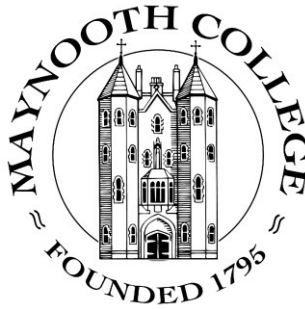


KALENDARIUM

Collegii Sti Patricii

APUD MAYNOOTH

**IN EXEUNTEM ANNUM MMXV
ET PROXIMUM MMXVI**



KALENDARIUM

Saint Patrick's College

MAYNOOTH

**FOR THE YEAR
2015 - 2016**



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Maynooth
County Kildare
IRELAND

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While every care has been taken in compiling this publication, Saint Patrick's College, Maynooth is not bound by any error or omission from the Kalendarium.

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COLLEGE MAP.....	Inside Back Cover

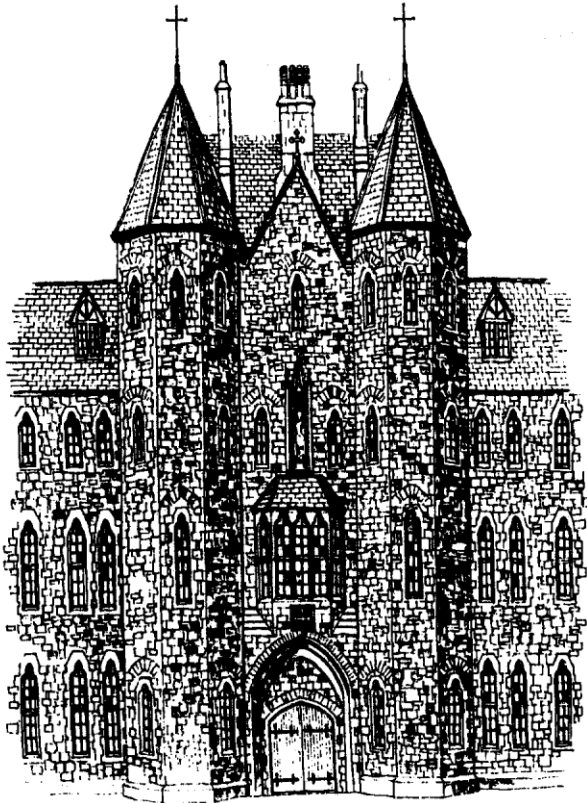
College of Saint Patrick, Maynooth

Established 5 June 1795
(35 Geo III, cap 21)



Chapter I

Information and Personnel



The President's Arch in Saint Patrick's House
Designed by A W Pugin

Saint Patrick's College, Maynooth

I extend a very warm Céad Míle Fáilte to you as we begin a new academic year at Saint Patrick's College, Maynooth. If you are embarking upon your first year with us, you are especially welcome.

On our beautiful campus, we are fortunate to have three different institutions of learning, each of which contributes to a very vibrant, dynamic and enriching place of higher learning, formation and research. Pontifical University staff and students share the campus with their colleagues in the National Seminary and National University of Ireland, Maynooth [*Maynooth University*].

The college is justly proud of its long-standing tradition of commitment to high quality education and student services, provided by a responsive faculty, staff, and administration. Many of our alumni and current students cite close interaction with faculty members as hallmarks of their educational experience at Maynooth.

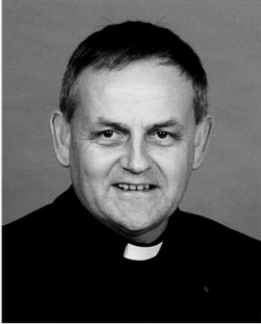
One of the hallmarks of St Patrick's College is our commitment to each student, to deliver a high quality third and fourth level educational experience, one that is at once academically challenging and personally supportive. St Patrick's College will continue to provide students with a solid academic foundation, a strong spiritual base and a value-added research and recreational environment, capable of generating graduates who are equipped with the requisite knowledge and leadership skills to excel in their career fields or vocational callings. Your years at Maynooth are truly a time of rich opportunity for intellectual, personal, spiritual and human development.

As we embark on a new academic year together, faculty, staff and student body alike, are on a journey of faith, discovery, leadership and community. Our common goal is the education and formation of leaders: for the church, our country, our communities, the professions and a myriad of different walks of life. Let us make the most of this piece of the road that we will share together!

I am looking forward to serving you, and would like to thank you again for making Saint Patrick's College, Maynooth your university.

Right Reverend Monsignor Hugh G. Connolly
President

Coláiste Phádraig, Má Nuad



Fáiltim romhat agus tú ag cur tús le bliain acadúil nua ag Coláiste Phádraig, Má Nuad. Tá fáilte romhat go háirithe más í seo an chéad bhliain agat linn.

Tá an t-ádh orainn go bhfuil trí institiúid éagsúla foghlama ar an gcampas den scoth atá againn, agus cuidíonn gach aon cheann acu chun áit bhríomhar, dinimiciúil agus saibhrithe a chruthú don ardfhoghlaim, don mhúnlú agus don taighde. Roinneann foireann agus mic léinn na hOllscoile Pontaifúil an campas lenár gcomhghleacaithe sa Chliarscoil Náisiúnta agus in Ollscoil na hÉireann, Má Nuad [*Ollscoil Má Nuad*].

Tá an coláiste fíor-bhródúil as an traidisiún fada tiomantais a sholáthraíonn na dámha, an fhoireann agus an lucht riaracháin ó thaobh cúrsaí oideachais agus seirbhísí do mhic léinn ar ardchaighdeán. Deir go leor dár n-alumni agus na mic léinn atá againn faoi láthair go mbíonn an idirghníomhú dlúth a bhíonn acu le comhaltaí dáimhe mar shaintréith dá dtairbhí oideachais ag Má Nuad.

Ar cheann de na sainmharcanna de Choláiste Naomh Pádraig is é sin ár dtiomantas go bhfaighidh gach mac léinn, taithí oideachais ar an trúú nó ar an ceathrú leibhéal a bheidh ar ardchaighdeán, taithí a mbeidh dúshlán acadúil ann dóibh agus a thabharfaidh tacaíocht phearsanta don duine. Leanfaidh Coláiste Phádraig ag tabhairt bunchloch acadúil dlúth agus bunús spioradálta láidir i dtimpeallacht ardluach taighde agus áineasa do mhic léinn agus cruthófar céimithe a mbeidh an t-eolas riachtanach agus na scileanna ceannaireachta acu a bheidh uathu chun déanamh chomh maith agus is féidir leo ina ngairmeacha beatha nó ina nglaoch gairme. Is tréimhse ina mbeidh deiseanna iontacha ann duit na blianta ag Má Nuad ó thaobh forbairt intleachtúil, phearsanta, spioradálta agus forbartha daonna.

Agus sinn ag tabhairt faoi bhliain acadúil nua le chéile, beidh an dáimh, an fhoireann agus na mic léinn araon ag tabhairt faoi thuras creidimh, fionnachtana, ceannaireachta agus pobail. Is é an sprioc atá againn go léir oideachas agus foirmlíú ceannairí: don eaglais, dár dtír, dár bpobail, do na gairmithe agus d'iliomad roghanna eile sa saol. Tá súil agam go mbainfidimid an méid tairbhe agus is féidir as an bpíosa bóthair seo a mbeimid i dteannta a chéile!

Táimid ag súil go mór freastal ort agus gabhaimid buíochas leat arís as Coláiste Phádraig, Má Nuad a roghnú.

An Monsignor Fíor-Oirmhinneach Aodh G. Ó Conghaile
Uachtarán

The Governing Body

Trustees

(Incorporated 8 & 9 Vic., C.25)

His Grace Most Reverend Eamon Martin, Archbishop of Armagh
His Grace Most Reverend Diarmuid Martin, Archbishop of Dublin
His Grace Most Reverend Kieran O'Reilly, Archbishop of Cashel & Emly
His Grace Most Reverend Michael Neary, Archbishop of Tuam
Most Reverend Anthony Farquhar, Bishop of Ermiana
Most Reverend Michael Smith, Bishop of Meath
Most Reverend John Buckley, Bishop of Cork & Ross
Most Reverend John Kirby, Bishop of Clonfert
Most Reverend Eamonn Walsh, Bishop of Elmham
Most Reverend Philip Boyce, Bishop of Raphoe
Most Reverend Leo O'Reilly, Bishop of Kilmore
Most Reverend Martin Drennan, Bishop of Galway, Kilmacduagh & Kilfenora
Most Reverend Raymond Field, Bishop of Ard Mor
Most Reverend John McAreavey, Bishop of Dromore
Most Reverend Donal McKeown, Bishop of Derry
Most Reverend John Fleming, Bishop of Killala
Most Reverend Denis Brennan, Bishop of Ferns

Secretary to the Board of Trustees

Very Reverend Dr. Enda Cunningham

Visiting Prelates

His Grace Most Reverend Eamon Martin, Archbishop of Armagh
His Grace Most Reverend Diarmuid Martin, Archbishop of Dublin
His Grace Most Reverend Kieran O'Reilly, Archbishop of Cashel & Emly
His Grace Most Reverend Michael Neary, Archbishop of Tuam
Most Reverend John Kirby, Bishop of Clonfert
Most Reverend Eamonn Walsh, Bishop of Elmham
Most Reverend John Buckley, Bishop of Cork & Ross
Most Reverend Anthony Farquhar, Bishop of Ermiana

Officials of Saint Patrick's College

President

Right Reverend Monsignor Hugh Connolly, BA, DD

Vice-President

Reverend Professor Michael Mullaney, BA, BD, DCL

Registrar

Reverend Professor Michael Mullaney, BA, BD, DCL

Directors of Formation

Reverend Paul Prior, BD, MTh, HDip (Psych Counselling)

Reverend Michael Collins BA, STL, HDip (Pastoral Care)

Bursar

Fidelma Madden, FCA, AITI

Honorary Treasurer

Mr William Glynn KSG, FIB

Honorary Vice Treasurer

Mr Gus Mulligan B.Comm, FCCA, AIMCI

Spiritual Directors

Reverend Michael McCullagh CM

Reverend William Reynolds SJ

Supervisor of Examinations

Reverend Professor Michael Mullaney, BA, BD, DCL

Academic Personnel

Faculty of Theology

DEAN

Reverend Declan Marmion SM, MTh, STD, HDE, Dip Pastoral Theology

SECRETARY

Reverend Jeremy Corley MA, PhD

PROFESSORS

Canon Law: Reverend Michael Mullaney, BA, BD, DCL
Ecclesiastical History: Salvador Ryan, BA, BD, PhD
Faith & Culture: Reverend Michael Conway, MSc, STL, DTheol
(Freiburg im Br)
Homiletics: Vacant
Liturgy: Reverend Liam Tracey OSM, STB, SLD, Dip Mar,
Dip Pastoral Theology
Moral Theology: Right Reverend Monsignor Hugh Connolly, BA, DD
Sacred Scripture: Reverend Séamus O'Connell, BSc, LSS, DTh
Systematic Theology: Reverend Declan Marmion SM, MTh, STD, HDE,
Dip Pastoral Theology

DIRECTORS OF PROGRAMMES

Pastoral Theology: Reverend Martin McAlinden
Post-Graduate Studies: Reverend Séamus O'Connell, BSc, LSS, DTh
Sacred Music: John O'Keeffe, PhD, HDE, LTCL
Education Programmes: Reverend John Paul Sheridan

LECTURERS

Moral Theology: Reverend Pádraig Corkery, BSc, STD (CUA)
Reverend Kevin O'Gorman SMA, Dip Canon Law,
MA (NUI), STD
Suzanne Mulligan, PhD
Reverend Michael Shortall, MA (UCD), STD (Greg)
Sacred Music: John O'Keeffe, PhD, HDE, LTCL
Sacred Scripture: Reverend Jeremy Corley MA, PhD
Jessie Rogers, PhD
Systematic Theology: Mary McCaughey, DD
Reverend Noel O'Sullivan, DD
Pastoral Training: Giovanna Feeley, MTh (Assistant Director)

INVITED AND OCCASIONAL LECTURERS

<i>Catechetics:</i>	Kathleen Fitzpatrick BA, Hdip in Ed., MA, PhD
<i>Ecclesiastical History:</i>	Dr Elizabeth Dawson Dr Elizabeth Boyle Dr Jacinta Prunty Dr Miriam Moffitt
<i>Pastoral Training:</i>	Anne Codd, PhD Jane Ferguson, MTh Liam Lally Elaine Mahon, MREd Donna Linton, Mth
<i>Sacred Scripture:</i>	Dr Jonathan Kearney John Paul Leslie, Mth Rev Luke Macnamara, LSS, OSB Jonathan Burroughs, PhD
<i>Systematic Theology:</i>	Reverend Dermot Ryan Reverend Patrick Claffey Dr Gesa E. Thiessen
<i>Moral Theology:</i>	Dr Tobias Winright
<i>Homiletics & Public</i>	Colm McGlade
<i>Speaking:</i>	Reverend Joseph Mullan, PP Ms Eileen Goode
<i>Philosophy:</i>	Dr Robert Egan Prof Marcel Sarot Reverend Dr Patrick Moroney SVD

Faculty of Canon Law

PROFESSOR

Reverend Michael Mullaney, BA, BD, DCL

Faculty of Philosophy

DEAN

Michael Dunne, MA, DPhil (Gregoriana), FRHistS

SECRETARY

Mette Lebeck, DPhil DPhil (KU Leuven)

LECTURERS

Dr Michael W Dunne, DPhil (Gregoriana), FRHistS

Dr Amos Edelheit PhD

Dr Susan Gottlöber

Dr John Haydn Gurmin BA, MA, PhD
Dr Mette Lebech, DPhil (KULeuven)
Dr Yinya Liu, PhD
Reverend Patrick Gorevan, PhD
Dr Cyril McDonnell, PhD
Rev Dr Simon Nolan OCarm, BA, BD, LPh, MDiv, ARIAM, DPhil
Dr Denise Ryan BA, MA, PhD

LECTURER IN PHILOSOPHY AND ARTS
Reverend Thomas Casey SJ, BA, BD LPh, STL (Weston, MA), D.E.A (Paris),
PhD (UCD)

Supervisory Board of Seminarist Studies

Rt Reverend Monsignor Hugh G Connolly, BA, DD – President
Reverend Michael Mullaney, BA, BD, DCL – Vice President
Reverend Michael Collins, BA, STL, HDip (Pastoral Care)
Reverend Thomas Casey SJ, BA, BD LPh, STL (Weston, MA), D.E.A (Paris),
PhD (UCD)

Additional Personnel

Office of the President: Cora Hennelly, Caroline Tennyson

Accounts Office: Fidelma Madden, FCA, AITI (*Bursar*),
Marie Moore, Elaine Cahill, Carol Vaudrion, Catherine Chandler,
Tracey Flinter

Admissions Office: Barbara Mahon,

Archivist: Susan Leyden, BA, HDip Archival studies

Auditor: Baker Tilly Mooney Moore, Belfast

Catering Department:

Catering Manager: Dearbhaile McAuley

Assistant Catering Manager: Michelle Bergin

Domestic Supervisor: Maura O'Reilly

Health & Safety Office: Brendan Ashe, DipSHWW

Library: The Library facilities are shared by *Saint Patrick's College* and
the *National University of Ireland, Maynooth*

Librarian: Cathal McCauley, BA, MLIS, Dip FM

Maynooth Campus Conference & Accommodation:

Manager: Bill Tinley, PhD

Sales & Marketing: Katja Nolan

Reservations: Niamh O'Neill

Events: Fiona Smith, BA

Acting Accommodation Manager: Andrea Faulkner

Accounts: Bríd Keenan

Maynooth University Bookshop: Proprietor: John Byrne

National Science Museum: Honorary Curator: Niall E McKeith, PhD

Pontifical University Office: Sheila Browne, Loretta Mulvihill

Security Office: John Hayes

Solicitor: Mason Hayes Curran Solicitors, Dublin

Spiritual Director: Sr Margaret McDermott

Vocational Growth Counsellors:

Reverend David Marsden SCJ

Sr Mary Clavin

Useful Contacts for Students

Calls originating outside the republic of Ireland should prefix the following numbers with +353-1.

Calls originating in Ireland outside the 01 area should prefix the following numbers with 01.

Calls originating on College or University phones should dial the last four digits only.

Faculty and Staff:

Browne, Ms Sheila	Pontifical Uni Office	708-3600
Collins, Rev Michael	Mid Saint Mary's	708-3615
Casey SJ, Rev.Dr Thomas	14 Dunboyne	708-3753
Connolly, Rt Rev Msgr Hugh – President	Stoyte House	708-3958
Conway, Rev Professor Michael	9 Dunboyne	708-6293
Corkery, Rev Dr Pádraig	5 Dunboyne	708-3506
Corley, Rev Jeremy	2 Dunboyne	708-3371
Drury, Rev Professor Ronan	A1 Long Corridor	708-3635
Dunne, Dr Michael, – Dean, Faculty of Philosophy	17 Arts Building	708-3575
Edelheit, Dr Amos	16 Arts Building	708-3680
Lebech, Dr Mette	15 Arts Building	708-3718
Feeley, Giovanna	19 Dunboyne	708-6229
Liu, Dr Yinya	13 Arts Building	708-3697
McAlinden, Rev Martin	20 Dunboyne	708-3497
Marmion, Rev Professor Declan – Dean, Faculty of Theology	7 Dunboyne	708-3503 708-3600
McCaughey, Dr Mary	10 Dunboyne	708-3498
McCullagh CM, Rev Michael	Top Dunboyne	708-3649
McDermott, Sr Margaret	Long Corridor	708-3560
McDonnell, Dr. Cyril	14 Arts Building	708-3698
Mullaney, Rev Prof Michael – Registrar	Pontifical Uni Office	708-3600
Mulligan, Dr. Suzanne	3 Dunboyne	708-7424
Nolan, Rev Dr Simon	13 Arts Building	708-3697
Norgrove, Ms Sandra P – Admissions Officer	Pontifical University Office	708-4772
O'Connell, Rev Professor Séamus – Director of Post-Graduate Studies	11 Dunboyne	708-3505 708-3600
O'Gorman SMA, Rev Kevin	12 Dunboyne	708-3625
O'Keefe, Dr John	37 Logic House	708-3732
O'Sullivan, Rev Noel	15 Dunboyne	708-3507
Prior, Rev Paul	Saint Patrick's House	708-6192

Rogers, Dr Jessie	4 Dunboyne	708-3471
Ryan, Professor Salvador	1 Dunboyne	708-3972
Sheridan, Rev John Paul	18 Dunboyne	474-7452
Shortall, Rev Michael	6 Dunboyne	708-6165
Tracey OSM, Rev Professor Liam	16 Dunboyne	708-3442

Offices:

Opening hours at the Pontifical University Office at Saint Patrick's College Maynooth are as follows:

9.30 a.m. to 1.00 p.m.

2.00 p.m. to 5.00 p.m.

If you should have difficulty contacting one of the specific offices below, you may contact the Pontifical University Office at 708-3600 for assistance.

Academic Advisory Office *	59 Arts Building	708-3368
Access Office *	Humanity House	708-4519
Admissions Office	Pontifical University Office	708-4772
Alumni Office *	Humanity House	708-6492
Careers & Appointments Office *	Arts Building	708-3592
Chaplaincy *	Student Services Centre	708-3320
Counselling *	Riverstown House	708-3554
Dean of Philosophy	17 Arts Building	708-3575
Dean of Theology	5 Dunboyne	708-3506
Examinations Office	Pontifical University Office	708-3600
Fees & Accounts Office	Stoyte House	708-4751
International Office *	Humanity House	708-3417
National Centre for Liturgy	Long Corridor	708-3478
Philosophy Office *	11 Arts Building	708-3661
Pontifical University Office	Pontifical University Office	708-3600
Postgraduate Studies Office	16 Dunboyne	708-3442
President's Office	Stoyte House	708-3958
Registrar's Office	Pontifical University Office	708-3600
Secretarial Office	Pontifical University Office	708-3892
Sports Office *	Sports Complex	708-3824
Student Services *	Sports Complex	708-3825
Students' Union *	Sports Complex	708-3669
Theology Office	Pontifical University Office	708-3600

* This office is a joint service between *Saint Patrick's College, Maynooth* (SPCM) and the *National University of Ireland, Maynooth*.

Seminary Council

Rt Reverend Monsignor Hugh G Connolly – President
Reverend Michael Mullaney – Vice President
Reverend Paul Prior – Director of Formation
Reverend Michael Collins – Director of Formation

Finance Council

Rt Reverend Monsignor Hugh G Connolly – President
Reverend Michael Mullaney – Vice President
Ms Fidelma Madden, Bursar
Reverend Paul Prior
Mr William Glynn
Mr Gus Mulligan

Priests in Residence

Cassin, Rt Rev Monsignor James
Collins, Reverend Michael
Connolly, Rt Rev Monsignor Hugh
Conway, Reverend Michael
Corkery, Reverend Pádraig
Corley, Reverend Jeremy
Drury, Reverend Ronan
Dullea, Reverend Gearóid
Hannon, Reverend Patrick
McDonagh, Reverend Enda

Mullaney, Reverend Michael
O'Connell, Reverend Séamus
Ó Doibhlin, Rt Rev Msgr Brendan
O'Gorman SMA, Reverend Kevin
O'Sullivan, Reverend Noel
Prior, Reverend Paul
Shortall, Reverend Michael
McAlinden, Reverend Martin
Casey SJ, Reverend Thomas
Sheridan, Reverend John Paul

Important Dates 2015 - 2016

First Semester:

2015

Sunday 23 August	First Year seminarians arrive
Wednesday 26 August	Second Year seminarians return
Monday 07 September	Diploma in Pastoral Theology commences
Friday 11 September.....	Conclusion of Seminary Introduction Programmes
Tuesday 15 September	All other seminarians return
Wednesday 16 September.....	Presidents meeting with seminarians Opening of Year Retreat commences
Sunday 20 September	Retreat concludes
Monday 21 September	Lectures commence
Sunday 26 -27September.....	National Eucharistic Congress: Knock Shrine
Tuesday 6 October	Opening of the Academic Year Mass
Sunday 18 October.....	Day of Recollection
Friday 23 October	Reading week commences on conclusion of lectures
Sunday 1 November.....	Seminarians return PM
Saturday 7 November	Pontifical University Conferring
Sunday 8 November.....	Mass for Deceased Benefactors of College
Monday 09 November	Presidents meeting with seminarians
Sunday 29 November.....	First Sunday of Advent
Sunday 6 December.....	Day of Recollection for Admission to Candidacy (Quiet day)
Tuesday 08 December.....	Feast of the Immaculate Conception: Year of Mercy Commences
Thursday 10 December.....	Admission to Candidacy
Friday 18 December.....	Christmas vacation commences on conclusion of lectures

2016

Tuesday 5 January.....	Seminarians Return. PM
Wednesday 6 January	Seminary Schedule
	Resumes/Examinations begin*
Tuesday 26-Thur 28 January.....	Seminarians Return in the evening after Inter Semester break. Formation Workshop commences on Wednesday am
Friday 29 January.....	Retreat commences in the evening for Ministries of Reader & Acolyte

Second Semester:

Monday 1 February	Lectures begin
Tuesday 02 February.....	Conclusion of the Year of Consecrated Life
Wednesday 10 February.....	Ash Wednesday
Thursday 11 February.....	Ministry of Reader
Monday 15 February.....	President's Meeting with the Seminarians
Thursday 18 February	Ministry of Acolyte
Sunday 28 February	Day of Recollection
Friday 11 March.....	Reading week commences on conclusion of lectures
Sunday 20 March	Palm Sunday
Monday 20 March.....	Triduum Preparation Time
Wednesday 23 March.....	Easter Retreat commences for seminarians
Thursday 24 March.....	Holy Thursday
Friday 25 March.....	Good Friday
Saturday 26 March	Holy Saturday: retreat concludes after Easter Vigil
Sunday 27 March	Easter Sunday (Seminarians may be away from the college until Sunday Evening 28 March)
Monday 29 March.....	Lectures resume
Monday 11 April.....	President Meeting with Seminarians
Sunday 17 April.....	Good Shepard/Vocations Sunday (Seminarians may be away from College from 15-17 April PM)
Sunday 1 May	Day of Recollection (Quiet Day)
Monday 2 May	College Foundation and Family Day
Monday 09 May	Study week commences
Monday 16 May.....	SPCM /Maynooth University examinations begin
Sunday 31 May.....	Diaconate Sunday: Corpus Christi
Tuesday 07 June.....	Maynooth Union Day

Academic Schedule 2015 - 2016

First Semester:

Monday 7 September	Lectures begin for Pastoral Theology and Froebel students
Monday 14 September	Lectures begin for H.Dip in Theological Studies Students
Monday 14- Friday 18 September.....	Post graduate and returning students registration & first year orientation and registration
Monday 21 September.....	Academic year begins/ Lectures commence
Friday 2 October	Deadline for Scholarship applications
Tuesday 6 October	Opening of the Academic Year Mass in The College Chapel
Friday 9 October.....	Change of Module Deadline for all UG Continuing Students
Friday 16 October.....	Change of Arts subject deadline for BATH Year 1 Students and change of PG Seminar courses deadline for PG Students
Friday 23 October	Study week commences on conclusion of lectures
Saturday 31 October	Deadline to withdraw from studies without losing “Free Fee Status”
Monday 2 November	Resumption of lectures
Saturday 7 November	Pontifical University Conferring
Friday 18 December.....	Christmas vacation commences on conclusion of lectures
Tuesday 5 January.....	January examinations commence
Monday 25 – Friday 29 January	Inter-Semester break
Sunday 31 st January.....	Deadline for withdrawing from studies and retain 50% “Free Fee Status”

Second Semester:

Monday 1 February	Resumption of lectures
Tuesday 16 February.....	Consultation Day for January Examinations (TBC)
Wednesday 17 February.....	Deadline for change of 2 nd Semester modules and PG seminar Courses
Friday 11 March.....	Study week commences on conclusion of lectures
Monday 21 – 28 March.....	Easter Vacation
Tuesday 29 March.....	Resumption of lectures
Friday 6 May.....	Conclusion of lectures,
Tuesday 10 May.....	Summer Semester Examinations commence
Monday 30 May- 3 June	Summer Electives times TBC

Fees and Accounts

The Accounts Office at Saint Patrick's College deals with all matters relating to course fees and grants.

It is located on the lower ground floor of Stoyte House and is open as follows:

Monday to Thursday	9.30am-1pm and 2pm-5pm
Friday	9.30am-1pm (Closed Friday afternoon)

Overseas fees are noted separately where different:

Divinity (BD or Diploma) – Years 1, 2 & 3	€7,990
Licentiate in Divinity (STL), Years 1 & 2	€7,990
Doctorate in Divinity (DD), Year 1	€7,990
Doctorate in Divinity (DD), Years 2, 3 & Recurring	€4,170
Baccalaureate in Theology (BTh), Years 1, 2 & 3	€5,741
Baccalaureate in Theology (BTh), All Years – Overseas	€11,500
Baccalaureate in Theology and Arts (BATH), Years 1, 2 & 3	€5,741
Baccalaureate in Theology and Arts (BATH), All years - Overseas	€11,500
Master's Degree in Theology (MTh), Year 1 (incl. One-Year MTh*)	€5,100
Master's Degree in Theology (MTh), Year 2	€3,900
(*Includes all one-year specialisations)	
Doctorate in Theology (PhD), Years 1, 2 & 3	€5,550
Doctorate in Theology (PhD), Years 4 & Recurring	€3,500
Master's Degree in Liturgical Music (MLM), Year 1	€5,100
Master's Degree in Liturgical Music (MLM), Year 2	€5,100
Masters Degree in Theology (Pastoral Theology), Year 1	€5,100
Masters Degree in Theology (Pastoral Theology), Year 2	€5,100
Master's Degree Qualifier	€3,350
Add-On Baccalaureate in Theology	€2,750
Higher Diploma in Pastoral Theology	€7,990
Diploma in Pastoral Theology	€7,990
Diploma in Pastoral Liturgy	€4,500
Higher Diploma in Pastoral Liturgy	€4,500

Higher Diploma in Theological Studies	€3,350
Licentiate in Canon Law (LCL), Year 1	€7,990
Licentiate in Canon Law (LCL), Years 2 & Recurring	€4,170
Doctorate in Canon Law (DCL), Year 1	€7,990
Doctorate in Canon Law (DCL), Years 2 & Recurring	€4,170
Baccalaureate in Philosophy (BPh), Years 1, 2 & 3	€5,741
Baccalaureate in Philosophy (BPh), All Years – Overseas	€11,500
Licentiate in Philosophy (LPh), Year 1	€7,990
Licentiate in Philosophy (LPh), Years 2 & 3	€4,170
Doctorate in Philosophy (DPh), Year 1	€7,990
Doctorate in Philosophy (DPh), Years 2, 3 & Recurring	€4,170
Occasional Theology (Full Time: 60 credits)	€5,741
Undergraduate Repeat Fees student levy.	€469 per 5 credit module + €112

International Post Graduate and other course fees not listed above are available upon request.

All fees are available on: <http://maynoothcollege.ie/pontifical-university/accounts-fees/>

Undergraduate - Free Fees Initiative and Grants

The BTh and the BATH Degree courses qualify for the Government's 'Free Fees' Scheme and for Higher Education Grants (SUSI). The total fee of €5,741 above is inclusive of €3,000 Student Contribution and €112 Student Levy. Non Grant Holders, who are entitled to free fees, must pay the student contribution of €3,000 plus the student levy of €112. Eligible grant holders, who must apply to Student Universal Support Ireland (SUSI) for approval, may have part or all of the student contribution paid by SUSI. All students are liable for the student levy.

New & Existing Undergraduate Students:

The Course Fee includes tuition and examination fees, but does not include repeat examination fee, late payment fee or late registration fee.

Tuition fees may be paid by the Exchequer in respect of EU nationals who have been ordinarily resident in an EU/EEA/Swiss State for at least three of the five

years preceding their entry to their third-level course and who meet the criteria of the scheme. Eligibility under the scheme is determined at date of entry to the course.

The scheme is subject to the the following conditions:

1. Tuition fees will be paid in respect only of students attending full-time undergraduate courses.
2. The courses must, other than exceptionally, be of a minimum of two years duration.
3. Tuition fees will not be paid in respect of:
 - students pursuing a second undergraduate course.
 - students who already hold a postgraduate qualification

Notwithstanding this condition and subject to compliance with the other conditions of the Free Fees initiative, students who already hold a Level 6 qualification (Higher Certificate or National Certificate) or a Level 7 qualification (Ordinary Bachelor Degree or National Diploma) and are progressing to a Level 8 (Honours Bachelor Degree) course without necessarily having received an exemption from the normal duration of the course may be deemed eligible for free fees.

4. Tuition fees will also not be paid in respect of students undertaking a repeat year of study at the same year level. In this regard, this condition may be waived where evidence of exceptional circumstances, such as cases of certified serious illness, is provided.
5. Subject to compliance with the other conditions of the Free Fees initiative, students who have previously pursued but have not completed a course of third level study and subsequently resume third level studies:
 - a) may be deemed eligible for free fees where the third level course concerned did not attract any exchequer funding (e.g. fees, maintenance, tax relief, subsidy towards course cost)
 - b) are not eligible for free fees for the equivalent period of time spent on the first course of study where the third level course concerned did attract exchequer funding (as above). Part-time and evening students are included in this category.
6. Tuition fees will be paid in respect of eligible students who, having attended but not completed approved courses, are returning following a break of at least five years in order to pursue approved courses at the same level in the 2015/2016 academic year.

7. The tuition fees payable do not include the payment to be made by students towards the cost of registration, examination and student services.

Further details of the scheme including nationality criteria to be applied are available at <http://www.studentfinance.ie/mp9377/course-fees/index.html>

Retiring from a 'Free Fees' Undergraduate Course:

In September, the College is obliged to confirm to the Department of Education and Skills the names of all students who register. This process is repeated in February for those still registered. Students retiring from University must notify the Theology Office, and return their student ID card without delay. They must complete an official College withdrawal form in the Theology Office to confirm that they are de-registered. Students who fail to complete the official withdrawal form may have free fees claimed on their behalf and be liable for full fees if attending another course subsequently.

Fee Implications for:

- **Students retiring before 31st October**
Students who register but withdraw before October 31st are charged a €112 administration fee to be held from any monies already paid. Students who have not paid any amount will need to pay €112 in order to de-register.
- **Students retiring in order to pursue a different course**
If a student accepts a place and then retires after October 31st and prior to 31st January, the student will subsequently become liable for fees for a half year if attending the same level of a third level course within the next five years.
- **Students retiring after 31st January**
Full fees will be claimed from the Department of Education and Skills for students in attendance at the beginning of the second term. Any student retiring after 31st January will become liable for full fees if attending the same year level of a third level course within the next five years.
- **Students retiring on medical or other grounds**
Students retiring in exceptional circumstances such as certified illness may apply to the Registrar (Rev. Michael Mullaney) for permission to re-attend as 'Free Fee' Students. Similarly, a student who has had to withdraw from a previous third-level course elsewhere due to illness must seek permission to attend St. Patrick's College Maynooth as a 'Free Fees' student by submitting all relevant supporting documentation to the Registrar.

Undergraduate Students:

Continuing students and first time applicants, having accepted a place via the CAO for the Academic year, will receive a Bank Giro payment form from the University to enable them to pay the relevant fee.

- Non grant-holders entitled to free fees, are required to pay €3,112 which includes Student Contribution of €3,000 and the Student Levy of €112 totalling €3,112. Payment can be made as follows:
 - In Full i.e. €3,112 : to be paid by 4th September 2015
 - Or by instalment -
 - First instalment €1,612: to be paid by 4th September 2015 (Levy + half contribution)
 - Second instalment €1,500: to be paid by 31st January 2016
- Confirmed Grant-holders are required to pay the Student Levy of €112 before registration is completed **and** to produce their letter of confirmation from SUSI that they are in receipt of a grant when they register at University.
- Students who have applied for a SUSI Grant but who have not yet received a letter confirming award may be required to pay €1,612 until their grant position is clarified. Proof that they have made an application is necessary and must be presented at registration.
- Students who are not entitled to free fees (e.g. those with previous third level participation, Repeats) must pay half the course fee of €2814.50 plus the student levy €112, totalling €2926.50 by 4th September 2015 and the balance of €2814.50 by 31st January 2016.

Overseas & Occasional Students:

All Overseas and Occasional fees must be paid in full prior to registration.

The Overseas Fee Surcharge is not payable in the following cases:

- Where a student holds a Birth Certificate from a country within the European Union.
 - Where a student's permanent home residence is within the European Union
- and*
- Where a student has completed three years full-time second level education within the European Union or has three years work experience within the European Union immediately prior to University entry.

Notes:

- Evidence of EU citizenship alone is not sufficient for exemption from the overseas surcharge.

- A student deemed liable for the overseas surcharge at time of registration cannot subsequently have his/her status altered while attending the University.

Should you require clarification of any of the above please contact our International Office:

Telephone: 01 7083417, or from overseas, +353 1 7083417.

Postgraduate, Repeat & Other Course Students:

Postgraduate (EU) students who are not in receipt of a Higher Education Grant, Repeat students and all other students, should have half of the required fee paid prior to registration and the balance before the 31st January 2016. Late payment fees of €50 will apply.

Overseas and non European Union students must pay fees **in full** prior to registration. If in receipt of sponsorship from an outside agency, details of same must be conveyed to the Fees and Grants Office not later than August 31st, 2015 so that payment of fees can be secured by the University.

Bank Information:

Details of the Pontifical University's bank account, into which fee payments should be made, are as follows:

Address: Allied Irish Bank PLC
Main Street
Maynooth
Co. Kildare
BIC: AIBKIE2D
IBAN: IE37 AIBK 9332 0100 1548 63

Please quote your student number and the name under which you are registered at the University on all bank transactions. Students are advised to use the *bank giro* system rather than sending cash or cheques directly to the Accounts Office.

Alternatively should you wish to pay fees by credit or debit card, please phone the Accounts Office on 01 -7084751 during office hours.

Higher Education Grants:

All students in receipt of Higher Education Grants are required to pay the Student Levy of €112, which is not covered by the Grant Scheme. This sum together with a matching amount from the Pontifical University will be used for the development of student sports, social and recreational facilities.

Applications for grants must be made to SUSI. Before registration can be completed written confirmation of your award must be produced. In some cases this evidence will be available in time for registration, but in other cases not. If the latter is the case students may be required to pay €1,612 until their grant is confirmed. Any such payment will be refunded in full (less €112 student levy) if a grant is subsequently awarded and the College have received notification from SUSI. Should no award be forthcoming any outstanding balance must be settled before 31st January, 2016.

Maintenance Awards:

Maintenance grants awarded by SUSI are paid directly into students bank accounts. All queries should be directed to SUSI.

Funding - Student Assistance Fund

The Student Assistance Fund (SAF) is co-funded by the Irish Government and European Union under the European Social Fund Human Capital Investment

Programme 2014-2020. It provides financial support to students who are in financial difficulty and whose participation at university would be at risk without support. The Fund is best described as a contributory payment which helps students meet some of the **extra** costs associated with being at university. Registered students do not necessarily need to be grant holders to apply for funding.

Applications are **means tested** and funding is **targeted** at those students who are in most financial need.

Funding is available to **all full-time registered students** of the Pontifical University attending an approved course. Full details of the Fund are available at <https://www.maynoothuniversity.ie/access-office/student-assistance-fund>. Details of approved courses are available at

<http://susi.ie/wp-content/uploads/2015/04/HEI-Pontifical-University-of-Maynooth.pdf>

<http://susi.ie/wp-content/uploads/2015/04/Pontifical-University-of-Maynooth-Postgrad-courses.pdf>



Should you require any further information please do not hesitate to contact the Accounts Office.



The Accounts Office
Saint Patrick's College
Maynooth
County Kildare
IRELAND

E-mail: accounts@spcm.ie
Web Page: www.maynoothcollege.ie
Telephone:
Ireland: 01 7084751
International: +353 1 7084751

General Rules of the College

1. Student Identity Cards, issued to each student at Registration, shall be carefully retained and produced on demand to any College official or member of the academic staff or properly authorised College employee. If a student fails or refuses to produce his / her Student Identity Card on such demand, he or she may be denied access to any or all College premises and facilities. If the Student's Identity Card is lost he / she should immediately inform the Pontifical University Office. A replacement may be issued on payment of a fee.

2. A student entered for a course or courses is expected to attend all lectures, tutorials and classes etc given in each course for which he / she is registered.

3. If a student changes his / her address, he / she must notify the Pontifical University Office as soon as possible.

4. A student who wishes to withdraw from College should:

- Notify the Pontifical University Office
- Notify the Library
- Return Student Identity Card to the Pontifical University Office. Failure to do so could affect later claims regarding fee remission or social welfare entitlements.

5. The *Public Health (Tobacco) Acts 2002 & 2004* prohibit smoking in all enclosed areas. The legislation applies to all College buildings, including offices, lecture halls, class halls, restaurants and the Students' Union Bar. Smoking will not be permitted in student accommodation with the exception of designated smoking apartments. A fine of up to €3,000 may be imposed on any person found in breach of the provisions of the legislation.

6. The consumption of alcohol on the campus or College grounds is prohibited without the expressed permission of the College authorities.

7. Vehicles on Campus

- Motorists and cyclists must exercise due care and adhere to the speed limit of 25 Km per hour that applies throughout campus.
- Motor cycles are not permitted on the South Campus and must be parked in the vicinity of the bicycle racks at the Main Gate.
- Bicycles must be left in bicycle racks which are provided in key locations around the campus.
- Cycling is prohibited in Saint Joseph's Square, in the vicinity of the John Paul II library and in such areas as are indicated in signposts.

8. Parking:

- On 1st September 2011 permit parking was enforced on the College Campus.
- A pay and display car park is available for visitors.
- Vehicles must be parked in the car parks or designated parking areas.
- Parking in Saint Joseph's Square is reserved for resident staff of Saint Patrick's College.
- Parking to the front of Stoyte House and Long Corridor is restricted to designated staff of Saint Patrick's College.

9. Saint Joseph's Square is a formal garden. Picnics, sunbathing and sitting on the grass are not allowed within the Square.

10. By way of Medical and Counseling support, the College authorities may require a student, during his / her period of study at the College, to attend a nominated medical practitioner or counselor. The authorities would require such attendance only where they consider it to be necessary to the well being of the student concerned and / or the well being of another member / members of the College community or otherwise. The College authorities would be responsible for the cost of the initial attendance but not in respect of any further attendance for treatment indicated.

11. A student may be denied access to any or all College premises or facilities without notice, and for such period of time as the College authorities see fit, in the event that the College authorities deem such exclusion to be necessary in the interests of the safety and well being of that student and / or any other member / members of the College.

12. Any accident that occurs on Campus must be reported to a security officer, without undue delay.

13. All property found on campus is to be handed in to Security. Property not claimed after a period of three months by the true owner becomes the property of the College or the National University of Ireland, Maynooth.

14. Failure to comply with these rules may result in the imposition of disciplinary sanctions (including expulsion, fines, campus service and, in the case of the rule in relation to vehicles, the placing of adhesive stickers on vehicles and vehicle clamping, requiring a release fee of at least €80).

Disciplinary Code for Students

Introduction

The purpose of a code of discipline within Saint Patrick's College is to ensure that the pursuit of the objectives of the College shall not be disrupted. These are primarily the advancement, promotion, gathering and dissemination of knowledge and understanding through research, teaching, learning and rational discussion. To enable these aims to be fulfilled in a satisfactory manner it is necessary that a suitable academic environment be maintained. A code of discipline is a positive thing, which promotes concern and respect for people's rights and property. This helps to enhance the quality of life for all members of the College community - staff and students. A student who registers for any course in the College shall be expected to accept these objectives and to observe the rules and regulations of the College.

A Committee of Discipline exists to help maintain good discipline within the College and its general environs.

The Code of discipline and its implementation are subject to the present Statutes of the College and to amendment by the College authorities. The Code of Discipline is subject to review at such intervals and in such manner as the College authorities consider appropriate.

Rules and Breaches

The two basic rules of the Code of Discipline are:

1. Every student is expected and required to respect the rights of fellow students and the authority of the College academic and other staff in the performance of their duties. At all times every student is expected to observe the rules and regulations of the College and conduct themselves in a manner conducive to the academic environment of the College and the promotion of its objectives.
2. Every student is expected and required to respect the rights of fellow students in the enjoyment of the facilities of the College, including its clubs and societies, and all privileges in relation to those facilities, and to observe applicable rules or regulations and at all times to respect the property of the College or of other students, members of the College staff or other persons working in or visiting the College.

In interpreting the two basic rules the Committee of Discipline would normally regard as serious offences against the code such examples as:

- Plagiarism, cheating or the use of unauthorised material during an examination or other breaches of examination Regulations. Breaches of

the Examination Regulations shall be dealt with directly by Officers of the College. (See section on Plagiarism following).

- Disruption of teaching, study, research or administration of the College.
- Obstruction of members of the College administrative staff, academic staff, officers, students or servants of the College in the performance of their duties.
- Furnishing false information to the College with intent to deceive or in circumstances calculated to deceive.
- Forging, alteration, or misuse of College documents, records or identity cards.
- Intimidation or harassment of any kind, physical abuse or verbal abuse of a defamatory character of another person.
- Malicious or reckless damage or theft of College property or any other property on the College grounds. Misuse of College property including library materials or private property on the campus.
- Forcible occupation of College buildings or grounds.
- Unwarranted interference with the College's safety equipment, fire fighting equipment, security systems and alarm systems.
- On or off-campus conduct likely to bring the College into disrepute.
- Engaging in activities that contravene the laws of the State, and infringe either of the College's two basic rules of discipline.
- Refusal to produce a Student Identity Card when requested to do so by a College Staff member who shall identify himself / herself.
- Failure to pay a fine or comply with a disciplinary sanction imposed for a breach of discipline (subject to any right of appeal applicable).
- A serious failure to comply with the regulations governing the use of College Computer services (Code of Conduct for users of Computing Facilities listed below) and Library services which, in the case of a breach of Library Regulations, has not been dealt with by the librarian in accordance with the terms of those regulations.

Membership of the Committee of Discipline

The Committee of Discipline shall comprise:

- Dean of the Faculty of Theology or his delegate
- Two members of the Faculty elected by the Council of the Faculty
- One of the two student representatives on the Council of the Faculty of Theology.

Academic members are elected for a period of three years, student representatives for a period of one year.

The Dean or his delegate shall be the Chairman of the Committee and one member of the Faculty shall be the Secretary. Three members, one at least of whom must be a student representative, shall constitute a quorum. Should a

meeting duly called fail to have a quorum because no student representative is in attendance, then the proposed meeting may proceed within a reasonable time, provided that three committee members are in attendance. An agenda will be circulated in advance of Committee meetings and its deliberations will be kept in confidence. In the event of a tie, the Chairman shall have a casting vote.

Procedure

It is open to any staff or student member of the College community to report in writing any alleged breach of discipline to the Chairman of the Committee of Discipline. If an allegation of a serious breach of the Code has been made against a student, the President of the College or his nominee shall have the power to exclude that student from College premises, if he deems fit, while the alleged breach of discipline is being investigated.

The Chairman of the Committee of Discipline is empowered to handle summarily what he regards as minor breaches of the Code of Discipline. In cases where he adjudges the alleged breach to be of a serious character he shall refer the issue in writing to the Committee of Discipline at the earliest convenient opportunity.

An appeal from a decision by the Chairman of the committee of Discipline shall be to the Committee of Discipline (excluding the Chairman). The appeal procedure shall apply to such an appeal only to the extent relevant. A reasonable effort must be made to inform the student in writing of the alleged breach:

- Detailing the nature of the allegation, and any grounds on which it has been made
- Informing the student of his / her rights and
- Inviting him / her to attend a meeting of the Committee of Discipline convened to deal with the allegation, and to make such representations in relation to the allegation as he or she sees fit.

The student is entitled to have present to assist him / her at the meeting a representative who is a registered student or a member of the academic or administrative staff of the College.

The College or the student in question may have a legal adviser present at the meeting, subject to prior notice having been given to the student or the Committee as the case may be. If a student fails to respond to such an invitation, and / or to present himself or herself at the meeting, the matter may be dealt with in his / her absence.

If a member of the Committee of Discipline is a complainant or is otherwise involved in the alleged breach of conduct, he / she shall be replaced at the meeting

by a nominee of the President of the College. The Committee, having considered the allegation, the evidence received in relation to it, and any representations made by or on behalf of the student, and made such enquiries as it sees fit, shall deliberate in private and shall notify the student of the outcome within three days, where practicable. The Committee shall forward a written report of its handling of any serious breach of conduct to the President and, in the event of an appeal, following the expiry of that appeal, to the Dean of the appropriate Faculty.

Where a Head of Department or the Head of Security (hereinafter referred to as “the Relevant Head”) becomes aware of a breach of the Code of Discipline of the type described below, he or she may elect not to refer the breach to the Committee of Discipline where: in his / her opinion,

- the breach is such that it could appropriately be dealt with by the Relevant Head
- the student has admitted the breach of the Code, and confirmed in writing that he or she wishes to have the matter dealt with by the Relevant Head.

The Relevant Head shall promptly inform the Chairman of the committee of Discipline that he or she is dealing with such a breach. The disciplinary sanctions which may be imposed by a relevant head are confined to a fine not exceeding €64, campus service up to 5 hours, a reprimand, warning or advice, and repay compensation for loss or damage caused.

In deciding what disciplinary sanction will apply, the Relevant Head will ensure that the student is informed of the full case against him / her, and offer the student an opportunity to explain any mitigating circumstances to the Relevant Head. A written summary of the facts of, and the decision taken, in any such case will be supplied to the Chairman of the Committee of Discipline. An appeal from a decision by the Relevant head shall be to the Chairman of the Committee of Discipline, and the appeal procedures shall apply to such an appeal only to the extent relevant.

Disciplinary Sanctions

The Committee of Discipline may recommend to the President that the following sanctions be imposed upon a student who has been found in breach of discipline.

- *Expulsion* - that the student ceases to be a member of the College and that he / she be barred from any property occupied by the College. This penalty shall appear on the student’s record permanently.
- *Withdrawal* - that the student be requested to withdraw from the College permanently or for a stated period, or until he / she has complied with the requirements laid down by the Committee.
- *Suspension* - that the student be suspended from the College, or be barred from certain activities for a stated period, or until he / she has

complied with the requirements laid down by the Committee, or the Relevant Head.

- *Fine* - that the student be fined a sum determined by the Committee or the Relevant Head.
- *Campus Service* - that the student be required to carry out a period of service on the College Campus of a nature and on such terms as are determined by the Committee or the Relevant Head
- *Reprimand* - that the student be reprimanded and warned that if further breaches of discipline occur in future his / her present breach would be taken into consideration by the Committee or the Relevant Head in making a decision.
- *Conditional Discharge* - that no further action be taken against the student, provided he / she fulfils the conditions laid down by the Committee. The Committee reserves the right to impose conditions involving compensation in the case of damage to property or persons. The Committee may also give an absolute discharge. Save as provided above, any sanction imposed shall appear on the student's record for such period of time as the Committee may decide.

Appeal Procedure

A student who is aggrieved by a decision of the Committee of Discipline shall have the right of appeal to the President of the College. The President may, at his discretion, nominate an Appeal Committee of three people to conduct an inquiry into the appeal. An Appeal Committee shall consist of two nominees of the President, one of whom must be a member of the academic staff. A third member shall be a student, nominated by the President of the Student's Union. The appointment of an appeal Committee shall be notified to the student in question. No member of the Committee of Discipline which made the appealed decision shall be a member of an Appeal Committee.

Appeals must be brought within twenty eight days of the date of service of the original decision. References below to the appellate authority are to the President, or where he decides that an appeal will be dealt with by an Appeal Committee, the Appeal Committee. Appeals will not normally involve a rehearing of the evidence but arrangements must be made for written submissions, appearing in person and / or producing fresh evidence.

The student shall convey in writing to the appellate authority the grounds of the appeal and any relevant evidence supportive of the case for appeal. The aggrieved student may also represent his / her case in person to the appellate authority, and may be accompanied by a registered student or by a member of the academic or administrative staff of the College. The College or student may

have a legal adviser present subject to prior notice having been given to the student or the appellate authority.

The appellate authority may affirm, reverse or vary any decision of the Committee of Discipline, or remit the case to the Committee of Discipline for reconsideration. The decision arrived at through the appeals procedure shall be final.

Plagiarism

It is recognized that nearly all assignments and essays draw on the work of others: published research and critical commentary, lecturers' notes and handouts, etc. The effective use and evaluation of existing material are among the skills that students are expected to develop.

Material is cited in order to contribute to a larger line of argument, or to be subjected to scrutiny, or to be combined with other material in order to arrive at new perspectives; value should be added by some original thinking in the way in which it is used. In all cases, the source of the material (an idea or opinion, a quote, data, etc) must be acknowledged in a standard form of referencing.

Plagiarism is the passing off of another person's work as your own. It includes copying without acknowledgement from a published source (print or electronic), or from unpublished sources (eg another student's essay or notes). Plagiarism occurs when material is copied word for word, but not only in that circumstance. Plagiarism also occurs when the substance or argument of a text is copied even with some verbal alterations, such as in paraphrase or translation, without acknowledgement.

Plagiarism includes using material from books or periodicals, from the internet, from grind tutors, or from other students, without full acknowledgement of the sources. Copying and collusion are related to plagiarism. Copying occurs when a student copies work from a peer, with or without the consent of the original author. Collusion is when students collaborate to present work as if it were individual and original. Both copying and collusion are forms of plagiarism.

In instances where two or more purportedly original assignments show clearly derivative similarities that are unacknowledged, they shall both or all be treated as plagiarism unless the contrary can be demonstrated.

Plagiarism in any form of assignment contributing to marks or a grade for a course is a serious offence. It is a form of cheating on several counts: the perpetrator is attempting to obtain credit for work not done, and is also attempting to benefit

from work done by somebody else. Plagiarism undercuts the whole thrust of scholarly enquiry that is the essence of education.

Plagiarism will be severely penalised wherever it is detected. Students submitting assignments, essays, dissertations or any form of work for assessment may be required to sign a declaration that the material in question is wholly their own work except where indicated by referencing or acknowledgement.

Students should provide adequate and accurate referencing for their assignments. Gordon Harvey, *Writing with Sources: A Guide for Students*, (Hackett Publishing Company, 1998) is one of a number of booklets outlining good practice in reference and citation.

Disciplinary Consequences

Plagiarism is a form of academic dishonesty and will be treated with the utmost seriousness wherever discovered. Examiners, tutors and markers are required to report instances of suspected plagiarism to the relevant Head of Department concerned.

Any student submitting written work for continuous assessment can be asked by the marker or the department to take a further test. This may take the form of an oral examination on the assignment in question and related issues, or the writing of a test paper in controlled conditions. Requiring a student to take such a test does not necessarily imply that plagiarism is suspected.

In instances where an element forming part of an assignment (from a phrase or sentence up to a paragraph or two) is found to be plagiarised, marks will be deducted for that assignment, there will be no possibility of submitting a "makeup" assignment, and previous and subsequent work submitted in connection with the course may be subject to particular scrutiny. While the amount of marks deducted will be proportionate to the extent of the plagiarised material, the deduction may be severe.

In instances where a significant part or all of an assignment is found to be plagiarised, zero marks may be awarded for that assignment, there may be no possibility of submitting a "makeup" assignment, and previous and subsequent work submitted in connection with the course may be subject to particular scrutiny. In serious cases the plagiarism will be reported to the Supervisor of Examinations and the Committee of Discipline.

Plagiarism in postgraduate or research material is a particularly serious offence. Penalties imposed may involve suspension or expulsion from the course and from the University, in addition to deduction of marks. Early offenders may be required to attend educative classes.

Policy for Responsible Computing

In support of its mission of teaching, research and public service, Saint Patrick's College provides access to computing and information resources for students and staff, within institutional priorities and financial capabilities.

Preamble

The Policy for Responsible Computing at the College contains the governing philosophy for regulating staff and student use of the College's computing resources. It spells out the general principles regarding appropriate use of equipment, software and networks. By adopting this policy, the Academic Council recognises that all members of the College are also bound by local, national and international laws relating to copyrights, security and other statutes regarding electronic media. The policy also recognises the responsibility of academic staff and system administrators to take a leadership role in implementing the policy and assuring that the College community honours the policy.

Policy

All Members of the College community who use the College's computing and information resources must act responsibly.

All users and system administrators must guard against abuses that disrupt or threaten the viability of systems, including those at the College and those on networks to which the College's systems are connected.

Every user is responsible for the integrity of these resources. All users of College-owned or College-leased computing systems must respect the rights of other computing users, respect the integrity of the physical facilities and controls and respect all pertinent license and contractual agreements. It is the policy of Saint Patrick's College that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations and the highest standard of ethics.

Access to the College's computing facilities is a privilege granted to College staff and students. The College reserves the right to limit, restrict or extend computing privileges and access to its information resources.

Data owners - whether academic departments, administrative departments or students - may allow individuals other than College staff and students access to information for which they are responsible, so long as such access does not violate any license or contractual agreement, College policy, or any national or international law. The data owner must also take account of the need to know on

the part of the applicant for access, the sensitivity of the information and the risk of damage to, or loss by the College, should the information be misused. College computing facilities and accounts are to be used for the College-related activities for which they are assigned. This policy applies equally to all College-owned or College-leased computers.

Data Protection Declaration:

Saint Patrick's College processes your personal information (including the e-mail address assigned to you by the College) within the College only for administrative purposes, both prior to and on your admission, at registration, for examinations and on your graduation. Save in cases where the College is by law required or permitted to disclose your details to others, third party disclosure only takes place to:

- Funding Bodies and agencies that support and sponsor your education
- Professional, Educational or similar institutions that you have approached
- Third party service providers
- Organise Conferring Ceremonies where your graduate status or other award is publicly acknowledged
- The Maynooth Alumni Association and Development Office to facilitate future contact between you, the College and fellow alumni.

Access to information resources without proper authorisation from the data owner, unauthorised use of College computing facilities and intentional corruption or misuse of information resources are direct violations of the College's Code of Conduct for Users of Computing Facilities as outlined in the *Kalendarium* of Saint Patrick's College, Maynooth. Such instances may also be considered civil or criminal offences.

Implementation

Appropriate College administrators should adopt guidelines for the implementation of this policy within each department and regularly revise these guidelines as circumstances warrant. The Computer Centre shall, from time to time, issue recommended guidelines to assist departments and units with this effort.

Enforcement

Alleged violations of this policy may be dealt with by the College in accordance with such disciplinary codes and/or procedures as are in place, from time to time, in respect of students and / or staff of the College.

Code of Conduct for Users of Computing Facilities

This code of conduct supports the College Policy for Responsible Computing. It should be read in conjunction with the Notes on the Code of Conduct which are attached.

Staff, registered students and registered visitors are authorised to use certain computing and networking facilities provided by Saint Patrick's College, Maynooth in support of its mission of teaching, research and public service.

Usernames and passwords are required to gain access to specific services. Students are assigned Usernames and Passwords and e-mail addresses at registration which allow them access to a range of facilities. Staff are allocated e-mail accounts on request.

All users must comply with the code of conduct for users of computer facilities at Saint Patrick's College, Maynooth that is outlined below.

Under the Code of Conduct you are not permitted to:

- engage in activities which waste resources (people, networks, computers)
- engage in activities which are likely to cause a serious disruption or denial of service to other users
- use computer or network resources to access, distribute or publish material that is obscene, libelous, threatening or defamatory or in violation of any right of any third party
- use computer or network resources for any activities which contravene the laws of the state, or the destination country in the case of data being transmitted abroad
- use computer or network resources for commercial activities which are not part of your work in Saint Patrick's College, Maynooth
- infringe copyright or the proprietary rights of software
- share usernames or e-mail addresses, transfer them to other users, or divulge your passwords to other users. Assigned group Usernames and accounts are to be used only for the College-related activities for which they are assigned
- access or interfere with data, displays or storage media belonging to another user, except with their permission
- undertake any actions that are likely to bring Saint Patrick's College, Maynooth into disrepute

Notes on the Code of Conduct

1. While network traffic or information stored on College equipment is not normally monitored, it may be necessary to monitor if there is reason to suspect that this Code of Conduct is being breached, or for purposes of backup or problem-solving. You must therefore be aware that such monitoring may occur.
2. Software and / or information provided by Saint Patrick's College may only be used as part of user's duties as a member of staff of Saint Patrick's College or for educational purposes.
3. The user is responsible and accountable for all activities carried out under their username.
4. Passwords used must adhere to accepted good password practice.
5. Attempts to access or use any user name which is not authorised to the user may be in breach of the *Criminal Damages Act (1991)*.
6. Existing norms of behaviour apply to computer based information technology just as they apply to more traditional media. The ability to undertake a particular action does not imply that it is acceptable.
7. If you store personal data about others on a computer, you must comply with the provisions of the *Data Protection Act, 1988 to 2003* and the *Freedom of Information Act (1997)* and any applicable legislation from time to time.
8. The user may use approved College links to other computing facilities which they are authorised to use. When using external facilities the user must also abide by their rules or code of conduct, insofar as such rules or codes of conduct are not incompatible with the College Codes of Conduct.
9. All Computer usage is subject to compliance with the *Child Trafficking and Pornography Act 1998*. Users are hereby informed that Section 5 of the Act makes it an offence to knowingly produce, distribute, print or publish any child pornography. The term "distribution" in relation to child pornography is defined in the Act as including "parting with possession of it to, or exposing or offering it for acquisition by another person". Persons guilty of producing, distributing, printing or publishing any child pornography are liable:
 - on summary conviction, to a fine not exceeding €1,905 or to imprisonment for a term not exceeding 12 months, or both or;
 - on conviction on indictment, to a fine or to imprisonment not exceeding 14 years or both.

The Gárda Síochána have powers of entry, search and seizure where they believe that an offence has been or is being committed under the Act. A person who obstructs a Gárda is guilty of an offence, and may be tried summarily and if convicted, be subject to a fine of not more than €1,905 or imprisonment for not longer than 12 months.

10. The attention of all network users is drawn to the fact that attempts at 'hacking' across networks may result in criminal prosecution in the State or elsewhere.

11. This code of Conduct is reviewed from time to time and any new regulations must be observed by all users.

12. Alleged violations of this code of conduct may result in the service being withdrawn and may be dealt with by the College in accordance with such disciplinary codes and / or procedures as are in place, from time to time, in respect of students and / or staff of the College.

Policy on Dignity at Work / Studies

Policy

Saint Patrick's College Maynooth, including the National Seminary and the Pontifical University (hereafter "the College") recognises the entitlement of all the members of the College community to work and study in an environment free from inappropriate behaviour. Any member of the College community is prohibited from behaving in a manner which is inappropriate to any other member of the College community.

Scope

The Policy extends to the entire staff, students, visitors, contractors, sub-contractors and others associated with the College (referred to in this Policy as "members of the College community").

Nothing herein shall constitute as "inappropriate behaviour" the legitimate exercise of responsibility by the President and / or the Seminary Council and / or the Trustees of the College in the upholding of the Seminary Rule, this Policy and adherence to the College Statutes.

Additional Requirements of the National Seminary

All members of the community must comply with those requirements set out in the Policy. The conduct and behaviour required of seminarians in addition to this Policy is set out in the Seminary Rule.

Principles

The objectives of this Policy are to:

1. Define "inappropriate behaviour";
2. Promote awareness of the issue amongst members of the College community;
3. Provide an effective procedure for dealing with allegations of inappropriate behaviour;
4. Explain the possible outcomes if inappropriate behaviour is established.

Definitions

“Inappropriate behaviour” may be intentional or unintentional. However, it must be noted that where an allegation of inappropriate behaviour is made, the intention of the alleged bullying or harassment is irrelevant. It is the effect of the behaviour upon the individual which is important. “Inappropriate behaviour” includes but is not limited to, Sexual Harassment, Harassment and Bullying which are defined as follows:-

A. Sexual Harassment

The definition of sexual harassment includes any:-

- a. act of physical intimacy;
- b. request for sexual favours;
- c. other act or conduct including spoken words, gestures, or the production, display or circulation of written words, pictures or other material that is unwelcome and could reasonably be regarded as sexually offensive, humiliating or intimidating.

B. Harassment

The definition of harassment is similar to that of sexual harassment but without the sexual element.

Harassment is any act or conduct (including spoken words, gestures, or the production, display or circulation of written words, pictures or other material), if the action or conduct is unwelcome to the recipient and could reasonably be regarded, in relation to the “relevant characteristic” of the recipient, as offensive, humiliating, or intimidating.

“Relevant characteristics” (as defined by the Employment Equality Acts, 1998 and 2004 and the Equal Status Acts 2000 and 2004) are:

gender; marital status; family status; sexual orientation; religious belief (or none); age; disability; race, colour, nationality or ethnic or national origin; or membership of the Traveller community.

C. Bullying

Repeated inappropriate behaviour, direct and indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others which could reasonably be regarded as undermining the individual’s right to dignity in their place of work or study.

An isolated incident of the behaviour described in this definition may be an affront to dignity in their place of work or study, of itself is grounds for disciplinary action but, as a once off incident, it is not considered to be bullying.

Effects of Harassment / Bullying

Harassment and bullying have serious ramifications for both the victim and the College. They can seriously affect the health and well-being of the individual. They can undermine the self-confidence of students or staff by communicated to them that they are not taken seriously or accorded the personal respect to which they are entitled. They also impact on the broader College community and may have serious negative implications.

Protection against victimisation

Where in good faith a member of the College Community reports an incident of alleged inappropriate behaviour or assists in any way in an investigation into same, the College will provide such member with all reasonable protection against victimisation.

Any member of the College community, who victimises another member who has reported an incident of alleged inappropriate behaviour or assisted in any way in an investigation into same, may be subject to disciplinary action by the College.

Malicious complaints

Any member of the College community, who maliciously makes a false complaint of inappropriate behaviour, may be subject to disciplinary action by the College.

Complaints Procedure

1. Persons who make complaints regarding inappropriate behaviour are encouraged to raise their concerns at the earliest opportunity.
2. A Designated Person is to be appointed by the Trustees to hear concerns of students in relation to the inappropriate behaviour of any member of the College community towards another member of the College Community. This person has the assistance of two further persons with appropriate training and competence and together they are referred to as “the Panel”. The name, address and telephone number of the Designated Person shall be given to all students who are to be informed of the role of this person.
3. Where there is a complaint the Designated Person and another member of the Panel shall meet the complainant and listen to their complaint. The Designated Person will where possible avail of the services of the full Panel to evaluate the concerns.
4. Where the conduct complained of is violent or criminal in nature, the Gardai should be contacted without delay by the designated person. The complainant should be encouraged and supported to make a complaint to the Gardai.
5. Where the conduct complained of so warrants, the Panel may recommend that the Designated Person deal with it in an informal manner.

6. If the Panel is of the opinion that a prima facie case of inappropriate behaviour has been established and that it is not suitable for informal resolution, the Designated Person will refer the matter to the President for further action. The President shall communicate the concern to the member of the College community involved. The President will advise the Chairman of the Trustees of the concern and together they will judge how best to proceed.

7. Where the complaint is in relation to the President or a personal guest of the President, the Designated Person shall communicate the result of their inquiries to the Chairman of the Trustees. The Chairman shall tell the President of the complaint and inform him of the procedures which it is envisaged will be followed in its regard.

8. Confidentiality will be maintained throughout any investigation to the extent that it is consistent with the requirements of a fair investigation. All individuals involved in the procedure referred to are expected to maintain the utmost confidentiality on the subject. However, appropriate persons will be obliged to disclose the details of any complaint to such persons and to such extent as is necessary to investigate the complaint.

9. Care shall be taken at all times to follow fair procedures and not to impugn unjustly the good name of any person.

Outcome

1. Any member of the College community who is found to have engaged in inappropriate behaviour may be subject to disciplinary action and / or other sanctions, which in the case of employees may include dismissal for serious offences. Penalties and procedures are in accordance with the normal disciplinary procedure and / or employee’s contract of employment and / or the students’ Code of Discipline.

2. Persons found to have engaged in inappropriate behaviour who are neither staff nor students of the College may be excluded from the campus.

***Designated Person: Telephone.....**

* Current Designated Person’s name and telephone number is available from the Pontifical University Office: 01-708-3600.

The Library

Librarian: Cathal McCauley, BA, MLIS, Dip FM

The *John Paul II Library* was opened in 1984 and is the main College and University Library, named after the Pope who blessed the foundation stone during his visit to the College on 1st October 1979. A major €20 million extension was completed in 2013.

The Russell Library is a research Library containing the early printed books, manuscripts and archives, and a collection of about two-thousand bibles in over six-hundred languages.

The *John Paul II Library* contains approximately 1,500 reader places and more than 200 PCs available in the Library. Print book stock current numbers in excess of 420,000 volumes, the library provides access to over 300,000 electronic books and over 40,000 journals primarily in electronic format. The Library is a beneficiary of the statutory deposit provisions of the Copyright and Related Rights Act, 2000.

Books are arranged according to the Dewey Decimal Classification and most are available for borrowing. The reference books for each subject area are shelved at the beginning of the sequence. Books in heavy demand for undergraduate courses are clearly identified and have a restricted loan period so they will be available for the use of as many readers as possible.

The Library provides a wide range of services to the staff and students of the College. Detailed information leaflets are available from library staff. To follow the latest news about the Library log onto our website at <https://www.maynoothuniversity.ie/library>, follow us on Twitter or ‘like’ our Facebook page. Statistical information is available in the Librarian's Annual Reports. These and other publications are available from the Library website.

Guided tours are provided during the first weeks of the academic year, and cover general library use and location of material. The Library provides a range of training throughout the academic year including Library Information Skills Tutorials (LIST) and subject-specific sessions. Members of Library staff are available to help with general enquiries at the desks in the foyer. There is a team of subject librarians to help with detailed subject queries and to provide training in using the library resources.

Library Search, available from the Library homepage, provides access to a range of print electronic resources held in the Library. Details of how to access this

information off-campus is provided on the web-site. Access to other academic libraries can be arranged and inter Library lending facilities are available for material not held in the Library.

Library Regulations

Readers wishing to use the Library are expected to acquaint themselves with, and observe library regulations. They are required to respect and comply with these regulations in order to ensure an appropriate atmosphere for study and research. Any member of the library staff is empowered to enforce the regulations. The Librarian has the power to restrict or suspend any reader who contravenes regulations from the use of the Library and its services. All Library users are bound by the “General Rules of the College” published in the current Maynooth College *Kalendarium*.

Persons Entitled to use the Library

1. The Trustees of Saint Patrick’s College and Members of the Governing Authority Maynooth University; registered students; full-time permanent staff; contract members of the academic staff; and retired members of the academic staff are entitled to borrow library material in accordance with borrowing regulations.
2. Staff and students of other institutions in accordance with agreed co-operative schemes – ALCID, CONUL, and SCOUNL.
3. External readers for material not available elsewhere. A fee may be charged.
4. External readers may be granted borrowing concessions in exceptional circumstances. An annual fee is charged.
5. Such other persons as the Librarian may consider eligible.
6. Visitors to the John Paul II Library and the Russell Library are admitted at the discretion of the Librarian.
7. External readers and visitors are admitted on the understanding that they do not hinder members of the College in pursuit of their research and studies.

Code of Conduct

8. All library users must produce identification on request from a member of security or library staff.
9. Talking is not permitted in the Library reading areas or stairs, quiet conversation is allowed on the ground floor.
10. Any person who seriously inconveniences other users or causes damage may be excluded from the Library and must make good any damage caused.
11. Smoking is not allowed in the Library. Food and drink (apart from screw top bottles) may only be consumed on the ground floor area outside the turnstiles.

12. Ring and key tones of mobile phones must be switched off at all times.
13. The Library accepts no responsibility for personal belongings left in the building.
14. When leaving the Library readers must produce for inspection all material in their possession if requested by the security officer or any member of library staff.
15. If the security check, mechanical or manual, discovers that an item has been taken inadvertently without being checked out, the first time defaulter may be fined €2.
16. The maximum fine of €63 may be payable when library property has been removed illegally. In addition to the fine the Librarian is empowered to suspend library privileges of the wrongdoer and report the case to the Committee of Discipline.
17. The Librarian can request the replacement cost of defaced library materials. Mutilating or vandalising books will incur the penalty of exclusion from the Library for an appropriate period and/or a fine. In addition the case may be reported to the Committee of Discipline.
18. Loss of, or damage to library material or material borrowed on inter-library loan must be reported to the Library immediately. The reader responsible will be required to make good any such loss or damage.

Borrowing

19. No item may be removed from the Library until the appropriate borrowing procedure has been followed. A reader is responsible for all items borrowed in his/her name. His / her responsibility is not transferable and ends only when the appropriate return procedure has been completed.
20. Items must be returned on the date and time due. Fines are charged on all overdue items and borrowing rights are withheld until fines are paid.
21. All items are subject to recall after one week, regardless of the normal loan period allowed.
22. The loan period for Standard Loan books can be renewed once unless another reader wants them, or they are requested for the Short Loan collection.
23. Users of the Library leaving the College must return all items on loan before the end of their course or before they leave. Disciplinary action will be taken against those who do not return library material. The authorities will be notified and the maximum penalties will be imposed.
24. The Librarian has discretionary power to lend, to refuse to lend, or to recall any book at any time.
25. Certain material is either confined permanently to the Library or available for restricted loan only.
26. Information on the number of items that may be borrowed, fines and restricted material is to be found on the web site at <https://www.maynoothuniversity.ie/library>

Library PC Workstations

27. Users of PCs are bound by the College *Code of Conduct for Users of Computing Facilities* and College *Policy for Responsible Computing* also available on the College web site at:
www.computercentre.nuim.ie/policies/index.shtml
28. PCs are provided for library-related research and educational purposes only.
29. As demand for PCs exceeds supply, readers are asked to use the booking system in operation.

Copying

30. Readers wishing to use the copying facilities are obliged to observe the *Copyright and Related Rights Act, 2000*.
31. A brief summary of the act is available on the library website at www.may.ie/library. Click on *publications/guides/reports*.

Health and Safety

32. Fire drills are held at intervals during the year and readers are expected to follow the procedures correctly.
33. All untoward incidents must be reported to a security officer or a member of the library staff.
34. Users of the library car park are requested to park in the designated spaces and not to block the entrances which must be kept clear for emergency services.

Russell Library

35. The Russell Library is for reference only; material may not be borrowed.
36. Admission is restricted to members of the academic staff and postgraduate students. Undergraduates are admitted on the recommendation of their lecturer.
37. External readers and scholars are admitted at the discretion of the Librarian.
38. Visitors are admitted by prior arrangement only and must be accompanied by a library staff member. Parties larger than five must also be accompanied by a security officer.
39. Material in the Russell Library may not be photocopied. Photographs may be made available at the Librarian's discretion.
40. The permission of the Trustees of *Saint Patrick's College* must be obtained before any manuscripts or rare books are removed from the Library.

Stores

41. Material in the Pugin Store may be consulted in the Russell Library by arrangement.
42. Materials (excluding newspapers) from stores may also be transferred to the John Paul II Library for consultation or borrowing, on application to the Information Desk in the *John Paul II Library*.

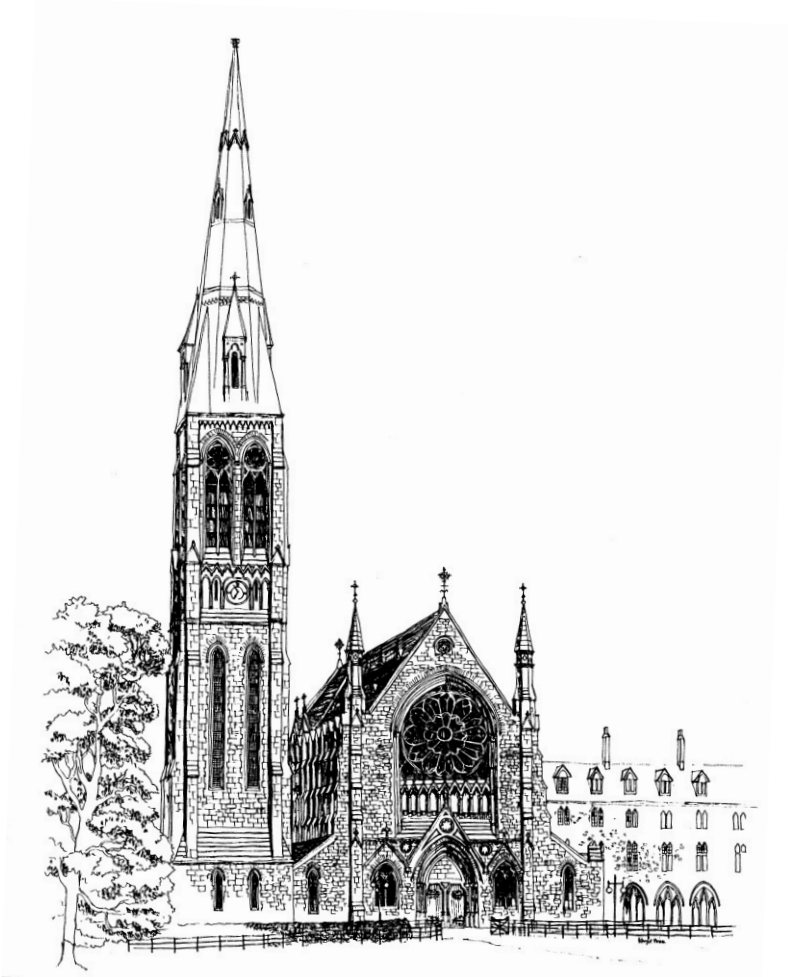
Note:

Legislation referred to in the rules, codes and regulations of the College, including references to sanctions, may be subject to change from time to time, and any such change may have an impact on the rules, codes and regulations. The rules, codes and regulations do not purport to reflect all legislation to which members of the College may be or may become subject.

Chapter II

The Pontifical University

at Maynooth



The College Chapel at Saint Patrick's College, Maynooth

Degree and Diploma Courses in the *Pontifical University at Maynooth*

The *Pontifical University at Saint Patrick's College*, Maynooth offers the following Degree and Diploma Courses. These courses are outlined in detail in later chapters.

IN THE FACULTY OF THEOLOGY

Baccalaureate in Divinity (BD)

Licentiate in Divinity (STL)

Doctorate in Divinity (DD)

Baccalaureate in Theology (BTh)

Baccalaureate in Theology and Arts (BATH)

Master's Degree in Theology (specialisation in Christianity, Human Rights and Society) (MTh) One Year

Master's Degree in Theology (specialisation in the Bible and Its Worlds) (MTh) One Year

Master's Degree in Theology (specialisation in the History of Christianity) (MTh) One Year Full-time

Master's Degree in Theology (specialisation in Contemporary Systematic Theology) (MTh) One Year

Master's Degree in Theology (MTh) Two Years

Master's Degree in Theology (specialisation in Pastoral Theology) (MTh) Two Years Full-Time or Three Years Part-Time

Master's Degree in Liturgical Music (MLM) Two Years

Doctoral Degree in Theology (PhD)

Higher Diploma in Theological Studies

Post-Graduate Certificate in Catholic Religious Education and Theological Studies

Diploma in Catholic Education

Diploma in Theology

Diploma in Mission Studies

Diploma in Religious Studies

Higher Diploma in Pastoral Theology

Diploma in Pastoral Theology

Higher Diploma in Pastoral Liturgy

Diploma in Pastoral Liturgy

Certificate in Catholic Religious Education and Theological Studies

IN THE FACULTY OF CANON LAW
Licentiate in Canon Law (LCL)
Doctorate in Canon Law (DCL)

IN THE FACULTY OF PHILOSOPHY
Baccalaureate in Philosophy (BPh)
Licentiate in Philosophy (LPh)
Doctorate in Philosophy (DPh)
Diploma in Philosophy and Arts
Higher Diploma in Philosophy

Pontifical University Mission Statement



St Patrick's College, Maynooth, has been internationally recognised and respected as a premier Catholic institution of theological, philosophical, humanistic and scientific education since 1795. Since 1896 it has been a University Institution with Pontifical Faculties of Theology, Canon Law and Philosophy.

Today, the *Pontifical University at Saint Patrick's College* is committed to:

- Achieving the highest standards at undergraduate and postgraduate levels in Systematic Theology, Moral Theology, Sacred Scripture, Philosophy, Canon Law, Liturgical Studies, Ecclesiastical History & Patrology, Mission Studies and Pastoral Theology;
- Equipping students with the required academic formation for ministry and the civil position or profession that they are likely to follow;
- Promoting excellence and innovation in teaching, research and publication that respond to contemporary developments in ecumenical, inter-religious and cultural dialogues in an increasingly complex and diverse Irish society;
- Broadening access in higher and continuing education through interdisciplinary and focused programmes that meet contemporary needs;
- Creating a supportive, learning and reflective environment, equipped with the best structures and resources available, to enable the academic, spiritual and human development of the student in an atmosphere which respects diversity and difference.

Pontifical University Scholarships

The Pontifical University at Saint Patrick's College, Maynooth awards the following scholarships. Preference is given to applicants who do not hold any other scholarship or educational award. Scholarships are awarded initially for one year, but may be renewed from year to year during the holder's course of studies.

Postgraduate Scholarships:

Scholastic Trust Doctoral Scholarships in Theology:

Graduates in Theology wishing to pursue a PhD in Theology are invited to apply. Applicants must have a Master's Degree in Theology graded at *Magna cum Laude* (Second Class Honours Grade I / B) or its equivalent. This scholarship is valued at €15,000.00 per annum, and is awarded annually to a full time scholar for a maximum of three years.

Maynooth Union Postgraduate Scholarship

The Maynooth Union was founded in June 1895, during the Centenary Celebration of Saint Patrick's College, Maynooth. The object of the Union is to foster a spirit of mutual sympathy between the College and its past students and friends.

The Maynooth Union has funded a Postgraduate Scholarship for a student to study for a Masters or Doctoral Degree in the Pontifical University at Maynooth. The Scholarship is valued at €3,000.00 per annum.

The Matthew O'Donnell Scholarships:

Two Postgraduate Scholarships, one in Philosophy and one in Theology are available from the *Maynooth Scholastic Trust* in memory of Monsignor Matthew O'Donnell. Scholarships are valued at €2,600.00 in Philosophy and €3,200.00 in Theology per annum.

Monsignor O'Donnell was appointed Professor of Ethics in 1960, later becoming Professor of Philosophy. He served as President from 1994 until his death in 1996.

The Michael Devlin Scholarship:

This scholarship is awarded annually by the *Maynooth Scholastic Trust* to a Maynooth graduate engaged in postgraduate studies at *St Patrick's College*, Maynooth, or abroad. Nominations for this scholarship will be received from the Faculty of Theology, the value of which is €3,300.00.

College Scholarships:

Two College Scholarships are available to lay students taking a Postgraduate Degree in Theology. These scholarships are valued at €2,000.00 per annum.

The Daniel & Mary Mulvihill Scholarship:

This scholarship to the value of €5,000 is available annually for the post-graduate study of Theology at doctoral level. Dr & Mrs Mulvihill have supported Catholic Education in Maynooth for twenty five years.

The Loughlin J Sweeney Scholarship:

This scholarship to the value of €5,000 is available annually for the post-graduate study of Theology at doctoral level. Mr Sweeney was Director of Development in the College from 1981 until 1991, and was involved for twenty five years with the Development Programme.

Government of Ireland Research Scholarships in the Humanities & Social Sciences:

Students in Theology who are pursuing a doctoral or master's degrees by research are eligible to apply for one of these scholarships.

The Thomas Gilmartin Scholarships Master's Degree in Theology (History of Christianity)

The Thomas Gilmartin Scholarship may be applied for by students who choose to pursue the Masters in Theology (History of Christianity) programme. Successful applicants for this scholarship will have their fees for this programme waived in full.

Undergraduate Scholarship:**College Scholarship:**

A College Scholarship is available for a lay student taking the Bachelor of Divinity Degree (BD). The Scholarship is valued at €1,400.00.

Application Procedure:

Information and application forms for all scholarships are available from:

The President's Office or On-line at

www.maynoothcollege.ie/students/scholarships

Completed application forms must be submitted to the President's Office by 2nd October in the year of entry to the course. In the case of the Scholastic Trust Doctoral Scholarships, the deadline is 30th September. A Postgraduate supervision report should accompany you application



The President's Office
Saint Patrick's College
 Maynooth
 County Kildare
 IRELAND

E-mail: President@spcm.ie
 Web: www.MaynoothCollege.ie

Telephone: 01-708-3958 Fax: 01-708-3959
 International: +353-1-708-3958 International: +353-1-708-3959

Erasmus+ EU Programme

ERASMUS+ is an exchange programme set up by the European Union. *Erasmus* students usually spend one full academic year at a European university as part of their degree programme.

OUTGOING ERASMUS STUDENTS

Costs

No fees have to be paid to the host university. Students are entitled to an Erasmus contribution towards the cost of their mobility.

Credit for work done while abroad

Students are assessed in their host universities for courses followed and such assessments are recognised by the home university, according to the European Credit Transfer System (ECTS).

ECTS was proposed by the European Commission as a way of creating common academic procedures for the different European countries. The aim of the system is to guarantee the recognition of studies carried out abroad. It is a “common academic coinage” for measuring and comparing students' performances and transferring examination results from one institution to another.

One year's (or two semesters') work is regarded as being equivalent to 60 credits. The number of credits attaching to any course will reflect the number of hours (in lectures, seminars, tutorials, etc.) demanded by that course. Thus, a course to which 10 credits are attached is assumed to represent one sixth of the student's full year's work-load. It should be noted that ECTS does not refer to the assessment for courses.

BATH *Erasmus* students must take 60 credits in total, at least 30 of which must be in Theology. *Erasmus* students must pass these 60 credits to be eligible for the BATH International award. BATH *Erasmus* students complete four years of study in total.

Who may apply?

Full-time registered students on the BATH programme and postgraduate programmes are eligible to apply.

Application

Students must complete an “Expression of Interest” application form which can be collected from the Pontifical University Office or downloaded from our website: <http://maynoothcollege.ie/pontifical-university/erasmus/>

Deadline for receipt of completed application forms: - 1st March

INCOMING ERASMUS STUDENTS

Incoming Erasmus students must be nominated by their home university to study in the Pontifical University, St Patrick's College, Maynooth. These students must then complete our Erasmus Application form. Available on <http://maynoothcollege.ie/pontifical-university/erasmus/>

Closing date for receipt of application:

Semester 1: 15th May

Semester 2: 15th December

Modules:

Incoming Erasmus students can choose modules from the following undergraduate programmes: BTh; BATH; BD. See Chapter IV.

Students may choose some postgraduate modules, subject to availability and/or agreement with relevant lecturer. See Chapter VI.

<http://maynoothcollege.ie/pontifical-university/kalendarium/>

Language Requirements

While abroad, an *Erasmus* student follows courses in the language of the host country, with the exception of University of Leuven (Belgium), University of Malta, University of Ljubljana (Slovenia), University of Palacky (Czech Republic), University of Helsinki (Finland), and Newman Institute, Uppsala (Sweden), all of whom offer an English-language theology programme to foreign students. The University of Tilburg, (Netherlands) and the University of South Bohemia (Czech Republic) both offer some theology lectures in English. Some universities offer free language courses to *Erasmus* students.

Links between Maynooth's *Pontifical University* and other universities:

In the *Erasmus* inter-university exchange programme, Saint Patrick's College, Maynooth has inter-institutional agreements with Faculties of Theology in the following countries.

Belgium:	Catholic University of Leuven
Croatia:	University of Split University of Zagreb
Czech Republic:	University of South Bohemia University of Palacky, Olomouc
England:	Heythrop College, London
Finland:	University of Helsinki
France:	Institut Catholique de Paris Institut Albert le Grand (Ircom)
Germany:	University of Augsburg Sankt Georgen, Frankfurt am Main University of Freiburg im Breisgau

	Fulda University
	Catholic University of Applied Sciences, Mainz
	University of Regensburg
	University of Trier
	University of Tübingen
	University of Munich
	University of Wurzburg
Malta:	University of Malta
Netherlands:	Tilburg University, Utrecht
Norway:	MF Norwegian School of Theology, Oslo
Poland:	Pontifical University of John Paul II, Cracow
Portugal:	Universidade Católica Portuguesa
Slovenia	University of Ljubljana
Spain:	Universidad Pontificia de Salamanca
Sweden:	Newman Institute, Uppsala



Admissions Office
 Pontifical University
Saint Patrick's College
 Maynooth
 County Kildare
 IRELAND

E-mail: admissions@spcm.ie
 Web: www.maynoothcollege.ie

Telephone:
 Ireland: 01-708-4772 / 708-3600
 International: +353-1-708-4772

Fax:
 Ireland: 01-708-3441
 International: +353-1-708-3441

Student Representation on the Council of the *Faculty of Theology*

1. Two students shall be elected each year and shall be invited to attend meetings of the Council of the Faculty of Theology.
2. One shall be elected from among those taking courses for canonical degrees or related courses (BD, diploma and seminarist courses, diploma in pastoral theology, STL, DD); one shall be elected from among those taking other degrees (BATH, BTh, MTh, PhD).
3. The Dean shall arrange for an election from each group. Nominations shall be requested and an election shall take place before the first ordinary meeting of the Faculty in October.
4. The students elected shall act as representatives until the end of the academic year.
5. Their term shall be for one year and they shall not be available for re-election.
6. They shall be notified regarding all meetings that they are invited to attend; they shall receive copies of agenda, minutes and relevant documentation; they shall be entitled to propose items for inclusion on the agenda.
7. When matters under discussion affect the reputation of a student, the Council of the Faculty may decide to discuss them in the absence of the student representatives.
8. Student representatives shall not be entitled to sit on committees of the Council of the Faculty; they may however be co-opted by the Council of the Faculty.
9. They shall not be present for discussion of, or to vote on appointments or promotions. They shall not attend examination board meetings or portions of meetings devoted to examinations.
10. In areas not covered in these norms, the Chairman of the Council of the Faculty shall have full discretion.

Examinations: Grades & Distinctions

All examinations, tests and essays are graded according to the following scale.

70%+: Summa cum Laude / First Class Honours / A

Excellent: A comprehensive, highly structured, focused, concise, relevant, creative and effective use of material, demonstrating:

- An extensive and detailed knowledge of the material being assessed;
- An exceptional ability to organise, analyse and present the material;
- Evidence of extensive but relevant reading supported by reference / quotations.
- Demonstrating critical understanding, creativity and insight;
- A fluent, lucid, stimulating and original presentation with minimal spelling or grammatical errors.

60-69%: Magna cum Laude / Second Class Honours, Grade I / B

Very Good: A thorough and well-organised response to a question, demonstrating:

- A broad knowledge and understanding of the material with some original insight;
- A consistent ability to analyse, apply and organise the material to answer the question logically and convincingly;
- Evidence of substantial background reading;
- A clear presentation of contrasting arguments and viewpoints;
- Clear and fluent expression with few presentation errors.

50-59%: Cum Laude / Second Class Honours, Grade II / C

Good: A reasonable, adequate and competent answer to a question, demonstrating:

- An adequate and reasonable familiarity with, if not complete knowledge of, the relevant material;
- Clear presentation of statements, ideas and arguments with omission of some important elements of an answer or the appearance of a number of minor mistakes;
- A coherent presentation of the material with weaknesses in clarity and structure;
- Evidence of some background reading but not well supported by citation or quotation;
- Presentation and expression of sufficient quality to convey meaning with some lack in fluency and presentation errors (spelling and grammar).

45-49%: Third Class Honours / D

Satisfactory: A modest but acceptable response to the question, demonstrating:

- A basic grasp of the material but somewhat lacking in focus and structure;

- Main points covered but poor in detail with several minor errors or isolated but significant mistakes in fact or comprehension;
- Answer displaying only a basic capacity of understanding with limited or basic development of argument and independent thought;
- Little or no evidence of background reading;
- Satisfactory presentation with an acceptable level of presentation errors.

40-44%: Pass / E

Acceptable: A very basic and limited understanding of the material, demonstrating:

- Shows a basic grasp of the subject matter, poorly focused and structured contain irrelevant material;
- Demonstrated a minimum appreciation of the facts and basic concepts presented with some incoherence;
- Containing serious and several substantial errors;
- No evidence of background reading;
- Poor expression with the minimum acceptable standard of spelling and grammatical presentation.

35-39%: Fail / F

Marginal: An answer that does not meet the minimum acceptable standards or requirements of question asked, demonstrating:

- Little understanding even of class material;
- Answer displays major deficiencies in structure, relevance or focus;
- Replete with serious mistakes in fact or theory;
- Incomplete, incoherent and confused answer;
- Serious problems with presentation, spelling and grammar.

30-34%: Fail / G

Unacceptable: Demonstrating:

- Gross errors and major inaccuracies;
- Incomplete;
- Unacceptable standards of presentation, spelling and grammar.
- Copying / Plagiarism.

Below 30%: Fail / No Grade

Unacceptable: Demonstrating:

- Entirely irrelevant material to the question posed;
- No knowledge displayed relevant to the question posed.
- Extensive plagiarism / copying.
- Illogical.
- A few lines.

Pontifical University

Rules, Marks and Standards in Examinations

Students are expected to attend all their courses satisfactorily. A student, whose attendance is unsatisfactory, in the judgement of the Faculty, will be debarred from presenting for the relevant examination.

Examinations will only be set on courses that have been given in the current or preceding year. Students may be debarred from passing an examination on the grounds of extreme weakness in one or other part of the course.

The Degree programme is divided into 3 'years of study'. The pass mark in a year of study is 40%. In order to pass a year of study and progress to the next year a student must pass:

- All Theology Modules required for that year of study
- All Philosophy Modules required for that year of study for BTh students
- All Arts Modules required for that year of study for BATH students
- All other requirements of the year of study.

Modules:

In order to pass a module a student must obtain at least 40% in the module, and in addition fulfil all the requirements of the module. These requirements are outlined in the module description in the Kalendarium / Calendar. Such requirements may demand that a student achieve a minimum standard:

- in continuous assessment
- in an oral / practical examination
- in the assigned essays
- in the written examination
- in such conditions as are otherwise appropriate.

A module once passed is passed in perpetuity. If a required module has been passed more than 5 years previously then a Head of Department may require supplementary work of a student in order that the student may progress.

Where a student fails to present for a Spring / Summer Examination in a module, a judgement of *Absent* is recorded for that module. *Absent* is counted as an attempt at an examination.

Given that first semester theology results are *provisional* an indicative grade shall be given at that point rather than an official result.

Essays:

Every 5 *credit* module requires an essay (1000 – 1500 words) or equivalent. The dates for the submission of essays and other written work in each semester will be posted by each department during the first week of each semester.

Late Submission of Essays:

- No penalties apply if an extension has been granted.
- The following penalties apply if an essay extension was not sought or granted or if the extension date was not honoured; up to 1 week late 10% deducted from the mark awarded; up to 2 weeks late 20% deducted from the mark awarded.
- The lecturer responsible for a particular module has, in exceptional circumstances, discretion in applying the penalties outlined above.

Compensation: Students who fail a module can compensate if a) they have achieved at least 35% in the failed module, b) have an average of 40% in their combined modules [included failed module], c) compensation applies to one module only per academic year.

Repeat Examinations:

Where a student fails a 'year of study', through failure to complete all requirements of the 'year of study', these requirements must be subsequently fulfilled before progression can take place. Students who fail to pass a required module must repeat that module (or a suitable approved substitute module) in the subject that they failed.

The repeat examinations for first and second semester modules shall be held in the Autumn. Where a student repeats in the Autumn, the continuous assessment component will normally be carried forward from the Spring / Summer to the Autumn repeat session.

Repeating students will be examined on the content of the module of the current academic year. Under no circumstances will examination papers be prepared based on content more than one year out of date. The department will also endeavour to accommodate 'external repeat' students by the provision of alternative questions where the content of the module may have altered significantly.

There shall be no continuous assessment for external repeating students, but in Theology, Heads of Department may prescribe a mandatory essay.

Students who fail a Theology module, and subsequently fail the autumn repeat examination, shall normally be permitted to repeat the module only once internally and / or once externally.

Repeating for Betterment in Theology:

Having passed all modules, third year degree students (BATH, BD, BTh) may repeat for betterment (once only) up to 15 credits only (of the 60 available) in the autumn examination or in the subsequent year. The fee for repeating for betterment is the same as the fee fixed for the autumn examinations.

Having passed all modules, third year degree students (BATH, BD, BTh) may reject their degree result and elect to repeat their entire degree examination (once only) in a subsequent year. The fee for repeating for betterment in this case is the same as the fee for internal or external repeating.

Third year Bachelor of Arts and Theology students may retain their result in theology and repeat for betterment in their Arts subject (once only) in its entirety (subject to the Marks and Standards Rules of Maynooth University), in a subsequent year.

In all cases, a student who chooses to repeat a passed module, or to take a new module in lieu of a passed module, in order to try and improve a result must relinquish the mark first obtained and accept either 40% or the mark obtained at the second sitting. Obtaining a lower result on such a module may result in a lower overall grade being awarded in both the subject and/or the overall qualification than originally offered.

The provision for repeating for betterment is a provision for students who due to certified illness or uncertified illness, trauma, stress, bereavement, unique personal circumstances or other factors may have been absent from or underperformed in some components of their examinations. For this reason, repeating for betterment is subject to the approval of the Registrar or his deputy.

Students must apply for repeating for betterment within the same time limits as those advertised for the autumn examinations.

External Examiners in the Pontifical University

The Pontifical University has followed the long-standing practise of the Irish Universities in appointing External Examiners in each of the major theological disciplines. The system of extern examining has contributed to maintaining the standard of theological excellence of the College, the standing of its degrees, both nationally and internationally, and their comparability with those offered in similar institutions.

External Examiners are normally appointed for a term of three years. They monitor the maintenance of academic standards within a subject area and ensure equity in the results of examinations.

External Examiners are appointed by the Faculty of Theology on recommendation of the appropriate Department. Persons nominated as External Examiners are normally teaching at university level in the area they are to examine.

Prior to Examinations:

Heads of Department will communicate to the External Examiner full information on the courses to be examined (e.g. module descriptions from the Kalendarium), as well as copies of examination papers from previous years if necessary and a description of the methods of assessment used, including Continuous Assessment.

External Examiners approve the examination papers. Draft papers should be sent in sufficient time to enable them to propose changes and to permit discussion of such proposed changes to take place.

The External Examiner will be informed as early as possible of proposed dates for Examination Board.

Examinations:

All examination scripts, essays and other course work contributing to the final grade should be available to the External Examiner. In practise, a sufficient number of scripts and other written work will be sent to the External Examiners which will permit them to determine that the internal marking has been appropriate and consistent. They should normally see a sample of scripts drawn from the top, middle and bottom of the mark range: they should also be sent scripts of borderline candidates.

Where necessary, External Examiners will participate with Internal Examiners in oral examinations.

Following the Examinations:

External examiners will be invited to attend Departmental meetings to discuss the examination results. They will also be invited to attend the Faculty Examination Board meetings.

External Examiner's Report:

Following the Examination, the External Examiner shall submit a brief report to the Department. Where appropriate, the External Examiner may also submit a report to the President.

The External Examiner and Examination Appeals:

External Examiners may be consulted in relation to matters arising from examination appeals.

Examiners at Postgraduate Level

Examiners at Postgraduate Level are appointed by the Faculty of Theology. Their role corresponds to that of External Examiners at Undergraduate level.

Programme External Examiners will be appointed for Masters Degree in Pastoral Theology, the Higher Diploma in Theological Studies, the MTh (Liturgy) and the MTh (Liturgical Music) programmes.

For the degrees of Licentiate and Master, it is appropriate that an External Examiner be nominated who has expertise in the area of the thesis.

For the Degree of Doctor (DD and PhD), the External Examiner must have specialist knowledge of the area of thesis. Names and professional details of the proposed examiners will be submitted by the director to the Postgraduate Board who will bring same to the Faculty Meeting.

For the Doctorate in Divinity, the External Examiner attends the public defence of the thesis.

For the PhD in Theology, the External Examiner attends the *viva voce* examination, along with the Supervisor of the dissertation, the Internal Reader and the Chair of the *viva* board.

External Examiners will submit a report on the thesis submitted for their attention.

Procedures for the Discussion, Checking and Appeal of Examination Results

The Supervisor of Examinations shall implement the following procedures:

1. Procedures for Discussion of Examination Results:

The Faculty shall arrange a specific date within ten days of notification of examination results, on which students may discuss their theology examination results with the relevant departments of the Faculty. (This arrangement to be in addition to any other arrangement which Departments may make).

2. Procedures for Checking of Examination Results:

(i) Students may formally request the Supervisor of Examinations, Theology Office, in writing, within two weeks from the date of publication of results in College, or, in exceptional circumstances, within such extended period as allowed by the President of the College, to arrange a check of their examination result.

(ii) The Supervisor of Examinations shall communicate with the relevant Head of Department or his / her nominee, who shall arrange to have the results checked as soon as possible. The formal check shall ensure that all parts of the examination (including continuous assessment) have been marked and that no errors occurred in the recording, collating or combining of marks which determined the result.

(iii) The outcome of the checking of examination results shall be communicated in writing by the Head of Department or his / her nominee, to the Supervisor of Examinations who shall, if such an error has occurred, make the necessary arrangements to have the result amended and inform the student concerned without delay.

(iv) The fee for checking an examination result is €25 per subject.

3. Procedures for Appeal of Examination Results:

3.1 Grounds for Appeal

(i) there is evidence of substantive irregularity in the conduct of the examination;

(ii) the student has grounds to indicate that the checking of his / her examination result was not properly carried out;

(iii) there are circumstances which the Examination Board was not aware of when its decision was taken.

- Note: Students who are appealing under ground 3.1(ii) above are obliged to request a recheck through the Theology Office. Any subsequent appeal will be based on the outcome of this initial recheck, and must be lodged within two weeks of the notification of the recheck.
- Note: Students who are appealing under 3.1(iii) must outline the steps taken to notify the department concerned of the circumstances relevant to

their appeal, and the response to any notification. If no steps were taken in this regard, they must explain why this was the case.

3.2 Appeal Procedures

(i) A student who wishes to appeal an examination result must do so in writing, setting out the grounds for the appeal in full, and any supporting evidence, to the Supervisor of Examinations, Theology Office, within three weeks of the issuing of the examination results. There shall be a fee for an examination appeal that will be €60 per subject.

(ii) Upon receipt of a written appeal, the Supervisor of Examinations shall inform the Examinations Appeal Board and the relevant Head(s) of Department(s) that an appeal has been lodged. Where an appeal arises in an Arts Subject the Board of Appeal shall be that of Maynooth University.

(iii) Pending the outcome of an appeal, students should be advised as follows:

- An appeal may not be successful
- Students should avail themselves of any opportunity to re-present for examination, on the understanding that a re-sitting of an examination would not prejudice their appeal in any way
- The conferring of a degree, where relevant, may be deferred, pending the final outcome of the appeal.

3.3 Examinations Appeal Board

(i) The Examination Appeals Board shall consist of four members appointed by the Faculty of Theology. Three of these shall be members of the Faculty and one external member. The Supervisor of Examinations shall not be a member of the Board. The quorum for any meeting of the Board shall be three members. The Faculty shall appoint one of its members Chairperson of the Board.

(ii) The Faculty of Theology shall also appoint three alternate members, who will be called on in the event of the unavoidable absence of a member of the Board or his / her involvement in the appeal under consideration. The alternate members may include extern examiners from subjects other than that involved in the appeal. The President of the College may, on the request of the Chairperson of the Board, appoint additional alternate members provided that such appointments shall lapse unless ratified by the next meeting of the Faculty.

(iii) The Examinations Appeal Board shall consider the appeal and the grounds on which it is based, and may, as appropriate, consult with the internal and external examiner(s). The Board's decision shall be by majority vote, and, in the event of equality of votes, by the casting vote of the chairperson. The chairperson of the Board shall inform the President, the Faculty and the student regarding the outcome of the appeal.

(iv) The Examinations Appeal Board shall complete its business with reasonable expedition, normally within four weeks of the date of the acceptance of the appeal.

(v) The decision of the Examinations Appeal Board shall be final.

Chapter III

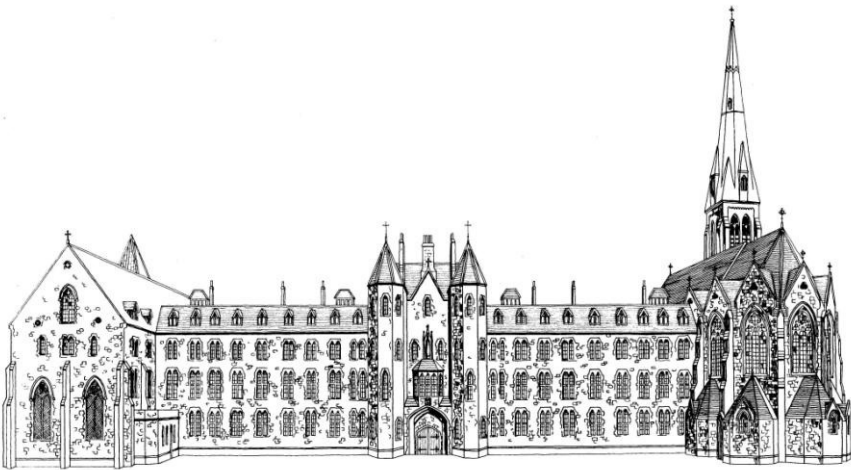
Primary Degree Programmes

in the

Faculty of Theology

at the

Pontifical University



Baccalaureate in Divinity

The Baccalaureate in Divinity (BD) is awarded to students who have successfully completed a three-year full-time programme devoted to the study of Theology.

Admission Requirements

1. In order to register for courses leading to the Degree of Baccalaureate in Divinity (BD), a student:
 - (a) shall have completed a secondary school course and must meet matriculation requirements (Full details of entry requirements may be found on our website:<http://maynoothcollege.ie/pontifical-university/school-leaver/>) or what in the judgement of the Faculty is its equivalent;
 - (b) shall present a transcript that he / she has successfully completed a two-year course in Philosophy.

2. Students who do not qualify under 1 (a) may be considered for admission by the Faculty:
 - (a) if they are of mature age, i.e. if they have reached the age of 23 on or before 1st January of the year of entry into the First Divinity Class;
or
 - (b) if they present a transcript of particular merit from an appropriate institute of Third Level education, containing full details regarding subjects studied, approximate number of lectures, and level of achievement in each subject.

BD Add-On Mode: Students holding a *Diploma in Theology* or equivalent may be admitted to the BD programme in *Add-On* mode. Applicants for the *BD Add-On* mode programme must satisfy the Pontifical University matriculation criteria. Course Content will be based on the syllabus for the BD programme. The specific courses to be undertaken will be decided in advance on an individual basis by the Course Director in consultation with the Dean and the Registrar. The minimum duration of these programmes will be one academic year, and must be full-time. Permission to extend the duration of studies must be sought expressly from the Faculty of Theology. Assessment will be by examination and course work.

Courses for the Baccalaureate in Divinity

First Year Programme

The following list of courses will be offered for the First Year BD Programme in the current year. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>
Introduction to Theology			
TH 101 What is Theology?	O’Gorman	1	5
Systematic Theology			
ST 107 Revelation and Faith	Conway	1	5
ST 209 Ecclesiology: A People in Communion with God and Others	McCaughey	2	5
Moral Theology			
MR 121 Introduction to Moral Theology	Corkery	1	5
MR 127 Conversion, Sin & Virtue	O’Gorman	2	5
Sacred Scripture			
SC 135 Risen Lord in a Pagan Empire	O’Connell	1	5
SC 138 Beginnings of God’s People	Corley	2	5
Ecclesiastical History & Patrology			
EH 144 History of the Early Church I	Ryan	1	5
PA 101 Church and Community in Early Christianity	TBC	2	5
Liturgy			
LI 151 Introduction to Liturgy & Initiation	Tracey	1	5
Mission Studies			
MS 110 Evangelization and Mission Today	O’Sullivan	2	2.5
Pastoral Theology			
PT 103 Practice and Practices of a Living Faith	McAlinden	2	2.5
Liturgical Music			
LM101 Music in Christian Worship	O’Keeffe	2	2.5
Biblical and Theological Languages			
BL 181 Introduction to Biblical Greek	Burroughs	1	2.5
BL 182 Introduction to Ecclesiastical Latin	O’Sullivan	1	2.5
BL 183 Introduction to Biblical Hebrew	Leslie	2	2.5
BD Students are required to choose one Biblical Language in Year 1.			

Second Year Programme

The following list of courses will be offered for the Second Year BD Programme in the current year. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>
Systematic Theology			
ST 206 Theology of Creation and Grace	Ryan	1	5
ST 207 Mariology	McCaughey	1	2.5
ST 209 Ecclesiology: A People in Communion with God and Others	McCaughey	2	5
Moral Theology			
MR 221 Bioethics & Catholic Moral Tradition	Corkery	1	5
MR 223 Marital and Sexual Ethics	O’Gorman	2	5
Sacred Scripture			
SC 241 The Eagle’s Vision	Macnamara	1	5
SC 331 The Wisdom Literature and Psalms	Corley	2	5
Ecclesiastical History and Patrology			
EH 244 History of the Medieval, Renaissance and Reformation Church	Ryan	1	5
EH 245 History of the Medieval, Renaissance and Reformation Church	Ryan	2	2.5
Canon Law			
CL 265 Canon Law and the Ecclesiology of Vat II	Mullaney	1	5
CL 261 Canon Law in the Life of the Church	Mullaney	2	2.5
Faith & Culture			
FC 203 Dynamics of Contemporary Culture	Conway	2	5
Liturgy			
LI 202 Preaching & Presiding I	Tracey	1	2.5
LI 203 The Celebration of the Eucharist	Tracey	2	5
Elective & Special Courses			
Biblical and Theological Languages			
BL 282 Intermediate Biblical Greek	Burroughs	1	2.5
BL 281 Intermediate Ecclesiastical Latin	O’Sullivan	2	2.5
BL 382 Intermediate Biblical Hebrew	Corley	2	2.5

Third Year Programme

The following list of courses will be offered for the Third Year BD Programme in the current year. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>
Systematic Theology			
ST 310 The Eucharist and the Ordained Priesthood	O'Sullivan	1	5
ST 305 The Christian God	TBC	2	5
Moral Theology			
MR 325 Catholic Social Doctrine	Mulligan	1	5
MR 335 Human Rights/ Ministerial Ethics	Shortall	2	5
Sacred Scripture			
SC 241 The Eagle's Vision	Macnamara	1	5
SC 331 The Wisdom Literature and Psalms	Corley	2	5
Ecclesiastical History and Patrology			
EH 244 History of the Medieval, Renaissance and Reformation Church	Ryan	1	5
EH 245 History of the Medieval, Renaissance and Reformation Church	Ryan	2	2.5
Canon Law			
CL 265 Canon Law and the Ecclesiology of Vat II	Mullaney	1	5
CL 261 Canon Law in the Life of the Church	Mullaney	2	2.5
Pastoral Theology			
PT 301 Practicing Theology	McAlinden	1	2.5
Liturgy			
LI 301 Preaching & Presiding II	Tracey	1	2.5
Ecumenism			
EM 301 Inter-Religious Dialogue & Catholic Learning	McCaughey	2	2.5

Elective & Special Courses

3rd Year BD Students are also required to do the following special course:

EL 262 Ethics of War and Peace	Winright	2	2.5
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Elective & Special Courses

3rd Year BD Students are also required to choose two of the following courses:

EL 264 Philosophy of Religion	Egan	1	2.5
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EL 292 Religious Education in Sec. School	Fitzpatrick	1	2.5
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EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
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EL 261 Pastoral Theology and Pope Francis	McAlinden	2	2.5
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EL 260 Philosophical and Theological	Sarot	2	2.5
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Approaches to Evil

EL 259 Out of India: An Introduction to	Kearney	*S	2.5
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Dharmic “Religions”

EL 258 Strong Women and Rich Men	O’Connell	*S	2.5
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EL 276 Major Essay	Faculty		
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S* = Please note these modules will be offered in May/June 2016.

Biblical and Theological Languages

BL 282 Intermediate Biblical Greek	Burroughs	1	2.5
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BL 281 Intermediate Ecclesiastical Latin	O’Sullivan	2	2.5
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BL 382 Intermediate Biblical Hebrew	Corley	2	2.5
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Baccalaureate in Theology

The Baccalaureate in Theology (BTh) is a three-year, level 8, full-time honours degree course aimed at those who wish to broaden and deepen their knowledge of the Christian Faith.

Admission Requirements

Applicants under 23 years of age on 1st of January in the year of proposed entry must meet the matriculation requirements. Full details of entry requirements may be found on our website:<http://maynoothcollege.ie/pontifical-university/school-leaver/>. A points system will operate when the number of applicants exceeds the places available.

Application Procedure: Application for the BTh is made through the Central Applications Office, CAO course code: MU002. (CAO, Tower House, Eglinton Street, Galway. Tel: (091) 509-800 Fax: (091) 562-344.). Applications may be made on-line: www.cao.ie. Applications should be received by the CAO on or before 1st February. Late applications will be accepted up to and including 1st May on payment of an additional fee to the CAO. This degree qualifies for Higher Education grants and for Fee Remission Programmes.

Under certain circumstances a student may defer entry for one year.

Mature applicants: Applicants 23 years of age or over on 1st January in the year of intended entry who do not fulfil the normal matriculation requirements may apply for matriculation on the basis of mature years. Before 1st February, mature applicants must:

1. Submit their applications to the CAO
2. Late applications will be considered up to the late CAO closing date of 1st May. Please contact the Admissions Office if you wish to either make a late application or if you wish to enter our courses on your CAO application using the Change of Mind Facility.

BTh Add-On Mode: Students holding a *Diploma in Theology* or equivalent may be admitted to the BTh programmes in *Add-On* mode. The specific courses to be undertaken will be decided in advance on an individual basis by the Course Director in consultation with the Dean and the Registrar. The minimum duration of these programmes will be one academic year. Permission to extend the duration of studies must be sought expressly from the Faculty of Theology. Assessment will be by examination and course work.

Saint Patrick's College provides a mentoring service designed as a support for first year students as they make their transition to university life. The mentoring service is coordinated by the Registrar of the Pontifical University.

Students are encouraged to avail themselves of this service, although it is not obligatory. Further information may be obtained from the Theology Office.

Courses for the Baccalaureate in Theology

First Year Programme

The following list of courses will be offered for the First Year of the BTh Programme in the current year. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>
Introduction to Theology			
TH 101 What is Theology?	O’Gorman	1	5
Systematic Theology			
ST 107 Revelation and Faith	Conway	1	5
ST 209 Ecclesiology: A People in Communion with God and Others	McCaughey	2	5
Moral Theology			
MR 128 Engaging Ethical Dilemmas	Mulligan	1	5
Sacred Scripture			
SC 136 Introduction to the Bible & Its Worlds	Rogers	2	5
Ecclesiastical History & Patrology			
EH 144 History of the Early Church	Ryan	1	5
PA 101 Church and Community in Early Christianity	TBC	2	5
Liturgy			
LI 151 Introduction to Liturgy & Initiation	Tracey	1	5
Philosophy			
PY 101 Introduction to Philosophy	Casey	1	5
Philosophy	TBC	2	10

Elective and Special Courses

Students in Year I of the BTh programme are required to take two of the following Elective and Special courses:

EL 264	Philosophy of Religion	Egan	1	2.5
EL 292	Religious Education in Sec. School	Fitzpatrick	1	2.5
EL 269	Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 261	Pastoral Theology and Pope Francis	McAlinden	2	2.5
EL 262	Ethics of War and Peace	Winright	2	2.5
EL 260	Philosophical and Theological Approaches to Evil	Sarot	2	2.5
EL 259	Out of India: An Introduction to Dharmic “Religions”	Kearney	*S	2.5
EL 258	Strong Women and Rich Men	O’Connell	*S	2.5

S* = Please note these modules will be offered in May/June 2016.

Second Year Programme

The following list of courses will be offered for the Second Year of the BTh Programme in the current year. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>	
Systematic Theology				
ST 206	Theology of Creation and Grace	Ryan	1	5
ST 207	Mariology	McCaughey	1	2.5
ST 209	Ecclesiology: A People in Communion with God and Others	McCaughey	2	5
Moral Theology				
MR 221	Bioethics & Catholic Moral Tradition	Corkery	1	5
MR 223	Marital and Sexual Ethics	O’Gorman	2	5
Sacred Scripture				
SC 241	The Eagle’s Vision	Macnamara	1	5
SC 231	Prophetic Writings of the OT	Rogers	2	5
Ecclesiastical History and Patrology				
EH 244	History of the Medieval, Renaissance and Reformation Church	Ryan	1	5
EH 245	History of the Medieval, Renaissance and Reformation Church	Ryan	2	2.5
Canon Law				
CL 265	Canon Law and the Ecclesiology of Vat II	Mullaney	1	5
CL 261	Canon Law in the Life of the Church	Mullaney	2	2.5

Ecumenism

EM301 Inter-Religious Dialogue & Catholic Learning McCaughey 2 2.5

Liturgy

LI 203 The Celebration of the Eucharist Tracey 2 5

Pastoral Theology

PT 103 The Practice and Practices of a Living Faith, McAlinden 2 2.5

Elective and Special Courses

Students in Year II of the BTh programme are required to take one *Elective and Special Course*. A student may also take one of the following *Biblical and Theological Language* courses as an *Elective and Special Course*, with the permission of the Registrar in consultation with the Department of Sacred Scripture.

EL 264	Philosophy of Religion	Egan	1	2.5
EL 292	Religious Education in Sec. School	Fitzpatrick	1	2.5
EL 269	Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 261	Pastoral Theology and Pope Francis	McAlinden	2	2.5
EL 262	Ethics of War and Peace	Winright	2	2.5
EL 260	Philosophical and Theological Approaches to Evil	Sarot	2	2.5
EL 259	Out of India: An Introduction to Dharmic "Religions"	Kearney	*S	2.5
EL 258	Strong Women and Rich Men	O'Connell	*S	2.5
EL 276	Major Essay	Faculty		

S* = Please note these modules will be offered in May/June 2016.

Biblical and Theological Languages

BL 181	Introduction to Biblical Greek	Burroughs	1	2.5
BL 182	Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL 282	Intermediate Biblical Greek	Burroughs	1	2.5
BL 183	Introduction to Biblical Hebrew	Leslie	2	2.5
BL 281	Intermediate Ecclesiastical Latin	O'Sullivan	2	2.5
BL 382	Intermediate Biblical Hebrew	Corley	2	2.5

Third Year Programme

The following is the list of courses offered for the Third Year of the BTh Programme. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>
Systematic Theology			
ST 305 The Christian God	TBC	2	5
Moral Theology			
MR 325 Catholic Social Doctrine	Mulligan	1	5
MR 323 Human Rights in Moral Reasoning	Shortall	2	5
Sacred Scripture			
SC 241 The Eagle's Vision	Macnamara	1	5
SC 331 The Wisdom Literature and Psalms	Corley	2	5
Ecclesiastical History and Patrology			
EH 244 History of the Medieval, Renaissance and Reformation Church	Ryan	1	5
EH 245 History of the Medieval, Renaissance and Reformation Church	Ryan	2	2.5
Canon Law			
CL 265 Canon Law and the Ecclesiology of Vat II	Mullaney	1	5
CL 261 Canon Law in the Life of the Church	Mullaney	2	2.5
Faith & Culture			
FC 203 Dynamics of Contemporary Culture	Conway	2	5
Liturgy			
LI 302 Christian Sacraments	Tracey	2	5
Pastoral Theology			
PT 302 Theological Reflection	McAlinden	1	2.5

Elective and Special Courses

Students in Year III of the BTh programme are required to take two *Elective and Special Courses*. A student may also take one of the *Biblical and Theological Language* courses as an *Elective and Special Course*, with the permission of the Registrar in consultation with the Department of Sacred Scripture.

EL 264	Philosophy of Religion	Egan	1	2.5
EL 292	Religious Education in Sec. School	Fitzpatrick	1	2.5
EL 269	Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 261	Pastoral Theology and Pope Francis	McAlinden	2	2.5
EL 262	Ethics of War and Peace	Winright	2	2.5
EL 260	Philosophical and Theological Approaches to Evil	Sarot	2	2.5
EL 259	Out of India: An Introduction to Dharmic “Religions”	Kearney	*S	2.5
EL 258	Strong Women and Rich Men	O’Connell	*S	2.5
EL 276	Major Essay	Faculty		

S* = Please note these modules will be offered in May/June 2016.

Biblical and Theological Languages

BL 181	Introduction to Biblical Greek	Burroughs	1	2.5
BL 182	Introduction to Ecclesiastical Latin	O’Sullivan	1	2.5
BL 282	Intermediate Biblical Greek	Burroughs	1	2.5
BL 183	Introduction to Biblical Hebrew	Leslie	2	2.5
BL 281	Intermediate Ecclesiastical Latin	O’Sullivan	2	2.5
BL 382	Intermediate Biblical Hebrew	Corley	2	2.5

Baccalaureate in Theology and Arts

The Baccalaureate in Theology and Arts (BATH) is a three-year, level 8, full-time, honours degree course comprising Theology and Arts subjects. The Theology courses are taught in the Faculty of Theology of the *Pontifical University*, while the Arts subjects are taught in the *National University of Ireland, Maynooth*.

Admission Requirements

Applicants under 23 years of age on 1st of January of the year of proposed entry must meet the matriculation requirements. Full details of entry requirements may be found on our website: <http://maynoothcollege.ie/pontifical-university/school-leaver/>. A points system will operate when the number of applicants exceeds the places available.

Application Procedure: Application for the BATH is made through the Central Applications Office, CAO course code: MU001. (CAO, Tower House, Eglinton Street, Galway. Tel: (091) 509-800 Fax: (091) 562-344.). Applications may be made on-line: www.cao.ie. Applications should be received by the CAO on or before 1st February. Late applications will be accepted up to and including 1st May on payment of an additional fee to the CAO. This degree qualifies for Higher Education grants and for Fee Remission Programmes.

Under certain circumstances a student may defer entry for one year.

Mature applicants: Applicants 23 years of age or over on 1st January of the year of intended entry who do not fulfil the normal matriculation requirements may apply for matriculation on the basis of mature years. Before 1st February, mature applicants must:

1. Submit their applications to the CAO.
2. Late applications will be considered up to the late CAO closing date of 1st May. Please contact the Admissions Office if you wish to either make a late application or if you wish to enter our courses on your CAO application using the Change of Mind facility.

Saint Patrick's College provides a mentoring service designed as a support for first year students as they make their transition to university life. The mentoring service is coordinated by the Registrar of the *Pontifical University*. Students are encouraged to avail themselves of this service, although it is not obligatory. Further information may be obtained from the Theology Office.

Courses for the Baccalaureate in Theology and Arts

First Year Programme

In the first year students are required to take *three* subjects: Theology, which amounts to about half the year's programme, and two Arts subjects. The Arts courses are described in the syllabus of the *National University of Ireland, Maynooth*.

A. Theology Courses:

The following list of courses will be offered for the First Year of the BATH Programme in the current year. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>
Systematic Theology			
ST 104 Introduction to Christianity	Sheridan	1	2.5
ST 105 On Being Christian Together	Ryan	1	2.5
ST 111 Christianity & World Religions	Claffey	2	5
Moral Theology			
MR 128 Engaging Ethical Dilemmas	Mulligan	1	5
Sacred Scripture			
SC 136 Introduction to the Bible & Its Worlds	Rogers	2	5

B. Arts Courses:

In First Year, *two Arts* subjects must be taken from the following, with not more than one subject being taken from the same group:

1. Law*, Philosophy.
2. Geography, German.
3. Statistics (only in third year), Business, Greek, History.
4. English, International Development, Mathematical Studies (OB3/HD3 Maths required), Politics.
5. Anthropology, Nua-Ghaeilge, (HC3 Irish required)
6. Economics, Finance, Latin.
7. Computer Science (OB3/HD3 Maths required), Music (HC3 required), Sociology, Spanish (available at beginner and intermediate levels).

*Students taking Law as an Arts subject must achieve a minimum of 50% in the Law examinations in first year to progress into second year.

Since subjects in a given group coincide in the timetable, a student can take at most *one subject* from each group.

Circumstances may demand that a limit be placed on the number of students taking a particular subject. For the courses in these subjects see the Syllabus of the National University of Ireland, Maynooth.

Second Year Programme

In second year, students are required to take the following courses in Theology and *one* of their first year Arts subjects. The BATH is only available at Honours Level.

A. Theology Courses:

The following list of courses will be offered for the Second Year of the BATH Programme in the current year. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>
Systematic Theology ST 205 The God of Jesus Christ	McCaughey	2	5
Moral Theology MR 225 Christian Discipleship	O’Gorman	1	5
Sacred Scripture SC 231 Prophetic Writings of the OT	Rogers	2	5
Students must choose <u>three</u> courses from the following			
Ecumenism EM 201 Inter-Religious Dialogue; Principal & Practice	McCaughey	1	5
Sacred Scripture SC 240 To the Ends of the Earth	Rogers	1	5
Liturgy LI 204 The Celebrating Church	Tracey	1	5
Ecclesiastical History EH 250 History of Early Christianity	Moffitt	1	5
Pastoral Theology PT 201 Faith & Practice in Everyday living	McAlinden	2	5
Faith and Culture FC 203 Dynamics of Contemporary Culture	Conway	2	5

B. Arts Courses:

Students are required to take *one* of their first year Arts subjects. The BATH is only available at Honours Level.

For details of Arts subjects see the syllabus of the *National University of Ireland, Maynooth*.

Third Year Programme

A. Theology Courses:

The following list of courses will be offered for the Third Year of the BATH Programme in the current year. Courses are described in full in Chapter IV.

<i>Course Code & Title</i>	<i>Lecturer</i>	<i>Semester</i>	<i>Credits</i>
Systematic Theology			
ST 306 Christian Anthropology	Ryan	1	5
Moral Theology			
MR 342 No Escaping Fundamental Questions	Shortall	1	5
MR 340 Contemporary Issues in Bioethics	Corkery	2	2.5
Sacred Scripture			
SC 336 The Human God	O'Connell	1	5
SC 335 God and Suffering	Corley	2	2.5
Liturgy			
LI 302 Christian Sacraments	Tracey	2	5
Elective and Special Courses			
Students must take two of the following electives in Third BATH:			
EL 264 Philosophy of Religion	Egan	1	2.5
EL 292 Religious Education in Sec. School	Fitzpatrick	1	2.5
EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 261 Pastoral Theology and Pope Francis	McAlinden	2	2.5
EL 262 Ethics of War and Peace	Winright	2	2.5
EL 260 Philosophical and Theological Approaches to Evil	Sarot	2	2.5
EL 259 Out of India: An Introduction to Dharmic "Religions"	Kearney	*S	2.5
EL 258 Strong Women and Rich Men	O'Connell	*S	2.5
EL 276 Major Essay	Faculty		

S* = Please note these modules will be offered in May/June 2016.

A student may also take one of the following as an *Elective and Special Course*, with the permission of the Registrar in consultation with the Department of Sacred Scripture:

Biblical and Theological Languages

BL 181 Introduction to Biblical Greek	Burroughs	1	2.5
BL 182 Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL 183 Introduction to Biblical Hebrew	Leslie	2	2.5

B. Arts Courses:

The Arts subject will be continued in accordance with your selection in second year. For details of the courses in these subjects see the syllabus of the *National University of Ireland, Maynooth*.

For further details contact:



The Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

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Chapter IV

Course Modules

for the

Primary Degree Programmes

in the

Faculty of Theology

BD

Baccalaureate in Divinity

BTh

Baccalaureate in Theology

BATh

Baccalaureate in Theology and Arts

Understanding Modules and Credits

Modules of courses required for the primary degrees of Baccalaureate in Divinity (BD), Baccalaureate in Theology (BTh) and Baccalaureate in Theology and Arts (BATH) are described in the following pages.

Each course is divided into units known as *modules*. Module-descriptions in this Kalendarium follow the conventions of the Bologna Process, a Europe-wide system of measuring educational attainment in order to permit the recognition of qualifications and facilitate movement of students.

Module Name: Each module has a formal name or description.

Module Code: For administrative purposes, each module has a code made up of letters and numbers. The letters are abbreviations of subject-areas, e.g. ST (Systematic Theology), MR (Moral Theology), SC (Sacred Scripture) etc. The first digit of the three-digit number indicates the year of the programme in which the module is typically offered, e.g. 321 is a Third Year course. As some courses are taught on a cyclical basis, a course with first number 2 may be required in third year and vice-versa. The remaining numbers are for purposes of identification only.

Module Co-ordinator or Lecturer: The person teaching the module. Where there is more than one lecturer, the co-ordinator is responsible for the direction of the course.

Department: The Department of the Faculty responsible for this module.

Module Level: In the Bologna system, student progress is measured on a scale of 1-10, e.g. Honours Leaving Certificate (Level 5), Honours Bachelor's Degree (Level 8), Masters (Level 9), Doctorate (Level 10).

Credit rating: Each module carries a number of CREDITS or ECTS (European Credit Transfer System). Credit rating is calculated by the amount of time devoted to the module. A course of two formal lectures weekly for one semester, with tutorials, assignments and independent study, is rated at 5 ECTS. Shorter courses (e.g. one lecture per week for one semester) are rated at 2.5 ECTS. A year's work at Bachelor's level is the equivalent of about 60 ECTS.

Pre-requisites: Some modules require prior work in a subject. This is expressed as a *pre-requisite*.

Co-requisites: Co-requisites are modules taken simultaneously with a particular module. Co-requisites are rare in Theology, except for some modules in the BD programme.

Aims: Each course is designed to communicate to students a body of knowledge or a set of skills. These are described as the *aims* of the course.

Learning Outcomes: These are the skills and knowledge a student may reasonably expect to acquire by the end of the course.

Indicative Syllabus: The indicative syllabus indicates the basic structure of the Module.

Time Allowance for Constituent Elements: The amount of time a student is expected to devote to a given module. It is measured by lectures, tutorials, research / preparation of written assignment (essay) and private study.

Elements and Forms of Assessment: Each course is assessed for a final grade. For regular 5 ECTS courses, this is by a combination of final examination and ongoing assessment (including essay or project). Shorter modules may be assessed by an essay or project alone.

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Systematic Theology

Introduction to Christianity

Module Code: ST 104
Lecturer: Rev Dr John Paul Sheridan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Philosophy

Aims:

- This module aims to introduce students to the theological study of the beliefs and practices of the Christian faith.
- It will provide students with a general overview of the major themes of Christian theological reflection.
- The module will engage the student in a critical reflection on the nature of the theological enterprise.

Learning Outcomes:

- By the end of the module the student will have engaged in a sustained critical reflection on the Christian revelation, the nature and content of faith, and its religious expression.
- The student will have come to an appreciation of the theological task as faith seeking understanding in different contexts.
- The student will know the place of Scripture and Tradition the role of the Magisterium in theology and in the life of the Church.
- The student will appreciate the link between Vatican II and the renewal of theology in the twentieth-century.

Time Allowance for Constituent Elements:

Lectures: 12 hours
Seminars: 3 hours

Elements and Forms of Assessment:

Continuous Assessment: 40%
End of Semester Examination: 60%

Ecclesiology: On Being Christian Together

Module Code: ST 105
Lecturer: Rev Dermot Ryan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Philosophy

Aims:

The course introduces the students to an understanding of the Church's origin, nature and mission, and of the Virgin Mary's role in the mystery of Christ and his Church.

Module Description:

The course will study the following themes:

- What need is there for the Church?
- The origin of the Church
- 'Jesus, yes; the Church, no!' Jesus and his Church
- A communion from God or from Humankind?
- The Church and the Sacraments, especially the Eucharist
- The Holy Spirit and the Church: as the soul in the body
- Mary and the Church: what place has God given Mary in the Mystery of the Church?

Time Allowance for Constituent Elements:

Lectures: 12 hours
Seminars: 3 hours

Elements and Forms of Assessment:

Continuous assessment: 25%
End of Semester Examination: 75%

Revelation and Faith

Module Code: ST 107
Lecturer: Prof. Michael Conway
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

- To introduce the students to the concepts of Revelation and Faith, their roots in Scripture, and their development in Christian tradition.
- To introduce some key theologians in the Christian tradition including Augustine, Aquinas, Luther, Rahner and their contribution to our understanding of revelation and faith.
- To understand the significance of key Church Councils, e.g. Trent, Vatican I and Vatican II.
- To appreciate the plurality of contemporary theologies of faith and revelation and their significance for our understanding of what it means to be a Christian today.

Learning Outcomes: At the end of the module the student will:

- Be able to explain the terms revelation and faith and show how these concepts have developed over time.
- Be able to articulate a theologically-informed understanding of faith.
- Have explored and written on the contribution of at least one theologian on the theme of revelation and/or faith.
- Be able to appreciate the interaction of Scripture, Tradition and Magisterium with particular reference to Vatican II's *Dei Verbum*.

Time Allowance for Constituent Elements:

Seminars: 24 hours
Private study: 64 hours

Elements and Forms of Assessment:

Continuous Assessment: 40%
End of Semester Examination: 60%

Christianity and World Religions

Module Code: ST 111
Lecturer: Rev Dr Patrick Claffey
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

- To offer a general introduction to the main religious traditions of the world
- To look at the place of religion in the world
- To look at avenues for inter-religious dialogue

Learning Outcomes: At the end of the module students will be expected to be able to:

- Recognise features of the universal quest for meaning and how religions provide responses to that quest
- Describe the origin and development of a select number of the World Religions (e.g., Buddhism, Hinduism, Sikhism, Islam)
- Outline the essential characteristics of the beliefs of these religions
- Examine their attraction for the modern world
- Understand the challenges arising for religion in the world most notably fundamentalism
- The universal quest for meaning and the phenomenon of the world religions
- Belief convictions and rituals in the religions of SE Asia (Hinduism; Buddhism; Jainism; Sikhism); and Islam
- Understand fundamentalism across the world religious spectrum
- The relationship between Christianity and the major world religions and issues arising (Nostra Aetate, Dominus Iesus)

Time Allowance for Constituent Elements:

Lectures: 24 hours
Tutorials: 3 hours
Assignment: 15 hours
Private study: 60 hours

Elements and Forms of Assessment:

Continuous Assessment: 40%
Final written exam: 60%

The God of Jesus Christ

Module Code: ST 205
Lecturer: Dr Mary McCaughey
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit rating: 5 ECTS Credits
Pre-requisites: First Year Theology

Aims: This module explores Christology and Redemption in the light of the Paschal Mystery and the Trinity.

Learning Outcomes: At the end of the module the students will be expected to:

- Appreciate the nature of the Triune God as communion and the missions of Son and Spirit.
- Demonstrate a solid understanding of the identity of Jesus Christ in the light of Scripture and Tradition.
- Be competent in explaining Jesus' nature and mission in light of his life, death and Resurrection.
- Explain the connection between Jesus and the Kingdom of God.
- Demonstrate an understanding of the major developments of Christological and Trinitarian doctrine in the first centuries of Christianity.
- Consider Christology as an exploration in light of faith and history.
- Explain Christian Soteriology with reference to Scripture, the Church Fathers, Medieval Theology and Contemporary theological approaches.

Time Allowance for Constituent Elements:

Lectures: 24 hours (Including some seminars in class)
Seminars: 3 hours
Private study: 60 hours

Elements and Forms of Assessment:

Continuous Assessment: 40%
End of Semester Examination: 60%

Theology of Creation and Grace

Module Code: ST 206
Lecturer: Rev Dr Dermot Ryan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit rating: 5 ECTS Credit
Pre-requisites: Two semesters of theology; philosophy (for BD)

Aims: Christian understanding of the doctrines of creation and redemption:

- Fundamental meaning, scriptural and patristic foundations
- Development in the course of history
- Interconnection with other aspects of Christian theology
- Interpretation in the light of modern thought

Learning Outcomes: At the end of the course, the student will:

- Be aware of the significance of these doctrines within Christian Theology
- Understand recurrent issues in the interpretation of these doctrines
- Be attuned to specifically modern difficulties in their interpretation

Indicative Syllabus:

Creation:

- The content of the doctrine of creation and grounds for belief
- Creation in the Bible, and the doctrine development in the early church
- Creation and attributes of God, and God's relation to the world
- The interconnection between creation and other aspects of the Christian faith
- How the doctrine of creation differentiates Christianity from other religions

Redemption:

- The nature / grace distinction in Christian tradition
- Emergence of the doctrine of grace and redemption in the Bible
- Development of the doctrine in the early church and Saint Augustine
- Theories of redemption in the patristic and medieval periods
- Reformation controversy on grace and justification
- Challenges to the Christian view of grace and redemption in modern times

Time Allowance for Constituent Elements:

Lectures:	24 hours
Tutorials:	3 hours
Assignment:	12 hours
Private study:	40 hours

Elements and Forms of Assessment:

Continuous Assessment:	40%
End of semester examination:	60%

Mariology

Module Code: ST 207
Lecturer: Dr Mary McCaughey
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit rating: 2.5 ECTS Credit

Aims:

This module introduces students to Mariology, within the context of the mystery of the Church and Salvation.

Learning Outcomes:

At the end of the module students will:

- Appreciate the Scriptural foundations of Mariology.
- Appreciate patristic and medieval developments in Mariology, with particular reference to the Marian dogmas.
- Understand the significance of the Second Vatican Council for Mariology in its link with ecclesiology.
- Have explored some contemporary directions of Mariology in the light of post-conciliar papal documents and theological texts.
- Consider the place of Marian devotion in the Church today in light of the norms of *Marialis Cultis*.
- Demonstrate an awareness of Ecumenical and Inter-religious perspectives on Mary.
- Have considered the Marian Profile of the Church and the specific vocation of women in the Church.
- Demonstrate an understanding of the connection between Mary and Theological Anthropology.

Time Allowance for Constituent Elements:

Lectures: 12 hours
Private study: 18 hours

Elements and Forms of Assessment:

Essay: 1,500-2,000 words (100%)

Ecclesiology: A People in Communion with God and Others

Module Code: ST 209
Lecturer: Dr Mary McCaughey
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit rating: 5 ECTS Credits
Pre-requisites: ST107

Aims: That students would gain an introduction to the nature of the Church as a communion and explore how that communion takes concrete expression.

Learning outcomes: At the end of the module, the student will:

- Appreciate the sources of ecclesiology from Scripture and Tradition.
- Be aware of the weaknesses of pre-conciliar ecclesiology and theological developments influencing the ecclesiology of the Second Vatican Council.
- Have explored the mystery of the Church as communion from *Lumen Gentium* in light of its Trinitarian, Marian and Eucharistic dimensions.
- Appreciate the model of the Church as People of God in light of the Covenant and the Church's historical dimensions
- Comprehend the relationship between Christ, the Church and the Kingdom
- Appreciate correctly the relationship between the Church and salvation
- Explain the Church as communion "ad extra" in its relationship to the world, to other Christian denominations and World Religions
- Comprehend the essential relationship of the Petrine and Marian dimensions of Church
- Appreciate some aspects of the ecclesiology of communion in Henri De Lubac, Joseph Ratzinger and Hans Urs von Balthasar
- Be able to express a "theology of community" or how the model of church as communion is lived in practice

Time Allowance for Constituent Elements:

Lectures: 24 hours
Tutorials: 3 hours
Assignment: 15 hours
Private study: 60 hours

Elements and Forms of Assessment:

Continuous assessment: 40%
End of semester examination: 60%

Church and Community in Early Christianity – Readings in Patristic Theology

<i>Module Code:</i>	PA 101
<i>Lecturer:</i>	TBC
<i>Department:</i>	Systematic Theology/Ecclesiastical History
<i>Module Level:</i>	8 (Undergraduate)
<i>Credit Rating:</i>	5 ECTS
<i>Pre-requisites:</i>	Early Church History

Aims:

- To introduce students to some of the most important Patristic writers in the early Church.
- To enable students to engage critically with some key Patristic texts, seen in their cultural and historical context.
- To familiarise students with the emergence of Christian theology, with a specific focus on the Church, developing ministerial structures, liturgical life, attitude to the Bible, and the Church's social role.

Learning Outcomes:

At the end of the course students should:

- Appreciate the contribution of some major Fathers of the Church to the development of Christian theology and the Church's self-understanding.
- Become familiar with reading and interpreting Patristic texts, attentive to their use of sources and Scripture, and their historical, cultural and theological context.
- Know how to access critical editions of Patristic texts, reputable translations and relevant secondary materials and commentaries.

Indicative Syllabus:

- *Ressourcement* with the Fathers
- Ecclesiological themes in the Apostolic Fathers
- Justin Martyr and Hippolytus on the early liturgy of the Church
- Irenaeus on soteriology and tradition in the life of the Church
- Tertullian on Baptism and Penance
- Cyprian – the episcopate and the unity of the Church
- Reading and Interpreting the Bible in the Patristic Church – Origen and Jerome
- Athanasius on the divinity of Christ and of the Holy Spirit
- The emergence of Monasticism in the Early Church
- The doctrinal legacy of the Cappadocian Fathers

- The poet as theologian – St Ephrem the Syrian
- Eucharistic ecclesiology and images of the Church in the Patristic era
- St Augustine of Hippo’s portrait of Christ and of the Church
- Patristic insights on ministerial priesthood

Time Allowance for Constituent Elements:

Lectures	24 hours
Private Study	24 hours
Assignment	12 hours

Elements and Forms of Assessment:

Essay	40%
End of Semester Exam	60%

Indicative Bibliography:

A general bibliography will be supplied during the course and specific reading will be recommended in connection with individual sections of the course.

The Christian God

Module Code: ST 305
Lecturer: TBC
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Four Semesters of Theology

Aims:

- To introduce students to the distinctive Christian understanding of God as Trinity, as revealed in Scripture and Tradition.
- To trace the development of Trinitarian doctrine in the Patristic era.
- To establish an appreciation of the centrality of the Creed as the basic grammar of faith.
- To explore the foundational significance of Trinitarian doctrine for other key areas in Theology.

Learning Outcomes:

By the end of the course students should be able to:

- Marshal the Scriptural evidence in favour of Biblical Monotheism and Trinitarian belief.
- Identify the specific contributions of some key Fathers of the Church to the development of Trinitarian doctrine, while attentive to the main heretical challenges presented to such development.
- Explain the doctrinal background to and the teaching of the Council of Nicaea I and Constantinople I on the divinity of Christ and the Holy Spirit, respectively.
- Illustrate the significance of a Trinitarian vision of God for our understanding of the mystery of the Church, its liturgy and mission in today's world, and for contemporary life in society.
- Comment on the significant contributions of some contemporary theologians (e.g. Rahner, Congar, Zizioulas, Moltmann, von Balthasar, Hunt, La Cugna, Downey) to our understanding of the mystery of the Trinity.

Indicative Syllabus:

- Biblical Monotheism and emerging Trinitarian faith
- Patristic contributions to Trinitarian doctrine
- The background to and teaching of the Councils of Nicaea (325) and Constantinople (381) on Christ and on the Holy Spirit
- The Creed, Baptism and the Trinity
- The Trinity and the Paschal Mystery

- A Trinitarian dimension to ecclesiology
- The Trinitarian dynamic of the Liturgy
- The Eucharist and the Trinity
- The Trinity, Christian Spirituality and Prayer
- The Trinity in the lives of selected Saints
- The ecumenical rediscovery of the Trinity
- Living our Trinitarian faith – the Trinity, human persons and society
- Our Lady and the Trinity

Time Allowance for Constituent Elements:

Lectures	24 hours
Private Study	24 hours
Assignment	12 hours

Elements and Forms of Assessment:

Continuous Assessment/Essay	40%
End of Semester Examination	60%

Indicative Bibliography:

A general bibliography will be supplied during the course and specific reading will be recommended in connection with individual sections of the course.

Christian Anthropology

Module Code:	ST 306
Lecturers:	Rev Dr Dermot Ryan
Department:	Systematic Theology
Module Level:	8 (Undergraduate)
Credit rating:	5 ECTS Credits
Pre-requisites:	Four semesters of theology

Aims:

To introduce students to the Christian understanding of the doctrines of creation, original sin, grace and eschatology by considering their:

- Fundamental meaning
- Scriptural and Patristic foundations
- Development in the course of history
- Interconnection with other aspects of Christian theology
- Interpretation in the light of modern thought

Learning Outcomes:

At the end of the course, the student:

- be aware of the significance of these doctrines within general Christian theology
- will have a basic knowledge of recurrent issues in their interpretation
- will be attuned to specifically modern difficulties in their interpretation

Indicative Syllabus:

Creation:

- The content of the doctrine of creation
- Notion of creation in the Bible, and the development of the doctrine in the early church
- Creation and God's relation to the world; the interconnection between creation and other aspects of the Christian faith
- How the doctrine of creation differentiates Christianity from other religions and world-views

Original Sin:

- The problem of evil
- Original sin or dualism?
- The 'fall' and human history
- History of the doctrine of original sin
- The Enlightenment and original sin
- New ideas on evil in the modern period
- Original sin and evolution
- Original sin and divine justice

Grace:

- The nature/grace distinction in Christian tradition
- Emergence of the doctrine of grace in the Bible
- Development of the doctrine in the early church with special reference to St Augustine
- Reformation controversy on grace and justification
- Challenges to the Christian view of grace in modern times

Eschatology:

- The content of the doctrine of eschatology
- Notion of eschatology in the Bible
- Changing perspectives on eschatology
- Eschatology and creation
- Eschatology and history

Time Allowance for Constituent Elements:

Lectures:	24 hours
Tutorials:	3 hours
Assignment:	12 hours
Private study:	40 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of semester examination:	60%

Sacramental Theology: The Eucharist and the Ordained Priesthood

Module Code: ST 310
Lecturer: Rev Dr Noel O’Sullivan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS

Aims:

1. To situate the sacraments in their Christological and Ecclesial roots, leading to a detailed study of the Eucharist as the source and centre of the Sacramental Life of the Church.
2. To show the intrinsic connection between the priesthood of the baptized, the ministerial priesthood, and Christ the Priest.

Learning Outcomes: At the end of the course, the student will:

- Understand the sacramental nature of the Church and its source in Christ the Sacrament of God
- Appreciate the gradual development of sacraments and, at the same time, realize that the sacraments are rooted in Christ
- Recognize the complementarity of the Eucharist as sacrifice and communion
- See the Eucharist as mystery of light and mystery of faith
- Have obtained an overview of the scriptural, patristic and medieval teaching on the Eucharist and the ordained priesthood
- Have an in-depth knowledge of the teaching and perspectives of Vatican II and contemporary theology on Eucharist and priesthood
- Have examined the principal texts of Vatican II and the post-conciliar documents on these two sacraments
- Appreciate the teaching of the Church on women and the priesthood
- Understand the apostolic origins of priestly celibacy
- Understand the role and function of the permanent diaconate in the life of the Church

Indicative Syllabus:

- Christ as sacrament of God; the Church as sacrament of Christ
- History of the sacraments from Scripture, through the patristic and medieval period, to contemporary issues in sacramentality
- The Eucharist as sacrifice and communion, rooted in the paschal mystery
- The Eucharist as mystery of light and mystery of faith, anticipating the heavenly banquet
- Old Testament Roots of Priesthood

- Christ the Priest
- Patristic, Medieval, Reformation and post-Reformation understanding of priesthood
- Vatican II: Conciliar and post-conciliar teaching on priesthood
- Women and the Catholic Priesthood
- The Priest Configured to Christ; Free for the Lord and his People
- History of the permanent diaconate in the Western Church. Pastoral implications of its introduction into the Church in Ireland

Time Allowance for Constituent Elements:

Lectures:	24 hours
Tutorials:	3 hours
Assignment:	15 hours
Private study:	60 hours

Elements and Forms of Assessment:

Continuous Assessment:	40%
End of semester examination:	60%

Moral Theology

Introduction to Moral Theology: Fundamental Matters

Module Code:	MR 121
Lecturer:	Rev. Dr. Pádraig Corkery
Department:	Moral Theology
Module Level:	8 (Undergraduate)
Credit Rating:	5 ECTS Credits
Pre-requisites:	Philosophy

Aims: The Gospel of Matthew retells an encounter between Jesus and a rich young man (Mt 19: 16-22), in which Jesus is asked, “Teacher, what good deed must I do to have eternal life?” Reflecting on this passage, Pope John Paul wrote: “For the young man, the *question* is not so much about rules to be followed, but *about the full meaning of life*” (*Veritas Splendor*, 7). This course introduces students to foundational frameworks of the dynamics of moral reflection.

Learning Outcomes: On successful completion of the module, students should be able to

- Describe the dynamics of moral reasoning and action
- identify the theological and human sources of moral reflection
- Use primary texts, including sacred scripture and relevant texts from the tradition and the Magisterium.
- Apply the principles and practices of moral theology in particular cases

Indicative Syllabus:

- Christian Anthropology
- The Moral Act and its Evaluation
- Character: Virtues and Vices
- Norms: Natural law and Civil Law
- The Role of Scripture in Christian Moral Reflection
- Living Morally in the Christian Community.

Time allowance for constituent elements:

Lectures:	20 hours
Tutorials:	7 hours

Elements and Forms of Assessment:

Continuous assessment/Essay:	40 %
End of semester examination:	60 %

Conversion, Sin & Virtue

Module Code: MR 127
Lecturer: Rev Dr Kevin O’Gorman SMA
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: MR 121 or similar, with Philosophy for BD students

Aims: To develop in students an understanding

- Of the call to Christian conversion through the church as
- Growth in moral and theological virtues
- In contrast with the nature and reality of sin

Learning Outcomes:

- Have learned the biblical and moral-theological basis of Christian conversion as *sequela* (following) and *imitatio Christi* (imitation)
- Have understood the personal development and communal dynamic of virtue(s) in the lives of Christians
- Have studied the Apostolic Exhortation of Pope John Paul II *Reconciliatio et paenitentia*
- Have gained an understanding of the biblical concepts of sin, its historical development and theological treatment

Indicative Syllabus:

- Biblical narratives, moral theological treatment and magisterial teaching of conversion
- Virtues in philosophical/theological tradition(s) and their ‘recovery’ in contemporary moral theology
- Biblical concepts and moral theological models of sin
- The relationship between the ‘drive’ to goodness and the ‘draw’ to holiness on the life of the church

Time Allowance for Constituent Elements:

Lectures: 24 hours
Seminars: 3 hours
Private study: **Required Reading;** Hugh Connolly, SIN,
(London: Continuum, 2002)

Elements and Forms of Assessment:

Continuous Assessment: 40 % (Essay: 20%, Seminars: 15%, Summary Reflection: 5%)
End of Semester Examination: 60 % (one question from **Required Reading**)

Engaging Ethical Dilemmas in the Modern World

Module Code: MR 128
Lecturer: Dr Suzanne Mulligan
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS
Pre-requisites: None

Aims:

To introduce theology students to the ongoing reflections of the Christian tradition on contemporary moral issues.

Learning Outcomes: By the end of the module the student will:

- Be familiar with the approaches of the Christian tradition to the issues of war, peace, the death penalty
- Have gained an understanding of the ethical issues relating to the HIV/AIDS pandemic
- Have a knowledge of the problem of human trafficking in Ireland
- Be familiar with key aspects of the ecological question

Time Allowance for Constituent Elements:

Lectures:	24 hours
Tutorials:	3 tutorials
Private study:	24 hours

Elements and Forms of Assessment:

Continuous Assessment:	40%
End of Semester Examination:	60%

Bioethics and the Catholic Moral Tradition

Module Code: MR 221
Lecturer: Rev Dr Pádraig Corkery
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: MR 121 or similar, with Philosophy for BD / BTh students

Aims:

To introduce theology students to the discipline of bioethics.

Learning Outcomes: At the end of the course, the student will:

- Have a good working knowledge of the central principles of bioethics
- Be well versed in the approach and conclusions of the Catholic moral tradition

Indicative Syllabus:

- The fundamental principles of bioethics
- Reproductive technologies
- ‘Ordinary’ and ‘extraordinary’ medical treatments
- Euthanasia and the ‘right to die’
- The use of embryonic stem cells
- Therapeutic and reproductive cloning

Time Allowance for Constituent Elements:

Lectures:	24 hours
Seminar:	3 hours
Assignment:	10 hours
Private study:	24 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of semester examination:	60%

The Development of Marital and Sexual Ethics

Module Code: MR 223
Lecturer: Rev Dr Kevin O’Gorman SMA
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: MR 121 or similar; Philosofy for BD / BTh students

Aims:

To introduce students to the development of sexual and marital ethics in the light of moral theology and magisterial teaching.

Learning Outcomes: At the end of the course, the student will:

- Have an understanding of the biblical and personalist vision of human sexuality
- Have studied key magisterial documents to know the teaching of the Church in sexual and marital ethics
- Be familiar with Pope John Paul II’s Theology of the Body
- Be cognisant of contemporary moral theological reflection on marriage and the family

Indicative Syllabus:

- A theology of human sexuality based on Scripture and moral theology
- A survey of magisterial teaching from Arcanum to Deus caritas est
- A study of the Irish Catholic Bishops Conference Love is for Life and the United States Catholic Bishops Conference Marriage: Love and Life in the Divine Plan
- Pope John Paul II’s Theology of the Body
- Selected articles from Marriage – Readings in Moral Theology No. 15

Time Allowance for Constituent Elements:

Lectures: 24 hours

Elements and Forms of Assessment:

Essays: 40%
End of semester examination: 60%

Christian Discipleship

Module Code: MR 225
Lecturer: Rev Dr Kevin O’Gorman SMA
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Two semesters of theology

Aims: To investigate the meaning of Christian discipleship as the call to conversion and virtue(s) and the conduct of this life in relation to marital and sexual ethics.

Learning Outcomes: At the end of the course, the student will:

- have learned the biblical and theological basis of Christian conversion
- have understood the place of virtue(s) in the moral life of the Christian
- have deepened their knowledge of the relationship between morality and spirituality
- have studied the biblical concepts, historical developments and theological trajectories (personal and social) of sin(s)
- have an understanding of the biblical and personalist vision of human sexuality in the light of Church teaching

Indicative Syllabus:

- Biblical narratives of conversion and meaning of discipleship in free, faithful and fruitful following of Christ
- Virtues in tradition and contemporary moral theology
- Biblical and moral-theological concepts and models of sin
- The development of sexual and marital ethics from *Arcanum* to *Deus caritas est*

Indicative Bibliography:

Pope John Paul II, Encyclical letter *Veritatis Splendor*, Apostolic Exhortation *Reconciliatio et paenitentia*

Gerald D. Coleman, *Human Sexuality – An all-embracing gift*, New York; alba House, 1992

Hugh Connolly, *Sin*, London: Continuum, 2002

Mark O’Keefe, *Becoming Good, Becoming Holy*, New York: Paulist Press, 1995.

Time Allowance for Constituent Elements:

Lectures: 24 hours
Tutorials: 3 hours

Elements and Forms of Assessment:

Tutorial participation: 40%
End of semester examination: 60%

Human Rights in Moral Reasoning

Module Code: MR 323
Lecturer: Rev Dr Michael Shortall
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To introduce students to the development of human rights in the Western and Catholic Moral Traditions and their role in contemporary moral discourse

Learning Outcomes: At the end of the course, the student will be able to:

- Analyse key scriptural and doctrinal texts in the area
- Discern the evolution of human rights in the Natural Law tradition
- Identify the operation of rights language in the Liberal tradition and tradition of Critique.
- Read critically Human Rights instruments
- Appreciate the effect of rights-language on moral discourse in justice, sexuality, bioethics etc.

Indicative Syllabus:

- Human Rights Documents including *Pacem in Terris*, *UNDHR*, etc
- Historical emergence of the idea of inalienable rights - Ockham
- The Natural Law Tradition – From Aquinas
- The Liberal Tradition – From Hobbes and Locke
- The Critical Tradition – From Rousseau
- The Theological foundations of Dignity and Human Rights

Time allowance for constituent elements:

Lectures: 24 hours
Tutorials: 3 hours

Elements and Forms of Assessment:

Essay and Continuous Assessment: 40 %
End of semester examination: 60 %

Catholic Social Doctrine

Module Code: MR 325
Lecturer: Dr Suzanne Mulligan
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Fundamental Moral Theology

Aims: To introduce students to the roots, content and methodology of Catholic Social Teaching.

Learning Outcomes: At the end of the course, the student will:

- Have a keen understanding of the development of Catholic Social Teaching from *Rerum Novarum* to *Caritas in Veritate*
- Be familiar with the core principles of Catholic Social Teaching; the universal destination of the world goods, the common good, solidarity, subsidiarity etc
- Have an understanding of the Church's teaching on the role of women in society

Indicative Syllabus:

- The Scriptural roots of justice
- The significance of *Rerum Novarum*
- The central principles of Catholic Social teaching
- The development and clarification of Catholic Social Teaching over 100 years
- The Compendium of Social Doctrine of the Church
- The application of the universal teaching to the local Church
- *Mulieris Dignitatem* and the Christian theological tradition on the role of women

Time Allowance for Constituent Elements:

Lectures: 24 hours
Seminar: 3 hours

Elements and Forms of Assessment:

Continuous assessment: 40%
End of semester examination: 60%

Human Rights – Ministerial Ethics

Module Code: MR 335
Lecturer: Rev Dr Michael Shortall
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: This module is divided into two sections: (a) to introduce students to human rights discourse in the Western and Catholic Moral Traditions (b) to reflect on the ethical demands inherent in the pastoral encounter.

Learning Outcomes: At the end of the course, the student will be able to:

- (a) analyse key scriptural and doctrinal and constitutional texts in the area of human rights
- identify the operation of rights in the Natural Law tradition and Liberal traditions
- critically engage human rights from a theological perspective
- (b) discern the basis for the ethical requirements within the Pastoral relationship
- name the basic requirements of relevant codes of behaviour

Indicative Syllabus:

- (a) Historical emergence of the idea of inalienable rights
- Different moral traditions on rights and relevant documents: *Pacem in Terris*, *UNDHR*, etc
- The theological foundations of Dignity and Human Rights
- (b) Theological and Human Foundations of Ministry
- Identifying issues, exploring character ethics and appropriate codes of behaviour

Time allowance for constituent elements:

Lectures: 24 hours (Section A 14 hours/Section B 10 hours)
Tutorials: 3 hours

Elements and Forms of Assessment:

End of semester examination: 60 % (Section A)
Continuous assessment: 40 % (Section B)

Contemporary Issues in Bioethics

<i>Module Code</i>	MR 340
<i>Lecturer:</i>	Rev Dr Pádraig Corkery
<i>Department:</i>	Moral Theology
<i>Module Level:</i>	8 (Undergraduate)
<i>Credit Rating:</i>	2.5 ECTS Credits
<i>Pre-requisites:</i>	Fundamental Moral Theology

Aims: To introduce students to the approach and content of the Catholic moral tradition in the area of bioethics.

Learning Outcomes:

At the end of the course, the student will:

- Have a good knowledge of the central principles of bioethics
- Be aware of the international debate on developments in medicine and biotechnologies
- Have a clear understanding of the approach and conclusions of the Catholic moral tradition in the area of bioethics

Indicative Syllabus

- The fundamental principles of bioethics
- A Christian theological approach to issues in bioethics
- Reproductive Technologies, euthanasia, embryonic stem cell research and use
- *Donum Vitae, Evangelium Vitae, Dignitas Personae*

Time allowance for constituent elements:

Lectures	12 hours
Tutorials	2 hours
Assignment	10 hours
Private study time	24 hours

Elements and Forms of Assessment:

Continuous assessment:	20 %
End of semester examination:	80 %

No Escaping Fundamental Questions

Module Code: MR 342
Lecturer: Rev Dr Michael Shortall
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS

Aims: “No one can escape from the fundamental questions: What must I do? How do I distinguish good from evil?” *Veritatis Splendor*, 2. Yet by way of these questions, important moral foundations are disclosed. By attending to the process of moral reflection, the aims of this module are as follows: to appreciate the operation of fundamental dynamics of human action and reflection; to recognise the principles moving moral discourse, and to employ a Christian perspective in a deliberation towards action.

Learning Outcomes: On successful completion of the module, students should be able to

- Describe the dynamic of moral reasoning and action
- Explain of the theological and human sources of moral reflection
- Relate the principles and practices of moral theology to particular cases
- Identify contemporary debates in method in moral theology

Indicative Syllabus:

- The human desire for happiness and the goal of morality
- A Moral typography
- The identification and scope of moral norms
- The praxis of evil and grace
- Understanding Conscience and its proper role
- Contemporary debates in methodology

Time allowance for constituent elements:

Lectures: 24 hours
Tutorials: 3 hours

Elements and Forms of Assessment:

Exam: 60 %
Continuous assessment: 40 %

What Is Theology?

Module Code: TH 101
Lecturer: Dr Kevin O’Gorman SMA
Department: Moral Theology
Module Level: 8(Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Philosophy

Aims: This module explores Saint Anselm’s classic definition *fides quaerens intellectum* – faith seeking understanding – in terms of its philosophical undertaking and theological underpinning. The scriptural and liturgical roots of faith and their relation to morality and spirituality will be explored in a systematic way with reference to theological method(s).

Learning Outcomes: At the end of the course the student will have

- A basic understanding of the terminology and tasks, sources and methods of theology as aids to the articulation of faith, both personal and communal
- An awareness of the ecclesial crucible of theology in the context of evangelization
- An ability to relate this module to other fundamental modules in first year theology
- An appreciation of the history of theology together with the plurality of contemporary theological approaches

Time Allowance for Constituent Elements:

Lectures: **24** hours

Seminars: **3** hours

Private study: **2** hours for reading material selected for each of

12 Core Lectures and **2-3** hours for each of **3** Seminars in addition to adequate time for Essay Preparation and Presentation

Elements and Forms of Assessment:

Continuous Assessment: 40% (20% for Essay; 15% for 1-Page Reflection Paper on **each of three seminars**; 5% for Final Reflection)

End of Semester Examination: 60%

(Readings for Lectures and Seminars will constitute at least **two** of the questions)

Sacred Scripture

The Risen Lord in a Pagan Empire

Module Code: SC 135
Lecturer: Rev Professor Séamus O'Connell
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To introduce students to the critical study of the Synoptic Gospels so that they can be read as narratives hope for contemporary communities of faith and as good news in the “courtyard of the Gentiles.”

Learning Outcomes: At the end of the course, the student will:

- Understand and be able to use contemporary exegetical concepts and terminology
- Have obtained an overview of the historical dimensions of the text and the associated diachronic methods
- Be familiar with narrative and literary methods of textual interpretation and the associated synchronic methods
- Have a gained familiarity and fluency in the narrative of Mark's Gospel and its interpretation

Indicative Syllabus:

- The New Testament World: geography, peoples, powers and religions
- The History of Second Temple Judaism: groupings and tendencies
- The Gospels: genre, development, character
- The *lectio continua* of the Mark's Gospel
- Ways of read: different approaches to gospel interpretation
- Parables in contemporary gospel interpretation
- Exegesis of selected Gospel passages
- Major theological concerns of Mark: Christology, discipleship, ecclesiology, theology of God
- Issues in contemporary Gospel scholarship: e.g., the historical Jesus debate, Synoptic Theory

Time Allowance for Constituent Elements:

Lectures:	24 hours
Tutorials:	3 hours

Elements and Forms of Assessment:

Continuous Assessment:	50% (essay, tutorials, in-class quizzes)
Final examination:	50% (End of semester)

Moses, Jesus and their Companions: A Narrative Introduction to the Bible and its Worlds

Module Code: SC 136
Lecturer: Dr Jessie Rogers
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To introduce students to the academic study of the Bible, to the critical issues which emerge in the study, interpretation and actualisation of Christian Scriptures.

Learning Outcomes: At the end of the course, the student will:

- be familiar with the nature and structure of both Old and New Testaments
- have an understanding of the worlds and contexts from which the Bible emerged;
- have a gained a familiarity with key texts from both Old Testament and New Testament;
- have acquired an initial methodology for the close, analytical and reflective reading of biblical narratives.

Indicative Syllabus:

- How the Bible came to be: history and significance of the biblical canon
- The texts of the Bible: TaNaK, Targum, LXX, the Churches and their Bibles
- The Contexts of the Bible: historical, religious, cultural, liturgical
- Beginning to read the Bible: initial approaches to key biblical texts
- Significant biblical figures: Abraham, Moses, David, Ruth, Jonah, Habakkuk, John the Baptist, Jesus, Paul
- Key biblical concepts: Torah, Prophecy, Psalmody, Wisdom, Kingdom, Parable, Second Temple Judaism, Ancient Biography, Gospel, Letter
- Biblical narrative—its art and interpretation

Time Allowance for constituent elements:

Lectures: 24 hours
Tutorials: 3 hours

Elements and Forms of Assessment:

Continuous Assessment: 40 %
End of semester examination: 60 %

Beginnings of God's People

Module Code: SC 138
Lecturer: Dr Jeremy Corley
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To familiarize students with the stories of the beginnings of God's chosen people in the Pentateuch, as well as current approaches to their interpretation for Christian theology.

Learning Outcomes: At the end of the course, the student will:

- Appreciation of the five Books of Moses as a foundational text within Judaism and Christianity;
- Appreciation of Israel's understanding of God as Creator and of the universe as creation;
- Awareness of biblical traditions about the origins of the people of Israel;
- Awareness of the foundational roles of the biblical patriarchs and matriarchs;
- Appreciation of the role of covenant as binding the people together;
- Understanding of the character of Torah as revelation, divine word, and call;
- Understanding how the New Testament reads the Pentateuchal narratives;
- Acquisition of a methodology that enables a close, analytical and faith-filled reading of key Pentateuchal texts.

Indicative Syllabus:

- Overview of the Pentateuch
- Israel's stories of creation and sin
- Narratives of the patriarchs and matriarchs
- Exodus liberation of the chosen people from slavery
- Foundational role of covenant in relation to God and the community
- Basis of Israel's ethical codes
- Torah as revelation, divine word, and call
- Deuteronomy & the Deuteronomist
- Readings of key Pentateuchal texts in the New Testament

Time Allowance for constituent elements:

Lectures:	24 hours	Tutorial preparation:	16 hours
Tutorials:	4 hours	Reading for class:	24 hours
Assignment:	24 hours	Exam preparation:	12 hours

Elements and Forms of Assessment:

Continuous assessment: 40% = essay and tutorials;
Final examination: 60% = end of semester examination

Prophetic Literature of the Old Testament

Module Code: SC 231
Lecturer: Dr Jessie Rogers
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: SC 131 or equivalent

Aims: To enable students critically to interpret the Old Testament prophets and the literature attributed to them.

Learning Outcomes: At the end of the course the student will:

- Be aware of the variety of types of prophecy in the OT and the importance of the literary forms within prophecy
- Understand the specific socioeconomic, political, and religious contexts within which OT prophecy took shape
- Be familiar with key theological themes and motifs of the prophetic literature
- Have a sense of the ongoing significance of the prophetic in the life of faith

Indicative Syllabus:

- Prophecy within its Ancient Near Eastern context
- The prophetic Imagination
- Early Israelite Prophets – Samuel and Elijah
- Eighth-century prophecy in Israel – Amos
- Eighth-century prophecy in Judah – Isaiah
- Jeremiah and the fall of Jerusalem
- Exilic Prophets – Ezekiel and Second-Isaiah
- Postexilic prophets – Haggai and Zachariah
- Prophetic tale – Jonah
- Prophecy and Apocalyptic – Daniel
- Messianic prophecies and the *sensus plenior*

Time Allowance for Constituent Elements:

Lectures:	24 hours	Assignment	6 hours
Tutorials	3 hours	Private Study	40 hours

Elements and Forms of Assessment:

Continuous Assessment: 40%
Final Examination: 60%

The Eagle's Vision: An Introduction to the Narrative, Christology, and Theology of the Fourth Gospel

Module Code:	SC 241
Lecturers:	Dr Luke Macnamara OSB
Department:	Sacred Scripture
Module Level:	8 (Undergraduate)
Credit Rating:	5 ECTS Credits
Pre-requisites:	SC 131-4 or similar

Aims: To introduce students to the interpretation of the Fourth Gospel and to examine more closely the recent literary and narrative approaches to the Fourth Gospel

Learning Outcomes: At the end of the course, the student will:

- be aware of the distinctiveness of the Fourth Gospel especially at the literary and narrative levels;
- be familiar with scholarly issues of interpretation, including the contributions of R. Bultmann, R. E. Brown, R. A. Culpepper, A. T. Lincoln
- be capable of applying the narrative approach to the Fourth Gospel;
- be aware of the various Christologies and Eschatologies presented in the Gospel;
- have gained confidence in the reading of the Fourth Gospel in liturgical worship and in preaching.

Indicative Syllabus:

This module will examine

- the relationship of the Fourth Gospel to earlier Gospel tradition;
- the more significant text-critical issues relating to the Fourth Gospel;
- the Formation of the Fourth Gospel, with particular reference to major modern theories and the search for the 'Johannine Community';
- literary and narrative interpretations of the Fourth Gospel, with special attention to analysis of the principal characters (Jesus, God, Spirit, disciples, "Jews");
- key major pericopae, including the Johannine "signs" (esp. Cana, John 5, 9 and 11), the Johannine discourses in view of their distinctiveness (esp. John 6), Jesus and the feasts of the Jews (Jesus at Tabernacles John 7-10), Passion and resurrection traditions in John;
- John and 'the search for the Historical Jesus';
- theological questions of the Fourth Gospel, especially those of Christological and Eschatological import.

Time Allowance for Constituent Elements:

Lectures	24	hours
Lecture Preparation	18	hours
Tutorials & Tutorial Preparation	24	hours
Essay	20	hours
Private study time	24	hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of Semester examination:	60%

Servant of Christ and Steward of the Mysteries of God (1Cor 4:1): An Introduction to the Writings, Theology and Spirituality of the Apostle Paul

Module Code:	SC 239
Lecturers:	NOT OFFERED IN CURRENT ACADEMIC YEAR
Department:	Sacred Scripture
Module Level:	8 (Undergraduate)
Credit Rating:	5 ECTS Credits
Pre-requisites:	SC 131-4, 231-4 or equivalent

Aims: To introduce students to the critical study of Paul, his writings, and his theology with a special emphasis on Paul as a model for the mission and ministry of the Church

Learning Outcomes: At the end of the course, the student will:

- have obtained an overview of the Pauline writings in the NT
- be cognisant with contemporary issues in the study of First Century Christianity in its Jewish and Greco-Roman contexts
- have a knowledge of the Paul's fundamental theological concerns and will be able to offer an nuanced perspective of those concerns.
- appreciate the spiritual, mystagogical, and pastoral concerns of the protopauline letters.
- be able to interpret certain key Pauline texts.
- be sensitive to the importance of Paul for contemporary Christianity

Indicative Syllabus:

- Saul the Pharisee: world view, religious expression, Scriptural hermeneutics
- The Making of Paul: Paul according to Paul, Paul according to Acts, Paul according to Luther
- Christianity before and after Paul: Jews and Christians in the First Century Roman Empire
- Paul as Convert and Mystic: Paul's experience of Christ and of the Spirit; prayer in Paul
- Paul and God: Israel, the Law, eschatology, soteriology
- Paul and Christ: the crucified, risen, indwelling and vivifying Lord
- Paul as Pastor: imitator (1Cor 11:1) and servant (1 Cor 4:1) of Christ
- Paul and Community: life in the 'Body of Christ'
- Paul as Evangelizer: 'steward of the mysteries of God' (1Cor 4:1) and 'ambassador of Christ' (2Cor 5:6)
- Paul beyond Paul: Deuteropauline Writings, Paul and the gospels

Time Allowance for Constituent Elements:

Lectures	24 hours
Lecture Preparation	18 hours
Tutorials	4 hours
Assignment	30 hours
Private study time	24 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of Semester examination:	60%

To the Ends of the Earth

Module Code: SC 240
Lecturer: Dr Jessie Rogers
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To explore early Christian theology through the critical study of the Acts of the Apostles and the letters of Paul against their Jewish and Hellenistic backgrounds and within an Imperial Roman context; to develop exegetical skills.

Learning Outcomes: At the end of the course, the student should be able to:

- Situate Paul and his proclamation within Jewish, Hellenistic and Imperial Roman contexts
- Understand and use contemporary exegetical concepts and terminology
- Apply appropriate methods of textual interpretation to selected texts
- Discuss certain central concepts in Pauline theology
- Appreciate the importance of Paul for the emergence of Christianity and within the ongoing life of the Church.

Indicative syllabus:

- Paul's role in the formation of the New Testament
- Jews and Christians in the 1st century Mediterranean world
- Paul the Pharisee: world view and religious expression
- Paul's Gospel in an Imperial Context
- Luke's portrait of Paul and Paul's portrait of himself
- Ways of reading: different approaches to the interpretation of Paul's letters
- Exegesis of selected passages in both Proto- and Deuteropauline letters
- Key elements of Pauline theology: covenantal, cruciform, pneumatic, apocalyptic
- Pauline ethics
- Reception and Reaction: key readings of Paul

Time allowance for constituent elements

Lectures: 24 hours	Assignment: 10 hours
Tutorials: 3 hours	Private Study: 32 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
Final Examination	60%

The Wisdom Literature and Psalms

Module Code: SC 331
Lecturer: Rev Dr Jeremy Corley
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: SC 231 or equivalent

Aims: To introduce theology students to the study of the Wisdom Literature and the Psalms.

Learning Outcomes: At the end of the course, the student will:

- Appreciate the role and function of Israel's Wisdom literature
- Be familiar with main theological themes and their continuing relevance
- Appreciate the poetry of the Psalms and their continuing relevance for faith life

Indicative Syllabus:

- The Background – Wisdom in the Ancient Near East, content and forms
- The beginnings of Wisdom in Israel
- Characteristics of Israelite Wisdom: survey of the Wisdom corpus
- Learning from experience: the Books of Proverbs and Sirach and Israel's traditional wisdom
- The challenge to traditional wisdom by Job and Qohelet (Ecclesiastes)
- The resolution provided in the Wisdom of Solomon
- Some issues in Wisdom theology: a. Wisdom and creation theology, b.the problem of retribution; c. the personification of Wisdom
- The origin and setting of the Psalms
- Characteristics of Hebrew poetry, psalm categories and typical structures
- Study of representative psalms
- Theological Questions in the psalms: i. vengeance and the psalms? ii. Christological interpretation in Fathers and Liturgy, iii. Praise and prayer
- Readings from course books: Bergant, D, *Israel's Wisdom Literature*; McCann, JC, *Theological Introduction to the Book of Psalms*; Murphy, R, *The Tree of Life and The Gift of the Psalms*

Time Allowance for Constituent Elements:

Lectures:	24 hours
Tutorials:	4 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of Semester examination:	60%

The Human God: A Narrative Introduction to the Christology and Theology of the Gospel of Mark

Module Code: SC 336
Lecturer: Prof. Séamus O’Connell
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: SC 136 or equivalent

Aims:

To explore the Christology, eschatology and theology of God in the Gospel of Mark in a way that values the narrative character of the gospels

Learning Outcomes: At the end of the course, the student will:

- appreciate the essential narrative character of Mark’s theology of God, his Christology and his eschatology
- be familiar with narrative and literary methods of textual interpretation, their parameters and values
- have a gained familiarity and fluency in the exegesis of Mark’s Gospel
- will be able to interpret certain key texts from the Second Gospel
- will be sensitive to the historical, narrative, theological, and cultural dimensions of the Gospel of Mark.

Indicative Syllabus:

- Approaching gospels anew: genre, development, character
- Narrative Criticism: history, development, fruits and limits
- Understanding Jesus: the nature and history of Christology
- Approaching God—the neglected factor in New Testament theology
- The contexts and concerns of Mark: First Century Judaism, emerging Christianity, Greco-Roman Culture, theology of Paul
- Exegesis of key Markan and Pauline texts
- Issues in contemporary gospel scholarship (e.g., the historical Jesus debate, Synoptic Theory) in a narrative perspective

Time Allowance for Constituent Elements:

Lectures:	24 hours	Assignment:	10 hours
Tutorials:	4 hours	Private study:	24 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of Semester examination:	60%

God and Suffering in the Wisdom Literature

Module Code: SC 335
Lecturer: Rev Dr Jeremy Corley
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims: To enable students to explore critically the diverse responses in the Wisdom literature to the problem of human suffering and divine justice.

Learning Outcomes: At the end of the course the student will:

- Know the variety of responses to experiences of human suffering in the OT
- Know the contribution of OT Wisdom Literature to the problem of theodicy
- Know the relevant socio-historical backgrounds
- Interpret a selection of Wisdom texts as words of hope for today's world

Indicative Syllabus:

- God and humanity in the OT
- The Deuteronomic scheme of retribution
- The 'Suffering Servant' in Isaiah
- Experiences of suffering in the Psalms of Lament
- Explanations of human suffering in the Book of Job
- Questioning of God in the Book of Qoheleth
- Affirmations of divine justice in Sirach
- Retribution in the afterlife according to the Book of Wisdom

Time Allowance for Constituent Elements:

Lectures: 12 hours
Tutorials: 2 hours

Elements and Forms of Assessment:

Continuous Assessment: 40%
Final Assignment: 60%

Ecclesiastical History & Patrology

History of the Early Church

Module Code: EH 144
Lecturer: Professor Salvador Ryan
Department: Ecclesiastical History
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Co-requisites: Fundamental Theology

Aims: To

- Introduce the key themes, events and personalities in the early history of the Christian Church.
- Provide students with a good overview of the most up to date scholarship on the history of Early Christianity.

Learning Outcomes: At the end of the course, the student should:

- Appreciate the main events and personalities of the Early Church
- Appreciate the main Christian writers and the major writings
- Be familiar with the different models of Church-State relations in the first millennium.
- Be introduced to the early heresies and theological controversies.
- Be familiar with the early ecumenical councils.

Indicative Syllabus:

- Sources for the early Christian movement and what they tell us
- Early Christian communities and the spread of Christianity
- Relations between the early Christians and the Roman Empire
- The Early Fathers and their contribution to the evolution of Theology
- Ebionites and Marcionites
- Constantine and Imperial Christianity
- Trinitarian and Christological controversies
- Augustine's struggle against Donatism and Pelagianism
- The birth of monasticism in Egypt and Syria

Time allowance for constituent elements:

Lectures: 24 hours
Assignment: 24 hours
Private study: 24 hours

Elements and Forms of Assessment:

Essay: EH144: 40%
End of semester examinations: EH144: 60%

History of the Medieval, Renaissance and Reformation Church

- Module Code:** EH 244 and 245
Lecturer: Professor Salvador Ryan
Department: Ecclesiastical History
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits for EH 244/ 2.5 ECTS Credits for EH 245
Pre-requisites: History of the Early Church

Aims: To

- Introduce students to the study of Medieval, Renaissance and Reformation Ecclesiastical History
- Provide students with a good overview of the most up to date scholarship on the history of the medieval, Renaissance and Reformation periods

Learning Outcomes: At the end of the course, the student should:

- Have gained an understanding of the main ecclesiastical events and personalities of the Medieval, Renaissance and Reformation periods
- Appreciate the evolution in theology, spirituality, ecclesiastical ministry and popular practice, which characterised the later Middle Ages
- Be familiar with the factors leading to an increasing distance between Eastern and western Christianity in the later Middle Ages
- Understand the role of the new universities in theological development
- Be aware of the role of the various dissenting movements within Christianity leading up to the sixteenth-century Reformation
- Appreciate the effects of the Avignon Papacy and Great Western Schism on the office of the Roman Pontiff
- Be familiar with the Church's contribution to the Arts in the Renaissance period
- Have gained an understanding of the dynamics of the Reformations – Protestant and Catholic in the sixteenth century

Indicative Syllabus:

- Charlemagne and the Carolingian Renaissance
- The Christianisation of Northern Europe
- Christians living under Islamic rule: the case of Al-Andalus
- Relations between Eastern and Western Christianity
- Gregorian Reform
- The Crusades
- The Universities and Scholasticism
- The Irish Church in the eleventh and twelfth centuries: Reform

- The New Religious Orders – Cistercians, Franciscans, Dominicans, etc
- The Investiture Controversy
- The world of Pope Innocent III
- Jews and Christians in the Middle Ages
- Heresy and the medieval inquisitions
- The Avignon Papacy
- The Great Western Schism and Conciliarism
- The Renaissance and the Christian Church
- Reformers before the Reformation
- Europe and the age of Reformations

Time allowance for constituent elements:

Lectures:	36 hours
Assignment:	24 hours
Private study:	36 hours

Elements and Forms of Assessment:

Essays:	EH244: 40%
End of semester examinations:	EH244: 60% / EH245 100%

History of Early Christianity: From the Book of Acts to the Book of Kells

Module Code: EH 250
Lecturer: Dr Miriam Moffit
Department: Ecclesiastical History
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Two semesters of Theology

Aims:

- To provide students with a fundamental understanding of the history of the early Church (from its beginnings in Jerusalem to c.500AD) and also the history of Christianity in early medieval Ireland (from c. 400- c.900)
- To enable students to place in historical context core areas of theological study covered in other modules, such as the composition of New Testament writings and the formation of the Canon, in addition to the development of Christian doctrine and its expression in the decrees of early church councils.

Learning Outcomes: At the end of the course, the student should have:

- Gained a basic knowledge of the narrative of early Christian history and an awareness of the development of church structures over time, both universally and in the specific case of early medieval Ireland.
- Be able to place other areas of study such as the development of the Christian scriptures and the evolution of creedal formulas into their historical contexts.

Indicative Syllabus:

- Historical sources for Jesus of Nazareth.
- The worlds into which Christianity was born: Jewish and Greco-Roman.
- The Jewish context of the Jesus movement: Jewish and Gentile Christianities.
- Second-century Christianity and some of its issues: Ebionites, Marcionites, Gnostics. The beginnings of canonisation of Scripture.
- Christianity as a 'pernicious superstition'. Roman attitudes and the response of the apologists. Christians as a 'third race'
- State persecution and the cult of martyrdom: the birth of Donatism.
- Constantine and the establishment of the imperial Church.
- Greek philosophy and the birth of Christian theology.
- The Arian crisis of the fourth century.

- From Constantine to Chalcedon
- Augustine and Pelagius on Grace.
- The evidence for pre-Christian religions in Ireland.
- The evidence for Patrick – his writings and vitae
- The establishment of Christianity in Ireland – some important figures
- Writings of the early Irish Church
- Material evidence for early Christian Ireland
- Expansion of the early Irish Church & the contribution of the *peregrini*.
- Writing the history of the early Irish church – two perspectives on Patrick

Time allowance for constituent elements:

Lectures:	24 hours
Assignment:	12 hours
Private study:	24 hours

Elements and Forms of Assessment:

Essay	40%
Exam:	60%

Required Reading:

Joseph H. Lynch, *Early Christianity: a Brief History*. Oxford: Oxford University Press, 2009.

Liturgy

Introduction to Liturgy and Christian Initiation

Module Code: LI 151
Lecturer: Rev Professor Liam Tracey OSM
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

- To provide the student with skills in exploring Christian worship
- An understanding of the factors in the development of human celebration
- To focus on the development of Christian Initiation of Adults and Children, as examples of liturgical worship

Learning Outcomes: At the end of the module, the student will be expected to display the following skills:

- To reflect critically on religious practice as expressed in religious ritual
- A detailed description of the development and the nature of Christian liturgy
- To explain some of the methods used by liturgists in studying the liturgical action and to outline the various historical models of making Christians
- Be able to read critically key theological documents
- To distinguish theological and historical arguments
- To research and present an assessed essay
- To introduce material to a group clearly and concisely
- To select and evaluate evidence carefully

Indicative Syllabus:

The search for liturgical method:

The reality of human celebration; Introduction to ritual theory; Method in Liturgical Studies; Liturgical action and theology; Historical development of Christian liturgy; Vatican II and the reform of liturgy

Christian Initiation:

Initiation in the human lifecycle; Initiation in Judaism and Christianity; The baptism of Jesus; New Testament metaphors for baptism; Evolution and Dissolution of Initiation; The enigma of Confirmation

Time Allowance for Constituent Elements:

Lectures: 24 hours

Elements and Forms of Assessment:

Continuous assessment: 30%
End of Semester examination: 70%

Preaching and Presiding I

Module Code: LI 202
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Prerequisites: A semester of liturgical studies

Aims:

This practicum explores the homily as a liturgical action within the Christian assembly. Participants consider the basics of homiletics and the liturgical, pastoral, contextual, and practical dynamics of preaching for Sundays, Feasts, and Liturgical Seasons.

The second part of the practicum is designed for priesthood candidates to develop competency in leadership of sacramental rites, including Christian initiation, weddings, and funerals.

Course Content:

- Consideration of the Church's liturgical heritage
- Reflection on the introductions to the Church's rites
- Classroom experiences in presidential leadership combine to develop the students' abilities to preside at public liturgy

Time Allowance for Constituent Elements:

Six two hour sessions.

Elements and Forms of Assessment:

Three liturgical homilies: 100%

The Celebration of the Eucharist, Liturgical Time and Daily Prayer

Module Code: LI 203
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

- To provide the student with critical skills in exploring the nature and history of Eucharist, the culminating sacrament of Christian Initiation
- To foster an understanding of the development of the celebration of the Eucharist over the course of the centuries
- To focus on the nature of Liturgical Time as the context for the celebration of Christian liturgy

Learning Outcomes:

- To reflect critically on liturgical texts
- To give a detailed description of the development, structure and the nature of the celebration of the Eucharist
- To clearly explain the nature of Eucharistic praying
- To distinguish historical and theological arguments
- To research and present an assessed essay

Time Allowance for Constituent Elements:

Lectures: 24 hours

Every participant must have a copy of Irish Catholic Bishops' Conference, *General Instruction of the Roman Missal*, Dublin: Irish Liturgical Publications, 2005.

Elements and Forms of Assessment:

Continuous Assessment: 30%
End of Semester examination: 70%

The Celebrating Church: An Introduction to Liturgy and Worship

Module Code: LI 204
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8
Credit Rating: 5 ECTS

Aims: This course will introduce students to the liturgy of the Christian Church. Beginning with the scriptural foundations of Christian liturgy, the course will explore its historical development and theological grounding. Particular attention will be paid to the ritual nature of liturgical celebration, the role of public prayer in the life of the Church and an introduction to the Sacraments of Christian Initiation: Baptism, Confirmation and Eucharist.

Indicative Syllabus

- Getting started: Expectations, Outlines and Assessments
- Defining liturgy, worship and ritual?
- Language, symbol and ritual communication.
- Rites of passage and liturgical celebration
- The origins and development of Christian liturgy. What is a Rite?
- From Jerusalem to Rome: The growth of a Rite.
- The Age of Constantine
- Medieval Christianity and its celebrations
- Crisis, Division and Reform: The Reformations
- The liturgical reforms of the Second Vatican Council.
- Reading the Constitution on the Sacred Liturgy
- The Sacraments of Christian Initiation
- Liturgy in Space and Time
- The cult of the saints
- Contemporary Concerns and liturgical developments

Basic Bibliography

Ferrone, Rita, *Liturgy, Sacrosanctum Concilium*, Mahwah: Paulist Press, 2007.

Ramshaw, Gail, *Christian Worship, 100,000 Sundays of Symbols and Rituals*, Minneapolis: Fortress Press, 2009.

Day, Juliette, *Reading the Liturgy : An exploration of texts in Christian Worship*, (London: T&T Clark, 2014).

Mitchell, Nathan, *Meeting Mystery* (Maryknoll, NY: Orbis Books, 2006).

Time Allowance for Constituent Elements:

Lectures: 12 hours Assignment: 8 hours

Elements and Forms of Assessment:

Continuous Assessment: 30% End of semester examination: 70%

Preaching and Presiding II

Module Code: LI 301
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Two semesters of liturgical studies LI 202

Aims:

This second practicum builds on the foundations and skills covered by the previous one. Special emphasis will be given to preaching and presiding at the celebration of the Sunday Eucharist. In the second part of the practicum attention will be paid to the pastoral care and anointing of the sick and the ministry of reconciliation.

Course content:

- The liturgical role of the deacon
- Fostering a personal presiding style
- Linking presiding at liturgy with one's theological formation

Time Allowance for Constituent Elements:

Six two hour sessions.

Elements and Forms of Assessment:

To be agreed at the start of the course.

Christian Sacraments

Module Code: LI 302
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

Based on a foundational understanding of the Church as mystery, communion and mission, this module will study the sacraments from both an historical and theological perspective. Particular focus will be placed on two statements of Vatican II : ‘the purpose of the sacraments is to sanctify people, to build up the body of Christ, and, finally, to give worship to God; because they are signs they also instruct ...they are called “sacraments of faith.” ’ [*Sacrosanctum Concilium*, 59].

Learning Outcomes:

On successful completion of this module the student will be able to:

- Demonstrate a knowledge and understanding of the sacramental nature of being Christian
- Be familiar with developments in sacramental theology
- Demonstrate an ability to organise and communicate their understanding of issues in sacramental theology through written assignment
- To reflect on the pastoral dimensions of sacraments
- Identify the central issues in the theology of each sacrament

Time Allowance for Constituent Elements:

Lectures: 24 hours

Elements and Forms of Assessment:

Continuous Assessment: 30%
End of Semester examination: 70%

Canon Law

Canon Law in the Life of the Church

Module Code:	CL 261
Module Coordinator:	Rev Prof Michael Mullaney
Department:	Canon Law
Module Level:	8 (Undergraduate)
Credit Rating:	2.5 ECTS

Aims: This course introduces students to:

- The theological foundations of law in the Church.
- The fundamental concepts, principles and definitions of canon law.
- The principles of interpreting Law in the Church.
- The distinctive nature and exercise of rights in the Church.
- Instruments of due process and penal law in the Church.

Learning Outcomes:

- Give students a greater appreciation of the historical and ecclesiological/theological foundations of the law of the Church.
- Acquire the academic skills to interpret and apply the laws of the Church correctly and pastorally.
- Appreciate the distinctive and unique character of canon law vis-à-vis civil law

Indicative Syllabus:

- Evolution of Canon Law: A brief overview of the development of western canon law over the last two millennia and the history of the sources of canon law
- Canon Law and the Ecclesiology of Vatican II
- Ecclesiastical Law in the Code: Definition. Who can promulgate canon law? Who is subject canon? Rules of Interpretation and Canonical Equity
- The relationship between Canon law and civil law
- Governance and the question of lay participation
- Juridical Acts and Juridical Persons
- Rights and Obligations in the Church and in the Code
- Rights and Obligations of the *Christifideles* and the laity
- Rights and Obligations of the Clergy
- Penal Law in the Church

Indicative Bibliography:

The Code of Canon Law (1983)

The New Commentary on the Code of Canon Law (New York 2000)

The Canon Law: Letter and Spirit (London 1995)

C.J. Errázuriz, *Justice in the Church: A Fundamental Theory of Canon Law* (Montréal 2009)

J.T. Martín de Agar, *A Handbook on Canon Law* (Montréal 2007)

B. Ferme, *Introduction to the Sources of Canon Law* (Montréal 2007)

P. Duggan, *The Penal Process and the Protection of Rights in the Code* (Montréal 2005)

J. Coriden, *Introduction to Canon Law* (New York 2004)

Time Allowance for Constituent Elements:

Lectures: 12 hours

Private Study: 36 hours

Elements and Forms of Assessment:

Exam: 100%

Canon Law and the Ecclesiology of Vatican II

<i>Module Code:</i>	CL 265
<i>Module Coordinator:</i>	Rev Prof Michael Mullaney
<i>Department:</i>	Canon Law
<i>Module Level:</i>	8 (Undergraduate)
<i>Credit Rating:</i>	5 ECTS

Aims: The course facilitates students:

- To explore how the ecclesiology of Vatican II has shaped the ecclesial structure and collegiality.
- To understand the nature and exercise of power in the Church;
- To appreciate the role of the People of God in the decision making structures of the Church;
- To study the juridical provisions the Code provides for the rapidly changing pastoral landscape in the various parts of the world.

Learning Outcomes:

- To appreciate the relationship between the primacy and collegiality;
- To understand the power of jurisdiction and governance in the life of the universal and particular Church;
- To have an accurate familiarity with the theological, juridical and pastoral dimensions of the various councils involved in the decision-making process of the Church.

Indicative Syllabus:

- Development of the Primacy of the Papacy: Historical, Theological and Juridical Dimensions
- Recovery of Collegiality: Vatican II and Code of 1983
- Co-responsibility and Synodality in the life of the Church
- College of Bishops and Synod of Bishops
- The Holy See, Curia and the College of Cardinals
- The Office of Bishop, Governance and the Organisation of a Diocese
- The Diocesan Synod and the Diocesan Pastoral Council
- Council of Priests
- College of Consultors, *sede vacante* and the Diocesan Administrator
- Parish, Pastors and Pastoral Councils
- Parishes without a Parish Priest
- Religious Institutes: Charism and Law
- The Teaching office of the Church: Magisterium, Preaching, Catholic Schools and Universities, Communications and Publications

Indicative Bibliography:

The Code of Canon Law (1983)

The New Commentary on the Code of Canon Law (New York 2000)

The Canon Law: Letter and Spirit (London 1995)

J.T. Martín de Agar, *A Handbook on Canon Law* (Montréal 2007)

J. Coriden, *Introduction to Canon Law* (New York 2004)

J.I. Arrieta, *Governance Structures with the Church* (Montréal 2000)

J. Coriden, *The Parish in Catholic Tradition* (New York 1997)

Time Allowance for Constituent Elements:

Lectures: 24 hours

Written Work: 24 hours

Private Study: 48 hours

Assessment:

Continuous Assessment: 25%

Examination: 75%

Mission Studies

Evangelization and Mission Today

Module Code:	MS 110
Module Co-ordinator:	Revd Dr Noel O’Sullivan
Department:	Systematic
Module Level:	8 (Undergraduate)
Credit Rating:	2.5 ECTS Credits

Aims: To explore the issues in Evangelization and Mission today both *ad extra* and *ad intra*

Learning Outcomes: At the end of the course, students will be able to:

- Identify the scriptural and theological foundations of mission and evangelization
- Understand the theological and cultural factors that, on the one hand, support and, on the other, undermine the preaching of the Gospel
- Identify key moments in the missionary outreach of the Irish Church
- Reflect on the significance of the main teachings of the Church since Vatican II on mission and evangelization
- Analyse the impact of contemporary developments in church and society on mission and evangelization
- Examine a number of significant texts in contemporary theological literature on mission and evangelization

Indicative Syllabus:

- Biblical and Theological Foundations of Mission and Evangelization
- Historical and Ecumenical Perspectives on Mission and Evangelization
- From Jew to Gentile: St Paul: quintessential Missionary
- The Irish contribution to Mission
- Models of Evangelization
- Key principles of mission and evangelization in Vatican II and in subsequent papal documents:
 - In-depth analysis of *Ad Gentes*, *Nostra Aetate*, *Evangelii Nuntiandi*, *Redemptoris Missio* and *Evangelii Gaudium*

Time Allowance for Constituent Elements:

Lectures:	12 hours
Private study:	8 hours
Assignment:	10 hours

Elements and Forms of Assessment:

End of semester assignment or exam:	100%
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Principles and Practice of Ecumenism and Inter-Religious Dialogue

Module Code:	EM 201
Module Co-ordinator:	Dr Mary McCaughey
Department:	Systematic
Module Level:	8 (Undergraduate)
Credit Rating:	5 ECTS Credits

Aims: To:

- Explain Catholic principles and practice of Ecumenism and Inter-religious dialogue.
- Familiarise students with some of the main source-texts in ecumenical dialogue and inter-religious dialogue especially *Unitatis Redintegratio*, *Ut Unum Sint* and *Nostra Aetate*.
- Explain briefly the historical contexts giving rise to disunity among Christians.
- Explore some of the joint statements of ecumenical dialogues with Orthodox Christianity, Anglicanism, Lutheranism, Methodism.
- Appreciation how receptive ecumenism contributes to a deeper understanding of Christian Revelation.
- Explore aspects of Judaism, Islam and Hinduism through the lens of Catholicism's inter-religious dialogue with them.

Learning Outcomes:

At the end of the course, students will be able to:

- Explain Catholic principles of ecumenism including the dialogue of charity, dialogue of doctrine, spiritual ecumenism and practical ecumenism.
- Explain some of the historical factors that led to divisions among Christians.
- Appreciate the concept of “receptive Ecumenism/ Catholic learning” and how it works in practice.
- Explain Catholic principles of inter-religious dialogue in the context of *Nostra Aetate* and *Lumen Gentium*.
- Appreciate pluralism and recognise relativistic and fundamentalist theories.
- Appreciate the importance of local level inter-religious dialogues with attention to case studies: eg Christian-Muslim women in Nigeria.
- Explore cases of ecumenical witness in the Irish context: eg the Corrymeala community, Four Corners.
- Demonstrate the ongoing need to balance Catholic learning and evangelisation.

Time Allowance for Constituent Elements:

Lectures:	24 hours (including some seminar work in class).
Seminars:	3 hours
Private study:	60 hours

Elements and Forms of Assessment:

Continuous Assessment:	40%
End of Semester Examination:	60%

Ecumenism, Inter-Religious Dialogue and Catholic Learning

Module Code:	EM 301
Module Co-ordinator:	Dr Mary McCaughey
Department:	Systematic
Module Level:	8 (Undergraduate)
Credit Rating:	2.5 ECTS Credits

Aims: To:

- Explore how a new appreciation Catholic faith can be fostered from the process of Ecumenical and Inter-religious dialogue
- Explore Catholic principles on and practice of Ecumenism and Inter-religious dialogue
- Familiarise students with *Unitatis Redintegratio, Ut Unum Sint and Nostra Aetate*
- Familiarise students with the historical roots and contexts of Christian disunity
- Demonstrate receptive ecumenism in the ecumenical dialogues with Orthodoxy, Anglicanism and Lutheranism
- Explore aspects of Judaism and Islam and “Catholic learning” in light of the Church’s dialogue with both
-

Learning Outcomes:

At the end of the course, students will be able to:

- Understand the terms “Catholic learning” and “Receptive Ecumenism”
- Recognise the importance of dialogue for the Church’s ongoing interpretation of Christian Revelation and her mission
- Explain aspects of the ecumenical process including dialogue of charity, dialogue of doctrine, spiritual ecumenism and practical ecumenism
- Explain Catholic principles of inter-religious dialogue in the context of *Nostra Aetate* and *Lumen Gentium*
- Appreciate the nature of pluralism and recognise relativistic and fundamentalist theories
- Appreciate the importance of local level inter-religious and ecumenical dialogue for catholic learning.

Time Allowance for Constituent Elements:

Lectures: 12 hours

Elements and Forms of Assessment:

Continuous Assessment: 100%

Biblical and Theological Languages

Introduction to Biblical Greek

Module Code:	BL 181
Lecturer:	Dr Jonathan Burroughs
Department:	Sacred Scripture
Module Level:	8 (Undergraduate)
Credit Rating:	2.5 ECTS Credits
Pre-requisites:	Familiarity with the Greek Alphabet

Aims: To introduce theology students to the study of Biblical Greek.

Learning Outcomes:

At the end of the course, the student will:

- Be familiar and comfortable with reading and writing the Greek alphabet
- Be familiar with the basics of Biblical Greek morphology and syntax
- Have acquired a core vocabulary of Biblical Greek
- Be able to translate certain basic New Testament texts

Indicative Syllabus:

- Socio-linguistic background of Koine Greek
- Greek writing system
- Word classes of Biblical Greek
- Biblical Greek morphology
- Biblical Greek syntax
- Biblical Greek vocabulary
- Translating Biblical Greek texts

Time Allowance for Constituent Elements:

Lectures:	24 hours
Assignments:	12 hours
Private study:	24 hours

Elements and Forms of Assessment:

Continuous assessment:	20%
Final examination:	80%

Students who maintain an average of 70% in their continuous assessments are deemed to have qualified, and do not have to sit the final examination.

Introduction to Ecclesiastical Latin

Module Code: BL 182
Lecturer: Rev Dr Noel O'Sullivan
Department: Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Philosophy for BD Students

Aims: To introduce students to the study of ecclesiastical Latin

Learning Outcomes:

- Be familiar with the basics of Latin morphology and syntax

Indicative Syllabus:

- Latin morphology
- Latin syntax
- Vocabulary
- Translation of phrases, prayers, and selected classical texts

Texts

- Collins, John F, *A Primer of Ecclesiastical Latin* (Washington: Catholic University of America Press, 1985)
- O'Sullivan, Noel, *Introduction to Latin* (private circulation)
- Latin Dictionary

Time Allowance for Constituent Elements:

Lectures: 24 hours
Private study: 24 hours
Assignments: Take home exercises and translations

Elements and Forms of Assessment:

Continuous Assessment: 40%
Final Examination: 60%

Introduction to Biblical Hebrew

Module Code: BL 183
Lecturer: John Paul Leslie MTh
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Familiarity with the Hebrew alphabet and vowel-pointing system.

Aims: To introduce students to the study of Biblical Hebrew.

Learning Outcomes:

On completion of the course, the student will:

- Be familiar and comfortable with the Hebrew writing system
- Be familiar with the basics of Biblical Hebrew morphology and syntax
- Have acquired a core vocabulary of Biblical Hebrew
- Be able to translate certain basic Biblical Hebrew texts

Indicative Syllabus:

- Socio-linguistic background of Biblical Hebrew
- Biblical Hebrew writing system
- Word classes of Biblical Hebrew
- Biblical Hebrew morphology
- Biblical Hebrew syntax
- Biblical Hebrew vocabulary
- Translating Biblical Hebrew texts

Time Allowance for Constituent Elements:

Lectures:	24 hours
Assignments:	12 hours
Private study:	24 hours

Elements and Forms of Assessment:

Continuous assessment:	20%
Final examination:	80%

Students who maintain an average of 70% in their continuous assessments are deemed to have qualified, and do not have to sit the final examination.

Intermediate Ecclesiastical Latin

Module Code: BL 281
Lecturer: Rev Dr Noel O'Sullivan
Department: Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: BL 181 or equivalent

Aims: To consolidate and build upon the knowledge of Latin acquired in BL182

Learning Outcomes: At the end of the course, the student will:

- Be familiar with the more advanced elements of Latin morphology and syntax
- Have enlarged their Latin vocabulary
- Be familiar with the basic reference tools for the study of Latin
- Have read a number of un-adapted Latin texts

Indicative Syllabus:

- Latin morphology
- Latin syntax
- Latin vocabulary
- Translating Latin texts: New Testament, Creeds, Prayers; some classical Latin texts

Texts

- Collins, John F, *A Primer of Ecclesiastical Latin* (Washington: Catholic University of America Press, 1985)
- O'Sullivan, Noel, *Introduction to Latin* (private circulation)
- Latin Dictionary

Time Allowance for constituent elements:

Lectures: 24 hours
Assignments: 10 hours
Private study: 12 hours

Elements and Forms of Assessment:

Continuous assessment: 40%
Final examination: 60%

Intermediate Biblical Greek

Module Code: BL 282
Lecturer: Dr Jonathan Burroughs
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: BL 181 or equivalent

Aims: To consolidate and build upon the knowledge of Biblical Greek acquired in BL181

Learning Outcomes: At the end of the course, the student will:

- be familiar with more advanced elements of Biblical Greek morphology and syntax
- have enlarged their Biblical Greek vocabulary
- be familiar with the basic reference tools for the study of Biblical Greek
- have read a number of un-adapted Biblical Greek texts

Time Allowance for constituent elements:

Lectures:	10 hours
Assignments:	10 hours
Private study:	12 hours

Indicative Syllabus:

- Biblical Greek morphology
- Biblical Greek syntax
- Biblical Greek vocabulary
- Translating Greek texts: Septuagint, New Testament and Church Fathers
- Linguistics and Biblical Greek

Elements and Forms of Assessment:

Continuous assessment:	20%
Final examination:	80%

Students who maintain an average of 70% in their continuous assessments are deemed to have qualified, and do not have to sit the final examination.

Intermediate Biblical Hebrew

Module Code: BL 382
Lecturer: Rev Jeremy Corley
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: BL 183 or equivalent

Aims: To consolidate and build upon the knowledge of Biblical Hebrew acquired in BL 183.

Learning Outcomes: At the end of the course, the student will:

- be familiar with more advanced elements of Biblical Hebrew morphology and syntax
- have enlarged their Biblical Hebrew vocabulary
- be familiar with the basic reference tools for the study of Biblical Hebrew
- have read a number of un-adapted Biblical Hebrew texts

Time allowance for constituent elements:

Lectures: 10 hours
Assignment: 10 hours
Private study: 12 hours

Indicative Syllabus:

- Biblical Hebrew morphology
- Biblical Hebrew syntax
- Biblical Hebrew vocabulary
- Translating Biblical Hebrew texts
- Linguistics and Biblical Hebrew

Elements and Forms of Assessment:

Continuous assessment: 20%
Final examination: 80%

Students who maintain an average of 70% in their continuous assessments are deemed to have qualified, and do not have to sit the final examination.

Pastoral Theology

The Practice and Practices of a Living Faith: An Introduction to Pastoral Theology

Module Code:	PT 103
Module Co-ordinator:	Rev Martin McAlinden
Department:	Pastoral Theology
Module Level:	8 (Undergraduate)
Credit rating:	2.5 Credits

Aims:

- To introduce students to the discipline of pastoral/practical theology.
- To give an overview of methodology in pastoral theology, specifically theological reflection and the pastoral cycle.
- To explore the theological foundations for mission, discipleship and ministry as depicted in the life of Jesus and the early Christian community and its significance for contemporary ministry.
- To explore the pastoral theology espoused in *Gaudium et Spes* and other church documents, and in the theology of post-conciliar popes, especially Pope Francis.
- To describe the practices of a lived faith.
- To address some of the issues facing pastoral theology in today's cultural and ecclesial context.

Learning Outcomes: At the end of the course the student will:

- Have an introductory knowledge of pastoral/practical theology;
- Be able to engage and apply the pastoral cycle and methods of theological reflection to specific pastoral issues;
- Be able to integrate their own experience and theology;
- Identify their charisms for ministry and practices of faith;
- Be able to identify the theological foundations for mission and ministry;
- Be able to identify the call to ministry within the call to discipleship.

Indicative Syllabus:

- Defining Catholic Pastoral/Practical Theology
- Methodology in Pastoral/Practical Theology
- Mission and Ministry in the life of Jesus
- Discipleship and Ministry in Vatican II and Pope Francis
- Developing charisms for ministry
- Articulating a theology for ministry today
- The Practices of a lived faith

Time allowance for Constituent Elements:

Lectures:	12 hours	Integration Paper:	8 hours
Learning Journal:	6 hours	Private study:	10 hour

Elements and Forms of Assessment:

Learning Journal:	30% (Two short papers of 250 words each)
Essay:	70% (1500 words)

Pastoral Theology: Faith and Practice in Everyday Living

<i>Module Code:</i>	PT 201
<i>Module Coordinator:</i>	Rev Martin McAlinden
<i>Department:</i>	Pastoral Theology
<i>Module Level:</i>	8 (Undergraduate)
<i>Credit rating:</i>	5 Credits

Aims:

- To explore how pastoral theology integrates theory and practice, theology and experience, faith and action.
- To place pastoral theology in a historical perspective and in the wider theological discipline.
- To address the cultural and social context in which theology is experienced, taking account of different traditions and contemporary life experiences.
- To make an analysis of the social and theological issues which shape pastoral practice within the Christian community.

Learning Outcomes:

- To address the contextual, praxis-oriented nature of pastoral theology.
- To reflect critically on the relationships between theology, faith, humanity, experience, practice, professional and working life, church and community.
- To identify appropriate tools, methods and resources for engagement with pastoral theology.
- To develop the capacity for ongoing reflection on everyday pastoral situations from a theological perspective. In particular, students will be invited to address specific situations of their life and work through the lens of systematic and moral theology, scripture, liturgy and contemporary culture.

Time allowance for Constituent Elements:

Lectures: 24 hours

Assessment:

Continuous assessment: 60%

Presentation: 40%

Various assessment methods are used, consisting of a combination of class participation, presentations, an essay or a research project.

Practicing Theology: For Life Abundant

Module Code:	PT 301
Module Co-ordinator:	Rev Martin McAlinden
Department:	Pastoral Theology
Module Level:	8 (Undergraduate)
Credit rating:	2.5 Credits

Aims:

- To introduce students to key writers in pastoral and practical theology.
- To offer a theology for ministry in which the priest/minister is understood as a pastoral theologian.
- To address the integration of Christian beliefs and practices in the life of the minister and the community.
- To practically identify areas of stress, challenge, and burn-out in ministry, and examines ways of keeping a balance between personal and ministerial commitments.

Learning Outcomes:

At the end of the course the student will:

- Have an understanding of what constitutes Catholic pastoral/practical theology
- Understand what it means to be a pastoral theologian
- Be attentive to the practices and practicalities involved in being servants of Christ and stewards of God's mysteries
- Address areas for ongoing formation and personal growth in ministry

Indicative Syllabus:

- Defining Catholic Pastoral/Practical Theology
- The priest/pastor as theologian
- Theology for Ministry
- Theology of transition: dealing with change and grief in ministry
- Co-responsible ministry: leadership, collaboration, and the dynamics of power in ecclesial ministry
- Self care in ministry: stress, burnout, addiction, supervision, pastoral support, ongoing formation
- Practical skills for ministry/developing pastoral wisdom, e.g. being a pastoral presence; pastoral care of the vulnerable; communications and media; dealing with difficult people; ecumenism; school management.

Time allowance for Constituent Elements:

Lectures:	12 hours	Essay:	8 hours
Learning Journal:	6 hours	Private study:	10 hours

Elements and Forms of Assessment:

Learning Journal:	30% (2 short papers of 250 words each)
Integration Paper:	70% (1500 word essay/integration paper)

Theological Reflection: Integration of Belief and Practice

<i>Module Code:</i>	PT 302
<i>Module Co-ordinator:</i>	Rev Martin McAlinden
<i>Department:</i>	Pastoral Theology
<i>Module Level:</i>	8 (Undergraduate)
<i>Credit rating:</i>	2.5 Credits

Aims:

- To enable students to reflect theologically
- To integrate the wisdom of the Christian tradition and the practice of ministry
- To name and articulate a theology for discipleship and ministry
- To live responsively and responsibly before God

Learning Outcomes: The students will:

- Be able to make explicit connections between belief and practice
- Integrate one's personal faith journey and human development
- Develop methods of reflection for integration of theory and practice
- Deepen their experience and understanding of discipleship
- Articulate a theology for living the Christian life

Indicative Syllabus:

- What is theological reflection? Searching for a way to be faithful
- Different approaches to theological reflection?
- Theology and pastoral practice in theological reflection
- Personal and group theological reflection as integration
- A ministerial style of theological reflection
- Contextual theology: inculturation and theological reflection
- Scripture and theological reflection
- Creating designs for theological reflection. Enacting the learning

Time Allowance for Constituent Elements:

Lectures:	12 Hours
Assignment:	12 Hours

Elements and Forms of Assessment:

Continuous assessment:	30%
End of semester paper:	70%

Liturgical Music

Music in Christian Worship

Module Code: LM 101
Lecturer: Dr John O’Keefe
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims: To introduce students to the study of music in the Christian liturgical tradition.

Learning Outcomes: At the end of the course, the student will:

- Have obtained an overview of the scriptural and doctrinal sources
- Be cognisant of contemporary Church teaching in this area
- Be attuned to the function of liturgical music and its connection with liturgical celebrations

Indicative Syllabus:

- Scriptural and Patristic foundations; fundamental Principles
- Music and the Word
- Gregorian Chant
- The heritage of Western Christian liturgical music
- Papal legislation up to Vatican II
- The directives of Vatican II and post-conciliar documents
- The musical forms of Mass and Office
- The ministries of Presider, congregation, choir, cantor and instrumentalist
- Liturgical music and culture; current issues in liturgical musicology
- Compositional trends since 1960

Time allowance for constituent elements:

Lectures: 12 hours Private study: 12 hours

Elements and Forms of Assessment: End of semester examination: 100%

Indicative Bibliography:

Holtz, Barry W, *Back to the Sources: Reading the Classic Jewish Texts*, New York: Simon & Schuster, 1986.

Neusner, Jacob, and Alan J, Avery-Peck, eds, *The Blackwell Reader in Judaism*, Oxford: Blackwell, 2001.

Scheindlin, Raymond P, *A Short History of the Jewish People*, Oxford: Oxford University Press, 2000.

Segal, Eliezer, *Introducing Judaism*, London: Routledge, 2009.

Selection of Jewish texts (in translation) to be provided.

Faith and Culture

Christian Faith and the Dynamics of Contemporary Culture

Module Code:	FC 203
Module Co-ordinator:	Rev Professor Michael A Conway
Department:	Faith and Culture
Module Level:	8 (Undergraduate)
Credit Rating:	5 ECTS Credits
Pre Requisites:	Three Semesters of Theology

Aims: To provide an introduction to some important topics and critical issues that are relevant to our understanding of how Christian faith interacts with contemporary culture. To explore the issues in question as they have emerged in recent decades, paying special attention to the idea of culture, the process of secularization, the arts, the internet and social media, young people and the institutional church, and our present so-called postmodern context.

Learning Outcomes: At the end of the course students will have engaged with a series of topics that are central to an interaction between faith and contemporary culture. They will have achieved a certain competency in understanding and discussing the relevant issues. In particular they will have developed an appreciation of the evolving nature of the discourse and of the critical achievements attained in these areas of growing interest. Finally, they will have researched a particular area in detail and presented a project on the findings.

Indicative Syllabus

- Theories of Culture – Inculturation
- The *Pontifical Council for Culture*
- The Process of ‘secularization’
- Secularism and Humanism
- New Atheism
- Fundamentalism
- Christianity and Art
- Christianity and the Arts – the Cinema
- Sects, Cults, and New Religious Movements
- The Christian Message in the Age of the Internet
- Youth Culture and the Institutional Church

Time Allowance for Constituent Elements:

- Lectures 24 Hours
- Reading /Project 24 Hours

Elements and Forms of Assessment

Research Project 100%

Elective and Special Courses

Pastoral Theology and Pope Francis

Module Code:	EL 261
Lecturer:	Rev Martin McAlinden
Department:	Pastoral Theology
Module Level:	8 (Undergraduate)
Credit Rating:	2.5

Aims:

- To introduce students to contextual theology by identifying the key influences that have shaped Pope Francis' theology and spirituality
- To examine the key pastoral and theological themes of Pope Francis' pontificate
- To identify the theology for ministry and ecclesiology emerging in the writings of Francis

Learning Outcomes:

At the end of the course the student will:

- Have an appreciation of contextual theology based on the biography of Pope Francis and the influences that have shaped his theology and spirituality
- Understand Francis as a pastoral theologian
- Identify Francis' theology of ministry and ecclesiology and be able to articulate their own theology of ministry

Indicative Syllabus:

- Contextual Theology: Who is Jorge Mario Bergoglio? The biography of Pope Francis. The theological influences that have shaped his thinking. His continuity with the Catholic Tradition.
- Main theological themes emerging from the writings of Pope Francis: e.g. evangelization, mission, mercy, collegiality, pastoral outreach, catholic spiritual life, ecclesiology, care of the environment.
- Pope Francis' theology for ministry and ecclesiology.
- The implications of the Pope's writings for our ministry today.

Time Allowance for Constituent Elements:

Lectures:	12 hours
Class Presentation:	6 hours
Integration Paper:	8 hours
Private study:	10 hours

Elements and Forms of Assessment:

Continuous Assessment:	30% (500 word presentation for class)
Integration Paper:	70% (1500 word essay)

Music and Theology in Dialogue

Module Code:	EL 269
Module Co-ordinator:	Dr Kathleen Fitzpatrick
Department:	Systematic
Module Level:	8 (Undergraduate)
Credit Rating:	2.5 ECTS Credits

Aims:

To introduce students to current scholarship exploring the connections between theology and music

Learning Outcomes:

At the end of the course, the student will:

- Have an overview of the links between music and theology throughout history
- Appreciate the reasons many contemporary theologians are attending to music and the arts as evident in projects begun at Cambridge University and St Andrew's, Scotland
- Be aware of the contribution of music to theology outside the realm of liturgical music
- Have engaged critically and creatively with music from a variety of genres treating themes of theological concern

Indicative Syllabus:

- Historical overview of the relationship between theology and music
- Augustine and music
- Theologians in dialogue with music (Karl Barth, Dietrich Bonhoeffer, Pope emeritus Benedict)
- Musicians in dialogue with theology (Johann Sebastian Bach, Olivier Messiaen, Arvo Pärt, James McMillan)
- Theological themes in popular music
- Songs of justice and liberation
- Apocalypse and music
- Music and interreligious dialogue
- Theological dimensions in the music of Ireland

Time Allowance for Constituent Elements:

Lectures: 12 hours

Elements and Forms of Assessment:

Essay 100%

Indicative Bibliography

- Blackwell, Albert L., *The Sacred in Music*, Cambridge: Lutterworth, 1999.
- Begbie, Jeremy and Stephen R. Guthrie, *Resonant Witness: Conversations between Music and Theology*, Grand Rapids, MI & Cambridge, UK: Eerdmans, 2011.
- de Gruchy, John W., *Christianity, Art, and Transformation: Theological Aesthetics in the Struggle for Justice*, Cambridge: Cambridge University Press, 2001.
- Hone, Timothy, Jeff Astley and Mark Savage, eds, *Creative Chords: Studies in Music, Theology and Christian Formation*, Herefordshire: Gracewing, 2000.
- Illman, Ruth, *Art and Belief. Artists Engaged in Interreligious Dialogue*, Sheffield: Equinox, 2012.
- Pelikan, Jaroslav, *Bach among the Theologians*, Philadelphia: Fortress Press, 1986.
- Thiessen, Gesa E., ed., *Theological Aesthetics: A Reader*, London: SCM Press, 2004.

Major Essay

Module Code:	EL 276
Module Co-ordinator:	Faculty
Module Level:	8 (Undergraduate)
Credit Rating:	2.5 ECTS Credits

Aims:

- To present students with the opportunity to research an area in theology under the guidance of a Faculty member and present their research in an essay of 3-5,000 words.

Essay titles:

- Film as a Forum for Evangelization [Professor Conway]
- Young People and the Transmission of Faith [Professor Conway]
- Outline and assess the contribution of one systematic theologian to the renewal of Catholic theology in the twentieth-century. [Dr Marmion]
- ‘By presenting the Decalogue as the perennial foundation of a universal morality three important purposes are achieved: we open the treasures of the Word, we show its richness, we discover a language that appeals to the sensitivities of contemporary men and women.’ [Pontifical Biblical Commission – The Bible and Morality: Biblical Roots of Christian Conduct, par 32] [Dr O Gorman]
- “Called to Care”—the Bible and Contemporary Ecological Debate. “With over a thousand references to the earth and caring for creation in the Bible, the message is clear: all in God’s creation - nature, animals, humanity - are inextricably linked to one another.... We are called to care for all God has made” (Preface to the *Green Bible* [New York: Harper One, 2008]). This essay explores what engagement with the Bible might contribute to contemporary ecological debate, in the light of Pope Francis’ recent encyclical on the environment. [Dr Jeremy Corley]
- Discipleship in the Gospels of Mark and Matthew. [Anthony O’Leary CP]
- Canon Law in the life of the Irish Church since 1980 [Professor Michael Mullaney]
- Evaluate the contribution of a Catholic theologian to the discipline of pastoral/practical theology [Martin McAlinden].
- “The Theology of Medieval Miracle Tales”
(Eligible for the Gilmartin prize in Ecclesiastical History)

This module explores the phenomenon of miracle tales and *exempla*, much beloved of preachers in the Middle Ages, and how these can be effectively used as a window into the religious lives and beliefs of Christians in the past. The topics with which

medieval collections of these stories are concerned include: propriety regarding the reception of the Eucharist; sin and penance; the intercession of the Virgin Mary and the cult of the saints; preparing for death and, not least, how best to negotiate the business of the afterlife – whether that be Heaven, Hell or, increasingly, Purgatory. Students who choose the Major Essay module, specialising in Ecclesiastical History (2.5 credits), will be required to fulfil the following requirements:

1. Attendance at the Annual Monsignor Patrick J. Corish Lecture which will be delivered this year by Professor Robert Bartlett of St Andrews University in Renehan Hall on Monday 30 November 2015 at 7.30pm. The title of the lecture is: “Barbarous Latin, Snake Saints and Croaking Crows: Medieval Miracle Accounts as Stories”. Students will need to make themselves available for this event. Sign-in sheets will be available for students to register their attendance.
2. Completion of a 5,000 word assignment (under my supervision) on any topic within the parameters of “The Theology of Medieval Miracle Tales” and the research interests of Professor Robert Bartlett.
3. Students who complete this module can ask that their work be considered for the Gilmartin Prize in Ecclesiastical History (which will be restricted to this module in 2015/16). The student who is judged to have submitted the most impressive assignment (while fulfilling the conditions above) will be awarded the **Gilmartin Prize, valued at €400**. Further Information: Prof. Salvador Ryan 1, Dunboyne House. Salvador.ryan@spcm.ie

Elements and Forms of Assessment:

Essay: 100%

Philosophy of Religion

Module Code: EL 264
Lecturer: Dr Robert Egan
Department: Philosophy
Module Level: 8
Credit Rating: 2.5

Aims:

- To use the resources of philosophy in order to think in a cogent and meaningful way about religion.

Learning Outcomes:

- Identify some of the main issues in the Philosophy of Religion
- Critically evaluate major arguments in this discipline
- Develop and defend one's own position.

Indicative Syllabus:

- What do we mean by 'God'?
- Is religious faith reasonable?
- Cosmological Arguments for the existence of God
- Teleological arguments for the existence of God
- Ontological arguments for the existence of God
- Experiential arguments for the existence of God
- Modes of discourse about God
- What does it mean to say that God is 'all-powerful' and 'all-knowing'?
- The Problem of Evil
- Do miracles exist?
- The argument from morality to God
- Is there life after death?
- 19th century challenges to theism: Feuerbach, Marx, and Freud

Time Allowance for Constituent Elements:

Lectures: 12 hours

Elements and Forms of Assessment:

Assessment: Essay 100%

New Programme for Religious Education in Secondary Schools

Module Code: EL 292
Lecturer: Dr Kathleen Fitzpatrick
Department: Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims: To introduce theology students to the Programme for Religious Education at Second Level Schools in Ireland.

Learning Outcomes:

At the end of the course, the students will:

- Understand the educational and faith formation aims and objectives of the Programmes for Religious Education at Second Level
- Have obtained an overview of the course content, teaching methodologies and assessment procedures in Religious Education
- Be familiar with the principal resources available to teachers
- Have creatively and critically engaged with the material so that they are competent to plan an effective class on a selected aspect of the Religious Education course

Preliminary Bibliography:

The following publications by the Department of Education and Science are required reading:

- *Junior Certificate Religious Education Syllabus*
- *Religious Education (Junior Certificate) - Guidelines for Teachers*
- *Leaving Certificate Religious Education Syllabus*
- *Religious Education (Leaving Certificate) - Guidelines for Teachers*

Time Allowance for Constituent Elements:

Lectures:	12 hours
Written work & Private study:	15 hours

Elements and Forms of Assessment:

Essay:	70%
Class Assessment:	30%

The Ethics of War and Peace

Module Code:	EL 262
Lecturer:	Dr Tobias Winright
Department:	Moral Theology
Module Level:	8 (Undergraduate)
Credits:	2.5 ECTS

Aims: The primary aim of this seminar is to explore Christian moral perspectives on war and peace. Attention will be given to pacifism, the just war tradition, and the holy war approach of the crusades. Recent Catholic teaching and efforts to promote just peace building will be examined in connection with the emerging norm in international law known as the responsibility to protect (R2P).

Indicative Syllabus:

- Examine relevant excerpts from key social documents of the Church, including the *Catechism*, the *Compendium of the Social Doctrine of the Church*, *The Challenge of Peace*, *The Harvest of Justice is Sown in Peace*, and statements from Popes Paul VI, John Paul II, Benedict XVI, and Francis.
- Consider relevant excerpts from significant scholars from the Christian tradition who contributed to the ethics of war and peace, including Tertullian, Augustine, Aquinas, Vitoria, Suarez, and Grotius.
- Explore whether or how just war ethics applies in the twenty-first century.

Indicative Bibliography:

Tobias Winright, "The Just War Tradition: Its History, Categories, and Flaws," in *After the Smoke Clears: The Just War Tradition and Post War Justice*, by Mark J. Allman and Tobias L. Winright (Maryknoll, NY: Orbis Books, 2010), 21-56.

Daniel M. Bell, Jr., "Just War as Christian Discipleship: Presuppositions and Presumptions," in *Just War as Christian Discipleship: Recentering the Tradition in the Church rather than the State* (Grand Rapids, MI: Brazos Press, 2009), 71-100.

Daniel M. Bell, Jr., "Discriminating Force: Just War and Counterinsurgency," *Christian Century* 130, no. 16 (August 7: 2013): 22-25.

D. Stephen Long, "What about the Protection of Third-Party Innocents? On Letting Your Neighbors Die," in *A Faith Not Worth Fighting For: Addressing Commonly Asked Questions About Christian Nonviolence*, edited by Tripp York and Justin Bronson Barringer (Eugene, OR: Cascade Books, 2012), 18-30.

Mark J. Allman and Tobias L. Winright, "Growing Edges of Just War Theory: Jus ante bellum, just post bellum, and Imperfect Justice," *Journal of the Society of Christian Ethics* 32, no. 2 (Fall/Winter 2002): 173-191.

Timetable: Semester Two. One week block teaching – March 7-11, 2016

Assessment: Essay: 1500 words

Out of India: An Introduction to Dharmic “Religions” (Hinduism, Jainism, Buddhism and Sikhism)

Module Code:	EL 259
Lecturer:	Dr Jonathan Kearney
Department:	Sacred Scripture
Module Level:	8 (Undergraduate)
Credit Rating:	2.5 ECTS Credits

Aims: In attempting to deal with any complex body of knowledge, classification is an almost instinctive human cognitive tool. In classifying those phenomena known as “religions,” one such schema groups them into families with shared features, places of origin or other characteristics. The so-called *Dharmic* religions (Hinduism, Jainism, Buddhism and Sikhism) not only share a central theological (*dharmā*), but also a common region of origin: South Asia. This module aims to introduce participants to these important religions while at the same time problematizing the term *religion*—is it adequate to describe the particular phenomena we are studying?

Learning Outcomes: At the end of this module, participants will:

- Be familiar with debates around the use of the term *religion*
- Have an awareness of some key methodological issues in the study of the Dharmic religions
- Be familiar with the culture zone in which the Dharmic religions first emerged
- Have read a number of key texts related to the topics studied

Indicative Syllabus:

- The term *religion* and its usefulness
- The relationship between *religion* and *culture*
- Hinduism
- Jainism
- Buddhism
- Sikhism

Time allowance for constituent elements:

Lectures:	10 hours
Reading	20 hours
Essay	20 hours

Elements and forms of assessment:

Essay:	100%
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Bibliography:

- Fitzgerald, Tim. "Hinduism and the 'World Religion' Fallacy." *Religion* 20 (1990): 101-118.
- Harvey, Peter. *An Introduction to Buddhism: Teachings, History, and Practices*. Cambridge: Cambridge University Press, 1990. [294.3 HAR]
- Jacobs, Stephen. *Hinduism Today: An Introduction*. London: Bloomsbury, 2010. [E-book]
- Long, Jefferey D. *Jainism: An Introduction*. London: I. B. Tauris, 2009. [E-book]
- Mittal, Sushil and Gene Thursby, eds. *Religions of South Asia: An Introduction*. London: Routledge, 2004.
- Nongbri, Brent. *Before Religion: A History of a Modern Concept*. New Haven: Yale University Press, 2013. [200.9 NON]
- Singh, Nikky-Guninder Kaur. *Introducing Sikhism*. London: I. B. Tauris, 2011. [E-book]

Timetable:

This is a "Summer Module" and is offered in late May / early June: two hours per morning from Monday, May 30 to Friday, June 3, 2016.

Note:

This module may be taken as a standard elective module by students in Second and Third Year. It may also be taken "for betterment" by Third Year Students.

Strong Women and Rich Men: Characterization and the Dynamics of Salvation in the Gospel of Luke

Module Code:	EL 258
Lecturer:	Prof. Séamus O’Connell
Department:	Sacred Scripture
Module Level:	8 (Undergraduate)
Credit Rating:	2.5 ECTS Credits

Aims: The Evangelist Luke has peopled his Gospel with women who are renowned for their strength of character: Mary, the Mother of the Lord, Martha of Bethany, the woman who washes Jesus’ feet. In contrast, many of the male characters are, initially at least, not at all strong: Zechariah, father of John the Baptist, the rich man in the Parable of the Rich Man and Lazarus, Simon the Pharisee, Zacchaeus, and both sons in the Parable of the Lost Sons. This module looks at how the characterization of the lateral characters in Luke provides a window on what happens when Jesus, *the* Saviour, enters the world. In this way, the module explores Luke’s soteriology—the vision of salvation that the Third Gospel proclaims

Learning Outcomes: At the end of this module, participants will:

- have an awareness of certain key methodological issues of the relationship between narrative, characterization, and theology
- appreciate the cultural contours, especially those of honour, and gender, of the First Century Greco-Roman world
- have obtained a good sense of the core values and concerns in Luke’s theology
- be able to offer an contemporary interpretation of one significant Lukan passage in a way that that engenders hope, dignity and inclusion for every member of God’s family

Indicative Syllabus:

- Narrative Criticism: perspectives and parameters
- Contemporary Approaches to Characterisation
- Parables and their interpretation in
- The Gospel of Luke: structure and theology
- The Gospel of Luke: *dramatis personae*—who’s who
- Honour in the ancient world and today
- Gender in the ancient world and today
- Close reading and interpretation of chosen passages in Luke

Time allowance for constituent elements:

Lectures:	10 hours
Reading	20 hours
Essay	20 hours

Elements and forms of assessment:

Essay:	100%
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Indicative Bibliography:

- Malbon, Elizabeth Struthers. "Narrative Criticism: How does the Story Mean?" Pages 29–57 in Janice Capel Anderson and Stephen D. Moore (eds) *Mark and Method: New Approaches to Biblical Studies*. 2d ed. Minneapolis: Fortress, 2008.
- Marguerat, Daniel and Yvan Bourquin, *How to Read Bible Stories*. London: SCM, 1999.
- Malina, Bruce J. *The New Testament World: Insights from Cultural Anthropology*. 3d ed.; Louisville: Westminster John Knox Press, 2001.
- Wink, Walter. "Letting Parables Live" *The Christian Century* (November 5, 1980): 1062-64.
- John A. Darr, *On Character Building: The Reader and the Rhetoric of Characterization in Luke-Acts*. Louisville: Westminster John Knox Press, 1992.
- Ennema, Cornelis. *A Theory of Character in New Testament Narrative*. Minneapolis: Fortress, 2014.
- Patella, Michael. *The Gospel according to Luke*. Collegeville: Liturgical Press, 2006
- Byrne, Brendan SJ. *The Hospitality of God*. Collegeville: Liturgical Press, 2001.
- Beavis, Mary Ann. "The Dangerous Gospel." *The Bible Today* 45 (2007): 28–32.
- Grassi, Joseph A. *The Hidden Heroes of the Gospels: Female Counterparts of Jesus*. Collegeville: Liturgical Press. 1989.
- Reid, Barbara E. "'Do you see this woman?' A Liberative Look at Luke 7.36–50 and Strategies for Reading Other Lukan Stories Against the Grain." Pages 106–20 in Amy J. Levine (ed.), *A Feminist Companion to Luke*. London: Sheffield Academic Press, 2002.

Timetable:

This is a "Summer Module" and is offered in late May / early June: two hours per afternoon from Monday, May 30 to Friday, June 3, 2016.

Note:

This module may be taken as a standard elective module by students in Second and Third Year. It may also be taken "for betterment" by Third Year Students.

Introduction to Philosophical and Theological Approaches to Evil

Module Code: EL 260
Lecturer: Prof. Marcel Sarot
Department: External (Tilburg School of Catholic Theology)
Module Level: 8
Credit Rating: 2.5

Aims:

- To introduce students into the various ways in which evil is conceptualized.
- To introduce students to various approaches to evil in the Western tradition.
- To introduce students to the various problems of evil as conceived in the world religions, and to the answers these religions provide.

Learning Outcomes:

- Students are able to analyse the concept of evil.
- Students are able to distinguish between various approaches to evil, and to point out the strengths and weaknesses of these.
- Students are able to articulate their own position, and to argue for it.

Time Allowance for Constituent Elements:

Lectures: 12 hours

Elements and Forms of Assessment:

Continuous Assessment: Essay

Chapter V

Post Graduate Degree Programmes

in the

Faculty of Theology

at the

Pontifical University



Stoyte House, where Saint Patrick's College was founded in 1795

Licentiate in Divinity

Director: Reverend Séamus O’Connell, BSc, SSL, DTheol

To obtain the Licentiate in Divinity (STL), two years' full time specialised study is required. The course and degree are designed for students who have attained honours standard in their previous theological studies. Part-time students may, with the approval of the Director, take the course over three or four years.

Admission Requirements

- In order to register for courses leading to the degree of Licentiate in Divinity, a student must hold at least a Baccalaureate in Divinity, second honours, Grade II (*cum laude*) or what in the judgement of the Faculty is regarded as an equivalent standard of theological study.
- A basic knowledge of Greek and Hebrew is required and an appropriate knowledge of two modern languages.
- Students whose first language is not English will be required to satisfy the English language requirements

Programme of Study

The programme comprises the following:

Reading Courses

Students select three reading courses from the list of courses on offer. Students must take courses from at least two different Departments. In Year Two students take two reading courses from the Department of their specialization.

All Reading Courses are assessed by a three hour written examination.

Seminar Courses

Each student is required to take six Seminar Courses. Full time students usually take four courses in Year One and two courses in Year Two. The full list of Seminar Courses is to be found on the following pages. Please note that the courses *Research in Theology: Historical and Methodological Approaches* and *The Soul of Theology* are obligatory.

All Seminar Courses are assessed by assignment(s) of c.7,000 words.

Scriptum

Each student shall prepare a scriptum or minor dissertation under the direction of a member of the Faculty, on a topic approved by the Faculty. The scriptum shall be between 25,000 and 30,000 words in length, inclusive of footnotes but exclusive of bibliography and appendices.

The scriptum will be assessed in a 30-minute *viva*. The examiners shall be the Director of the scriptum, an internal and an external reader appointed by the Faculty.

Assessment

The Final Assessment is based on:

- Reading Course examinations
- Seminar Course assignments
- The Scriptum and Viva.

For further details contact:



Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Web Page: www.maynoothcollege.ie

E-mail: admissions@spcm.ie / theology.office@spcm.ie

Telephone:

Ireland: 01-708-4772 / 708-3600

International: +353-1-708-4772

Fax:

Ireland: 01-708-3441

International: +353-1-708-3441

Doctoral Degree in Divinity

Admission Requirements

In order to register for courses leading to the Doctoral Degree in Divinity (DD), a student must hold at least a Licentiate in Divinity (STL) second honours, Grade II (*cum laude*) or what in the judgement of the Faculty is regarded as an equivalent standard of theological study. A basic knowledge of Greek and Hebrew is required, and an appropriate knowledge of two modern languages.

Programme of Study

- The doctoral dissertation, which forms the basis for granting the degree, must be a substantial and original piece of research in a theological area, offering a notable contribution to the advancement of the theological sciences.
- The dissertation must be prepared under the direction of a member of the Faculty on a topic approved by the Faculty.
- Students who have completed the STL programme in the Faculty are not required to take courses or attend lectures.
- Students who have not taken any special courses at the Faculty but have a Licentiate of the required standard must take special courses for one year. These are qualifying only.
- At the end of the first year, doctoral students should provide sufficient evidence of progress in the preparation of the dissertation to warrant continuance.
- Dissertations submitted by 30th November are accepted for examination by early spring. Those submitted by 15th May are accepted for examination in early summer. Examination at any other time may be considered only in exceptional circumstances and by express leave of the Faculty.
- The dissertation shall be presented to the Director of Postgraduate Studies at least two months before the candidate may be admitted to defend it. In exceptional cases the Council of the Faculty may shorten the period required.
- Three copies of the dissertation are to be submitted in the first instance, and these may be ring-bound. A hard-bound copy, incorporating any corrections which the examiners may require, must be submitted to the Library following successful defence of the work.
- All dissertations shall remain the property of the Pontifical University.

Public Examination

The public examination shall comprise the following elements:

- A lecture by the candidate for half-an-hour on the topic, arguments and conclusions of the dissertation
- A defence of the dissertation for an hour against objections.
- An examination for half-an-hour on nine propositions chosen by the candidate and approved by the Council of the Faculty. Three propositions will be chosen from each subject area, Systematic Theology, Moral Theology and Sacred Scripture.
- At the end of the Defence, the Faculty shall vote firstly on whether the degree of doctor is to be awarded and secondly on what mark shall be given. Separate marks are given for the thesis and the propositions; the minimum mark is 65%. The marks are counted and an aggregate mark is awarded. This is not communicated to the student. The number of examiners from the Faculty at the examination shall be at least five.

Publication of Doctoral Dissertation

Before the Doctorate in Divinity can be conferred, the dissertation, or at least a substantial part thereof, must be published. Publication may take any of the following forms:

- Appearance as a book, or as an article in a recognised theological journal
- Circulation of copies of the dissertation, or of a major excerpt, in printed form, on disk, microfilm or microfiche, to the main ecclesiastical Faculties of Theology.
- Deposition of a copy of the dissertation and of the disk in the John Paul II Library at St. Patrick's College, Maynooth, together with notification of the fact through appropriate means of inter-library exchange.

For further details contact:

Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Telephone: 01-708-4772 / 708-3600
FAX: 01-708-3441

E-mail: admissions@spcm.ie
theology.office@spcm.ie
Web Page: www.maynoothcollege.ie

Master's Degree in Theology

Two Year Programme

The programme for degree of Master in Theology (MTh) offers candidates the opportunity to deepen their knowledge of Theology through specialised study, personal work and research.

There are two methods of obtaining this degree.

- Mode A: students write a minor thesis and complete five Seminar Courses.
- Mode B: students submit a major thesis and fulfil the requirements of the *Research in Theology: Historical and Methodological Approaches* Seminar.

Theological Languages – Mode A and Mode B:

A competence in theological language(s) is a qualifying requirement

- A candidate who has not already attained an acceptable level of competence in theological languages is required to pass qualifying courses in at least two of the following: Hebrew, Greek, or Latin. In certain circumstances an advanced course in one language may be accepted in lieu of a second.
- A candidate who has successfully completed a one-year full-time University course in Latin or Greek is exempt.
- The language(s) requirement is merely qualifying and does not form part of the final assessment.

This Degree qualifies for Higher Education grants.

Admission Requirements: Mode A

The minimum entry requirement is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade II overall, and Second Class Honours, Grade II in Theology. An interview will be part of the selection procedure.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Where an applicant's qualifications are insufficient for admission to the MTh a Qualifying Programme and Examination may be provided.

Students whose first language is not English will be required to satisfy the English language requirement. Students will normally be expected to register year by year on a continuous basis until they have completed their degree. Students wishing to suspend registration may do so only on the express permission of the Faculty.

Programme of Study: Mode A

The duration of the programme is two years. This involves at least a one-year course of full-time study in one of the options below. In the second year the candidate completes a thesis. The candidate also takes one seminar course in the first semester of second year.

Course Option I: Systematic / Moral Theology

In Year One the candidate takes two seminar courses in Systematic / Moral Theology as well as two obligatory courses:

- *Research in Theology: Historical and Methodological Approaches* (Professor Conway) in the first semester
- *The Soul of Theology* (Professor O’Connell) in the second semester.

In Year Two the candidate takes one seminar course in Systematic / Moral Theology in the first semester, and completes the thesis.

Course Option II: Biblical Theology

In Year One the candidate takes two seminar courses in Biblical Theology as well as taking two obligatory courses:

- *Research in Theology: Historical and Methodological Approaches* (Professor Conway) in the first semester
- *The Soul of Theology* (Professor O’Connell) in the second semester.

In Year Two the candidate takes one seminar course in Biblical Theology in the first semester and completes the thesis.

Course Option III: Pastoral Liturgy

The candidate

- Audits the Liturgy course work for the *Higher Diploma in Pastoral Liturgy* conducted by the *National Centre for Liturgy* (see Chapter VII)
- Studies under direction three courses:
 - Liturgical Theology
 - Sacramental Theology
 - Pastoral Liturgy
- Students are required to take the obligatory course *Research in Theology: Historical and Methodological Approaches* (Professor Conway) in the first semester.

Minor Thesis:

In addition to attendance at one of the three course options described above, the candidate is required to submit a minor thesis of 25,000 - 30,000 words on an approved topic within two years of completion of the courses. This study is pursued under the direction of a member of the Faculty of Theology. While engaged on this work the candidate is not required to be in full-time attendance.

Admission Requirements: Mode B

To qualify for admission to a Master's Degree in Theology by dissertation only, candidates shall have Second Class Honours, Grade I in the theological component of their honours degree. The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard.

Students whose first language is not English will be required to satisfy the English language requirement. Students will normally be expected to register year by year on a continuous basis until they have completed their degree. Students wishing to suspend registration may do so only on the express permission of the Faculty.

Programme of Study: Mode B

- Candidates must fulfil the requirements of *Research in Theology: Historical and Methodological Approaches*, and work for at least three semesters under the direction of a permanent teacher within the Faculty.
- The subject of the dissertation requires the approval of the relevant Head of Department.
- The length of the dissertation shall be approximately 40,000 words, exclusive of footnotes and bibliography.
- Candidates shall be required to submit their dissertations within three years. Extensions will be granted only in exceptional circumstances.
- Candidates may be examined on the subject matter of the dissertation if the examiners so decide.

For further information contact:



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Fax:

Ireland: 01-708-3441

International: +353-1-708-3441

Master's Degree in Theology- *One Year Programme* ***Specialisation: Christianity, Human Rights and Society***

The course will consist of six taught modules (15 credits each) delivered over two semesters and the submission of a thesis of 15,000 words. Modules will be delivered on Monday and Wednesday evenings and will be assessed by essay (c. 7,000 words). At the beginning of the academic year students will be provided with a range of titles from which to choose a thesis topic. Alternatively students may, in consultation with the course lecturers, write on a topic of their choosing. The submission date for the completed thesis is the end of August.

Admission Requirements:

The minimum entry requirement is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade II overall, and Second Class Honours, Grade II in Theology. An interview will be part of the selection procedure.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard.

Students whose first language is not English will be required to satisfy the English language requirement.

Programme of Study

The programme comprises of the following modules:

Semester 1:

- **PG 701** Research and Method in Moral Theology
- **PG 465** Human Rights and Globalisation
- **PG 452** Church, State and Society

Semester 2:

- **PG 471** The Ethics of War and Conflict
- **PG 468** The Ethics of Development
- **PG 462** Themes in Theological Ethics
- **Thesis**

Master's Degree in Theology – *One Year Programme* *Specialisation: The Bible and Its Worlds*

Admission Requirements

The minimum entry requirement is a primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade II overall, and Second Class Honours, Grade II in Theology. An interview will be part of the selection procedure.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard.

Applicants whose first language is not English will be required to satisfy the English language requirements.

Programme Rationale

The study of the Scriptures is the soul of theology (see Second Vatican Council, *Dei Verbum* §24). The *Masters in the Bible and its Worlds* is founded upon the experience that the most fruitful approach to the Bible begins with a deep and prolonged engagement with the biblical text—the approach of the biblical writers, the Church Fathers, the Medieval theologians, the Reformers, and of the mystical and artistic traditions. This Masters is therefore founded on the phenomenon that is the Bible—a corpus of texts. The Masters will enable candidates to acquire

- the ability to negotiate biblical texts as literary and linguistic entities
- a knowledge of the contexts—historical, social, religious—out of which the Scriptures emerge
- a theology of the Word of God, i.e, a sense of the divine reality which is the Scriptures' source
- a theological and Christological framework that permits the theological import of the Bible to emerge
- an awareness of the potential and power of the Scriptures—their challenge, call, and spirituality.

Programme of Study

The programme of study comprises of the following modules:

Semester 1:

- **PG 464** Research in Theology: Historical and Methodological Approaches
- **PG 477** Signs, Feasts and Trials: A Narrative and Dramatic Reading of John's Gospel
- **PG 483** The Child In Our Midst: Scripture, Liturgy and the Spirituality of Childhood

Semester 2:

- **PG 481** Liberation and Law: Approaches to the book of Exodus
 - **PG 442** The Soul of Theology: Interpreting Sacred Scripture as the Word of God
 - **PG 479** Christ and Creed: An Exploration of the Relationship between the Development of the Christian Understanding of Jesus and the New Testament
- Thesis**

Master's Degree in Theology

Specialisation: History of Christianity

(in collaboration with the Department of History and the Department of Early Irish, Maynooth University, and the John Paul II and Russell Libraries).

This course consists of five taught modules (four 10 credit modules and one 5 credit module) delivered over two semesters (or over four, for those taking the course part-time) and the submission of a thesis of 15,000 words. Modules are delivered on Monday and Wednesday evenings. The three modules offered in the first semester are compulsory. These are as follows: History of Christian Thought (10 credits); History of Christian Practice (10 credits), and Research Methodologies and Thesis Preparation (5 credits). In the second semester, students take 'Isle of Saints and Scholars?' The Literary Culture of Medieval Ireland (10 credits) on Monday evenings, but can then choose either The Writing of Church History from the Reformation to the 20th Century (10 credits) or Religious Life in Ireland: Archival and Historical Perspectives (10 credits), both of which are offered on Wednesday evenings.

Admission Requirements

Applicants should normally possess a recognized primary degree in Theology or a related discipline (for example, History) and have obtained at least a Second Class Honours, Grade II. In exceptional cases, applicants who can satisfactorily demonstrate a long-standing interest in the subject, coupled with proven relevant experience, will also be considered. An interview will form part of the selection procedure. Students whose first language is not English will be required to satisfy the relevant English language requirements.

Programme of Study

Semester 1:

- **PG 301** Research Methodologies and Thesis Preparation (Wednesday evenings, 6pm-7pm)
- **PG 302** History of Christian Thought (Wednesday evenings, 7pm-9pm)
- **PG 469** History of Christian Practice (Monday evenings, 6pm-8pm)

Semester 2:

- **PG 472** The Writing of Church History from the Reformation to the 20th Century (Wednesday evenings, 6pm-8pm)
- **PG 473** 'Isle of Saints and Scholars?' The Literary Culture of Medieval Ireland (Monday evenings, 6pm-8pm)
- **PG 474** Religious Life in Ireland: Archival and Historical Perspectives (Friday Afternoons, 2pm-4pm)

Master's Degree in Theology

Specialisation: Contemporary Systematic Theology

Admission Requirements

The minimum entry requirement is a primary degree in which theology comprises at least an equal joint honours component (or equivalent). Candidates should have obtained at least Second Class Honours, Grade II overall, and Second Class Honours, Grade II in Theology. An interview will normally be part of the selection procedure.

Programme Rationale

The programme is suitable for those wishing to undertake post-graduate level study in systematic theology.

Programme of Study

The programme of study comprises of the following modules:

Semester 1:

- **PG 601** Methods in Systematic Theology (every second week)
- **PG 476** Ecclesiology: Communion in Context
- **PG 478** *Ressourcement* and Renewal in Twentieth Century Systematic Theology I: The Theology of Karl Rahner

Semester 2:

- **PG 479** Christ and Creed: An exploration of contemporary issues in Christology in the light of the early creedal formulae and the ecumenical councils of the Church
- **PG 480** *Ressourcement* and Renewal in Twentieth Century Systematic Theology II: The Theology of Joseph Ratzinger
- **PG 603** New Directions in Systematic Theology: Faith, Imagination and the Arts

Master's Degree in Liturgical Music

Two Year Programme

Course Directors: Rev Professor Liam Tracey, Dr John O'Keeffe

The Master's Degree in Liturgical Music is a joint academic and practice-based programme which will qualify holders to undertake posts as organists, cantors, or directors of music at parish or diocesan level. Each year of the programme will consist of theological and theoretical study of the Church's liturgy, with specific attention to the area of liturgical music. This academic component will be balanced by an intensive course of supervised practical training in a number of core liturgical music disciplines.

Admission Requirements

The course is especially suited to applicants who have studied Theology and Music to honours degree level. Candidates should normally have obtained at least a Second Class Honours, Grade II overall. The Faculty of Theology may also accept candidates whom it deems to have an equivalent standard. As the programme contains a significant practical component, prospective candidates will need, on application, to furnish evidence of proficiency in at least one of the following three areas: (a) Cantor, (b) Organ, (c) Liturgical Composition. An interview will be part of the selection process.

Course Aims:

- To provide an academic framework appropriate to the study of Theology at Masters level.
- To provide students with an in-depth theological and theoretical formation in the Church's liturgy.
- To form students in the historical, textual, doctrinal and technical aspects of liturgical music.
- To enhance students critical awareness of music composed for and performed in the liturgy.
- To significantly enhance course participants' competency and confidence in selected practical disciplines.

Programme of Study

Year One of the programme consists of six core and two elective academic modules, together with at least two practical modules. Year Two, divided equally between academic and practical elements, focuses on the writing of a dissertation on a topic

related to the area of liturgical music, and a major practicum in at least one (maximum two) of the musical disciplines listed below.

Year One

Core Academic Modules:

- Research in Theology: Historical and Methodological Approaches
- Introduction to Liturgy and Christian Initiation
- The Eucharist
- Liturgical Time
- Music in Christian Worship
- Aspects of Liturgical music

Elective Academic Modules:

Students will take their elective modules from a range of options offered by the National Centre for Liturgy.

Practical Modules:

- Liturgical Composition
- Organ Skills I
- Cantor Skills I

* Students will take Liturgical Composition in Year One, together with at least one of the remaining practical modules.

Year Two

- Methodology in Research
- Guided Thesis Research
- Practicum

Assessment:

Academic modules are assessed by class attendance, presentations and written assignments. Practical modules are assessed in exam-style presentations and, in the case of liturgical composition, the presentation of a portfolio of work.

For further details contact:

Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Telephone: 01-708-4772 / 708-3600
FAX: 01-708-3441
E-mail: admissions@spcm.ie or
theology.office@spcm.ie
Web Page: www.maynoothcollege.ie

Master's Degree in Theology

(Specialisation: Pastoral Theology)

Two years full time or three years part time

Director of Pastoral Theology: Rev Martin McAlinden
Assistant Director in Pastoral Theology: Ms. Giovanna Feeley MTh

The Master's Degree in Theology (*specialisation: Pastoral Theology*) prepares people for ministry through participative learning, faith formation, theological reflection and practical pastoral experience. At the heart of the programme is the engagement between theology and ministry. The programme includes the study of topics relevant to pastoral theology and ministry including all aspects of theology, Sacred Scripture, contemporary culture, supervision and communications.

Admission Requirements

The minimum entry requirement for this programme is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should normally have obtained at least a Second Class Honours, Grade II overall, and Second Class Honours, Grade II in Theology. The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Where an applicant's qualifications are insufficient for admission to the MTh a Qualifying Programme and Examination may be provided.

Students whose first language is not English will be required to satisfy the English language requirement. Students will normally be expected to register year by year on a continuous basis until they have completed their degree. Students wishing to suspend registration may do so only on the express permission of the Faculty. An interview will be part of the selection process.

Course Aims:

The aim of the Master's Degree (Pastoral Theology) is to form and prepare people for ministry. In order to achieve this, the course aims:

- to study and reflect on Christian life and ministry, both individually and corporately in the Christian tradition
- to combine pastoral theology and the acquisition of skills with supervised experience in pastoral placements
- to deepen an understanding of the complementarity that exists between the ordained ministry and the full or part-time lay pastoral ministry in the Christian community

- to develop reflective, pro-active and evaluative skills through theological reflection, so as to enable students to relate theology and ministry to contemporary culture
- to develop and facilitate the on-going formation of people with management skills, including responsibility and accountability appropriate to pastoral ministry

Programme of Study

The Master's Degree in Theology is a two year course. The first year is a taught programme consisting of ten modules. Course work includes group theological reflection, lectures, presentations and interactive seminars. While classes are normally on Monday and Tuesday of each week, students may be required to attend courses and seminars that are only available outside these times. In the second year the student completes one unit of Clinical and Pastoral Education (CPE) and a dissertation / project on an issue relevant to pastoral theology. This course can also be taken over three years part-time.

Core Modules:

- Foundations of Pastoral Theology
- Liturgy and the Sacraments in Ministry
- Historical Theology and Research Methodology
- Ministry in Context: Bringing faith to life
- Scripture in a Pastoral Setting
- Moral Theology and Ministry
- Church at the Service of God
- Developing an adult faith in ministry
- Pastoral Theology in Contemporary Society:
 - Primary Level Catechesis & Chaplaincy
 - Parish Ministry
 - Introduction to Pastoral Counselling

Pastoral Placement Education:

Students commit to a pastoral placement for ten to twelve hours per week. This takes place in the first year and is arranged through the placement coordinator. Participation in pastoral/theological reflection groups and supervision are central to the placement experience.

Clinical and Pastoral Education:

This is a professional education for ministry for pastoral carers in a hospital setting. The course includes development of self-understanding and the foundation for the

Practice of pastoral care. CPE is a twelve-week, full time course which students take in the second year.

Dissertation / Project:

The student researches an issue of pastoral concern under the direction of a supervisor. The dissertation / project will be approximately 15,000 words.

Assessment

Each module will be assessed by class attendance, participation, presentations and a written assignment as outlined within the module. The placement and theological reflection is assessed twice in the first year. A Learning Portfolio of work illustrating the student's reflections and learning in the taught programme and in the pastoral placement will also be part of the assessment.

Mid Course Review:

At the end of the first year the student, with representatives of the pastoral theology department, reviews her/his work and submits a proposal for their MTh Dissertation/Project. This facilitates the on-going development of the student, his/her potential to satisfactorily complete the degree and show a readiness for ministry.

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International: +353-1-708-4772

Fax:

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International: +353-1-708-3441

Doctoral Degree in Theology

The Doctoral Degree of PhD in Theology is awarded to those holding the MTh who satisfactorily complete the course and research requirements for the Degree.

Admission Requirements

- A Master's Degree in Theology of at least Second Class Honours Grade I or its equivalent
- The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard.
- A competence in at least two theological languages: Hebrew, Greek or Latin. A candidate who has not already attained an acceptable level of competence in theological languages is required to pass qualifying courses in at least two of the following: Hebrew, Greek, or Latin.

Postgraduate Degree students will normally be expected to register year by year on a continuous basis until they have completed their degree. Students wishing to suspend registration may do so only on the express permission of the Faculty. Upon registration, PhD students will be assigned a staff mentor to assist them in their choice of courses and thesis director.

Programme of Study

- Candidates must normally complete at least three years of study, one of which must include four postgraduate seminar courses. Two of these courses will normally be *Research in Theology: Historical and Methodological Approaches* and *The Soul of Theology*.
- Candidates must have or must acquire a good reading knowledge of a modern continental European language.
- The doctoral dissertation, which forms the basis for the award of the degree, must be a substantial and original piece of research, which offers a notable contribution to the advancement of the theological sciences.
- The dissertation must be prepared under the direction of a member of the Faculty of Theology on a topic approved by the Faculty.

Regulations for the PhD Defence

A defence of the dissertation is required for the awarding of the PhD.

- I. The candidate shall in the first place submit three copies of the dissertation which may be ring-bound.
- II. The examiners shall be the supervisor of the dissertation, an extern chosen by the Faculty, and a member of the Faculty appointed by the Faculty.
The Faculty will also appoint a chairperson for the defence, and members of the Faculty are invited to attend.
- III. The examiners may accept or reject the dissertation for defence.
- IV. The format of the defence shall be decided by the examiners but shall not exceed one and a half-hour's duration.
- V. The examiners shall make a written recommendation to the Faculty.
- VI. The dissertation may be accepted without change or with some modifications, or it may be rejected on the basis of the defence.
- VII. In the event of a successful defence the candidate must submit a hard-bound copy of the dissertation incorporating any changes which the examiners may require. Changes are verified by at least one of the examiners. The degree shall not be conferred until receipt of a duly revised copy has been confirmed by the Director of Postgraduate Studies.
- VIII. A copy of the dissertation will be lodged in the College Library, and candidates will be invited to complete the following form: *I hereby agree that the copy of my dissertation deposited in the Library shall be available for consultation under conditions laid down by the Pontifical University.*
- IX. All dissertations shall remain the property of the University.

For further information contact:



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Chapter VI

**Course Modules
for
Postgraduate Degree Programmes:
in the Faculty of Theology**

- ❖ **Licentiate in Divinity: STL**
- ❖ **Master's Degree in Theology: MTh**
- ❖ **Master's Degree in Liturgical Music: MLM**
- ❖ **Master's Degree in Theology
(Christianity, Human Rights and Society)**
- ❖ **Master's Degree in Theology
(The Bible and Its Worlds)**
- ❖ **Master's Degree in Theology
(The History of Christianity)**
- ❖ **Master's Degree in Theology
(Contemporary Systematic Theology)**
- ❖ **Master's Degree in Theology
(Pastoral Theology)**
- ❖ **Master's Degree in Liturgical Music (MLM)**
- ❖ **Doctoral Degree in Theology**

Reading Courses

The Liturgical Year

Module Code: PG 515
Lecturer: Rev Professor Liam Tracey OSM
Department: Liturgy
Module Level: 9/10: STL Reading Course

Aims: This reading course will trace the dynamics of time, story, and history in the liturgical shaping of time. Beginning with Sunday and its celebration, the origin, development and contemporary significance of the various festivals and seasons reflected in the evolution of the liturgical year and in the current liturgical books will be studied. The interplay and clash of liturgical time and the rhythms of modern life will form the backdrop to the course.

Indicative Syllabus: After an overview of the development of the term Liturgical or Church Year, the following topics will form part of the course reading and research:

- Christian understandings of Time
- Jewish Festivals and Feasts
- Sunday, the Day of the Lord
- Easter, Pascha and Passover
- Lent and Baptism
- Christmas, Epiphany and the strange case of Advent
- Martyrs, Heroes and Bishops
- Ordered Time

Indicative Bibliography:

Adolf Adam, *The Liturgical Year* (New York: Pueblo, 1981).

Paul F. Bradshaw and Maxwell E. Johnson, *The Origin of Feasts, Fasts, and Seasons in Early Christianity* (Collegeville, MN: Liturgical Press, 2011).

Harald Buchinger, "On the Origin and Development of the Liturgical Year: Tendencies, Results, and Desiderata of Heortological Research," in *Studia Liturgica* 40 (2010), 14-45.

Maxwell E. Johnson, editor, *Between Memory and Hope: Readings on the Liturgical Year* (Collegeville, MN: Liturgical Press, 2000).

Aiden A. Mosshammer, *The Easter Computus and the Origins of the Christian Era*, Oxford Early Christian Studies (New York: Oxford University Press, 2008).

Philip H. Pfatteicher, *Journey into the Heart of God: Living the Liturgical Year* (New York: Oxford University Press, 2013).

Susan K. Roll, *Toward the Origins of Christmas* (Kampen: Kok-Pharos, 1995).

Daniel A. Smith, *Revisiting the Empty Tomb: The Early History of Easter* (Minneapolis: Fortress Press, 2010).

Thomas J. Talley, *The Origins of the Liturgical Year* (New York: Pueblo, 1986).

A Critical Reading of the Works of Henri de Lubac

Module Code: PG 506
Lecturer: Revd Dr Noel O’Sullivan
Department: Systematic Theology
Module Level: 9/10 STL Reading Course

Aims

To enable students develop an understanding of the theology and method of Henri de Lubac and, thereby, to appreciate a new way of doing theology following the implosion of Neo-Scholasticism.

Indicative Syllabus

- The theological and cultural context of de Lubac’s life and work
- De Lubac’s theological method
- His engagement with the *Surnaturel* question
- His emerging Christology
- De Lubac’s ecclesiology
- Situating de Lubac in the context of Vatican II
- A critical reading of selected texts

Suggested Reading

De Lubac, Henri, *Catholicism: Christ and the Common Destiny of Man*. San Francisco: Ignatius Press, 1988.

De Lubac, Henri, *At the Service of the Church*. San Francisco: Ignatius Press, 1993.

O’Sullivan, Noel, *Christ and Creation: Christology as the key to interpreting the theology of creation in the works of Henri de Lubac*. Oxford: Peter Lang, 2009.

O’Sullivan, Noel, “An Emerging Christology,” in Jordan Hillibert. *Companion to Henri de Lubac*. New York: T & T Clark (forthcoming).

Urs Von Balthasar, Hans, *The Theology of Henri de Lubac*. San Francisco: Ignatius Press, 1991.

Elements and Forms of Assessment

Continuous assessment and end of year paper

Searching for a Universal Ethic: Contemporary Conversations in Natural Law

Module Code: PG 516
Lecturer: Rev Dr Michael Shortall
Department: Moral Theology
Module Level: 9/10 STL Reading Course

Aims: Are there objective moral values which can unite human beings and bring them peace and happiness? So begins the *In Search of a Universal Ethic: A new look at the Natural Law* (2009). It is an invitation ‘to all pondering the ultimate foundations of ethics and of the juridical and political order’. (9) This course continues that conversation. Its aims are as follows: to distinguish contemporary approaches to the natural law, to develop responses to the challenges, and to evaluate its operation in different practical contexts.

Indicative Syllabus:

- Contemporary models of the Natural Law in Moral Theology, Political Science and Jurisprudence
- The relationship between Revelation and the Natural Law
- The place of the Natural Law in relation to some of the streams of modern philosophy
- The applications of the Natural Law in governance and legal justification
- The place of the Natural Law in responding to current issues.

Indicative Bibliography

- John Paul II. *Veritatis Splendor* (6 August 1993): AAS 85 (1993).
- International Theological Commission. *In Search of a Universal Ethics: A New Look at the Natural Law*. Catholic Truth Society, 2009.
- John Berkman and William C. Mattison III, *Searching for a Universal Ethic: Multidisciplinary, Ecumenical, and Interfaith Responses to the Catholic Natural Law Tradition*. Grand Rapids: Eerdmans, 2014.
- Biggar, N. and R. Black, eds. *The Revival of the Natural Law*. Aldershot 2000.
- Cunningham, L., ed. *Intractable Disputes about the Natural Law*. Notre Dame, IND: University of Notre Dame Press, 2009.

Elements and Forms of Assessment:

Continuous assessment (Reading): 60 %
End of semester examination (three hours): 40 %

Seminar Courses, Semester I

Research in Theology: Historical and Methodological Approaches

Module Code: PG 464
Lecturer: Rev. Prof. Michael A. Conway
Department: Faith and Culture
Module Level: 9/10 MTh/ PhD/ STL Seminar Course

Aim

The aim of this course is to explore the dynamic of research in theology in its historical contextualization.

Learning Outcomes

This course is directed at enabling students to undertake independent research in theology. It will focus on methodology and on an appreciation of the evolving nature of the discipline. Particular emphasis will be placed on the various contexts within which Christian theology emerges, and the manner in which this has shaped the theological enterprise.

Bibliography

David F. Ford and Mike Higton, eds., *The Modern Theologians Reader*. Oxford: Wiley-Blackwell, 2012.

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago Press, 2013.

Note Textbooks are required for the opening class

Timetable

Alternate Monday afternoons, first semester, beginning on Monday the 21 September 2015 at 4.00pm. Please note textbook requirement (above).

Assessment

Continuous Assessment: 100%

Culture and Religion: A Critical Reading of Charles Taylor's A Secular Age (Part I)

Module Code: PG 427
Lecturer: Rev. Prof. Michael A. Conway
Department: Faith and Culture
Module Level: 9/10: MTh / PhD / STL Seminar Course

Aims

The primary aim of this course is to read and discuss a selection of texts from Charles Taylor's *A Secular Age* (2007). An ancillary aim is to prepare an article for possible publication in a theological journal.

Indicative Syllabus

This course will explore what is arguably the most important publication to date on contemporary religion and culture. Through a confrontation with a series of extracts from *A Secular Age*, students will be introduced to key terms and issues in contemporary debates on culture, religion(s), faith, secularisation, fundamentalism, etc., with a view to a reception of Taylor's discourse in contemporary Fundamental Theology.

Indicative Bibliography

Charles Taylor. *A Secular Age*. Cambridge: Harvard University Press, 2007.
Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago, 2013.

Timetable First Semester: Alternate Mondays 4.00 pm – 6.00 pm

Assessment

To qualify for assessment full attendance is expected at all sessions and assigned readings are to be completed before each session. A final paper is to be submitted on an agreed topic by 1.00 pm, Friday, 11 December 2015, which is to be no more than 5,000 words (including footnotes and bibliography) and follow strictly the standard presentation guidelines. Your final grade will include recognition of participation in discussion (80% final paper, 20% participation).

Human Rights and Globalisation

Module Code: PG 465
Lecturer: Rev Dr Michael Shortall
Department: Moral Theology
Module Level: 9/10 MTh

Aims:

In *Caritas in Veritate* (2009), Benedict XVI observed: “Globalization is a multifaceted and complex phenomenon which must be grasped in the diversity and unity of all its different dimensions, including the theological dimension (42).” In particular, globalisation provides the context for contemporary debates in human rights. The aims of this module area are as follows: to examine human rights discourse, to identify current trends in globalisation, and to integrate such a reflection within a theological horizon.

Indicative Syllabus:

This course will explore

- Philosophical and Theological approaches to Human Rights
- Contemporary Human Rights Documents, Instruments and Institutions
- Contemporary challenges within a globalised world, including national security, economic development, information technology, and religious freedom.

Indicative Bibliography:

Benedict XVI, *Caritas in Veritate* (2009)
Brownlie, I. and G.S. Goodwin-Gill. *Basic Documents on Human Rights*. 6th Ed. Oxford: Oxford University Press, 2010.
Goodhart, Michael. *Human Rights: Politics and Practice*. Oxford: Oxford University Press, 2013.
Regan, E. *Theology and the Boundary Discourse of Human Rights*. Washington DC: Georgetown University Press, 2010.
Steiner, H.J. and P. Alston. *International Human Rights in Context*. Oxford: Oxford University Press, 2012.
Witte, J. and M Christian Green. *Religion and Human Rights*. Oxford: Oxford University Press, 2012.

Timetable: First Semester.

Assessment: Continuous Assessment: 3,000 words
Essay: 4,000 words

Research and Method in Moral Theology

Module Code: PG 701
Lecturer: Rev Dr Pádraig Corkery
Department: Moral Theology
Module Level: MTh (Christianity, Human Rights and Society)

Aims

This module will explore the various methodologies employed in research and scholarship in the discipline of moral theology.

Learning Outcomes

At the conclusion of this module students will be aware of the essential skills and resources necessary for theological research and writing. They will also have a clear understanding of the range of methodologies employed by moral theologians from the beginning of the discipline to the present day.

Indicative Bibliography

Salzman, Todd A., ed., *Method and Catholic Moral Theology: The Ongoing Reconstruction*. Omaha, NE: Creighton University Press, 1999.

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th Ed. Chicago: University of Chicago Press, 2013.

Wogaman, J. Philip, *Christian Ethics – A Historical Introduction*. Louisville, KY: Westminster John Knox Press, 2011.

Timetable

First Semester: Mondays 4pm – 6pm.

Elements and Forms of Assessment

Continuous Assessment: 100%

Church, State and Society

Module Code: PG 452
Lecturer: Rev Dr Pádraig Corkery
Department: Moral Theology
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims

The aim of this seminar is to explore the dynamic and evolving relationship between Church and State within modern societies and its implication for the content of civil legislation and for the role of [Catholic] politicians.

Indicative Syllabus

- The history, content and implications of the Declaration on Religious Freedom of Vatican II
- Civil law, morality and the Church: the Irish experience.
- The role and limits of religious discourse in a modern democracy.
- The nature of ‘authentic democracy’.

Indicative Bibliography

Peter Berger et al, *Religious America, Secular Europe?* Farnham: Ashgate, 2008
Charles J Chaput, *Render Unto Caesar*, New York: Doubleday, 2008
Charles E Curran [editor], *The Catholic Church, Morality and Politics*. [Readings in Moral Theology 12], Mahwah, NJ: Paulist Press, 2001
-----*Changes in Official Catholic Moral Teaching*. [Readings in Moral Theology 13], Mahwah, NJ: Paulist Press, 2003
Patrick Hannon, *Church, State, Morality and Law*. Dublin: Gill & Macmillan, 1992
US Bishops, *Catholics in Political Life*. Washington DC: US Catholic Bishops Conference, 2006

Timetable Semester One – Two-hour sessions over 10 weeks
(Wednesday Evening 7.00pm -9.00pm)

Assessment Written assignment c.7000 words (100%)

Theology and Music

Module Code: PG 453
Lecturer: Dr Kathleen Fitzpatrick
Department: Systematic Theology
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims To introduce students to current scholarship exploring the connections between theology and music. The course will survey an overview of significant points in the relationship between music and theology throughout history. It will consider the work of selected theologians who have developed their theological thought in harmony with their insights into music. Similarly, the module will explore the influence of theology on the work of composers and musicians. With examples from a variety of genres, the course will explore and critique musical expressions of subjects of theological concern.

Learning Outcomes At the end of the course, the student will:

- Have an overview of the links between music and theology throughout history
- Appreciate the significance of music in theological discourse
- Be aware of the contribution of music to theology outside the realm of liturgical music
- Have engaged critically and creatively with music from a variety of genres treating theological themes

Indicative Syllabus

- An overview of theology and music in dialogue throughout history
- Augustine and music
- Musical interpretations of Jesus Christ
- Music and eschatology
- Trinity and music
- Marian images in music
- Songs of salvation
- The Paschal Mystery and music
- Music and interreligious dialogue

Indicative Bibliography

Blackwell, Albert L. *The Sacred in Music*, Cambridge: Lutterworth, 1999.
Begbie, Jeremy. *Resounding Truth: Christian Wisdom in the World of Music*. Grand Rapids, MI: Baker Academic, 2007.

- Begbie, Jeremy and Stephen R. Guthrie. *Resonant Witness: Conversations between Music and Theology*, Grand Rapids, MI & Cambridge, UK: Eerdmans, 2011.
- de Gruchy, John W. *Christianity, Art, and Transformation: Theological Aesthetics in the Struggle for Justice*, Cambridge: Cambridge University Press, 2001.
- Hone, Timothy, Jeff Astley and Mark Savage, eds. *Creative Chords: Studies in Music, Theology and Christian Formation*, Herefordshire: Gracewing, 2000.
- Illman, Ruth. *Art and Belief. Artists Engaged in Interreligious Dialogue*, Sheffield: Equinox, 2012.
- Pelikan, Jaroslav. *Bach among the Theologians*, Philadelphia: Fortress Press, 1986.
- Pickstock, Catherine. "Soul, City and Cosmos after Augustine." Pages in 243-77 in John Milbank, Catherine Pickstock and Graham Ward (eds), *Radical Orthodoxy*. London and New York: Routledge, 1999.
- Saliers, Don, *Music and Theology*. Nashville: Abingdon, 2007.
- Stoltzfus, Philip E. *Theology as Performance: Music, Aesthetics, and God in Western Thought*, New York: Clark, 2006.
- Stone-Davis, Férdia J. *Musical Beauty: Negotiating the Boundary between Subject and Object*, Eugene: Cascade, 2011.
- Thiessen, Gesa E., ed., *Theological Aesthetics: A Reader*, London: SCM, 2004.

Timetable

Semester One

Elements and Forms of Assessment

During the semester, students will prepare material to be covered in the classes. At the end of the course, students will submit an essay of 5000 words on a subject chosen by them in consultation with the lecturer.

Narrative Criticism of the Bible: Theory and Practice

Module Code PG 455- **Not offered in the current academic year**
Lecturer: Rev Prof Séamus O’Connell
Department: Sacred Scripture
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims While biblical interpretation for most of the 19th and 20th centuries concerned itself with *what a text meant* in its original context, last 30 years have seen a shift towards how a text establishes meaning. Narrative criticism is a particular locus of this change: shifting from a primary concern about the external, referential meaning of a text to explore *how a text means* and its existential consequences. By exploring key biblical texts, this module aims to introduce participants, not only to the development and theory of contemporary narrative criticism, but also to its practice.

Indicative Syllabus

- The development of biblical criticism since the Enlightenment.
- Narrative Criticism—what it is and what it is not.
- The Dimensions of Narrative: Story, Discourse
- The Elements of Narrative: Author/Implied Author, Audience/Implied Audience, Characterization, Plot, Settings, Rhetoric
- Narrative Criticism of Selected Biblical Passages
- Narrative, History and Truth

Indicative Bibliography

Abbott, H. Porter. *The Cambridge Introduction to Narrative*. 2d ed; Cambridge: Cambridge University Press, 2008.

Alter, Robert. *The Art of Biblical Narrative*. New York: Basic Books, 1980.

Bal, Mieke. *Narratology: Introduction to the Theory of Narrative*. 3d ed; Toronto: University of Toronto Press, 2009.

Bar-Efrat, Shimon. *Narrative Art in the Bible*. Sheffield: Sheffield Academic Press, 1989.

Chatman, Seymour. *Story and Discourse: Narrative Structure in Fiction and Film*. Ithaca & London: Cornell University Press, 1978.

Gunn, David M. and Donna Nolan Fewell. *Narrative in the Hebrew Bible*. Oxford: Oxford University Press, 1993.

Herman, David, Manfred Jahn, and Marie-Laure Ryan, eds. *Routledge Encyclopedia of Narrative Theory*. London: Routledge, 2004.

Malbon, Elizabeth Struthers. *Mark’s Jesus: Characterization as Narrative Christology*. Waco: Baylor University Press, 2009.

- Malbon, Elizabeth Struthers, “Narrative Criticism: How does the Story Mean?” Pages 29–57 in Janice Capel Anderson and Stephen D. Moore (eds) *Mark and Method: New Approaches to Biblical Studies*. 2d ed; Minneapolis: Fortress, 2008.
- Moore, Stephen D. *The Literary Criticism of the Gospels: The Theoretical Challenges*. New Haven and London: Yale University Press, 1989.
- Rimon-Kenan, Sholomith. *Narrative Fiction: Contemporary Poetics*. 2d; London: Routledge, 2002.
- Sternberg, Meir. *The Poetics of Biblical Narrative: Ideological Literature and the Drama of Reading*. Bloomington: Indiana University Press, 1985.
- Thatcher, Tom and Stephen D. Moore, eds. *Anatomies of Narrative Criticism: The Past, Present and Futures of the Fourth Gospel as Literature*. Atlanta: Society of Biblical Literature. 2008.

Timetable First Semester: Ten Two-Hour Seminars

Elements and Forms of Assessment

Seminar Attendance, Participation and Reflection Paper (2000 words) 25%

Final 5000 Word Paper 75%

Signs, Feasts and Trials: A Narrative and Dramatic Reading of John's Gospel

Module Code: PG 477
Lecturer: Rev Luke Macnamara, OSB
Department: Sacred Scripture
Module level: 9/10 MTh / PhD / STL Seminar Course

Aims

- to introduce the student to the techniques, categories and terms of narrative analysis.
- to enable the student to apply the knowledge and skills acquired with selected texts from John's Gospel.
- to explore the specific narrative and dramatic strategies deployed in John's Gospel

Syllabus

The course will elucidate the techniques, categories and terms (plot, character, point of view, implied author and reader etc.) and then examine and apply them employing selected narratives from John's Gospel.

The examination of the scriptural texts will be guided by a questionnaire and in addition there will be designated reading of secondary literature (a journal article or short book chapter).

The course will examine

- the implied narrative strategies behind various proposed structures for the Gospels
- the implied readership of the Gospel
- the plot(s) of the Gospel
- the characters of the Gospel with special attention to Jesus, the disciples and the Jews
- the points of view and the levels in the narrative
- the narrative strategies observed in the use of time, order and arrangement of the Gospel material
- the presentation, sequence and arrangement of scenes in developed micro-narratives or dramas

Indicative Bibliography:

Primary texts:

The Bible

MARGUERAT, Daniel L. –BOURQUIN, Yves., *How to Read Bible Stories. An introduction to Narrative Criticism*. London: SCM Press, 1999.

Other relevant texts: ALETTI, Jean-Noel, "La construction du personnage Jésus dans les récits évangéliques. Le cas de Mc", *Analyse narrative et Bible. La Bible en*

récits. Deuxième colloque international du Rhenab. Louvain-la-Neuve, avril 2004, C. Focant - A. Wenin (éds.), BETHL 191, Leuven, 2005, p. 19-42, esp. 41-42.

_____, “Lettura narratologica. Esemplificazione su Gv 9”, *Annali di Scienze Religiose* 9 (2004) 123-136.

BENNEMA, Cornelis, *Encountering Jesus. Character Studies in the Gospel of John*. Peabody, MA: Hendrickson; Milton Keynes: Paternoster, (2009).

BRANT, Jo-Ann A., *Dialogue and Drama. Elements of Greek Tragedy in the Fourth Gospel*. Peabody, MA: Hendrickson’s Publishers Inc. 2000.

CULPEPPER, R. Alan, «The Narrator in the Fourth Gospel: Intertextual Relationship», *SBL Seminar Papers*, 1982, 81-96.

_____, *Anatomy of the Fourth Gospel. A Study in Literary Design*. Philadelphia: Fortress. 1983.

DARR, John A. *On Character Building: The Reader and the Rhetoric of Characterization in Luke-Acts*. Louisville, KY: Westminster John Knox Press. 1992.

LINCOLN, Andrew T., *The Gospel According to St. John*. London – New York, Hendrickson’s Publishers Inc. 2005.

_____, *Truth on Trial. The Lawsuit Motif in the Fourth Gospel*. Peabody, MA: Hendrickson’s Publishers Inc. 2000.

MARGUERAT, Daniel, “Le point de vue dans le récit: Matthieu, Jean et les autres”, *Studien zu Matthäus und Johannes FS Jean Zumstein zu seinem 65. Geburtstag* (Hrsg. A DETTWILER und U. Poplutz) ATHANT 97. Theologischer Verlag Zürich. 2009.

MOLONEY, Francis, “The Faith of Martha and Mary. A Narrative Approach to John 11:17-40”, *Biblica* 75 (1994) 471-493.

SKINNER, Christopher W., *Characters and Characterization in the Gospel of John*. LNTS 461. London – New York: Bloomsbury. 2013.

TALBERT, Charles H., *Reading John. A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles*. New York: Crossroad Publishing Company. 1994.

THEOBALD, Michael, *Das Evangelium nach Johannes. Kapitel 1-12*. Regensburg: Pustet Friedrich KG. 2009.

Timetable First Semester: Ten Two-Hour Seminars; Wednesday evenings.

Elements and Forms of Assessment

Seminar attendance and participation. A questionnaire on a selected scriptural text will guide the discussion and work in each session. In addition there will be a short article or book chapter to read and comment upon. Students are expected to prepare in advance a short written response to the weekly questionnaires, to be handed in at the subsequent session. Each student will be graded on the best five responses, but all 9 questionnaire assignments are mandatory. 50%

Final 5,000 Word Paper 50%

Research Methodologies and Thesis Preparation

Module Code:	PG 301
Lecturer:	Dr Miriam Moffitt
Department:	Ecclesiastical History
Module Level:	MTh (History of Christianity)

Aims

This module will introduce students to the practicalities and pitfalls of historical research. It will provide the skills which will enable them to identify, locate, analyse and contextualise both primary and secondary sources. It will provide advice on how to structure their research and to present their findings in a scholarly manner in accordance with standard writing conventions.

Students will be familiarised with the sources and repositories relevant to the religious history of Ireland, and to the wider history of Christianity. They will be introduced to the extensive holdings of the Russell Library, Maynooth and will learn of other repositories whose holdings are pertinent to the history of Roman Catholic Church and of the various Protestant denominations. They will engage with the growing body of online primary sources and will learn to identify, access and critique recent scholarship in both print and online media.

While this module focuses on research into the history of religion, especially in the Irish context, the skills imparted in this module will prove useful to persons involved in any form of research, whether within or without the field of history. It aims:

- To equip students with the skills necessary to identify, locate, critique and analyse sources relevant to the history of Christianity
- To familiarise students with the holdings and locations of repositories, and to introduce students to the wide range of finding aids employed in such locations
- To facilitate the identification and use of relevant online material
- To impart the necessary skills to identify, analyse, interpret and contextualise source material, and secondary analysis, and to present one's findings in a scholarly manner

Indicative Syllabus:

Topics covered in this module will include:

- Sources and archives relevant to the study of the history of Roman Catholicism, in Ireland and in a wider context
- Sources and archives relevant to the study of the Church of Ireland and other Protestant denominations in Ireland
- Digital and online sources relevant to the history of Christianity
- Published scholarship: how to review and critique other people's work
- Thesis preparation: researching and writing
- Thesis presentation: historical writing, academic style, and writing conventions
- Visit to the Russell library

Indicative Bibliography:

- Arnold, John H., *History: a very short introduction*. Oxford: Oxford University Press, 2000, esp. chapter 4.
- Burton, Antoinette, *Archive stories: facts, fictions and the writing of history*. Durham, NC: Duke University Press, 2005, introduction.

Timetable: Wednesday evenings (first semester): 6pm-7pm.

Elements and Forms of Assessment:

Archival Review:	20%
Bibliographic Survey:	40%
Book Review:	40%

History of Christian Practice, c.1000-c.2000

<i>Module Code:</i>	PG 469
<i>Lecturer:</i>	Prof. Salvador Ryan
<i>Department:</i>	Ecclesiastical History
<i>Module Level:</i>	MTh (History of Christianity)
<i>ECTS Credits:</i>	10

Aims

This course will introduce students to the way in which theological ideas (set out in the module History of Christian Thought) were interpreted in everyday life in the past and the impact those interpretations had on the experience of belief. It will examine how such practices manifested themselves across the various confessional forms of Christianity. Students will be encouraged to read some key studies of popular belief and to critically engage with a variety of primary source texts.

Indicative Syllabus

The approach will be based on both formal lectures and discussion of selected key texts (both primary sources and important secondary works). Weeks 1 and 12 will introduce and conclude the module. The remaining weeks will be given to discussing themes such as:

- God and Providence
- The Eucharist and Popular Devotion
- The Cult of the Virgin Mary
- Saints, Relics and Pilgrimage
- Death and the Afterlife
- The Material Culture of Christianity
- Controversies relating to the concepts of “superstition” and “magic”

Each theme will be covered partly in lecture form, tracing evolution of these ideas over time and across confessions. The remaining time will be devoted to the examination of some primary sources for the topic and a key secondary work. Part of the course will involve a visit to the Russell Library to view relevant texts. On Monday 30 November, students will attend a guest lecture by Prof. Robert Bartlett, University of St Andrews, entitled “Barbarous Latin, Snake Saints and Croaking Crows: Medieval Miracle Accounts as Stories”.

Indicative Bibliography

- Anderson, Roberta and Dominic Aidan Bellenger, *Medieval religion: a sourcebook*. London: Routledge, 2007.
- Bartlett, Robert, *Why Can the Dead do such Great Things? Saints and Worshippers from the Martyrs to the Reformation*. Princeton: Princeton University Press, 2013.
- Cameron, Euan, *Enchanted Europe: superstition, reason and religion, 1250-1750*. Oxford: Oxford University Press, 2010.
- Christian, William A., *Local Religion in Sixteenth-Century Spain*. Princeton: Princeton University Press, 1981.
- Cooper, Kate and Jeremy Gregory, *Elite and popular religion: Studies in Church History, 42*. Woodbridge: Boydell Press, 2006.
- Duffy, Eamon, *The Stripping of the Altars: traditional religion in England, 1400-1580*. New Haven: Yale University Press, 1992.
- Gillespie, Raymond, *Devoted People: belief and religion in early modern Ireland*. Manchester: Manchester University Press, 1997.
- Hall, David D., *Worlds of Wonder: popular religious belief in early New England*. Harvard: Harvard University Press, 1989.
- Laugerud, Henning and Salvador Ryan (eds), *Devotional Cultures of European Christianity, 1790-1960*. Dublin: Four Courts Press, 2012.
- McDannell, Colleen, *Material Christianity: religion and popular culture in America*. New Haven and London: Yale University Press, 1995.
- Parish, Helen and William G. Naphy (eds.), *Religion and superstition in Reformation Europe*. Manchester and New York: Manchester University Press, 2002.
- Ryan, Salvador, 'Some reflections on theology and popular piety: a fruitful or fraught relationship?', *The Heythrop Journal* 53 (2012).
- Shinners, John (ed.), *Medieval Popular Religion: a Reader*. Toronto: University of Toronto Press, 1997.
- Stouck, Mary-Ann, *Medieval Saints: a Reader*. Toronto: University of Toronto Press, 1998.
- Swanson, R.N., *Religion and Devotion in Europe, c.1215-c.1515* (Cambridge: Cambridge University Press, 1995)
- Walsham, Alexandra, *Providence in early modern England*. Oxford: Oxford University Press, 2001.
- Whalen, Brett Edward (ed.), *Pilgrimage in the Middle Ages: a Reader*. Toronto: University of Toronto Press, 2011.

Timetable: Monday evenings (first semester): 6pm – 8pm.

Assessment: Written assignment of c.5,000 words (85%) Class presentation (15%)

History of Christian Thought

Module Code: PG 302
Lecturer: Dr Simon Nolan
Department: Ecclesiastical History
Module Level: MTh (History of Christianity)

Aims

To provide students with a thorough introduction to the most significant issues in the evolution of Christian thought over two millennia. By means of class presentation, guided reading and the exploration of key themes, students should come to appreciate the rich tapestry that is the history of the Christian tradition. Each session will incorporate the reading of primary source texts as examples.

Indicative Syllabus

- Christianity takes shape: early Christian writing and its concerns
- The evolution of the doctrine of the Trinity
- Conflicts over the person of Christ
- The development of ideas surrounding grace and eschatology
- Issues which contributed to division between eastern and western Christianity
- Medieval scholastics and their controversies
- Theologies at the heart of the Reformations
- Developments in Christian thought after the Reformations

Indicative Bibliography

Bell, David N., *A Cloud of Witnesses: an introduction to the development of Christian doctrine to AD 500*. 2nd ed., Kalamazoo: Cistercian Publications, 2007.

Bell, David N., *Many Mansions: an Introduction to the Development and Diversity of Medieval Theology*. Kalamazoo: Cistercian Publications, 1996.

Evans, Gillian.R., *The Medieval Theologians*. Oxford: Oxford University Press, 2001.

González, Justo, *A History of Christian Thought*. 3 vols. Nashville: Abingdon Press, 1987.

González, Justo L., *A History of Christian Thought in One Volume*. Nashville: Abingdon Press, 2014.

Kelly, Joseph F., *The Ecumenical Councils of the Catholic Church: a history*. Collegeville: Liturgical Press, 2009.

Lane, Tony, *A Concise History of Christian Thought*. London: T&T Clark, 2006.

McGrath, Alister E., *Historical Theology: an Introduction to the History of Christian Thought*. Oxford: Blackwell, 1998.

Meister, Chad, and J.B. Stump, *Christian Thought: a Historical Introduction*. London and New York, Routledge 2010.

Miles, Margaret R., *The Word made Flesh: a History of Christian Thought*. Oxford: Blackwell, 2005.

Pelikan, Jaroslav, *The Christian Tradition: a History of the Development of Doctrine*. 5 vols. Chicago: University of Chicago Press, 1971-89.

Timetable

Wednesday evenings (first semester): 7pm – 9pm

Assessment Written assignment (7,000 words)

Methods in Systematic Theology: From Classical Paradigms to Contemporary Approaches

Module Code: PG 601

Lecturers: Dr Mary McCaughey

Department: Systematic Theology

Module Level: 9/10; One Year MTh in Systematic Theology (only).

Aims This module aims to assist students reflect critically on the nature of theology and to develop an appreciation of theological method in systematic theology. Students will examine and learn to recognise the characteristics of theological approaches from classical, medieval, and modern to post-modern with reference to the work of selected theologians including Augustine, Thomas Aquinas, Karl Rahner, Joseph Ratzinger, David Tracy and Gustavo Gutierrez. Students will also be initiated into methodology, guidelines in choosing a dissertation topic and supervisor, dissertation composition and use of Library and online research resources.

Learning Outcomes On completion of this module students will:

- Recognise characteristics of theological genres including classical, medieval, modern and post-modern approaches to systematic theology.
- Have achieved competency in the use of the Chicago School style (Turabian) and methodology and demonstrate successful application in written work.

Essential text: It is advisable that students have their own copy of the following:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed, Chicago: University of Chicago, 2013.

Selected texts:

Augustine, *De Doctrina* (On Christian Teaching). Oxford: Oxford University Press, 1997.

Aquinas, Thomas. *Summa Theologica I and II*. Notre Dame, IN: Christian Classics, 1981 (selected).

Bergmann, Sigurd. *God in context: a survey of contextual theology*. Hants, Aldershot: Ashgate, 2003.

Boeve, Lieve. "Bearing Witness to the Different: A Model for theologising in a post-modern context." *Louvain Studies* 20 (1998): 362-79.

Cessario, Romanus. *Christian Faith and the Theological Life*. Washington D.C.: CUA Press, 1996.

Gutierrez, Gustavo. *A Theology of Liberation*. New York, Maryknoll, Orbis, 1988.

Ratzinger, Joseph. *The Nature and Mission of Theology: Approaches to Understanding Its Role in the Light of Present Controversy*. Translated by Adrian Walker. San Francisco: Ignatius Press, 1995

Tracy, David. *Blessed Rage for Order: The New Pluralism in Theology*. Chicago: University of Chicago Press, 1996.

Timetable First Semester every second Monday: 4.00pm to 6.00pm.

Assessment Full attendance is expected at all sessions and assigned readings to be completed before each session. Participants are required to submit short papers for three of the sessions, a bibliography on a dedicated topic and an essay which includes footnotes and a bibliography. The short papers will compose 20% of the total marks for this course and the essay 80% of the marks for this module.

Ecclesiology: Communion in Context

Module Code: PG 476
Lecturer: Dr Mary McCaughey
Department: Systematic Theology
Prerequisite: Introduction to Ecclesiology
Module Level: 9/10; One Year MTh in Systematic Theology, MTh (Two Year); STL; PhD.

Aims This course delivered by lectures and seminar discussions, addresses the contemporary critique of foundational ecclesiology or “ecclesiology from above” as “abstract and a historical” (Roger Haight, *Christian Community in History*, Vol. 1, 4-5). It does so through fostering a dialogue between systematic and contextual ecclesiology through a close reading of texts from theologians such as St Thomas Aquinas, Henri De Lubac, Joseph Ratzinger, Hans Urs von Balthasar and Mary Timothy Prokes and contextual ecclesiology in the work of Roger Haight, Nicholas Healy and Mary McClintock Fulkerson. Through exploring Trinitarian, charismatic and Marian dimensions of communion ecclesiology and its concrete expressions in Christian communities, it explores how a systematic approach to ecclesiology can address contextuality through categories of redemption and receptivity.

Learning Outcomes that students would be enabled to:

- Examine the need for Ecclesiology to be both historical and systematic.
- Explore the Scriptural, Trinitarian, Eucharistic and Marian dimensions of Communion Ecclesiology through a close reading of texts from St Thomas Aquinas, Henri De Lubac, Joseph Ratzinger and Hans Urs von Balthasar.
- Critically evaluate contextual ecclesiology in the work of Mary McClintock Fulkerson, Letty M. Russell and Kenda Creasy Dean.
- Critically examine concrete expressions of communion ecclesiology in parishes, New Ecclesial Movements and Christian congregations by using both foundational and contextual theology.
- Explore the relationship between liberation, redemption and Ecclesiology and the manifestation of redemption in Church life.

Indicative Bibliography

Aquinas, Thomas. *Summa Theologica*. Notre Dame, IN: Christian Classics, 1981. (selected parts).
Corkery, Sean. *A Liberation Ecclesiology? The Quest for Authentic Freedom in Joseph Ratzinger's Theology of the Church* (Oxford: Peter Lang, 2015).
Creasy Dean, Kenda. *Practicing Passion: Youth and the Quest for a Passionate Church*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2004.
De Lubac, Henri. *The Splendour of the Church*. San Francisco: Ignatius, 1999.

- Figura, Michael. "The Church and the Eucharist in the light of the Trinitarian Mystery." *Communio* (Summer 2000): 217-239.
- Haight, Roger. *Christian Community in History*, Vol. 1, *Historical Ecclesiology*. London: Continuum, 2004.
- _____. *Christian Community in History*, Vol. 2 *Comparative Ecclesiology*. London: Continuum, 2005.
- Healy, Nicholas. *Church, World and the Christian Life: Practical-Prophetic Ecclesiology*. Cambridge: Cambridge University Press, 2000.
- Leahy, Brendan. "A Theology of Community Revisited." In *Ecclesia Tertii Millennii Advenientis*, edited by F. Chica et al. 207-216. Casale Monferrato: Piemme, 1997.
- Ouellet, Marc. "Trinity and Eucharist: A Covenantal Mystery." *Communio* 27, (Summer 2000): 262-283.
- McClintock Fulkerson, Mary. *Places of Redemption: Theology for a Worldly Church*. Oxford: Oxford University Press, 2007.
- Prokes, Mary Timothy. *Mutuality: The Human Image of Trinitarian Love* (New York: Paulist Press, 1994.
- Rahner, Karl. *The Dynamic Element in the Church*. Translated by W.J. O' Hara. New York: Herder and Herder, 1964.
- Ratzinger, Joseph. *New Outpourings of the Spirit*. San Francisco: Ignatius, 2007.
- _____. "The Ecclesiology of Vatican II." *Origins* 4, (Jan 2002): 5-9.
- Russell, Letty M. Russell. *Church in the Round: Feminist Interpretation of Church*. Louisville: Kentucky: Westminster, John Knox Press, 1993.
- Volf, Miroslav. *After Our Likeness: The Church as the Image of the Trinity*. Grand Rapids, Michigan/ Cambridge, U.K, 1998.
- von Balthasar, Hans Urs. *Theo Drama: Theological Dramatic Theory*, vol.2, *Man in God*.
San Francisco: Ignatius Press, 1990.
- _____. *Theo Drama : Theological Dramatic Theory*, vol.3, *The Person in Christ*.
San Francisco: Ignatius Press, 1992.

Timetable First Semester: Wednesday 7.00pm to 9.00pm

Assessment

Full attendance is expected at all sessions and assigned readings to be completed before each session. Participants are required to submit a short response/ summary of not more than 1,000 words for each session. A further essay is required of not more than 5,000 words including footnotes and bibliography. Your final grade will include recognition of the preparatory texts, participation in discussion (20%) and essay (80%).

Ressourcement and Renewal in Twentieth Century Systematic Theology 1: The Theology of Karl Rahner

Module Code: PG 478
Lecturer: Rev. Prof. Declan Marmion, SM
Department: Systematic Theology
Module Level: 9/10 MTh / PhD / STL/ DD Seminar Course

Aims This module aims to provide an introduction to the theology of Karl Rahner, one of the most influential Catholic theologians of the twentieth-century. Through guided reading and presentations of selected writings of Rahner, it is hoped the student will gain an appreciation of Rahner's theological style and his important contribution to the renewal of Catholic theology.

Indicative Syllabus

- Rahner's Understanding of God as Holy Mystery
- Rahner's Contribution to the Renewal of the Theology of Grace
- Rahner's Contribution to Vatican II
- The Spiritual Roots of Rahner's Theology
- Rahner's Anthropology and its Philosophical Roots
- Rahner's Theological Legacy

Indicative Bibliography

Rahner, Karl, *Theological Investigations*, 23 Vols. London: Darton, Longman and Todd, 1961-1984.

-----*Karl Rahner in Dialogue: Conversations and Interviews 1965-1982*, trans. H. Egan. New York: Crossroad, 1986.

-----"Experiences of a Catholic Theologian," Translated with an Introduction by Declan Marmion and Gesa Thiessen, *Theological Studies* 61, (March 2000): 3-15.

Marmion, Declan, "Rahner and his Critics: Revisiting the Dialogue," *Irish Theological Quarterly* 68 (2003): 195-212.

O'Donnell, John J., *Karl Rahner: Life in the Spirit*. Rome: Gregorian University, 2004.

Marmion, Declan, ed., *Christian Identity in a Postmodern Age: Celebrating the Legacies of Karl Rahner and Bernard Lonergan*. Dublin, Veritas, 2005.

Marmion, Declan and Mary Hines, eds., *The Cambridge Companion to Karl Rahner*. Cambridge: Cambridge University Press, 2005.

Conway, Padraic and Fáinche Ryan, eds., *Karl Rahner: Theologian for the Twenty-first Century*. Studies in Theology, Society and Culture, vol. 3, Oxford/Bern: Peter Lang, 2010.

Assessment is based on attendance at, and participation in, the seminars; a presentation and a written essay. Each student will be expected to: 1) read prescribed texts prior to each seminar and take part in the discussions; 2) present an aspect of Rahner's theology to the group; and 3) subsequently submit this presentation in essay form (3500-4000 words) by the end of the semester.

Timetable

First Semester

The Child In Our Midst: Scripture, Liturgy, and the Spirituality of Childhood

Module Code: PG 483
Lecturer: Jessie Rogers PhD
Department: Sacred Scripture
Module Level: 9/10 MTh (MTh Only)

Aims and Outcomes

In this module, participants will explore recent developments in the academic study of the spirituality of children and theologies of childhood. They will engage with and critically reflect upon ‘Godly Play,’ a Montessori-based method for facilitating children’s immersion in the Christian tradition, in particular with scripture stories, parables and liturgical actions.

Upon successful completion of the module, participants should be able to:

- recognise key elements of childhood spirituality;
- articulate a theology of childhood;
- identify practices which promote the spiritual flourishing of children;
- discuss ways of facilitating the spiritual guidance of children within their own particular context;
- and present a biblical story in the Godly Play paradigm.

Indicative Syllabus

- Recent developments around the spirituality of children
- Children and the Reign of God—biblical perspectives
- Toward a theology of the child: Rahner’s ‘ideas for a theology of childhood’
- Children and religious language (story, ritual, symbol)
- Children in the life of the Church
- Play, imagination and the creative process
- Methodology of ‘Godly Play’

Indicative Bibliography

Berryman, Jerome W. *Godly Play: An Imaginative Approach to Religious Education*, Minneapolis: Augsburg, 1995.

Berryman, Jerome W. *Teaching Godly Play: How to Mentor the Spiritual Development of Children*. Denver: Morehouse Education Resources, 2009.

- Betsworth, Sharon. *Children in Early Christian Narratives*. London: Bloomsbury/T&T Clark 2015.
- Bunge, Marcia J. (ed). *The Child in the Bible*, Grand Rapids: Eerdmans, 2008.
- Cavalletti, Sofia, *Religious Potential of the Child: Experiencing Scripture and Liturgy with Young Children, (Il Potenziale Religioso del Bambino, translated by Patricia M. Coulter and Julia M. Coulter, 2nd revised edition)*, Chicago: Liturgy Training Publications, 1993.
- Hay, David and Rebecca Nye. *The Spirit of the Child, (revised ed.)*, London and Philadelphia: Jessica Kingsley, 2006.
- Hyde, Brendan. *Children and Spirituality: Searching for Meaning and Connectedness*. London: Jessica Kingsley, 2008.
- Hyde, Brendan (ed.). *The Search for a Theology of Childhood, Essays by Jerome Berryman from 1978-2009*. Ballarat: Connor Court Publishing, 2013.
- Jensen, David H. *Graced Vulnerability: A Theology of Childhood*. Cleveland: The Pilgrim Press, 2005.
- Moltmann, Jürgen. “Child and Childhood as Metaphors of Hope”, *Theology Today* (56) 2000: 592-603.
- Nye, Rebecca. *Children’s Spirituality: What it is and why it matters*. London: Church House Publishing, 2009.
- Rahner, Karl. “Ideas for a Theology of Childhood” Pages 33-50 of *Theological Investigations 8: Further Theology of the Spiritual Life 2* (London: Darton, Longman & Todd, 1971,
- Richards, Anne and Peter Privett (eds). *Through the Eyes of a Child: New Insights in Theology from a Child’s Perspective*. London: Church House Publishing, 2009.
- Stairs, Jean. “Children’s Spirituality: Listening for the Soul of the Child.” Pages 155–86 of *Listening for the Soul: Pastoral Care and Spiritual Direction*. Minneapolis: Fortress, 2000.

Timetable First Semester, ten two-hour seminars.

Assessment

- Attendance, participation and a 1000-word reflection paper - 25%
- Written assignment (3000-4000 words) - 60%
- In-class presentation of a Godly Play story - 15%

Theology for Ministry

Module Code: PT 416
Lecturer: Rev. Martin McAlinden
Department: Pastoral Theology
Level: MTh/HDip/Dip in Pastoral Theology

Aims:

This module will focus on the foundations of Pastoral Theology in the early Christian community and in the Tradition. It will emphasize the human person as the starting point for reflection on our theological tradition. It will draw out the pastoral and ministerial implications of major theological themes including the Incarnation, Revelation, Trinity, Ecclesiology and the Sacraments. Different models of Church and ministry, and the pastoral experience of students on placement, will present a framework for reflecting on evangelisation today.

Indicative Syllabus:

- Introduction to Pastoral Theology and its development in the early Christian community and in the Catholic Tradition
- Becoming who we are: Theological Anthropology
- Ministry as vocation: The call of Baptism, Confirmation and Eucharist
- Jesus: the model and the focus of ministry
- Trinity: community, ministry and pastoral theology
- Models of the Church: ecclesiology and pastoral theology
- Theology for ministry (1): Pope Francis and the integration of theology, context and practice
- Theology for ministry (2): Personal integration of theology and practice
- Christian ministry and theological reflection
- The practice of ministry and styles of ministry

Bibliography:

Required Reading

Bernier, Paul. *Ministry in the Church*. New London CT: Twenty Third Publications, 2006.

Cahalan, Kathleen. *Introducing the Practice of Ministry*. Collegeville: Liturgical Press, 2010.

Francis, Pope, *The Joy of the Gospel / Evangelii Gaudium*. Veritas, Dublin, 2013.

Francis, Pope, *Laudato Si*, Veritas, Dublin, 2015.

Lavin, Margaret. *Theology for Ministry*. Novalis; Ottawa, 2004.

Additional Reading

Dulles, Avery. *Models of the Church*. Dublin: Gill and Macmillan, (revised edition) 1988.

- Kasper, Walter. *Pope Francis' Revolution of Tenderness and Love*. New York: Paulist Press, 2015.
- Klimoski, Victor J., Kevin J. O'Neil, and Katarina M. Schuth. *Educating Leaders for Ministry: Issues and Responses*. Collegeville: Liturgical Press, 2005.
- Osborne, Kenan B. *Orders and Ministry*. New York: Orbis, 2006.
- Saracino, Michele. *Christian Anthropology: An Introduction to the human person*. New York: Paulist Press, 2015.
- Sweeney, James, Gemma Simmonds & David Lonsdale, eds. *Keeping Faith in Practice*. London: SCM Press, 2010.
- Veling, Terry A. *Practical Theology: On Earth as It Is in Heaven*. Maryknoll: Orbis, New York, 2005.
- Volf, Miroslav, and Dorothy C. Bass. *Practicing Theology: Beliefs and Practices in Christian Life*. Grand Rapids: Eerdmans, 2002.
- Woodward, James & Stephen Pattison, eds. *The Blackwell Reader in Pastoral and Practical Theology*. Blackwell: Oxford, 2004.

Assessment: Weekly reflections and an essay (2,500 words in total).

Liturgy and Pastoral Ministry

Module Code: PT 417
Lecturer: Rev. Professor Liam Tracey
Department: Liturgy
Level: 9/10: MTh / HDip/Dip in Pastoral Theology

Aims:

This module will explore the relationship between liturgy and pastoral activity with particular reference to liturgies associated with the life-cycle. Liturgies will be studied and critically evaluated from a historical and contextual perspective. Students will be encouraged to evaluate their own pastoral and liturgical practice in the light of the material to which they are introduced. Assessment will be based on course participation and one detailed theologically reflective essay on an issue studied in this module.

Indicative Syllabus:

Posing the question: What does a pastoral minister need to know about liturgy?
Who are the worshippers and what are they doing?
Putting a liturgy together: the shape of liturgical celebrations.
Becoming a Christian: The Sacraments of Christian Initiation.
The Sacraments of Healing.
Celebrating Christian Vocation.
Liturgical Year and its shaping of time.
Leading the public prayer of the Church.
Liturgical celebrations in non-traditional settings.
The death of a Christian. The Order of Christian Funerals.

Indicative Bibliography:

Anderson, Herbert and Edward Foley. *Mighty Stories, Dangerous Rituals: Weaving Together the Human and the Divine*. San Francisco: Jossey-Bass Publishers, 1998.
Bradshaw Paul, and Lawrence Hoffman, eds. *Life Cycles in Jewish and Christian Worship*. Notre Dame: University of Notre Dame Press, 1996.
Bradshaw, Paul ed. *The New SCM Dictionary of Liturgy and Worship*. London: SCM Press, 2002.
Carr, Wesley. *Brief Encounters*. London: SPCK, 1985.
Ostdiek, Gilbert. *Catechesis for Liturgy*. Washington, D.C.: Pastoral Press, 1986.
Perham, Michael. *New Handbook of Pastoral Liturgy*. London: SPCK, 2000.
Gasslein, Bernadette. *Preparing and Evaluating Liturgy*. Ottawa: Novalis, 1998.
Green, Robin. *Only Connect*. London: Darton, Longmann and Todd, 1987.
Thron, Rita. *Preparing Parish Liturgies. A Guide to Resources*. Collegeville: Liturgical Press, 2004.
Wainwright, Geoffrey and Karen Westerfield Tucker, eds. *The Oxford History of Christian Worship*. New York: Oxford University Press, 2006.

Assessment: In class participation and a final 1,500 Word Semester Paper.

Scripture in a Pastoral Setting-A Theological and Pastoral Introduction to Lectio Divina

Module Code:	PT 404
Lecturer:	Rev. Professor Séamus O’Connell
Department:	Scripture
Level:	9/10: MTh /HDip/Dip in Pastoral Theology

Aim:

“Before all else, the Gospel invites us to respond to the God of love . . ., to see God in others and to go forth from ourselves to seek the good of others.” (*Evangelii Gaudium* §39). This module aims to deepen participants’ formation in hearing the word that brings life. It is this word—“listened to, meditated upon, lived, celebrated and witnessed to” (*Evangelii Gaudium*, §174)—that is the “soul of theology” (*Dei Verbum*, §25), “the inspiration of Christian living.” (*Tertio Millennio Adveniente* §36), and the deepest sacrament of the Good News that lies at the heart of Christian faith. By practicing *lectio divina* and reflecting upon it, the module develops the practical, spiritual, pastoral, and theological dimensions of that hearing and responding to the Word of God that is the very life of the Church.

Indicative Syllabus:

- *Lectio divina* as practice and discipline
- *Lectio, meditatio, oratio*,
- Divine Revelation—how God gives himself to us and why
- The Scriptures as sacrament of the living Lord
- Text and Transformation
- Learning to read (I): attending to the sacred text
- The Divine Indwelling: foundation of real life
- Learning to read (II): listening to the world
- Ways of Reading: alienating reading and homecoming reading
- Biblical spirituality: the encounter with the world as it is
- Learning to read (III): practicing our love of God
- *Lectio divina* in a life of ministry and service
- Christian life as incarnation of Kingdom witness

Indicative Bibliography:

Casey, Michael. *Sacred Reading: The Ancient Art of Lectio Divina*. Ligouri: Triumph Books, 1996.

de Bethune, Pierre-François. “Prayer as Path.” Pages 82–98 in *The Gethsemani Encounter: A Dialogue on*

- the Spiritual Life*. Edited by Donald W. Mitchell and James Wiseman. New York: Continuum, 1997.
- Endean, Philip. "Ignatius Loyola, Prayer and Scripture." Pages 275–85 in *The Bible in Pastoral Practice: Readings in the Place and Function of Scripture in the Church*. Edited by Paul H. Ballard and Steven Holmes. London: DLT, 2005.
- Keating, Thomas. *The Divine Indwelling*. New York: Lantern Books, 2001.
- Magrassi, Mariano. *Praying the Bible: An Introduction to Lectio Divina*. Collegeville: Liturgical Press, 1998.
- Masini, Mario. *Lectio Divina: An Ancient Prayer That is Ever New*. New York: Alba House, 1998.
- O'Connell, Séamus. "Walking Towards God: On Practicing *Lectio Divina*." *Intercom* 39/2 (March 2009): 26–27.
- . "Walking Towards God: On Practicing *Lectio Divina* (2)." *Intercom* 39/3 (April 2009): 28–29.
- . "Walking Towards God: On Practicing *Lectio Divina* (3)." *Intercom* 39/4 (May 2009): 26–27.
- . "Mind the Gap: *Lectio Divina* and Contemporary Approaches to Reading." *Intercom* 41 (Sept 2011): 27.
- . "NOT Black Riding Hood: *Lectio Divina* and Biblical Discourse." *Intercom* 42 (Sept 2012): 12–13.
- . "Lectio and Love." *Intercom* 44 (April, 2014), 10-11
- Pontifical Biblical Commission, *The Interpretation of the Bible in the Church*. Vatican City: Libreria Editrice Vaticana. 1993.
- Schneiders, Sandra M. *The Revelatory Text*. 2d ed., Collegeville: Liturgical, 1999.
- . "Biblical Spirituality: Text and Transformation." Pages 128–50 in *The Bible and Spirituality: Exploratory Essays in Reading Scripture Spiritually*. Edited by Andrew T. Lincoln, J. Gordon McConville and Lloyd K. Pietersen. Eugene: Cascade Books, 2013.

Introduction to Pastoral Counselling

Module Code: PT 406
Lecturers: Spiritan Safeguarding Office: Ms Jane Ferguson and Mr Liam Lally
Department: Pastoral Theology
Level: 9/10: MTh/HDip/Dip in Pastoral Theology

Aim:

This module is designed to introduce students to the basic skills of effective communication and to the underlying ethos and methodology of pastoral counselling. Successful students will be clear about what pastoral counselling is and will have a developing appreciation of the importance of a balance of knowledge, skills and self-awareness work.

On completion of the module students will

- Demonstrate a growing ability to reflect on self as an individual and as a group member;
- Demonstrate an ability to reflect on the impact of theoretical and practical learning experiences on self;
- Have acquired a working understanding of basic helping skills [attending, reflective listening, basic accurate empathy, probing] in an experiential setting;
- Be competent in the practice of basic helping & communication skills;
- Develop an awareness of personal values/ worldview and how this can impact effective helping/communication;
- Have a basic knowledge of Rogers core conditions of Person-Centered counselling and an understanding of the psychosocial stages of human development;
- Understand the theory and practice of effective feedback

On completion of this module and following a period of personal study and practical experience the successful student will be able to demonstrate:

- The ability to reflect on self in verbal and written forms;
- An awareness of the significance/value of new learning about self to current work;
- A clear and growing understanding, in theory and in practice, of the basic communication skills [attending, reflective listening, basic accurate empathy] and competence in the use of these skills in a real-play setting;
- An ability to establish a therapeutic alliance utilizing the micro-skills of clarifying, probing, paraphrasing, summarizing;
- The ability to recognize and reflect on behaviours, thoughts & emotions in learning process;

- A basic knowledge of the Core Conditions as presented in the work Carl Rogers;

Indicative Syllabus:

Basic values and core qualities for effective helpers.

1. A framework for effective Reflective Journaling.
2. Self-awareness exercises on family
3. Counselling Skills of Communication: Attending, Listening, Empathy
4. An introduction to the work of Carl Rogers.
5. Stages of psychosocial development [Erik Erikson].
6. Giving and receiving constructive feedback.

Indicative Bibliography:

- Egan, G (2000) *The Skilled Helper* (7th ed) California : Brookes/Cole
- Erikson, E. (1977). *Childhood & Society*. London: Vintage
- Mearns, D. & Thorne, B. (2007). *Person Centered Counselling in Action*. (3rd ed.). London: Sage

Supplementary

- Berne, E. (1970). *Games People Play: The Psychology of Human Relationships*. Harmondsworth: Penguin

Individual tutors will provide additional references for texts and journal articles as needed.

Assessment:

1. A reflective journal to assess understanding of processes and development of self-awareness. Clear guidelines for the writing of Learning Statements and developing reflective reporting style will be given during the first class.
2. A book review. The title of the book to be agreed with the tutors.

Primary School Catechesis and Chaplaincy

Module Code:	PT 408
Coordinator:	Ms Elaine Mahon
Department:	Pastoral Theology
Module Level:	MTh, HDPT/DPT

Aims:

To explore current models of primary religious education and their implications for chaplaincy in contemporary Ireland. To become familiar with the methodology, content and elements of the *Alive-O* and *Grow in Love* programmes. To develop students' skills in the writing of lesson plans and schemes. To explore the relationship between home, school and parish as partners in religious education and to consider how this relationship can be strengthened.

Outline/ Indicative Syllabus:

1. An overview of primary religious education in contemporary Ireland
2. An overview of the primary school programmes, *Alive-O* and *Grow in Love*, including their components, methodologies and ancillary materials
3. An introduction to the Catholic Preschool and Primary Religious Education Curriculum for Ireland (2015)
4. Approaches to the sacraments of First Reconciliation, First Eucharist and Confirmation
5. Linking home, school and parish in primary catechesis – how and why?
6. Celebrating the Liturgical Year in the classroom

Indicative Bibliography:

- Harmon, M. and Mahon, E. *Prayer Assemblies for Primary Schools* (Dublin: Veritas, 2012)
- Irish Episcopal Conference, *Alive-O Teacher's Manuals* (Dublin: Veritas, 1996-2005)
- Irish Episcopal Conference, Council for Catechetics, *Grow in Love Teacher's Manuals* (Dublin: Veritas, 2015)
- Mahon, E. *The Bridge: Enabling Parents to Share Faith with their Children* (Dublin: Veritas, 2013)
- Mahon, M. and Delaney, M. *Do This In Memory Coordinator's Manuals*
- Mahon, M. *You Shall Be My Witnesses* (Dublin: Veritas, 2009)
- Gormley, E. *Connecting School and Parish: An Alive-O 1-4 Handbook for Classroom Visitations* (Dublin: Veritas, 2001)
- O'Reilly, B. *Connecting School and Parish: An Alive-O 5-8 Handbook for Classroom Visitations* (Dublin: Veritas, 2007)

Assessment:

Students will submit a lesson plan suitable for use in a primary school classroom, and will make a presentation of this to the class.

Ministry in Context: Bringing Faith to Life (Semester I & II)

Module Code: PT 418
Coordinator: Ms. Donna Mae Linton
Department: Pastoral Theology
Module Level: MTh, HDPT/DPT

‘Christ, at his incarnation, puts himself right inside the cultural context, alongside the people’s experience. We must therefore be sure to devise an incarnational theological method that...speaks from, and is relevant to, real people in their specific culture, place and time.’ --Laurie Green

Aims:

- To introduce students to the basic concepts of contextual theology, including the methodological issues and a brief overview of Bevans’ classic models of contextual theology.
- To assist students to reflect on the theological and practical meaning of ministry in context
- To contribute to the on-going development of reflective practice for ministry
- To introduce students to a variety of contexts in ministry including: Suicide Prevention and Coping with Grief; Pastoral Care of the Family; Marriage Preparation; Canon Law and Pastoral Practice; Parish Ministry to those in Need; Ministry and Adult Learning; Ecumenism; Caring for the Earth, Pastoral Supervision, the Church and Society.

Indicative Syllabus:

- What is contextual theology?
- Contextual theology as new and traditional
- The two elements that make a theology contextual
- The four elements of context
- Factors within the Christian faith that point to the necessity of doing theology in context
- The two theological orientations particularly relevant for contextual theology
- Criteria for orthodoxy in contextual theology
- Brief overview of Bevans’ six models of contextual theology
- Ministry in context: From theory to practice

Indicative Bibliography:

Bevans, Stephen. *An Introduction to Theology in Global Perspective*. Maryknoll, NY: Orbis Books, 2009.

_____. *Models of Contextual Theology, rev. and exp. ed.* Maryknoll, NY: Orbis Books, 2002.

Gallagher, Michael Paul. *Clashing Symbols: An Introduction to Faith and Culture, rev. and exp. ed.*

London: Darton, Longman and Todd, 2003.

Green, Laurie. *Let's Do Theology: Resources for Contextual Theology, rev. ed.*

London: Bloomsbury,

2009.

Schreier, R. J. *Constructing Local Theologies*. Maryknoll, NY: Orbis Books, 1985.

Whitehead, James and Evelyn Eaton Whitehead. *Method in Ministry: Theological Reflection and*

Christian Ministry, rev. ed. Kansas City: Sheed and Ward, 1995.

Assessment: In class participation and a 2000 word essay

Seminar Courses, Semester II

The Soul of Theology: Interpreting Sacred Scripture as the Word of God

Module Code: PG 442

Lecturer: Jessie Rogers PhD & Rev Dr Luke Macnamara OSB

Department Scripture (Theology)

Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims

The primary aim of this course is to explore the question of Saint John Paul in *Tertio Millennio Adveniente*, his encyclical of 1994: “to what extent has the Word of God become more fully the soul of theology and the inspiration of the whole of Christian living.” Furthermore, the course aims to provide a historical overview and hermeneutical critique of the development of biblical interpretation over the last two thousand years.

Finally, it seeks to increase both the rigour of the participants’ research methodology, and their professionalism in presenting the results of their research.

Indicative Syllabus

By means of six historical and hermeneutical “windows” the course will explore how the Scriptures have been received in Jewish and Christian traditions down through the ages. Through investigating the reception and reinterpretation of the Scriptures in the apostolic and patristic periods, in the Middle Ages and the Renaissance, and finally in modernity and beyond, participants will obtain a deeper sense of the richness of the Scriptures, and of how they are the ‘Word of God’ and the “soul of theology.” (see *Dei Verbum* § 21)

Indicative Bibliography

Core Text (Obligatory): Schneiders, Sandra M., *The Revelatory Text. Interpreting the NT as Sacred Scripture*. 2d ed.; Collegeville: Liturgical Press, 1999.

Alexander, Patrick H. et al., eds. *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody: Hendrickson, 1999.

Benedict XVI., *Verbum Domini: the Post-Synodal Exhortation on the Word of God in the Life and Mission of the Church*. Vatican City: Libreria Editrice Vaticana, 2010.

Evans, Gillian R., *The Language and Logic of the Bible: The Earlier Middle Ages*. Cambridge: University Press, 1984

Hauser, Alan J., and Duane F. Watson. eds. *A History of Biblical Interpretation*. 2 vols. Grand Rapids: Eerdmans, 2003-09.

Fowl, Stephen E., ed., *The Theological Interpretation of Scripture*. Oxford: Blackwell, 1997.

- Paget, James C., alii eds., *The New Cambridge History of the Bible*. 4 volumes. Cambridge: Cambridge University Press. 2012–2016.
- Saeboe, Magne ed., *Hebrew Bible/Old Testament: The History of its Interpretation*. 4 volumes. Göttingen: Vandenhoeck & Ruprecht. 2008–15.
- Steinmetz, David C., “The Superiority of Pre-Critical Exegesis.” Pages 26–38 in Stephen E. Fowl, ed., *The Theological Interpretation of Scripture*. Oxford: Blackwell, 1997. Repr. from *Theology Today* 37 (1980): 27–38.
- Young, Frances M., Lewis Ayres and Andrew Louth, eds., *The Cambridge History of Early Christian Literature*. Cambridge: Cambridge University Press, 2004.
- Sarisky, Darren, *Theology, History and Biblical Interpretation. Modern Readings*. London: T&T Clark 2015.

Timetable Wednesdays 4.00 to 6.00 pm; Second Semester

Assessment Each student will present three in-course papers, a final synthesis paper, and attend an evaluation meeting. A limited number of students may make a class presentation in place of one of their papers.

Culture and Religion: A Critical Reading of Charles Taylor's A Secular Age (Part II)

Module Code: PG 447
Lecturer: Rev. Prof. Michael A. Conway
Department: Faith and Culture
Module Level: 9/10: MTh / PhD / STL Seminar Course

Aims:

The primary aim of this course is to read and discuss a selection of texts from Charles Taylor's *A Secular Age* (2007). An ancillary aim is to prepare an article for possible publication in a theological journal.

Indicative Syllabus:

This course will continue the exploration of Charles Taylor's major work begun in the First Semester. Through a confrontation with a further series of extracts from *A Secular Age*, students will be introduced to key terms and issues in contemporary debates on culture, religion (s), faith, secularisation, fundamentalism, etc., with a view to a reception of Taylor's discourse in contemporary Fundamental Theology. Whereas this module may be taken as a continuation of the equivalent module in the first semester, it stands, nonetheless, on its own (and may be attended as such).

Indicative Bibliography:

Charles Taylor. *A Secular Age*. Cambridge: Harvard University Press, 2007.
Ian Leask, alii (eds). *The Taylor Effect: Responding to a Secular Age*. Newcastle upon Tyne: Cambridge Scholars Publishing, 2010.
Carlos D. Dolorado and Justin D. Klassen (eds). *Aspiring to Fullness in a Secular Age: Essays on Religion and Theology in the Work of Charles Taylor*. Notre Dame: University of Notre Dame Press, 2014.
Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago, 2013.

Timetable: Second Semester: Alternate Mondays 4.00–6.00 pm

Assessment

To qualify for assessment full attendance is expected at all sessions and assigned readings are to be completed before each session. A final paper is to be submitted on an agreed topic by 1.00 pm, Friday, 6 May 2016, which is to be no more than 5,000 words (including footnotes and bibliography) and follow strictly the standard presentation guidelines. Your final grade will include recognition of participation in discussion (80% final paper, 20% participation).

Christ and Creed: An exploration of contemporary issues in Christology in the light of the early creedal formulae and the ecumenical councils of the Church

Module Code: PG 479

Lecturer: Revd Dr Noel O'Sullivan

Department: Systematic Theology

Module Level: 9/10 MTh/PhD/STL/ DD Seminar Course

Aims

Beginning with the renewal of Christology in the mid-twentieth century, this module traces the roots of contemporary Christological issues in the early Christian creeds. It aims to show how these creedal formulae, whose roots are in the New Testament, set out to encapsulate in language the being and action of Christ. The seminar will explore how and why the language of the Councils from Nicea I (325) to Nicea II (787) deemed it necessary to move from the language and categories of Scripture to the language and concepts of Greek philosophy.

Indicative Syllabus

- Chalcedon: End or Beginning?
- Creedal Christology: a response to heterodox teachings
- The Christologies of the New Testament, their concerns and categories
- The Hellenization of Christianity
- The why and wherefore of the seven ecumenical Councils of the first millennium
- The development of dogma
- The relationship between East and West: the gradual emergence of the primacy of the bishop of Rome
- Why did Christ come? The relationship between Redemption and Revelation
- Contemporary issues in Christology: the Jesus of history and the Christ of faith; the freedom and sinlessness of Christ; the self-knowledge of Christ; how to interpret Chalcedon today

Indicative Bibliography

Carmody, James M. and Clarke, Thomas E., *Word and Redeemer. Christology in the Fathers*. Glen Rock, New Jersey: Paulist Press, 1996.

Gorman, Michael J. "'Although/Because He Was in the Form of God' The Theological Significance of Paul's Master Story (Phil 2:6–11)" Pages 9–39 in *Inhabiting the Cruciform God*. Grand Rapids: Eerdmans, 2009.

Grillmeier, Aloys, *Christ in Christian Tradition, Volume I: From the Apostolic Age to Chalcedon*. 2nd ed.; Oxford and London: Mowbrays, 1975. *Christ in Christian Tradition, Volume II, Part One: From Chalcedon to Justinian I*. Atlanta: John Knox Press, 1987.

Johnson, Elizabeth A. "The Word became Flesh and Dwelt among Us: Jesus Research and Christian Faith." Pages 146–66 in Doris Donnelly (ed.), *Jesus: A Colloquium in the Holy Land*. New York: Continuum, 2001.

Johnson, Luke Timothy, *The Creed: What Christians Believe and Why it Matters*. London: Darton, Longman and Todd, 2003.

Kasper, Walter, *Jesus the Christ*. London: Burns & Oates, 1976. New edition: London: T&T Clark, 2011.

Kelly, J.N.D., *Early Christian Doctrines*. London and New York: Continuum, 1958, 1977.

Kereszty, Roch A., *Jesus Christ: Fundamentals of Christology*. New York: Alba House, 1991.

Kerr, Fergus, *Twentieth Century Catholic Theologians*. Oxford: Blackwell, 2007.

Matera, Frank J., *God's Saving Grace: A Pauline Theology*. Grand Rapids: Eerdmans, 2012.

Matera, Frank J., "Christ in the Theologies of Paul and John: Diverse Unity of New Testament Theology." *Theological Studies* 67:2, June 2006, 237-56.

Miller, Jerome A, "Wound Made Fountain: Toward a Theology of Redemption." *Theological Studies* 70:3, September 2009, 525-54.

Moloney, Raymond, *The Knowledge of Christ*. London and New York: Continuum, 1999.

O'Collins, Gerald, *Christology. A Biblical, Historical and Systematic Study of Jesus*. Oxford: Oxford University Press, 1995.

O'Sullivan, Noel, "An Emerging Christology," in Jordan Hillibert. *Companion to Henri de Lubac*. New York: T & T Clark (forthcoming).

Rahner, Karl, "Chalcedon – Ende oder Anfang?" *Das Konzil von Chalcedon*. Würzburg: Verlag, 1954. English translation by Cornelius Ernst: "Current Problems in Christology." *Theological Investigations, Volume I*. Baltimore: Helicon Press, 1964, 149-200.

Timetable Second Semester. Ten two hour seminars

Assessment Seminar attendance, participation and reflection papers 40%
Final 5000 word essay 60%

Ressourcement and Renewal in Catholic Systematic Theology II: The Theology of Joseph Ratzinger.

Module Code	PG 480
Lecturer:	Dr Mary McCaughey
Department:	Systematic Theology
Module Level:	9/10; One Year MTh in Systematic Theology, MTh (2 Years); STL; PhD; DD

Aims This ten week module aims through lectures and seminars, to aid students appreciate and critically evaluate the theological contribution of Joseph Ratzinger to conciliar and post-conciliar theology. It explores themes from his writings through a close reading of key texts and articles.

Learning Outcomes On completing this course students should be able to:

- Discuss the theological contribution of Joseph Ratzinger (Pope Emeritus Benedict XVI) to conciliar and post-conciliar theology.
- Critically evaluate Ratzinger's theology of the doctrine of God, Faith and Revelation, Christology, Ecclesiology, Ecumenism and Inter-religious dialogue, Anthropology and Mariology.
- Become familiar with key approaches in Ratzinger's theological method.

Key Texts: *It is advisable that students have their own copy of the following two texts:*

Joseph Ratzinger. *Introduction to Christianity*. San Francisco: Ignatius Press, 1994.
_____. *Principles of Catholic Theology: Building Stones for a Fundamental Theology*. San Francisco: Ignatius, 1987.

Select Bibliography:

Joseph Ratzinger. *Called to Communion*. Translated by Adrian Walker. San Francisco: Ignatius, 1996.

_____. "Concerning the Notion of Person in Theology." *Communio* 17 (Fall 1990): 439-454.

_____. *Church, Ecumenism, Politics: New Essays in Ecclesiology*. New York: Crossroads, 1988.

_____. *Daughter Zion*. Translated by John Mc Dermott. San Francisco: Ignatius, 1983.

_____. "Faith, Philosophy and Theology." *Communio* 11, no. 4 (1984): 350-363.

_____. *God's Word: Scripture, Tradition, Office*. San Francisco: Ignatius, 2008.

_____. *Mary: the Church at the Source*. Translated by Adrian Walker. San Francisco: Ignatius Press, 2005.

_____. "Jesus Christ Today." *Communio* 17, no.1 (Spring 1990): 68-87.

_____. *Pilgrim Fellowship of Faith: The Church as Communion*. Edited by Stephan Otto Horn and Vinzenz Pfnür, Translated by Henry Taylor. San Francisco: Ignatius, 2005

_____. "Thoughts on the Place of Marian Doctrine and Piety in Faith and Theology as a whole," *Communio* (Spring, 2003): 147-160.

_____. *Truth and Tolerance: Christian Belief and World Religions*. San Francisco: Ignatius, 2004.

Timetable Second Semester: Wednesday 4.00pm to 6.00pm for 10 weeks.

Assessment Participants are required to submit a short response/ summary of assigned reading material for each session. A further essay is required of 5,000 words including footnotes and bibliography. The final grade for this module will include recognition of the preparatory texts, participation in discussion (20%) and essay (80%).

Liberation and Law: Approaches to the book of Exodus

Module Code: PG 481
Lecturer: Dr Jeremy Corley
Department: Sacred Scripture
Module Level: 9/10 PhD, MTh, STL Seminar Course

Aims

Within both Judaism and Christianity, the Book of Exodus has been one of the most influential texts. The narrative provides the exemplary story of liberation within both religious traditions, while the legal sections (especially the Decalogue) have influenced ethical discussions right until the present, and theologies of Passover and covenant have marked Jewish and Christian life. Through story and teaching the book offers insight into the character of God, who is revealed yet mysterious. To understand a rich text like Exodus, the reader needs many diverse reading strategies, some of which will be explored in this module.

Indicative Syllabus

- Introductory survey of methods of biblical interpretation according to the Pontifical Biblical Commission's 1993 document *The Interpretation of the Bible in the Church*.
- Historical-Critical Method (Sources & Forms); Literary Analysis (Rhetorical, Narrative); Approaches Based on Tradition (Canonical Approach, Recourse to Jewish Traditions, History of the Influence of the Text); Approaches from the Human Sciences (Sociological, Cultural-Anthropological, Psychological); Contextual Approaches (Liberationist, Feminist).
- Stories of the revelation of God as Israel's mysterious liberator.
- Passover and exodus from Egypt.
- Law and ethics in the Decalogue.
- Female characters: Miriam, Zipporah and the Hebrew midwives.
- Moses typology in the New Testament.
-

Indicative Bibliography

Allison, D. C., *The New Moses*. Edinburgh: T&T Clark, 1993. [226.2064 ALL]
Alter, R., *The Art of Biblical Narrative*. New York: Basic Books, 1981. [221.66 ALT]
Dozeman, T. B., *Exodus*. Grand Rapids: Eerdmans, 2009. [222.1207 DOZ]
Fischer, I., *Women who Wrestled with God*. Collegeville: Liturgical Press, 2005. [221.9 FIS]
Gowan, D. E., *Theology in Exodus*. Louisville: Westminster John Knox, 1994. [222.1207 GOW]
Iersel, B. van, and A. Weiler (eds.), *The Exodus—a Lasting Paradigm*. Concilium 198. Edinburgh: T. & T. Clark, 1987. [THEO Periodicals]

Alive and Active: Towards a Theology of the Word of God

Module Code: PG 460
Lecturer: Not offered in Current Academic year
Department: Sacred Scripture
Module Level: MTh (The Bible and Its Worlds)

Aims

Since Christianity is not a religion of the book but the religion of the living word of God, reflecting on the word of God is effectively ‘dealing in a certain sense with the very *heart* of the Christian life.’ (*Verbum Domini* §3) In the fifty years since the Second Vatican Council, theology in the Latin tradition has experienced ‘a rediscovery of God’s word in the life of the Church as a well-spring of constant renewal.’ (ibid., §1) Beginning with a fresh look at a contemporary theology of revelation, this module aims to formulate a theology of the word that attends to its vastness, its diversity and richness, and its centrality to the ongoing saving encounter between God and human beings.

Indicative Syllabus

- Rethinking Revelation: God’s Word and Humanity’s Hope
- The Symbolism of Language: the Symbolism of Words
- The Word of God as Metaphor
- The Bible: Sacrament of God’s Word
- The Inspired Word
- The Word of God in History: the text as witness, the ‘subject’ of the text, inerrancy
- Hearing the Word: the Bible, spirituality, faith and encounter
- The Bible and the Churches

Indicative Bibliography

Achtemeier, Paul J. *Inspiration & Authority: Nature and Function of Christian Scripture*. 2d ed., Peabody: Hendrickson 1999.

Alberigo, Giuseppe, John-Pierre Jossua and Joseph A. Komonchak (eds.), *The Reception of Vatican II*. Washington D.C.: Catholic University of America Press, 1987.

Béchar, Dean P. (ed.). *The Scripture Documents: An Anthology of Official Catholic Teachings*. Collegeville, MN: The Liturgical Press, 2002.

Benedict XVI. *Verbum Domini: the Post-Synodal Exhortation on the Word of God in the Life and Mission of the Church*. Vatican City: Libreria Editrice Vaticana, 2010.

- Casey, Michael. *Sacred Reading: The Ancient Art of Lectio Divina*. Ligouri: Triumph Books, 1996.
- Conteras Molina, Francisco. *Leer la Biblia como Palabra de Dios*. Estella: Verbo Divino, 2007.
- Dulles Avery. *Models of Revelation*. Maryknoll: Orbis, 1992.
- Hagen, Kenneth (ed.). *The Bible in the Churches: How Various Christians Interpret the Scripture*. 3d ed. Milwaukee: Marquette University Press, 1998.
- Hoping, Helmut. “*Dei Verbum*” in Hünemann, Peter and Bernd Jochen Hilberath (eds.). *Herders Theologischer Kommentar zum Zweiten Vatikanischen Konzil*. Volume 3. Freiburg: Herder, 2005.
- Malbon, Elizabeth Struthers. “Narrative Criticism: How does the Story Mean?” Pages 29–57 in Janice Capel Anderson and Stephen D. Moore (eds). *Mark and Method: New Approaches to Biblical Studies*. 2d ed; Minneapolis: Fortress, 2008.
- Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. Vatican City: Libreria Editrice Vaticana, 1993.
- Ratzinger, Joseph. “The Dogmatic Constitution on Divine Revelation.” Pages 155–272 in Herbert Vorgrimler (ed.). *Commentary on the Documents of Vatican II*. Volume 3. London: Burns and Oates, 1969.
- Schneiders, Sandra M. *The Revelatory Text. Interpreting the NT as Sacred Scripture*. 2d ed.; Collegeville, MN: The Liturgical Press, 1999.

Timetable

Second Semester: Ten Two-Hour Seminars

Assessment

Seminar Attendance, Participation and Reflection Paper (2000 words)	25%
Final 5000 Word Paper	75%

The Worlds of the Bible: History, Contexts and Cultures of the Bible

Module Code: PG 457

Lecturer: Not offered in Current Academic year

Department: Sacred Scripture

Module Level: MTh (The Bible and Its Worlds)

Aims The Dogmatic Constitution on Divine Revelation of the Second Vatican Council asserts that, in order fully to appreciate what the Scriptures wish to communicate, “due attention must be paid to the customary and characteristic styles of feeling, speaking and narrating which prevailed at the time of the sacred writer, and to the patterns people normally employed at that period in their everyday dealings with one another.” (*Dei Verbum* §13). This module aims to provide students with the historical insight, cultural sensitivity and religious awareness essential for engagement with what contemporary hermeneutics calls ‘the world *behind* the text.’

Indicative Syllabus

- The Ancient Near East: lands, peoples and powers
- The history of the biblical world
- The symbolic worlds of the Bible: the cultures and religious of the Fertile Crescent and of the Ancient Mediterranean
- Empires and Kingdoms: hegemonies, economies, day-to-day life, wealth and poverty.
- Strategies for Survival: rebellions, ideologies, theologies
- Groups and Movements in late Second Temple Judaism: Sadducees, Pharisees, Essenes
- Community and Community formation in the Greco-Roman World: synagogues, associations, guilds, churches

Indicative Bibliography

Berquist, Jon L. *Judaism in Persia’s Shadow: A Historical and Sociological Approach*. Minneapolis: Fortress, 1995.

Collins, John J. *The Apocalyptic Imagination: an Introduction to Jewish Apocalyptic Literature*. 2d ed.; Grand Rapids,MI: Eerdmans, 1998.

Collins, John J. and Daniel C. Harlow, eds. *Early Judaism: A Comprehensive Overview*. Grand Rapids,MI: Eerdmans, 2012.

Coogan, Michael D., ed. *The Oxford History of the Biblical World*. New York: Oxford University Press, 1998.

Ferguson, Everett. *Backgrounds of Early Christianity*. 3d ed.; Grand Rapids,MI,: Eerdmans, 2003.

- Harland, Philip A. *Associations, Synagogues and Congregations: Claiming a Place in Ancient Mediterranean Society*. Minneapolis: Fortress, 2003.
- Jeffers, James S. *The Greco-Roman World of the New Testament Era: Exploring the Background of Early Christianity*. Downers Grove: InterVarsity Press, 1999.
- Longenecker, Bruce W. *Remember the Poor: Paul, Poverty and the Greco-Roman World*. Grand Rapids, MI: Eerdmans, 2010.
- Malina Bruce J. *The New Testament World: Insights from Cultural Anthropology*. 3d ed.; Louisville: Westminster John Knox Press, 2001.
- Miller, J. Maxwell and John H. Hayes. *A History of Ancient Israel and Judah*. 2d ed. Louisville: Westminster John Knox Press, 2006.
- Murphy, Frederick J. *Early Judaism: The Exile to the Time of Jesus*. Peabody, Mass.: Hendrickson, 2002.
- Pritchard, James B. *The Ancient Near East: An Anthology of Texts and Pictures*. Princeton: Princeton University Press, 2011.
- Rohrbaugh, Richard, ed. *The Social Sciences and New Testament Interpretation*. Peabody, Mass.: Hendrickson, 1996. Repr. Grand Rapids, MI: Baker Academic, 2003.
- Rousseau, John J. and Rami Arav. *Jesus and his World: An Archaeological and Cultural Dictionary*. Minneapolis: Fortress, 1995.

Timetable Second Semester: Ten Two Hour Seminars

Elements and Forms of Assessment

Seminar Attendance, Participation and Reflection Paper (2000 words) 25%
 Final 7000 Word Paper 75%

The Ethics of War and Conflict

Module Code: PG 471
Lecturer: Dr Suzanne Mulligan
Department: Moral Theology
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims

The aim of this seminar is to explore the ethics of war and conflict, with particular emphasis on the use of the Doctrine of the Just War Theory within the Christian tradition. Students will examine *post bellum* principles, and assess their ongoing relevance for contemporary conflict situations. Related justice issues such as refugee rights will also be considered, in addition to questions concerning the ethics of memory post violence.

Indicative Syllabus

The Doctrine of the Just War Theory
The importance of post bellum principles for end of conflict situations
Restoration of justice and the common good
Memory, healing and reconciliation
Impact of war – migration and refugee rights
Examination of the work of key theologians in this field

Indicative Bibliography

Allman, Mark J and Tobias L Winright, *After the Smoke Clears: The Just War Tradition and Post War Justice*. New York: Orbis Books, 2010.
Biggar, Nigel, ed., *Burying the Past: Making Peace and Doing Justice after Civil Conflict*. Washington: Georgetown University Press, 2003.
Cahill, Lisa Sowle, *Love Your Enemies: Discipleship, Pacifism, and Just War Theory*. Minneapolis: Fortress, 1994.
Hollenbach, David, *Refugee Rights: Ethics, Advocacy, and Africa*. Washington: Georgetown University Press, 2008.
Johnson, James Turner, *Morality and Contemporary Warfare*, New Haven, CT: Yale University Press, 1999.
Regan, Ethna, *Theology and the Boundary Discourse of Human Rights*. Washington: Georgetown University Press, 2010.
Volf, Miroslav, *The Ethics of Memory: Remembering Rightly in a Violent World*. Grand Rapids, MI: Eerdmans, 2006.

Timetable

Semester Two: Monday 4pm – 6pm

Assessment

Written Assignment 7000 words (100%)

The Ethics of Development

Module Code: PG 468
Lecturer: Dr Suzanne Mulligan
Department: Moral Theology
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims

The aim of this seminar is to explore the ethics of development in today's world, examining key ethical arguments regarding international development and trade. This is done within the framework of Catholic social teaching, the common good, and the Christian vision of the person.

Indicative Syllabus

- Examine key social documents of the Church, and in particular the Social teaching of Popes Paul VI, John Paul II, Benedict XVI, and Francis.
- The relationship between integral human development and the common good.
- Explore the work of key scholars such as Amartya Sen, Martha Nussbaum, and David Hollenbach
- Sustainable development and ecology
- Women and development

Indicative Bibliography

Himes, Kenneth, ed., *Modern Catholic Social Teaching: Commentaries and Interpretations*. Washington: Georgetown University Press, 2004.

Hollenbach, David, *The Global Face of Public Faith: Politics, Human Rights, and Christian Ethics*. Washington: Georgetown University Press, 2003.

Nussbaum, Martha, *Creating Capabilities*. Harvard, MA: Harvard University Press, 2011.

Sen, Amartya, *The Idea of Justice*. London: Allen Lane, 2009.

Sen, Amartya, *Development as Freedom*. Oxford: Oxford University Press, 1999.

Timetable

Second Semester: Wednesdays 4pm – 6pm.

Assessment:

Written Assignment 7000 words (100%)

Themes in Theological Ethics

Module Code: PG 462

Lecturer: Rev Dr. Kevin O’Gorman SMA

Department: Moral Theology

Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims

- To introduce students to the development and discussion of major themes in moral theology/theological ethics since Vatican II
- To explore the diversity of methodological approaches adopted by theologians in treating the topics listed below

Learning Outcomes At the end of the module, the student will:

- Recognise the significant issues in the contemporary interpretation of *moral theology/theological ethics*
- Have a good knowledge of contemporary literature in the discipline(s)
- Appreciate the inter-disciplinary nature of theologising about morality
- Be familiar with the ecclesial and ecumenical contexts of *moral theology/theological ethics*

Indicative Syllabus

- Faith and Morality
- Scripture and Morality
- Christ and Morality
- Spirituality and Morality

Indicative Bibliography

Billy, Dennis J. and Donna Lynn Orsuto, eds., *Spirituality & Morality*. New York: Paulist Press, 1996.

Curran, Charles and Richard A. McCormick, eds, *The Distinctiveness of Christian Ethics*, [Readings in Moral Theology, no 2], Mahwah, NJ: Paulist Press, 1980.

Curran, Charles E., and Richard A. McCormick, eds., *The Use of Scripture in Moral Theology*, [Readings in Moral Theology, no 4]. Mahwah, NJ: Paulist Press, 1984.

Gula, Richard M., *The Good Life – Where Morality & Spirituality Converge*. New York: Paulist Press, 1999.

Holmes, Christopher E. J., *Ethics in the Presence of Christ*. London: T&T Clark, 2012.

Shults, F. LeRon and Brent Waters, eds., *Christology and Ethics*. Cambridge: Eerdmans, 2010.

William C. Spohn, *Go And Do Likewise – Jesus and Ethics*. New York : Continuum, 2010.

The Pontifical Biblical Commission, *The Bible and Morality* , Rome: Vatican City, 2008.

Elements and Forms of Assessment 7,000 word essay

Celebrating Mary and the Saints: Popular Piety and Liturgical Remembering

Module Code: PG 482
Lecturer: Rev Professor Liam Tracey OSM
Department: Liturgy
Module Level: 9/10: PHD / MTH / STL Seminar Course

Aims:

This seminar will focus on the interaction between popular piety and liturgical celebrations as especially evidenced in the practices and beliefs associated with the cult of the martyrs and the later honouring of Mary and a wider group of saints. Attention will be paid to the cultural context(s) of this development and how it became a central focus of later Christian society.

Indicative Syllabus:

- Issues of method
- Holy Heroes and Martyrs: true and false
- Reading the Passions and Acts of the Martyrs
- Relics, Shrines and Dedications
- Popular Devotion, Liturgical cult and Church conflict
- The figure of Mary, Mother of the Lord

Indicative Bibliography:

Barlett, Robert. *Why Can the Dead do Such Great things? Saints and Worshippers from the Martyrs to the Reformation*. Princeton: Princeton University Press, 2013.

Berger, Teresa. *Gender Differences and the Making of Liturgical Tradition: Lifting a Veil on Liturgy's Past*. Farnham: Ashgate, 2011.

Bowes, Kim. *Private Worship, Public Values and Religious Change in Late Antiquity*. Cambridge: Cambridge University Press, 2008.

Bradshaw, Paul and Maxwell Johnson. *The Origins of Feasts, Fasts, and Seasons in Early Christianity*. London: SPCK, 2011.

Peter Brown, *The Cult of the Saints: Its Rise and Function in Latin Christianity*. Chicago: University of Chicago Press, 1981).

Dal Santo, Matthew. *Debating the Saints' Cult in the Age of Gregory the Great*. Oxford: Oxford University Press, 2012.

Moss, Candida. *The Other Christs: Imitating Jesus in Ancient Christian Ideologies of Martyrdom*. New York Oxford University Press, 2010.

Moss, Candida. *Ancient Christian Martyrdom: Diverse Practices, Ideologies, and Traditions*. New Haven and London: Yale University Press, 2012.

Sarris, Peter, Matthew Dal Santo and Phil Booth, eds, *An Age of Saints? Power, Conflict and Dissent in Early Medieval Christianity*. Leiden: Brill, 2011.

Yasin, Ann Marie. *Saints and Church Spaces in the Late Antique Mediterranean: Architecture, Cult and Community*. Cambridge: Cambridge University Press, 2009.

Assessment: Assignment of 7,000 words

The Writing of Church History from the Reformation to the 20th Century

Module Code: PG 472
Lecturer: Dr Miriam Moffitt
Department: Ecclesiastical History
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims

- To provide a comprehensive overview of the writing of religious history from a Protestant and a Catholic perspective, both inside and outside of Ireland
- To explore the impact of a number of significant personalities and publications
- To impart the skills necessary to identify, analyse, interpret and contextualise source material, and to present one's findings in a scholarly manner

Indicative Syllabus

For centuries, the history of Christianity has been viewed and presented from divergent perspectives as scholars throughout the globe have interpreted the Christian story in accordance with their own conception of doctrinal truth. Historians not only depicted the centuries since the Reformation in a denominational fashion and also interpreted the first fifteen hundred years of Christianity in a manner that validated and justified the viewpoint of their particular Church. Generation after generation of historians have built upon and expanded these partisan interpretations and depictions, thereby giving rise to competing and oppositional perceptions of the past which have only recently been superseded by more multi-perspectival interpretations. This module will look at the manner in which history was viewed and transmitted from the Protestant and Catholic perspective and will examine the writing of religious history both inside and outside of Ireland. It will look at the influence of Renaissance humanism and will explore the impact of works such as the Matthias Flacius Illyricus' *Magdeburg Centuries*, Cesare Baronio's *Annales Ecclesiastici* and John Foxe's *Book of Martyrs*. It will trace the changing manner in which church history has been written from the polemical approach of the aforementioned writers to the more scholarly output of the present day. It will also explore the interpretation and depiction of the religious history of Ireland from Catholic and Protestant perspectives; will estimate the origins, development and impact of these divergent interpretations and will estimate how this has changed over time. Students will participate in a comprehensive overview of the writing of the history of Christianity and will be expected to actively interact with source material, some of which is located among the extensive resources of the Russell Library, Maynooth.

Topics to be covered will include:

- The writing of the history of Christianity from Roman Catholic, Calvinist, Lutheran and Anglican perspectives from the sixteenth to the twentieth centuries
- The impact of key historians such as Matthias Flacius Illyricus, Cesare Baronio, Johann von Mosheim, Claude Fleury, James Ussher and Geoffrey Keating.
- The impact of enlightenment thinking and of textual analysis on the writing of religious history
- An estimation of the impact and legacy of John Foxe's *Book of Martyrs* in both an Irish and a British context
- The writing of the history of religion in Ireland from Catholic and Protestant perspectives, and the impact of such works on the different conceptions of religious, cultural and ethnic identity
- Recent changes in the interpretation and the writing of the history of Christianity

Indicative Bibliography:

- Barrett, S. J., 'Where was your church before Luther? Claims for the antiquity of Protestantism explained', *Church History*, lxvii, no 1 (Mar. 1999), pp 14-41.
- Cameron, Euan, *Interpreting Christian history: the challenge of the churches' past* (Maiden, Mass.: Blackwell Pub., 2005).
- Ford, Alan, 'Living together, living apart: sectarianism in early modern Ireland', in Ford, Alan and McCafferty, John, eds., *The origins of sectarianism in early modern Ireland* (Cambridge: Cambridge University Press, 2005), pp 1-23.
- Hill, Jacqueline, 'The Church of Ireland and perceptions of Irish church history, c.1790-1869' in Terence Dooley, ed., *Ireland's polemical past; views of Irish history in honour of R. V. Comerford* (Dublin, 2010), pp 9-31.
- Van Liere, Katherine, Simon Ditchfield and Howard Louthan, eds., *Sacred history: uses of the Christian past in the Renaissance world* (Oxford, 2012)

Timetable: Wednesday evenings (second semester): 6pm-8pm

Assessment: Written assignment (7,000 words)

‘Isle of Saints and Scholars’? The Literary Culture of Medieval Ireland

Module Code: PG 473
Lecturer: Dr Elizabeth Boyle
Department: Early Irish / Ecclesiastical History
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims

- To introduce students to a wide range of early Irish ecclesiastical literature, and to offer training in the analysis and close reading of that literature as a source of evidence for the history of the Church in medieval Ireland
- To guide students through important modern historiographical and interpretive issues connected with the key primary sources for the history of the Church in Ireland before c. 1200

Indicative Syllabus

This module will enable students to explore in some depth the ecclesiastical literature of early medieval Ireland (i.e. from c. 400 – c. 1200). A huge corpus of religious literature survives from medieval Ireland, including the largest corpus of vernacular literature of any early medieval European society. Using texts in English translation, students will analyse sources originally composed in Latin and in Irish, which range across biblical exegesis, theological speculation, hagiography, devotional verse, doctrinal literature and ecclesiastical law. Through a combination of close reading and analysis of primary sources during class hours, complemented by independent reading of the secondary literature, students will have the opportunity to engage deeply with the history and literary culture of the Church in pre-Norman Ireland. In this regard, this module will enable students to discard the myth of the ‘Celtic Church’ (the idea of a distinctive form of Christianity practised in the Celtic-speaking countries); and, rather, will be able to read the evidence of the early Irish Church within its proper European context. Part of the course will involve a visit to the Russell Library to view relevant texts.

- The beginnings of Christian literature in Ireland
- Early Irish hagiography and martyrologies
- Theological and philosophical writings
- Devotional and doctrinal verse
- Ecclesiastical law
- Vernacular Irish biblical adaptations
- Biblical exegesis

Indicative Bibliography:

Bieler, Ludwig, *The Patrician Texts in the Book of Armagh* (Dublin, 1979)

Carey, John, *King of Mysteries: Early Irish Religious Writings* (Dublin, 2000)

Clancy, Thomas Owen and Gilbert Márkus, *Iona: the Earliest Poetry of a Celtic Monastery* (Edinburgh, 1995)

Etchingham, Colmán, *Church Organisation in Ireland, AD 650 to 1000* (Maynooth, 1999)

Follett, Westley, *Céli Dé in Ireland: Monastic Writing and Identity in the Early Middle Ages* (Woodbridge, 2006)

Herbert, Máire, *Iona, Kells and Derry: the History and Hagiography of the Monastic Familia of Columba* (Oxford, 1988; repr. Dublin, 1996)

McCone, Kim, *Pagan Past and Christian Present in Medieval Irish Literature* (Maynooth, 1990)

Sharpe, Richard, trans., *Adomnán of Iona, Life of St Columba* (London, 1995)

Timetable: Monday evenings (second semester), 6pm-8pm.

Assessment: 5,000 word essay (85%) and class participation (15%)

Understanding Religious Life in Ireland: Archival and Historical Perspectives

Module Code: PG 474
Lecturer: Dr Jacinta Prunty
Department: History / Ecclesiastical History
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims

- To provide a sound basis for an understanding of the history of religious life in Ireland and an appreciation of the records created, and kept, by religious institutes both male and female.
- To introduce students to a selection of historically significant religious institutes in Ireland, both male and female, and the context of their foundation and mission up to the 1960s.
- To bring students to an understanding of the history of religious life in Ireland from the late eighteenth century up to the 1970s
- To bring students to an appreciation of the distinctive challenges the records of these institutes pose for historians and for archivists
- To encourage critical and well informed study of this important part of Irish and international history.

Indicative Syllabus

- The character of records made by Roman Catholic religious institutes and the particular issues that arise for history and for archival science
- Case studies in which students, ‘from the perspective of the archives’, will seek to discover something of the character and history of different types of religious orders by starting with the kind of records they made, and kept
- Poor Clares; Dominican Sisters; Oblates of Mary Immaculate; Congregation of the Most Holy Redeemer (Redemptorists); Sisters of St John of God; Ursuline Sisters; Presentation Sisters
- Orders founded by St John Eudes and their houses in Ireland, namely, the Sisters of Our Lady of Charity of Refuge and the Good Shepherd Sisters, both of whom were responsible for managing the majority of Magdalen refugees in the second half of the nineteenth century into the twentieth century
- The Daughters of Charity in Ireland, the mission of Margaret Aylward, St Brigid’s Outdoor Orphanage and the Sisters of the Holy Faith
- The call to overseas mission, dealing with the Columban Fathers in the East and the Missionary Sisters of the Holy Rosary to Africa
- The remodelling of religious life after Vatican II

Indicative Bibliography

Bowden, Caroline (ed.), *English convents in exile, 1600-1800* (London, 2010)

Circular Letter, *The inventory and cataloguing of the cultural heritage of the church: a necessary and urgent task*, Pontifical Commission for the Cultural Heritage of the Church, 8 Dec. 1999, Prot. N. 140/97/162 [pamphlet] (Vatican City, 1999)

Circular Letter, *The pastoral function of church archives*, Pontifical Commission for the Cultural Heritage of the Church, 2 Feb. 1997, Prot. N. 274/92/118 [pamphlet], (Vatican City, 1997)

Corish, Patrick J. and David Sheehy, *Records of the Irish Catholic Church* (Dublin, 2001)

Cosgrave, Marianne and David Sheehy, 'The preservation and management of the archives of the Roman Catholic Church in Ireland, 1850-1925' in Ailsa C. Holland and Kate Manning, Kate (eds), *Archives and archivists* (Dublin, 2006), pp 76-87.

Luddy, Maria, 'Convent archives as sources for Irish history', in Rosemary Raughter (ed.), *Religious women and their history* (Dublin, 2005), pp 98-115

Prunty, Jacinta, *Margaret Aylward 1810-1889, Lady of Charity, Sister of Faith* (Dublin, 1999 & 2011)

Religious Archives Survey 2010, A survey of the archives of religious bodies within the United Kingdom and of related personal papers. Online at <http://www.nationalarchives.gov.uk/>, see under Archives sector, Policies and strategies

Timetable

Friday afternoons (first semester): 2pm-4pm* (Students of the MTh in the History of Christianity who have a special interest in this area may take this module in lieu of one of the modules offered in the second semester).

A highlight of this module will be a study visit to the archives of a religious congregation, time and date to be agreed in week 1.

Assessment (in two parts, to be submitted after week 6 and 12)

Part 1: *Either* taking a particular institute, or its work, or an individual member, draw up an annotated and critical bibliography of what has been published to date. *Or* consider the historical records created by a named institute in the course of its business or mission and identify some of the particular challenges a newly-appointed outside archivist is likely to meet.

Part 2: *Either* write a brief, critical history of a particular institute *or* of an aspect of its work *or* a short biography of an individual member, utilising primary sources created by the institute itself as well as outside primary and secondary sources. *Or* taking a named religious institute with whose records you are familiar, consider the value, and limitations of its archives to a particular field of historical research.

New Directions in Systematic Theology: Faith, Imagination and the Arts

Module Code: PG 603
Lecturer: Dr Gesa E. Thiessen
Department: Visiting Lecturer (TBC)
Module Level: 9/10; One Year MTh in Systematic Theology; MTh (Two year); STL; PhD; DD.

Aims This module will study the relationship between theology and the arts, in particular the visual arts. Students will be introduced to major epochs in the history of art, from early Christian art to modernity. A specific focus will be on how biblical themes and Christian dogmas have found expression in art through Christian history, and how to analyse visual works of art from a theological perspective with reference to their art-historical contexts.

Learning Outcomes at the end of this module students will be able to:

- Explain the relationship between theology and the arts
- Discuss the stages of the history of art and their relation to theological themes
- Theologically analyse works of art in their historical contexts

Initial Reading List

Beckett, Wendy. *Art and the Sacred*, Rider, 1992 (Introduction)
Burch Brown, Frank, ed., *Oxford Handbook of Religion and the Arts*, OUP, 2014
_____, *Religious Aesthetics - A Theological Study of Making and Meaning*, Princeton University Press, 1989
Dillenberger, Jane. *Style and Content in Christian Art*, New York, Crossroad, 1986 (1966)
Dillenberger, John. *A Theology of Artistic Sensibilities - The Visual Arts and the Church*, SCM, 1987
Harries, Richard. *Art and the Beauty of God*, Mowbray, 1993
John Paul II, *Letter to Artists*, 1999. Online: http://www.vatican.va/holy_father/john_paul_ii/letters/documents/hf_jp-ii_let_23041999_artists_en.html
Pattison, George. *Art, Modernity & Faith*, Macmillan, 1991 (pbk. 1998)
Thiessen, Gesa. *Theological Aesthetics – A Reader*, SCM/Eerdmans, 2004
_____, *Theology and Modern Irish Art*, Dublin, Columba, 1999 (first and last chapter)
Viladesau, Richard. *Theological Aesthetics, God in Imagination, Beauty and Art*, OUP, 1999
Williamson, Beth. *Christian Art – A Very Short Introduction*, OUP, 2003

Timetable Second Semester, Monday 4pm-6pm

Assessment By essay, 5,000 words on a topic agreed with the lecturer.

Ethics for Ministry

Module Code: PT 403
Lecturer: Dr. Michael Shorthall
Department: Moral Theology
Level: 9/10: MTh/HDip/Dip in Pastoral Theology

Aims:

To outline a Christian foundation to ethics in a pastoral context, to encourage students to take an ethically reflective stance to pastoral ministry and to inform them of best practice.

At the end of the course, the student will:

- Have a good knowledge of the ethical principles that inform best practice
- Be aware of the ethical issues that commonly arise in the pastoral context
- Be familiar with the approach and response of the Catholic moral tradition
- Be capable of reflecting competently on particular cases

Indicative Syllabus:

- Theological Foundations
- Ethics of Character and Virtue
- Power and Professionalism
- Issues surrounding Confidentiality and Relationships
- Protection of the Vulnerable
- Social Inclusion
- Guiding others

Assessment: Continuous assessment and an essay

Church at the Service of God

Module Code: PT 405
Lecturer: Sr Anne Codd
Department: Pastoral Theology
Level: 9/10: MTh / HDip/Dip in Pastoral Theology

Aims:

In the context of the overall aims and content of the course as a whole, this module will engage students in an exploration of :

- Organisational dimensions of Church and ministry;
- Church at all levels as participative faith community;
- Principles and practice of collaboration in ministry.

Indicative Syllabus:

The course will address styles of organisation, leadership and membership; the concept of mission in organisational context as well as roles, relations and responsibilities in church communities. There will be a critical review of servant leadership as a model for pastoral settings and communion ecclesiology as a basis for participation and collaboration in ministry. Mediation between community and institution in theological reflection and pastoral practice will also be addressed with conversation and dialogue in faith communities showing theological and practical perspectives. Structures which facilitate participation and collaboration in parishes and dioceses, in particular the Pastoral Council

Indicative Bibliography:

Documents of Vatican II

Doyle, Dennis, *Communion Ecclesiology, Vision and Versions*, Maryknoll, New York, Orbis Books, 2000

Ellinor, Linda and Gerard, Glenna, *Dialogue: Rediscover the Transforming Power of Conversation*, New York: John Wiley and Sons, Inc., 1998.

John Paul II: *Christifideles Laici*

John Paul II: *Novo Millennio Ineunte*

Morgan, Gareth, *Images of Organisation*, Thousand Oaks, CA: Sage, 2nd edition, 1997

Scott, W. Richard, *Organisations, Rational, Natural and Open Systems*, , New Jersey, Prentice Hall fifth edition 2003

Sofield, L and Juliano, J., *Collaboration, Uniting Our Gifts in Ministry*, Notre Dame, IN, Ave Maria Press, 2000

Spears, Larry, (ed.) *Reflections on Leadership, How Robert K.Greenleaf's Theory of Servant-leadership Influenced Today's Top Management Thinkers*, New York: John Wiley and Sons, Inc., 1995.

Assessment:

1. A journal containing weekly reviews showing a distillation of student's learning with particular reference to the interplay of theory and practice.
2. A long essay on an aspect of the module which will be negotiated in light of the student's individual interest and experience.

Adult Faith Development

Module Code: PT 419
Lecturer: Ms. Donna Mae Linton
Department: Pastoral Theology
Module Level: MTh, HDPT/DPT

Aims:

To introduce students to the major psychosocial and faith development theories with a view to exploring the implications for pastoral practice with adults. In order to achieve this, the module aims:

- to assist students to develop a theological perspective on the developmental theories discussed and discern their place in pastoral practice, particularly with adults
- to explore the theories in practice by reflecting on examples of contemporary pastoral practice with adults in a community of faith
- to promote self reflection in conjunction with the developmental theories discussed with a view to deepening awareness of student's own faith development and how this development affects pastoral practice

Indicative Syllabus:

- Introduction to developmental theories in pastoral practice
- Psychosocial and faith development theories
- Connecting the theories to adult faith formation
- Implications of development on adult faith formation
- The theories and pastoral practice with adults
- Implications of theories for ministry in the community of faith
- Self awareness for pastoral practice and developmental theories

Indicative Bibliography:

Dykstra, Craig and Sharon Parks, ed. *Faith Development and Fowler*. Birmingham, Alabama: Religious

Education Press, 1986.

Erikson, Erik, H. *Childhood and Society*. NY: W. W. Norton, 1950.

Ferder, Fran and John Heagle. *Your Sexual Self: Pathway to Authentic Intimacy*. Notre Dame: Ava Maria Press, 1992.

Fowler, James. *Faith Development and Pastoral Care*. Philadelphia: Fortress Press, 1987.

_____. *Stages of Faith*. San Francisco: Harper and Row, 1995.

Irish Episcopal Conference. *Share the Good News: National Directory for Catechesis in Ireland*.

Dublin: Veritas, 2010.

Kegan, Robert. *The Evolving Self: Problems and Process in Human Development*. Cambridge:

Harvard University Press, 1982.

Linn, Matthew, Sheila Fabricant and Dennis Linn. *Healing the Eight Stages of Life*.

NY: Paulist Press,

1988.

Nicklas, Gerald R. *The Making of a Pastoral Person, expanded and rev. ed.* NY: Alba House, 1996.

Regan, Jane E. *Toward and Adult Church: A Vision of Faith Formation*. Chicago:

Loyola Press,

2002.

Whitehead, Evelyn Eaton and James D. Whitehead. *Christian Adulthood: A Journey of Self-Discovery*.

Liguori, Missouri: Liguori Press, 2005.

_____. *Christian Life Patterns: The Psychological Challenges and Religious Invitations of Adult*

Life, new ed. NY: Crossroad, 1992.

Assessment: In class participation and two essays

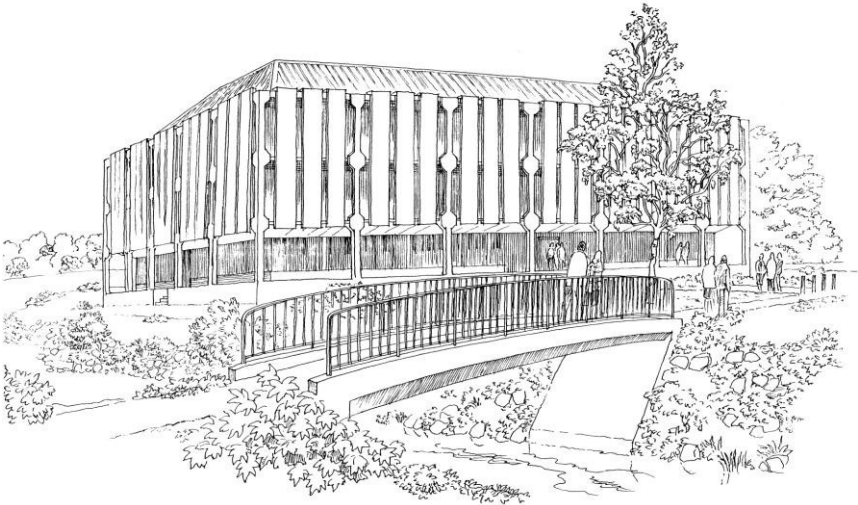
Chapter VII

Certificate and Diploma Course

Programmes

in the

Faculty of Theology



Pope John Paul II Library

Higher Diploma in Theological Studies

Course Director: Dr Suzanne Mulligan

This one-year part-time programme aims to give a foundation in Theological Studies to students who hold a primary degree in another discipline. It is recognised by the Department of Education and Skills as entitling teachers holding Department recognised degrees and teacher training qualifications to teach up to 15 hours' Religious Education per week in a secondary school.

Admission Requirements

A primary degree or its equivalent is required. While the degree or qualification will normally be in a discipline other than Theology, consideration will be given to all applications.

Programme of Study

Core Courses:

- *Introduction to Theology*
- *Systematic Theology*, which studies the meaning and implications of the principal faith-affirmations of Christianity concerning God, Jesus, the Church, the human condition.
- *Moral Theology*, which deals with the experience of morality and in particular with the bearing of Christian faith on the moral life. Topics include: conscience, making moral decisions, the Bible and morality, bioethics, justice, morality and law, ethics in public life, peace and war and ecology.
- *Sacred Scripture*, which studies the Bible – its nature and significance, origins, literary forms, interpretation today. It will include a study of particular Old Testament and New Testament books.
- *Foundations of Worship* will ask “Why Liturgy?”
- Philosophy of Religion and Secular belief systems

Timetable

Monday & Wednesday: 6.30 p.m. – 9.30 p.m.

Six Saturdays throughout the year: 10.00 a.m. – 4.00 p.m.

- The core courses will be taught on Monday and Wednesday evenings.
- A number of electives will be taught over six weekends throughout the year.
- Overnight facilities are available in the College. Rates and information from the *Maynooth Campus Conference and Accommodation Office*:
Telephone: 01-708-6400 Fax: 01-708-3534
E-mail: Reservations@Maynoothcampus.com
Web Pages: www.Maynoothcampus.com / www.MaynoothCollege.ie

Course Code & Title	Lecturer	Semester	Credits
TH 401 Introduction to Theology	Marmion/O’Gorman	1	7.5
Systematic Theology			
ST 401 God Revelation and Jesus Christ	O’Sullivan	1	5
ST 403 The Church and its Sacraments	Ryan	2	5
Moral Theology			
MR 401 Bioethics	Shortall	1	5
MR 403 Catholic Social Teaching	Corkery	2	5
Sacred Scripture			
SC 400 The Bible and Its Worlds	Leslie	1	5
SC 401 The Old Testament	Corley	1	5
SC 402 The New Testament	TBC	2	5
Liturgy			
LI 400 Foundations of Worship	Tracey	2	2.5
TS 109 Foundations in Religious Education	Fitzpatrick	2	5
Special Topics			
TS 114 Philosophy of Religion and Secular Thought	Gurmin	2	5
TS 111 Introduction to World Religions	Kearney	2	2.5
TS 112 Church History	Moffitt	1	2.5

Introduction to Theology

Module Code: TH 401
Lecturer: Prof Declan Marmion and Dr Kevin O’Gorman
Department: Systematic/Moral Theology
Module Level: Level 8
Credit Rating: 7.5 ECTS

Aims:

Theology is “faith seeking understanding” (St. Anselm). In this introductory module we will explore this statement by asking such questions as: What is faith? How is the human person a seeker? How are faith and reason (understanding) connected? The etymology of the term “theology” has to do with “theos” (God) and “logos” (discourse). Hence theology is discourse about God. But it is also a discourse about the human person (anthropology) made in the image and likeness of God (“*imago Dei*”) and his or her call to communion with God (spirituality). Taking the ‘human person and his/her acts adequately considered’ as its cornerstone, the module seeks to develop a ‘Christian ethic within the contours sketched by dogmatic theology’ (G. Meilander and W. Werpehowski). The module, moreover, aims to present theology in an integrated way that reflects on the unity of faith and morality in the life of the Christian in the church. The importance of the Bible as a foundational source for Christian conversion and its connecting the drive to goodness and the call to holiness will also be explored.

Indicative Syllabus:

- Theological Anthropology: The Christian Vision of Humanity
- The Specifically Christian Understanding of God as Triune
- The Doctrines of Creation, Incarnation, and Redemption
- Exploring Revelation and its Transmission in Scripture and Tradition
- Christ, Covenant, Sin and Conversion
- Bible and Morality
- Theology and Church
- Integrating Theology, Morality and Spirituality

Bibliography:

Anne Hession & Patricia Kieran, eds. *Exploring Theology: Making Sense of the Catholic Tradition*. Veritas, 2007.

Stephen Bevans, *An Introduction to Theology in Global Perspective*. Orbis, 2009.

Patricia Lamoureux and Paul J. Waddell, *The Christian Moral Life – Faithful Discipleship for a Global Society*. Maryknoll, N.Y.: Orbis Books, 2010.

William C. Mattison III, *Introducing Moral Theology – True Happiness and the Virtues*. Grand Rapids, Michigan: Brazos Books, 2008.

Time Allowance for Constituent Elements:

Lectures: 20 hours Assignment: 15 hours Private Study: 24 hours

Elements and Form of Assessment: Two essays 2500 words each approx. (one extended book review and one essay)

Systematic Theology

God Revelation and Jesus Christ

Module Code:	ST 401
Module Co-ordinator:	Rev Dr Noel O’Sullivan
Department:	Systematic Theology
Module Level:	Level 8
Credit rating:	5 ECTS

Aims:

- To introduce students to the theology of divine revelation and faith
- To introduce students to traditional and contemporary issues relating to discourse about God
- To identify key features of revelation in the Old and New Testaments and in the Tradition, culminating in the Vatican II document, *Dei Verbum*
- To tease out the implications of Christ as the fullness of revelation
- To explore the passion, death and resurrection of Jesus Christ as the nucleus of New Testament Christology
- To present the history of Christology through the Councils of the first millennium
- To acquaint students with contemporary issues in Christology

Learning Outcomes:

At the end of the course, the students will:

- Have an understanding of the human search for meaning and the plurality of responses among those of different belief systems, both religious and non-religious
- Appreciate the historical and contemporary issues that arise in discourse about God
- Understand the relationship between revelation and faith
- Be aware of the centrality of the paschal mystery in understanding the Christian God
- Be familiar with the history of Christology
- Be able to appreciate the significance of the being and action of Christ

Indicative Syllabus:

- | | |
|--|--|
| <ul style="list-style-type: none">• Theology of God• The Christian God• Faith and Reason• Divine Revelation | <ul style="list-style-type: none">• The Mystery of Jesus Christ• The Christological Councils• Current Questions in Christology |
|--|--|

Time Allowance for Constituent Elements:

Lectures: 20 hours

Private study: 60 hours

Assignment: 15 hours

Elements and Forms of Assessment: Exam

The Church and its Sacraments

Module Code: ST 403
Lecturer: Dr Dermot Ryan
Department: Systematic Theology
Module Level: Level 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

- To introduce students to the theological understanding of the Church as it emerges in scripture and as it unfolds in history.
- To demonstrate an ability to critically assess the functioning of the Church today with respect to its origins as found in the New Testament Communities.
- To present the ecclesial vision of Vatican II and the work of contemporary theologians.
- To introduce the students to the sacraments in their ecclesiological context.
- To understand the relations between symbol, sacrament and ritual and how this might help frame contemporary sacramental understanding.
- To explore and assess the impact and importance of Vatican II (and the major theologians of that time) in the development of Sacramental theology.

Learning Outcomes: At the end of the course, the students will:

- Understand the mysterious nature, and our always developing understanding of the Church.
- Recognise the relationship of the Church with the Kingdom of God.
- Appreciate the Church as the universal sacrament.
- Know the key principles of Catholic sacramental theology.
- Recognise the importance of faith in a fruitful celebration of the sacraments
- Identify the issues relating to a more effective celebration of the sacraments in the context of the contemporary mission of the Church in Ireland.

Indicative Syllabus:

- The Origin of the Church
- Church and its relationship to the Kingdom
- Models of Church
- Magisterium, leadership and roles in the Church
- A developing ecclesiology
- The principles of Catholic sacramental theology
- Rite and ritual: a secular-belief/sociological assessment of the sacraments
- Contemporary Issues facing the sacraments today

Elements and Forms of Assessment: Exam

Moral Theology

Bioethics

Module Code: MR 401
Lecturer: Rev Dr Michael Shortall
Department: Moral Theology
Module Level: Level 8
Credit Rating: 5 ECTS Credits

Aims:

To introduce students to the discipline of bioethics.

Learning Outcomes:

At the end of the course, the student will:

- Have a good working knowledge of the central principles of bioethics
- Be aware of the stance and conclusions of the Catholic moral tradition in the area of bioethics

Indicative Syllabus:

- The fundamental principles of bioethics
- Reproductive technologies
- ‘Ordinary’ and ‘extraordinary’ medical treatments
- Euthanasia and the ‘right to die’
- The production and use of embryonic stem cells
- Bioethics and the civil law

Time Allowance for Constituent Elements:

Lectures:	15 hours
Assignment:	10 hours
Private study:	24 hours

Elements and Forms of Assessment: Exam

Catholic Social Teaching

Module Code: MR 403
Lecturer: Rev Dr Pádraig Corkery
Department: Moral Theology
Module Level: Level 8
Credit Rating: 5 ECTS Credits

Aims:

To introduce students to key aspects of Catholic Social Teaching with a focus on Justice and Human Rights.

Learning Outcomes:

At the end of the course, the student will:

- Have a good knowledge of the social teaching of the Church
- Be aware of key historical developments in Catholic Social Teaching
- Be able to apply CST to a number of key justice and human rights issues
- Be familiar with key concepts of CST

Indicative Syllabus:

- The central principles of Catholic Social Teaching such as justice, common good, preferential option for the poor, subsidiarity
- Key social documents
- Ecology
- The role of women in church and society

Time Allowance for Constituent Elements:

Lectures: 15 hours
Assignment: 10 hours
Private study: 24 hours

Elements and Forms of Assessment: Exam

Sacred Scripture

The Bible and Its World

Lecturer: John Paul Leslie, MTh
Module Code: SC 400
Department: Sacred Scripture
Module Level: Level 8
Credit rating: 5 ECTS

Indicative Syllabus:

- Who's Who in the Bible: an Introduction to the Key Characters in the Bible
- A World within Worlds: the Bible and its surrounding Cultures
- A Succession of Empires: Geography and History of the Biblical World
- Sacred and Profane: Identity, Worship and Law in the Ancient Near East
- "Why did Sarah laugh? (Gen 18:3): Appreciating Biblical Narrative and its Art
- "Learn then the Parable" (Matt 24:32): the Dynamics and Power of OT and NT Parables
- "Thus says the LORD ...": Seers and Prophets, Visions and Justice in the Bible
- How the Bible Came to Be: the Biblical Canon and its Importance
- Scripture and Lection: The Proclaimed Bible of the Synagogue and the Churches

Indicative Bibliography:

Barton, John, *The Bible: The Basics*. London: Routledge, 2010. [Ebook]
Boadt, L, *Reading the Old Testament*. New York: Paulist, 1984. [220,61 BOA]
Coogan, Michael, *The Old Testament: A Very Short Introduction*. Oxford: Oxford University, 2008. [Ebook]
Johnson. Luke Timothy, *The Writings of the New Testament: An Introduction*. Rev. Ed. Minneapolis: Fortress, 1999. [225.6 JOH]
Powell, Mark Allan, *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic, 2009. [220,61 POW]
Powell, Mark Allan, *What is Narrative Criticism? A New Approach to the Bible*. London: SPCK, 1993. [220.66 POW]

Elements and Forms of Assessment: Essay

The Old Testament

Module Code: SC 401
Lecturer: Rev Dr Jeremy Corley
Department: Sacred Scripture
Module Level: Level 8
Credit rating: 5 ECTS

Indicative Syllabus:

- The Abraham Story: Call, Covenant and Akedah
- The Moses Story 1: Call, Revelation of the Divine Name and Passover
- The Moses Story 2: Exodus, Decalogue and Covenant
- The David Story: Anointing, Covenant, Sin and Forgiveness
- The Prophetic Legacy 1: Amos and Justice
- The Prophetic Legacy 2: Isaiah and Hopes for the Davidic Line
- The Prophetic Legacy 3: Jeremiah and the Fall of Jerusalem
- The Prophetic Legacy 4: Second-Isaiah and the Figure of the Servant
- Psalms: Original Contexts and Christian Rereading
- The Book of Job: The Problem of Suffering

Indicative Bibliography:

Boadt, L, *Reading the Old Testament*, New York: Paulist, 1984, [220,61 BOA]

Coogan, Michael, *The Old Testament: A Very Short Introduction*. Oxford: Oxford University Press, 2008. [Ebook]

Collins, JJ, *A Short Introduction to the Hebrew Bible*, Minneapolis: Fortress, 1998. [221.6 COL]

Elements and Forms of Assessment: Exam

The New Testament

Module Code: SC 402
Lecturer: TBC
Department: Sacred Scripture
Module Level: Level 8
Credit rating: 5 ECTS

Indicative Syllabus:

- Paul: Pastor and Letter Writer
- Galatians: Paul's response to a Crisis Situation
- Romans: Paul the Theologian
- What is a Gospel? Mark's Creative Writing
- Twenty-First Century Questions to First Century Gospels
- Parables and Riddles of the Kingdom
- Mark's Passion Narrative
- Pontius Pilate: A Character in all Four Gospels
- The Miracles in the Gospel of Matthew

Indicative Bibliography:

Mark Allan Powell, *Introducing the New Testament: A Historical, Literary, and Theological Survey* Grand Rapids, Mich,; Baker Academic, 2009, [220,61 POW]

Elements and Forms of Assessment: Exam

Foundations of Worship

Module Code: LI 400
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: Level 8
Credit rating: 2.5 ECTS

Aims:

- To provide the student with critical skills in exploring the nature and history of Christian Liturgy
- To foster an understanding of the human need for ritual
- To focus on the nature of particular liturgical celebrations

Learning Outcomes:

- To reflect critically on liturgical texts
- To give a detailed description of the development, structure and the nature of the celebration of Christian Liturgy
- To introduce the concept of Initiation and how Christians are 'made'
- To clearly explain the nature of Eucharistic praying
- To present the Christian understanding and celebration of time
- To distinguish historical and theological arguments
- To research and present an assessed project

Indicative Syllabus:

Beginning with the scriptural foundations of Christian liturgy, the course will explore its historical development and theological grounding. Particular attention will be paid to the Sacraments of Christian Initiation: Baptism, Confirmation and Eucharist; Liturgical Space and the Christian Ordering of Time.

Bibliography:

Gail Ramshaw, *Christian Worship. 100,000 Sundays of Symbols and Rituals*, (Minneapolis: Fortress Press, 2009).

Elements and Forms of Assessment: Course Project 100%

Foundations in Religious Education

Module Code: TS 109
Lecturer: Dr Kathleen Fitzpatrick
Department: Systematic Theology
Module Level: Level 8
Credit Rating: 5 ECTS Credits

Aims:

To provide students with an introduction to contemporary understandings of religious studies and catechesis with a particular focus on the programmes for Religious Education at second level schools.

Learning Outcomes:

At the end of the course, the students will:

- Understand the educational and faith formation aims and objectives of the programmes for Religious Education at second level
- Have obtained an overview of the course content, teaching methodologies and assessment procedures in Religious Education
- Be familiar with the principal resources available to teachers
- Know the core process of catechesis
- Be informed of contemporary approaches to religious education
- Have creatively and critically engaged with the module material so that they are competent to plan effectively for the teaching of Religious Education

Indicative Syllabus:

- Contemporary approaches to religious education
- The Junior Certificate and Leaving Certificate Religious Education programmes
- The nature of catechesis
- Spirituality and the reflective practitioner in the classroom
- Faith development in the secondary school
- The role of the arts in religious education
- Laudato Si *and* religious education for environmental awareness

Time Allowance for Constituent Elements:

Lectures: 20 hours

Private study: 60 hours

Assignment: 15 hours

Elements and Forms of Assessment:

Essay/Project Work

Special Topics

Philosophy of Religion and Secular Thought

Module Code: TS 114
Lecturer: Haydn Gurmin
Department: Philosophy/Theology
Module Level: Level 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

This module takes as its starting point the philosophical debate concerning the existence and nature of God. It will also consider the interplay between reason, science and religion. The most common arguments for the existence of God, namely, the cosmological, ontological and teleological arguments will be identified and outlined with a view to assessing their validity.

Indicative Syllabus:

- The philosophical issues which arise within the contemporary ‘God debate’ in connection with the theory of Evolution and theories concerning the make-up and origins of the universe.
- The philosophical problem of evil will be examined as it presents a major challenge to belief in an all-knowing, all-powerful and all-good God.
- Aspects of secular thought and religion will be outlined.
- Critique of the German philosopher Ludwig Feuerbach (1804-1872)
- Trace secular thinking from the 19th century to Post-modernism.
- Philosophical theological responses to secular thinking will be considered.

Indicative Bibliography:

Brian Davies, *Introduction to the Philosophy of Religion* (Oxford: OUP).
Martin Henry, *On Not Understanding God* (Dublin: Columba Press, 1997).

Elements and Forms of Assessment: Essay

Introduction to World Religions

Module Code: TS 111
Lecturer: Dr Jonathan Kearney
Module Level: Level 8
Credit Rating: 2.5 ECTS

Aims:

- To introduce students to a range of world religions
- To equip students with a framework for analyzing other religions
- To examine relationships between world religions
- To provide students with an entry point to further study of world religions

Learning Outcomes:

At the end of the module, students will:

- Have encountered a broad range of world religions
- Be familiar with the main beliefs and practices of the major religious traditions
- Be able to see connections between various religions and denominations
- Know where to look for further authoritative information

Indicative Syllabus:

- Defining religion
- *World Religions* – a useful paradigm or not?
- “Abrahamic” Religions: Judaism, Christianity and Islam
- “Dharmic” Religions: Hinduism, Jainism, Buddhism and Sikhism
- Religions of East Asia

Time Allowance for Constituent Elements:

Lectures:	10 hours
Assignment:	10 hours
Private study:	20 hours

Elements and Forms of Assessment: Essay

Church History

Module Code: TS 112
Lecturer: Dr Miriam Moffitt
Module Level: Level 8
Credit Rating: 2.5 ECTS Credits

Aims:

- To introduce the key features of the early Christian Church
- To introduce the key themes, events, personalities and sources in the early Church
- To introduce the key features of the Early Modern Catholicism in Ireland
- To introduce students to key themes, events and personalities in the Catholic Church in Ireland 1500-1922

Learning Outcomes:

At the end of the course, the students will:

- Appreciate some of the factors associated early Christianity
- Understand the principal debates regarding the definition of doctrine
- Recognize the dynamics of the Reformation and Counter-Reformation in Ireland
- Understand the delay in translating the reforms of Trent to Ireland
- Analyse the concept of ‘the Devotional Revolution’ of the nineteenth century

Indicative Syllabus:

- The birth of the ‘Jesus Movement’
- The expansion of Christianity in the early centuries
- The Councils of Jerusalem and Nicaea
- The Reformation and Counter Reformation in Ireland
- Interpretation of the 19th century experience of the Catholic Church.

Texts:

Joseph H. Lynch, *Early Christianity, a brief history* (New York, Oxford, 2009)
B. Bradshaw and D. Keogh (eds), *Christianity in Ireland* (Dublin, 2000)

Time Allowance for Constituent Elements:

Lectures:	10 hours
Assignment:	10 hours
Private study:	20 hours

Elements and Forms of Assessment: Essay

For further details contact:



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Maynooth
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Catholic Religious Education and Theological Studies Certificates

Course Director: Dr. John Paul Sheridan

Introduction

The *Certificate* and *Post-Graduate Certificate in Catholic Religious Education and Theological Studies* are offered alongside the *Bachelor of Education* and *Professional Masters in Education (Primary Teaching)* awarded by Maynooth University (NUIM).

It is designed to educate teachers in foundational knowledge and equip them with the pedagogical skills necessary for communicating the Catholic faith in primary schools. Offered in collaboration with the Froebel Department of Primary and Early Childhood Education (Maynooth University), it aims to form teachers capable of responding to the many spiritual and religious opportunities and challenges facing pupils.

The Educational Writings of Friedrich Froebel (1782-1852) outline his philosophy on early childhood education, importance of play and activity, and child-centred methodologies. His writings have much in common with the philosophy at the heart of Catholic Education. From the point of view of equipping future teachers for Catholic schools, the following points are of particular relevance:

- The concept of the "unison" between nature and the human person is sprung from one and the same Creator. This is called "inner-connection";
- The recognition of truth begins in the real, visible world in the phenomena of nature, in which the laws of God are to be found, learned, and known as unchangeable;
- In all things, there lives and reigns an eternal law. This law is based on an...eternal unity. This unity is God. All things have come from... God, and have their origin in the Divine Unity, in God alone.

In line with the prerequisites of the Irish Catholic Bishops Conference, the programme presents the foundational disciplines of Catholic theology and models and practices of religious education that can enable teachers to teach in a child-centred, developmentally appropriate manner, while exploring the teacher's own Catholic identity, while respecting the diverse religious experience of contemporary society. Catholic schools in many jurisdictions, including Northern Ireland, the Great Britain and Australia, require an equivalent of this Certificate.

Course Outcomes

On successful completion of the programme, a graduate should be able to:

<i>Knowledge</i>	Demonstrate relevant knowledge of Catholic theology and practice Exhibit an awareness of the theological and pedagogical foundations of Religious Education at primary level Recognise important issues in relation to contemporary education in the Catholic school sector Demonstrate an awareness of the religious experience in the church community and wider culture.
<i>Know-How and Skill</i>	Explore relevant insights of Catholic theology, practice and religious education Develop lesson plans appropriate to the developmental level of children and in line with the proposed curriculum Compose ritual and prayer-service for the classroom and the school community, consistent with the Catholic tradition Employ practices that develop personal and professional development.
<i>Competence</i>	Capable of grasping the unity of Catholic theology, practice and religious education Apply the knowledge and skills necessary to deliver a religious education curriculum Evaluate, promote, and challenge if necessary, pedagogical and school practices, from the perspective of the Catholic tradition Act as a self-motivated and reflective practitioner.

Education Programmes Coordinator

Rev. Dr. John Paul Sheridan BA, STB, MEd, PhD

Education Programmes Coordinator

18 Dunboyne House

St. Patrick's College, Maynooth

Office: 01-4747452

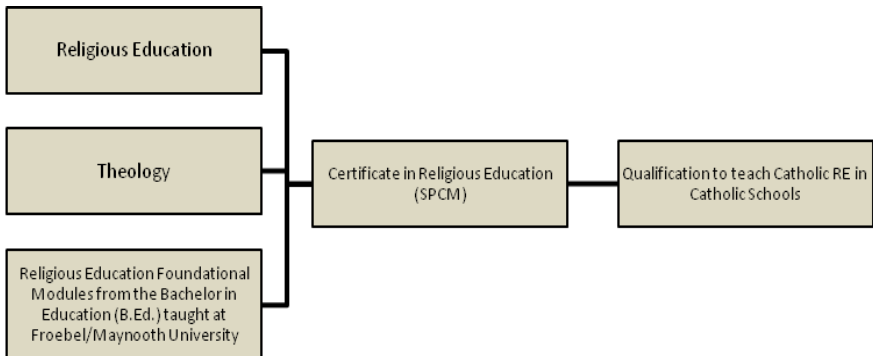
E-Mail: JohnPaul.Sheridan@spcm.ie

Certificate in Catholic Religious Education and Theological Studies

Subject	Religious Education/Theology
NFQ Level	Level 8
Credits (ECTS)	30
Programme Duration	4 Year (Part Time)

Programme Structure

The structure of the course is designed to achieve the learning outcomes outlined above, fulfilling the requirements of the Irish Episcopal Conference for recognition to teach religious education in Catholic Schools. The *Certificate in Religious Education* is awarded and delivered by St. Patrick's College, Maynooth. In line with best practice, it is delivered in a cohesive manner with the Bachelor of Education awarded by the Maynooth University (NUIM), in a seamless experience created for the student who chooses this course, thereby facilitating the holistic philosophy of Catholic education. The Diagram below provides an overview of the structure of the course, illustrating the interrelated nature of the B. Ed and the *Certificate in Religious Education*.



Programme Components

Certificate in Religious Education

(A) Religious Education: The Certificate wishes to concretely equip future teachers for Catholic schools. Further modules in Religious Education are offered within the Certificate in order to deepen the faith-formative requirements of teacher education. The modules are designed to allow students internalise the richness of Catholic traditions and theologies of education, deepen their own vocational identity as Catholic teachers, and equip them to become confident and competent religious educators in Catholic schools and communities. They will directly and comprehensively address the skills, experiences, and resources required to deliver an Irish Catholic Religious Education Programme (See Module Descriptors).

(B) Theology: An additional distinctive element of the Certificate is that it draws on the experience, expertise and resources of the Faculty of Theology, St. Patrick's College, Maynooth. Design of the theological components took into account the programme learning outcomes, the requirements of the Irish Episcopal Conference, the structure of the Bachelor of Education, the Primary School Religious Education Curriculum and the integrity of the tapestry of theology itself (See Module Descriptors).

Bachelor of Education

Within the Bachelor of Education itself, Religious Education has parity of standing and esteem with other core subjects. Acknowledging the central role of Religious Education in the Irish Curriculum, students undertake a foundational module in Religious Education and its methodologies and a module in Diversity and Dialogue in Religious Education. The grid below summarises the course in terms of the module titles, the required assessment, the contact hours, credits awarded for each module and the year within which the students will be required to undertake the modules.

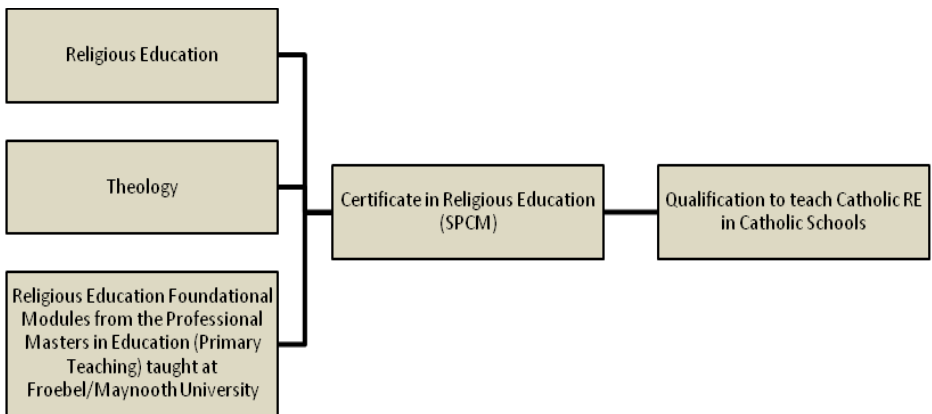
Programme Overview

Course Title	Subject	Module	Assessment	Hours	Credits	Year
Certificate in Religious Education	Theology	Christian Belief	Assignment	20	4	1
		Sacred Scripture I (New Testament)	Assignment	10	2	2
		Sacred Scripture II (Old Testament)	Assignment	10	2	3
		Christian Morality I (Foundations)	Assignment	10	2	2
		Christian Morality II (Applied)	Assignment	10	2	4
		Sacraments/ Liturgy/Prayer	Assignment	20	4	4
	Religious Education	Religious Education and Catechesis	Assignment	12	2	1
		Religious Education – Applied (Junior)	Assignment	10	2	2
		Religious Education – Applied (Senior)	Assignment	10	2	3
Bachelor of Education	Foundations in Religious Education: Methodologies	<i>See Froebel</i>	20	4	1	
	Diversity and Dialogue in Religious Education	<i>See Froebel</i>	20	4	2	
	Total			152	30	

Post-Graduate Certificate in Catholic Religious Education and Theological Studies

Programme Structure

The structure of the course is designed to achieve the learning outcomes outlined above, fulfilling the requirements of the Irish Episcopal Conference for recognition to teach religious education in Catholic Schools. The *Post-Graduate Certificate* is awarded and delivered by St. Patrick’s College, Maynooth. In line with best practice, it is delivered in a cohesive manner with the *Professional Masters in Education (Primary Teaching)* (PMEd) awarded by the Maynooth University (NUIM), in a seamless experience created for the student who chooses this course, thereby facilitating the holistic philosophy of Catholic education. The Diagram below provides an overview of the structure of the course, illustrating the interrelated nature of the PMEd and the *Post-Graduate Certificate*.



Programme Components

Certificate in Religious Education

(A) Religious Education: The Certificate wishes to concretely equip future teachers for Catholic schools. Further modules in Religious Education are offered within the Certificate in order to deepen the faith-formative requirements of teacher education. The modules are designed to allow students internalise the richness of Catholic traditions and theologies of education, deepen their own vocational identity as Catholic teachers, and equip them to become confident and competent religious educators in Catholic schools and communities. They will directly and comprehensively address the skills, experiences, and resources required to deliver an Irish Catholic Religious Education Programme (See Module Descriptors).

(B) Theology: An additional distinctive element of the Certificate is that it draws on the experience, expertise and resources of the Faculty of Theology, St. Patrick's College, Maynooth. Design of the theological components took into account the programme learning outcomes, the requirements of the Irish Episcopal Conference, the structure of the Masters in Education, the Primary School Religious Education Curriculum and the integrity of the tapestry of theology itself. (See Module Descriptors)

Professional Masters of Education

Within the Professional Masters of Education itself, Religious Education has parity of standing and esteem with other core subjects. Acknowledging the central role of Religious Education in the Irish Curriculum, students undertake a foundational module in Religious Education and its methodologies and a module in Diversity and Dialogue in Religious Education. The grid below summarises the course in terms of the module titles, the required assessment, the contact hours, credits awarded for each module and the year within which the students will be required to undertake the modules.

Programme Overview

	Subject	Module Title	Assessment	Credits	Contact Hours	Year
PMEd (Froebel)	Religious Education	Religious Education Methodologies	<i>See Froebel</i>	5	30 hours	1+2
		Interfaith Diversity and Dialogue	<i>See Froebel</i>			
Post-Grad Cert (SPCM)	Theology	Introduction to Religious Education, Catechesis and Liturgy	Assignment	4	20 hours	1
		Christian Belief	Assignment	2	10 hours	1
		<i>“And God saw that it was very good!”</i> Scripture and Moral Theology	Assignment	4	20 hours	2
	Total			15	80	

Diploma in Catholic Education

Course Director: Dr. John Paul Sheridan
ACE Ireland Director: Mr John O'Malley
Chaplain: Dr. Michael Shortall

The *Diploma in Catholic Education* (DCE) is a programme devised to enhance the participant's formation as teachers. Awarded and provided by St. Patrick's College, Maynooth, it is sustained by a partnership with the University of Notre Dame (South Bend, IN., USA). It aims to prepare students for a professional role (development of knowledge, skills and abilities/competencies) in service of a school-community ethos and sustained by a reflective spirituality. Therefore it supplements the necessary prerequisite of undertaking or completing teacher education and qualification. The programme is designed to:

- a) Provide students with the knowledge and formation to enable them to become teachers, or develop their capacity and competence as teachers, capable of contributing positively to the ethos of a Catholic school and nourishing themselves as reflective practitioners;
- b) Supply the school community with knowledgeable and professional teachers able to sustain a school's ethos, while having the flexibility to respond to the changing environment of the school system;
- c) Contribute to the on-going development of the vocation of a Catholic teacher and the Catholic school sector by way of critically engaged and reflective practitioners.

Drawing inspiration from the suite of programmes offered by the Alliance for Catholic Education (ACE), the Diploma in Catholic Education is based on three pillars: professionalism, spirituality and community.

Professionalism

Participants undertake classes during the year aimed at enhancing the student's development as Catholic schoolteachers. As a capstone experience to the Diploma in Catholic Education, students will spend two weeks in June/July in a summer school participating in both academic and retreat experiences.

Spirituality

Participants in the programme will be encouraged to develop spiritually in the context of community. This will be achieved through:

- Three retreat experiences
 - Opening retreat in October
 - Lenten retreat
 - Closing retreat in June/July
- Monthly opportunities for celebration of the Eucharist

Community

The participants in the Diploma in Catholic Education will be asked to form a community outside the academic component of the programme. Students will be required to meet monthly to celebrate Mass and dinner with the Community Chaplain and the Community Supervisor. Once each semester, students will also be asked to attend or host a wider community gathering of those involved in Catholic Education.

Admission Requirements

Applicants must be undertaking or have undertaken a *Bachelor of Education/ Professional Masters in Education* or its equivalent.

Programme of Study

On successful completion of the programme, the graduate should be able to:

Knowledge

Identify relevant knowledge and insights of Catholic theology, spirituality and tradition, as they relate to education

Recognise important issues in relation to contemporary education in the Catholic school sector

Demonstrate an awareness of Catholicism as a wider culture and community.

Know-How and Skill

Discuss important insights of Catholic theology, spirituality and tradition

Examine education issues from the perspective of the Catholic tradition

Contribute effectively to the ethos of a school community

Employ practices that develop personal and professional development.

Competence

To demonstrate a grasp of Catholic theology, spirituality and tradition

Appreciate a school ethos and engage positively and professionally with it

Evaluate, promote, and challenge if necessary, pedagogical and school practices, from the perspective of the Catholic tradition

Act as self-motivated and reflective practitioner.

Module Descriptors

A comprehensive description of each module, detailing aims and objectives, indicative syllabus, and a select bibliography is available on request.

Foundations of Catholic Education

Aim: The course is designed to introduce students to important foundational aspects of Catholic education and to explore related contemporary concerns.

Forged in the Crucible: Spirituality of the Catholic Teacher

Aim: This course aims to facilitate students in establishing connections between their experiences of spirituality and their role as educators in Catholic schools.

Faith Seeking Understanding: An Introduction to Theology

Aim: This course aims to introduce students to the discipline of theology, focusing on the notions of experience, revelation and faith.

Learning from Jesus the Teacher

Aim: To introduce students to the major developments in Catholic Biblical scholarship by studying how Jesus is presented as teacher by the authors of the four Gospels and the implications of this for Catholic education.

Christian Discipleship

Aim: To reflect on the meaning of Christian discipleship as the call to conversion and virtue(s)

Purposeful Leadership: Catholic Social Teaching and Educational Leadership

Aim: To explore the commitments of responsible leadership by way of an engagement with Catholic Social Teaching, models of educational leadership and the experience of teaching.

Application Procedure

Potential participants are required to complete the necessary documentation. Application forms are available from the ACE Ireland Director, John O'Malley at jomalley3@nd.edu or from the Admissions Office. Final admission after a short interview

Assessment

Each module will be assessed by way of an essay (1,500-2,000 words) or its equivalent. In addition an integrative journal will be required, with the aim of articulating the appropriation of the experience and knowledge of the course.

For further information contact:



Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Web Page: www.MaynoothCollege.ie

E-mail: Admissions@spcm.ie / Theology.office@spcm.ie

Telephone:

Fax:

Ireland: 01-708-4772 / 708-3600

Ireland: 01-708-3441

International: +353-1-708-4772

International: +353-1-708-3441

Diploma in Theology

The *Diploma in Theology* is awarded on the successful completion of a three-year course of theological studies.

Admission Requirements

Satisfactory completion of one of the following or its equivalent is required.

- The *Seminarist Course in Philosophy and Arts*
- An acceptable two-year programme in Philosophy.

Those who have an interest in Theology, but do not hold a primary degree or equivalent qualification may be considered for entry to the *Diploma in Theology*.

Programme of Study

The following subjects will be studied:

- Obligatory Subjects:
 - Systematic Theology
 - Moral Theology
 - New Testament
 - Old Testament
 - Ecclesiastical History
 - Liturgy (year I)
 - Canon Law (years II & III)
 - Mission Studies.
- Qualifying Subjects:
 - Patrology
 - Homiletics
 - Catechetics
- Elective Subjects: Any two of the elective subjects approved by the Faculty.

The programme is outlined in full in the *Baccalaureate of Divinity* programme. Candidates are given exemption from studying the theological languages of Latin, Hebrew and Greek.

Students holding a *Diploma in Theology* may be admitted to the BTh or BD programmes in *Add-On* mode. Applicants for the BD *Add-On* mode programme must have at least five years professional experience and satisfy the Pontifical University matriculation criteria.

Course content will be based on the syllabus for BD and BTh programmes, which are described in detail in Chapters III and IV of this publication. The specific

courses to be undertaken in the major and in the minor subjects must be agreed in advance on an individual basis with the Dean and the Registrar. The minimum duration of these programmes will be one academic year, and must be full-time in the case of the BD *Add-On* mode. Permission to extend the duration of studies must be sought expressly from the Faculty of Theology. Assessment will be by examination and course work.

Application Procedure

All applications should be made directly to the Admissions Office and will be examined on an individual basis by the Dean of the Faculty and the Registrar.

For further information contact:



Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Web Page: www.maynoothcollege.ie

E-mail: admissions@spcm.ie / theology.office@spcm.ie

Telephone:

Ireland: 01-708-4772 / 708-3600

International: +353-1-708-4772

Fax:

Ireland: 01-708-3441

International: +353-1-708-3441

Diploma in Mission Studies

All students of Theology of the Pontifical University may study for a Diploma in Mission Studies. Seminarians study the course over three years. However, the course of study is designed so that it can be completed in one year to facilitate clerical and lay missionaries, be they from Ireland or overseas, and should they be returning from the missions or preparing to go on the missions for the first time.

Missionary priests sisters or laity may attend the One-Year Course in Mission Studies without seeking a Diploma or doing the required examination.

Three Year Programme of Study

Over three years the student must take courses in Mission Studies taught in First, Second and Third Divinity, one class per week. In addition, a student must present a substantial essay project after completion of the course. The professor or lecturer in Mission Studies must approve the topic of the project.

One Year Programme of Study

In one year the student must cover the courses in Mission Studies taught in First, Second and Third Divinity, and present a substantial essay project. The student must also attend at least one module (2 classes per week) in Systematic Theology, Moral Theology and Sacred Scripture as an occasional student but is not required to do examinations in these subjects.

For further details contact:



Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Web Page: www.maynoothcollege.ie

E-mail: admissions@spcm.ie / theology.office@spcm.ie

Telephone:

Ireland: 01-708-4772 / 708-3600

International: +353-1-708-4772

Fax:

Ireland: 01-708-3441

International: +353-1-708-3441

Diploma in Religious Studies

The Diploma in Religious Studies is a one-year full-time programme in Religious Studies. Its principal purpose is to provide a theological exposition of the Christian life. It does this by imparting such information that its students will understand the authentic teaching of the Church, and recognise its relevance to themselves and to the secularised world of today. The programme is ideal for priests, religious and lay people, particularly those involved in education.

Admission Requirements

A student must have attained the standard required for matriculation in an Irish University or equivalent institution. Mature students may be accepted, if in the judgement of the Registrar they have attained an adequate educational standard.

Programme of Study

The programme is tailored to the needs and interests of the student. From the BD programme a student is required to take four lectures per week in Systematic Theology and Moral Theology, and two in both Old and New Testament. In consultation with the programme Director, the students can pick the courses best suited to them. In addition they also take two elective subjects of their choice from the programme.

Assessment

The award of the Diploma in Religious Studies will be based on the assessment of written examinations, essays and other work throughout the year.



Admissions Office
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IRELAND

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Telephone:

Fax:

Ireland: 01-708-4772 / 708-3600

Ireland: 01-708-3441

International: +353-1-708-4772

International: +353-1-708-3441

Higher Diploma in Pastoral Theology *and* Diploma in Pastoral Theology

Director of Pastoral Theology: Rev Dr Martin McAlinden

Through participation, reflection and practical experience, the programmes aim to prepare students for the various aspects of pastoral ministry. Both diplomas follow the same academic and placement programmes, and are awarded on the successful completion of one year's full-time engagement.

Admission Requirements

HIGHER DIPLOMA IN PASTORAL THEOLOGY

Candidates are required to have one of the following:

- A recognised degree qualification
- Experience in pastoral ministry or social care

DIPLOMA IN PASTORAL THEOLOGY

Those who have an interest in pastoral ministry but do not hold a primary degree or equivalent qualification may be considered for entry.

Programme of Study

The course places a strong emphasis on participative learning. At a personal level the course addresses the integration of academic and pastoral theology with a focus on growth in self-understanding as well as personal, relational and spiritual development. Course work includes group sessions, lectures, presentations and interactive seminars. While classes are normally on Monday and Tuesday of each week, students may be required to attend courses and seminars that are only available outside these times. The core modules in the programme include:

- Foundations of Pastoral Theology
- Liturgy and Sacraments
- Moral Theology for Ministry
- Scripture in a Pastoral Setting
- Church at the Service of God
- Introduction to Pastoral Counselling
- Parish Ministry
- Catechesis in Education and Chaplaincy

- Faith Practices in Pastoral Settings
- Ministry in Context: Bringing faith to life
- Developing an adult faith in ministry

Placement Education

There will make a commitment to a pastoral placement for ten to twelve hours weekly in a parish and school context. This will be arranged in conjunction with the pastoral department. This is complimented by a weekly session in group Theology Reflection. Students will undertake a second placement through one unit of Clinical and Pastoral Education (CPE) or its equivalent, (12 weeks).

Assessment

Students will be assessed on both the placement and academic components of the programme though continual assessment and supervision.

For further information contact:



Admissions Office
 Pontifical University
 Saint Patrick's College
 Maynooth
 County Kildare
 IRELAND

Web Page: www.maynoothcollege.ie

E-mail: admissions@spcm.ie / theology.office@spcm.ie

Telephone:

Ireland: 01-708-4772 / 708-3600

International: +353-1-708-4772

Fax:

Ireland: 01-708-3441

International: +353-1-708-3441

Diploma in Diaconate Studies

National Director: Rev Dr Michael Duignan, DD

The Diploma in Diaconate Studies is a professional award of the Pontifical University designed to provide for the education and formation of candidates for the Permanent Diaconate in accordance with the Norms of the Holy See and the Irish Episcopal Conference.

The three-year programme may be delivered at locations outside of the college pending a decision of the Faculty of Theology in consultation with local dioceses.

The programme seeks to answer the needs of the Church by ensuring a comprehensive preparation for orders and ministry as a Permanent Deacon, one who sacramentalises the service of Christ. While candidates are already active members in their own ecclesial settings, the Diploma in Diaconate Studies will aim to broaden, deepen and enhance this aspect of their lives as well as ensuring training for the possibility of being ordained for service as a deacon. The Diploma in Diaconate Studies seeks always to integrate in a harmonious manner the four principal areas of formation – human, spiritual, academic, and pastoral.

Admission Requirements

Admission to the course is confined to those who have been selected by their Local Ordinaries as candidates for the Permanent Diaconate. Where students are in possession of a degree in theology they may be considered to take this course at Higher Diploma level.

Programme of Study

The course is a taught programme through lectures, workshops and practical sessions. Tutorial assistance is available to students and this can enable them to concentrate on particular aspects of the course. Reading courses will also be prescribed.

The main areas of study include:

- Fundamental and Systematic Theology
- Moral Theology
- Sacred Scripture
- Liturgy
- Canon Law
- Ecclesiastical History
- Spirituality
- Pastoral Theology

Each student following the Diploma in Diaconate Studies will also pursue a programme of pastoral formation decided upon by his sponsoring diocese.

Assessment

Students may be assessed through written work, class participation, and / or examination. On completion of the programme a comprehensive exam will take place.

For further information contact:



Permanent Diaconate
Columba Centre
Saint Patrick's College
Maynooth
County Kildare
IRELAND

E-mail: Diaconate@iecon.ie

Telephone:

Ireland: 01-505-3028

International: +353-1-505-3028

Higher Diploma in Pastoral Liturgy

Course Director: Reverend Daniel Murphy, BA, BD, MA (SJU)

The one-year course, conducted by the National Centre for Liturgy, offers candidates the opportunity to study the worship of the Church, its tradition and its place in the Church today. It aims to provide training in liturgy to enable the student to take a leadership role in pastoral work, specialising in liturgy, at diocesan and parish level.

Admission Requirements

Students are required to have a primary degree where theology is at least a major component. Students with other degrees, or with a professional diploma or equivalent qualification, may be admitted if they have experience in parish or liturgical ministry. They may be required to take extra courses in theology, and to take an oral examination while studying for the Higher Diploma in Pastoral Liturgy.

Programme of Study

Students must take the basic course work for the Diploma in Pastoral Liturgy. In addition, they take guided reading courses in the main courses: theology and practice of liturgy, Eucharist, sacraments, liturgy and time, prayer and liturgical spirituality, human communication in liturgy, music. They are required to take part in two seminars on pastoral liturgy and liturgical theology.

Assessment

Students will be assessed through written work on the various courses in 7 - 8 semester essays, and through an oral examination on completion of the programme. In addition, a major written work of c. 15,000 words, must be submitted.



For further information contact
Course Director
National Centre for Liturgy
Saint Patrick's College
Maynooth
County Kildare

Tel: 01-708-3478

Fax: 01-708-3477

E-mail: Liturgy@spcm.ie

Web Page: www.MaynoothCollege.ie

Diploma in Pastoral Liturgy

Course Director: Reverend Daniel Murphy, BA, BD, MA (SJU)

The one-year programme in liturgy, conducted by the National Centre for Liturgy, offers candidates the opportunity to study liturgy under its theological, historical, spiritual and pastoral aspects. It is planned to meet the needs of people for their future or continued work in liturgy at parish, community or diocesan level.

Admission Requirements

Admission to the course is normally confined to those who have a basic academic qualification at second level and have completed two years of third level professional studies or two years of pastoral experience.

Programme of Study

The course is a taught programme through lectures, workshops and practical sessions. Tutorial assistance is available to students and this can enable them to concentrate on particular aspects of liturgy.

The main areas of study include: theology and practice of liturgy, Eucharist, sacraments, liturgy and time, prayer and liturgical spirituality, human communication in liturgy, music. Complementary courses include: the bible in worship, early Christian worship, Eastern rites, Church art and architecture, ministry, liturgy and culture, liturgy and pastoral care.

Assessment

Students will be assessed through written work in semester essays and through an oral examination on completion of the programme. In addition, a major written work of c.10,000 words, must be submitted.



For further information contact
Course Director
National Centre for Liturgy
Saint Patrick's College
Maynooth
County Kildare

Tel: 01-708-3478

Fax: 01-708-3477

E-mail: Liturgy@spcm.ie

Web Page: www.MaynoothCollege.ie

Affiliated Programmes

Director of Affiliated Programmes: Reverend Michael Shortall, MA (UCD), STD (Greg)

The following programmes are affiliated to the Pontifical University. For further information, please apply to the appropriate programme provider at the address indicated.

1. Higher Diploma in Counselling (Marriage & Relationships)

ACCORD Central Office,
Columba Centre,
Maynooth, Co Kildare
TEL: 01-5053112
Website: www.accord.ie

2. Certificate in Person Centred Counselling (Marriage & Relationships)

ACCORD Central Office,
Columba Centre,
Maynooth, Co Kildare
TEL: 01-5053112
Website: www.accord.ie

3. Certificate in Christian Studies

Diocese of Cashel and Ossory (Church of Ireland)
The Very Rev Tom Gordon, Dean of Leighlin & Director of Adult Education

Email: co.diocese.education@gmail.com
Phone: 087 2767562

4. Certificate in Theological Studies

Diocese of Ossory (Roman Catholic)
Mr Declan Murphy M.A. (Course Director)
Email: declanmurphy@ossory.ie
Telephone 056-7721086

5. Diploma in Spirituality

Manresa Jesuit Centre of Spirituality
Avril O'Regan
426 Clontarf Road, Dollymount,
Dublin 3.
Website: www.manresa.ie
Tel: +353 1 8331352

6. Certificate in Spirituality (Youth Retreat Facilitation)

Shekinah
Sr Jennifer Perkins (Course Director)
Website: <http://www.shekinah.ie>

7. Certificate in Theology

Armagh Diocesan Pastoral Centre
The Magnet
Dundalk
Co. Louth
Tel: 00353 429336649
email: parishandfamily@gmail.com

8. Carmelite Studies (Suite of Awards)

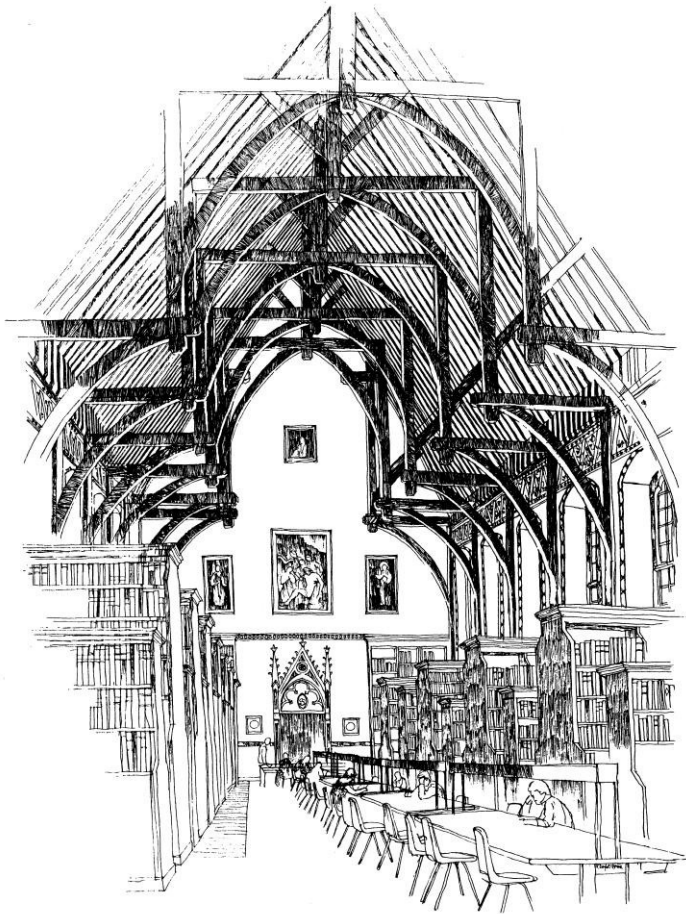
Carmelite Institute of Britain and Ireland
Website: <http://www.cibi.ie>

9. Diploma in Pastoral Studies

Drumalis Retreat and Conference Centre
47 Glenarm Road
Larne, County Antrim
Northern Ireland
BT40 1DT
+44 (028) 28272196 or +44 (028) 28276455
(048) 28272196 or (048) 28276455 (from Republic of Ireland)
Website: <http://www.drumalis.co.uk>

Chapter VIII

Faculty of Canon Law



Main reading room of the *Russell Library* at *Saint Patrick's College*

Licentiate in Canon Law (LCL)

This course lasts for two years, during which the entire Code of Canon Law is studied in depth, along with other disciplines having an affinity with it (*Sapientia Christiana, art 76b*).

Doctorate in Canon Law (DCL)

This course lasts at least a year. During this year juridical formation is completed and a doctoral dissertation is written (*Sapientia Christiana, art 76c*).

Principal Disciplines

- Introduction to the science of law
- General norms of law
- Personality in law
- The Sacraments
- Processes
- Crimes and penalties
- Public ecclesiastical law

Auxiliary disciplines

- Roman law
- Elements of civil law
- History of canon law

Special Disciplines

- Liturgical law
- Ecclesiastical jurisprudence
- Canonical processual practice
- Methodology
- Sources of ancient Irish ecclesiastical law

These programmes are not being offered at this time. For further information contact:



Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Web Page: www.MaynoothCollege.ie

E-mail: Admissions@spcm.ie / Theology.office@spcm.ie

Telephone:

Fax:

Ireland: 01-708-4772 / 708-3600

Ireland: 01-708-3441

International: +353-1-708-4772

International: +353-1-708-3441

Chapter IX

Faculty of Philosophy

Degrees and Diplomas offered by the Faculty of Philosophy

Baccalaureate in Philosophy, BPh

Licentiate in Philosophy, LPh

Doctorate in Philosophy, DPh

Higher Diploma in Philosophy

Higher Diploma in Philosophy and Arts

Diploma in Philosophy

Diploma in Philosophy and Arts

Dean of the Faculty

Michael W Dunne, DPhil (Gregoriana), FRHistS

Secretary of the Faculty

Mette Lebech, DPhil (KULeuven) (Maynooth University)

Lecturers

Reverend Thomas Casey SJ, BA, BD LPh, STL, D.E.A (Paris), PhD (UCD)

Professor William Desmond (Adjunct Honorary Professor)

Dr Michael W Dunne, DPhil (Gregoriana), FRHistS

Dr Amos Edelheit PhD (Maynooth University)

Dr Susan Gottlöber (Maynooth University)

Dr John Haydn Gurmin BA, MA, PhD (Maynooth University)

Dr Mette Lebech, DPhil (KULeuven) (Maynooth University)

Dr Yinya Liu, PhD (Maynooth University)

Dr Cyril McDonnell, PhD (Maynooth University)

Rev Dr Simon Nolan OCarm, BA, BD, LPh, MDiv, ARIAM, DPhil (Maynooth University)

Dr Denise Ryan BA, MA, PhD (Maynooth University+SPCM)

Baccalaureate in Philosophy

The Baccalaureate in Philosophy (BPh) is a full-time degree open to any student who satisfies the entry requirements of second level education (Irish Leaving Certificate or its equivalent) for an undergraduate degree.

The programme entails eight hours of lectures and one tutorial per week in year one, and seven hours of lectures and one tutorial per week in year two. Students will be required to achieve a pass on the first year's courses before being admitted to the second year.

Year I

- Introduction to Philosophy
- Epistemology
- Moral Philosophy
- Philosophy of Religion I
- Greek Philosophy
- Metaphysics I
- Medieval Philosophy
- Logic
- Philosophical Anthropology

Year II

- Metaphysics II
- Philosophy of Religion II
- The Elective Courses in the First Semester of the relevant year
- The Philosophy of Aquinas
- Political Philosophy
- The Elective Courses of the Second Year
- Minor Dissertation

This degree is open to students of the National University of Ireland, Maynooth who study for the *Higher Diploma in Philosophy* or who take Philosophy and a cognate subject for the Honours BA. They are required to produce a BPh thesis, which must be of similar length to the BA thesis but on a different topic. Prospective candidates should contact the Philosophy Office before the end of the second semester in their degree year.

Licentiate in Philosophy

In order to be admitted to the Licentiate in Philosophy (LPh) a candidate shall have followed, and taken the examinations in, the required postgraduate courses over two years and submitted a dissertation that demonstrates ability for scientific study in philosophy.

Successful candidates for the MA (Mode 2) examination in the Faculty of Philosophy, Maynooth University may also be admitted to the Licentiate. They are required in addition to present a Minor Thesis, on a separate topic from the MA thesis but of comparable length. The thesis should focus on an area of Christian philosophy. Prospective candidates should contact the Philosophy Office by the end of January of their degree year.

Doctorate in Philosophy

The principal requirement for the award of the Doctorate in Philosophy (DPh) is a major dissertation which proves the candidate's capacity for scientific investigation and which makes a real contribution to philosophy. Candidates may also be required to follow a specified range of qualifying courses.

Candidates for the DPh must have achieved a grade of at least *Magna cum Laude* / Second Class Honours, Grade I / B in the LPh or its equivalent.

Diploma and Higher Diploma in Philosophy

The Diploma and the Higher Diploma in Philosophy are part-time postgraduate programmes in Philosophy and provide students who already possess a third level qualification with a qualification in Philosophy. The courses are open to any student who satisfies the entry requirements: a third-level qualification in any subject or combination. For the Diploma the programme of study will extend over one year and its modules are drawn from the first and second year of the BA Philosophy programme. For the HDip the programme of study will extend over a two-year period and students will be required to achieve a pass on the first year's courses before being admitted to the second year. The modules for the second year of the Higher Diploma in Philosophy are drawn from the third year of the BA Philosophy programme and students will be required to write a 5000 word dissertation. The topic of the dissertation will be chosen by the student from any area of philosophy and must be approved by the BA dissertation co-ordinator.

Higher Diploma in Philosophy & Arts

The *Higher Diploma in Philosophy and Arts* is awarded by the *Pontifical University at Saint Patrick's College, Maynooth*, upon the successful completion of a two year course, designed to provide students who already possess a third level qualification, with a qualification in Philosophy. The course is open to any student who satisfies the entry requirements, viz. a third-level qualification in any subject or combination.

The programme involves approximately fourteen hours of lectures and two tutorials per week in each of the two years. Students will be required to achieve a pass on the first year's courses before being admitted to the second year.

On Successful completion of the H Dip students can apply to be considered for the BPhil examination.

Diploma in Philosophy and Arts

The *Diploma in Philosophy and Arts* is awarded by the *Pontifical University at Saint Patrick's College, Maynooth*, upon the successful completion of a two-year, full-time course, covering a range of modules, principally in the discipline of philosophy.

Admission to the Course

For admission to the course a pass grade is required in five subjects of the Leaving Certificate or its equivalent: three of these must be academic subjects in the Maynooth University matriculation syllabus.

Outline of the Programme

Students follow the same courses as students of the Higher Diploma, but the courses are assessed at module level 7.

Chapter X

Course Modules
for the
Primary Degree Programmes
and
Diploma Programmes
in the
Faculty of Philosophy

Understanding Modules and Credits

Modules of courses required for the courses taught in the Faculty of Philosophy are described in the following pages.

Each course is divided into units known as *modules*. Module-descriptions in this Kalendarium follow the conventions of the Bologna Process, a Europe-wide system of measuring educational attainment in order to permit the recognition of qualifications and facilitate movement of students.

Module Name: Each module has a formal name or description.

Module Code: For administrative purposes, each module has a code made up of letters and numbers. The letters are abbreviations of subject-areas, e.g. PY or PH. Courses with PY in the module code are taught by Department of Philosophy in Saint Patrick's College, while courses with PH in the module code are taught by the Department of Philosophy in Maynooth University.

The first digit of the three-digit number indicates the year of the programme in which the module is typically offered, e.g. 321 is a Third Year course. As some courses are taught on a cyclical basis, a course with first number 2 may be required in third year and vice-versa. The remaining numbers are for purposes of identification only.

Module Lecturer or Co-ordinator: The person teaching the module. Where there is more than one lecturer, the co-ordinator is responsible for the direction of the course.

Department: The Department of the Faculty responsible for this module.

Module Level: In the Bologna system, student progress is measured on a scale of 1-10, e.g. Honours Leaving Certificate (Level 5), Honours Bachelor's Degree (Level 8), Masters (Level 9), Doctorate (Level 10).

Credit rating: Each module carries a number of CREDITS or ECTS (European Credit Transfer System). Credit rating is calculated by the amount of time devoted to the module. A course of two formal lectures weekly for one semester, with tutorials, assignments and independent study, is rated at 5 ECTS. Shorter courses (e.g. one lecture per week for one semester) are rated at 2.5 ECTS. A year's work at Bachelor's level is the equivalent of about 60 ECTS Credits.

Modules in Philosophy – Maynooth University

Year 2 Semester 1

German Idealism

Module Code:	PH315A
Module Credits:	5 Credits
Module Status:	Compulsory
Module Lecturer:	Dr Cyril McDonnell

Overview:

This module examines the development of Post-Kantian German Idealism which straddled the 18th and 19th centuries, from about the 1780s into the 1840s, paying particular attention to central ideas elaborated by three of its most well-known thinkers: Johann Gottlieb Fichte (1762-1814), Friedrich Wilhelm Joseph von Schelling (1775-1854) and Georg Wilhelm Friedrich Hegel (1770-1831), the latter achieving greatest prominence among the idealists. Hegel, however, has had and still has many interpreters, supporters, whether Left-wing Hegelians or Right-wing Hegelians, and many detractors; so, some attention, towards the end of the module, will be given to what has come to be known as the materialist critique of Hegel's "Absolute Idealism", critiques famously elaborated by Feuerbach and Marx, and to the existentialist critique of Kierkegaard.

Teaching & Learning Method:

24 lecture hours (12 weeks X 2 lectures); 4 tutorial hours; directed reading, reflection, discussion and writing.

Assessment: 100% Continuous Assessment.

Continuous Assessment broken down as follows:

5% = Attendance at Tutorials

15% = Presentation

20% = Tutorial Essay-Assignment (c. 1,000 words)

60% = Final Essay-Assignment (c. 2,000 words)

Topics in Analytic Philosophy

Module Code:	PH 334A
Module Credits:	5 Credits
Module Status:	Compulsory
Module Lecturer:	Dr Simon Nolan

Overview:

This module traces the development of twentieth-century analytic philosophy through studying the work of some of its major exponents. The focus will be on philosophy of language, thought and world. An emphasis of the module will be the philosophy of Ludwig Wittgenstein (1889-1951) as found both in his early *Tractatus Logico-Philosophicus* and in his later *Philosophical Investigations* (a work Wittgenstein was in the process of revising and editing during his time in Ireland). Other key thinkers to be studied will be Gottlob Frege, Bertrand Russell, Rudolf Carnap, A. J. Ayer, Wilfrid Sellars, W. V. O. Quine, Donald Davidson, Saul Kripke and John McDowell.

Teaching & Learning Method:

24 lecture hours (12 weeks x 2 lecture hours per week); 4 tutorial hours; directed reading, reflection, discussion and writing.

Assessment: 100% Continuous Assessment.

Continuous Assessment broken down as follows:

5% = Attendance at Tutorials

15% = Presentation

20% = Tutorial Essay-Assignment (c. 1,000 words)

60% = Final Essay-Assignment (c. 2,000 words)

The Philosophy of Baruch Spinoza

Module Code:	PH 329
Module Credits:	5 Credits
Module Status:	Compulsory
Module Lecturer:	Dr Amos Edelheit

Overview:

This module examines one of the most original, daring, influential, and complex philosophical systems: the philosophy of the 17th century Jewish philosopher Baruch Spinoza (1632–1677). It begins with an outline of some biographical facts, moving on in particular to the philosophical context which is at the background of Spinoza's philosophy, mainly Descartes's metaphysics and ontological analysis. It concentrates attention both on Spinoza's critique of Descartes' conception of three substances and on the starting points of Spinoza's philosophical account of concepts, such as, 'substance', 'God or nature', 'matter', 'freedom', and 'human happiness', which can, to some extent, be traced back to the Stoics. Spinoza's main writings from his early tractates to the *Ethics* will be closely examined.

Teaching & Learning Method:

24 lecture hours (12 weeks x 2 lecture hours per week); 4 tutorial hours; directed reading, reflection, discussion and writing.

Assessment: 100% Continuous Assessment.

Continuous Assessment broken down as follows:

5% = Attendance at Tutorials

15% = Presentation

20% = Tutorial Essay-Assignment (c. 1,000 words)

60% = Final Essay-Assignment (c. 2,000 words)

Reading Women Philosophers

<i>Module Code:</i>	PH 329
<i>Module Credits:</i>	5 Credits
<i>Module Status:</i>	Compulsory
<i>Module Lecturer:</i>	Dr Mette Lebech

Overview:

This module will examine the thought of some women philosophers from classical times to today, for example Diotima of Mantinea (c. 450 BC), Hildegard von Bingen (1098-1179), Heloise (1100?-1164), Anna Maria van Shurman (1607-1678), Elisabeth of Bohemia (1617-1680), Anne Conway (1631-1679), Damaris Cudworth Mashham (1658-1708), Émilie du Châtelet (1706-1749), Catharine Macaulay (1731-1791), Mary Wollstonecraft (1759-1797), Harriet Taylor Mill (1807-1858), Jane Addams (1860-1935), Hannah Arendt (1906-1975), Simone de Beauvoir (1908-1986), and Elisabeth Anscombe (1919-2001). Their philosophy will be examined in the light of that of their male contemporaries and the historical context, and an attempt will be made to assess their contribution as women and as philosophers to the development of philosophical thought. Reflection on women's roles and the significance of these for cultural development will accompany the reading of the texts. Karen Warren (ed.): *An Unconventional History of Western Philosophy: Conversations Between Men and Women Philosophers* (Plymouth: Rowman and Littlefield Publishers, 2008) will be used as a textbook

Teaching & Learning Method:

24 lecture hours (12 weeks x 2 lecture hours per week); 4 tutorial hours; directed reading, reflection, discussion and writing.

Assessment: 100% Continuous Assessment.

Continuous Assessment broken down as follows:

5% = Attendance at Tutorials

15% = Presentation

20% = Tutorial Essay-Assignment (c. 1,000 words)

60% = Final Essay-Assignment (c. 2,000 words)

SECOND SEMESTER

Renaissance Philosophy. Methods and Practices

<i>Module Code:</i>	PH 330
<i>Module Credits:</i>	5 Credits
<i>Module Status:</i>	Compulsory
<i>Module Lecturer:</i>	Dr Amos Edelheit

Overview:

This module examines different methods and practices in Renaissance Philosophy. It begins with a discussion of the methods and practices found in the late medieval philosophical schools in the 14th century as the immediate background of Renaissance Philosophy and then addresses some theories, methods, and practices of prominent thinkers between the mid-fourteenth century and the beginning of the seventeenth century, mainly in Italy (Francesco Petrarca, Coluccio Salutati, Leonardo Bruni, Lorenzo Valla, Giovanni Dominici, Georgios Gemistos Plethon, Antoninus of Florence, Marsilio Ficino, Giovanni Pico della Mirandola, Giorgio Benigno Salviati, Bernardo Torni, Desiderius Erasmus, Niccolò Machiavelli, Francesco Patrizi.) It also deals with the significance of the relations between philosophy and theology, pagan antiquity and Christian teaching, man and God, various themes in moral psychology and political philosophy, as well as in the philosophy of language, science, and in metaphysics, and specific terms like Aristotelianism and Platonism during this period.

Teaching & Learning Method:

24 lecture hours (12 weeks x 2 lecture hours per week); 4 tutorial hours; directed reading, reflection, discussion and writing.

Assessment: 100% Continuous Assessment.

Continuous Assessment broken down as follows:

5% = Attendance at Tutorials

15% = Presentation

20% = Tutorial Essay-Assignment (c. 1,000 words)

60% = Final Essay-Assignment (c. 2,000 words)

Pluralism: Its Values, Critics, and Challenges

Module Code:	PH 327A
Module Credits:	5 Credits
Module Status:	Compulsory
Module Lecturer:	Dr Susan Gottlöber

Overview:

In many Western democracies, pluralism has become the dominating political belief and is seen as intrinsically valuable. This module consists of an examination of issues and values central to pluralism such as: freedom, justice, tolerance, and communication. We will analyse arguments for pluralism and against totalitarianism, and also limitations and challenges, as well as critical counter-arguments of both pluralism and its values. Key texts from important thinkers (e.g. Berlin, Rawls, Arendt, Habermas, and Derrida) will be used as a basis for discussion.

Teaching & Learning Method:

24 lecture hours (12 weeks x 2 lecture hours per week); 4 tutorial hours; directed reading, reflection, discussion and writing.

Assessment: 100% Continuous Assessment.

Continuous Assessment broken down as follows:

5% = Attendance at Tutorials

15% = Presentation

20% = Tutorial Essay-Assignment (c. 1,000 words)

60% = Final Essay-Assignment (c. 2,000 words)

Philosophy of Natural Science

Module Code:	PH 313A
Module Credits:	5 Credits
Module Status:	Compulsory
Module Lecturer:	Dr Haydn Gurmin

Overview:

The aim of this module is to present a historical and a systematic account of the philosophy of science. Historically, we shall be moving from antiquity (Aristotelian worldview) to the early modern period (Newtonian worldview), to Contemporary world-view in physics (Einstein, quantum theory etc.) and biology (evolution), and systematically we shall discuss modern theories of scientific method and practice, where notions such as progress, experiment, theory, observation, discoveries, continuities, breaks, paradigms, and revolutions play a key role. The conceptual shift from a scientific approach with its base on essentialism and teleology, and to a scientific account of causes and effects to natural phenomena by means of universal and mathematical laws, will be outlined historically by recourse to the ideas of thinkers from Aristotle to Galileo. Problems with causality (and induction) will be raised in terms of Hume's reflections on inferences. Responses to these problems will be considered in terms of John Stuart Mill, and Karl Popper. As such our systematic discussion will include some classical theories in the philosophy of science by Karl Popper, Thomas Kuhn, Imre Lakatos, and others.

Teaching & Learning Method:

24 lecture hours (12 weeks x 2 lecture hours per week); 4 tutorial hours; directed reading, reflection, discussion and writing.

Assessment: 100% Continuous Assessment.

Continuous Assessment broken down as follows:

5% = Attendance at Tutorials

15% = Presentation

20% = Tutorial Essay-Assignment (c. 1,000 words)

60% = Final Essay-Assignment (c. 2,000 words)

Bioethics

Module Code:	PH 320A
Module Credits:	5 Credits
Module Status:	Compulsory
Module Lecturer:	Dr Mette Lebech

Overview:

Bioethics, as the term suggests, is the ethics that concern the biosphere. We shall propose that ethics is what we consider it appropriate to do and that the biosphere is the part of material reality that is alive. Considering the many questions which have been designated as bioethical in the context they provide for each other we shall endeavour to explain the challenge they represent to the 'we' in terms of different evaluations of different aspects of the biosphere. The life sphere concerns us directly in our body and indirectly in all living beings, sustained by ecological and political systems. The first part of the module therefore concerns the body and our ability to influence it by training, custom and technology. The second part of the module concerns the life sphere outside our bodies and our ability to cultivate and destroy it. Since biological life is the defining characteristic of the life sphere, central to all the bioethical concerns is the question of its meaning and value

Teaching & Learning Method:

24 lecture hours (12 weeks x 2 lecture hours per week); 4 tutorial hours; directed reading, reflection, discussion and writing.

Assessment: 100% Continuous Assessment.

Continuous Assessment broken down as follows:

5% = Attendance at Tutorials

15% = Presentation

20% = Tutorial Essay-Assignment (c. 1,000 words)

60% = Final Essay-Assignment (c. 2,000 words)

Dissertation Module

Semester 1 and Semester 2

<i>Module Code:</i>	PH 316A
<i>Credit Weighting:</i>	5 credits
<i>Module Status:</i>	Compulsory
<i>Module Lecturer:</i>	ALL (Module Co-ordinator: Dr Cyril McDonnell)

Overview:

Students will be expected to engage in supervised independent research on an approved topic in philosophy and to produce a written dissertation of c. 5000 words on that topic. The format of the dissertation must conform to the guidelines set out in the Departmental *Handbook for Students*.

Learning Outcomes:

On successful completion of the module, students should be able to:

1. Identify and choose a topic of research in philosophy
2. Think this topic through in a consistent manner, identifying primary and secondary sources
3. Evaluate a significant topic of debate in philosophy
4. Develop skills of independent learning and of self-evaluation
5. Develop skills of dialogic learning and of inter-dependent co-operative communication with a supervisor
6. Demonstrate control, through argumentation and line of argument, over the material researched
7. Write for the reader, displaying critical written communication skills and argument style in philosophy
8. Present, in written format, a scholarly academic essay in philosophy following academic standards of referencing (as laid out by the *MHRA Style Book*)

Teaching & Learning Method:

Supervised research; reading, reflection, discussion and writing.

Assessment:

100% Continuous Assessment.

Total Marks 100% Dissertation: c. 5,000 words

Submission Deadline: End of Semester Two.

Modules in Philosophy - SPCM

First Year, Semester 1

Introduction to Philosophy

Module Code: PY 101
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims

- To provide an introduction to the nature of the philosophy, its goals and methodology, and how it differs from other disciplines.
- To furnish an overview of several of the main areas of philosophy.
- To describe the relationship between philosophy and Christianity, and their influence upon each other.

Learning Outcomes

Upon successfully completing this course, students will be able to:

- Appreciate the nature and methodology of philosophy in a deeper way.
- Name and describe the principal areas of philosophical inquiry and demonstrate how they relate to one another.
- Identify the strengths and weaknesses of various philosophical arguments and construct their own arguments.
- Ascertain an improvement in their thinking and writing skills.

Indicative Syllabus

There will be a significant reading component in this course. Key questions and issues to be explored include the following:

What is philosophy? Does God exist? What is the nature of reality? Of knowledge? Of the person? The theory of right and wrong conduct. Art and beauty. Language and the word. Some lectures will involve personal reading and written assignments on specific philosophical texts.

Elements and Forms of Assessment

Essay: 50%
Exam: 50%

The History of Ancient Philosophy

Module Code:	PY 119
Lecturer:	Rev Dr Patrick Moroney SVD
Department:	Philosophy
Credit Rating:	5

Aims: To become acquainted with the principal Ancient Greek and Roman Philosophers and their main ideas from Thales in the 7th century B.C. to Plotinus in the 3rd century A.D. To see how ancient philosophy has influenced subsequent Western civilization and Christianity.

Learning Outcomes:

To understand how and why the ancient Greeks started to philosophise.
To know the main Ancient Greek and Roman philosophers and their philosophies.
To acquire a better understanding of philosophy by knowing its origins.

Indicative Syllabus:

The Rise of Greek Civilisation
Mythical thinking to philosophical thinking
The pre-Socratics

Thales, Anaximander, Anaximenes, Xenophanes, Pythagaoras, Heraclitus,
Parmenides, Zeno of Elia, Empedocles, Anaxagoras, Atomism – Democritus &
Leucippus

The Sophists
Socrates, Plato, Aristotle
Ancient Philosophy after Aristotle
Epicurus, Stoics, Cynics, Sceptics, Philo the Jew, Neo-Platonism & Plotinus.

Classical Metaphysics

Module Code:	PY121
Lecturer:	Rev Dr Patrick Gorevan
Department:	Philosophy
Module Level:	8
Credit Rating:	5

Aims: To provide an introduction to the perennial tradition of metaphysics originating in the work of Aristotle. A Christian synthesis of this tradition is provided by examining the important philosophical contribution of St. Thomas Aquinas.

Indicative Syllabus:

The themes dealt with include the fundamental questions of Being, Change and Identity, which involve amongst others the traditional Aristotelian concepts of Substance, Potency and Act, and Essence and Existence.

Epistemology

Module Code:	PY 105
Lecturer:	Rev Dr Patrick Moroney SVD
Department:	Philosophy
Credit Rating:	5

Aims: To understand what knowledge is. To be aware of the wrong ways to investigate knowledge: denying the senses or the intellect or both. To know the right way to acquire knowledge. To understand what truth is. To know what religious knowledge and moral knowledge are.

Learning Outcomes:

The students should become aware what knowledge is and how to acquire it. The student should also come to know what truth is. The student should come to know that there are different types of knowledge, religious knowledge and moral knowledge being two.

Indicative Syllabus

The Correct Method to adopt in inquiring about knowledge.
The Method of Complete Scepticism
The Method of Sense Scepticism
The Method of Intellectual Scepticism
Memory as a Source of Knowledge
Authority as a Source of Knowledge
Kant's Synthesis of Empiricism and Rationalism#
What is Truth?
Religious Knowledge
Moral Knowledge
Knowing How and Knowing That

Logical Reasoning and Critical Thinking I

Module Code: PY 124
Lecturer: Dr Denise Ryan
Department: Philosophy
Module Level: 7
Credit Rating: 5

Aims: The main aim of this module is to introduce students to classical Aristotelian logic. To begin, this module will examine informal fallacies, the two main types with which we will be dealing are fallacies of relevance and fallacies of ambiguity. Logicians use the term fallacy to designate not just *any* error in reasoning but *typical* errors which can be identified and named. Particular attention will then be paid to the categorical syllogism and the methods for testing for validity. This part of the module will deal with such topics as the square of opposition: immediate inference and the translation of everyday language into standard logical form.

Learning Outcomes:

On successful completion of the course students should be able to:

- Identify the ways in which we are tempted to reason incorrectly.
- Identify fallacious arguments in everyday situations, e.g., work situations and media.
- Analyse the main components of an argument (premises and conclusion).
- Discriminate between valid and invalid forms of reasoning.
- Translate everyday language into standard syllogistic form and test the validity of the argument, applying the rules of the syllogism.

Indicative Syllabus:

- Course notes on Logic (A First Arts Philosophy Course) by Dr Donal Daly, SVD. Relevant handouts will be made available throughout the module.

Elements and Forms of Assessment:

Continuous Assessment: 50%

Final Written Examination: 50%

Readings comparing Philosophy as a Way of Life and Christian Spiritual Exercises

Module Code: PY 127
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims

Taking our starting point from the contention of French philosopher and historian Pierre Hadot that “Ignatius’ *Exercitia spiritualia* are nothing but a Christian version of a Greco-Roman tradition”, to investigate the relationship between philosophy as a practice that leads to interior freedom and various forms of Christian spiritual exercises.

Learning Outcomes

Upon successfully completing this course, students will be able to:

- Identify to what extent Christian spiritual exercises are shaped by philosophical practices.
- Establish that Christian spiritual exercises provide a method for implementing the philosophical imperative to “know thyself” as a way of life.
- Connect the attitude of attention in ancient philosophy – attention to what one does and what one is – with Christian attention as living continually in God’s presence.

Indicative Syllabus

- Ancient philosophy as a way of life and not as arcane thinking.
- The inward turn: self-examination and care of the self in ancient philosophy.
- Augustine and self-reflection in God’s presence.
- The outward turn: purity of attention that renounces the possessive demands of the grasping self, and moves away from self-love toward agape love.
- Being attentive to God’s presence.
- The spiritual exercises of the ancient schools of philosophy and of Saint Ignatius as therapeutic methods to channel desires and transform one’s way of seeing and being.

Elements and Forms of Assessment

Continuous Assessment: 100%

Aesthetics

Module Code: PY 126
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims

To study fundamental issues with regard to the nature of beauty and art. Topics of discussion include the nature of beauty and how it can be distinguished from ugliness, some of the principal approaches to art, beauty in the fine arts and in nature, the effect of technology upon art, the connection between art and ethics, between art and politics, and the question of the beauty of a human life.

Learning Outcomes

Upon successfully completing this course, students should be able to

- Identify and analyse many of the fundamental questions in the philosophy of art and beauty
- Use the logical and critical thinking skills of philosophy in order to determine to what extent philosophers have successfully answered these questions
- Articulate and support in clear, cogent, and consistent writing their own views on key issues in aesthetics.
- Actively participate in discussions and debate upon the topics addressed during the course.

Indicative Syllabus

- The etymology and meaning of the word “aesthetics”.
- The nature and characteristics of beauty.
- Distinguishing beauty from ugliness.
- Art as imitation.
- Art as expression.
- Beauty in the fine arts and in nature.
- The effect of technology upon the value and prestige of art.
- Does the political purpose of an artwork affect its artistic value?
- Moral questions raised by works of art.
- The beauty of a human life.

Elements and Forms of Assessment

Essay: 50%
Exam: 50%

First Year, Semester II

Fides et Ratio

Module Code: PY 125
Lecturer: Dr Denise Ryan
Department: Philosophy
Module Level: 8
Credit Rating: 5

Aims:

- To explore Pope Saint John Paul II's encyclical letter, *Fides et Ratio*. Written in 1998 it is acknowledged to be one of the most important of Church documents examining the complementarity of faith and reason.
- To reflect on philosophy as a resource for generating greater knowledge of truth and on how the Church sees philosophy as a way to know fundamental truths about human life.
- To explore Pope Saint John Paul II's interest in Thomistic philosophy.

Learning Outcomes: At the end of the module, the student will:

- Understand the need which prompted Pope Saint John Paul II to pursue the theme of the relationship between faith and reason
- Answer the question 'Why does the Church value philosophy'?
- View the encyclical as a demonstration of Pope Saint John Paul's conviction that faith and reason are two wings upon which the human spirit rises to the contemplation of its proper object, truth
- Understand the place of philosophy within priestly formation
- Understand the dangers which lie hidden in some currents of thought which are prevalent today

Indicative Syllabus:

- Introduction to Papal Encyclicals and to Pope Saint John Paul II's Encyclical in particular.
- Motivations for the Encyclical
- Divine Revelation
- Wisdom and Understanding
- Seeking the Truth
- Faith and Reason: An Historical Perspective
- The Church's Interest in Philosophy
- The Intrinsic Relationship between Theology and Philosophy
- Philosophical Implication of Christianity and Current Needs

Elements and Forms of Assessment:

Continuous Assessment: 50 %

End of Semester Examination: 50 %

The History of Medieval Philosophy

Module Code: PY 120
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit Rating: 5

Aims: To understand why this period is sometimes called the Christian Period and by others the Dark Ages. To understand how Medieval Philosophy shaped Christian thought. To understand the Jewish and Moslem contribution to the Medieval Philosophy.

Indicative Syllabus: Main characteristics of the medieval period.

- The Patristic period.
- St. Augustine.
- Pseudo-Dionysius.
- The Dark Ages.
- John Scotus Erigena
- Islamic Philosophy.
- Jewish Philosophy.
- Christian Scholasticism.
- Early Scholasticism - Anselm
- The Golden Age of Scholasticism – Thomas Aquinas
- The Decline of Scholasticism – Ockham

Contemporary Metaphysics

Module Code: PY 122
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit Rating: 5

Aims: To understand the positive side of Kant's criticism of Classical Metaphysics. To understand Heidegger's, Nietzsche's and Process Philosophy's approaches to Metaphysics. To become familiar with some metaphysical problems.

Indicative Syllabus:

- Hume's criticism of Classical Metaphysics
- Kant's criticism of Classical Metaphysics and the Metaphysics of "as if"
- Logical Positivism's Criticism of Classical Metaphysics
- Nietzsche's approach to Metaphysics
- Heidegger's approach to Metaphysics
- Process Philosophy's approach to Metaphysics.
- Some Problems in Metaphysics

The Philosophy of the Human Person II

Module Code: PY 208
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims: Building on the foundation of the first course on the Philosophy of the Human Person, the present course continues to ask the fundamental anthropological question: what, or who, is the human person?

It is intended to provide students with the conceptual tools and skills to reflect upon themselves as beings embedded in historical and relational contexts, yet simultaneously to recognise themselves as spiritual beings who transcend these spatio-temporal horizons.

Indicative Syllabus: The will as a tendency or appetite and its distinction from the natural and sensitive appetites. The existence of the faculty of the will and its connection to the intellect. The process of willing. The existence of freedom. Various levels of freedom: physical, moral and freedom of choice. The sphere of liberty. The connection between human liberty and divine providence. The limits of freedom. Blocks to freedom. Determinism, the case against liberty, and the justification of liberty. Freedom as possession and project. Affectivity and emotions. Love as the fullness of being and the dynamism of all persons towards this fullness and the way of being that corresponds to the goal of their nature. Being human as being with. The dialogical anthropology of Martin Buber. The primacy of the Other in the thought of Emmanuel Levinas. Language, thought and communication. The historicity of human existence, the notion of progress, and the collapse of the myth of progress. Culture. Work and the person as *homo faber*. Play and leisure: the human person as *homo ludens*. Toward a definition of the human person. The human person's openness to transcendence. The fact of death. The hope of immortality.

Learning Outcomes: Upon successfully completing this course, students will be able to:

- Possess a more complex and rich understanding of the person as an incarnate spirit rooted in a rich and deep context which truly gives meaning to human life and action.
- Think critically in such a manner that they can penetrate beyond surface phenomena of human life to grasp their deeper significance.
- Understand the human person as a subject, self-conscious and free, who gives meaning to human existence, and who is on a journey toward the realisation of his or her own being.
- Express their own understanding of philosophical anthropology in such a way that they value both traditional approaches and contemporary attempts to describe the human person.

Elements and Forms of Assessment Essay: 50%

Exam: 50%

Philosophy of Science and Nature

Module Code: PY 103
Lecturer: Dr J. Haydn Gurmin
Department: Philosophy
Module Level: 8
Credit rating: 5 ECTS Credits

Aims:

To present a historical and systematic account of the philosophy of science.

Indicative Syllabus:

Historically we shall be moving from antiquity to the early modern period, and systematically we shall discuss modern theories of scientific method and practice. Our systematic discussion will include some classical theories in the philosophy of science by Karl Popper, Thomas Kuhn, and others. We shall also look at the theory of evolution and the implications this scientific theory had for the theists. The modern neo-Darwinian debate will be looked at especially in the light of the writings of Dawkins, Gould, Dennett, etc. Some theistic responses to the theory of evolution will be considered and outlined.

Two lectures and one tutorial a week

Academic and Personal Reflection Modules

Module One: 1st Year, Semesters One and Two

Module Code:	PY 112
Lecturer:	Rev Dr Thomas Casey SJ
Department:	Philosophy
Module Level:	Level 8
Credit Rating:	5 ECTS

Aims: This module, which must be completed by the end of the first year of the programme, is designed to encourage active learning, so that students increasingly take responsibility for their course of studies, as well as applying what they learn to their lives. By means of a portfolio (a written reflection on the course of studies and the personal growth process), students can identify better what they have learned, how they have developed, and what their goals are for the future.

Learning Outcomes:

Identification of areas where progress has taken place

Clarity about the process of learning

Deepened self-knowledge

Indicative Syllabus:

The written reflection or portfolio should be at least 15 pages in length. It should include the following items:

- In the first section of the portfolio, an account of the experiential and other learning gained before beginning studies at the Pontifical University.
- The second section of the portfolio comprises a presentation of courses completed during the first semester. The most important things learned from each course should be highlighted. The best passages from assignments, essays, etc., submitted for each course should be reproduced. The most helpful readings from articles and books in each course should be presented and contextualized.
- The third section of the portfolio should describe the personal and academic questions that have become important for students during the year, based on what was learned in courses as well as what was learned through other activities, in addition to areas where outstanding questions and problems still remain.

Elements and Forms of Assessment:

This portfolio for the first year should be at least 15 pages (36,000 characters, including spaces). Two printed copies must be delivered to the Director of the Programme before May 1, 2016. Final Assessment: 100%. Assessment of the portfolio will be based on two elements: the written portfolio and a subsequent discussion about its contents with two lecturers.

Module Two: 2nd Year, Semesters One and Two

Academic and Personal Reflection II

<i>Module Code:</i>	PY 212
<i>Lecturer:</i>	Rev Dr Thomas Casey SJ
<i>Department:</i>	Philosophy
<i>Module Level:</i>	Level 8
<i>Credit Rating:</i>	5 ECTS

Aims

This module, which must be completed before the end of the second year of the programme, involves the composition of a portfolio: a reflective written collection of study completed, skills developed, and self-knowledge acquired. The portfolio has two principal aims.

- First, it provides students with the opportunity to demonstrate what they have learned through itemizing their courses and other relevant activities, and through selecting and editing some of their written work. It thus displays their knowledge, abilities, and skills in a concise manner.
- Second, it provides students with the opportunity to reflect on their experience of being a student, not simply in terms of what they have learned, but especially in terms of why they have learned, how they have learned, what they have learned about themselves as learners, the difference this learning has made to them from a personal, intellectual and moral point of view, and how this learning can guide them as learners in the future.

Learning Outcomes:

On successfully completing this module, students:

- will be capable of identifying both their strengths and the areas in which they need to develop,
- be able to review the progress they have made so far and the challenges that lie ahead,
- will know how to articulate their own particular style of learning, and create an action plan with realistic targets for future growth.
- their own self-knowledge will be deepened.

Indicative Syllabus:

The portfolio should be at least 25 pages in length, and made up of four parts.

The first part should comprise a written reflection of what has been learning prior to entering the present programme, especially what the student has learned from the “school of experience”.

The second part should comprise a summary of every course taken during the first three semesters of the programme. In the summary, the student should name the course, identify its theme, describe the most important lesson learned from it, give a short account of the assessment undertaken for the course, and include a short extract

from the assessment. The student should explain to what extent the essay helped in assimilating the aims of the course. The student should also give an account of the articles and/or books read for the course, and present the most important points learned from these readings.

In the third part of the portfolio, the student should present the central academic and personal questions that have emerged during the study of philosophy.

N.B. These questions should not be a verbatim repetition of what was written in the first year portfolio, but should provide evidence of deeper engagement with the questions involved. Additionally, the student should write a brief account (maximum of 2 pages) on how key questions such as the nature of the person, of the good life, of reality, etc., are differently understood as a result of studying philosophy.

In the fourth part of the portfolio, the student should describe the “self-learning” that has been gained. For instance, what things did you learn most easily? What was most difficult for you to learn? What brought you the most joy in learning? What frustrated you the most? What surprised you the most? What effect have these two years of learning had upon you personally, intellectually, and morally? To conclude this fourth part, the student should look to the future. The following questions may be used as guidelines: Are there values and priorities you have learned through your course of studies that you expect to affect or influence your life and studies in the future? If you were beginning the programme again, what would you do differently? Looking back over the two years, what do you feel most grateful for, and what are you most disappointed about?

Elements and Forms of Assessment:

The portfolio for the second year should be at least 25 pages (60,000 characters, including spaces). Students may include images, passages from literature, etc., as long as these items have shaped their learning, and do not take up (in total) more than 20% of the length of the portfolio. Two printed copies of the portfolio must be submitted at the end of the Easter holidays preceding the final part of the second semester of the second year. This is in order to permit sufficient time for evaluation.

It also gives students sufficient time to make revisions should the committee of evaluation deem this necessary.

The two printed copies of the portfolio should be submitted to the Director of the programme, who will convene two persons in order to evaluate it.

An oral discussion with a panel of two people will be subsequently convoked in order to tease out, together with students, the various questions raised by the portfolio.

For the purposes of the assessment of both the written portfolio and the oral discussion, particular attention will be paid to the following: the ability of students to describe clearly academic and other activities, to reflect on these activities and how they have influenced their thinking, to extrapolate principles and draw conclusions, to explain how new learning can be applied in future situations, and to summarize what they have learned in a cogent and thoughtful manner.

Final Assessment: 100%. Assessment will be based on the written portfolio and a subsequent discussion between each student and one or two lecturers.

Modules in Arts - SPCM

First and Second Year, Semester I

College Skills

Module Code: PY 111
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims:

To develop helpful study habits, reliable thinking skills, and to discover how learning and memory work.

Learning Outcomes:

- Become aware of the abilities you already have when it comes to study, and develop new abilities.
- Identify your particular way of learning.
- Adopt an imaginative and effective approach to study.
- Manage your study time.
- Read better, take effective notes, and develop research methods.
- Evaluate arguments, weighing up the evidence for and against them.
- Enhance your memory.
- Learn from others and share your knowledge in a collaborative way.
- Possess a method to write essays and papers.
- Develop techniques for revising what you have learned and for tackling exams.

Indicative Syllabus:

- Skills and habits that make for effective study.
- Modifying your ways of studying to build on your strengths.
- The process of learning and how it unfolds.
- Creative learning.
- Reflecting on how you learn: “the unexamined life is not worth living”.
- The shift from theory to interiority.
- Proactive learning.
- Clarity about goals, Aristotle’s final cause.
- Reflecting on your use of time and how to improve it.
- Tackling procrastination.
- How to do research.
- Using library resources.

- Benefiting from your reading.
- Making notes.
- Evaluating arguments.
- Improving your memory.
- Studying with others.
- Dealing with writer's block.
- Academic writing.
- Revising for exams.
- Coping with exams.

Elements and Forms of Assessment:

Continuous Assessment: 100%. Each student is expected to do weekly homework assignments. The purpose of these assignments is to develop more effective skills, identify problems and improvements, as well as to provide a basis for enriching classroom discussions.

Elective Modules in Arts

For the Elective Modules in Arts please see ***Chapter 4***

Introduction to Biblical Greek – ***BL181 page 154***

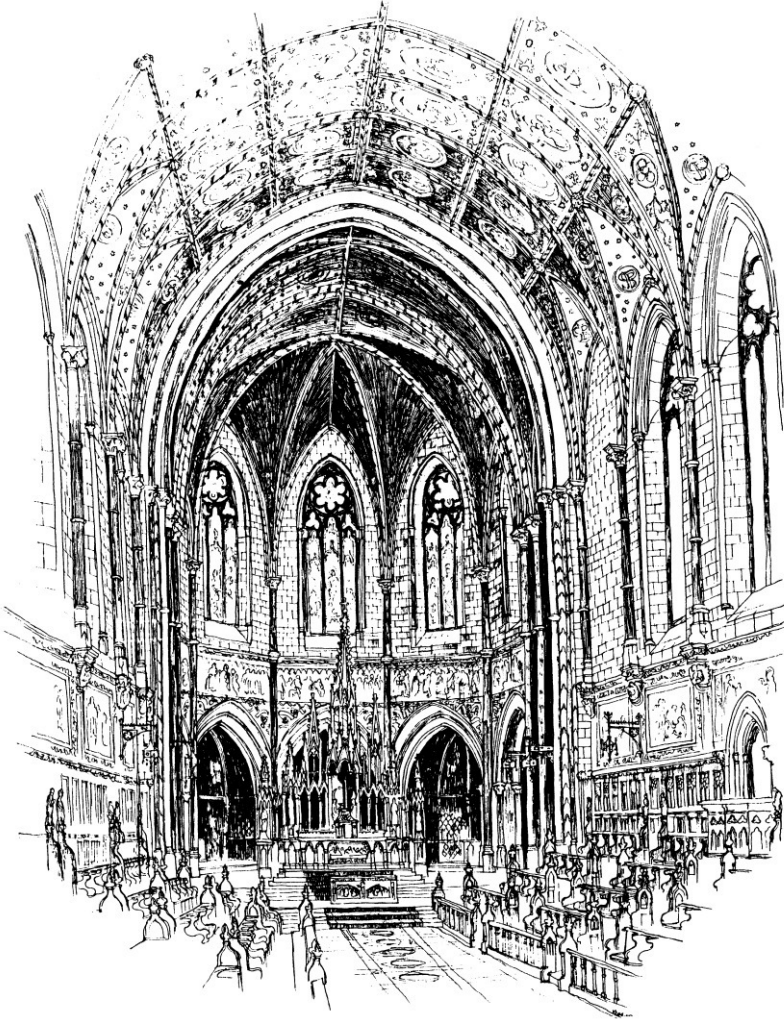
Introduction to Ecclesiastical Latin – ***BL182 page 155***

Introduction to Biblical Hebrew – ***BL 183 page 156***

It is customary that we do not give credits for language courses done before beginning the Diploma. Once they are enrolled in the Diploma in Philosophy and Arts, if students wish to gain credits for independent language studies or language courses taken in other institutions contemporaneously, they should petition the programme director first. On completing independent studies or courses at certified institutions elsewhere, students should provide documented evidence of the competency and proficiency they have acquired.

Chapter XI

Index Praemiorum



The College Chapel at Saint Patrick's College, Maynooth

Index Praemiorum

QUOD RELIGIONI REI LITTERARIAE TOTIQUE

REIPUBLICAE

FELIX FAUSTUMQUE SIT

ANNO REPARATAE SALUTIS HUMANAE

DUMILLESIMO DECIMO QUINTO

SACRI PRINCIPATUS

FRANCISCI PONTIFICIS MAXIMI

TERTIO

PRAESIDE

ADM REVERENDO HUGH CONNOLLY

COLLEGIUM SANCTI PATRICII

PRAESENTIBUS FAVENTIBUSQUE PRAEFATI COLLEGII

REVERENDISSIMIS CURATORIBUS

ALUMNOS SUOS HOC PRAEMIORUM ORDINE

REMUNERATUR

Special Prizes Awarded in the year 2014

The Third Divinity Prize

Joseph Rodriguez

The Second Divinity Prize

Vincent Stapleton

The First Divinity Prize

Charles Lafferty

The B.A. Th. Prize

Yvonne Myles)

Stefano Zordan) ex aequo

The Pontifical Mission Societies Prize

Liam O'Donovan

The Cunningham Prize in Canon Law (Second Divinity)

Vincent Stapleton

The Fitzpatrick Prize in Canon Law (Third Divinity)

Benjamin Hodnett

The Biblical Greek Prize

James Boyle)

Jennifer Cunningham) ex aequo

Liam O'Donovan)

The Kenney Prize in Ecclesiastical History

Stephanie Marum Crossan

The Gilmartin Prize in Ecclesiastical History

Stephen Giblin)

Stefano Zordan) ex aequo

The Archbishop McNamara Memorial Prize (Higher Diploma/Diploma in Pastoral Theology)

Damien Quigley

The Marsh Prize (Third Year B.A.Th. Systematic Theology)

Margaret Burke

Daughters of Charity Prize (Diploma in Philosophy & Arts)

James Norney)

Callum Young) ex aequo

The Thomas Kelly Prize

Imelda Kiely

Pontifical University
Graduation in the year 2014

Conferring of Degrees and Diplomas
Saturday 8th November, 2014

FACULTY OF THEOLOGY

PhD

Jonathan Burroughs

Title of Dissertation:

"Jesus Again Crying Out With a Loud Voice, Released the Spirit" (Matt 27:50) A Narrative-Critical Investigation of the Spirit in Matthew's Gospel

John Britto Michael

Title of Dissertation:

The Church's Marian Profile and Evangelization in India in the Light of the Federation of Asian Bishops' Conferences' Documentation on Evangelization

LICENTIATE IN DIVINITY

James Doyle

Samuel Obu

MASTER'S IN THEOLOGY

Yusuf Bamai

Seán Feeney

Caroline Grehan

Yaxing He

Sean Lawton

Marie Moynihan

Felix Okolo

Katie Reilly

Charlene Woods

MASTER'S IN THEOLOGY SPECIALISING IN PASTORAL THEOLOGY

Una Allen
Caoimhe Doherty
Shauna Mc Ardle

Sinead Mc Neela
Shauna Sweeney

MASTER'S IN THEOLOGY SPECIALISING IN CHRISTIANITY, HUMAN RIGHTS AND SOCIETY

Aine Carvill
Jack Colgan
Megan Crimmins

Kate Higgins Jackson
Mairead Jennings

BACCALAUREATE IN DIVINITY HONOURS

Ciarán Clarke
Sean Flynn
Stephen Gorman
Benjamin Hodnett
Ming Ma
Aidan McCann

John McGuigan
Colum Murphy
Damien Nejad
Sean O'Donnell
Joseph Rodriguez
Jorge Yandun Moreno

BACCALAUREATE IN THEOLOGY

Katie Donlon
Colette Farrell
Steven Fleming

Matthew Murphy
Jayne Neeson
Mary Reilly

BACCALAUREATE IN THEOLOGY AND ARTS INTERNATIONAL

Yvonne Myles

BACCALAUREATE IN THEOLOGY AND ARTS

Jennifer Arkins
Niall Bolger
Margaret Burke
Vistoria Byrne
Simon Byrne
William Conway
Julianna Crowley
Iam Cunningham
Sarah Dench
Christopher Donnelly
Eoghan Donohoe
Carina Dunne
Ciara Egan
Shauna Fitzpatrick
Sarah Furey
Stephen Graham
Andrew Hamilton
Conor Hanton
Dean Hardy
Louise Hennigan
Maeve Heraghty
Irene Hurley
Emmet Jones
David Kelly
Sarah Kelly

Aoife Kelly
Lindsey Lacey
Brian Lynch
Fintan Maguire
Orna McCabe
Aoife McGuinness
Katie McGurrell
Emma McQuaid
Hollie Monahan
Kieran Mooney
Megan Morris
Niamh Mulderrig
Grace Murphy
James Murphy
David Newport
Elaine Nutley
Bryan O'Neill
Leanne O'Neill
Clara O'Shaughnessy
Anton Partridge
Georgina Power
John Saunders
Ciara Shinnors
Stephanie Smyth
Stefano Zordan

HIGHER DIPLOMA IN PASTORAL THEOLOGY

Patrick Nugent

Damien Quigley

DIPLOMA IN PASTORAL THEOLOGY

Christopher McDermott
Cornelius McGee

James O'Reilly
Jaimie Twohig

HIGHER DIPLOMA IN PASTORAL LITURGY

Martin Donnelly

HIGHER DIPLOMA IN THEOLOGICAL STUDIES

Hugh Clifford

Beverley Collins

Dawn Conaty

Colette Cronin

Michelle Deely

Catherine Dwyer

Paul Fitzpatrick

Rosemary Hunwick

Martina Kealy

Joseph Keegan

Jane Kelly

Aoife Lattin

Deborah Martin-Demion

Charissa Maughan

John McElroy

Niamh Moloney

Deirdre Moore Curtis

Laurence Morrissey

Kathleen Murphy

Marie Murphy

Shona O'Callaghan

Eileen O'Connell

Louise Rooney

Damien Rooney

Lisa Whelehan

DIPLOMA IN DIACONAL STUDIES

Martin Barlow

Andrew Brady

Philip Carder

Paul Casey

Dermot Clarke

Kevin Devine

Kevin Duffy

David Durrigan

Gerry Heaney

Andrew Hegarty

Patrick Kivlehan

Malachy Mc Elmeel

Benignus Ndubuisi

Bartholomew Taaffe

DIPLOMA IN CATHOLIC EDUCATION

Laura Cahill

Regina Casey

Meadhbh Cleary

Brainin Cox

Georgina Cuiunea

Marie Dardis

Margaret Forker

Sinead McGouran

Tristan McMurray

Aaron O'Connell

Ann O'Hanlon

Julie Sheridan

Robert Takacs

CERTIFICATE IN THEOLOGICAL STUDIES

Eva Coady
Nora Corkery
Michael Dempsey
Marie Duggan
Stephen Hayes
Noreen McDonnell
Irene McGuinness

Christine McIver-Ryan
Nelly McTiernan
Vicky Moore
Siobhán Ní Scanaill
Michelle O'Connor
Lorraine O'Shea
Rita Tynan

FACULTY OF PHILOSOPHY

LICENTIATE IN PHILOSOPHY

Mark Condon

BACCALAUREATE IN PHILOSOPHY

Ian Baker
Holly Cooper
Paul Cooper
Fergal Cummins
John Harney
Aonghus Hunter McCabe

Simon Mernagh
Elaine Nutley
Liam O'Donovan
Darwesh Obeid
Eamon Roche
Edwards Sugden

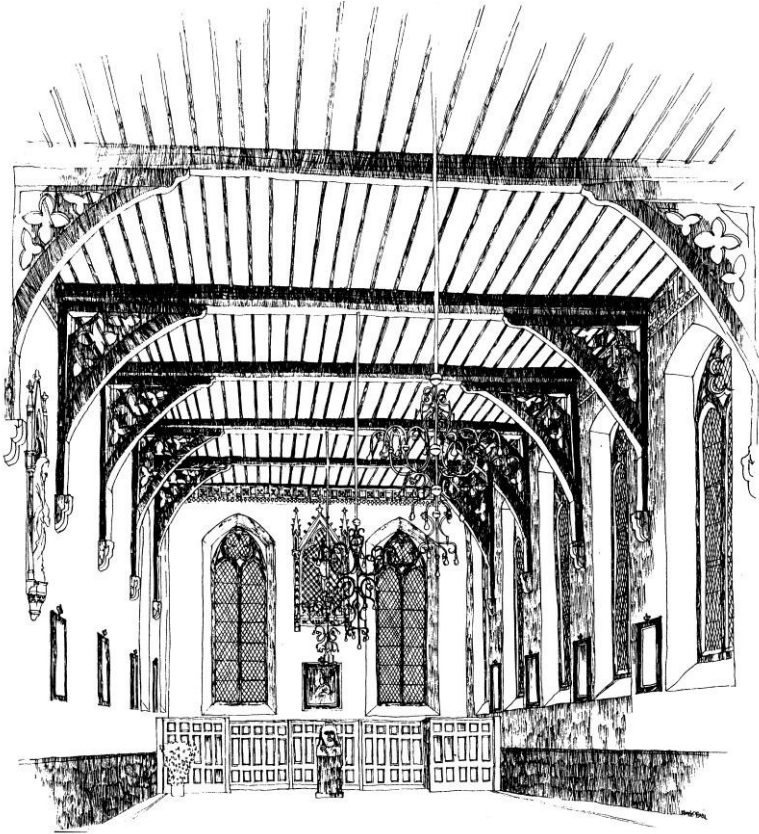
DIPLOMA IN PHILOSOPHY AND ARTS

Kevin Connolly
James Norney
Humphrey O'Connor

Mark Smyth
Stefano Taddei
Callum Young

Chapter XII

SEMINARY



Pugin Hall is the principal Dining Room at Saint Patrick's College, Maynooth

Classpiece 2015

ST PATRICK'S COLLEGE MAYNOOTH ❖ 2015



Dr. Colman Doyle



Christopher Zivotic, O.S.A.



Michael Pincallagh, O.S.A.
Superior General



Michael Murphy, O.S.A.



Paul Gleason, O.S.A.



Brian Griffin, O.S.A.



benedictus fructus ventris tui, iesus
Tab. 142



Michael King, O.S.A.
Canon Theology & Liturgy



Brendan Mac Sionainn, O.S.A.



Robert Hutchinson, O.S.A.



John O'Halloran, O.S.A.
Canon Liturgy & Sacraments



Shane O'Hull, O.S.A.
Canon Liturgy



Stamus O'Reilly, O.S.A.
Canon Liturgy



Eamon Deane, O.S.A.



Brian Slater, O.S.A.



Cardinal Sean Brady, O.S.A.
Superior General of the Order of the Holy Child Jesus
1997-2014



Aileen Slattery, O.S.A.



Vincent Seplean, O.S.A.
Canon Liturgy



Paul Wier, O.S.A.



Archbishop Gerard Murray, O.S.A.
Archbishop of Tuam
2009-2014

Ordination to the Priesthood

Brian Slater, Diocese of Armagh

Ordained by His Grace Most Reverend Eamon Martin, Archbishop of Armagh

Sunday, 5th July 2015, St. Patrick's Cathedral, Armagh

Aidan McCann, Diocese of Armagh

Ordained by His Grace Most Reverend Eamon Martin, Archbishop of Armagh

Sunday, 5th July 2015, St. Patrick's Cathedral, Armagh

Seán O'Donnell, Derry Diocese

Ordained by Most Reverend Donal McKeown, Bishop of Derry

Sunday, June 14th 2015, St. Eugene's Cathedral, Derry

Chris Derwin, Dublin Archdiocese

Ordained by Most Reverend Diarmuid Martin, Archbishop of Dublin

Wednesday, 3rd June 2015, St. Mary's Pro-Cathedral, Dublin

Paul Glennon, Archdiocese of Dublin

Ordained by Most Reverend Diarmuid Martin, Archbishop of Dublin

Wednesday, 3rd June 2015, St. Mary's Pro-Cathedral, Dublin

Vincent Stapleton, Diocese of Cashel & Emly

Ordained by His Grace Most Reverend Kieran O'Reilly, Archbishop of Cashel

Saturday, 4th July 2015, The Cathedral of the Assumption, Thurles

Seamus O'Rourke, Diocese of Ardagh & Clonmacnois

Ordained by Most Reverend Francis Duffy, Bishop of Ardagh & Clonmacnois

Sunday, 21st June 2015, St. Mel's Cathedral, Longford

James Leo Creelman, Diocese of Clogher

Ordained by Most Reverend Liam MacDaid, Bishop of Clogher

Sunday, 5th July 2015, St. Macartan's Cathedral, Monaghan

Eamon Roche, Diocese of Cloyne

Sunday, 5th July 2015, St. Colman's Cathedral, Cobh

Ordained by Most Reverend William Crean, Bishop of Cloyne

Michael Geraghty, Diocese of Killaloe

Ordained by Most Reverend Kieran O'Reilly, Archbishop of Cashel & Emly

Sunday, 14th June 2015, St. Brendan's Church, Birr, Co Offaly

Ciaran Clarke, Diocese of Meath

Ordained by Most Reverend Michael Smith, Bishop of Meath

Sunday, 28th September 2014, Cathedral of Christ the King, Mullingar, Co Westmeath

Robert McGivney, Diocese of Meath

Ordained by Most Reverend Michael Smith, Bishop of Meath

Sunday, 28th June 2015, St. Mary's Church, Navan

Brian Griffin, Diocese of Ossory

Ordained by Most Reverend Seamus Freeman, Bishop of Ossory

Sunday, 28th June 2015, St. Mary's Cathedral, Kilkenny

Brendan Ward, Diocese of Raphoe

Ordained by Most Reverend Philip Boyce, Bishop of Raphoe

Sunday, 28th June 2015 Cathedral of Saints Eunan & Columba, Letterkenny

Shane O'Neill, Diocese of Waterford & Lismore

Ordained by Most Reverend Alphonsus Cullinan, Bishop of Waterford & Lismore

Sunday, 19th July 2015, Church of the Sacred Heart. Knockanore, Co Waterford

Cyril Ma Ming, Divine Word Missionaries

Ordained by Most Reverend Kevin Doran, Bishop of Elphin

Wednesday, 15th April 2015, Donamon Castle, Roscommon

Ordination to Diaconate

**College Chapel
Sunday, 31st May 2015
by Archbishop Diarmuid Martin in the College Chapel,**

Michael King, (Galway)
Kevin Malcolmson, (Clogher)
Christopher McDermott, (Derry)
Conor Magee, (Meath)
Patrick Nugent, (Cork and Ross)
John O'Halloran, (Galway)
James O'Reilly, (Down and Connor)
Damian Quigley, (Armagh)
Noel Weir, (Meath)

Admission to Candidacy for Ordination as Deacon and Priest

**St Mary's Oratory
Thursday, 11th December 2014
Bishop Francis Duffy of Ardagh & Clonmacnois**

Kevin Malcolmson, Clogher
Christopher McDermott, Derry
Conor McGee, Meath
Damien Nejad, Raphoe
Patrick Nugent, Cork & Ross
John O'Halloran, Galway, Kilmacduagh, Kilfenora
James O'Reilly, Down & Connor
Damien Quigley, Armagh
Noel Weir, Meath
Joseph Yang-Shuai, Divine Word Missionaries

Ministry of Acolyte

College Chapel

Thursday, 26th March 2015

**Celebrant: Most Reverend Raymond Field,
Auxiliary Bishop of Dublin**

Kevin Connolly, Clogher

Fergal Cummins, Meath

John Harney, Dublin

Declan Lohan, Galway

John Magner, Cloyne

Manuelito Milo, Down & Connor

Anthony McAleese, Down & Connor

James McLaughlin, Down & Connor

Conor O'Brien, Ferns

Humphrey O'Connor, Kerry

Ministry of Reader

College Chapel

Thursday, 12th February 2015

Right Reverend Monsignor Hugh G Connolly

Anthony Briody (Raphoe)

Declan Hasson (Derry)

Declan Lohan (Galway)

John Magner (Clogher)

Declan McGeehan (Derry)

Conan McGonagle (Derry)

Conor O'Brien (Ferns)

Ricky O'Connor (Ferns)

Aidan O'Rourke (Limerick)

Ronan Sheehan (Cork & Ross)

Sean Simon (Elphin)

Thomas Small (Kilmore)

Paul Trehy (Clogher)

Dominic Binh Viet Nguyen (Salesian Order)

Paul Binh Xuan Tran (Salesian Order)

Matricula

*Nomina eorum qui in anno academico MMXIV– MMXV diebus
infradictis in album academicum Seminarii sunt relati ad ordinem
classium digesta.*

In Schola Theologiae Secunda, die 17 Septembris 2014

Yang Shuai, Joseph, SVD

In Schola Theologiae Prima, die 17 Septembris 2014

McAleese, Anthony, Down & Connor
McLaughlin, James, Down & Connor
Šustek, Jiří, Olomouc

In Schola Philosophiae et Artium Prima, die 24 Augusti 2014

Armstrong, Ronan, Tuam
Chen Joseph, SVD
Costelloe, Shane, Tuam
Cunningham, Donal, Dublin
Gannon, Conor, Dublin
Gormally, Joseph, Tuam
Mullen, Pat, Ardagh & Clonmacnois
Rabskyy, Petro, Dublin/Ukraine
Sheils, Daniel, Kerry
Wilson, Stephen, Armagh
Gerhard Osthues, SVD

Diocesan Students 2014-2015

The following is the list of seminarians that attended Saint Patrick's College during the last academic year.

Achonry

Giblin, Stephen II Divinity

Ardagh & Clonmacnois

Mullen, Pat.....I Seminarist

O'Rourke, James (Seamus).....IV Divinity

Armagh

Matthews, Barry.....II Divinity

Quigley, Damien.....III Divinity

Slater, Brian.....IV Divinity

Wilson, Stephen.....I Arts

Cashel & Emly

Stapleton, Vincent.....IV Divinity

Clogher

Boyle, James.....II Divinity

Connolly, Kevin.....I Divinity

Creelman, James (Leo).....IV Divinity

Malcolmson, KevinIV Divinity

Trehy, PaulII H Dip in Philosophy

Cloyne

Magner, John.....I Divinity

Roche, EamonIV Divinity

Cork & Ross

Nugent, Patrick.....III Divinity

O'Brien, Evin.....II Divinity

Sheehan, Ronan.....II Arts

Derry

Hasson, Declan.....II H Dip in Philosophy

McDermott, Christopher.....III Divinity

McGeehan, Declan.....II H Dip in Philosophy

McGonagle, Conan.....II Arts

Down and Connor

Milo, Manuelito.....	IV Divinity
O'Reilly, James.....	III Divinity
McAleese, Anthony.....	I Divinity
McLaughlin, James.....	I Divinity

Dublin

Byrne, Michael	II Divinity
Derwin, Christopher.....	IV Divinity
Glennon, Paul	IV Divinity
Harney John.....	I Divinity
Keller, Lorcan.....	I Divinity
Gannon, Conor.....	I H Dip in Philosophy
Cunningham, Donal.....	I H Dip in Philosophy

Elphin

Simon, Sean.....	II H Dip in Philosophy
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Ferns

Caulfield, William (Billy).....	II Divinity
O Connor, Ricky.....	II Seminarist
O'Brien, Conor.....	I Divinity

Galway

Carroll, Niall.....	II Divinity
King, Michael	IV Divinity
Lohan, Declan.....	III Divinity
O'Halloran, John.....	IV Divinity

Kerry

Jones, Sean.....	1 st Year STL
O'Connor, Humphrey.....	I Divinity
Taddei, Stefano.....	I Divinity
Sheils, Daniel.....	I H Dip in Philosophy

Kildare & Leighlin

Vard, David Michael.....	II Divinity
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Killaloe

Geraghty, Michael	IV Divinity
-------------------------	-------------

Kilmore

McDermott, David.....	I Seminarist
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Small, Thomas.....II Arts

Limerick

O'Rourke, Aidan.....II Arts

Meath

Cummins, Fergal.....I Divinity

McGee, Cornelius (Conor).....III Divinity

McGivney, Robert.....IV Divinity

Weir, Noel.....IV Divinity

White, Barry.....IV Divinity

Ossory

Griffin, Brian.....IV Divinity

Raphoe

Briody, Anthony.....II H Dip in Philosophy

Nejad, Damien.....II Divinity

Ward, Brendan.....IV Divinity

Tuam

Gallagher, Aidan Patrick.....II Divinity

Quirke, Gerard.....II Divinity

Armstrong, Ronan.....I Arts

Gormally, Joseph.....I Arts

Costello, Shane.....I H Dip in Philosophy

Waterford & Lismore

O'Neill, Shane.....IV Divinity

The College Chapel Choir

Director of Sacred Music: John O’Keeffe, PhD, HDE, LTCL

The College Chapel Choir assists at college liturgies on Sundays and feast days. Its repertoire includes Gregorian Chant and native Irish religious music, in addition to sacred polyphony from both eastern and western Christian traditions. The choir has a membership of around twenty clerical students, and practices twice weekly. Admission is by audition.

All seminarians are introduced to the importance of music in the Liturgy. The course given to First Year Seminarians is outlined on the following pages. This course gives them an appreciation of the role of music in the Eucharistic setting as well as in the Liturgy of the Hours.

Long History of Music in Maynooth

Music was established on a formal basis in the college with the appointment of the first *Professor of Church Chant and Organ* in 1888, in the person of the German scholar-priest, Heinrich Beyerunge of the diocese of Paderborn.

Fr Beyerunge was a prominent Cecelian – a movement that aimed to restore Gregorian Chant following its neglect in the 19th Century. He was also an internationally regarded scholar who established in Maynooth a rich tradition of plainchant and polyphony, some key elements of which continue to be woven into the seminary’s annual liturgical cycle.

Beyerunge's influence was a formidable one, not only in the College, but also in the general musical life of the country. He established the seminary choir to very exacting standards of performance, and equipped the College Library with the most scholarly music editions of the day. In addition, he wrote voluminously on all the musico-philosophic subjects of the time.

The maintenance and development of a rich tradition of liturgical music is accorded great importance in Maynooth. *Feasts and Seasons*, a collection of appropriate vernacular music for the liturgical year, and available in book and CD, is widely used throughout the country by parish congregations and choirs. It represents a sampling of new liturgical material continually being developed in the National Seminary to sustain and enrich liturgical worship.

Introduction to Music in the Liturgy

Director of Sacred Music: John O’Keeffe, PhD, HDE, LTCL

First Year Seminarist Course
24 hours

This course initiates the students into an appreciation of the richness of musical expression of the Church’s rites, principally the Eucharist and Liturgy of the Hours. This is done through the various sung texts associated with the roles of presider, assembly, choir, cantor, etc. It does so in the context of the graduated unfolding of the college year and provides a necessary weekly forum for preparation and reflection on music in the liturgy. The rites themselves, the range of presiders and the liturgy group structure ensures a rich and varied liturgical experience in the course of a year.

Throughout the course their principal role as participating members of the assembly and its importance to the community is emphasised. As the year progresses and they grow in confidence, and as the community need arises, students will be trained to make more specific contributions as choir-members, cantors, psalmists or instrumentalists.

Music in the Eucharist:

Ordinary

- Mass settings in English
 - Bodley
 - O’Carroll
 - Lourdes
 - Feeley
 - Lawton
 - McCann
 - Sexton
 - O’Keeffe
 - Roman Missal (sung dialogues)
- Mass settings in Irish – text and music
 - Excerpts from Ó Riada, McDonagh
 - *An Ghlóir* and *Ár nAthair*
- Mass settings in Latin
 - Excerpts from Gregorian Mass XVIII, VIII, XIII
 - Credo III and principal sung dialogues
 - Jubilee Mass

Proper

- Psalms, antiphons, hymns and other sung texts associated with specific celebrations are introduced and rehearsed
- Scriptural and liturgical significance of the various texts are highlighted and contextualised
- Students are prepared here for full musical participation in the seasons of:
 - Advent
 - Lent
 - Holy Week
 - Easter

Music in the Liturgy of the Hours:

- Students are introduced to the various sung elements of the Liturgy of the Hours
- The connection between liturgical purpose and musical expression of individual elements is explained:
 - Introduction
 - Hymn
 - Psalm
 - Antiphon
 - Responsory
 - Canticle
- The night prayer anthems to Our Lady are all encountered in the course of the college year:
 - Salve
 - Alma
 - Ave Regina
 - Regina Caeli
- As the year progresses, students will participate more fully in this important aspect of Christian liturgy, taking up roles as cantors for Sunday or feast-day offices.

General Regulations for the Entrance of Clerical Students

Each candidate is required to present the following to the President of the College:

- A Letter of Nomination from his Bishop.
- A Certificate of Baptism drawn up in the following or some equivalent form:

E Libro Baptismorum Ecclesiae Parochialis N Dioecesis N constat N filium N et N (in legitimo matrimonio junctorum) baptizatum fuisse juxta ritum Sanctae Romanae Ecclesiae die, mensis, Anno Domini millesimo nongentesimo....., suscipientibus e sacro fonte N et N.

Ita testor,

NN

Parochus (Vicarius) dictae Paroeciae

..... 200 ..

Should there be no Baptismal Registry, the Certificate may begin thus: *E testimonio fide dignorum constat, etc.*

- A Certificate of Confirmation
- A character reference from his Parish Priest
- Two character and general assessment reports - one academic and the other from his most recent employer.

Academic Requirements:

- A candidate must ensure that his final examination results are sent by the principal of his school to the President of Saint Patrick's College, Maynooth at least two weeks before the date of entry.
- All candidates for the National University of Ireland, Maynooth Courses must fulfil the registration and matriculation requirements of Maynooth University.
- Candidates for the First Year University Class should have applied for University entry through the Central Applications Office. All applicants must be seventeen years of age by January 15 of the year following entry.

- Candidates for the Diploma in Philosophy and Arts require a pass-grade (A-D) in five subjects in the Leaving certificate or its equivalent, of which three qualify as academic subjects in the NUI syllabus.
- Students who do not have Leaving Certificate Latin or its equivalent must take a two-year Latin course before they proceed to the study of Theology.

All candidates for admission to Saint Patrick's College, Maynooth as seminarians are required to comply with the regulations set out in the official *List of Requirements*, copies of which may be had on application to the candidate's Bishop.

Further information is available from:



The President's Office
Saint Patrick's College
 Maynooth
 County Kildare
 IRELAND

E-mail: President@spcm.ie
 Web Page: www.MaynoothCollege.ie

Telephone:
 Ireland: 01-708-3958
 International: +353-1-708-3958

Fax:
 Ireland: 01-708-3959
 International: +353-1-708-3959

Seminary Formation Programme



“It is true that God has made his entire holy people a royal priesthood in Christ. Nevertheless, our great Priest himself, Jesus Christ, chose certain disciples to carry out publicly in his name, and on behalf of mankind, a priestly office in the Church. For Christ was sent by the Father and he in turn sent the Apostles into the world, so that through them and their successors, the Bishops, he might continue to exercise his office of Teacher, Priest, and Shepherd. Indeed,

priests are established co-workers of the Order of Bishops, with whom they are joined in the priestly office and with whom they are called to the service of the people of God.”

HOMILY OF POPE FRANCIS

PRIESTLY ORDINATIONS

Vatican

Fourth Sunday of Easter, 21 April 2013

There are four main areas in the formation programme for seminarians in Maynooth:

- Human Formation
- Spiritual Formation
- Intellectual Formation
- Pastoral Formation

I. Human Formation Programme

The human formation of the priest shows its special importance when related to the receivers of the mission: in order that his ministry may be humanly as credible and acceptable as possible, it is important that the priest should mould his human personality in such a way that it becomes a bridge and not an obstacle for others in their meeting with Jesus Christ..... [Pope John Paul II, Pastores Dabo Vobis. On the Formation of Priests #43]

The human formation programme is a foundation for and an essential constituent of the overall formation programme and is closely inter linked with academic, pastoral and spiritual formation. Its overall aim is to enable the student to grow in inner freedom, so that he is more able to give himself to the love and service of God and his people.

The programme strives to cultivate human qualities that enable the student to be a bridge and not an obstacle for others in their meeting with Jesus Christ. In practice this means fostering development in a number of areas, including the following:

- self-identity: self-understanding, self-acceptance and a healthy self-esteem make for greater generosity in love and service of others
- the capacity to relate in a mature and warm way
- integration of one's emotional needs and desires
- mature attitudes to one's sexuality and a willingness to embrace a healthy celibate lifestyle
- the capacity to take initiatives and assume leadership roles in a confident and assured way, avoiding rigidity of attitudes
- the capacity for self-transcendence and renunciation and the ability to embrace the sacrifices and self-denial that a life of service entails.

Elements of the Human Formation Programme:

- The human formation programme assumes "the absolute primacy of grace in vocation" [PDV #34,36].
- The programme endeavours to take account of the particular life experience of each student so as to serve his best interest and enable him to build upon his strengths while acknowledging his weaknesses.

- Personal responsibility for growth to Christian maturity is the bedrock of the programme, requiring the student to be an active agent in his own formation. Encouragement and challenge are offered through the community life he lives and through his frequent interactions with his Director of Formation, his Spiritual Director and his Pastoral Director. Regular meetings between the student and his Director of Formation provide an opportunity for periodic evaluation of a student's formation journey while in seminary.
- In order to address with greater objectivity his own strengths and weaknesses, each student is encouraged to meet with the Vocational Growth Counsellor, a full-time position in the College. Many students take vocational growth counselling of their own choice, while some may be encouraged to do so by those involved in other areas of their formation. In all cases, these meetings require the consent of the student and are treated confidentially. Vocational growth counselling offers the student a unique opportunity to ensure that he is humanly as prepared as possible for the work to which he is called.
- Psychological assessments can make a positive contribution to a student's growth in his formation journey, especially when development appears to be at a standstill. Many students profit through this type of assessment as it can help locate emotional blockages and indicate ways forward. Psychological assessments are intended as a help to the student and an opportunity for growth. Many dioceses require a psychological assessment of those who apply for entry into the seminary. In all cases the psychological assessment takes its place alongside the assessments of other people concerned with the student or prospective student.
- As holistic development is emotional, spiritual, intellectual, physical and aesthetic, the student is encouraged to participate in the various facets of life on campus - debating, music, student literary productions, film and theatre, conferences and lectures, sporting and leisure facilities, societies, etc.

II. Spiritual Formation Programme

Spiritual formation.....should be conducted in such a way that the students may learn to live in intimate and unceasing union with God the Father through his Son Jesus Christ in the Holy Spirit. Those who are to take on the likeness of Christ the priest by sacred ordination should form the habit of drawing close to him as friends in every detail of their lives. [Vatican Council II, Optatam Totius. On the Training of Priests #8]

The spiritual formation programme strives to enable the student "to take on the likeness of Christ" the Good Shepherd. The journey into God, of which seminary formation is a stage, has its beginnings in baptism, is life-long, under the influence of the Holy Spirit.

Spiritual formation encourages a student in a way of Christian living that involves interior discipline and self-sacrifice. This leaves him free and willing to undertake obedience, celibacy and simplicity of life-style, understanding their value and importance in the life of the priest.

"The spiritual life is, indeed, an interior life, a life of intimacy with God, a life of prayer and contemplation. But this very meeting with God, and with his fatherly love for everyone, brings us face to face with the need to meet our neighbour, to give ourselves to others....following the example which Jesus has proposed to everyone as a programme of life when he washed the feet of the apostles : 'I have given you an example, that you should also do as I have done to you'".
[PDV #49]

Elements of the Spiritual Formation Programme:

During his time in the seminary the spiritual formation of the student is helped and supported in various ways. The daily timetable is structured to give special emphasis to community prayer. The Liturgy of the Hours is celebrated communally morning and evening (and at the end of the day for Junior students) in each of the oratories in the seminary. The Eucharist, 'the essential moment of the day' [PDV#48], is celebrated daily in the oratories, except on Sundays and major feast days when the whole community gathers around the Lord's table in the College Chapel. The oratories and the College Chapel also provide the quiet space the student is encouraged to seek each day for personal prayer. Each morning there is a period of meditation following morning prayer. Students are encouraged to avail regularly of the Sacrament of Reconciliation. Penitential Services during the year help to deepen a student's understanding and appreciation of the sacrament.

To facilitate his own spiritual growth, each student is required to meet regularly on an individual basis with his Spiritual Director. Spiritual direction is a key element in the student's spiritual formation at every stage, and the special task of the Spiritual Director is the formation of the student in prayer. Prayer and spiritual direction allow the student to connect and bring together the different strands of life - human, intellectual, pastoral and spiritual, and relate them to his own personal journey to God. Through it he is helped and encouraged to recognise and articulate for himself how the Spirit of God continues to challenge him in his daily life. This enables him to discern his way forward and draw close to Christ in order to put on his likeness, always keeping in mind the leadership role of the diocesan priest in the Christian community. In his mission the priest

'continues Christ's work as Teacher, Priest and Shepherd'.....and 'his ministryis to make Christ's body, the Church, grow into the people of God....'. [Rite of Ordination of Priests].

Through talks, conferences, group meetings and courses conducted over the year by resident Spiritual Directors, members of staff and visiting lecturers, the student's knowledge of the spiritual life is enriched and deepened. A student's studies, particularly in such areas as Sacred Scripture, liturgy and the theology of spirituality, also help in nurturing his spiritual life.

Retreats and Days of Recollection, in-house and at selected retreat centres, spread over the seminary year, allow the student more prolonged periods of prayer and reflection. In his first and second theology years a student is introduced to the directed retreat. Three three-day retreats and four days of recollection spread over the seminary year create the space and the silence, which are necessary for prayer, reflection and growth in the spiritual life. The retreats take place at the beginning of the seminary year in September, after the Christmas holidays and over the last days of Holy Week. The four days of recollection are at the beginning of November, the first Sunday of Advent, the beginning of Lent and coming up to the end-of-year examinations.

Through his active participation in the liturgy over the seasons of the Church's year, and through a comprehensive course in Liturgy and Sacramental Theology, a student deepens his awareness of 'the Paschal Mystery of Jesus Christ who died and rose again and is present and active in the Church's sacraments' [PDV #48]. In this way he is helped to prepare for the role of the priest in the liturgical assembly.

The Ministries of Reader and of Acolyte and Admission to Candidacy for Ordination as Deacon and Priest mark significant stages in a student's time in the seminary. The Ministry of Reader (normally conferred during a student's second year) appoints him to read the Word of God in the liturgical assembly. The Ministry of Acolyte (normally conferred during the first theology year) calls him to a special service of the altar and of the Lord's Body and Blood. Admission to Candidacy for Ordination as Deacon and Priest is both a public declaration of a student's intention to give himself for the service of Christ and of his Church and the Church's call to him to prepare himself for this ministry. This personal response to the call to service culminates in his ordination to the Diaconate (which usually takes place in the College Chapel at Easter of his third theology year) and in his Ordination to the priesthood (which normally takes place in the diocese in which he will serve).

III. Intellectual Formation Programme

The commitment to study, which takes up no small part of the time of those preparing for priesthood, is not in fact an external and secondary dimension of their human, Christian, spiritual and vocational growth. In reality, through study, especially the study of theology, the future priest assents to the word of God, grows in his spiritual life and prepares himself to fulfil his pastoral ministry. [PDV#51]

Intellectual formation is an important area in the preparation of the seminarian as a minister of the Gospel. He must grow in his knowledge and understanding of the faith that he professes and is to proclaim. But if he is to prepare himself as an effective preacher of this faith, he must also develop his knowledge and understanding both of the human person to whom the Gospel is addressed and of the world or the culture in which it is to be preached and lived. Hence the importance of the academic studies that contribute to the seminarian's intellectual formation.

Philosophy

Philosophy is studied during the earlier part of the course and is usually accompanied by the study of some arts or science subjects. Philosophy leads the student to an understanding of the human person and the significance of human life, of the place of the person in relation to reality, and of the fate of the person. It nurtures an appreciation of human thought through the ages and in different cultural contexts. In its own right it is an autonomous and ancient discipline, but it also has an important relationship with theology, which in various ways depends on it and shares many questions with it. The proper intellectual formation of the seminarian and the study of theology require a knowledge of philosophy, and this is best pursued before he takes up his theology course.

The subjects in arts and science taken by the student alongside his philosophy studies contribute in their different ways to the broadening of the mind, the deepening of cultural appreciation, and the sharpening of intellectual interest. These qualities in the longer term help to equip the future priest for his ministry, and more immediately, prepare him for the broad range of studies that he will encounter in his theology course.

Seminarians entering first year have three options:

- Students who matriculate may do a three-year degree course in the *National University of Ireland, Maynooth (NUIM)* in either arts, philosophy, celtic studies or science. In either course, a wide range of subjects is available from which to choose. Seminarians are required to study philosophy as a subject to degree level. Aspirants for the priesthood who are precluded by their studies (e.g. Science, Celtic

Studies) are required to take the One Year Diploma in Philosophy after their degree.

- Students who have not matriculated but have reached a pass grade (A - D) in at least five subjects in the Leaving Certificate or its equivalent, of which three qualify as academic subjects in the *NUI* matriculation syllabus, are required to do a two-year non-degree Seminarist course in Philosophy and Arts. Students who complete the course successfully receive a diploma, and those who reach a higher standard may be recommended for a degree course (BD) in Theology.
- A one-year diploma course in philosophy from the *National University of Ireland, Maynooth* is available to mature students entering the seminary. This course is particularly suitable for students who are already graduates of a third-level college.

Theology

Faith seeks understanding, and this understanding is the task and the goal of theology. Hence, so as to be able "to account for the hope that is in you" (1Pet 3:15), each seminarian is required to take a full course in theology. The study of theology helps the student to develop his knowledge of all that pertains to the Gospel, to penetrate more deeply into its meaning, and so to grow in his love for God, for the Church, and for all those redeemed by Jesus Christ. It encourages him as a believer to ask questions about his own faith in order to reach a more profound understanding of the faith itself. In this way faith and mature reflection are intimately connected in his theological study.

In addition, as one preparing to be a minister of the Word, the student needs an ever-deeper knowledge of the presence of God in our world. He will need to serve with the assurance of faith a society that is at times marked by religious indifference and by fresh problems and questions brought up by scientific and technological discussions. Through the study of theology the student will be enabled to proclaim the Gospel of Christ and to make it credible to the legitimate demands of human reason and of changing culture.

Proclamation of the Word of God

As the proclamation of the Word of God is a central part of a priest's ministry each student is offered a comprehensive programme of speech training and homiletics throughout his time in seminary. In the earlier part of his course the emphasis is on public speaking. This is a two-year programme directed by a trained speech tutor. During his first two years in seminary each student is assigned to a small group which meets each week with the tutor, and he is given practical experience at developing his communication skills in a supportive, yet challenging environment. The student takes the end-of-course examination laid down by *The Leinster School of Music*.

In his theology years the emphasis shifts more specifically to the proclamation of the Word of God. While the training is nourished and informed by the content of theological studies, the approach is again practical. It includes preparing and delivering homilies, allowing for regular appraisal and evaluation of one's style of delivery, content, etc. The programme helps the student to develop the skills and all the professional competence necessary to preach the Word of God. A full-time member of staff directs the programme.

IV. Pastoral Formation Programme

The whole formation imparted to candidates for the priesthood aims at preparing them to enter into communion with the charity of Christ the Good Shepherd. Hence, their formation in its different aspects must have a fundamentally pastoral character. [PDV #57]

The pastoral formation programme aims to prepare students for pastoral ministry. Throughout his time in the seminary the student will be an active participant in a co-ordinated pastoral programme that provides practical experience, reflection and participative learning.

Elements of the Pastoral Formation Programme:

A series of pastoral placements introduce the student to diverse and increasingly demanding pastoral situations. This is preceded by appropriate preparation and supported throughout by regular supervision. The development of each one's skills is enhanced through participation in group-work, making possible mature theological reflection on his experience. The ultimate aim of the programme is the fostering of the gifts necessary for a ministry of service.

The seminary which educates must seek really and truly to initiate the candidate into the sensitivity of being a shepherd, in the conscious and mature assumption of his responsibilities, in the interior habit of evaluating problems and establishing priorities, and looking for solutions on the basis of honest motivations of faith and according to the theological demands inherent in pastoral work. [PDV #58]

The structure of the pastoral programme is cumulative, both in terms of the degree of difficulty of the placement and the depth of subsequent analysis of the pastoral experience itself. The student is offered a gradual introduction (Module 1), culminating in a full year of pastoral experience and learning (Module 4). The programme aims to be existential, integrating, proportionate and supported.

Placements and the reflection on pastoral experience occur between October and Easter each year. Prior preparation takes place as required by the nature of the

placement. Placements are supported by the help of a contact person *in situ*. Analysis and reflection occur in a group format with peers, facilitated by a trained member of the *Irish Association of Pastoral Formation*. This format aims at enabling each participant to reflect constructively on his field placement, to recognise and affirm his unique gifts and to identify and articulate areas of personal and professional growth. It also encourages a student to integrate his theological education with his pastoral practice and to become aware of the ways in which his ministry affects others.

The pastoral programme offered by the College does not confine itself to the academic year. Students are encouraged to use some of their time away from the seminary, particularly during their summer holiday, to broaden their pastoral experience. Placements within a student's own diocese can be of particular value and recognition of this work is given in the overall assessment of the student. The particular placements are chosen through consultation between the student, his Director of Formation and a contact person in the diocese with the specific needs of the particular student in mind.

The Structure of the Pastoral Programme

The programme throughout the College year is divided into four modules.

Module I

The student is gradually introduced to pastoral work through a pastoral placement, which he attends on a regular basis and in which he is supported by an on-site contact person.

Module II

The student attends his placement weekly and presents a *pastoral event report* to his *pastoral group meeting*: each student presents one report to the group for reflective analysis.

Module III

The placement visit occurs weekly and there is a weekly *pastoral reflection meeting*: on two occasions throughout the year, each student presents a verbatim to the group for theological reflection and analysis.

Module IV

Usually undertaken in the Second Theology or final year, the student completes a Diploma in Pastoral Studies.

Horarium

Sunday

7.45- 8.20 a.m.	Morning Prayer and Meditation
9.30 a.m.	Mass
10:00 p.m.	Night Prayer

Monday, Tuesday, Wednesday & Friday

7.00- 7.35 a.m.	Morning Prayer and Meditation
7.45 a.m.	Mass
9.05 a.m.	Classes Commence
6.10 p.m.	Evening Prayer followed by Rosary, (on Wednesday evening prayer is held in Liturgy groups)
7.15-7.45 p.m.	Spiritual Reading for first years (on Tuesdays meeting with Spiritual Directors
9.00p.m.	Adoration (Monday, Wednesday, Friday)
9.45 p.m.	Night Prayer

Thursday

The horarium for Thursday is similar to the other weekdays with the following exceptions.

7.45- 8.20 a.m.	Morning Prayer and Meditation
6.10 p.m.	Mass
7.15p.m.	Diocesan gatherings and Evening Prayer

Saturday

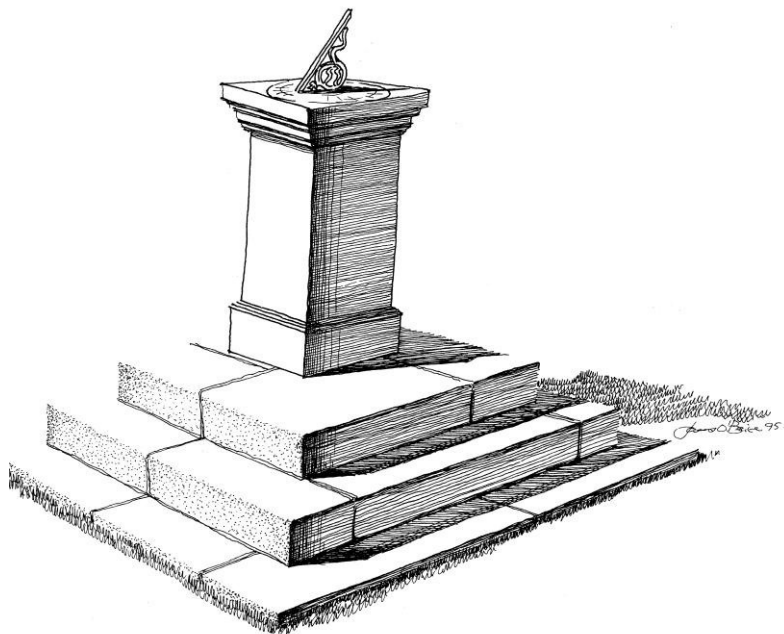
8.00 a.m.	Mass
7.30 p.m.	Evening Prayer & Adoration
9.00 p.m.	Night Prayer and Benediction

Chapter XIII

Appointments

from

1795 to Date



Sundial at Stoyte House in *Saint Patrick's College, Maynooth*

President

Reverend Thomas Hussey, DD, FRS	25 6 1795
Reverend Peter Flood, DD	17 1 1798
Reverend Andrew Dunne, DD	24 2 1803
Reverend Patrick Byrne, DD	27 6 1807
Reverend Patrick Everard, DD.....	29 6 1810
Most Reverend Daniel Murray, DD (Coadjutor to the Archbishop of Dublin)	29 6 1812
Reverend Bartholomew Crotty, DD.....	13 11 1813
Reverend Michael Slattery	19 6 1832
Reverend Michael Montague, DD	25 6 1834
Reverend Laurence Renehan, DD.....	25 6 1845
Reverend Charles W Russell, DD.....	20 10 1857
Reverend William J Walsh, DD.....	22 6 1880
Reverend Robert Browne, DD	7 10 1885
Rt Reverend Monsignor Denis Gargan, DD	9 10 1894
Reverend Daniel Mannix, DD	13 10 1903
Rt Reverend John F Hogan, DD	8 10 1912
Rt Reverend Monsignor James MacCaffrey, PhD	8 10 1918
Rt Reverend Monsignor John D'Alton, MA, DD, DLitt.....	23 6 1936
Rt Reverend Monsignor Edward Kissane, DD, LSS, DLitt, PA	23 6 1942
Rt Reverend Monsignor Gerard Mitchell, DD	23 6 1959
Rt Reverend Monsignor Patrick Corish, MA, DD	23 11 1967
Rt Reverend Monsignor Jeremiah Newman, MA, DPh, LLD	8 10 1968
Rt Reverend Monsignor Tomás Ó Fiaich, MA, LicScHist	12 6 1974
Rt Reverend Monsignor Michael Olden, BA, BD, DHistEccl.....	26 9 1977
Rt Reverend Monsignor Míceál Ledwith, BA, LPh, DD	13 3 1985
Rt Reverend Monsignor Matthew O'Donnell, MA, BD, DPh.....	22 6 1994
Rt Reverend Monsignor Dermot Farrell, BSc, DD	9 12 1996
Rt Reverend Monsignor Hugh G Connolly, BA, DD	1 9 2007

Vice-President

Reverend Francis Power, DD.....	27 6 1795
Reverend Peter Magennis, OP, DD.....	15 10 1810
Reverend Peter Kenney, SJ	11 11 1812
Reverend William Fitzpatrick	10 11 1813
Reverend Michael Montague, DD	30 8 1814
Reverend Philip Dowley	25 6 1834
Resigned 27th June 1834	
Reverend Laurence Renehan, DD.....	27 6 1834

Reverend Robert ffrench Whitehead, DD	25 6 1845
Reverend Daniel M’Carthy, DD	24 9 1872
Reverend William J Walsh, DD	25 6 1878
Reverend Thomas J Carr.....	22 6 1880
Reverend Robert Browne.....	11 10 1883
Reverend Denis Gargan, DD	7 10 1885
Reverend Thomas O’Dea, DD	9 10 1894
Reverend Daniel Mannix, DD	23 6 1903
Reverend Michael Fogarty, DD	13 10 1903
Reverend Thomas P Gilmartin.....	11 10 1904
Reverend John F Hogan, DD	21 6 1910
Reverend Joseph MacRory, DD.....	8 10 1912
Reverend James MacCaffrey, DPh	12 10 1915
Reverend Michael Sheehan, DD, DPh.....	24 6 1919
Reverend Patrick Boylan, MA, DLitt	20 6 1922
Reverend John D’Alton, MA, DD, DLitt.....	9 10 1934
Reverend Patrick O’Neill, DD, DCL	13 10 1936
Reverend Edward Kissane, DD, LSS.....	14 10 1941
Reverend James Duff, MA, BLitt	13 10 1942
Reverend Patrick J McLaughlin, MSc, D-és-Sc	19 6 1951
Reverend William J Conway, DD, DCL.....	1 10 1957
Reverend Gerard Canon Mitchell, DD.....	24 6 1958
Reverend Patrick J Canon Hamell, MA, DD	13 10 1959
Reverend Jeremiah Newman, MA, DPh	23 11 1967
Reverend Kevin McNamara, DD.....	9 10 1968
Reverend Patrick J Muldoon, DD	9 10 1968
An tAth Tomás Ó Fiaich, MA, LicSchHist.....	23 6 1970
Reverend Liam Ryan, MA, DD, LPh, PhD.....	25 9 1974
Reverend Michael Olden, BA, BD, DHistEccl.....	12 10 1976
Reverend Denis O’Callaghan, DD, DCL	21 11 1977
Reverend Brendan P Devlin, MA, DD.....	21 11 1977
Reverend Míceál Ledwith, BA, LPh, DD	22 11 1980
Reverend Matthew O’Donnell, MA, BD, DPh (Louvain)	22 11 1980
Reverend Thomas Clancy, BSc, BD, HDE	2 10 1985
Professor William J Smyth, BA, PhD	23 11 1986
Reverend Dermot Farrell, BSc, DD	13 10 1993
Reverend Francis Duhig, BA	11 6 1997
Reverend Hugh G Connolly, BA, DD	23 11 1999
Reverend Michael Mullaney, BA, BD, DCL	1 11 2007

Master

W J Smyth, BA, PhD, LLD 22 6 1994

The title of *Master* was discontinued on the establishment of the *National University of Ireland, Maynooth* - 16 June 1997.

Deputy Master

Professor R V Comerford, MA, PhD 17 11 1994

Dean / Director of Formation

Reverend Edward Ferris 17 1 1798
Reverend Thomas Coen 24 2 1801
Reverend William Fitzpatrick 15 10 1810
Reverend Andrew Hart 21 10 1811
Reverend Daniel Malone 11 11 1812
Reverend Thomas Murphy 30 8 1814
Reverend James Browne 30 8 1814
Reverend John Cantwell 27 6 1816
Reverend Philip Dowley 27 6 1816
Reverend Thomas Kelly 24 6 1820
Reverend Laurence Renehan 25 9 1825
Reverend Thomas Furlong 2 7 1827
Reverend Joseph Dixon 24 6 1829
Reverend John Derry 20 6 1833
Reverend Miles Gaffney 17 9 1834
Reverend Robert Cussen 22 11 1836
Reverend Walter Lee 12 1 1837
Reverend John Gunn 7 9 1838
Reverend James O’Kane 24 6 1852
Reverend Richard Hackett 21 6 1853
Reverend James O’Donnell 24 6 1856
Reverend Richard Quinn 24 6 1856
Reverend Thomas Hammond 22 6 1858
Reverend James Hughes 22 10 1862
Reverend Daniel McCarthy, DD 18 8 1871
Reverend Thomas Carr 25 9 1872
Reverend Robert Browne 30 6 1875
Reverend Michael Logue, DD 17 10 1876

Reverend Richard Owens.....	25 6 1878
Reverend Patrick O’Leary	25 6 1878
Reverend James Donnelan	1 7 1884
Reverend Thomas Gilmartin.....	15 10 1891
Reverend Patrick Carroll (appointed for one year)	7 10 1885
Reverend Daniel O’Loan	7 9 1886
Reverend Edward Crean (appointed for one year).....	18 10 1887
Reverend Edward Crean (appointed absolutely).....	26 6 1888
Reverend Thomas Gilmartin.....	15 10 1891
Reverend James MacGinley.....	12 10 1892
Reverend Patrick Morrisroe	23 6 1896
Reverend Thomas O’Doherty, BA, BD	21 6 1910
Reverend Malachy Eaton, BD, BCL.....	20 6 1911
Reverend Daniel Mageean, BD, BA	21 10 1919
Reverend James Staunton, DD.....	9 10 1923
Reverend John Lane, BA, LPh.....	16 10 1928
Reverend Michael Fallon, BA, DCL.....	8 10 1929
Reverend Edward Long, BA, DCL	14 10 1930
Reverend James Watters, BA, DD.....	10 10 1933
Reverend John McCarthy, BA, DD	9 10 1934
Reverend Gerard Montague, BA, DD.....	11 10 1938
Reverend James Cosgrove, BA, BD	21 1 1947
Reverend Michael Harty, BA, BD, LCL.....	11 10 1949
Reverend Patrick Muldoon, BA, DD.....	1 10 1957
Reverend Thomas Finnegan, BA, DCL	11 10 1960
Reverend Michael Olden, BA, BD, DHistEcc	4 10 1966
Reverend William Cosgrove, BA, DD.....	18 6 1968
Reverend Joseph Delaney, STL	7 10 1969
Reverend Gerard McGinnity, BA, BD	9 10 1973
Reverend Cathal Ó Fearraí, BA, HDE, DASE.....	14 6 1977
Reverend Niall Ahern, BA, BD, FLCM	1 9 1978
Reverend Noel O’Sullivan, BA, BD, HDE	12 11 1980
Reverend Francis Duhig, BA	1 10 1984
Reverend Thomas Clancy, BSc, BD, HDE	12 6 1985
Reverend Stephen Farragher, BA, BD	1 10 1994
Reverend Dermot Meehan, BA, BD	11 10 1995
Reverend Desmond Hillery, BA, STL, HDE, IRF	12 6 1996
Reverend Enda Cunningham, BA, STD	1 9 2001
Reverend Donal O’Neill, BSc, STL, MEd	1 9 2005
Reverend Paul Prior, BD, MTh HDip (Psych Counselling).....	1 8 2007
Reverend Michael Collins, BA, STL, H Dip (Pastoral Care)	1 9 2011

Spiritual Director

Reverend John Myers, CM	21 6 1887
Reverend Patrick Boyle, CM	21 6 1887
Reverend Michael Maher, CM.....	25 6 1889
Reverend James Carpenter, CM.....	22 6 1892
Reverend John Ward, CM.....	23 6 1896
Reverend Daniel Walsh, CM	21 6 1898
Reverend Robert Rossiter, CM	25 6 1902
Reverend Antony Boyle, CM.....	10 10 1905
Reverend James Downey, CM.....	20 6 1916
Reverend M Brosnahan, CM	8 10 1918
Reverend Peter O’Leary, CM	10 10 1922
Reverend Joseph McDonald, CM	25 6 1935
Reverend Thomas Cleary, CM.....	12 10 1937
Reverend Charles McGowan, CM.....	13 10 1942
Reverend Patrick Travers, CM, DD.....	11 10 1945
Reverend Donal Costello, CM	10 10 1950
Reverend James O’Doherty, CM.....	14 10 1952
Reverend William Meagher, CM.....	12 10 1954
Reverend Thomas O’Flynn, CM.....	21 6 1966
Reverend Patrick Traver, CM	21 6 1966
Reverend Richard McCullen, CM, DCL.....	20 6 1967
Reverend Dermot O’Hegarty, CM.....	7 10 1969
Reverend Peter Gildea, CM, DD.....	9 10 1973
Reverend James Tuohy, CM, DD	9 10 1975
Reverend Desmond Cleere, CM, DD.....	1 10 1978
Reverend Francis Murphy, CM, BA, STL.....	17 6 1981
Reverend Aidan McGing, CM, BA, DD, HDE.....	16 6 1982
Reverend Eamon Raftery, CM, BA, HDE	2 10 1985
Reverend James Rafferty, CM, BA, DCL.....	2 10 1985
Reverend Roderic M Crowley, CM, BComm, MA, HDE	1 10 1987
Reverend Myles Rearden, CM, MA, MPhil, PhD	1 10 1989
Reverend Sean Hanafin.....	1 10 1990
Reverend Joseph Cunningham, CM, MA	5 9 1995
Reverend Michael Leonard	1 9 2000
Reverend Myles Rearden, CM, MA, MPhil, PhD	1 9 2000
Reverend Laurence Murphy, SJ.....	20 8 2006
Reverend Michael McCullagh, CM	9 6 2009
Reverend William Reynolds, SJ	15 8 2012

Assistant to the President

Mr Dominic McNamara, BSc, HDE 1 9 1978

Bursar and Procurator

Reverend Francis Power, DD (Vice-President) 27 6 1795
Reverend Michael Montague 30 7 1802
Reverend John Commins 27 6 1816
Reverend Michael Montague (Vice-President) 27 6 1827
Reverend John Fennelly 18 9 1834
Reverend Laurence Renehan (Vice-President) 24 6 1841
Reverend Thomas Farrelly 26 6 1845
Reverend Andrew Boylan 5 10 1882
Reverend James Donnellan 18 10 1887
Reverend John R Maguire 9 10 1923
Reverend Daniel Hourihane, BA 10 10 1944
Reverend James Cosgrove, BA, BD 1 10 1957
Mr Patrick J Dalton, ACPA 10 6 1980
Ms Fidelma Madden, FCA, AITI 1 10 1999

Assistant Bursar

Reverend Patrick Connolly 19 6 1916
Reverend John R Maguire 21 10 1919
Reverend Daniel Hourihane, BA 11 10 1938
Reverend John O'Connor, BA 10 3 1970
Mr Liam Greene, BA 11 6 1974

Registrar

Reverend Tomás Ó Fiaich, MA, LicScHist 9 10 1968
Reverend Cathal Ó Háinle, MA, BD 13 10 1970
Reverend Thomas P G McGreevy, MSc, PhD 3 10 1972
Professor Peter Carr, BSc, PhD 15 6 1983
Reverend Hugh Connolly, BA, DD 1 1 2001
Reverend Michael Mullaney, BA, BD, DCL 1 1 2006

Librarian

Reverend Sean Corkery, MA, BSc, STL	9 10 1951
Mr Albert Harrison, MA, ALA	15 5 1980
Mr Thomas Kabdebo, MPhil, FLA	1 1 1983
The Library facilities are shared by <i>Saint Patrick's College</i> and the <i>National University of Ireland, Maynooth</i> since the establishment of <i>NUIM</i> in 1997.	
Ms Agnes Neligan, BA, HDE, ALA, ALAI	1 10 1999
Mr Cathal McCauley, MLIS, CDipAF	1 9 2008

Secretary to the Board of Trustees

Reverend Andrew Dunne, DD	26 6 1795
Reverend Patrick Ryan, DD	24 2 1803
Reverend Andrew Dunne, DD (re-appointed)	27 6 1807
Reverend William Fitzpatrick	27 6 1823
Reverend Matthew Flanagan, DD	9 2 1825
Reverend Walter M Lee, DD	24 6 1856
Reverend James Daniel	26 6 1894
Rt Reverend Monsignor Gerald Molloy, DD	25 6 1895
Rt Reverend Monsignor O'Donnell, DD	9 10 1906
Rt Reverend Monsignor Dunne, DD	10 10 1922
Rt Reverend Monsignor Waters, VG	25 6 1935
Rt Reverend Monsignor Boylan, VG, DD, DCL	10 10 1939
Rt Reverend Monsignor John McCarthy, VG, DD, DCL	13 10 1970
Very Reverend Thomas P G Canon McGreevy, BD, MSc, PhD	15 6 1983
Very Reverend Francis Duhig, BA	13 3 2001
Very Reverend Dr. Enda Cunningham	08 6 2015

Professor

Ahern, Reverend John, DCL, STL (Canon Law)	22 6 1948
Ahern, Reverend Maurice, DD (Dogmatic Theology)	27 6 1795
Anglade, Reverend Francis (Logic, Metaphysics and Ethics)	24 2 1802
Barrett, Reverend Michael (Logic, Metaphysics and Ethics)	3 10 1893
Bastable, Reverend James D, MA, PhD (Logic Metaphysics and Ethics)	10 10 1944
Beecher, Reverend Patrick, MA, DD (Pastoral Theology, Sacred Eloquence and Elocution)	11 10 1904
Behan, Reverend Joseph (Logic, Metaphysics and Ethics)	13 9 1845

Bewerunge, Reverend Henry (Church Chant and Organ).....	26 6 1888
Binchy, DJ, MA, DPh (Canon Law)	12 10 1943
Birch, Reverend Peter, MA, PhD (Education)	23 6 1953
Blowick, Reverend John, BD (Dogmatic and Moral Theology).....	26 6 1914
Boylan, Reverend Christopher H (Hebrew).....	27 6 1816
(English Rhetoric).....	25 6 1818
(English and French).....	23 6 1820
Boylan, Reverend Patrick, MA (Sacred Scripture)	10 10 1905
Brenan, Reverend Martin, MA, PhD (Education).....	13 10 1931
Browne, Reverend James (Sacred Scripture).....	7 2 1817
(Hebrew)	25 6 1818
Browne, Reverend Michael, DD, DCL	
(Dogmatic and Moral Theology and Canon Law)	11 10 1921
Browne, Reverend P J, MA, DSc	
(Mathematics and Natural Philosophy).....	14 10 1913
Callan, Reverend Nicholas, DD	
(Mathematics and Natural Philosophy).....	15 9 1826
Carew, Reverend P J (Humanity)	9 2 1826
(Dogmatic and Moral Theology)	30 8 1828
Carr, Reverend Thomas (Dogmatic and Moral Theology)	13 10 1874
Casey, Reverend Michael, OP, MSc, PhD (Chemistry).....	21 6 1960
Clancy, Reverend John (English).....	21 6 1887
Clancy, Reverend Thomas, OFM, DD (Sacred Scripture).....	27 6 1795
Cleary, Reverend Patrick, DD	
(Dogmatic and Moral Theology and Canon Law)	26 6 1914
Clinch, James B (Humanity).....	27 6 1795
(Rhetoric).....	17 1 1798
Coffey, Reverend Peter, STL, DPh (Logic, Metaphysics and Ethics)	24 6 1902
Coghlan, Reverend Daniel (Dogmatic and Moral Theology)	7 9 1886
Collins, Reverend Joseph, OP, DD (Logic, Metaphysics and Ethics)	19 1 1951
Comerford, Richard V, MA, PhD (Modern History)	1 10 1989
Connolly, Reverend Hugh, BA, DD (Moral Theology).....	1 1 2007
Connolly, Reverend Peter, MA (Oxon), (English).....	12 10 1954
Conway, Reverend Michael, MSc, STL, DTheol (Faith & Culture)	1 10 2006
Conway, Reverend William, DD, DCL	
(Dogmatic and Moral Theology and Canon Law)	12 10 1943
Coolahan, John, MA, MEd, PhD, HDE (Education)	1 10 1987
Corbett, Reverend Thomas, BSc, DD, DipScMed (Dogmatic Theology).....	1 12 1986
Corish, Reverend Patrick, MA, DD (Ecclesiastical History)	7 10 1947
(Ecclesiastical History)	8 10 1968
(Modern History)	11 6 1975
Cotter, Thomas, BSc, DPhil (Associate Professor of Biology).....	1 10 1993
Cosgrove, Brian, BA, BLit (English).....	1 10 1992
Cremin, Reverend Patrick F, DD, JUD	

(Dogmatic and Moral Theology)	10	10	1939
(Canon Law)	1	10	1949
Crolly, Reverend George (Dogmatic and Moral Theology)	20	1	1844
Crolly, Reverend William (Logic, Metaphysics and Ethics)	29	6	1810
Crowley, Reverend Matthias (Sacred Scripture).....	15	10	1810
Crowley, Reverend Timothy, MA, DPh (Logic, Metaphysics and Ethics).....	12	10	1948
Cunningham, Reverend Terence, BD, DCL (Canon Law)	19	10	1956
Curran, Reverend Bernard, OP (Logic, Metaphysics and Ethics).....	12	10	1943
D’Alton, Reverend John, MA, DD (Rhetoric).....	25	6	1912
Darre, Reverend Andrew (Logic, Metaphysics and Ethics).....	27	6	1795
(Mathematics and Natural Philosophy).....	24	2	1801
Delahogue, Reverend Louis AE, DD (Moral Theology)	12	15	1798
(Dogmatic Theology).....	24	2	1801
Delort, Reverend Peter Justin, JUD (Mathematics and Natural Philosophy).....	27	6	1795
Denvir, Reverend Cornelius (Mathematics and Natural Philosophy)	24	6	1813
Devlin, Reverend Brendan, MA, DD (Modern Languages)	14	10	1958
Dixon, Reverend Joseph (Sacred Scripture)	17	9	1834
Donaghy, Reverend John, PhD (Mathematics and Natural Philosophy).....	25	6	1912
Donovan, Reverend Jeremiah (Rhetoric).....	4	2	1820
Drennan, Reverend Martin, BA, STL, LSS (Sacred Scripture - Old Testament).....	1	12	1986
(Sacred Scripture - New Testament).....	16	6	1993
Drury, Reverend Thomas R, BA, BD (English Elocution)	13	10	1959
(Homiletics)	23	6	1970
Duff, Reverend James, MA (Rhetoric)	10	10	1922
Eloy, Reverend Francis, DD (Sacred Scripture)	30	6	1808
(Ecclesiastical History)	30	6	1808
Er, Meng C, MSc, PhD, MIEEE, MBCS, MACS (Computer Science)	1	1	1988
Esser, Reverend Thomas, OP, DPh (Logic, Metaphysics and Ethics) ..	18	10	1887
Eustace, Reverend John C (Rhetoric)	27	6	1795
Fahy, Reverend Thomas, MA (Rhetoric).....	21	10	1919
Fallon, Reverend Micheal, BA, DCL (Canon Law).....	20	6	1933
Ferris, Reverend Edward, DD (Moral Theology)	24	2	1801
French Whitehead, Reverend Robert (English and French)	30	8	1829
(Logic, Metaphysics and Ethics).....	23	6	1869
Finan, Reverend Thomas, MA (Ancient Classics).....	13	10	1959
Flanagan, Reverend Donal, DD (Dogmatic & Moral Theology)	13	10	1959
Fogarty, Reverend Michael (Logic, Metaphysics and Ethics)	25	6	1889
Forker, Reverend Michael (Logic, Metaphysics and Ethics)	15	10	1895
Freyne, Reverend Seán, DD, LSS (Sacred Scripture).....	25	9	1974
Furlong, Reverend Thomas (Humanity)	12	2	1829

(Rhetoric).....	17 9 1834
(Dogmatic & Moral Theology).....	13 9 1845
Gargan, Reverend Denis (Humanity).....	13 9 1845
Gear, Patrick T, BComm, MEconSc (Economics).....	1 10 1984
Gibbons, Reverend Richard (Humanity).....	30 8 1814
Gillen, Gerard, KSG, MA, BMus,BLitt (Oxon), LRSM (Music).....	30 9 1985
Gillic, Reverend Laurence (Sacred Scripture).....	18 1 1853
Gilmartin, Reverend Thomas (Ecclesiastical History).....	7 9 1886
Hackett, Reverend John (Rhetoric).....	12 10 1943
Hackett, Reverend Richard (Logic, Metaphysics and Ethics).....	22 10 1862
Hamell, Reverend Patrick, DD, MA (Rhetoric).....	14 10 1941
(Dogmatic & Moral Theology).....	12 10 1943
Hannon, Reverend Patrick, BA, DD, PhD(Cantab), Barrister at Law (Moral Theology).....	1 10 1983
Harty, Reverend John, DD (Dogmatic & Moral Theology).....	15 10 1895
(Canon Law).....	8 10 1907
Hayley, Barbara, MA, PhD (English Language & Literature).....	11 6 1986
Healy, Reverend John, DD (Dogmatic & Moral Theology).....	9 9 1879
(Prefect and Professor of Dunboyne Scholars).....	3 7 1883
Heffernan, Daniel M, BA (Mod), MA, MS, PhD (Mathematical Physics).....	1 10 1993
Higgins, Reverend William, DD (Dogmatic Theology).....	15 9 1826
(Dogmatic & Moral Theology).....	26 8 1828
Hogan, Reverend John F (Modern Languages).....	7 9 1886
Hogan, Reverend Maurice, SSC, MA, STL, LSS, PhD (Sacred Scripture - Old Testament).....	16 10 1996
Jennings, Reverend William (Logic, Metaphysics and Ethics).....	23 6 1852
Judge, Reverend Thomas (Logic, Metaphysics and Ethics).....	21 6 1887
Kearns, Reverend John, OP, LSS (Sacred Scripture).....	9 10 1934
Kelly, Reverend Matthew, DD (English and French).....	4 11 1841
(Ecclesiastical History).....	20 10 1857
Kelly, Reverend Thomas (Dogmatic Theology).....	15 9 1825
Kelly, Reverend William (English and French).....	3 2 1830
Kerr, Reverend Donal, SM, MA, STL, DPhil (Oxon), (Ecclesiastical History).....	10 10 1978
Kevin, Reverend Cornelius (English).....	11 10 1932
Kinnane, Reverend Edward, LSS (Sacred Scripture).....	19 6 1917
Kissane, Reverend Edward, LSS (Sacred Scripture).....	13 10 1942
Leahy, Reverend Brendan, BCL, DD, Barrister at Law (Dogmatic Theology).....	1 9 2005
Leahy, Reverend Micheal, STL, LSS (Sacred Scripture).....	13 10 1942
Ledwith, Reverend Mícheál, BA, LPh, DD (Dogmatic Theology).....	15 6 1976
Lennon, Reverend Francis (Mathematics and Natural Philosophy).....	21 6 1864
Loftus, Reverend Martin (Irish Language).....	22 6 1820

Logue, Reverend Michael, DD (Irish Language).....	17	10	1876
(Dogmatic & Moral Theology)	25	6	1878
Long, Reverend Edward, DCL (Canon Law)	12	10	1943
Lovelock, Reverend Charles (Humanity)	27	6	1795
(Rhetoric).....	31	7	1802
Lucey, Reverend Cornelius, MA, DD, DPh (Innsbruck)			
(Logic, Metaphysics and Ethics).....	10	10	1933
Luzio, Reverend Salvatore, DD, PhD, JUD (Canon Law).....	12	10	1897
McAreevey, Reverend John, BA, STL, JCD (Canon Law)	15	6	1988
MacCaffrey, Reverend James, STL (Ecclesiastical History)	8	10	1901
McCarthy, Reverend Daniel (Rhetoric)	21	11	1845
(Sacred Scripture)	22	6	1854
McCarthy, Reverend John, DD, DCL (Dogmatic & Moral Theology)...	21	6	1938
(Canon Law)	7	10	1947
McCone, Kim R, MA, DPhil (Oxon) (Sean agus Meán-Ghaeilge).....	16	6	1982
McConnell, Reverend James, MA, DScMat (Rome)			
(Mathematics and Natural Philosophy).....	9	10	1945
McDonagh, Reverend Michael E, BSc, LPh, DD, DCL			
(Dogmatic & Moral Theology)	14	10	1958
(Director of Postgraduate Studies in Theology).....	12	10	1970
McDonald, Reverend Walter (Dogmatic & Moral Theology)	27	9	1881
(Prefect and Professor Dunboyne Scholars).....	26	6	1888
McEvoy, Reverend James (Philosophy)	1	10	1995
McGarry, Reverend James G, BA, DD			
(Pastoral Theology, Sacred Eloquence and Elocution).....	10	10	1939
McGoldrick, Reverend Patrick, BA, PSL, DD (Liturgy)	22	6	1965
McGrath, Reverend Patrick J, MA, DPh (Louvain) (Metaphysics)	18	6	1968
McGreevy, Reverend Thomas P G, MSc, PhD (Experimental Physics). 24	6	1958	
McGregor, Reverend Bede, OP, MA, DD (Mission Studies)	25	9	1974
M'Guinness, Reverend Francis (Dogmatic & Moral Theology).....	3	2	1830
McHale, Reverend John (Dogmatic Theology)	22	6	1820
McKenna, Reverend Patrick (Canon Law)	8	10	1807
McKenna, Reverend Patrick (Dogmatic & Moral Theology).....	11	10	1904
McKevitt, Reverend Peter, BA, BD, DPh			
(Catholic Sociology and Catholic Action)	12	10	1937
McLaughlin, Reverend Patrick, MSc, DesSc (Paris)			
(Mathematics and Natural Philosophy).....	16	10	1928
McMackin, Reverend John, MA (English)	8	10	1935
McMahon, Reverend James, MSc, PhD (Mathematics)	21	6	1960
McNally, Reverend Charles (Logic, Metaphysics and Ethics)	25	1	1815
(Prefect and Professor Dunboyne Scholars).....	13	2	1820
McNamara, Reverend Kevin, DD (Dogmatic and Moral Theology)....	12	10	1954
M'Nicholas, Reverend Patrick (Humanity)	27	6	1806
(Logic, Metaphysics and Ethics).....	11	11	1812

(Rhetoric).....	26 6 1817
MacRory, Reverend Joseph (Sacred Scripture)	15 10 1889
Mac Sweeney, Reverend Patrick M, MA (English).....	25 6 1912
Macauley, Reverend Charles, DD (Rhetoric)	19 10 1854
(Sacred Scripture)	25 6 1878
Magennis, Reverend Peter, DD (Sacred Scripture).....	11 11 1812
Maguire, Reverend Edward (Rhetoric)	11 10 1883
Mannix, Reverend Daniel (Logic, Metaphysics and Ethics).....	15 10 1891
(Dogmatic & Moral Theology)	9 10 1894
Marmion, Reverend Declan SM, MTh, STD, HDE, Dip Pastoral Theology (Systematic Theology).....	1 10 2013
Marsh, Reverend Thomas, BA, DD (Dogmatic Theology).....	13 6 1978
Meehan, Reverend Denis, MA, STL (Ancient Classics)	12 10 1943
Meagher, Reverend Thomas G, STL, LSS (Sacred Scripture).....	23 6 1964
Meany, Reverend William, MA, DD, PhD (Ancient Classics).....	19 6 1951
Mitchell, Reverend Gerard, DD (Dogmatic & Moral Theology).....	11 10 1932
Molloy, Reverend Gerald (Dogmatic & Moral Theology)	23 6 1857
Montague, Reverend Michael (Logic, Metaphysics and Ethics)	24 2 1801
Moran, Reverend William, DD (Dogmatic & Moral Theology).....	9 10 1917
(Prefect and Professor of Dunboyne Scholars)	1 10 1932
Mulcahy, Reverend Cornelius (English).....	13 10 1896
Mullaney, Reverend Michael, BA, BD, DCL (Canon Law)	1 1 2007
Murray, Reverend Patrick, DD (English and French).....	7 9 1838
(Dogmatic & Moral Theology)	27 8 1841
(Prefect and Professor of Dunboyne Scholars)	25 6 1879
Neary, Reverend Michael, BA, DD, LSS (Sacred Scripture)	12 6 1991
Neville, Reverend Henry (Logic, Metaphysics and Ethics).....	15 10 1850
(Dogmatic & Moral Theology)	20 1 1852
Newman, Reverend Jeremiah, MA, DPh (Catholic Sociology and Catholic Action)	13 10 1953
O'Brien, Reverend Edward (Humanity)	18 10 1859
(Rhetoric).....	25 6 1878
O'Brien, Reverend Edward, DCL (Canon Law).....	12 10 1943
O'Brien, Reverend Paul (Irish Language).....	30 7 1802
O'Callaghan, Reverend Charles H, BA, BMus (Church Chant and Organ).....	9 10 1951
O'Callaghan, Reverend Denis, DD, DCL (Dogmatic & Moral Theology)	14 10 1958
O'Connell, Reverend Séamus, BSc, LSS, DTh (Sacred Scripture)	1 10 2006
O'Connor, Reverend Daniel J, DD, LSS (Old Testament)	29 9 1982
O'Dea, Reverend Thomas (Dogmatic & Moral Theology)	5 10 1882
O'Doherty, Reverend John F, DD, DPh (Ecclesiastical History)	13 10 1931
O'Donnell, Reverend James (English and French).....	22 6 1858
O'Donnell, Reverend Matthew, MA, DPh (Louvain) (Ethics)	11 10 1960

O'Donnell, Reverend Michael, DD (Dogmatic & Moral Theology and Canon Law)	12 10 1909
(Prefect and Professor of Dunboyne Scholars)	19 10 1920
O'Donnell, Reverend Patrick (Dogmatic & Moral Theology).....	7 9 1880
(Prefect and Professor of Dunboyne Scholars)	1 7 1884
O'Donoghue, Reverend Dermot, MA, DPh (Louvain), (Logic Metaphysics and Ethics).....	24 6 1952
O'Farrell, Anthony G, MSc, PhD (Mathematics)	11 6 1975
Ó Fiaich, An tAthair Tomás, MA (Modern History)	13 10 1959
Ó Fiannachta, An tAthair Pádraig, MA, MRIA (Early and Medieval Irish and Welsh)	20 6 1960
(Nua-Ghaeilge)	17 6 1981
Ó Floinn, An tAthair Donnchadh, MA (Irish Language).....	8 10 1940
O'Flynn, Reverend John A, BD, LSS (Sacred Scripture).....	13 10 1936
O'Growney, Reverend Eugene (Irish Language).....	15 10 1891
Ó Háinle, An tAthair Cathal G, MA (Irish Language).....	20 6 1967
O'Hanlon, Reverend John (Dogmatic & Moral Theology)	30 8 1828
(Prefect and Professor of Dunboyne Scholars)	16 11 1843
O'Hickey, Reverend Michael P (Irish Language).....	13 10 1896
Ó hUiginn, Ruairi, MA, PhD (Nua-Ghaeilge)	1 10 1993
Olden, Reverend Michael G, BA, BD, DHistEccl (Ecclesiastical History)	15 6 1976
O'Loan, Reverend Daniel (Ecclesiastical History)	21 6 1892
O'Neill, Reverend John, DPh (Logic, Metaphysics and Ethics).....	13 10 1908
O'Neill, Reverend John G, MA, PhD (Rhetoric).....	16 10 1928
O'Neill, Reverend Patrick, DD, DCL (Dogmatic & Moral Theology and Canon Law).....	8 10 1918
O'Nolan, Reverend Gerald, MA (Irish Language)	12 10 1909
Ó Nualláin, An tAthair Seosamh, BA, DD (Director of Pastoral Training).....	28 9 1971
O'Reilly, Reverend Edmund, DD (Dogmatic & Moral Theology).....	7 9 1848
O'Rourke, Reverend Hugh B (English and French)	25 6 1862
Ó Súilleabháin, An Br Séamus V, CFC, BA (London), PhD (QUB), M.Ed. (QUB), MPsychSc (UCD), ABPsS (Education)	18 6 1968
Owens, Reverend Richard (Dogmatic & Moral Theology)	1 7 1884
Philbin, Reverend William, DD (Dogmatic & Moral Theology).....	13 10 1936
Pierse, Reverend Garrett, DD (Dogmatic & Moral Theology)	26 6 1914
(Prefect and Professor of Dunboyne Scholars)	18 6 1923
Power, Reverend Francis, DD (French Language)	30 7 1802
Quinlan, Reverend Sean DD, LSS (Sacred Scripture)	15 6 1976
Quinn, Charles M, MA, PhD, DSc (Chemistry)	1 10 1977
Rafferty, Reverend Oliver P, SJ, BA, MSc (Oxon), MTh, DPhil (Ecclesiastical History)	1 10 1999
Renehan, Reverend Laurence (Sacred Scripture)	2 7 1826

Rigel, Reverend Jean Louis (Modern Languages)	26 6 1914
Russell, Reverend Charles W, DD (Humanity)	13 2 1835
(Ecclesiastical History)	26 6 1845
Ryan, Reverend Arthur, DD (Dogmatic & Moral Theology)	9 10 1923
Ryan, Reverend Liam, MA, LPh, DD, PhD (Sociology)	17 6 1969
Ryan, Salvador, BA, BD, PhD (Ecclesiastical History).....	1 9 2008
Scannell, Reverend Malachy (Rhetoric)	9 9 1879
Schild, Reverend Hubert, Lic es Litt (Modern Languages)	20 6 1950
Sheehan, Reverend Michael (Rhetoric)	12 10 1897
Slevin, Reverend Nicholas (Prefect and Professor of Dunboyne Scholars)	27 6 1823
Slevin, James A, MSc, PhD (Experimental Physics)	30 9 1985
Smyth, William J, MA, PhD (Geography).....	1 10 1978
Spelman, Reverend Joseph, MSc, BD (Mathematical Physics).....	17 6 1969
Surlis, Reverend Paul, DD (Dogmatic & Moral Theology)	7 10 1969
Toner, Reverend Patrick, DD (Dogmatic & Moral Theology)	11 10 1904
Tracey, Reverend Liam, OSM, STB, SLD (Liturgy).....	1 10 2002
Tracy, Reverend Michael, BA, LicMus (Church Chant and Organ).....	1 11 1927
Tully, Reverend James (Irish Languages).....	30 8 1828
Twomey, Reverend D Vincent, SVD, BD, DTheol (Moral Theology)...	15 6 2004
Usher, Mark (English Elocution)	27 6 1797
(French Languages)	25 6 1818
Vernon, David, MA, BAI, PhD, CEng, MIEI (Computer Science)	1 10 1995
Walsh, James, MA (Geography)	1 10 1995
Walsh, Reverend Paul, MA, BD (Ecclesiastical History)	21 10 1919
Walsh, Reverend Reginald, OP (Sacred Scripture).....	21 6 1898
Walsh, Reverend William J (Dogmatic & Moral Theology)	22 10 1867
Watson, Reverend Gerard, MA, STL, PhD (Ancient Classics)	13 10 1959
Watson, Reverend Noel, BA, BMus, BCG, LTCL, LRAM (Music)	18 6 1968
Whittaker, Peter A, BSc, PhD (Biology)	1 10 1978
Williams, Reverend Cornelius, OP, DD (Dogmatic & Moral Theology)	12 10 1976
Williams, William J, MA (Education)	1 10 1926

Associate Professors

Carr, Peter, BSc PhD (Chemistry)	1 10 1993
Downes, Martin, MAgSc, PhD (Biology).....	12 6 1979
Duffy, Patrick, BA, PhD (Geography).....	1 10 1993
McKenna-Lawlor, Susan, MSc, PhD (Experimental Physics).....	11 11 1986
Mullins, Reverend Michael, BA, LSS, STD (Sacred Scripture).....	1 9 2008
Norris, Reverend Thomas, BPh, DD, HDE (Systematic Theology)	1 9 2008
Tchrakian, Tigran, BSc, PhD (Mathematical Physics)	1 10 1993

Notes
