch. A Methodological Study* (JSOTS 53; Sheffield 1987).

Kizhakeyil, S. *The Pentateuch, an Exegetical Commentary*. Revised Edition. Mumbai: The Bombay Saint Paul Society, 2009.

22.1.3 BTh 103 THE PROPHETIC LITERATURE

Organisation: *Required; 2hrs/Wk, 2 credits*

Purpose: To familiarise the student with the concept of prophecy in Israel and with the guidance given to Israel by the prophets from the eighth century onwards. To enable the student to articulate and use the religious message of individual prophets.

Objectives: Evaluate the phenomenon of Prophecy, its origins and development in Israel. Appreciate the work of pre-canonical prophets like Moses, Samuel, Elijah and Elisha and Canonical prophets like Amos, Hosea, Jeremiah and Isaiah.

Content: Topics discussed will include the historical background to the prophetic books, the composition of these books, the individual religious contribution of Amos & Hosea and the four great prophets, the trauma and triumph of the Babylonian Exile, the rise and importance of Apocalyptic.

Principal Bibliography:

Brown, R.E, Fitzmyer, J.A-Murphy, R.E, *The New Jerome Biblical Commentary*. London: Burns & Oates, 1990.

Chisholm, B. Robert. *Handbook on the Prophets*. Michigan: Grand Rapids, 2002.

Küch, K. *The Prophets, I-II*. London: S.C.M., 1982.

Blenkingsopp, J. *A History of Prophecy in Israel*. Louisville: ..., 1996.

Redditt, P.L. *Introduction to the Prophets*. Michigan: Grand Rapids, 2008.

Sweeney, M.A. *The Prophetic Literature*. Nashville, 2005.

Koch, K. *The Prophets*. 2 Vols; Phl, 1982-84.

Limburg, J. "The Prophets in Recent Study 1967-1977", *Int* 32 (1978) 56-78.

Eichrodt Walther. *Ezekiel, A Commentary: The Old Testament*

- Library*. Philadelphia: The Westminster Press, 1970.
- Allen C. Leslie. *Jeremiah, A Commentary: The Old Testament Library*. London/Louisville: Westminster John Knox Press, 2008.
- Simundson J. *Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Abingdon Old Testament Commentaries*, Nashville: Abingdon Press, 2005.

22.1.4 BTh 104 THE WISDOM LITERATURE

Organisation: *Required; 2 Hrs/Wk, 2 credits*

Purpose: The course presents general background to both the Biblical Wisdom Literature and the Wisdom of the Ancient Near East. It examines in detail five Wisdom books which are: Proverbs, Qoheleth, Job, Sirah and the Wisdom of Solomon. Some major on each book shall be treated in detail.

Content: Topics to be discussed will include: A general introduction to Wisdom literature, The Phenomenon of Wisdom in the Ancient East, Wisdom literary genre and the Theological themes that are raised in those respective books. A selected set of Wisdom books will be discussed - focusing mainly on their Dating, Authorship, Purpose of writing and their respective themes.

Principal Bibliography:

- Bergant, D. *Israel's Wisdom Literature. A Liberation- Critical Reading*, Minneapolis: Fortress Press, 1997.
- Bullock, C.H. *An Introduction the Old Testament Poetic Books*, Chicago: Moody Press, 1979.
- Clines, D. J. *A Vol. 17 Word Biblical Commentary, Job 1-20. Word Biblical Commentary*, Dallas: Word, Incorporated, 2002.
- Crenshaw, J.L., *Old Testament Wisdom, an Introduction*

Westminster, Louisville KY, 1998.
Clifford, R.J, *The Wisdom Literature, Interpreting Biblical Texts*, Nashville Abington, 1998.

22.1.5 BTh 105 THE GOSPELS OF MARK AND MATTHEW

Organisation: *Required; 3 Hrs/Wk, 3 credits*

Purpose: To enable the student to grasp, assimilate and articulate the methods and principal emphases of the Gospels of Mark and Matthew, and to give a firm basis for preaching on the Gospel.

Content: Topics discussed will include the tradition behind Mark, the structure of the gospel, Mark's Christology, the Kingship of God in Mark, the Passion Narrative, the relationship of Matthew's community to Judaism, the poetry and literary skill of the gospel, its Christology, its teaching on the authority of the Church, the historical Jesus.

Principal Bibliography:

- Charpentier, Etienne. *How to Read the New Testament*. Paris: SCM Press Ltd, 1981.
- Green, B. Joel - McKnight, Scot, - Marshall, Howard, eds., *Dictionary of Jesus and the Gospels, A Compendium of Contemporary Biblical Scholarship*, Leicester/Bologna: InterVarsity Press, 1992.
- Meynet Roland, *A New Introduction to the Synoptic Gospels*, (trans., Arul Jesu Robin Muthiah), Claretian Communications, Chennai, 2005.
- Perkins P, *Introduction to the Synoptic Gospels*, Cambridge: William B. Eerdmans Publishing Co., 2007.
- Harrington D.J. *The Gospel of Matthew (sacrapag1)* Collegeville: Liturgical Press 1991.

Beasley-Murray, G.R. *Jesus and the Kingdom of God*, Grand Rapids: Eerdmans, 1986.

Dodd, C.H., *The Parables of the Kingdom*, London: Collins, 1967.

Betz, H.D., *The Sermon on the Mount*, Hermeneia, Philadelphia Fortress, 1995.

22.1.6 BTh 106 THE GOSPEL OF LUKE AND ACTS

Organisation: *Required, 3 Hrs/Wk, 3 credits*

Purpose: To enable the student to appreciate the special contribution of Luke's two-volume work, especially to ecclesiology and to life in the modern world, and to give a sound basis for preaching on these themes.

Content: Topics discussed will include the composition of Luke-Acts and Luke's historical methods, solutions to the Synoptic Problem, Luke's special emphasis on the Holy Spirit, prayer, forgiveness, the use and danger of wealth, Christian community and universalism.

Principal Bibliography:

Barrett C. K *Acts. International Critical Commentary*. 2 Vols. Edinburgh: T & T Clark, 1998.

Bruce, F. F. *The Book of the Acts of the Apostles. The New International Commentary on the New Testament*. Revised. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1988.

Fitzmyer, J. W. *Luke. Anchor Bible*. New York: Doubleday: New York, 1985.

Johnson, L. T. *Luke [Sacra Pagina]* Minneapolis: Liturgical Press, 1991.

Johnson, L. T. *Acts of the Apostles [Sacra Pagina]* Minneapolis: Liturgical Press, 1992.

Kummel, W. G. *Introduction to the New Testament*. London:

- SCM Press Ltd, 1987.
- Mattam, Zacharias. *The Gospel According to St Luke - The Voice of the Beloved*, Mumbai: St Paul, 2008.
- Meynet, Roland. *Il Vangelo Secondo Luca, Analisi Retorica*, Bologna: Edizione Dehoniane Bologna, 2001.
- Meynet, Roland. *A New Introduction to the Synoptic Gospels*, Trans. Arul Jesu Robin Muthiah. Chennai: Claretian Communications, 2005.
- O' Toole, Robert F. *Luke's Presentation of Jesus: A Christology, Subsidia Biblica - 25*, Roma: Editrice Pontificio istituto Biblico, 2008.
- Owczarek, Christopher, *Sons of the Most High, Love of Enemies in Luke-Acts: Teaching and Practice*, Nairobi: Paulines, Tannehill R.C, *The Narrative Unity of Luke-Acts: A Literary Interpretation*, Philadelphia: Fortress, 1986, 1990.

22.1.7 BTh 107 THE JOHANNINE LITERATURE

Organisation: *Required, 3 Hrs/Wk, 3 Credits*

Purpose: To enable students to appreciate the special contribution of the Johannine literature to Christian theology and understanding, especially of Christology, pneumatology, eschatology and symbolism.

Content: Topics discussed will include the composition and authorship of the Gospel, its Christology, its teaching on the Spirit/Paraclete and the consequences for the modern world, on love (especially in 1 John) and on eschatology. Attention will also be given to the Book of Revelation, its genre and its teaching on martyrdom, eschatology and the powers of evil.

Principal Bibliography:

Brown, E. Raymond - Fitzmyer, A. Joseph - Murphy, E. Roland, (eds) *The New Jerome Biblical*

- Commentary*, New Jersey: Burns & Oates, 1990.
- Brown, E. Raymond, *The Gospel and Epistles of John, A Concise Commentary* Minnesota: Liturgical Press, 1988.
- Brown, E. Raymond, *An Introduction to the New Testament*, New York: Doubleday, 1997.
- Green, B. Joel - McKnight, Scot, - Marshall, Howard, eds., *Dictionary of Jesus and the Gospels, A Compendium of Contemporary Biblical Scholarship*, Leicester: InterVarsity Press, 1992.
- Moloney, J. Francis - KELLY, J. Anthony, *Experiencing God in the Gospel of John*, New Jersey: Paulist Press, 2003.
- Watt Van der Jan, *An Introduction to the Johannine Gospel and Letters*, New York: T & T Clark, 2007.

22.1.8 BTh 108 THE PAULINE CORPUS

Organisation: *Required, 3 Hrs/Wk, 3 Credits*

Purpose: To enable the student to grasp, assimilate and articulate the circumstances, methods and doctrines of the Pauline Letters (including the Captivity Epistles, but not Pastorals).

Content: Topics discussed will include: the historical methods and value of Acts, the conventions of letter-writing in the ancient Christian world, a sketch of the communities to which Paul wrote, Paul's teaching on eschatology, Christ, salvation, the Church and the Spirit.

Principal Bibliography:

- Barrett, C. K. *Paul: An Introduction to His Thought*, Louisville: Westminster Press, 1987.
- Bultmann, Rudolf. *Theology of the New Testament. The Message of Jesus, The Kerygma of the Earliest Church. The Theology of Paul*. Vol. 1. London: SCM Press, 1959.

- Fitzmyer, Joseph A. *According to Paul: Studies in the Theology of the Apostle*. New York: Paulist Press, 1993.
- Kizhakkeyil, Sebastian, ed., *St Paul: His Apostolate, Vision and Theology*. Ujjain: Isa Darsan Kendra, 2001.
- Kizhakkeyil, Sebastian. *The Pauline Epistles. An Exegetical Study*, Mumbai: The Bombay Saint Paul Society, 2006.
- Brown, Raymond. *An Introduction to the New Testament*. New York: Doubleday, 1997.
- Perrin, Norman & Duling, Denis C. *The New Testament: An Introduction*. New York: Harcourt Brace Jovanovich, 1982.

22.1.9 BTh 111 THE BOOK OF REVELATION

Organisation: Elective, 2 Hrs/Wk, 2 Credits

Purpose: To introduce students to this unfamiliar genre of writing, widespread in the inter-testamental period. This course will examine one Christian reaction to life and hope in circumstances of political oppression and materialistic values, and to stimulate reflection on Christian attitudes to such forces.

Content: A survey of apocalyptic literature in the Old Testament and the Inter-testamental period. A study of the apocalyptic genre. Controversies over authorship, purpose, structure, canonicity of the Book. Study of selected texts to illustrate themes of Christology, eschatology, martyrdom, ecclesiology and hope.

Principal Bibliography:

- Brown, Raymond. *An Introduction to the New Testament*, New York: Doubleday, 1997.
- Van Daalen, David H. *A Guide to the Revelation*, London: SPCK International Study Guide 20, 1986.
- Brown, Raymond E., Fitzmyer, A. Joseph, Murphy, E. Roland,

eds., *The New Jerome Biblical Commentary*, New Jersey: Burns & Oates, 1990.

Kizhakkeyil, Sebastian. *Apocalypse, An Exegetical Commentary on Daniel and Revelation*, Mumbai: The Bombay Saint Paul Society, 2007.

22.1.10 BTh 112 THE PSALMS

Organisation: *Required 2 Hrs/Wk, 2 Credits*

Purpose: The course aims to introduce the students to a critical study of the Psalms. It presents the general historical and exegetical background to both the book of Psalms. It examines the evolution of the psalms and their cultic foundations. The course also focuses on the division of the Psalter, different types of psalms, the liturgical use of the psalms and their theology.

Content: Topics to be discussed will include: The evolution of Psalms, their cultic foundations, their divisions. Different types of psalms and their structure: songs of creation, songs of Torah, songs of retribution, wisdom psalms, laments - personal and communal, royal psalms, hymns of praise, as well as psalms of thanksgiving will be discussed. The course will also discuss the use of these psalms and their theology.

Principal Bibliography:

Allen, L. C. *Psalms 101-150 (revised) Vol 21: Word Biblical Commentary*. Dallas: Word Incorporated, 2002.

Brueggemann, W. *The Message of the Psalms*. Minneapolis, MN: Augsburg, 1984

Craigie, P. C. *Psalms 1-50. Word Biblical Commentary*. Dallas: Word Incorporated, 2002.

Mays, J. L *Psalms: A Bible Commentary for Teaching and Preaching*. Louisville: John Knox, 1994.

Westermann, C. *Praise and Lament in the Psalms*. Atlanta, G. A: John Knox, 1981.

Sabourin, L., *The Psalms: Origin and Meaning vol 1&2* Staten: Society of St Paul. 1969.

22.2 SYSTEMATIC THEOLOGY

22.2.1 BTH 201 FUNDAMENTAL THEOLOGY AND REVELATION

Organisation: *Required, 3 Hrs/Wk, 3 credits*

Purpose: To introduce students to the foundations of Christian theology, the revelation of God in Jesus Christ and the human response it demands.

Content: The course begins with a general introduction to theological thinking and the description of the human person as a capable listener to the Word. It will focus on the 'words and deeds' of God in the history of salvation encountering human beings and the response of human beings in faith. Furthermore, the course will attempt to present the credibility of the revelation of God in Jesus Christ.

Principal Bibliography:

- Dulles S. A. *Models of Revelation*. New York: Doubleday, 1983;
Maryknoll: Orbis Books, 1992.
- Erickson, M. J. *Christian Theology*. 2nd Ed. Grand Rapids, Michigan: Baker Books, 1999.
- Fries, H. *Fundamental Theology*. Trans. R.J. Daly, Washington, D.C.: The Catholic University of America Press, 1996.
- Lane, D. A. *The Experience of God: An Invitation to Do Theology*. Dublin: Veritas, 1985.
- Latourelle, R. & R. Fisichella, eds. *Dictionary of Fundamental Theology*. New York: The Crossroad Publishing Co., 2000.
- Neuner, J & Dupuis, J. eds. *The Christian Faith In the Doctrinal Documents of the Catholic Church*. New York: Alba House, 1982.

O'Collins, G. *Fundamental Theology*. New York / Mahwah: Paulist Press, 1981.

_____, *Retrieving Fundamental Theology: The Three Styles of Contemporary Theology*. London: Geoffrey Chapman, 1993.

22.2.2 BTh 202 CHRISTOLOGY

Organisation: *Required, 3 Hrs/Wk, 3 Credits*

Purpose: To examine and evaluate critically the meaning of the person and mission of Jesus in the witness of the scriptures and in the struggles of the Church to understand and be faithful to Jesus the Lord. The Christological contributions of some contemporary Catholic theologians in Europe, North America, Latin America and Africa are examined. We will also examine new interpretations of the life, ministry and resurrection of Jesus being offered today, and their importance for Christian life, especially in Africa.

Content: The Jesus of the Gospels, quests for the historical Jesus. The person and mission of Jesus, his death and Resurrection (and contemporary questions). Theological reflection on Christologies of the New Testament. The Patristic Era and the early Councils (and contemporary issues raised). Medieval and Reformation Christologies. Contextual Christologies: Latin American, African and feminist. Christ as Universal Saviour in the context of other religions.

Principal Bibliography:

Elizabeth J, *Who do you say I am?* Pietermaritzburg: Cluster Publications 1997.

Dupuis, J., *Who do you say that I am?* New York: Orbis 1994.

Haight, R. *Jesus Symbol of God*, Maryknoll, New York: Orbis Books, 1999.

- _____. *The Future of Christology*. New York, London: Continuum, 2007.
- Kasper, W. *Jesus the Christ*, Paulist Press 1985.
- Kereszty, R. A. *Jesus Christ - Fundamentals of Christology*. New York: St Paul's 1991.
- Mugambi, J. *Jesus in African Christianity*. Nairobi: Initiatives Ltd., 1989.
- McCool, G. ed. *A Rahner Reader*, London: Darton, Longmann & Todd, 1989.
- Nolan, A. *Jesus before Christianity*, Maryknoll, New York: Orbis Books, 1978.
- O' Collins, G. *Christology*. New York: Oxford University Press, 1995.

22.2.3 BTh 203 THE HOLY TRINITY

Organisation: *Required, 3 Hrs/Wk, 3 Credits*

Purpose:

This course seeks to explore the centrality of the doctrine of the Trinity in the Christian faith from its biblical sources, through its development in the East and in the West and its later decline. The Trinity is also examined in contemporary exposition in theologians of different traditions. Further study will include the Trinitarian shaping of other major doctrines and the bearings of the Trinity on some important questions in contemporary discussion.

Learning Outcomes

Upon successful completion of this course, students should be able to:

- 1) Describe the scriptural signs of the Christian faith in God as the Holy Trinity.
- 2) Identify the main developments that occurred in the Church's Trinitarian doctrine.

- 3) Critically evaluate the resurgence of Trinitarian theology in the twentieth century including social and feminist theologies.
- 4) Articulate some practical ramifications of Trinitarian faith for spirituality and Christian praxis.
- 5) Analyze and evaluate a variety of approaches to Trinitarian theology, both historical and contemporary.
- 6) Demonstrate development of research and argumentation skills appropriate to study at graduate level.

Course Objectives

By the end of the course, you should be able to:

- i. contribute in an intelligent and informed manner to discussion on the development of doctrine
- ii. engage skilfully and fairly with contentious issues that may arise around the Trinity
 - a. Locating such debate within a broad historical context
 - b. Being able to accept and present cogent argument
- iii. engage with broader questions surrounding the nature of the Trinity
- iv. (Through research and personal initiative) link into other doctrinal questions that are affected by a particular tradition of belief in the Trinity
- v. identify particular opinions that are different from those of the Catholic tradition, and at the same time to be able to engage in constructive debate
- vi. To be equipped for further and independent study.

To introduce students to the development of Trinitarian theology, suitable to students preparing for ministry.

Principal Bibliography:

Boff, L. *Trinity and Society*. Trans. Paul Burns. Eugene, Oregon: Wipf & Stock, 1988.

Farrelly, John M. *The Trinity: Rediscovering the Central*

- Christian Mystery*. Oxford: Rowman Littlefield Publishers Inc., 2005.
- Harrow, S. *Trinitarian Self and Salvation: An Evangelical Engagement with Rahner's Rule*. Mosaic Press, Victoria, 2012.
- Hunt, A. *Trinity: Nexus of the Mysteries of Christian Faith*. Maryknoll, New York: Orbis Books, 2005.
- O' Collins, G. *The Tripersonal God: Understanding and Interpreting the Trinity - Second Edition Revised*. Mahwah, NJ: Paulist Press, 2014.
- Ormerod, N. *The Trinity: Retrieving the Western Tradition*. Milwaukee, Wisconsin: Marquette University Press, 2005.
- Kasper, W. *The God of Jesus Christ - New Edition*. New York: T & T Clark international, 2012.
- Rahner, R. *The Trinity*, trans. Joseph Donceel. New York: Herder and Herder, 1970.

E-resources

The Doctrine of the Trinity in the Early Church -

<https://earlychurch.org.uk/trinity.php>

The Doctrine of the Trinity -

https://theologicalstudies.org.uk/god_trinity.php

Lawrence B. Porter, O.P., "On Keeping 'Persons' In the Trinity: A Linguistic Approach to Trinitarian Thought" -

<http://cdn.theologicalstudies.net/41/41.3/41.3.3.pdf> [41.3 (1980) 530-548]

Christopher Kiesling, O.P., "On Relating to the Persons of the Trinity" -

<http://cdn.theologicalstudies.net/47/47.4/47.4.2.pdf> [47.4 (1986) 599-616]

Kilian McDonnell, O.S.B., A Trinitarian Theology of the Holy Spirit? - <http://cdn.theologicalstudies.net/46/46.2/46.2.1.pdf> [46.2 (1985) 191-227]

Michael Slusser, "The Exegetical Roots Of Trinitarian Theology" -

<http://cdn.theologicalstudies.net/49/49.3/49.3.4.pdf> [49.3 (1988) 461-476]

Elizabeth T. Groppe, “Catherine Mowry Lacugna’s Contribution To Trinitarian Theology” - <http://cdn.theologicalstudies.net/63/63.4/63.4.4.pdf> [63.4 (2002) 730-763]

22.2.4 BTh 204 ECCLESIOLOGY & MARIOLOGY

Organisation: *Required, 4 Hrs/Wk, 4 credits*

Purpose: To introduce students to the theology of the Church’s nature and function, and to the Virgin Mary’s ecclesial role in the plan of salvation.

Content: The course considers the concept of the Church in its relationship to Christ and his Kingdom, as understood by the Apostles, and its historical evolution up to Vatican II. Special attention will be given to the text of *Lumen Gentium*. The course will also focus on certain paradigm-shifts in post-Vatican II theological models and related topics, such as the marks of the true Church, authority in the Church, ecumenism. In Mariology the course will pay attention to the role of Mary in the history of salvation according to scripture and tradition. The course will explore why she is considered to be mother and prototype of all believers.

Principal Bibliography:

- Brown, R. E. *The Churches the Apostles Left Behind*, London: Geoffrey Chapman, 1984.
Dulles, A. *Models of the Church*, New York: Doubleday 1978.
Kasper, W. *Theology and Church*, London: SCM 1989.
McNamara, K. *Vatican II: The Constitution on the Church*, London: Chapman 1968.

22.2.5 BTh 205 CHRISTIAN ANTHROPOLOGY

Organisation: *Required, 3 Hrs/Wk, 3 credits*

Purpose: We live on a decentred earth and are part of a decentred species. The three-tiered understanding of the universe with the human person at the centre no longer holds. This course is about giving Christian meaning to human existence in the context of an expanding universe and an evolved humanity. Human existence is always a co-existence. It is by living as a person in relationship with the Creator and Redeemer God and in harmony with one another and the universe that Christian meaning is found.

Content: There are seven units. The first three units address the Christian understanding of creation beginning with the Judeo Christian scriptures and ending with theological reflection on the ecological crisis. Four units examine the changing understanding of the God-Human relationship and a contemporary language for graced existence is proposed.

Principal Bibliography:

Thomas, Berry. *Befriending the Earth*, Connecticut: Twenty-Third Publications: 1991.

Leonardo Boff. *Cry of the Earth, and Cry of the Poor*, New York: Orbis Books: 1997.

Stephen, Duffy. *The Dynamics of Grace: Perspectives in Theological Anthropology*. Collegeville: Liturgical Press: 1993.

Haight, John F. *God After Darwin, A Theology of Evolution*, USA: Westview Press: 2000.

Haight, Roge. *The Experience and Language of Grace*, New York: Paulist Press: 1979.

Haight, J. F. *God after Darwin, a Theology of Evolution*, Boulder: Westview Press, 2000.

Zachary, Hayes. *The Gift of Being: A Theology of Creation*, Collegeville: The Liturgical Press: 2001.

Sean, McDonagh. *Climate Change: The Challenge to all of us*, Dublin: Columba Press: 2006.

Jose, Morales. *Creation Theology*. Trans. Michael Adams. Dublin: Four Courts Press: 2001.

Wa Ngugi, J. *Creation in the Catechism of the Catholic Church*. Nairobi: Paulines Publications, 2002.

O'Leary, Don. *Roman Catholicism and Modern Science*, New York: Continuum, 2006.

Ormerod, Neil. *Creation, Grace, and Redemption*, New York: Orbis Books: 2007.

22.2.6 BTh 207 PATROLOGY

Organisation: *Required 2 Hrs/Wk, 2 Credits*

Purpose: To introduce and help students appreciate the richness of the patristic period.

Content: The course explores the question of who the Fathers of the Church are, examines the necessity for the study of Patrology and its relevance for modern theological discourse. A close look at particular topical figures, with a bias to the Church in North Africa. To understand particular Fathers, the course will investigate the influence of particular Christian centres: Jerusalem, Rome, Alexandria, and Antioch. It will also give a sample of some the teachings of influential writers from the diverse centres.

Principal Bibliography:

Aquilina, Mike. *The Fathers of the Church: An Introduction to the First Christian Teachers*. Expanded Edition. Huntington, Indiana: Our Sunday Visitor, Inc., 1999.

Bettenson, H. *The Early Christian Fathers: A Selection from the Writings of the Fathers from St Clement to St Athanasius*, Oxford: Oxford University Press, 1956.

Hammel, P. J. *Handbook of Patrology*. New York: Alba Press, 1991.

Healey, C. J. *Christian Spirituality: An Introduction to the*

- Heritage*, New York: St Pauls, 1999.
- Jurgens, W. A. *The Faith of the Early Fathers*, Vol. 1-3. Collegeville, Minnesota: The Liturgical Press, 1978.
- McGrath, A. E. *Historical Theology: An Introduction to the History of Christian Thought*, Malden, MA.: Blackwell Publishing, 1998.
- Kelly, J. N. D. *Early Christian Doctrines*, London: A & C Black, 1968.
- Tyson, J. R. ed., *Invitation to Christian Spirituality: An Ecumenical Anthology*, New York/Oxford: Oxford University Press, 1999.
- Quasten, J. *Patrology*. Vol.1-4. Westminster, Maryland: Christian Classics, Inc., 1950.

22.2.7 BTh 208 ESCHATOLOGY

Organisation: Required, 2 hour/Wk, 2 Credits

Purpose:

The unit situates eschatology at the centre of Christian theology and demonstrates the integrative function of the theology of hope. The eschatological emphases of the Scriptures are presented with particular attention to the Reign of God as the organizing image. The unit examines the activity of God in Humanity and in its history focusing on Christ as the meaning of this history. Within this context the *eschata* are retrieved as symbols of Christian hope that are operative in life, present in death and are hope-filled expressions of life through death.

Purpose of the Course: To present hope as the principal element of Christian eschatology and to discern how it speaks to the present and the future.

Objectives:

- To introduce students to the eschatological principles and the *eschata*.

- To highlight hope as the basis from which eschatology is done.
- To help students appreciate the centrality of Jesus Christ in eschatology.
- To facilitate reflections on the *eschata* that draw inspiration from the whole gamut of theology.
- To equip students with a solid scriptural and theological basis from which they can speak about death.

Aims:

- At articulating the theology of hope as rooted in Christ.
- Helping students appreciate some of the past and present discussions that dominate eschatology.
- At emphasizing that Eschatology is not to be confined to the future, it has so much to do with the present.
- To argue that the *eschata* should be better understood as symbols.
- To introduce students to some eschatological questions that arise as a result of theology's interaction with disciplines like science.

Learning Outcomes:

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

- Demonstrate an understanding of the theology of hope.
- Identify the biblical foundations of hope.
- Articulate a theology of history.
- Articulate the four principles of eschatological language.
- Critically evaluate the *eschata* as symbols of the theology of hope.
- Critique the relationship between the theology of hope and Christian praxis.

Content:

Human life is governed by a basic pre-condition without which life is impossible on earth - hope. Analysing human hope, one is

led to the inevitable destruction of this hope by Death. The course attempts to understand in a new way, the traditional Christian eschatological realities of death and judgement. An effort is made to understand the possibility of life beyond the grave and the quality of this life. Pastoral implications regarding eschatological realities are also treated. The African values and traditions in the respect will also be discussed.

Principal Bibliography:

- O'Callaghan, Paul. *Christ Our Hope: An Introduction to Eschatology*. Washington, DC: Catholic University of America, 2011.
- Hayes, Zachary. *Visions of the Future: A Study in Christian Eschatology*. Wilmington, DL: Michael Glazier Press, 1989.
- Johnson, Elizabeth A. *Friends of God and Prophets: A Feminist Theological Reading of the Communion of Saints*. NY: Continuum, 1988.
- Kelly, Anthony. *Eschatology and Hope*. Maryknoll, NY: Orbis books, 2006.
- Lane, Dermot. *Keeping Hope Alive: Stirrings in Christian Theology*. Dublin: Gill and Macmillan, 1996.
- _____. *The New Dictionary of Theology*. Eds. Mary Collins and Dermot Lane Joseph Komonchak. Dublin: Gill and Macmillan, 1987.
- Moltmann, Jurgen. *The Theology of Hope*. London: SCM Press, 1989.
- Phan, Peter C. *Eternity in Time: A Study of Karl Rahner's Eschatology*. London: Associated University Press, 1988.
- Polkinghorne, John. *The God of Hope and the End of the World*. New Haven and London: Yale University Press, 2002.
- Rahner, Karl. *Theological Investigations 4*. NY: Herder and Herder, 1960.
- Ratzinger, Joseph. *Eschatology: Death and Eternal Life*. Washington, DC: The Catholic University of America, 1988.
- Rausch, Thomas P. *Eschatology, Liturgy and Christology:*

- Toward Recovering an Eschatological Imagination.* Collegeville, MN: Liturgical Press, 2012.
- Schmisek, Brian. *Resurrection of the Flesh or Resurrection from the Dead: Implications for Theology.* collegeville, MN: Liturgical Press, 2013.
- Terrence, Nichols. *Death and Afterlife: A Theological Introduction.* Grand Rapids, MN: Brazos Press, 2010.
- Wright, N.T. *Surprised by Hope: Rethinking Heaven, the Resurrection and the Mission of the Church.* NY: HarperOne, 2008.

22.2.8 BTh 210 THEOLOGY OF THE HOLY SPIRIT

Organisation: Elective, 2 Hrs/Wk, 2 Credits

Purpose: To reach a more profound understanding of the Holy Spirit in Trinitarian theology. To enable the student to see how the Holy Spirit is at work in the world, both within and outside the Church.

Content: A special study of the biblical doctrine of the Spirit in Old Testament, gospels and Pauline theology. The guidance of the Spirit in the ministry of the Church. The Spirit in the life of the Church in holiness and prayer. The Spirit at work beyond the confines of the formal Church and in non-Christian religions, especially African traditional religions. The relationship between the spirits in African traditional religion and the Holy Spirit in Christian theology.

Principal Bibliography:

- Boff, L. *Holy Trinity, Perfect Community.* Orbis Books, 2000.
- Congar, Y. *I Believe in the Holy Trinity in History Spirit.* 3 Vols. New York: Seabury, 1983.
- Del Colle, R. *Christ and the Spirit,* New York: OUP, 1994.
- Dunn, J. D. G. *Christ and the Spirit,* Edinburgh: T & T Clark,

1998.

Durrwell, F. X., *The Holy Spirit of God*, London: Geoffrey Chapman 1986.

22.2.9 BTh 211 ECUMENISM

Organisation: *Elective, 2 Hrs/Wk, 2 Credits*

Purpose: Participants will be sensitized to the truth that ‘the separation of the Churches is the greatest public scandal in Christendom’ (Hans Urs von Balthasar), and the Christian imperative expressed in the priestly prayer of Christ that all may be one (John 17.21)

Content: The complex causes of disunity will be traced through history as well as the growing impetus for unity from the foundation of the World Council of Churches to Vatican II. The nature of inter-church dialogue will be explored through a study of selected agreed statements between the Churches. The present situation of ecumenical progress will be considered with participants engaged in practical ecumenical research.

Principal Bibliography:

Meyer, H., and L. Vischer, ed. *Growth in Agreement: Reports and Agreed Statements of Ecumenical Conversations on a World Level*, New York: Paulist, and Geneva: WCC 1984.

Rusch, W. *Ecumenism, a Movement to Church Unity*, Philadelphia: Fortress, 1985.

Schmaus, M. *Dogma 4, The Church: Its Origin and Structure*, London: Sheed & Ward, 1972.

22.3 300 LITURGY AND THE SACRAMENTS

22.3.1 BTh 301 INTRODUCTION TO LITURGY

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To lead students to the understanding of the liturgy as a sacramental experience of God's saving events accomplished in Christ and effective in the Church.

Content: The understanding of the liturgy and sacraments at Vatican II. Theological foundations of liturgical celebration as well as basic concepts of sacramental theology with special reference to African traditional religions, the anthropological and religious understanding of sign, symbol, ritual and efficacy. The historical development of sacramental theology, with particular emphasis on the post-Vatican II developments. The seven sacraments in the context of the new understanding of Christ, and Church and celebration.

Principal Bibliography:

Adam, A. *Foundations of the Liturgy; an introduction to its History and Praxis*, Minnesota: Collegeville, Liturgical Press 1992.

Chauvet, L. *The Sacraments, the Word of God and the Mercy of the Body*, Minnesota: Collegeville, Liturgical Press 2001.

Martinez, G., *Signs of Freedom, Theology of the Christian Sacraments*, New York: Paulist 2003.

ICEL *The Rites of the Catholic Church*, New York: Pueblo 1976-1983.

22.3.2 BTh 302 HISTORY OF LITURGY

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to the history of liturgical forms and to help them recognize the perennial values

underlying these forms, and to discover how the liturgy was and can be incarnated in different periods and various cultures.

Content: Topics include: the New Testament origins of Christian cult and its Jewish background, the liturgy of the 2nd and 3rd centuries, the creative period of the 4th and 5th centuries (the 'pure' Roman liturgy), Roman-Frankish-Germanic liturgy, liturgical developments during the Middle Ages, the Council of Trent and liturgical stagnation, the 20th century liturgical revival and the reforms of Vatican II and the phenomenon of an inculturated liturgy.

Principal Bibliography:

Chupungco, A. J. ed. *Handbook for Liturgical Studies*. Volume 1. Minnesota: Collegeville Liturgical Press, 2000.

Klauser, T. *A Short History of Western Liturgy: An Account and Some Reflections*, Oxford: OUP, 1969.

Metzer, M. *A History of Liturgy, the Major Changes*, Minnesota: Collegeville Liturgical Press, 1997.

Wegman, H. *Christian Worship in East and West: A Study Guide to Liturgical History*, New York: Pueblo 1985.

22.3.3 BTh 303 LITURGY AND TIME

Organisation: *Required Course, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to the richness of the Liturgical Year and the Liturgy of the Hours.

Content: The Liturgical Year: anthropological understanding of time with special reference to African traditional religion. Biblical origins of the liturgical year and its historical development. Theological underpinnings of the various seasons of the Church's year. Historical development of Sunday, its various names and their theological significance. An examination of the history and theology of the veneration of the

saints, with reference to the practice of ancestor-worship in African traditional religion. The Liturgy of the Hours: rhythms and times of prayer in scripture. Christ as a model of prayer. The historical development of the Liturgy of the Hours. The reform of Vatican II. Theology and spirituality of the Liturgy of the Hours.

Principal Bibliography:

Adam, A. *The Liturgical Year, its History and Meaning after the Reform of the Liturgy*, New York: Pueblo, 1981.

Campbell, S. *From Breviary to Liturgy of the Hrs, the Structural Reform of the Roman Office, 1963-1971*, Minnesota: Collegeville Liturgical Press 1995.

Chupungo, A. ed. *Handbook of Liturgical Studies, Vol V: Liturgical Time and Space*, Minnesota: Collegeville Liturgical Press 2000.

Nardone, R. *The Story of the Christian Year*, New York: Paulist 1991.

22.3.4 BTh 304 SACRAMENTS 1: BAPTISM AND CONFIRMATION

Organisation: Required, 2 Hrs/Wk, 2 Credits

Purpose: To introduce students to the theology of the sacraments of baptism and confirmation. To deepen their understanding of the process of Christian initiation.

Content: In the light of contemporary questions this module explores the links between the sacraments of baptism and confirmation and the rituals and practices of ancient near eastern cultures. It outlines the way in which these foundational Christian rites were understood and celebrated in the early centuries of the Church, and the way in which they have been interpreted in different Christian traditions. The current rites will be studied and modern pastoral and theological issues

addressed in the light of the multi-faith and secularised nature of contemporary post-modern culture.

Principal Bibliography:

Finn, T. M. *From Death to Rebirth, Ritual and Conversion in Antiquity*, New York: Paulist, 1997.

Fisher, J. D. C. *Christian Initiation: Baptism in the Medieval West, a Study in the Disintegration of the Primitive Rite of Initiation*, Chicago: Hillenbrand Books, 2004.

Montefiore, H. *Confirmation Notebook, a Guide to Christian Belief and Practice*, London: SPCK, 2002.

Whitaker, E.C., *Documents of the Baptismal Liturgy, Revised and Expanded edition*. Collegeville: Liturgical Press 2003.

22.3.5 BTh 305 SACRAMENTS 2: THE EUCHARIST

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to the history and understanding of the Eucharist and to deepen their appreciation of its centrality in the Christian life.

Content: In the light of contemporary questions, this module explores the background and significance of the institution narratives of the New Testament. It outlines the way in which the theology of the Eucharist evolved in the history of the Church. The documents of Vatican II and more recent documents will be studied in order to develop a contemporary understanding of the Eucharistic nature of Church life.

Principal Bibliography:

Kilmartin, E. J. *The Eucharist in the West*, Minnesota: Collegeville Liturgical Press, 1998.

Mazza, E. *The Celebration of the Eucharist: the Origin of the*

- Rite and the Development of its Interpretation*,
Minnesota: Collegeville Liturgical Press, 1999.
- Power, D. N. *The Eucharistic Mystery: Revitalizing the
Mystery*, Dublin: Gill & Macmillan, 1992.
- Tillard, J. *Flesh of the Church, Flesh of Christ: at the Source
of the Ecclesiology of Communion*, Minnesota:
Collegeville Liturgical Press, 2001.

22.3.6 BTh 306 SACRAMENTS 3: PENANCE AND ANOINTING

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to the sacraments of penance and anointing and their healing role within the Christian community.

Content: This course will explore the way in which the sacraments of Penance and the Anointing of the Sick give expression to Christ's healing ministry in and through the Church. By studying the origin, history and theological understanding of these sacraments, students are encouraged to identify the key aspects of the celebration of these sacraments in the life of the Church, both now and in the future.

Principal Bibliography:

- Dallen, J. *The Reconciling Community: The Rite of Penance*,
New York: Pueblo, 1986.
- Hellwig, M. K. *Sign of Reconciliation and Conversion: The
Sacrament of Penance for Our Times*, Wilmington:
Michael Glazier, 1982.
- Coffey, D. M. *The Sacrament of Reconciliation*: Collegeville:
The Liturgical Press, 2001.
- Gusmer, C. *And you visited me: Sacramental Ministry to the
Sick and the Dying*. Collegeville: Liturgical Press, 1990.
- Empereur, J. L. *Prophetic Anointing: God's Call to the Sick*,

the Elderly, and the Dying. Wilmington: Michael Glazier, 1982.

Vorgrimler, H. *Sacramental Theology*, Collegeville: The Liturgical Press, 1992.

22.3.7 BTh 307 SACRAMENTS 4: MATRIMONY AND HOLY ORDERS

Organisation: *Required 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to the biblical basis of the sacraments of Matrimony and Orders, and to deepen their understanding of the way they are lived in the contemporary Church.

Content: In the light of contemporary and African culture, this module explores how marriage and priesthood were understood and lived during biblical times. Outlining the way in which Jesus understood marriage, the mission he gave to the Twelve, and the practice of ministry according to the New Testament, it traces the process by which Matrimony and Orders came to be recognised as sacraments and the debate about their sacramentality in different Christian tradition. It explores the meaning and contemporary reality of the sacraments of Matrimony and Orders in the light of both traditional and contemporary theology and pastoral practice.

Principal Bibliography:

Osborne, K. B. *Priesthood: A History of the Ordained Ministry in the Roman Catholic Church*. Mahwah, NJ: Paulist, 1988.

Osborne, K. B. *Orders and Ministry: Leadership in the World Church*. Maryknoll, NY: Orbis, 2006.

Smith, K. S. *Priesthood in the Modern World: A Reader* [Church Book Series] Franklin, Wisconsin: Sheed and Ward, 1999.

Lawler, M. G. *Marriage and Sacrament: A Theology of*

- Christian Marriage*. Collegeville: Liturgical Press, 1993.
- Martinez, G. *Worship: Wedding to Marriage*. Washington DC: Pastoral Press, 1993.
- Mackin, T. *What Is Marriage? Marriage in the Catholic Church*. New York: Paulist Press, 1982.
- Scott, K & Warren, M, eds., *Perspectives on Marriage: A Reader*. 3rd Ed. NY: Oxford UP, 2006.

22.4 400 MORAL THEOLOGY

22.4.1 BTh 401 FUNDAMENTAL MORAL THEOLOGY 1

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce the student to moral theology and more specifically to the fundamental issues that the subject addresses, including the Church's teaching and theological trends. To aid students to start grappling with some fundamental issues on theological morality.

Content: Definition of the subject matter. History of the subject and some of the methods that have been employed. The relationship between morality and faith, the centrality of the human person in Christian ethics (special leanings toward Louis Jansens' exposé). The fundamental role of freedom and knowledge in theological ethics. The reality of sin and the role of conscience. Throughout the course the question of our own African context will be taken seriously and students encouraged to engage with African morality.

Principal Bibliography:

- Gula, R. M. *Reason informed by Faith, Foundations of Catholic Morality*, New York: Paulist, 1989.
- O'Connell, T. E. *Principles for a Catholic Morality*, New York: Harper & Row, 1978.

Peschke, K. H. *Christian Ethics, Moral Theology in the Light of Vatican II, Vol 1*, Bangalore: Theological Publications 1996.

22.4.2 BTh 402 FUNDAMENTAL MORAL THEOLOGY 2

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to Moral theology and more specifically to the fundamental issues that the subject addresses, including the Church's teaching and theological trends. To bring students to an appreciation of the profound moral theological topics which are fundamental to the subject.

Content: Conscience, its formation, and traditional Catholic teaching on conscience. The role of scripture in moral theology. Natural law in both tradition and contemporary thought. The morality of a human act. Moral norms. The principle of double-effect. Throughout the course the question of our own African context will be taken seriously, and students encouraged to engage with African morality.

Principal Bibliography:

Hoose, B., ed. *Christian Ethics, an Introduction*, London: Cassell, 1998.

Gula, R. M. *Reason informed by Faith, Foundations for Catholic Morality*, New York: Paulist, 1989.

O'Connell, T. E. *Principles for a Catholic Morality*, New York: Harper & Row, 1978.

Peschke, K. H. *Christian Ethics: Moral Theology in the Light of Vatican II, Vol. 1*, Bangalore: Theological Publications, 1996.

22.4.3 BTh 403 MEDICAL ETHICS

Organisation: Required, 2 Hrs/wk, 2 Credits

Purpose: To understand the issues, concepts, methods and debates (theological, medical, legal and pastoral) in medical ethics. To understand the Catholic moral tradition and its usefulness in answering contemporary medical ethical questions. To help the Church's ministers aid people facing medical ethical decisions.

Content: Understandings of health and sickness. Methods in medical ethics. Relationships and responsibilities in medical ethics. Ethics and the end of life. HIV/AIDS. Ethics at the beginning of life. Abortion. Justice and health care. Experimentation on human subjects. Genetics, genomics, and 'high' technological medicine.

Principal Bibliography:

- Pope John Paul II. *Evangelium Vitae*. Encyclical on the Value and Inviolability of Human Life, 1995.
- Ashley, Benedict M., Jean deBlois SCJ, Kevin D. O'Rourke, eds. *Health Care Ethics: A Catholic Theological Analysis*. 5th ed. Georgetown UP, 2006.
- Boyle, P. and O'Rourke, K., *Medical Ethics: Sources of Catholic Teaching*, Washington DC: Georgetown UP, 1999.
- Lammers, S., and A. Verhey, *On Moral Medicine*, Grand Rapids: Eerdmans, 1998.
- O'Rourke, Kevin D. OP and Philip Boyle, eds. *Medical Ethics: Sources of Catholic Teachings*. Washington, DC: Georgetown UP, 2011.
- Sugarman, J., and D. Sulmasy, *Methods in Medical Ethics*, Washington DC: Georgetown UP, 2002.

22.4.4 BTh 404 SEXUAL ETHICS

Organisation: Required, 2 Hrs/Wk, 2 Credits

Purpose: To understand the Catholic moral tradition as it relates to sexuality. To understand contemporary methods of moral theology that deal with issues and questions in this area. To help the Church's ministers gain the knowledge and skills needed to develop a pastoral response in the area of sexual morality.

Content: The meaning of Christian morality. Scripture, tradition and the development of Catholic theology on marriage and sexuality. Current Church teaching on marriage and sexuality. Christian marriage. Non-marital sexual relations. Contraception. Chastity and celibacy. Sex, power and abuse. Homosexuality. Sexual fantasy. The problems of Christian marriage in an African context.

Principal Bibliography:

- Pope Paul VI, *Humanae Vitae*: Encyclical letter on the Transmission of Human Life. July 25, 1968.
- Pope John Paul II, *Familiaris Consortio*: Apostolic Exhortation on the Role of the Christian Family in the Modern World. November 22, 1981.
- John Paul II, *The Theology of the Body: Human Love in the Divine Plan*. Boston MA, USA: St. Paul Publications, 1997.
- Cahill, Lisa Sowle, *Sex, Gender, and Christian Ethics*. Cambridge, UK: Cambridge UP, 1996.
- Collins, Raymond F. *Sexual Ethics and the New Testament: Behaviour and Belief*. New York: Crossroad Publishing Company, 2000.
- Genovesi, Vincent J., *In Pursuit of Love: Catholic Morality and Human Sexuality*. Rev. Ed Liturgical Press, 1996.
- Kelly, Kevin. *New Directions in Sexual Ethics: Moral Theology and the Challenge of AIDS*. London: Geoffrey Chapman, 1998.
- Mackin, Theodore. *What is Marriage?* Mahwah NJ: Paulist, 1982.
- Noonan, John T. Jr., *Contraception: A History of its*

Treatment by Catholic Theologians and Canonists. Cambridge (USA): Harvard UP; Original ed. 1965, Enlarged ed. 1986.

Smith, Janet E. ed. *Why “Humanae Vitae” Was Right: A Reader.* San Francisco: Ignatius Press, 1993.

22.4.5 BTh 405 SOCIAL MORALITY

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To reflect on Christian moral principles as they relate to contemporary social issues. To help future ministers of the Gospel to promote justice and peace by living virtuously in a world of social, economic and cultural change.

Content: The major social and cultural changes involved in globalisation today. The main Christian moral criteria as outlined in the Church’s social teaching. Some of the social issues of concern in today’s African culture. The importance of preaching and action relating to peace and reconciliation in response to sinful social structures.

Principal Bibliography:

Joinet, B., *The Challenge of Modern Africa*, Nairobi: Paulist 2000.

Waruta, D.W., and H. W. Kinoti, ed. *Pastoral Care in African Christianity: Challenging Essays in Pastoral Theology*, Nairobi: Acton Publishers 2000.

McDonagh, E., *The Gracing of Society*, Dublin: Gill and Macmillan 1989.

Dorr, D., *Time for Change*, Dublin: The Columba Press 2004.

22.4.6 BTh 406 ETHICS IN PASTORAL MINISTRY

Organisation: *Required, 2 Hrs/wk, 2 Credits*

Purpose: To outline the moral demands that arise from the professional exercise of pastoral ministry, especially for the priest. To develop a theological-ethical framework which priest-ministers can use to think about the moral dimensions of ministry in a responsible way.

Content: The theological foundations of ministry understood as vocation and profession within the Church. Ministry as a function of the communion and mission of the Church. The professional duties of the priest-minister are emphasised while power in the pastoral relationship is closely examined. Two main issues are discussed at some length, viz. sexuality and confidentiality. Discussion is initiated regarding a code of ethics for ministry.

Principal Bibliography:

Gula, R.M., *Ethics in Pastoral Ministry*, New York: Paulist Press 1996.

Trull, J.E., and J. E. Carter, *Ministerial Ethics: Moral Formation for Church Leaders*, Second Edition, Grand Rapids: Baker Academic 2004.

Waruta, D.W., and H. W. Kinoti, ed. *Pastoral Care in African Christianity: Challenging Essays in Pastoral Theology*, Nairobi: Acton Publishers 2000.

22.4.7 BTh 410 SOCIAL TEACHING OF THE CHURCH

Organisation: Elective, 2 Hrs/Wk, 2 Credits
Fr. Sheunesu Mugomba

Purpose: To reach an understanding of the main features of Christian social teaching, human rights and obligations, the role of the Church in political life.

Content: Biblical teaching on social matters, its relevance and limitations. The preferential option for the poor. The origin and history of Catholic teaching on social questions, its

development in the great papal encyclicals, and its relevance today in private and political life. Declarations of human rights and their application today. Social teaching on marriage and the family, work and the economy. The role of the Christian individual and of the Church in politics. Liberation theology.

Principal Bibliography:

Baum, G. *Theology and Society*, New York: Paulist Press, 1987.

Coleman, J., ed. *One Hundred Years of Catholic Social Thought*, New York: Orbis, 1991.

Filibeck, G., *Human Rights in the Teaching of the Church*, Vatican City: Libreria Editrice Vaticana, 1990.

Hollenbach, D., *Justice, Peace and Human Rights*, New York: Crossroad, 1990.

22.4.8 BTh 411 THE VIRTUOUS LIFE

Organisation: Elective, 2 Hrs/Wk, 2 Credits

Purpose: To present the Christian moral life as Christocentric, focused on vocation, responsive in character and virtues, directed distinctively to Christian men and women and clearly indicating the ‘exalted nature’ (Vatican II) of the Christian calling.

Content: The good life as vocation, a response to what we hear as God speaks to us in Christ. What we hear and how, our response is influenced by Christian stories and images. It is God’s initiative that makes the good life possible. The basic question is: what is God calling us to be and to do? Living the good life is graced living, expressing the divine life within us.

Principal Bibliography:

Gula, R. M. *The Good Life: Where Morality and Spirituality Converge*, New York: Paulist Press, 1999.

McCabe, H. *The Good Life: Ethics and the Pursuit of*

- Happiness*, London: Continuum, 2005.
- Cosgrave, W. *Christian Living Today: Essays in Moral and Pastoral Theology*, Dublin: Columba, 2001.
- McNamara, V. *The Truth in Love: Reflections on Christian Morality*, Dublin: Gill and Macmillan 1988.
- Rolheiser, R. *Seeking Spirituality*, London: Hodder & Stoughton 1998.

22.4.9 BTH 412 THE VIRTUOUS LIFE OF CONVERSION & RECONCILIATION

Organisation: Elective, 2 Hrs/Wk, 2 Credits

Purpose: Penance is not the only sacrament of reconciliation. Baptism and Eucharist are too. Many are asking today: “Why do we need a separate sacrament of reconciliation?” We discuss at length the virtuous life of conversion and seek to understand the Church community as the place of reconciliation, sacramentally experienced.

Content: An understanding of repentance and conversion in the life of the Church leads into a discussion of reconciliation as virtuous way of life in faith, hope and love. Sin is explored in relation to the covenant of love established in Jesus Christ. The call of the Church is to preach forgiveness by living it. How to celebrate the sacrament of reconciliation in light of the Revised Rite of Penance (1973)?

Principal Bibliography:

- Gula, R. M. *To Walk Together Again: The Sacrament of Reconciliation*. New York: Paulist, 1984.
- Hellwig, M. K. *Sign of Reconciliation and Conversion: The Sacrament of Penance for our Times*. Wilmington: Glazier, 1982.
- Jones, L. G. *Embodying Forgiveness: A Theological Analysis*, Grand Rapids: Eerdmans, 1995.

Hughes, K., and J. Favazza, ed. *A Reconciliation Handbook*, Chicago: Liturgy Training Publications, 1997.

22.5 500 CANON LAW

22.5.1 BTh 501 CANON LAW: PRINCIPLES AND ECCLESIAL LAW

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To show how the New Code of Canon Law articulates the complex reality of the Church and the purpose of the Church, the salvation of souls. To enable students to understand and apply the principles of Canon Law.

Content: The nature and mission of the Church. The theological foundation of the juridical dimension of the Church. The role of law in the life of the Church. A history of Canon Law. Selected themes from the Code of Canon Law, Canon 1-203.

Principal Bibliography:

- Coriden, J. A. T Green, and D. Heintschel, eds., *The Code of Canon Law: A Text and Commentary*. Mahwah, NJ: Pauline Press, 1985.
- Coriden, J. A. *Canon Law as Ministry, Freedom and Good Order. The Church*, New York/Mahwah. Mahwah, N.J: Paulist Press, 2000.
- Canon Law Society of Great Britain and Ireland, *The Canon Law Letter of Spirit: A Practical Guide to the Code of Canon Law*. Collegeville, MN: The liturgical Press, 1995.
- Caparros, E., M. Theriault, J. Thorn, eds., *Code of Canon Law Annotated*. Montreal: Wilson and LaFleur Limitee, 1993.
- Olsy, L. *Theology and Canon Law, New Horizon for Legislation and Interpretation*, Collegeville, Minnesota: The Liturgical Press, 1992.

22.5.2 BTh 502 CANON LAW ON SACRAMENTS (excluding Marriage)

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to Church legislation on sacraments from a pastoral perspective. To enable them to understand the importance of Canon Law on sacraments sanctifying people, in building up the Church and in worshipping God.

Content: The canonical legislation of each sacrament. The sanctifying office of the Church (Book IV). The sacraments (except marriage), Canons 834-1054.

Principal Bibliography:

- Beal, J. P; J. A. Coriden, T. J. Green. , *A New Commentary on the Code of Canon Law: An Entirely New and Comprehensive Commentary by Canonists from North America and Europe, with a Revised Translation of the Code New York/Mahwah, NJ: Paulist Press, 2000.*
- Canon Law Society of Great Britain and Ireland, *The Canon Law Letter and Spirit: A Practical Guide to the Code of Canon Law.* Collegeville MN: The Liturgical Press, 1995.
- Canon Law Society of Great Britain and Ireland, *The Code of Canon Law, New Revised English Translation,* Harper Collins, 1997.
- Caparros, E., M. Theriault, J. Thorn, eds., *Code of Canon Law Annotated.* Montreal: Wilson and LaFleur Limitee, 1993.
- Coriden, J. *An Introduction to Canon Law.* Mahwah, NJ: Paulist Press, 1991.
- Gusmer, C. *And you Visited Me: the Sacramental Ministry to the Sick and the Dying,* Rev. Ed., New York: Pueblo, 1989.
- Hite, J., and D. Ward, *Readings, Cases, Materials in Canon Law,* Rev. Ed. Collegeville, MN: Liturgical Press, 1990.
- Huels, J. M. *The Faithful of Christ,* Chicago: Franciscan Herald Press, 1983.
- Huels J. M. *The Pastoral Companion: A Canon Law Handbook*

- for Catholic Ministry*, New Series, Third Edition Revised and Updated. Franciscan Press Quincy University, 2002.
- Mallia, C. *The Sacrament of the Anointing of the Sick*. Pauline Publications Africa, 2000.
- McKenna, K. E. *A Concise Guide to Canon Law*, A Practical Handbook for Pastoral Ministers. Indiana: Ave Maria Press Notre Dame, 2000.
- Orsy, L., *The Evolving Church and The Sacrament of Penance*, Denville, N.J.: Dimension Books, 1978.
- Osborne, K., *Reconciliation and Justification: The Sacrament and its Theology*. New York: Paulist, 1990.
- Spiteri, L. J. *The Code in the Hands of the Laity, Canon Law for Everyone*. New York: Alba House, 1997.
- Woestman, William H. *Sacraments, Initiation, Penance, Anointing of The Sick*: St Paul University, Ottawa Ontario, 1996.
- Woestman, William H., *The Sacraments of Orders and the Clerical State. A Commentary on the Code of Canon Law*. 2nd ed. Ottawa: Saint Paul University Faculty of Canon Law, 2001.

22.5.3 BTh 504 CANON LAW: PEOPLE OF GOD

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To enable students to learn and understand the different compositions of Book II “The People of God” and apply it through their lived faith experience. To introduce students to the Obligations and Rights of all Christ’s Faithful, Clerics & Laity and discuss how the laity do participate in the governance of the Church. To introduce the students to the enrolment or incardination or excardination of the Clerics, Priestly Life and Ministry. To enable students to learn and understand how Priestly Life and Ministry is lived and the purpose of having Dioceses and the work of Bishops in those Dioceses.

Content: Christ's Faithful (cc.204 - 207);The Obligations and Rights of all Christ's Faithful (cc.208 - 223); The Obligations and Rights of the Laity (cc 224- 231);The Obligations and Rights of the Clerics (cc. 273 - 289); Priestly Life and Ministry (cc. 515 - 552);Enrolment and Incardination of clerics (cc. 265 - 272) ; Loss of Clerical State (cc. 290 - 293); Bishops (cc. 375 - 411)

Principal Bibliography

Beal, J. P; J. A. Coriden, T. J. Green. , *A New Commentary on the Code of Canon Law: An Entirely New and Comprehensive Commentary by Canonists from North America and Europe, with a Revised Translation of the Code.* New York/Mahwah, NJ: Paulist Press, 2000.

Canon Law Society of Great Britain and Ireland, *The Canon Law Letter and Spirit: A Practical Guide to the Code of Canon Law.* Collegeville MN: The Liturgical Press, 1995.

Caparros, E., M. Theriault, J. Thorn, eds, *Code of Canon Law Annotated.* Montreal: Wilson and LaFleur Limitee, 1993.

Coriden, J., T. Green and D. Heintschel, eds. *The Code of Canon Law: A Text and Commentary, Commissioned by the Canon Law Society of America.* Mahwah, NJ. Paulist Press, 1985.

Coriden, J. *An introduction to Canon Law;* Mahwah, NJ: Paulist Press, 1991.

Hite, J., D. Ward, *Readings, Cases, Materials, in Canon Law,* Rev. Ed. Collegeville, MN: The Liturgical Press, 1990.

Huels, J.M., *The Faithful of Christ: The New Canon Law For The Laity,* Franciscan, Herald Press, 1983.

Huels, J.M., *The Pastoral companion: A Canon Law Handbook for Catholic Ministry.* Chicago: Franciscan Press, 1997.

22.5.4 BTh 503 CANON LAW ON MARRIAGE

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to Church legislation on the sacrament of marriage from a pastoral perspective.

Content: The theological, pastoral and juridical implications of the sacrament. The sanctifying office of the Church (Code of Canon Law, Book IV), Title VII, Marriage (Canons 1055-1165).

Principal Bibliography:

Canon Law Society of Great Britain & Ireland, *The Canon Law, Letter and Spirit, a Practical Guide to the Code of Canon Law*, London: Geoffrey Chapman, 1996.

Huels, J.M., *The Pastoral Companion, a Canon Law Handbook for Catholic Ministry*, Chicago: Franciscan Press, 1997.

Woestman, W.H., *Special Marriage Cases*, Ottawa: St Paul University, 1992.

22.5.5 Organisation: Elective, 2 Hrs/Wk, 2 Credits

BTh 510 CANON LAW ON THE CONSECRATED LIFE

Purpose: To learn and understand the origins and development of the consecrated life over the centuries, and, in the light of Vatican II through the Revised Code of Canon Law, read the signs of the times and adapt its charisms to respond more effectively.

Content: Brief History of the Consecrated Life. Types of Institutes. Norms common to all Institutes of the consecrated life (Canons 573-606). Religious Institutes, religious houses and their establishments (Canons 607-633). Admission of candidates and formation of members (Canons 641-661). Rights and Obligations of Institutes and their members (Canons 662-672). The apostolate of religious, relationships between Bishops and consecrated persons (Canons 673-683). Separation from the

Institute (Canons 684-704). Special issues (Canons 705-709).
Secular Institutes (Canons 710-730). Societies

Principal Bibliography:

John Paul II, *Vita Consecrata* in *Origins* 25(1995/6).

John Paul II, *The Consecrated Life Post- Synodal Apostolic Exhortation*, Paulines: Nairobi, 1996.

Beal, J. P., Coriden, J. A., and Green, T. P., ed., *The Canon Law Society of America, New Commentary on the Code of Canon Law*, New York: Paulist 2000.

Cole B., P Corner, *Christian Totality, Theology of the Consecrated Life*, St Pauls Bandra Mumbai, 1997.

Canon Law Society of Great Britain and Ireland, *The Canon Law Letter and Spirit: A Practical Guide to the Code of Canon Law*. Collegeville MN: The Liturgical Press, 1995.

Caparros, E., M. Theriault, J. Thorn, eds, *Code of Canon Law Annotated*. Montreal: Wilson and LaFleur Limitee, 1993.

Hite, J.A. *A Handbook on Canons 573-746*, Minnesota: Collegeville Liturgical Press 1985.

Hite, J., D. Ward, *Readings, Cases, Materials, in Canon Law*, Rev. Ed. Collegeville, MN: The Liturgical Press, 1990.

Lobo G. *New Canon law For Religious*, St. Paul's Publications Bandra- Bombay 1990.

O'Murchum D., *Consecrated Religious Life, The changing Paradigms*, Orbis Books, Maryknoll, New York, 2005.

Mcdermott R., *The Consecrated Life, Cases, Commentary, Documents Readings*, Canon Law Society of America, Washington, 2006.

Stockman R., *Ubi Caritas, Facing the crisis in the Consecrated Life Today*, Novalis, Saint Paul University, Ottawa Canada 2007.

Synod of Bishops, Lineamenta: *The Consecrated Life and its role in the Church and in the World*, Libreria Editrice Vaticana Rome 1992.

22.6 600 CHURCH HISTORY

22.6.1 22.6.1 BTh 601 CHURCH HISTORY I: FROM THE EARLY CHURCH TO THE MIDDLE AGES

Organisation: Required, 3 Hrs/Wk, 3 Credits

Purpose:

The course introduces the students to the historical development of the Church, its successes and the challenges which the Church faced as it was spreading in the Roman Empire and beyond. It also exposes the students to the way the Church's teaching (dogma) developed through the events which the Church passed through during the ancient era of the Church and the medieval period.

The course strives to show the students the relevance of Church History today so that successes and challenges of the past maybe related to the present situation of the Church. Thereby helping the students to appreciate and understand how the Church's story has shaped the Church as we see it today. It will also help the students to understand the relationship between the ecclesiastical history and the secular history.

Content:

Part I:

General Introduction to Church History

Christianisation - the Spread of Christianity in the early centuries

The Christianisation of Europe

The Persecutions

Constantine I and Christianity

The First Five Ecumenical Councils

Part II:

The Church (Christianity) and Islam

The Crusades
The Schism of 1054
The Birth of Religious Orders
The Western (Great) Schism (Avignon Papacy -conciliarism)

Principal Bibliography:

- Baus, Karl. *History of the Church: From the Apostolic Community to Constantine*. Volume I. Ed. by Hubert Jedin and John Dolan. Kent: Burns and Oates, 1989.
- Bokenkotter, Thomas. *A Concise History of the Catholic Church*. Rev and Expanded Edition. New York, London: Image Books Doubleday, 2005.
- Erba, Andrea Maria and Guiducci Pier Luigi, *La Chiesa nella storia: Duemila anni di Cristianesimo*. Nuova Edizione. Vol. II. Leumann TO: Elledici, 2008.
- Macculock, Diarmaid. *A History of Christianity: The First Three Thousand Years*, London: Penguin Books, 2010.
- Tanner, Norman P., *The Councils of the Church: A Short History*, New York: The Crossroads Publishing Company, 2001.
- Tanner, Norman, *New Short History of the Catholic Church*. London: Bloomsbury, 2013.
- The Ecclesiastical History of Eusebius Pamphilus, Bishop of Caesarea in Palestine*. Trans. Cruse C. F. Merchant Books, 2011.
- Vidmar, John. *The Catholic Church through the ages: A History*. Second ed. New York/Mahwah, NJ: Paulist Press, 2014.

22.6.2

22.6.2 BTh 602 CHURCH HISTORY II: THE AGE OF REFORM

Organisation: Required, 3 Hrs/Wk, 3 Credits

Purpose:

The course introduces the students to the historical development of the Church from the late Middle Ages to the beginning of the Modern Era. It is a period marked by political strife, the Protestant Reformation and the Catholic Counter Reformation. The Church passed a moment of renewal and tried to find its place in a society (Europe) which was changing and so the Church was being detached by both internal and external forces from political involvement in secular affairs of the State.

The course will expose the student to some key players of this transition period of the Church where there is renewal, and separations. During this time (which some call the ‘age of reform’ and yet others call it ‘the renaissance’ or ‘the transition period’) Church just like today tries to find its relevance in world which is increasingly becoming more secular and the Christendom more divided.

Content:

The Reforms in the Catholic Church

The Libellus ad Leonem X

Martin Luther: The ‘Reformer’

Ulrich Zwingli and John Calvin: The ‘Reformers’

The English Reformation

The Birth of New Religious Orders

The Peace of Westphalia

The Council of Trent

Principal Bibliography:

Bokenkotter, Thomas. *A Concise History of the Catholic Church*. Revised and Expanded Edition. New York, London: Image Books Doubleday, 2005.

Mezzadri, Luigi, C. M. *Storia della Chiesa tra Medioevo ed Epoca Moderna II: Rinnovamenti, Separazioni, Missioni Il Concilio di Trento (1492-1563)*. Roma: Centro Liturgico Vincenziano Edizioni, 2014

Spiteri, Laurence John Monsignor, JCD. *At your fingertips: The*

- Catholic Counter-Reformation*. Volume 3. New York: Society of St Paul, 2010.
- Tanner, Norman P. *The Councils of the Church: A Short History*, New York: The Crossroads Publishing Company, 2001.
- Tanner, Norman. *New Short History of the Catholic Church*. London: Bloomsbury, 2013.
- Vidmar, John. *The Catholic Church through the ages: A History*. Second ed. New York/Mahwah, NJ: Paulist Press, 2014.

22.6.3 BTh 603 CHURCH HISTORY III: MODERN AND AFRICAN

Organisation: Required, 3 Hrs/Wk, 3 Credits

Purpose:

The course introduces the students to the historical development of the Church in the Modern Era. The major events marking this era include the enlightenment movements, the French and Industrial Revolutions which the Church has experienced and felt their impact.

The course will expose the students to the evangelisation of America, Asia and Africa. The Evangelisation of some African countries will be seen in depth so that the students appreciate the efforts of their forefathers in the faith which they now profess and wish to transmit thereafter.

Content:

[The Council of Trent]

The Catholic Evangelisation of the Americas

The Evangelisation of Asia

The Evangelisation of Africa

The Evangelisation of Zimbabwe

The Evangelisation of Kenya

The Evangelisation of Uganda

The Catholic Church and the Enlightenment Era

Movements in the Roman Catholic Church in the 17th and 18th Century

The Catholic Church in front of the French and Industrial Revolutions

The Vatican I Council

The Vatican II Council

Principal Bibliography:

Baur, John. *2000 Years of Christianity in Africa: An African Church History*. Second Ed. 2009. Nairobi: Paulines Publications Africa, 2013.

Bokenkotter, Thomas. *A Concise History of the Catholic Church*. Revised and Expanded Edition. New York, London: Image Books Doubleday, 2005.

Bowden, John, Lydamore Margret and Bowden Hugh, A *Chronology of the World Christianity*, London: Continuum, 2007.

Erba, Andrea Maria and Guiducci Pier Luigi, *La Chiesa nella*

storia: Duemila anni di Cristianesimo. Nuova Edizione Vol. II. Leumann TO: Elledici, 2008.

Goodwin, A. (Elliot H), *The New Cambridge Modern History: the American and French Revolutions, 1763-93*. New York: Cambridge University Press, 1965.

Macculloch, Diarmaid. *A History of Christianity: The First Three Thousand Years*, London: Penguin Books, 2010.

O'Malley, John W. *A History of the Popes: From Peter to the Present*. Plymouth: Rowman and Littlefield Publishers, Inc, 2010.

Tanner, Norman P. *The Councils of the Church: A Short History*. New York: The Crossroads Publishing Company, 2001.

Tanner, Norman. *New Short History of the Catholic Church*. London: Bloomsbury, 2013

Vidmar, John, OP. *The Catholic Church through the ages: A History*. Second ed. New York/Mahwah, NJ: Paulist Press, 2014.

22.6.3.1

22.6.4 700 PASTORAL THEOLOGY

22.6.5 BTh 701 PASTORAL MINISTRY

Organisation: *Required, 3 Hrs/Wk, 3 Credits*

Purpose: This course engages participants in the developing understanding and practice of ministry from apostolic times to contemporary thinking on ministry in the Church today. Skills in ministry will be developed in the practical contexts of catechetics and homiletics.

Content: The origins and history of ministry in the Church are reviewed. The concepts of ministry in function of ecclesial need and ministry as presbyteral leadership are explored. A theology of ministry and principles for best pastoral practice will be drawn from current Church documents and the literature in the area. The application of course material in different pastoral placements is evaluated and discussed.

Principal Bibliography:

Brown, M., *Embodying the God we Proclaim*, Australia: Alken Press, 1996.

Fuellenbach, J. *Throw Fire*, Manila, Philippines: Divine Word Publication, 1998.

Hill, B. R. *Jesus, Centre of Christianity*, USA: St. Anthony Messenger, 2000.

Jolliano, Soffield & Hammett, *Collaborative Ministry*, Ave Maria Press, Notre Dame, USA.

_____. *Design for Wholeness*, St Paul Publications, India, 1990.

McBride, D. *The Parables of Jesus*, UK: Redemptorist Publications, 1999.

Nolan, A., *Jesus before Christianity*, London: DLT, 1977.

Osborne, K., *Priesthood*, USA: Paulist Press, 1988.

Whitehead, E. and Whitehead, J., *The Promise of Partnership*, USA: HarperCollins, 2000.

22.6.6 BTh 702 INTRODUCTION TO SPIRITUALITY

22.6.6.1

Organisation: *Elective, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to Christian Spirituality, particularly in the Catholic tradition, so that they may be able to integrate their theological studies with their spirituality.

Content: The course explores the foundations of Christian spirituality in the Old and New Testaments. It will also assess the various spiritualities of the early Church, particularly the gospels. The course will highlight the fact that Christian spirituality is not homogeneous; rather it is diverse, since it has responded to diverse contexts. The course will survey the evolution and adaptation of Christian spirituality through the centuries, with particular emphasis on the spiritual teaching of certain outstanding individuals and movements.

Principal Bibliography:

AU, Wilkie & Noreen Cannon, *Urgings of the Heart: A Spirituality of Integration*, New York/Mahwah, N.J: Paulist Press, 1995.

Aumann, Jordan, *Christian Spirituality in the Catholic Tradition*, London: Sheed & Ward, 1985.

Barton, Stephen C., *The Spirituality of the Gospels*, London: SPCK, 1992.

Brueggemann, Walter, *Spirituality of the Psalms*, Minneapolis: Fortress Press, 2002.

Cox, Michael., *Handbook of Christian Spirituality: A Guide to Figures and Teachings from the Biblical Era to the Twentieth Century*, San Francisco: Harper& Row Publ, 1985.

Cunningham, Lawrence S. & Keith J. Egan, *Christian Spirituality: Themes from the Tradition*, New York / Mahwah, N.J.: Paulist Press, 1996.

- De Guibert, J., *The Theology of the Spiritual Life*, New York: Sheed & Ward, 1953.
- Downey, Michael, ed. *The New Dictionary of Catholic Spirituality*, Bangalore: Theological Publications, 1995.
- Holmes, Urban T., *A History of Christian Spirituality: An Analytical Introduction*. Minneapolis, Minnesota: The Seabury Press, 1980.
- Jones, C., G. Wainwright & E. Yarnold, eds. *The Study of Spirituality*, London: SPCK, 1986, 1992.
- Komonchak, Joseph.A., Mary Collins & Dermot A.Lane, eds. *The New Dictionary of Theology*, Dublin: Gill & Macmillan, 1987.
- McBrien, Richard P., *Catholicism*, Vol 2., Oak Grove, Minneapolis, MN: Winston Press, 1980.
- McGinn, Bernard, John Meyendorff & Jean Leclercq, eds. *Christian Spirituality: Origins to the Twelfth Century*, World Spirituality, London: SCM Press, 1985.
- Rolheiser, Ronald. *Seeking Spirituality: Guidelines for a Christian Spirituality for the Twenty-First Century*, London: Hodder & Stoughton, 1998.
- Sheldrake, Philip. *Spirituality and History: Questions of Interpretation and Method*, Maryknoll, New York: Orbis Books, 1991,1995.
- _____. *Spirituality and Theology: Christian Living and the Doctrine of God*, Maryknoll, New York: Orbis Books, 1998.
- Tyson, John R., ed. *Invitation to Christian Spirituality: An Ecumenical Anthology*, New York/ Oxford: Oxford University Press, 1999.
- Waaijman, K., *Spirituality: Forms, Foundations, Methods*, Trans. John Vriend, Leuven: Peeters, 2002.

22.6.7 BTh 703 PASTORAL COUNSELLING 1

Organisation: Required, 2 Hrs/Wk, 2 Credits

Purpose: To provide students with knowledge and practice of basic skills in pastoral counselling as well as with an

understanding of where pastoral counselling fits in pastoral ministry.

Content: Definition of pastoral counselling and where it fits into pastoral ministry. The uniqueness of pastoral counselling, its goals, pastoral ethics. An overview of the counselling process, with particular reference to brief, time-limited counselling. Qualities of the good helper. Transference and counter-transference, confidentiality, cross-cultural counselling. Different types of counselling, i.e. crisis counselling, supportive counselling, individual counselling, group counselling. Common presenting problems: marriage problems, sexual abuse, depression, addictions, guidance, guilt, forgiveness, grief/bereavement. Students will be taught and will have opportunity to practice the following counselling skills: connection skills, listening skills, assessment skills, intervention and monitoring skills, termination skills (including referral skills).

Principal Bibliography:

Banner, D.G. *Strategic Pastoral Counselling: A Short-term Structural Model*, Grand Rapids: Baker Book House, 1994.

Egan, G. *The Skilled Helper*, Monterey: Brooks Cole, 1975.

Gichinga, E.M. *Basic Counselling Skills*, Nairobi: Gem Counselling Services, 1999.

Van, L. P. *Pastoral Counselling: A Comprehensive Text for Pastors, Counsellors, Teachers*, Nairobi: Christian Churches Educational Association, 1991.

22.6.8 BTh 704 PASTORAL COUNSELLING 2

Organisation: Elective, 2 Hrs/Wk, 2 Credits

Purpose: To build on the skills already acquired in Pastoral Counselling 1.

Content: Students will have, through the medium of role-play, an opportunity to act as counsellors and learn from the critique of their peers. Students will be encouraged to bring to the class particular situations they have encountered in their own pastoral ministry.

22.6.9 BTh 705 CATECHETICS

Organisation: Elective, 2 Hrs/wk, 2 Credits

Purpose: To understand the tradition and purpose of catechesis in the Catholic tradition and be practically skilled in the application of its principles.

Content: The Catholic teaching on catechesis is studied and applied in particular catechetical contexts.

Principal Bibliography:

Theory

Paul VI. *Evangelization in the Modern World Evangelii Nuntiandi*. Nairobi: Paulines Publications Africa, 1975.

John Paul II. *Catechism of the Catholic Church*. Nairobi: Paulines Publications, 1992.

_____. *Apostolic Exhortation Catechesi Tradendae*. Nairobi: Paulines Publications Africa, 2005.

Benedict XVI. *Apostolic Letter, Porta Fidei*. Nairobi: Paulines Publications Africa, 2012.

Congregation for the Clergy. *General Catechetical Directory*, Nairobi: Pauline Publications, 1982.

_____. *General Directory for Catechesis*. Nairobi: Pauline Publications, 1997.

Rite of Christian Initiation of Adults.

Practical

Van, Marcel. *The Structure of Catechesis*. New York: Herder

and Herder, 1995.

Groome, T.H. *Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry*. New York: Harper Collins, 1991.

Fowler, J. W. *Stages of Faith*, Harper and Row, 1981.

St Augustine. *De Catechizandis Rudibus*, Catechizing of the Uninstructed

22.6.10 BTh 710 HUMAN SEXUALITY AND CELIBACY

Organisation: Required, 2 Hrs/Wk, 2 Credits

Purpose: To give the students a fuller understanding of their own sexuality as well as that of those to whom they will minister. To place celibate chastity in a theological, psychological and cultural context which will be supportive of those who have made a commitment to live it.

Content: Male and Female Sexual Anatomy. The physiology of the Sexual Response. Fertility and conception. Normal psycho-sexual development. Gender Roles. Sexual orientation and variations in sexual behaviour. Sexual Disorders. Sexual Coercion. Sexual Abuse. Loneliness. An African perspective on Sexuality. Seven part definition of celibate chastity. Compensations. Cultural myths about celibate chastity. Having an undivided heart.

Principal Bibliography:

Hyde, J., and J. de Lamater. *Understanding Human Sexuality*. New York: The McGraw-Hill Companies Inc., 1997.

Sammon, S. *An Undivided Heart: Making Sense of Celibate Chastity* New York: Alba House, 1993.

Shorter, A. *Celibacy and African Culture*. Nairobi: St Paul Communications, 2003.

Sipe, R. *Celibacy: A Way of Loving, Living and Serving*. Liguori, Missouri: Triumph Books, 1996.

22.7 800 MISSION STUDIES

22.7.1 BTh 801 MISSION STUDIES

Organisation: *Required, 3hrs, 3 Credits*

Purpose: To define the theological and Biblical basis for the Church's Universal Mission

Objectives: To recognize the basis for Christian Mission in both the Old and New Testament

To better understand the Church's vision and praxis concerning Christian Mission

To study / promote the use of modern forms of communication as tools for evangelisation.

To increase the participants' knowledge of Christian Mission in Africa.

To forge new paths in responding to the changing circumstances and conditions facing the Church in her call to proclaim and live the Gospel today.

Principal Bibliography

Baur, J. *2000 Years of Christianity in Africa*. Nairobi: Paulines Publication Africa, 1994.

Bosch, David. *Transforming Mission*. New York: Orbis Books, 1994.

Karotemprel, Sebastian. *Following Christ in Mission: A Foundational Course in Missiology*. Nairobi: Paulines Publications, 1990.

Shreiter, Robert. *Constructing Local Theologies*. New York: Orbis Books, 1985.

Waligo, J M. Making a Church that is Truly African in Waliggo, J M., et al, *Inculturation: Its Meaning and Urgency*. Kampala: St. Paul Publications Africa, 1986.

John Paul II. *Redemptoris Missio* Encyclical Letter on the Permanent Validity of the Church's Missionary Mandate. Vatican City, 1990.

John Paul II. The Church in Africa Post Synodal Apostolic Exhortation *Ecclesia in Africa*. Limuru: Paulines Publications, 1994.

22.7.2 BTh 803 WORLD RELIGIONS AND INTERRELIGIOUS DIALOGUE

Organisation: Required, 2 Hrs/Wk, 2 Credits

Purpose: To enable students to demonstrate an understanding of Christian theology of other religions by exploring briefly their history, beliefs, practices and values that make these religions meaningful to their followers. To foster among the students a positive attitude and appreciation of other religions.

Content: Theology of religions, the Bible and religions, the Fathers of the Church and other religions. An overview of major world religions: Hinduism, Buddhism, Islam, traditional religions, as well as a brief look at New Religious Movements. Vatican II on the Church's mission and the religions of the world. Official documents and theological trends on inter-religious dialogue. The uniqueness of Jesus Christ. Christian dialogue with African traditional religions.

Principal Bibliography:

Camps, A. *Partners Dialogue: Christianity and other world religions*. Maryknoll: Orbis Books, 1980.

Diesel, A & Maxwell, P. *Hinduism in Natal*. Pietermaritzburg: University of Natal Press, 1993.

Ellinger, H. *The Basis of Buddhism*. Vienna: SCM Press Ltd, 1988.

- Evans-Wentz, W Y. (ed.) *The Tibetan Book of the Dead*. London: Oxford University Press, (3rd ed), 1969.
- Gumede, V. M. *Traditional Healers: A Medical Practitioner's Perspective*. Johannesburg: Skotaville, 1990.
- Holland, H. *African Magic*. London: Vinking, 2001.
- Macaro, J. (transl.). *The Bhagavad Gita*. Harmondsworth: Penguin, 1965.
- Markham, I. S. A. *World Religions Reader*. Massachusetts: Blackwell Publishers, 2001.
- McDowell, M & Brown, N. R. *World Religions at your Fingertips*. Indianapolis: Alpha Books, 2009.
- Michaels, A. *Hinduism Past and Present*. Prince Town: Prince Town University, 2004.
- Robinson, G. *Essential Judaism*. New York: Pocket Books, 2000.
- Stutley, M. *Shamanism: An Introduction*. New York: Routledge Publishers, 2003.
- Thorpe, S. A. *African Traditional Religion*. Pretoria: UNISA, 1991.
- Van De Weyer, R. *336 Readings from World Religions*. Mumbai: Jaico Publishing House, 2006.
- _____. *Islam and Christianity Today: A Contribution to Dialogue*. London: Routledge and Kegan Paul, 1983.

22.7.3 BTh 804 AFRICAN TRADITIONAL RELIGION

Organisation: Elective, 2 Hrs/Wk, 2 Credits

Purpose: To create an awareness of and respect for African traditional religion. To provide a thorough knowledge of its major themes and the contributions made to its study by both Western and African writers. To equip students to be objective and respectful to adherents of traditional religion, and to have the necessary information to engage in dialogue with them.

Content: The concept of God in traditional African religion. Ancestors. Witchcraft. Alien and avenging spirits. Sacred places and practitioners. Rituals. The position of women.

Principal Bibliography:

Evans-Pritchard, E. E. *Primitive Religion*, Oxford: Clarendon, 1966.

Idowu, E.B. *African Traditional Religion, a Definition*, London: SCM, 1973.

King, N.Q. *African Cosmos: An Introduction to Religion in Africa*, California: Wardsworth Publishing Co., 1986.

Oduyoye, M.A., and Kanyoro, M. *The Will to Rise, Women, Tradition and the Church in Africa*, New York: Orbis, 1992.

Plavoet, J., Cox, J., and J. Olupona, eds. *The Study of Religions in Africa, Past, Present and Prospects*, Cambridge: Roots & Branches, 1996.

22.7.4 BTh 810 AFRICAN INDEPENDENT CHURCHES

Organisation: Elective, 2 Hrs/Wk, 2 Credits

Purpose: To introduce students to various aspects of these Churches and the challenge they pose to mainline Churches. To distinguish African Independent Churches from charismatic and revivalist tendencies within mainline Churches. To explore and analyse reasons for the rapid growth of such groups, and to help students to handle with tact and sympathy the controversial questions they raise.

Content: The historical emergence of AICs and their physical expansion. The reasons contributing to their origin and expansion. Typology and classification of AICs. Organisation, leadership and worship and relationship to traditional African religion. Areas of controversy with Catholics and other mainline

Christians on interpreting the Bible, Christology, the Sacraments and Mariology.

Principal Bibliography:

Daneels, I. *The Quest for Belonging: Introduction to a Study of African Independent Churches*, Gweru: Zimbabwe 1987.

Anderson, A. *Zion and Pentecost: The Spirituality and Experience of Pentecostal and Zionist/ Apostolic Churches in South Africa*. Pretoria: University of S Africa Press, 2000.

Pobee, J., and G. Ositelu. *African Initiatives in Christianity: The Growth, Gifts and Diversities of Independent African Churches- A Challenge to the Ecumenical Movement*, Geneva: WCC Publications, 1998.

Venter, D., ed. *Engaging Modernity: Methods and Cases for Studying African Independent Churches in South Africa*, Westport: Praeger, 2004.

22.8 900 PASTORAL COMMUNICATION

22.8.1 BTh 901 METHODOLOGY AND RESEARCH SKILLS

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: To improve skills in written English in order to enhance ability to communicate in educational and liturgical settings. To develop methods of organizing information and critical analysis to enable the student perform academically at third level. There is particular emphasis the application of the HTC format in presenting assignments and writing examinations.

Content: The process of selection of topics and resources for academic papers, the logical and psychological ordering of topics, precise use of language, systems of reference, etc.

Principal Bibliography:

Lewis, M., and W. Masters, *Better English, a Handbook on Common Errors*. Harare: Longmans, 1987.

Any Standard English Dictionary designed for tertiary students.

22.8.2 BTh 902 SOCIAL COMMUNICATION

Organisation: Elective, 2 Hrs/Wk, 2 Credits

Purpose: To help students appreciate the importance of clear communication in human society. To lead them to understand the various communication processes and media. Their impact in human interaction and what role they can play in evangelization.

Content: Introduction to the basic principles of the communication process: linear and participatory models of communication, the two-step flow model of communication, opinion leadership in communication. Division of the roles of signs and symbols in communication: kinds of signs, icons, indices and symbols, and their function in the art of communication.

Principal Bibliography:

D'Abreo, D. *Group Discussion and Team Buildin*. Bombay: Better Yourself Books, 1993.

Fiske, J. *Television Culture*, London: Routledge, 1995.

Monaco, J. *How to Read a Film: The Art, Technology, Language, History and Theory of Film and Media*, Revised Edition, New York: OUP, 1981.

McQuail, D. *Mass Communication Theory, an Introduction*. London: Sage, 1994.

Mejia, R. *The Church in the Neighbourhood*, Nairobi: St Paul, 1993.

Social Communication Departments AMECEA and IMBISA.

Communication. Culture and Community Communication for Pastoral Formation, Limuru: St Paul, 1999.

22.8.3 BTh 904 PUBLIC SPEAKING

Organisation: *Elective, 2hrs/Wk, 2 Credits*

Purpose: Public speaking is a course designed to introduce students to the field of public speaking. BTh 904 introduces students to basic public speaking, concepts and principles. Students taking any degree will benefit from this introductory course.

Content: Course overview and key terms; principles of public speaking; preparing impromptu speeches; delivering impromptu speeches; basics of informative speeches; preparing informative speeches; delivering informative speeches; persuasive speeches basics; preparing persuasive speeches; delivering persuasive speeches; the importance of connecting; the importance of body language; social media; course conclusion.

Principal Bibliography:

Maxwell, John C. and Thomas Nelson. *Everyone Communicates Few Connect*, 2010.

Shober, Dianne and Van Schaik. *Essential Business Communication*, 2013.

German, K and B Gronbeck; D Eninger and A Monroe; *Principles of Public Speaking. 18th edition*. Pearson Publishing, 2004.

Humes, James and *Speak like Churchill, stand like Lincoln: Twenty One Powerful secrets of History's Greatest Speakers*, Three Rivers Press, 2002.

Duarte, Nancy and *Harvard Business Review Guide to*

Persuasive Presentations, Harvard Business Review, 2012.

Theobald, Theo. *Develop your Presentation Skills*. Kogan Page Limited, 2013.

Boyes, Carolyn. Harper Collins: *Communication Secrets*, 2010.

Manser, Martin. Harper Collins: *Presenting Secrets*. 2010.

Collins, Patrick. *Negotiate to Win*. Sterling Publishing Co, 2009.

Clegg, Brian. *Sustainable Business*. Pearson Education, 2011.

22.8.4 BTh 905 PASTORAL ADMINISTRATION

Organisation: *Required, 2 Hrs/Wk, 2 Credits*
Co-ordinator: Dean

Purpose: To prepare students for practical aspects of general and financial administration in the pastoral context.

Content: Major areas considered are: accountability for parish finances, the finance committee and fundraising, keeping the parish registers, general administration and parish leadership. The practical challenges of parish life will be considered in dialogue with experienced practitioners in the field. The importance of working with the laity in parish councils and the animation of lay leaders will be highlighted.

22.8.5 BTh 906 RESEARCH METHODS 1

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: This course is concerned with introducing students to the ideas and issues that are associated with research practice. It assumes that the primary motivating force driving the research enterprise is the pursuit of knowledge - asking questions about some aspect of the social world that we are

interested in, and collecting empirical evidence in an attempt to further our understanding of the matter.

Course aims:The course aims to explore the following questions. What is social research, and why do we conduct it? What are the different general positions that are taken concerning what is and what is not acceptable knowledge about the social world? What are the different general positions that are taken concerning what are and what are not acceptable methods for acquiring such knowledge? The primary debate concerns the relative merits and weaknesses of quantitative and qualitative.

Objectives: To enable students to appreciate social research issues

To elucidate the steps in the process that leads from a research idea to actual data analysis

To enable students to utilise various data collection techniques

To enable the students to intelligently and critically engage in knowledge creation

22.8.6 BTh 906 RESEARCH METHODS 2

Organisation: *Required, 2 Hrs/Wk, 2 Credits*

Purpose: This course is concerned with introducing students to the ideas and issues that are associated with research practice. It assumes that the primary motivating force driving the research enterprise is the pursuit of knowledge - asking questions about some aspect of the social world that we are interested in, and collecting empirical evidence in an attempt to further our understanding of the matter.

Course aims:The course aims to build on issues explored in Research Methodology 1. Unlike Research Methodology 1 which primarily focused on qualitative research, this course is designed to introduce students to the major concepts and tools

of Quantitative Research Methods. Students will be exposed to several conceptual themes such as exploring data, planning a study, and anticipating patterns. Students will learn standard statistical terms and techniques

Objectives: To understand the logic and basis of quantitative research

To explore and analyze data by observing patterns and departures from patterns.

To interpret information from graphical and numerical displays and summaries.

To develop plans to collect, organize, and analyze data.

22.8.7 BTh 907 LONG PAPER SEMINAR

Organisation: Propaedeutic to Long Paper, 1 Hr/Wk

Co-ordinator: Dean

Purpose: This course is required for students writing a long paper in partial fulfilment of the Degree in Theology. The long paper is a substantial piece of academic work (30 pages of text) constituting a research paper in one of the following areas of theological study: Scripture, Systematic, Moral, Pastoral, or Missiology. Guiding principles for the writing of the long paper are presented and students are assisted in the identification of a topic for their long paper.

Content: There are two parts to this course: (1) A variety of research methodologies with particular emphasis on non-written sources and the effective presentation of data are presented and explained in detail; (2) the technical requirements (proper acknowledgement of sources, the construction of appendices) are introduced and reviewed.

Principal Bibliography

Creswel, John W. *Research Design: Qualitative Quantitative and Mixed Methods Approaches*. 3rded.

Los Angeles: SAGE Publications, Inc., 2009.

Kumar Renijt. *Research Methodology: A step-by-step Guide for Beginners*. 3rd ed. Los Angeles:

SAGE Publications, Inc., 2009.

22.8.8 BTh 908 THEOLOGY REPETITORIUM

Organisation: 1 hour/Wk

Co-ordinator: Dean

For this module, it is envisaged that over the course of the semester, different lecturers will collaborate in giving students a summary of the main branches of theology as they would have studied them in previous semesters. The proximate aim is to help students to prepare for the Comprehensive examination while the long term objective is to assist them in arriving at a synthesis after their years of study. Using the Creed as the fundamental paradigm, over the weeks of the semester the students will revisit key areas of systematic, biblical and moral theology, as also the history and praxis of the Church.

22.8.9 BTh 909 CELEBRATING LITURGY

Organisation: Required, 2 Hrs/Wk, 4 Credits

Purpose: The course serves to introduce students to the practical aspects of the celebration of the Roman Catholic Church's liturgy. It serves as a "how to..." course focusing on the Eucharist, other sacraments, and some para-liturgical services of the Church.

Objectives: The main aim is to offer students an opportunity to learn, reflect on, and practice the liturgical norms of the Church, thus inculcating an *ars celebrandi*.

22.8.10 BTh 910 THEOLOGICAL REFLECTION

Organisation: 1 hour/wk

Co-ordinator: Dean

Theological Reflection provides a forum for students to reflect together on their pastoral placements; to discuss the pastoral implications of what they are learning; and try to link academic theology to contemporary ecclesial life.

22.8.11 BTh 911 VATICAN II: THE DOCUMENTS

Situating Vatican II within the broader conciliar tradition of the Church, this course aims at studying the sixteen documents issued by the Second Vatican Council (1962-1965). The course will explore each of the major documents and their implications for the theology and praxis of the Church. It will conclude by looking at Issues of the hermeneutical approaches to the documents, and the implementation of the Council in the last fifty years.

Principal Bibliography

Apart from the documents themselves:

Faggioli, M. *Vatican II: The Battle for Meaning*. Mahwah: Paulist Press, 2012.

Hahnenberg, E. P. *A Concise Guide to the Documents of Vatican II*. Cincinatti: St. Anthony Messenger Press, 2007.

Lamb, M. L. *Vatican II: Renewal within Tradition*. New York: Oxford UP, 2008.

O' Malley, J. W. *What Happened at Vatican II?* Massachusetts: First Harvard UP, 2008

Rush, O. *Still Interpreting Vatican II: Some Hermeneutical Principles*. Mahwah: Paulist Press, 2004.

Vorgrimler, H. Gen. Ed. *Commentary on the Documents of Vatican II*. New York: Herder, 1967-1969.

22.9 L. LANGUAGES

22.9.1 BTh L01 ECCLESIASTICAL LATIN 1

Organisation: *Elective, 2 Hrs/Wk, 2 Credits*

Purpose: To introduce students to learning ecclesiastical Latin vocabulary and grammar in order to be able to use basic Latin skills for theological reading

Content: The course begins by explaining the purpose of the study of Latin and then introduces students to the learning of skills necessary for reading Latin. Reading exercises will be drawn primarily from the Vulgate Bible, the Latin liturgy, the writings of St Thomas Aquinas, and key theological expressions and phrases in current use, especially technical terms. The course presumes no prior knowledge of Latin.

Principal Bibliography:

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

Cora, Carroll Scanlon. *Latin Grammar*. Charlotte: TAN Book, 1976.

Hines, Lillian M., *Our Latin Heritage*, New York: Harcourt, Brace & World Inc, 1969.

Dunlap, John R. *An Answer key to a Primer of Ecclesiastical Latin*, Washington D.C.: Catholic University of America Press, 2006.

McInerney, Ralph. *Let's Read Latin, Introduction to the Language of the Church*. Indiana: Dumb OX Books, 1995.

22.9.2 BTh L02 ECCLESIASTICAL LATIN 2

Organisation: *Elective, 2 Hrs/Wk, 2 Credits*

The course continues the study of the Latin language begun in L01, and is available only to those who have already completed that course or its equivalent.

Principal Bibliography:

- Collins, J.F. *A Primer of Ecclesiastical Latin*, Washington DC: Catholic University of America Press, 1985.
- Collins, J.F. *A Primer of Ecclesiastical Latin*, Washington DC: Catholic University of America Press, 1985.
- Cora, Carroll Scanlon. *Latin Grammar*. Charlotte: TAN Book, 1976.
- Hines Lillian M. *Our Latin Heritage*. New York: Harcourt, Brace & World Inc, 1969.
- Dunlap, John R. *An Answer key to a Primer of Ecclesiastical Latin*. Washington D.C.: Catholic University of America Press, 2006.
- McInerney, Ralph. *Lets Read Latin, Introduction to the language of the Church*. Indiana: Dumb OX Books, 1995.

22.9.3 BTh L03 NEW TESTAMENT GREEK

Organisation: *Elective, 2 Hrs/wk, 2 Credits*

Purpose: To enable the student to read Greek letters, to parse simple words, to use an elementary Greek dictionary, and so to understand arguments about simple Greek concepts which occur in biblical theology. To give the student an inkling of how a Greek text works and to give the barest outline of the culture which lies behind New Testament Greek.

Content: Alphabet, first and second declension nouns and adjectives, present, future and imperfect of simple and contracted verbs, active, middle and passive. Prepositions.

Principal Bibliography:

- Duff, Jeremy. *The Elements of New Testament Greek*.
Cambridge: University Press, 2005.
- Han, Nathan. *A Parsing Guide to the Greek New Testament*.
Scottsdale: Herald Press, 1971.
- Serafini, F. *Corso di Greco del Nuovo Testamento*, Edizione
San Paolo, Milano, 2003.
- Swetnam, James. *An Introduction to the Study of New
Testament Greek. Part One: Morphology*, Roma: Editrice
Pontificio Istituto Biblico, 1998.
- Wenham, J.W. *The Elements of New Testament Greek*,
Cambridge: University Press, 1996.
- Nestle-Aland, (eds) *Greek- English New Testament*, Stuttgart:
Deutsche Bibelgesellschaft, 1981.

22.9.4 BTh L05 FRENCH 1

Organisation: *Elective, 2 Hrs/Wk, 2 Credits*

Purpose: To enable the student to converse confidently in the French language. The fundamentals of French grammar are mastered and a competence in written French is acquired. No previous knowledge of French is required for admittance to this course. The course examination will be in two parts: written and oral.

22.9.5 BTh L06 FRENCH 2

Organisation: *Elective, 2 Hrs/wk, 2 Credits*

Purpose: The work of the previous course is continued with a deepening of confidence and knowledge of the French

language. Students will be brought to the competence in written and oral French equivalent to an 'O' Level standard.

22.9.6 BTh L07 HEBREW

Organisation: *Elective, 2 Hrs/Wk, 2 Credits*

Purpose: The Course aims at presenting the basics or an introduction to biblical Hebrew, hoping that in due course the student will be able to read or appreciate some passages of the Bible in Hebrew. Even though in reality, it can take quite some time for the student to achieve fluency in Biblical Hebrew, nevertheless, the course aims at helping the student get the most fundamental knowledge of the language, and eventually to acquire the skills to develop their Hebrew beyond the limits of an introductory course.

Method: The method used in this course is as inductive as possible. Focus is on studying some basic vocabulary and grammar and some skills to read and translate simple passages from the biblical text. Some exercises shall be set, for the purposes of memorizing points of grammar. Students are encouraged to see how Hebrew is actually used in the Bible, and will be required to spend some time doing exercises and memorising some useful vocabulary. Doing a little each day is more effective than attempting to work through a whole unit at once.

Principal Bibliography:

Nicholson, S. *Teach Yourself Biblical Hebrew*. London: Hodder Arnold, 2006.

Kittel, B. P. et al., *Biblical Hebrew: A Text and Workbook*, New Haven: Yale UP, 1989.

Lambdin, T.O. *Introduction to Biblical Hebrew*. London, 1973.

Harrison, R. K. *Biblical Hebrew, Teach Yourself Books*. London: St Paul's House, 1971.

Brown, F.; Driver, S.R.; Briggs, C.A., *A Hebrew & English Lexicon of the Old Testament*, Oxford 1952.

Tood, S. B - William, A. B. - Smith, C., *Old Testament Parsing Guide*. Revised and updated edition. Tennessee: Broadman and Holman Publishers, 2000.

Weingreen, J. *A Practical Grammar for Classical Hebrew*, Oxford - New York 1959 (tr. French; *Hébreu Biblique: Méthode élémentaire*, Paris 1984).

Elliger, K - Rudolph, W. *Biblia Hebraica Stuttgartensia*, Stuttgart, 1997.



10 Prof Ranga Zinyemba handing a certificate to a student

23BTH BACHELOR IN THEOLOGY (BLOCK RELEASE)

This three-year programme is primarily comprised of lay people. Students provide their own teas but the college assists with utensils. Students access the internet by purchasing the USD10.00 vouchers. Library access is free for these students but a penalty of US\$5.00 is imposed on overdue books and US\$1.00 for each day the book is overdue. The computer room will be available for use to students who would have purchased the monthly internet vouchers.

COURSES

FIRST YEAR			
<i>First Semester</i>		<i>Second Semester</i>	
<i>Required</i>		<i>Required</i>	
BTh 101 Intro to Judaeo-Christian Scriptures	(2)	BTh 102 Pentateuch & Historical Books *	(2)
BTh 201 Revelation and Faith	(3)	BTh 106 Luke and Acts	(3)
BTh 301 Intro to Liturgy (Liturgical Theol)	(2)	BTh 203 The Holy Trinity	(3)
BTh 401 Fundamental Moral Theology 1	(2)	BTh 303 Liturgy and Time	(2)
BTh 601 Church History 1	(2)	BTh 501 Canon Law 1: General Principles and People of God	(2)
BTh 901 Comm. Skills & Writing in English	(2)	BTh 602 Church History 2	(2)
BTh 906 Research Methodology	(2)	BTh 804 ATR*	(2)
BTh 105 Mark and Matthew*	(3)	BTh 202 Christology	(3)
		BTh 911 Vatican II: The Documents	(2)
<i>Electives A</i>		<i>Electives B</i>	
BTh L05 French 1	(2)	BTh L06 French 2	(2)
BTh L01 Ecclesiastical Latin	(2)	BTh 911 Vatican II: The Documents	
BTh L03 New Testament Greek*	(2)		

SECOND YEAR			
<i>Third Semester</i>		<i>Fourth Semester</i>	
<i>Required</i>		<i>Required</i>	
BTh 102 Pentateuch & Historical Books *	(2)	BTh 705 Catechetics*	(2)
BTh 202 Christology	(3)	BTh 205 Christian Anthropology	(3)
BTh 207 Patrology	(2)	BTh 104 Wisdom Literature	(2)
BTh 405 Social Teachings	(2)	BTh 304 Sacramentology 2*	(2)
BTh 303 Sacramentology 1	(2)	BTh 403 Bio-Medical Ethics*	(2)
BTh 603 Church History 3	(2)	BTh 801 Missiology	(2)
BTh 204 Ecclesiology and Mariology	(3)	BTh 108 Pauline Literature*	(2)
BTh 502 Canon Law 2: Sanctifying Office of the Church	(2)		
BTh 107 Johannine Literature*	(2)		
<i>Electives A</i>		<i>Electives B</i>	
BTh L07 Hebrew	(2)	BTh 707 Child Protection and Safeguarding	(2)
BTh L03 New Testament Greek*	(2)	BTh 902 Social Communication	(2)
		BTh 904 Public Speaking	(2)

THIRD YEAR			
<i>Fifth Semester</i>		<i>Sixth Semester</i>	
<i>Required</i>		<i>Required</i>	
BTh 306 Sacramentology 3*	(2)	BTh 920 Long Paper	(2)
BTh 404 Sexual Ethics	(3)	BTh 112 Psalms*	(2)
BTh 907 Long Paper Seminar	(2)	BTh 208 Eschatology*	(2)
BTh 210 Theology of the Holy Spirit	(2)	BTh 306 Sacraments 3 *	(2)
BTh 703 Pastoral Counselling	(2)	BTh 503 Canon Law on Marriage*	(2)
BTh 701 Pastoral Theology	(3)	BTh 905 Pastoral Admin Courses	(2)

		BTh 909 Celebrating Liturgy	(2)
<i>Electives A</i>		<i>Electives B</i>	
BTh 803 Inter-religious Dialogue	(2)	BTh Chaplaincy & Pastoral Care	(2)
BTh 702 Introduction to Spirituality (2)	(2)	BTh Unlikely Heroes: Men and women of the Bible	(2)
BTh 810 African Independent Churches	(2)	BTh 211 Ecumenism	(2)

*** Courses offered in alternate years**

Credits:	
Required Courses:	112
Electives A	12
Electives B	6
Long Paper	5
Total (minimum)	135



11 Audience having tea break during a talk at HTC

24 DIPLOMA IN THEOLOGY (DTh)

24.1 COURSES

25 FIRST YEAR			
<i>First Semester</i>		<i>Second Semester</i>	
<i>Required</i>		<i>Required</i>	
DTh 201 Introduction to Theology	(2)	DTh 501 Canon Law	(2)
DTh 101 Old Testament Studies	(3)	DTh 601 Church History 2 (African)	(2)
DTh 301 Introduction to Liturgy	(2)	DTh 705 Catechetics	(2)
DTh 401 Fundamental Moral Theology	(2)	DTh 302 The Sacramental Church	(3)
BTh 601 Church History 1	(3)	DTh 102 New Testament Studies	(3)
		DTh Tri-Personal God	(3)
<i>Electives A</i>		<i>Electives B</i>	
BTh L01 Ecclesiastical Latin	(2)	BTh 911 Vatican II: The Documents	(2)
BTh L03 New Testament Greek*	(2)	BTh 205 Christian Anthropology	(2)

SECOND YEAR			
<i>Third Semester</i>		<i>Fourth Semester</i>	
<i>Required</i>		<i>Required</i>	
DTh 402 The Social Teachings of the Church	(3)	DTh 403 Bio-Medical Ethics	(3)
DTh 801 Mission Studies	(3)	BTh 920 Long Paper	(2)
DTh 907 Long Paper Seminar	(2)	BTh 703 Pastoral Counselling	(3)
BTh 804 ATR*	(2)	DTh 703 Pastoral Studies	(3)
<i>Electives A</i>		<i>Electives B</i>	
BTh 803 Inter-religious Dialogue	(2)	BTh 707 Child Protection and Safeguarding	(2)
BTh 810 African Independent Churches	(2)	BTh Chaplaincy & Pastoral Care	(2)

24.2 COURSE DESCRIPTIONS

24.2.1 DTh 201 INTRODUCTION TO THEOLOGY

Organisation: 2 Credits, 28 Contact hours

Purpose: The course aims at introducing Christian theology; encompassing the fundamental elements of faith & the revelation of God in Jesus Christ; the human response this demands; and surveying some of the building blocks of theological study.

Content: The course considers some of the major structural elements of Christian theology, covering topics such as Christian revelation; the act of faith, the sacred scriptures in the church, Tradition and traditions in the church, magisterial authority in theology, individual and communal experience, Christian faith and (African) culture(s).

Principal Bibliography:

Dulles S, A. *The Craft of Theology: From Symbol to System* (Dublin: Gill and McMillan, 1992)

Erickson, M. J. *Christian Theology*. 2nd Ed (Grand Rapids: Baker Books, 1999).

Inbody, T. *The Faith of the Christian Church: An Introduction to Theology* (Grand Rapids: Wm. B. Eerdmans, 2005)

Lane, D. A. *The Experience of God: An Invitation to Do Theology* (Dublin: Veritas, 1985).

Nichols, A. *The Shape of Catholic Theology: An Introduction to Its Sources, Principles, and History* (Collegeville: Liturgical Press, 1991)

Organisation: 3 Credits, 42 Contact hours

Purpose: The course is an introduction to New Testament Studies, discussing the context (social, historical, political and religious) of the New Testament era.

Content: The course focuses on the major philosophical and religious movements of the New Testament era and their influence on the thought patterns, beliefs, and the content of the New Testament. It will also discuss some proposed critical methods used in the interpretation of the books of the New Testament. We also address issues relating to the Synoptic Gospels: the synoptic problem and the application of the Source Criticism as well as the rapport of the Synoptic Gospels to the Gospel of John. An exegetical study of the Deutero-Pauline and Captivity letters will also be done.

Principal Bibliography:

Arul Jesu Robin Muthiah, *A New Introduction to the Synoptic Gospels*, Claretian Communication

Chennai, 2005: (Translated from the Italian Original *Una Nuova introduzione ai Vangeli*

Sinotici by Roland Meynet (2001).

Brown E. R., *An Introduction to the New Testament*, Doubleday, New York, 1997.

Etienne, C., *How to Read the New Testament*, SCM Press, Ltd, London, 1982.

Ewbank, R.A.B, *Focus on A Level Divinity, The Four Gospels - "The Promised Time"*, College Press, Gweru, 1998.

House H. W., *Chronological and Background Charts of the New Testament*, Zondervan Grand Rapids, Michigan, 1981.

Paradza B. V., *The Four Gospels and the Acts: An Introduction and Short Commentary*. Mambo Press, Gweru, 1993.

Rogerson, J. W, & Lieu, J. Judith, *The Oxford Handbook of Biblical Studies*, Oxford UP, New York, 2006.

Thomas, L. R., *Charts of the Gospels and the Life of Christ*, Zondervan Grand Rapids, Michigan, 2000.

24.2.3 DTh 202 THE TRI-PERSONAL GOD

Organisation: 3 Credits, 42 Contact hours

Purpose: It is hoped that by doing this course, students will deepen their understanding and appreciation of the importance of the Holy Trinity in the liturgy and mission of the Church, and in the spiritual life of Christians.

Content: This course explores the biblical and historical developments of the doctrine of the Most Holy Trinity as well as the contemporary teachings of the Church and some independent theological reflections on this doctrine.

Principal Bibliography:

Aherne, J. *By the Working of the Holy Spirit*. Dublin: The Confraternity of the Holy Ghost, 1988.

Anatolios, K. *Retrieving Nicaea: The Development and Meaning of Trinitarian Doctrine*. Grand Rapids: Baker Academic, 2011.

Coppedge, A. *The God Who is Triune: Revisioning the Christian Doctrine of God*. Illinois: IVP Academic, 2007.

Downey, M. *Altogether Gift: A Trinitarian Spirituality*. Dublin: Dominican Publications, 2000.

Edwards, D. *Breath of Life: A Theology of the Creator Spirit*. New York: Orbis Books, 2004.

Fiddes, P. S. *Participating in God: A Pastoral Doctrine of the Trinity*. Louisville, Kentucky:

Westminster John Knox Press, 2000.

Hill, E. *Introducing Catholic Theology: The Mystery of the Trinity*. London: Geoffrey Chapman, 1985.

Hill, W. J. *The Three-Personed God*. Washington, DC: University Press of America, 1983.

Hunt, A. *The Trinity and the Paschal Mystery: A Development in Recent Catholic Theology*.

Collegeville, Minnesota: The Liturgical Press, 1997.

Hunt, A. *Trinity: Nexus of the Mysteries of Christian Faith*. New York: Maryknoll, 2005.

Navone, J. *Self-Giving and Sharing: The Trinity and Human Fulfilment*. Collegeville: Liturgical Press, 1989.

O'Donnell, J. *The Mystery of the Triune God*. New Jersey: Paulist Press, 1989.

White, J. R. *The forgotten Trinity: Recovering the Heart of Christian Belief*. Minneapolis: Bethany

House Publishers, 1998.

24.2.4 DTh 301 INTRODUCTION TO LITURGY

Organisation: 2 Credits, 28 Contact hours

Purpose: This course aims at allowing the student to acquire the fundamental elements of the sacred liturgy. “Formation”, more than mere “information”, is the aim of this liturgical study. It should lead to that active and spiritually fruitful participation in the ecclesial celebration of Christ’s mystery desired by Vatican II.

Content: The content of this course is theological, though not in the form of a dogmatic treatise. It pays attention to the liturgical *ordo*, history, liturgical books, and tradition as components of the theology of liturgy. Topics covered include:

defining “Liturgy”; liturgical families in the West and the East, Popular Medieval Piety, and *Sacrosanctum Concilium*.

Principal Bibliography:

Chupungco A., *Handbook for Liturgical Studies*, Vol I-V, (1998)
Crichton J.D., *Understanding the Prayer of the Church* (1993)
Dix G., *The Shape of the Liturgy*, Dacre Press, London 1974.
Klauser T., *A Short History of the Western Liturgy* (1965)
Lebon J., *How to Understand the Liturgy* (1986)
Martimort A.G., *The Church at Prayer I-IV* (1988)
Oesterzes W., *The Jewish Background of the Christian Liturgy* (1925)
Pecklers, K.F., *Worship*, Continuum, London 2003.
Verheul A., *Introduction to the Liturgy*, Burns & Oates, London (1968).

24.2.5 DTh 401 FUNDAMENTAL MORAL THEOLOGY

Organisation: 2 Credits, 28 Contact hours

Purpose: The course intends to introduce students to the fundamental principles in moral theology and, more specifically, the development of these principles which the subject addresses, including the Church’s teaching and theological trends. The application of these principles to the African context will be highlighted.

Content: The course fundamentally concerns itself with Roman Catholic moral teaching, and will cover topics such as: Natural Law; Absolute Moral Norms; Virtue Ethics, the Human Person (Revisited), Conscience, the Theory of the fundamental Option, and the Morality of Human Action.

Principal Bibliography:

Bockle, Franz, *Fundamental Moral Theology*, London, Gill and Macmillan, 1980.

Curran, Charles., *Conscience: Readings in Moral Theology*, New York, Paulist Press, 2004.

Gallagher, John, *Time Past, Time Future: An Historical Study of Catholic Moral Theology*, New York, Paulist Press 1990.

Häring, Bernard., *Free and Faithful in Christ* vol. 1, Slough, St Paul's Publications, 1978.

Peschke, Karl., *Christian Ethics: Moral Theology In the Light of Vatican II*, Alcester, Goodliffe Neale, 1993.

Rwiza, Richard., *Formation of Christian Conscience*, Nairobi, Paulines Publications Africa, 2001.

Gula, Richard., *Reason Informed By Faith: Foundations of Catholic Morality*, New York: Paulist Press, 1989.

O'Connell, T. E., *Principles for a Catholic Morality*, New York: Harper and Row 1978.

24.2.6 DTh 501 CANON LAW

Organisation: 2 Credits, 28 Contact hours

Purpose: This course introduces students to how the New Code of Canon Law articulates the complex reality of the Church and the purpose of the Church, which is, the salvation of souls. It strives to enable students to understand the fundamental principles and technical rules that are applied in other parts of the Code, as also to understand the obligations and rights of the Christian faithful.

Content: The course will proceed by discussing: the nature and mission of the Church, the theological foundations of the juridical dimension of the Church, the roles of the people of God in the life of the Church, as well as its hierarchical structure.

Principal Bibliography:

Beal J.P., James A. Coriden, Thomas J. Green, *New Commentary on the Code of Canon Law: An*

Entirely New and Comprehensive Commentary by Canonists from North America and Europe, with a Revised English Translation of the Code, New York/Mahwah, NJ: Paulist Press, 2000.

Canon Law Society of Great Britain and Ireland, *The Canon Law Letter and Spirit: A Practical Guide to the Code of Canon Law*. Collegeville MH: Liturgical Press, 1995.

Canon Law Society of Great Britain and Ireland, *The Code of Canon Law, New Revised English Translation*, Harper Collins, 1997.

Caparros, E., M. Theraiault, J. Thorn, eds, *Code of Canon Law Annotated*. Montreal: Wilson and LaFleur Limitee, 1993.

Coriden, J., T. Green and Heintschel, eds. *The Code of Canon Law: A text and Commentary*, Commissioned by Canon Law Society of America. Mahwah, NJ. Paulist Press, 1985.

Coriden, J., *An Introduction to Canon Law*; Mahwah, NJ: Paulist Press, 1991.

Huels, J.M., *The Pastoral companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan Press, 1995.

Huels, J.M., *The Faithful of Christ: The New Canon Law for the Laity*, Franciscan Herald Press, 1983.

24.2.6.1 34.7 DTh 601 CHURCH HISTORY 1

Organisation: 3 Credits, 42 Contact hours

Purpose: The history of the Church forms the foundation for the ecclesial developments of the faith of Christians today. This course will introduce students to the people, events, and discourses that shaped the essential theological commitments of the church. It examines the processes through which the Church came to formulate her doctrines, liturgy and structures. By understanding the history of the Christian Church, students will

come to understand their own traditions' doctrinal commitments against the backdrop of other faiths

Content: These topics will be covered: the concept of History, the Founding of the Church, the age of Persecution, doctrinal controversies, the Church Fathers and the Creed, the rise of Monasticism, the Roman Empire and Christianity, the rise of Islam and its impact on the Church, the Dark Ages, the Reformation, the Council of Trent, and the evangelization of the whole world

Principal Bibliography:

Green, B. 2010. *Christianity in Ancient Rome*

Janz, D. R. 1999. *A Reformation Reader - Primary Texts with introduction.*

Comby, J. 1985. *How to read Church History.*

Coakly, J. W. *Readings in World Christian History Vol 1.*

Dwyer, J. C. 1985. *Church History- Twenty centuries of Catholic Christianity.*

24.2.7 DTh 705 CATECHETICS

Organisation: 2 Credits, 28 Contact hours

Purpose: This module aims at providing students with the basic understanding of catechesis in the Catholic tradition, as well as training them to be skilled in the application of its principles. Students also learn how to plan a catechetical program and practise teaching catechism.

Content: The course will: introduce students to the theology of catechesis in its historical background, and acquaint them with methods of teaching the faith. It will also promote the use of modern forms of communication as tools for catechetical lessons and means of evangelization.

Principal Bibliography:

Theory:

Paul VI, *Evangelii Nuntiandi*, Paulines Publications Africa 1975.

John Paul II, Apostolic Exhortation *Catechesis Tradendae*, Paulines Publications, 1979.

_____, *Redemptoris Missio*, Paulines Publications, Africa 1990.

General Directory for Catechesis, Pauline Publications, Nairobi 1982.

Kavanagh Aidan, *The Shape of Baptism: The Rite of Christian Initiation*, Pueblo Publishing Company, New York 1978.

Reed William J., *Becoming a Catholic Christian, A Symposium on Christian Initiation*, Los Angeles, 1979.

Practical:

Fowler, J.W., *Stages of faith*, Harper and Row, New York 1981.

Groome, T.H., *Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry*, Harper Collins, New York 1991.

Iris, V., et al, *Harper's, Encyclopedia of Religious Education*, Harper and Row, Publishers, New York 1990.

Van Marcel, *The Structure of Catechesis*, Herder and Herder, New York 1995.

St. Augustine, *De Catechizandi Rudibus, Catechizing of the uninstructed*, Christian Lit, Publishing Co.

24.2.8 DTh 907 LONG PAPER SEMINAR

Organisation: 2 Credits, 28 Contact hours

Purpose: This course prepares students for writing their long paper and, as such, will be practically oriented to meet the

individual needs of each student in producing the long paper, a requirement for the course.

Content: The course will address: What a research paper is, approaches to research, how to write a proposal, choosing a topic, justification of a topic, formulating a research problem, delimitations, limitations, Research questions/Objectives/Hypotheses, writing a review of literature, fieldwork/Data collection/ Analysis/Interpretation, and the HTC system of referencing.

Principal Bibliography:

Bell, J., *Doing your Research Project*. Buckingham: Open University Press (1997).

HTC Academic Handbook and Stylesheet (Harare, 2013-)

24.2.9 DTh 302 THE SACRAMENTAL CHURCH

Organisation: 3 Credits, 42 Contact hours

Purpose: The course presents a general theological consideration of the sacramental life of the Church, itself “in Christ like a sacrament or as a sign and instrument both of a very closely knit union with God and of the unity of the whole human race” (*Lumen Gentium*, 1).

Content: The module attempts a historical-dogmatic discussion of the theology of the individual sacraments, paying particular emphasis to the sacraments of initiation and the sacrament of reconciliation. The pastoral aspect of the course includes the Christian’s response to the sacraments in its ecclesial and secular dimensions.

Principal Bibliography:

Dallen, James. *The Reconciling Community: The Rite of Penance*. New York, NY: Pueblo, 1986.

Emminghaus, Johannes H. *The Eucharist: Essence, Form, Celebration*. Collegeville, MN:

Liturgical Press, 1978.

Martos, Joseph. *Doors to the Sacred: A Historical Introduction to Sacraments in the*

Catholic Church. 3rd ed.

Osborne, Kenan B. *The Christian Sacraments of Initiation: Baptism, Confirmation,*

Eucharist. New York, NY-Mahwah, NJ: Paulist Press, 1987.

Osborne, Kenan. *Reconciliation and justification: the sacrament and its theology*. New York, NY:

Paulist, 1990.

Osborne, Kenan. *Christian Sacraments in a Post-Modern World: A Theology for the Third*

Millenium. New York, NY: Paulist, 1999.

Vorgrimler, Herbert. *Sacramental Theology*. Linda M. Maloney, trans. Collegeville, MN:

Liturgical Press, 1992.

24.2.10 DTh 402 THE SOCIAL TEACHING OF THE CHURCH

Organisation: 3 Credits, 42 Contact hours

Purpose: To reflect on as they relate to contemporary social issues.

The course reflects on Christian moral principles and how they relate to contemporary social questions. It aims at assisting Christians to actively promote justice and peace in the world and live virtuously in a complex and changing world.

Content: The course will speak to the major social and cultural changes involved in globalisation today, and the main Christian moral criteria to confront them, as outlined in the Church's social teaching. It will also touch on some social issues

of concern in today's African culture, for example, peace and reconciliation in response to sinful social structures and

Principal Bibliography:

Joinet, B., *The Challenge of Modern Africa*, Nairobi: Paulist 2000.

Waruta, D.W., and H. W. Kinoti, ed. *Pastoral Care in African Christianity: Challenging Essays in Pastoral Theology*, Nairobi: Acton Publishers 2000.

McDonagh, E., *The Gracing of Society*, Dublin: Gill and Macmillan 1989.

Dorr, D., *Time for Change*, Dublin: The Columba Press 2004.

24.2.11 DTh 403 BIO-ETHICS

Organisation: 3 Credits, 42 Contact hours

Purpose: The course explores the theological issues surrounding medical ethics. It seeks to acquaint students with the responses of the Catholic moral tradition and its usefulness in answering contemporary questions in this area.

Content: The course will address theological understandings of health and sickness; Methods, Relationships and responsibilities in medical ethics; ethical issues at the beginning and end of life; Justice and health care, and also experimentation on human subjects.

Principal Bibliography:

Pope John Paul II. *Evangelium Vitae*. Encyclical letter on the Value and Inviolability of Human Life. 1995.

Ashley, Benedict M. OP, Jean deBlois SCJ, Kevin D. O'Rourke OP, eds. *Health Care Ethics: A Catholic Theological Analysis*. 5th ed. Georgetown University Press, 2006.

Boyle, P., and O'Rourke, K., *Medical Ethics: Sources of Catholic Teaching*, Washington DC: Georgetown UP 1999.

Lammers, S., and A. Verhey, *On Moral Medicine*, Grand Rapids: Eerdmans 1998.

O'Rourke, Kevin D. OP and Philip Boyle, eds. *Medical Ethics: Sources of Catholic Teachings*.

Washington, DC: Georgetown University Press, 2011.

Sugarman, J., and D. Sulmasy, *Methods in Medical Ethics*, Washington DC: Georgetown UP 2002.

24.2.12 DTh 602 CHURCH HISTORY 2 (AFRICAN)

Organisation: 2 Credits, 28 Contact hours

Purpose: This course builds on the foundations laid in DTh 601 CHURCH HISTORY 1, and focuses on the expansion of the Church in recent African history.

Content: The course looks at the progress of latest and last wave of evangelisation in Africa, in the immediate pre-colonial, the colonial, and the post-colonial eras.

Principal Bibliography:

Baur, J., *2000 years of Christianity in Africa: An African History 62-1992*, Nairobi: Paulines Publications 1994.

24.2.13 DTh 101 OLD TESTAMENT STUDIES

Organisation: 3 Credits, 42 Contact hours

Purpose: The course is an introduction to the study of Old Testament. It endeavours to offer the students "an academic guided tour" of the Judeo-Christian Scriptures focusing on the Old Testament, with some background information.

Content: The course will, among other themes, cover the following the nature and formation of the Bible, various forms

of Old Testament writings, the stages of formation of the Old Testament, the divisions of the Bible, the Masoretic and Septuagint texts, Biblical archaeology and history, OT themes of Election and Covenant, Settlement theories, and the Monarchy in Israel.

Principal Bibliography:

Pritchard, J.B, *Ancient Near Eastern Texts Relating to the Old Testament*, Princeton UP, 1989.

Kizhakkeyil Sebastian & Ammanathukunnel Kurian, *A Guide to Biblical Studies* (Rev. Ed), The Bombay Saint Paul Society, Mumbai, 2008.

Kodel, Jerome, O.S.B., *The Catholic Bible Study Handbook, A Popular Introduction to Studying Scripture*, Servant Books, Michigan. 1985

Leon-Dufour, X.S.J., (ed), *Dictionary of Biblical Theology*, Geoffrey Chapman, London 1969.

Pritchard J.B, *Ancient Near Eastern Texts: Relating to the Old Testament*, Princeton UP, 1969.

Rogerson J.W, and Lieu M. Judith, (eds), *The Oxford Handbook of Biblical Studies*, Oxford: Oxford UP, 2006.

Rops-Daniel, *What is the Bible? A Faith and Fact Book*, Burns and Oates, London,1958.

Whybray, R.N. *The Making of the Pentateuch. A Methodological Study* (JSOTS 53; Sheffield 1987).

24.2.14 DTh 703 PASTORAL COUNSELLING

Organisation: 3 Credits, 42 Contact hours

Purpose: This course introduce the students to the basics of lay Christian pastoral care and counselling ministry in the context of the local church. It seeks to integrate theology and some basic principles of counselling so that the students are

able to cope with personal problems and help others in the local church to cope with problems in daily living. Students will thus be able to participate in the lay mission in the church by extending the compassionate ministry of Christ to the different forms of "slavery" experienced in the populations they serve.

Content: The module covers: the theology and spirituality of counselling, based on a biblical models of counselling; the person of the counsellor (use of self and what they bring to the counselling situation); and the stages/phases of the counselling process.

Students will also learn some Counselling Skills: listening, gathering, collating and analysis of case material; assessment of and intervention for feelings, thoughts and perceptions, motivation, decision-making and behaviour; management of resistances and defences; management of transference and counter-transference, termination; ethics and self-care.

Principal Bibliography:

Hunter, Rodney, J. (ed), *Dictionary of Pastoral Care and Counselling*, Bangalore, 2007

Nelson-Jones, R., *Practical Counselling and Helping Skills*, Cassel, London, 1997

Wicks, Robert, J and Parsons, Richard, D., (editors), *Clinical Handbook of Pastoral*

Counselling, Volume, One, Two, Three, Paulist Press, New Jersey, 1993.

24.2.15 DTh 801 MISSION STUDIES

Organisation: 3 Credits, 48 contact hours

Purpose: The course aims at exploring the theological and Biblical basis for the Church's Universal Mission

Content: The course examines mission in the Bible, and in the history of the Church, with particular emphasis on mission

in Africa. It then moves to a consideration of how to promote the contemporary mission of the Church, the use of modern forms of communication in mission, and the new ways of responding to the signs of the times as the Church seeks to fulfil her mission to proclaim and live the Gospel today.

Principal Bibliography

Baur, J. 2000 *Years of Christianity in Africa*. Nairobi: Paulines Publication Africa, 1994.

Bosch, David. *Transforming Mission*. New York: Orbis Books, 1994.

Karotemprel Sebastian. *Following Christ in Mission: A Foundational Course in Missiology*, Nairobi: Paulines Publications, 1990.

Shreiter, Robert. *Constructing Local Theologies*. New York: Orbis Books, 1985.

Waligo, J M. Making a Church that is Truly African in Waliggo, J M., et al, *Inculturation: Its Meaning and Urgency*. Kampala: St. Paul Publications Africa, 1986.

John Paul II. *Redemptoris Missio* Encyclical Letter on the Permanent Validity of the Church's Missionary Mandate. Vatican City, 1990.

John Paul II. The Church in Africa Post Synodal Apostolic Exhortation *Ecclesia in Africa*. Limuru: Paulines Publications, 1994.



A student of Diploma in theology for religious formation asking a question

25 CERTIFICATE IN THEOLOGY

FIRST YEAR			
<i>First Semester</i>		<i>Second Semester</i>	
<i>Required</i>		<i>Required</i>	
CTh 101 Introduction to Scripture	(3)	CTh 202 Introduction to Christology	(2)
CTh 201 Introduction to Theology	(3)	CTh 405 Introduction to Social teaching of the church	(2)
CTh 301 Introduction to Liturgy	(2)	CTh 501 Introduction to Canon Law	(2)
CTh 401 Introduction to Moral Theology	(2)	DTh 302 The Sacramental Church	(3)
CTh 601 Introduction to Church History	(3)	CTh 701 Introduction to Catechetics	(3)
<i>Electives A</i>		<i>Electives B</i>	
CTh 102 Introduction to the Gospel of Mark	(2)	CTh 910 Exploring the African Synods I and II	(2)
CTh 911 Introduction to Vatican II Council	(2)	CTh 803 Introduction to Inter-religious dialogue	(2)



12HTC students during tea break

26 HOLY TRINITY COLLEGE STYLESHEET

26.2 GENERAL REQUIREMENTS FOR ACADEMIC PAPERS

26.2.1 Overall presentation

All papers presented in hard copy should be typed in black ink on white A4 paper. Colour may be used sparingly in graphs, charts, diagrams, maps, and photographs where it provides clarity and enhances the meaning.

Large diagrams, matrices, charts or other illustrative material may be printed on A3 paper and folded neatly to A4 size before being attached to the document.

26.2.2 Guidelines for presenting written work

1. HTC requires submission of assignments on Google Classroom.
2. All essays must be submitted before or on the deadline set by the Dean on Google Classroom.
3. The soft copy (electronic version) is to be sent, turned in on Google Classroom in the respective class as a Google Document.
4. The soft copy turned in on Google Classroom must be named in the following format:

Lecturer's Surname-Student's Surname_Official Code and Name of Course

e.g. Chikuni-Musina_BTh 054 Pentateuch

5. The text of the electronic in "Times New Roman" or Trebuchets MS font, font size 11 or 12, with the text justified (flush left and right). Electronic files must be saved as Google Documents.

6. The text of the title page in the hard copy of each essay must be centred and ought to contain the following information:
7. The full name of the college
8. The title of the essay, exactly as given by the lecturer unless the student has consulted the lecturer and obtained permission to change or limit it in a specific way.
9. A declaration of originality.
10. The student's name and registration number
11. The Course code and title
12. The Lecturer's name
13. The deadline for submission
14. The title page is not to be numbered, nor have borders, elaborate fonts and illustrations. Below is a model of what the title page should look like in hard copy submitted by the student.



13Fr Mark Miller, C.Ss.R during Academic Seminar

CATHOLIC UNIVERSITY OF ZIMBABWE
HOLY TRINITY COLLEGE

EVALUATE THE EVIDENCE PRESENTED BY SCHOLARS ARGUING
FOR THE EXISTENCE OF THE “Q SOURCE”

I hereby certify that this material, which I now submit for
assessment, is entirely my own work and has not been
previously submitted for any other academic purpose:

SIGNED:

DATE:

MARTIN LUTHER, OSA (19083)
(BTh 8902) NEW TESTAMENT LITERATURE
FR. PHENEAS CHIGWANDA, O.CARM
31 DECEMBER 2022

26.2.3 Contents Page

Following the title page, there may be a page where the contents of the paper are listed. This is, however, not necessary for short papers. This page should be headed 'Contents', not 'Table of Contents.'

The contents page should not be numbered. The first page to be numbered is the page where the essay begins.

26.2.4 Format

The entire paper should be double spaced. This includes the main text, all quotations, including long quotations, and the list of sources. The only exceptions to this rule are footnotes and endnotes, which must be single-spaced in a smaller font.

The numeral indicating a footnote or endnote should appear in superscript after the final punctuation in the sentence to which it is referring. The numeral preceding the actual footnote or endnote should also appear in superscript.

Paragraphing may be indicated either by indenting the first line of the paragraph six spaces or by a blank line between paragraphs. Only one style of paragraphing (either indenting or leaving a blank line) should be used throughout the paper.

Typing conventions require that sentences be adequately separated by two spaces between the final punctuation of one sentence and the beginning of the next sentence.

Columns of figures should always be aligned from the units column. This may mean that the left margin is not justified.

Pages in the body of the paper should be numbered consecutively using Arabic numerals. Preliminary pages may be numbered using Roman numerals.

26.2.5 Register

Academic papers should be written in an appropriately formal register. This means that colloquial expressions and contractions are not acceptable. Suitable expressions and formal language must replace terms such as ‘in a nutshell’ or ‘when all is said and done’ or ‘last but not least’. Contractions such as ‘couldn’t’ or ‘didn’t’ or ‘haven’t’ are not allowed in a paper.

26.2.6 Abbreviations and Acronyms

Latin abbreviations such as ‘e.g.’, ‘i.e.’ and ‘viz.’ should not appear in the text. The term ‘etc.’ is not acceptable even when written in full as ‘*et cetera*’.

Acronyms should be spelled out in full followed by the initials in parentheses the first time they are used. Thereafter, the initials alone may be used. For example, on the first usage, one would write ‘the World Health Organization (WHO)’ but thereafter one would simply write WHO. Acronyms made up of capital letters should not contain full stops.

If a number of acronyms are used in a paper, an alphabetical list of these should be provided at the beginning of the paper. The list of acronyms should appear on the contents page.

Numbers between zero and ten should be spelled out. Numbers above ten may appear as figures. However, one cannot begin sentence with a figure. The sentence must be reworded so that the number comes elsewhere in the sentence, or the number should be spelled out in words.

Use the term ‘per cent’ in the text. The % sign may only be used in tables and graphs.

26.2.7 Spelling and Punctuation

It is essential that all the words be spelled properly and that the paper be punctuated correctly. Either the British or the American system of spelling and punctuation may be used but the writer should be consistent and not switch from one system to the other.

The writer must discriminate between the use of the hyphen, which joins two or more words together (a four-year-old), and the dash which is sometimes used in place of commas to indicate a break or a pause within a sentence. The hyphen is shorter than the dash. Also, the hyphen has no space before or after it while the dash has a space both before and after it.

The titles of books and journals should be in italics wherever they appear. Words in all languages other than English should also be in italics. However, place names and the names of nationalities or ethnic groups are not italicized.

Writers may not use bold or underlined text for emphasis in the text. The use of bold font or underlining is suitable for headings, subheadings and titles of figures or graphs.

26.3 OTHER ELEMENTS OF FORMATTING AND STYLE

26.3.1 Figures and graphs

Figures, maps and graphs should have a title and should be numbered in a separate series by chapter and order of appearance.

Example:

Figure 5:1 Domino Model of Communication Effects would be the first figure in chapter 5, while Figure 5:2 would be the second figure in Chapter 5

The axes of graphs should be clearly labelled. Each line in a graph should be labelled, or a key or legend to the diagram may be provided. The source of the graph, maps or table should be given. If the author of the paper has made any alterations to the original, for instance by adding or deleting data, updating statistics, changing colours or perspective or using more contextualized artwork, then the reference should state that the graph, map, or table has been adapted from a specific source.

26.3.2 Tables

Tables must also have titles and the source of the table must be clearly indicated. Tables should be in a numbered series by chapter and in order of appearance.

26.3.3 Use of Quotations

Ideas should normally be presented in the words of the author of the paper. By paraphrasing what has been read from other sources, the author of the paper indicates that he or she has understood the material.

Writers must use their own words unless there is a specific reason for quoting the words of another person.

Such reasons include:

1. The way the original author wrote is as important as the content of the passage;
2. The specific words of the original passage are being analysed, for instance in a work of literary or Biblical criticism;
3. The expression of the original author is very precise or is a well-known, even famous, expression;
4. The specific terminology of two or more authors is being compared.

All direct quotations of four or more words must be enclosed in quotation marks unless they consist of four or more lines. Quotations of four lines or more should not be enclosed in quotation marks but should be block indented 10 spaces from the left and typed double spaced. A reference should follow immediately thereafter.

Examples:

Lonergan argues:

Judaeo-Christianity means different things to different people: some conceive it narrowly, as complex of heresies arising out of Judaism; others think of it rather as a cultural form proper to what is called later Judaism, shared by the orthodox Jewish Christians no less than the heretics, and finding expression also in the writings of non- Jewish authors of that period (226).

If Jesus is not ‘true God of true God’ then we do not know God in human terms.

Even if Jesus were the most perfect creature far above all others, he could tell us only at second hand about a God who really remains almost as distant as the Unmoved Mover of Aristotle. Only if Jesus is truly of God do we know what God is like for in Jesus we see God translated into terms that we can understand (Brown *Christology* 150).

26.3.4 Adapted Quotations

When a quotation has been changed in any way, by deletion, by expansion or by alternative wording, this must be indicated by an ellipsis or by placing the introduced words within square brackets. Three full stops are used in an ellipsis when the deleted words were within one sentence in the original. Four full stops are used in an ellipsis when the words deleted were in two or more sentences in the original.

‘It is one thing to talk about missionary successes and numbers, but quite another to determine the nature of the religious change involved [...] While we can more or less measure the numbers declaring themselves Christians, the inner dynamics of religious change do not find themselves to counting of any kind’ (Jenkins 47).

‘When he [Jesus] returned to Capernaum after some days, it was reported that he was at home’ (Mark 2:1).

26.4 REFERENCING

26.4.1 The need to acknowledge all sources

It is absolutely essential that all ideas which are not original to the author of the paper be credited to their originators. It is not only spoken and written words which must be acknowledged. Maps, diagrams, charts, tables, statistics, matrices, formulas, sets of directions, cartoons, architectural renderings, photographs, paintings and other forms of artwork, as well as musical scores which are not the work of the author of the paper must be attributed to the rightful creator of the work.

To fail to give the source of work which is not one’s own is to commit plagiarism, a very serious academic offence and also an act contrary to the law in most countries. Plagiarism is intellectual theft. It will not be tolerated at Holy Trinity College and will be penalised as outlined in the Academic Handbook above.

Please note that the sources of ideas must be indicated even if the original thinker’s words are not quoted exactly but are summarized or paraphrased. The sources of illustrations must be indicated even when they have been redrawn and not copied exactly. When, for instance, a diagram or a map has been

changed in some way, it is important to state the source and the page from which it has been adapted (Adapted from Higgs, 16) immediately below the diagram or map.

26.4.2 The HTC System of Scholarly Referencing

An appropriate system of scholarly referencing should be accurately and consistently used when submitting written material. The method of referencing adopted by Holy Trinity College is the Modern Language Association (MLA) format which is outlined in this booklet. The MLA format has been adjusted to suit our needs. It is **compulsory** to adopt the version outlined here and to use it throughout the programme. Note that, throughout a paper, references to sources are made in the form of citations in parentheses within the text, not in footnotes or endnotes.

Either footnotes or endnotes may be used within a paper to add information which is not required but may be relevant and useful to some readers. In no case should a footnote or endnote be used to cite a reference to an immediate source.

26.4.3 Citations within the text

A citation consists of the surname of the originator of the quotation or the paraphrased idea followed by the page number of the work from which the quotation or the idea was derived. The originator's surname and the page number are placed in parentheses at the end of a sentence or a paragraph which makes use of the source. Note that when the author's surname and the page number are placed in parentheses there is no punctuation mark between the two. The reference in parentheses comes before the final punctuation in the sentence.

26.4.3.1 A paraphrase or a short quotation of no more than four lines

The church had no official procedure for canonizing saints until the second millennium (Meyendorff 92).

If the author's name is mentioned within the sentence, then it is sufficient to include only the page number in parentheses at the end of the sentence.

John Meyendorff maintains that the veneration of the martyrs and the saints emerged and developed spontaneously in the areas where they had lived and died (92).

When citing continuous pagination, it is not necessary to repeat the numerals in the hundreds place unless they change, for instance, 69-70 or 571-76 but 199-203.

Note that the author's name when given in the text should be given in the conventional order, that is, with the given name preceding the surname, in other words John Meyendorff, and not Meyendorff John. The surname alone can be used if the List of the Sources contains only one author with that surname.

26.4.3.2 Two sources within one sentence

If more than one source has been used in the formulation of a single sentence, then each source should be cited immediately after it has been quoted or paraphrased.

Barton and Booth state that 'stories do things to people' (13) while Lovell goes even further and affirms that stories are transformative (16).

26.4.3.3 Summary or discussion of an entire work

When a sentence or a paragraph gives a brief synopsis or summary of an entire work, it is not necessary to include page numbers.

In *Women Officeholders within Early Christianity*, Ute Eisen provides considerable evidence for the existence of women apostles, prophets, teachers, deacons, presbyters, bishops and stewards.

26.4.3.4 Specifying which of an author's works is being cited

When the List of Sources contains more than one work by an author, the citation should include an abbreviated version of the title as well as the author's surname and the page number. Note that the abbreviated form of the title should appear in italics.

'In the course of two days, we discussed the Bible as a series of the stories. Gil asserted his faith and his doubts, his Jewishness and his lapses from Judaism' (Coles *Spiritual* 139).

In *The Spiritual Life of Children* Robert Coles observes, 'Working with children over the years has taught me that they are quick to connect themselves, in all sorts of ways, to whatever it is they do. Picturing God's face turned out to be no exception (66).

26.4.3.5 A work by two or three authors

When a publication has two or three authors, all the authors should be listed either in the text or in the parentheses at the end of the sentence.

Stewart and Berryman consistently emphasised the power of the shared story in a religious context (24).

‘In worship, through the power of the Holy Spirit, God is made known to us in the hearing of the word. God is experienced and known as we enter into the story’ (Stewart and Berryman 24).

26.4.3.6 A work by four or more authors

There are two possible forms to use when citing a work by four or more authors. One can list the surnames of all the authors and then provide the relevant page number. Alternatively, one can provide the surname of the first author, followed by *et al.*, followed by the page number. Note that *et al.* is a Latin abbreviation and must be printed in italics. Whichever form is selected should be used for every citation in the paper which refers to a work by four or more authors. The same form should also be used in the list of sources.

Boscolo, Cecchin, Hoffman and Penn discuss family mythologies in order to help both individuals and families develop appropriate coping strategies (35-37).

A number of psychoanalysts have investigated family mythologies in an attempt to help individuals and families develop appropriate coping strategies (Boscolo, Cecchin, Hoffman and Penn 35-37).

Boscolo *et al.* state that, ‘It is well known that secrets in families often have a pathogenic effect on the family and, when introduced into therapy, can paralyze the therapeutic process’ (99).

‘It is well known that secrets in families often have a pathogenic effect on the family and, when introduced into therapy, can paralyze the therapeutic process’ (Boscolo *et al.* 99).

26.4.3.7 A work whose author has the same surname as another author in the list of sources

It is fairly common to have two authors with the same surname on the list of sources. For instance, both Reinhold Niebuhr and Richard Niebuhr were Neo-Orthodox theologians. The names of both Henry Chadwick and Owen Chadwick are well known among students of Church History.

In order to provide a specific reference, therefore, the author's full name should be provided if the name is used in the text. If the author's name has not been used in the text, the author's first initial must be given along with the surname in parentheses. Of course, if both authors have the same first initial, as is the case with the Niebuhr brothers, then the author's full name must be given in the parenthetical documentation.

Henry Chadwick makes very thoughtful observations concerning the consequences of the Orthodox Church having experienced no major period of reformation such as that experienced by the Western Church (360-61).

'The early Christians shared with the Jews the conviction that "religion" included an interpretation of the whole of life and was very far from being limited to a matter of cultic acts and ceremonies' (O. Chadwick 258).

26.4.3.8 A work with no author, editor or compiler

If there is no indication of who wrote, edited or compiled a work, then refer to it by its title in the text. Do the same for the citation unless the title is very long; in that case, then give the first one or two main words of the title.

The Plan of Action: The Ecumenical Response to HIV/AIDS in Africa contains a very useful list of questions which should

enable a parish or congregation to undertake a vigorous self analysis (14).

The churches in Africa have acknowledged that, ‘as the pandemic has unfolded it has exposed fault lines that reach to the heart of our theology, our ethics, our liturgy and our practise of ministry’ (*Plan of Action 4*).

26.4.3.9 A quotation from an indirect source

It is essential that the originator of an idea or an expression be given credit for it. However, the writer of a paper must not include on the List of Sources works which he or she has not read. Therefore, the citation in parentheses must indicate the book or document in which the quotation was found preceded by the abbreviation *qtd. in* (quoted in). Only the book which was actually used appears in the List of Sources.

Karl Rahner asserts that, ‘We may speak without any embarrassment of a spiritual indeed religious development of Jesus’ (qtd. in Brown 36).

It is always best to quote directly from the original source rather than an indirect source whenever the original can be obtained in a language which can be read by the author of the paper.

26.4.3.10 A Biblical passage

When quoting a biblical passage directly or when alluding to a Biblical passage, the Biblical passage reference should be provided. First name the book of the Bible, then give the chapter followed by the verse. Chapter and verse are separated by a colon. The name of the Biblical book is written in full in the text of the paper but it is abbreviated in the parenthetical citation. See Appendix II for the abbreviations to be used for the Biblical books.

Sometimes the Psalmist complains emphatically to God. Psalm 13 begins in this way (Ps 13:1).

When referring to a continuous passage of two or more verses, indicate the first and last verses of the passage separated by a hyphen.

The canticle we call the *Magnificat* is found in Luke's gospel where Mary responds to Elizabeth's greeting (Luke 1:46-55).

When referring to several discontinuous verses within one chapter of the Bible, separate the verses with a comma.

According to the fourth gospel, John the Baptist identified Jesus as both the Lamb of God and the Son of God (John 1:29, 34).

When referring to several separate Biblical passages, separate them with a semi-colon.

The three synoptic gospels all place Jesus' triumphal entry into Jerusalem shortly before his passion (Matt 21:1-11; Mark 11:1-10; Luke 19:29-40).

26.4.3.11 A Quotation from or reference to Canon Law

When discussing a point of Canon Law, first indicate the number of the canon and then the number of the paragraph, if any.

Canon Law strongly recommends that a bishop take canonical possession of the diocese in a liturgical ceremony in the cathedral with the clergy and people present and assisting {Canon 382 § 4}

26.4.3.12 A series of discontinuous passages within one work

When referring to several separate passages in a work, separate the page numbers with a comma.

Philip Jenkins discusses factors which have enabled the Mormon Church to expand rapidly in the Southern Hemisphere (70, 76).

The idea of Christendom is both ancient and modern, both unitive and divisive (Jenkins 12, 20, 22, 63).

26.4.3.13 A series of consecutive citations of the same source

When the same source is cited repeatedly and consecutively, it is not necessary to repeat the author's name. The page number will suffice. The term *Ibid.* is never used.

Philip Jenkins discusses Christian accommodation in northern Europe as both deliberate and unconscious inculturation (128-29). He then analyses Christian inculturation in Central and Southern America (129-30). A variety of attempts at inculturation in Asia is also presented (130).

26.4.3.14 An online source

The same basic method is used for online sources as is used for other sources. The author's name is given followed by a page number if there is one. If the online source does not list the author, then the title of the source is used. The website address is not included in the citation. It is, however included in the List of Sources, as also the date when the website was accessed.

Newman was consistent in rejecting the Protestant idea that in matters of faith, scripture is an all-sufficient guide (Dulles 436)

Economic factors affect immigration and immigration may change the religious face of a society (*Mapping the Global Future* 58).

In List of Sources:

Dulles, A. "Newman on Infallibility" *Theological Studies* 51:3
(1990) 434-449.

<http://d1ckv7js84buaj.cloudfront.net/51/51.3/51.3.3.pdf>

Accessed: 10 July 2013.

26.5 THE LIST OF SOURCES

The term 'List of Sources' is preferred to the term 'Bibliography' because the term 'Bibliography' means a 'list of books'. Current academic writers make use of many sources which are not books. These include newspapers, websites, films, television programmes and other electronic resources.

26.5.1 A book by a single author

Author's family name in ordinary roman style + comma + space + the forename/s + full stop. If the last name is double, a space is left between the two parts; if the last name is a compound name, a hyphen is used. Titles such as Fr., Dr., Sr., or Prof. are not used. The complete title of the book is then given in italics followed by a full stop. The place of publication followed by a colon: then the name of the publisher, followed by a comma and finally the year of publication, followed by a full stop. Note that it is the city of publication which must be indicated. A state, a province or a country is not sufficient on its own.

Neyrey, Jerome H. *Render to God: New Testament Understandings of the Divine*. Minneapolis, Minnesota: Fortress Press, 2004.

26.5.2 A book by two or three authors

Note that only the first author's name is inverted. Present the names of the additional authors with the given name or names followed by the surname.

Stewart, Sonja M. and Jerome W. Berryman. *Young Children and Worship*. Louisville, Kentucky: Westminster/ John Knox Press, 1989.

26.5.3 A book by four or more authors

There are two possible forms:

Peterson, Michael *et al.* *Reason and Religious Belief: An Introduction to the Philosophy of Religion*. New York: Oxford University Press, 1991.

OR

Boscolo, Luigi; Gianfranco Cecchim; Lynn Hoffman, and Peggy Penn. *Milan Systematic Therapy: Conversations in Theory and Practice*. New York: Basic Books, Inc., 1987.

26.5.4 A book by a corporate author or group

Second Vatican Council. *Vatican Council II: The Conciliar and Post Conciliar Documents*. New rev. ed. Gen. ed. Austin Flannery. Newport, New York: Costello, 1992.

26.5.5 A book by an anonymous author or without an author or editor

Hymnbook 1982. New York: Church Pension Fund, 1985.

Note that in putting the work in the proper order in the list of sources, the articles ‘a’, ‘an’ and ‘the’ are ignored and the first key word in the title is used for alphabetizing. Thus an anonymous work titled *The Desert Fathers and Mothers* would be alphabetised under D for Desert.

26.5.6 An anthology or collection of articles by different authors

Elshtain, Jean Bethke, ed. *The Family in Political Thought*. Amherst Massachusetts: University of Massachusetts Press, 1982.

26.5.7 A multivolume work

Evans, G. R., ed. *The I. B. Tauris History of the Christian Church*. 7 vols. London: I. B. Tauris & Co., Inc., 2008.

26.5.8 A republished work

Steinbeck, John. *Tortilla Flat*, 1935. Hammondsworth: Penguin, 1950.

26.5.9 An edition other than the first

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity. A.D. 200-1000*. 2nd ed. Malden, Massachusetts: Blackwell Publishing, 2009.

26.5.10 A book in a series

Meyendorff, John. *Imperial Unity and Christian Divisions: The Church 450-680 A.D.* Church History II. Crestwood, New York: St. Vladimir's Seminary Press, 1989.

26.5.11 An article in an anthology or collection of different articles

Fiddes, Paul S. "C. S. Lewis the Myth-Maker." *Rumours of Heaven: Essays in Celebration of C. S. Lewis*. Ed. Andrew Walter and James Patrick. Guildford, Surrey: Eagle, 1998.

26.5.12 Two publications by the same author

Coles, Robert. *The Moral Intelligence of Children*. New York: Random House, 1997.
_____. *The Spiritual Life of Children*. Boston Massachusetts: Houghton Mifflin Company, 1990.

Note that since the author is the same, the publications are listed in alphabetical order.

26.5.13 A publication with no date indicated

Kilpatrick, Sheila, ed. *80 Ideas for Bible Games, Quizzes and Team Charts*. Glasgow: Tell Publishing, n.d.

26.5.14 A signed article in an encyclopedia or other reference work

Ford, J. D. "Grotius, Hugo." *Routledge Encyclopedia of Philosophy*, 1998.

26.5.15 An unsigned article in an encyclopedia or other reference work

"Trade, Board of." *Encyclopedia Britannica*. 11th ed. 1911.

26.5.16 A translation

Cicero. *De Officiis*. Trans. Walter Miller. London: Heinemann, 1951.

Villon, Francois. *Complete Poems*. Trans. Barbara N. Sargent-Bauer. Toronto: University of Toronto Press, 1954.

26.5.17 A signed article from a daily newspaper

Munaku, Tarcey. "Reading the Signs of Time" *Daily News* (Harare, Zimbabwe) 5 July 2000: 3.

26.5.18 An unsigned article from a daily newspaper

"The Plight of Child-headed Families" *Daily News* (Harare, Zimbabwe) 5 July 2000:3.

26.5.19 A newspaper editorial

"Economic Crisis, Poverty and Death" Editorial. *Daily News* (Harare, Zimbabwe) 5 July 2000:10.

26.5.20 A pseudonymous columnist

"The Road to Recovery", 'Muckraker', *Zimbabwe Independent* (Harare, Zimbabwe) 22 March 2012:16.

26.5.21 Articles in a learned journal

Articles in a learned journal are referenced by: author's surname, given name, year of publication, name of journal (*in italics*), volume or series number, date and page number for the beginning and the end of the article.

Downing, F. Gerard. "The Ambiguity of 'the Pharisee and the Toll-Collector' (Luke 18:9-14) in the Greco-Roman World of Late Antiquity." *Catholic Biblical Quarterly* 54 (1992) 80-99.

26.5.22 A film or television programme

Diary of a Country Priest. 1951 Dir. Robert Bresson (DVD) BFI 2001.

26.5.23 A Television or other interview

Thatcher, Margaret, (1986) Interview. In Six O'clock News BBC 29 January.

Thatcher, Margaret, (1986) Interview with author (Chishawasha, Zimbabwe) 29 January.

26.5.24 Lecture, speech, sermon or address

Nyandoro, Claire. Class lecture. Church History II. Holy Trinity College. Harare. 16 January 2012.

26.5.25 Materials sourced online

Material sources online should be listed in the same way as signed articles in an encyclopaedia or other reference work, i.e., by **Author and Title**, followed by the website address details. Where the material has no declared author, use the title of the article or the site as appropriate, in the same way as for unsigned articles in an encyclopaedia or other reference work.

Note: Some online reference works include a facility for “**How to cite this entry**”. Otherwise, information on the web page (e.g., full address and date of latest update can be obtained by **RIGHT CLICKING** on the page and choosing “**View Page Info**”.
Example:

King, Peter. “Peter Abelard”. *The Stanford Encyclopedia of Philosophy*. First published Tue 3 Aug 2004; substantive revision Tue 9 Nov 2010.
<http://plato.stanford.edu/archives/fall2010/entries/Abelard/> Accessed: 5 Oct 2011.

Williams, Thomas. “Saint Anselm”. *The Stanford Encyclopaedia of Philosophy* (Fall 2005 edition). Ed. Edward N. Zalta.
<http://plato.stanford.edu/archives/fall2005/entries/anselm/> Accessed: 5 Aug. 2006.

Magill’s Survey of Science. CD-ROM. 1998 ed. California: Salem, 1998.

26.6 THE LONG PAPER

1. To successfully complete the degree and diploma programmes at Holy Trinity College each student is required to present a Long Paper in the final year of the programme. The long paper earns 5 Credits and comprises 15 per cent of the final assessment for the BTh programme.
2. The Long Paper must *above all* be research work in one of the major fields of theology. Students are urged to keep this in mind with regard to the choice of:
 - a. the branch of theology they wish to study,
 - b. their individual topic,
 - c. the method/s of research they employ,
 - d. the sources they cite and,
 - e. the weight given to each of them relative to others.
3. Students are to submit proposals for topics which belong primarily in the theological field, and on which theology can offer a unique contribution or perspective. As a guideline, the major sections of theology as studied in the college are to be considered: the Sacred Scriptures, the Sacred Liturgy, Dogma, Moral Theology, Canon Law, Church History, Mission and Pastoral Studies, etc.
4. The Board convened by the Dean to look at students' proposals will therefore not approve topics studied more fruitfully and competently in other branches of knowledge, with theology acting only as handmaid.
5. The long paper should contain not less than 30 and not more than 33 typed pages (double-spaced, in 12-point type), excluding the preface, table of contents or list of sources, but including footnotes/endnotes.
6. Students are to submit to the Dean their proposals for the Long Paper during the course "Seminar for Long Paper" (BTh 907), including suggestions of possible supervisors. It would be advisable to ascertain the availability of a particular supervisor beforehand.
7. Students are also strongly encouraged to consult widely with lecturers and possible supervisors about their ideas for the Long Paper.

8. The Dean will then convene a Board composed of several lecturers to assess the students' proposals. Each student will appear before this Board to present their proposal and field such questions as may arise. Following on the recommendation of this Board, the Dean shall:
 - a. approve the proposal, or
 - b. approve the proposal with modifications, or,
 - c. direct the student towards a different topic of research.
9. The Dean shall appoint a supervisor for each student whose proposal the Board deems feasible.
 - a. It is then the responsibility of the student to initiate and continue contact with the appointed supervisor, arranging meetings as per the guidelines provided.
 - b. The supervisor assists the student in the planning and reading necessary for the writing of the long paper, and to discuss the structure of the argument and the presentation of evidence. It is not the responsibility of the supervisor to proofread or correct the English of the long paper.
 - c. The long paper will be assessed by two readers, the supervisor and one other reader. The
 - d. External examiner exercises the final moderation of all long papers.

26.7 LAYOUT AND PRESENTATION OF THE LONG PAPER

1. All copies of the long paper must have the following information on the front cover:
 - a. The Logo of the Catholic University of Zimbabwe, and that of Holy Trinity College;
 - b. The name of the institution;
 - c. The location of the institution;
 - d. The title of the long paper;
 - e. The name of the candidate with signature;

- f. The award for which the long paper is submitted;
 - g. The name of the supervisor with signature;
 - h. Date of submission.
- 2 The long paper shall be printed on one side of good quality A4 paper, double spaced, with a left hand margin at the binding edge of not more than 40mm and all other margins not less than 20mm. Regulations regarding font types and sizes are the same as for regular assignments.

3. Declaration

The long paper shall include a page containing the following declaration, signed by the candidate, bound into the position paper immediately following the title page:

“I hereby certify that this material, which I now submit for assessment in the programme of study leading to the award of the [insert title of Award... (Bachelor of Theology (Honours) Degree / Diploma in Theology) is entirely my own work and has not been submitted for assessment for any academic purpose other than in partial fulfilment for that stated above.”

Signed (Candidate)

Date

4. Contents

The long paper shall have a table of contents. This shall contain a dedication (if any), acknowledgements, declaration, list of acronyms, chapter headings, appendices, list of sources.

5. Pagination

Pages must be numbered consecutively throughout the text, including those pages incorporating photographs or diagrams

which are included as whole pages. If a title page is used for a chapter, pagination begins on the title page of chapter 1. Photographs and/or diagrams must be appropriately indexed and accompanied by an explanatory legend.

6. Appendices

Appendices should be named alphabetically, and each appendix paginated consecutively but separately from the main text and from each other. Audiovisual material may be submitted in an appropriate format, e.g., CD or DVD.

Where the author conducted interviews or based part of the research on responses to a questionnaire, a copy of the interview schedule and/or the questionnaire must be included in the Appendices. If either document was used in a language other than English, the Appendices must include both the original and an English translation.

7. Abstract

The long paper should include an abstract of not more than 300 words placed after the table of contents. The abstract should be typed in single spacing. It should include; the principal aim, objectives, scope of the investigation, the methodology employed and the principal conclusions

8. Chapter headings and sub-headings

Chapter headings should be in capitals, plain text, centered and separated from the main body of the text. Example:

<p>Chapter 3</p> <p>MARRIAGE CUSTOMS AND RITUALS IN SHONA CULTURE</p> <p>The customs and rituals attending marriage in Shona culture....</p>
--

Sub-headings within a chapter should be in lower case, bold text, placed on the left-hand side of the page and separated from the body of the text.

26.8 HANDING IN THE LONG PAPER

1. Each student submits s soft copy (electronic version) of the long paper on Google Classroom (Long Paper).
2. Each student must also submit one perfect bound copy of the Long Paper to be lodged in the college library.
3. Students must note that all submitted copies of the long paper (the bound copies and the file turned in on Google Classroom) are IDENTICAL.

4. Academic Integrity

All students and supervisors need to pay attention to any ethical issues which may arise in the course of the research and ensure that the project conforms to good practice for research projects of this kind. All issues that may arise involving potential conflict of interest and risk or exploitation of the researcher or subject, should be thoroughly investigated in advance and the Dean of Studies advised.

26.9 GRADING OF WRITTEN WORK

The Catholic University of Zimbabwe Grading Scheme (15th June, 2011) referred to above provides the following descriptions of the quality of work commensurate with certain grades. This applies to coursework, examinations, and the classification of the final attained by a student.

1. **Mark 75+ First Division.** The candidate has excelled in the understanding and articulation of the material, has shown outstanding diligence, competence and *initiative in study and analysis, and gives promise of an ability for research.*
2. **Mark 66-74 Upper Second Division.** While not in the first rank of students, the candidate has shown a capacity

for study, a comprehensive grasp of the material, some initiative in reading and analysis, and skills clearly above the average student in the programme.

3. **Mark 60-65 Lower Second Division.** The candidate has reached an adequate knowledge of the basic material in the course, is able to discuss the ordinary difficulties of the theories involved and has a reasonable competence in the skills of analysis, argument and presentation.
4. **Mark 50-59 Third Division.** The candidate has reached an adequate knowledge of the basic material, is familiar with the main issues involved, and has a reasonable familiarity with the required skills.

The typical class average mark should be in the range of 63-70 %. A significant deviation is investigated by the Dean and considered by the Academic Council.

Because of the importance of the Long Paper in the academic programme, several additional factors are considered in assessing it. At its meeting held on the 6th of June, 2017, the Academic Council resolved to alter and clarify the parameters used to assess the Long Paper. Please refer to Appendix 6.

Overall, markers should award credit papers aware of the following:

a. Distinction Level (1) 75 % plus

- i. Evidence of comprehensive understanding and deep knowledge of specialist area; outstanding ability to apply, challenge and develop relevant intellectual theories and knowledge of chosen topic.
- ii. Extensive evidence of intelligent and thorough research, demonstrating mastery of scholarly enquiry. A degree of originality in the presentation and discussion of the material that may be of postgraduate quality.

- iii. Almost no spelling or typing errors and a very high standard of grammar and presentation.
- iv. Sound, almost flawless structure and obvious ability to maintain an extended argument in writing.
- v. Excellent referencing and a full list of sources (with evidence of use/citation of texts in the long paper).

b. Second Class Higher Level (2:1) 66-74%

- i. Substantial understanding of the specialist area and evidence of deep understanding of theories, principles and concepts in most areas, but lacking in depth in some areas.
- ii. A good mastery of research approaches; a relevant/appropriate subject matter, clear research focus and title.
- iii. Sound structure; capable of maintaining an extended argument in writing.
- iv. Limited spelling, typing or grammatical errors and good standard of presentation.
- v. Clear referencing with arguments properly reflected in a list of sources.

c. Second Class Lower Level (2:2) 60-65%

- i. Competent understanding of relevant intellectual issues but may have some omissions or use of outdated and/or obvious material.
- ii. Relevant subject matter but thesis/title may lack clarity.
- iii. May lack originality.
- iv. The long paper will be generally coherently structured, and able to maintain an argument, but probably with some flaws or gaps.
- v. Possibly some difficulties in expression and/or presentation in need of improvement.
- vi. Inaccuracies in referencing and/or list of sources.
- vii. Long paper brief will have been met.

d. Third Class Level (3) 50-59%

- i. Superficial though acceptable engagement with relevant, core theories; probably under-researched.
- ii. Possibly inappropriate subject matter and/or lacks a clear thesis or title.
- iii. Structure likely to be flawed in places; displays only a rudimentary ability to conduct an extended argument in writing.
- iv. Essential competency in extended written expression but probably with frequent mistakes in spelling, grammar, typing and/or poor presentation.
- v. Referencing may be incomplete or absent and may be not properly reflected in the list of sources.
- vi. Long paper brief may be partially fulfilled.

e. Fail - Less than 50%

- i. Little, if any, engagement with relevant theory; and little evidence of academic research.
- ii. Possibly irrelevant subject matter and/or lacks a coherent thesis or title.
- iii. Poor structure with crucial omissions in content and little or no argument.
- iv. Possibly incoherent and/or illegible with unacceptable presentation.
- v. Referencing unsatisfactory or absent. May be highly derivative or possibly plagiarised.
- vi. Long paper brief may not have been met.

27 APPENDIX I: LIST OF SOURCES

- Baton, Bob and David Booth. *Stories in the Classroom: Storytelling, Reading Aloud and Role Playing with Children*. Markham, Ontario: Pembroke Publishers, Ltd., 1990.
- Berard, Wayne D., *When Christians Were Jews (That is Now): Recovering the Lost Jewishness of Christianity with the Gospel of Mark*. Cambridge, Massachusetts: Cowley Publications, 2006.
- Boscolo, Luigi, et al. *Milan Systemic Family Therapy: Conversations in Theory and Practice*. New York: Basic Books, Inc., 1987.
- Brown, Raymond E. *An Introduction to New Testament Christology*, New York: Paulist Press, 1994.
- _____. *New Testament Essays*. New York: Image Books, 1965.
- _____. *A Risen Christ in Easter Time: Essays on the Gospel Narratives of the Resurrection*. Collegeville, Minnesota: The Liturgical Press, 1990.
- Chadwick, Henry. *The Early Church*. Revised ed.: The Penguin History of the Church I. London: Penguin Books, 1993.
- Chadwick Owen. *The Reformation*. The Pelican History of the Church III. Harmondsworth, England: Penguin Books, Ltd., 1964.
- Donahue, John R. *The Gospel in Parable: Metaphor, Narrative, and Theology in the Synoptic Gospels*. Philadelphia, Pennsylvania: Fortress Press, 1988.
- Dupre, Louis and James A. Wiseman, ed. *Light from Light: An Anthology of Christian Mysticism*. 2nd ed. New York: Paulist Press, 2001.
- Fee, Gordon D. *Pauline Christology: An Exegetical-Theological Study*. Peabody, Massachusetts: Hendrickson Publishers, Inc., 2007.
- Hooker, Morna D. "Marks's Parables of the Kingdom (Mark 4:1-

- 34).” *The Challenge of Jesus’ Parables*. Ed. Richard N. Longenecker. Grand Rapids, Michigan: Wm. B. Eerdmans Publishing Co., 2000.
- Lovell, George, ed. *Telling Experiences: Stories about a Transforming Way of Working with People*. London: Cheater House Publications, 1996.
- Malina, Bruce J. *The New Testament World: Insights from Cultural Anthropology*. Revised ed. Louisville, Kentucky: Westminster/ John Knox Press, 1993.
- Mapping the Global Future:
http://www.globalsecurity.org/intell/library/reports/2005/nic_globaltrends2020_index.htm Accessed 9 May 2016.
- Mckay, John P. et al. *A History of Western Society*. Vol. 1: From Antiquity to the Enlightenment. 10th ed. Boston, Massachusetts: Bedford/ St Martin’s, 2001.
- Meyendorff John. *Imperial Unity and Christian Divisions: The Church 450-680 A.D.* Church History II. Crestwood, New York: St. Vladimir’s Seminary Press, 1989.
- The New Testament in Modern English*. Trans. J. B. Phillips. New York: The Macmillan Company, 1958.
- Plan of Action: the Ecumenical Response to HIV/AIDS in Africa*. Geneva, Switzerland: World Council of Churches, 2001.
- Sellew, Philip. “Interior Monologue As a Narrative Device in the Parables of Luke.” *Journal of Biblical Literature* III (1992) 239-53.
- Stewart, Sonja M. and Jerome W. Berryman. *Young Children and Worship*. Louisville, Kentucky: Westminster/ John Knox Press, 1989.
- Wise, Michael O., Martin G. Abegg, Jr., and Edward M. Cook. *The Dead Sea Scrolls: A New Translation*. San Francisco, California: HarperCollins, 1996.

28 APPENDIX 2: BOOKS OF THE BIBLE: ABBREVIATIONS¹

OLD TESTAMENT		NEW TESTAMENT	
Gen	..... Genesis	Matt	..... Matthew
Exod	..... Exodus	Mark	..... Mark
Lev	..... Leviticus	Luke	..... Luke
Num	..... Numbers	John	..... John
Deut	..... Deuteronomy	Acts	..... Acts of the Apostles
Josh	..... Joshua	Rom	..... Romans
Judg	..... Judges	1Cor	..... 1 Corinthians
Ruth	..... Ruth	2 Cor	..... 2 Corinthians
1 Sam	..... 1 Samuel	Gal	..... Galatians
2 Sam	..... 2 Samuel	Eph	..... Ephesians
1 Kgs	..... 1 Kings	Phil	..... Philippians
2 Kgs	..... 2 Kings	Col	..... Colossians
1 Chr	..... 1 Chronicles	1 Thess.....	1 Thessalonians
2 Chr	..... 2 Chronicles	2 Thess.....	2 Thessalonians
Ezra	..... Ezra	1 Tim	..... 1 Timothy
Neh	..... Nehemiah	2 Tim	..... 2 Timothy
Tob	..... Tobit	Titus	..... Titus
Esth	..... Esther	Phlm	..... Philemon
Jdt	..... Judith	Heb	..... Hebrews
1 Macc	..... 1 Maccabees	Jas	..... James
2 Macc	..... 2 Maccabees	1 Pet	..... 1 Peter
Job	..... Job	2 Pet	..... 2 Peter
Ps(s)	..... Psalm(s)	1 John	..... 1 John
Prov	..... Proverbs	2 John	..... 2 John
Qoh	..... Qoheleth	3 John	..... 3 John
Wis	..... Wisdom	Jude	..... Jude
Song	..... Song of Songs	Rev	..... Book of Revelation
Sir	..... Ben Sira		
Isa	..... Isaiah		
Jer	..... Jeremiah		
Lam	..... Lamentations		
Bar	..... Baruch		
Ezek	..... Ezekiel		
Dan	..... Daniel		
Hos	..... Hosea		
Joel	..... Joel		
Amos	..... Amos		
Obad	..... Obadiah		
Jonah	..... Jonah		
Mic	..... Micah		
Nah	..... Nahum		
Hab	..... Habakkuk		
Zeph	..... Zephaniah		
Hag	..... Haggai		

¹ For abbreviations of the names of biblical books, see *The New Jerome Biblical Commentary*, p. xxxi-ii.

Zech	.....	Zechariah	
Mal	.....	Malachi	



14HTC students in the court yard

29 APPENDIX 3: FINAL COMPREHENSIVE EXAMINATIONS

1. The Comprehensive Examination is the final assessment for the BTh Honours Degree at Holy Trinity College.
2. As a learning tool, it is essentially an exercise where students aim at summarising, synthesising, and integrating the material they have studied in the previous semesters of the programme.
3. As an assessment tool, the Comprehensive Examination is to evaluate the breadth and depth of each student's knowledge of the field of theology at BTh Honours level.
4. As appropriate, students should be prepared to:
 - a. Demonstrate the ability to think synthetically across various theological disciplines,
 - b. Be conversant with, and use technical theological terminology correctly,
 - c. Demonstrate an ability to locate theological ideas in historical context and,
 - d. Recognise and be able to respond to the pastoral dimension found in various theological disciplines.
5. The Final Comprehensive Examination consists of a written and an oral component.

The Written Examination

6. During week one of the last semester of studies, or earlier if appropriate, the Dean presents prospective candidates with a list of fifteen questions. The questions will be drawn from, and evenly distributed (five questions each) between the areas of:
 - a. **Dogmatic Theology,**
 - b. **Moral Theology and,**
 - c. **Scripture**

7. The written examination will take place after the end of the semester examinations at the end of fourth year, on a date indicated on the HTC Calendar.
8. The written examination is three hours long. From the fifteen questions referred to above, students will be presented with six questions, two from each of three listed disciplines. Candidates must answer three questions, one from each discipline.

The Oral Examination

9. During week one of the last semester of studies, or earlier if appropriate, the Dean presents prospective candidates with a list of fifteen questions. The questions will be drawn from, and evenly distributed (three questions each) between, the areas of: **Liturgy/Sacraments, Church Law, Church History, Mission Studies and Pastoral Theology.**
10. The oral examination ordinarily takes place after the written examination, on a date indicated on the HTC Calendar.
11. In all matters not expressly stated here, the examination shall follow the general regulations governing oral examinations at HTC.
12. The actual examination is conducted as follows: Thirty minutes before the student is to appear before the panel of four lecturers, s/he will be presented with a list of five questions (one from each of the discipline listed above) selected from the fifteen he has already seen.
13. From this list of five, s/he decides which ONE question s/he will answer. S/he has approximately thirty minutes to revise this question before entering the examination hall.
14. The oral examination will last thirty minutes. For the first ten to fifteen (10-15) minutes, the student will give an answer to the question. After that, for a further ten to fifteen (10-15) minutes the panel is free to ask the student follow-up questions.
15. The overall mark for the Comprehensive Examination is an average of the score for both the written and oral components.

16. No Credits are awarded for the Comprehensive examination, but it has a weighting of twenty percent (20 %) of the final mark for the degree.
17. If a student fails the Comprehensive Examination, or a part thereof (oral and/or written) s/he may resit the examination at a date determined by the Rector and Dean. If s/he fails again (one or the other) s/he is disqualified from being awarded the degree.

(Revised: 2 November 2016)

30 APPENDIX 4: FORMS IN USE AT HOLY TRINITY COLLEGE

FORM	NUMBER
Absence Slip	HTC F 1
Continuing student registration form	HTC F 2
Course evaluation	HTC F 3
Coursework Deadline Extension (for both soft and hard copies)	HTC F 4
Deferred Assessment for Long Paper	HTC F 5
Equivalence for Previous Study	HTC F 6
Peer Evaluation Form (Lecturers)	HTC F 7
Request for Re-marking of Coursework (\$ 30)	HTC F 8
Clearance before Graduation (Library, Bursar, Dean)	HTC F 9

31 APPENDIX 5: PENALTIES FOR PLAGIARISM

There are four categories of plagiarism and a penalty will be applied for each of these. A lesser category of poor academic practice is also recognised, which will not attract a penalty:

31.2 POOR ACADEMIC PRACTICE (PAP)

First offences occurring in the first semester of a student's course should normally be treated as poor academic practice.

31.2.1 *Characteristics*

This is not a disciplinary offence and does not count as a first offence in the context of the Category C plagiarism definition. PAP involves collaboration or poor citation practice where there is evidence that the student did not appreciate the rules of academic writing or where the extent of copied material can be considered so slight that it does not justify disciplinary proceedings or a penalty. The work in question includes (among other characteristics):

- 1 a limited amount of material or copied text expressing ideas or concepts taken from the work of others in the student's own words but without appropriate citation.
- 2 a limited amount of material or copied text which is referenced in the bibliography but is not properly cited.
- 3 a limited amount of material or copied text that has been subjected to minor linguistic changes with or without citation.
- 4 a limited amount of material or copied text that is cited but not in quotation marks.
- 5 limited collaboration between students as evidenced by structure, source or copied text; this includes cases where the written work is original throughout.

31.2.2 Penalty

- 1 For first year students in the first semester, a formal warning but no penalty is issued by the Dean.

- 2 The student may be required to undertake an arranged plagiarism tutorial.
- 3 In cases of poor academic practice the lecturer's mark may reflect the academic merit of the work; the mark is likely to be low.
- 4 For students second year students and above, the Dean of studies may deduct up to 10 marks on the given mark. However, after deduction, the mark should not fall below 50 percent.

31.3 CATEGORY A PLAGIARISM AND/OR COLLUSION

The work breaches the rules of academic integrity by presenting the material of others as the student's original material.

31.3.1 *Characteristics*

Category A plagiarism includes (among other characteristics):

- 1 short blocks of material or copied text expressing ideas or concepts taken from the work of others without appropriate citation, or copied text that is cited but not in quotation marks.
- 2 short blocks of material or copied text which is referenced in the bibliography but is not properly cited
- 3 short blocks of material or copied text that have been subjected to minor linguistic changes and presented as the student's own, with or without citation.
- 4 short blocks of material or copied text that is cited but not in quotation marks.
- 5 collaboration between students as evidenced by structure, sources or short blocks of copied text, (including copied text subjected to minor linguistic changes) or similar bibliographies.
- 6 A short block of text may be as small as two continuing lines.
- 7 short blocks of copied code, other computer files or experimental results copied from another student or the work of others from online resources or books without appropriate referencing.

31.3.2 Penalty

- 1** A mark of zero (0) should be awarded for the assignment in which the plagiarism was found to occur.
- 2** The coursework mark is calculated on the basis of the zero mark for the plagiarised assignment.
- 3** If this results in failure of the coursework, where resubmission is available, the student may resubmit the assignment for a capped course mark.
- 4** The cap should be set at the pass mark for the course.

31.4 CATEGORY B PLAGIARISM AND/OR COLLUSION

A Category B offence will be committed when the copied material represents a significant proportion of the work. The line between Category A and Category B offences will be determined by the level of similarity between the work and the source material on a case by case basis.

31.4.1 Characteristics

- 3** significant or numerous blocks of material or copied text expressing ideas or concepts taken from the work of others without appropriate citation.
- 4** significant or numerous blocks of material or copied text which is referenced in the bibliography but is not properly cited;
- 5** significant or numerous blocks of material or copied text that have been subjected to minor linguistic changes and presented as the student's own, with or without citation.
- 6** significant or numerous blocks of material or copied text that is cited but not in quotation marks. Significant blocks of text may be as small as several continuing lines
- 7** collaboration between students as evidenced by structure, sources, significant or numerous blocks of copied text, (including copied text subjected to minor linguistic changes) or similar bibliographies.
- 8** blocks of copied code, other computer files or experimental results copied from another student or the work of others

from online resources or books without appropriate referencing.

31.4.2 Penalty

1. A mark of zero (0) should be awarded for the assignment in which the plagiarism was found to occur.
2. The coursework mark is calculated on the basis of the zero mark for the plagiarised assignment. If this results in failure of the course, the student should be required to resubmit the coursework in order to fulfil the learning outcomes and obtain the course Credits where this is required for progression purposes. No mark will be awarded.
3. If this penalty does not result in the failure of the course, the mark obtained for the course should be further reduced by 10% of the maximum available mark.

31.5 CATEGORY C PLAGIARISM AND/OR COLLUSION - 'REPEAT OFFENCE'

31.5.1 Characteristics

- 4 A Category C offence will be committed if a Category A or 2 penalty has been applied to a student's work on a previous occasion (i.e. a repeat offence). Contemporaneous offences or offences in which a student has had no opportunity to act upon advice arising from an earlier offence due to close submission dates etc. are not treated as repeat offences but may attract PAP, Category A or Category B penalties in the normal way.
- 5 The Dean of studies shall determine whether the latest instance of plagiarism is Category A or Category B in the level of severity. The penalty to be applied shall then take into account the category of penalty of the prior offence.

31.5.2 Penalty

If both offences are Category A then the penalty on the second offence is a Category B penalty. If either of the two offences is

a Category B offence then the penalty on the second offence is a Category C penalty.

The Category C penalty is as follows:

- 4 A mark of zero (0) should be awarded for the assignment in which the plagiarism was found to occur.
- 5 The coursework mark is calculated on the basis of the zero mark for the plagiarised assignment. If this results in failure of the course, the student should be required to resubmit the coursework in order to fulfil the learning outcomes and obtain the course Credits where this is required for progression purposes. No mark will be awarded.
- 6 If the penalty does not result in the failure of the course, the mark obtained for the course should be further reduced by 10% of the maximum available mark.
- 7 If this penalty does not reduce the degree classification at the end of the programme by one class, the degree class should be reduced by one class. Where reduction in the degree class would result in undergraduate students not obtaining an Honours degree, or Diploma students failing the programme, their cases should be considered by a disciplinary committee.

31.6 CATEGORY D PLAGIARISM AND/OR COLLUSION

31.6.1 *Characteristics*

A Category D offence is the most severe plagiarism where the Dean of Studies' processes do not provide a sufficient penalty. Examples include purchasing of work or soliciting to do so or multiple repeat offences. It may also be appropriate to refer to a disciplinary committee a case which is complex and where the Dean is unable to establish the facts, for example a case of apparent collusion where the identification of the guilty party cannot be ascertained. A disciplinary committee has the power to impose penalties up to and including expulsion from the College.

31.6.2 *Penalty*

Refer to disciplinary committee

1. **Plagiarism in the second year honours degree or long paper/dissertation** will normally be considered as Category B or Category C plagiarism depending on the scale of the plagiarism . Where the plagiarism in the dissertation is very serious or a repeat offence then this will be treated as Category D plagiarism.

31.7 Resubmission of a student's own work (self-plagiarism). This occurs when a student submits material for assessment which s/he has previously submitted as part of another assessment exercise and which has been marked. The extent of the offence would be evaluated using the above categories

31.8 APPENDIX 6: LONG PAPER ASSESSMENT SHEET

STUDENT	TITLE

HTC Marking Scheme: Distinction = $\geq 75\%$;

2.1 = 66% – 74 %; 2.2 = 60 % – 65%;

3 = 50 % – 59%; Fail = $\leq 49\%$

AREA	EVALUATION OF:	COMMENT	MARK
1. PLAN & ORGANISATION (15)	Whether and how the technical aspects of research work have been done? (Suitability of the Title for Research & Background to study; Statement of the problem; Aim/Objectives; Delimitation of the study, Justification; Literature review (<i>status questions</i>), outline of methodology and its appropriateness, adequate Introduction & Conclusion)		
2. RESEARCH & USE OF SOURCES	Range of reading & knowledge of relevant core texts; The depth of research; The understanding of the research and its appropriateness; Fidelity to the Stylesheet; proper acknowledgement of sources.		

(20)	Correct referencing and presentation of the List of Sources. Use of sources (e.g., the use of quote marks and references to identify sources? Intelligent use of quotations? Quotations integrated into text?		
3. CONTENT & ARGUMENT (30)	Scientific soundness of information, statements & Christian Doctrine; Understanding & critique of the material; The logic of the argument & development of ideas; Argument (e.g., clarification of concepts through definitions? contradictions? the setting out and marshalling of arguments? □ Identification & exploration of criticisms & responses thereto? Attention to conflicting 'voices' and authorities?) The degree of synthesis; The balance of views and perspectives; The conclusions drawn.		
4.	Use of formal register, clarity of expression; coherence of language and		

STYLE & EXPRESSION (15)	thought? Fluidity and flexibility of language? Grammar and spelling? The standard of English used - sentence structure, paragraphing, etc.; Transitions between sections and between paragraphs?)		
5. PRESENTATION & TYPOGRAPHY (10)	Layout of the title page; general appearance of the paper; The format of presentation - headings, table of contents, etc.; Use of prescribed font? margins? double spacing? punctuation?)		
6. CREATIVITY (10)	Evidence of reflection Personalized integration of the material and evidence of originality (relating material to experience); pastoral application of research Inculturation of issues/relevance to an African context.		
7. GENERAL COMMENTS	NB: The following faults must be penalised: Plagiarism (not acknowledging sources; incorrect or incomplete citations, Listing sources in the bibliography when they were not actually referred to, and exceeding the page limit		
TOTAL			

Name of Reader: _____

Signature: _____

Date: ____/____/____