UNIVERSITY OF ZAGREB
CATHOLIC FACULTY OF THEOLOGY

COURSE DESCRIPTION

LICENTIATE AND DOCTORAL STUDY IN THEOLOGY

Scientific area and field: humanistic sciences, theology

Head of Doctoral Study: Associate professor Nenad Malović, PhD

Office of Postgraduate Study: poslijediplomski@kbf.hr, +385 (0)1/489 04 10

Schematic Overview of Courses and Seminars in each Module/Specialisation

### COMMON MODULE

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<td>Lectio theologica</td>
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<tr>
<td>Science and Research in the University Context</td>
<td>Prof. Gordan Črpić, PhD</td>
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### I. MODULE: CONTEMPORARY PERSPECTIVES ON THE RELATIONSHIP BETWEEN PHILOSOPHY AND THEOLOGY

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<td>Ethics of Responsibility in the Contemporary Context</td>
<td>Prof. Josip Oslić, PhD</td>
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<td>Contemporary Philosophy of Religion</td>
<td>Assoc. Prof. Danijel Tolvajčić, PhD</td>
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<td>Philosophical Postulates of Post-conciliar Theology</td>
<td>Assoc. Prof. Alojz Ćubelić, PhD</td>
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<tr>
<td>Heidegger’s and Gadamer’s Hermeneutical Postulates</td>
<td>Prof. Josip Oslić, PhD</td>
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<tr>
<td>Religion and Politics</td>
<td>Assoc. Prof. Nenad Malović, PhD</td>
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<tr>
<td>Aesthetical Thought of Rajmund Kupareo</td>
<td>Ass. Prof. Ivan Dodlek, PhD</td>
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<tr>
<td>Contemporary philosophy of education</td>
<td>Assoc. Prof. Aleksandra Golubović, PhD</td>
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<tr>
<td>On the interdisciplinary dialogue of philosophy, theology and neuroscience</td>
<td>Ass. Prof. Saša Horvat</td>
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### SEMINARS/WORKSHOPS/DISCUSSION GROUPS

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<th>Philosophy of Technique</th>
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<tbody>
<tr>
<td>Philosophical Theology of Paul Tillich. Reading of Key Texts</td>
<td>Assoc. Prof. Danijel Tolvajčić, PhD</td>
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<td>Habermas’ Theory of Communicative Action</td>
<td>Assoc. Prof. Nenad Malović, PhD</td>
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### SCIENTIFIC-TEACHING ACTIVITIES

Mentors of licentiate and doctoral theses

### RESEARCH SEMINAR/DOCTORAL WORKSHOPS

Research Seminar in Philosophy

Mentors of licentiate and doctoral theses
II. MODULE:
FUNDAMENTAL THEOLOGY: CONCILIAR RESEARCH AND RENEWAL OF THE CHURCH

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<tbody>
<tr>
<td>The Dogmatic Constitution <em>Lumen gentium</em> as the <em>Magna Charta</em> of Contemporary Ecclesiology</td>
<td>Ass. Prof. Branko Murić, PhD</td>
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<tr>
<td>Contribution of the Dogmatic Constitution <em>Dei vebum</em> to the Post-conciliar Theology of Revelation</td>
<td>Prof. Željko Tanjić, PhD</td>
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<tr>
<td>Missionary Task of the Church from the Conciliar Decree <em>Ad gentes</em> until Today</td>
<td>Ass. Prof. Tomislav Kovač</td>
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<tr>
<td>Reception and Hermeneutics of the Second Vatican Council</td>
<td>Ass. Prof. Branko Murić, PhD</td>
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<td>Theology of Religions in Light of (Post)Conciliar Documents</td>
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<td>Philosophical Postulates of Post-conciliar Theology</td>
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<tr>
<td>«Person» as the Fundamental Concept of the Christian Image of God and the Human Being</td>
<td>Ass. Prof. Nedjeljka s. Valerija Kovač, PhD</td>
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<tr>
<td>The Influence of St. Augustine’s Theology on Ecclesiology of the Second Vatican Council</td>
<td>Prof. Ivan Bodrožić, PhD</td>
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<tr>
<td>The Dignity of the Human Person and Religious Freedom in Light of the Revelation</td>
<td>Prof. Željko Tanjić, PhD</td>
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<td>Testimony – a Form of the Revelation and a Motive of Authenticity</td>
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<tr>
<td>The Conciliar Affirmation of Patristic Theology</td>
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| SCIENTIFIC-TEACHING ACTIVITIES                                                                                                                                                                                                 |
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| RESEARCH SEMINAR/ DOCTORAL WORKSHOPS                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research Seminar in Fundamental Theology                                                                                                                                                                                  |
| Mentors of licentiate and doctoral theses                                                                                                                                                                                  |
| Research Seminar in Patrology                                                                                                                                                                                            |
| Mentors of licentiate and doctoral theses                                                                                                                                                                                  |
### III. MODULE: SYSTEMATIC THEOLOGY FACING THE SIGNS OF THE TIMES

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<tr>
<td>Contemporary Theological Movements in Christian Churches</td>
<td>Prof. Ivan Karlić, PhD</td>
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<tr>
<td>Current Emphases in Particular Sacraments</td>
<td>Prof. Anton Tamarut, PhD</td>
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<tr>
<td>»Person« as the Fundamental Concept of the Christian Image of God and the Human Being</td>
<td>Ass. Prof. Nedjeljka s. Valerija Kovač, PhD</td>
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<tr>
<td>Current issues in Mariology</td>
<td>Assoc. Prof. s. Marija Pehar, PhD</td>
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<tr>
<td>Trinitarian Perichoresis and Perichoretic Theology</td>
<td>Assoc. Prof. s. Marija Pehar, PhD</td>
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<tr>
<td>»Mariophanies« as a Sign of the Times – Significance and Criteria of Evaluation</td>
<td>Prof. Veronika s. Nela Gašpar, PhD</td>
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<tr>
<td>The First Christians and Their Cult</td>
<td>Prof. Mario Cifrak, PhD</td>
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<tr>
<td>The Kingdom of God: Old Testament’s Messianic Promises and New Testament’s Fulfilment</td>
<td>Ass. Darko Tepert, PhD</td>
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<tr>
<td>The Experience and the Expression of Faith in the Old Testament through Historical Shifts</td>
<td>Ass. Darko Tepert, PhD</td>
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<td>The Influence of St. Augustine’s Theology on Ecclesiology of the Second Vatican Council</td>
<td>Prof. Ivan Bodrožić, PhD</td>
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<tr>
<td>Current Issues in Eschatology</td>
<td>Prof. Anton Tamarut, PhD</td>
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<tr>
<td>The Image of God as a Theological Locus</td>
<td>Prof. Anton Tamarut, PhD</td>
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| SEMINARS/WORKSHOPS/ DISCUSSION GROUPS                                           |                                           |                                             |
| Contributions of Croatian Theologians to Systematic Theology                    | Prof. Ivan Karlić, PhD                  |                                             |
| The Croatian Translation of the Bible                                           | Prof. Mario Cifrak, PhD                 |                                             |
| Contemporary Issues of Faith and Theology in the Works of J. Ratzinger/Benedict XVI. | Ass. Prof. Nedjeljka s. Valerija Kovač, PhD |                                             |
| Introduction to Dogmatic Methodology                                           | Assoc. Prof. s. Marija Pehar, PhD       |                                             |
| The Conciliar Affirmation of Patristic Theology                                 | Prof. Ivan Bodrožić, PhD                |                                             |
| Pneumatic Christology                                                          | Prof. Veronika s. Nela Gašpar, PhD      |                                             |

| SCIENTIFIC-TEACHING ACTIVITIES                                                  |                                           |                                             |
| RESEARCH SEMINAR/ DOCTORAL WORKSHOPS                                            |                                           |                                             |
| Research Seminar in Dogmatic Theology                                           | Mentors of licentiate and doctoral theses |                                             |
### IV. MODULE: ETHICAL-MORAL AND SOCIAL RELEVANCY OF THEOLOGY AND THE CHURCH

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<tr>
<td>The Contemporary Development of Moral Theology and Christ-centeredness of Morality</td>
<td>Prof. Stjepan Baloban, PhD</td>
<td>Assoc. Prof. Vladimir Dugalić, PhD</td>
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<tr>
<td>The Bible and Morality</td>
<td>Prof. Mario Cifrak, PhD</td>
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<tr>
<td>The Social Teaching of the Church and Social Ethics in the Interdisciplinary Dialogue</td>
<td>Prof. Stjepan Baloban, PhD</td>
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<tr>
<td>Contemporary Perspectives of Social Spirituality</td>
<td>Assoc. Prof. Franjo Podgorelec, PhD</td>
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<tr>
<td>The Woman in the Church and in Society</td>
<td>Ass. Prof. Silvija Migles, PhD</td>
<td>Prof. Stjepan Baloban, PhD</td>
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<tr>
<td>Bioethical Challenges of Biocybernetics, Neuroscience, and Transhumanism</td>
<td>Prof. Tonči Matulić, PhD</td>
<td>Ante Bekavac, PhD</td>
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<tr>
<td>The Dignity of the Human Person at the Beginning and the End of an Individual Life</td>
<td>Ass. Prof. Mislav Kutleša, PhD</td>
<td>Ass. Prof. Mirjana Pinezić, PhD</td>
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<tr>
<td>The Family Facing Challenges of Contemporary Media</td>
<td>Assoc. Prof. Jerko Valković, PhD</td>
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<tr>
<td>Cultural Dynamics of the New Anthropological-ethical Paradigm</td>
<td>Prof. Tonči Matulić, PhD</td>
<td>Ante Bekavac, PhD</td>
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<tr>
<td>The Protection of Environment and Peace in the International Community</td>
<td>Ass. Prof. Silvija Migles, PhD</td>
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<tr>
<td>Subsidiarity and the Common Good in Croatian Society</td>
<td>Prof. Stjepan Baloban, PhD</td>
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<tr>
<td>Theology and Bioethics in the Interdisciplinary Dialogue</td>
<td>Prof. Tonči Matulić, PhD</td>
<td>Ante Bekavac, PhD</td>
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<tr>
<td>Seven major sins in the context of today</td>
<td>Ass. Prof. Martina s. Ana Begić</td>
<td>Ante Bekavac, PhD</td>
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### V. MODULE:
**ECUMENICAL THEOLOGY AND THE DIALOGUE OF RELIGIONS, WORLDVIEWS AND CULTURES**

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<td><strong>COURSES/LECTURES</strong></td>
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<tr>
<td>The Genesis and Theology of Ecumenism</td>
<td>Prof. Juro Zečević Božić, PhD</td>
<td>Ass. Prof. Antun Japundžić, PhD</td>
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<td>The Catholic Understanding of Unity and Communion in the Church</td>
<td>Prof. Juro Zečević Božić, PhD</td>
<td>Proff. Niko Ikić, PhD</td>
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<tr>
<td>Orthodox Theology and Unity of the Church</td>
<td>Prof. Juro Zečević Božić, PhD</td>
<td>Ass. Prof. Porfirije Perić, PhD</td>
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<td>Protestantism and Unity of the Church</td>
<td>Ass. Prof. Lidija Matošević, PhD</td>
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<td>More Significant Theological Courses of the Christian East and West in the Ecumenical Perspective</td>
<td>Assoc. Prof. s. Marija Pehar, PhD</td>
<td>Ass. Prof. Rade Kisić, PhD</td>
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<td>The Croatian Ecumenical-theological Heritage</td>
<td>Prof. Juro Zečević Božić, PhD</td>
<td>Vlado Košić, PhD</td>
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<td>The Common and the Specific in Religions</td>
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<td>The Dialogue of Christians, Jews, and Muslims in Contemporary Croatia and Bosnia and Herzegovina</td>
<td>Assoc. Prof. Juro Zečević Božić, PhD</td>
<td>Niko Ikić, PhD</td>
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<td>Liturgy and the Liturgical Heritage in the Ecumenical Context</td>
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<td>Prof. Nenad Milošević, PhD</td>
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<td>Comparative Confessiology</td>
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<td>Boundary Issues between Ecumenism and Dialogue</td>
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<td>Mijo Nikić, PhD</td>
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<td>The Relevant Ecumenical and Interreligious Documents and Literature</td>
<td>Prof. Juro Zečević Božić, PhD</td>
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<td>Theological Terminology in the Decree Unitatis redintegratio</td>
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<td>The Liturgical Practice of Catholics of Byzantine Ritual and Orthodox Believers in Croatia</td>
<td>Prof. Petar Bašić, PhD</td>
<td>Zvonimir Kurečić, PhD</td>
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<td>Sacraments in Orthodox Theology</td>
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<td>Theological Reading of Eastern and Western Icons and Sacral Paintings</td>
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<td>Ljerka Dulibić, PhD</td>
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### VI. MODULE:
**CONTEMPORARY PASTORAL CHALLENGES BETWEEN THEORY AND PRACTICE**

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<tr>
<td>Rituality and Sacramentality in Croatian Society</td>
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<td>Pastoral Monitoring of Ill Persons</td>
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<td>The Cooperation of Presbyters and Lay Believers in the Parish</td>
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<td>Biblical Themes in Croatian Literature</td>
<td>Ass. Prof. Jasna Šego, PhD</td>
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<td>Literature and Spirituality</td>
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<td>Participatio actuosa – Meanings and Models</td>
<td>Assoc. Prof. Ante Crnčević, PhD</td>
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<td>The Sacrament: Gift and Form</td>
<td>Assoc. Prof. Ante Crnčević, PhD</td>
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<td>Religious Education in Europe</td>
<td>Prof. Blaženka s. Valentina Mandarić, PhD</td>
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<td>Religious Education and Contemporary Culture</td>
<td>Prof. Ružica Razum, PhD</td>
<td>Ass. Prof. Denis Barić, PhD</td>
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<td>Religious Pedagogy and Catechetics in the International and Interdisciplinary Perspective</td>
<td>Prof. Ana s. Thea Filipović, PhD</td>
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<td>The Bible and Catechesis</td>
<td>Ass. Prof. Taras Barščevski, PhD</td>
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<tr>
<td>Selected Pastoral-theological Issues, Part I</td>
<td>Prof. Josip Šimunović, PhD</td>
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<tr>
<td>Selected Pastoral-theological Issues, Part II</td>
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<td>Conceptions of Moral Education and Value Orientations of the Youth</td>
<td>Prof. Ana s. Thea Filipović, PhD</td>
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### VII. MODULE:
**THE CHURCH AND THEOLOGY DURING HISTORY**

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<tr>
<td>The Church between the ‘City of God’ and the ‘City of Man’</td>
<td>Prof. Ivan Bodrožić, PhD</td>
<td>Ass. Prof. Ana Biočić, PhD</td>
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<tr>
<td>Church Historiography</td>
<td>Assoc. Prof. Slavko Slišković, PhD</td>
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<td>The Church and Forming of Identity</td>
<td>Assoc. Prof. Slavko Slišković, PhD</td>
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<td>Sources for Knowing the Church History</td>
<td>Prof. Stjepan Ćosić, PhD</td>
<td>Lovorka Ćoralić, PhD</td>
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<td>History of Croatian monks</td>
<td>Assoc. Prof. Slavko Slišković, PhD</td>
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<td>The Historical Development of Christian Theology</td>
<td>Assoc. Prof. s. Marija Pehar, PhD</td>
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<td>Auxillary Historical Sciences</td>
<td>Prof. Mirjana Matijević Sokol, PHD</td>
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<td>The Secret Vatican Archive</td>
<td>Jadranka Neralić, PhD</td>
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<td>The Relationship between the Church Teaching and the Church Institutions</td>
<td>Ass. Prof. Franjo Velčić, PhD</td>
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<td><strong>SEMINARS/WORKSHOPS/DISCUSSION GROUPS</strong></td>
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LIST OF COURSES/MODULES

ORDINAL NUMBER: 001 common course

TITLE OF COURSE/MODULE: Lectio Theologica

NAME OF COURSE/MODULE TEACHER: Directors of specialisations/modules

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT
The introduction to every specialisation/module is conducted by heads of departments that are participating in the conduction of each individual specialisation/module.

READING LIST
The reading list is determined by directors of specialisations/modules in agreement with heads of departments for the concrete specialisation/module.

DESCRIPTION OF INSTRUCTION METHODS
Instruction methods are specified by directors of specialisations/modules in agreement with heads of departments for the concrete specialisation/module.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
The course/module requirements are determined by directors of specialisations/modules in agreement with heads of departments for the concrete specialisation/module.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
The monitoring of teaching quality is specified by directors of specialisations/modules in agreement with heads of departments for the concrete specialisation/module.

APPOINTED ECTS: 4
**ORDINAL NUMBER:** 002 common course  

**TITLE OF COURSE/MODULE:** Science and Research in the University Context  

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian  

**NUMBER OF INSTRUCTION HOURS:** 8  

**OUTLINE OF COURSE/MODULE CONTENT**

Research is a type of procedure that consists of gathering and analysing of data from real life, whose goal is to reach new, previously unknown information. It is possible to speak about scientific and non-scientific research, i.e. on procedures of gathering and analysing of data that are based on application of scientific-research methodology and those that are carried out unsystematically and in a non-controlled way, without the application of such methods. The goal of the course: to familiarise students with concepts and characteristics of research based on scientific-research methodology and with methods that are used in the study of social phenomena. Competencies: During the course students will become capable for independent conduction of all phases of the research process – from conceptualisation of a research problem, its operationalisation, its realisation, the analysis of data and writing of a research report or a study. Students will also become capable to correctly relate theory with empirical research and they will gain the competency to read empirically oriented scientific literature.

**READING LIST**


**DESCRIPTION OF INSTRUCTION METHODS**

Lectures and practical exercises during which students will go through all phases of scientifically based research process.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Class attendance (1 ECTS), writing and presentation of a research outline (1 ECTS), oral exam (2 ECTS).

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

The teaching quality is monitored by an anonymous questionnaire and through an analysis of results.

**APPOINTED ECTS:** 4
ORDINAL NUMBER: 1st

TITLE OF COURSE/MODULE: Ethics of Responsibility in the Contemporary Context

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

A special attention will be given to ethics of E. Lévinas that, in relation to classic ethical schemes, builds ethics of responsibility for the Other (one’s neighbour). In Lévinas’s ethics the Other appears as the face, closeness, diakonia, and transcendence. The Other cannot be reduced to one faceless “es gibt” (M. Heidegger); instead, he/she is, primarily, a person with his/her dignity and responsibility. The Other develops and grows in freedom and in a dialogical I-Thou relationship, within which one cares for the other in the dynamics of communication that leads to building up in co-responsibility (M. Buber). E. Lévinas tries to overcome every violence, anxiety, death, and nothingness. While Kant’s ethics was founded on the duty, Lévinas’ ethics is founded on the principle of responsibility for the Other. In Lévinas’ ethics the Other reveals himself/herself to us not only in the way of closeness, but also in the way of language. In this way language becomes not only a means of interpersonal communication, but also a kind of self-manifestation of the Other. Through language we do not only recognise the Other as a neighbour, but also the infinite reality, that reveals itself to us in the manner of mystery.

Goals: To familiarise students with contemporary scheme of ethics of responsibility that had a special impact on the ethical thought of the 20th century.

Competencies: Students will be able to critically evaluate contemporary ethical concept in the context of the principle of responsibility based on the philosophy of dialogue.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions on the basis of set literature and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance, preparation of texts for discussions, oral or written exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 2\textsuperscript{nd}

TITLE OF COURSE/MODULE: Contemporary Philosophy of Religion

NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER: Assoc. Prof. Alojz Ćubelić, PhD, Assoc. Prof. Ivan Štengl, PhD

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The Goal of the course is to familiarise students with relevant authors and central topics of contemporary philosophy of religion, and to introduce them into independent scientific research on contemporary religious-philosophical problems.

Competencies: After students have followed the course and fulfilled all obligations, they will be thoroughly introduced into the main directions of contemporary philosophy of religion and they will be capable of independent philosophising on the most relevant contemporary religious-philosophical problems.


Forms of Conducting the Teaching: The teaching is conducted in the form of lectures, exercises, and consultations.

READING LIST

DESCRIPTION OF INSTRUCTION METHODS
Lectures, exercises, and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
Class attendance, participation in consultations, studying literature, writing of an essay/seminar paper, oral presentation of the paper/essay, oral/written exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 3rd

TITLE OF COURSE/MODULE: Philosophical Postulates of Post-conciliar Theology

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

From the first centuries of Christianity, when the basic theological concepts were articulated, philosophy and Christian theology were inseparably connected. The contemporary age has been especially marked by directedness of philosophy and theology to each other, since there was no significant philosophical tradition in the 20th and the 21st century that has not influenced theological research. Such mutual directedness of philosophy and theology to each other has also shown itself necessary and unavoidable in the post-conciliar period in terms of theologians’ attempt to understand and interpret concrete and contemporary Christian experience as best as possible, so that this might lead to the appropriate Christian practice. Special attention will be given in this course to researching philosophical postulates of post-conciliar theologians: Edward Schillebeeckx and his hermeneutics of experience and practice, Karl Rahner, and the influence of philosophers Maurice Blondel, Joseph Maréchal, and Jacques Maritain.

Goal: To familiarise students with the most significant philosophical traditions of the 20th and the 21st century that have influenced post-conciliar theological research.

Competencies: On the basis of an analysis of theological schemes of post-conciliar theologians, students will be able to critically evaluate various contemporary philosophical concepts that have influenced the development of post-conciliar theology and are relevant for their further postgraduate study of theological disciplines.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions on the basis of set literature and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance, preparation of texts for discussions, oral or written exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 4th

TITLE OF COURSE/MODULE: Heidegger’s and Gadamer’s Hermeneutical Postulates

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Hermeneutics is a theory or art of interpretation. Heidegger interprets it in light of the original meaning of the Greek word ἑρμηνεύειν – that kind of discourse which brings news to those who are able to hear its voice. Hence, Hermes in Homer’s works, as the messenger of gods from Olympus, was a carrier and a translator, an interpreter of divine messages into a human language. Hermeneutics, therefore, wants to help with understanding of what can be understood, and to articulate that so that it might have a linguistic character, since language has a hermeneutical relationship, as Gadamer reasons: “being that can be understood is language.” In that sense, the course follows Heidegger’s and Gadamer’s understanding of the multi-layeredness of language, which is, for them, primarily the being of the form of life. Forms of life can be understood as traditions, whose vitality consists in the fact that they always act, i.e. the fact that in some sense they always lose their self-intelligibility and call for explicit understanding. Such explicit understanding of the tradition is precisely the fundamental process of the hermeneutical phenomenon.

Goals: To familiarise students with the basic postulates of Heidegger’s and Gadamer’s hermeneutics, which has had a special impact on the formation of the philosophical and theological thought of the 20th century.

Competencies: On the basis of an analysis of the basic postulates of the hermeneutical concept, students will be able to analyse various contemporary theological schemes based on the hermeneutical phenomenon.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions, research seminar/activity, individual consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Active attendance of classes, studying of literature, participation in consultations, written/oral exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
**ORDINAL NUMBER:** 5th

**TITLE OF COURSE/MODULE:** Existential Analysis

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 8

**OUTLINE OF COURSE/MODULE CONTENT**

A strong impulse for the development of science and technique is the human being’s manic attempt to diminish his/her feeling of powerless exposure to the forces of nature and society by trusting in unlimited development and increase of material resources and through belief in the power of actualisation of one’s own potentials (positivism, materialism, scientism, historicism). Sometimes only in the situation of unavoidable fact of illness, suffering, limitation, and finitude the human being must face his/her own existential frailty. This course, therefore, wants to survey thoughts of analysts of the existential, such as E. Husserl, M. Scheler, N. Hartmann, M. Heidegger, K. Jaspers, M. Buber, G. Marcel, M. Merleau-Ponty, J.-P. Sartre, who reflected on the experience of existence and *da sein*, the feeling of ontological insecurity, despair and anxiety, inauthenticity of a way of life, concern and existential guilt, boredom and sadness, and especially boundary existential situations. The ability towards transcendence and (re-)opening oneself towards metaphysics creates the space for specifically human experience of dignity in a free and responsible choice, active acceptance of limitations set by the circumstance of life. The course is, therefore, directed towards acquisition of sensibility and understanding, a competency to apply knowledge in interdisciplinary dialogue with theology, pastoral practice and (medical) care for persons in hard existential situations and terminal illnesses.

**READING LIST**


**DESCRIPTION OF INSTRUCTION METHODS**

Lectures, consultations, individual research and presentations by course participants.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Next to class attendance, participants will submit a final paper on a selected topic that has been agreed upon with course teachers.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Anonymous questionnaire.

**APPOINTED ECTS:** 4
ORDINAL NUMBER: 6th

TITLE OF COURSE/MODULE: Religion and Politics

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Goal: to familiarise students with current discussions on the relation between religion and politics, the Church and the state

Competencies: an ability to critically evaluate the relation between religion and politics in principle and in terms of their boundaries and mutual directedness to each other.

Contents: Considering tensions and disagreements around the answer to the question what is the role of religion or an institutionalised religious community in public discourse, especially in relation to a political community, the course will present some theoretical insights important for understanding the relation between the Church and the state in the conditions of modern liberal state. Therefore, the course starts with the relation between politics and religion from the perspective of philosophy. This is followed by the place and role of religion and organised religious community in a civil society with an emphasis on the significance and consequences (for both the state and the Church) of accepting the principle of religious freedom and private character of faith. The lack of understanding (intentional or unintentional) of these principles leads to deviations in the relation between the state and the Church.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance, studying of literature, oral/written exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 7th

TITLE OF COURSE/MODULE: Influences of Existential Philosophers on the Anthropological Basis of Psychotherapy

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The course presents the special merit of the Swiss psychiatrist L. Binswanger (Bellevue clinic, Kreuzlingen), who, together with Minkowski in France, introduced phenomenological method into psychiatry, by establishing Daseinanalyse in Heidegger’s thought. The revolutionary character of his ideas for psychiatry in those days consisted in a new approach to psychological diseases to which he approached not as if they were merely deficiencies in neurological processes, but as to “diseases of a psychic person”. This is why he understood them as psychic-organic events in a degree of relating to the world that surrounds them. Through the phenomenological method a patient’s existential method is probed, and especially his/her relation to his/her own existence and da sein, without an attempt to interpret him/her reductively by staying within the domain of psychiatric constructs that perceive only psycho-somatic pathology of an ill person. Such an approach, namely, misses the human being’s suffering in all its dimensions, including his/her relation to the world in which he/she lives. This approach opened up multi-dimensional possibility for understanding aetiology of serious psychic disorders (especially an insight into psychotic states such as schizophrenia, “madness”) and, with it, exclusivity of psychiatric treatment. The change in implicit anthropology has shown a high influence on forming of existential psychotherapies (V. E. Frankl, I. D. Yalom, R. May) and anti-psychiatry (R. D. Laing, T. Szasz) and so it opened a new possibility of constructing therapeutic strategies and valid support in facing depression, anxiety, or anxiousness. The course offers a possibility of an insight into phenomenology of selected disorders, understanding of their multi-dimensional aetiology, and it encourages application in interdisciplinary dialogue of theology, pastoral practice, and counselling.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures, consultations, discussions, individual research, presentations of course participants.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Apart from class attendance, course participant will discuss topics which will be presented to them by their fellow course participants, and they will submit a final paper on a selected topic that has been agreed upon with course teachers.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 8th

TITLE OF COURSE/MODULE: Aesthetical Thought of Rajmund Kupareo

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

One of the specific expressions of the human spirit, with which the human being tries to penetrate the reality ever more deeply and in such a way to give answers to questions that are of existential importance to him/her – is artistic creativity. Art is, therefore, according to aesthetics of Rajmund Kupareo, a creative game or transfiguration through which universal human ideas are being incarnated through symbols. The value of artistic creativity for the human being consists in the fact that it suggests a possibility of a new and different order. It is a suggestion of spiritualised aesthetic or beautiful order that, because of the universal experience of constant struggle between the soul and the body, between the human being and his/her surroundings, between nature and grace, suggests harmony, which is the original longing of every one of us. Art, therefore, precisely as the beautiful order, which offers ecstasy or spiritualised pleasure (*raptus*) within which the possibility of existential joy is realised, leads the human being towards harmony. In this way art’s goal is to show the human being how he/she should realise himself/herself totally. Its goal is to show the human being how to be in harmony with himself/herself, with others, with nature, and with the Supreme Being. In this way, the human being realises through art his/her basic human task: to become ever more the human being – to humanise oneself – of course, in axiological and not in ontological sense.

Goal: To familiarise students with basic postulates of aesthetical thought of Rajmund Kupareo and, in relation to his integral aesthetics, to introduce them with significant topics and interests of philosophy of aesthetics.

Competencies: In the context of an analysis of integral aesthetics of Rajmund Kupareo, students will be able to critically evaluate various aesthetical models that are philosophically relevant for understanding and interpreting art. They will also be able to use knowledge in the area of philosophical aesthetics for developing their own judgement of taste, which will make them capable of a critical evaluation of works of art.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with presentations and discussions, research seminar, individual consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance, participation in consultations, studying of literature, discussions on the basis of set literature, writing of an essay/seminar paper, oral presentation of the paper/essay, oral/written exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 9th

TITLE OF COURSE/MODULE: Philosophers and Technique. Philosophy of Technique

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Goal of the seminar: Familiarisation with basic postulates of the dominant scientific-technical civilisation, i.e. a philosophical reflection on technique.

Competencies: the ability to critically evaluate important factors of the scientific-technical civilisation.

Contents: The crisis that we are experiencing is primarily related to the question of the truth. This question leads us back to the re-evaluation of the relation towards philosophy and theology. Since the so-called practical reason dominates over speculative reason today, this necessarily raises the issue of the contribution of modern sciences and the value and possibilities of further technical and technological development of humanity. When it comes to this issue, philosophers are even today leading a hard battle with language, especially in times of the need for a more specific definition of various problems that have sprung from the Enlightenment’s idea on unlimited progress and possibilities of the development of mind. In that sense, the course questions some elements of the idea of progress, as well as the crisis of ideology of progress, which has become manifest in almost all areas of human life and in cultural-scientific domain.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Work on selected texts.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Active participation on seminar meetings, studying of literature, presenting of a written paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 6
Ordinal number: 10th

Title of course/module: (seminar) Philosophical Theology of Paul Tillich. Reading of Key Texts (seminar)

Status of course/module (required/elective): Seminar

Language of instruction in course/module: Croatian

Number of instruction hours: 8

Outline of course/module content

The goal of the seminar is to familiarise students with original texts of Paul Tillich that deal with the problem of “philosophical theology” and to introduce them, through work in seminar, to independent scientific research of Tillich’s thought.

Competencies: On the basis of work in seminar and performed tasks (presentation and writing of a paper), students will be well familiarised with selected Tillich’s original works and most important interpretations, and they will acquire an ability to independently understand the key aspects of philosophical and theological thought of Paul Tillich, as well as to interpret particular problems of his “philosophical theology” (depending on a selected seminar topic) in more detail.

Contents of the seminar: 1. Introduction to basic postulates of the thought of Paul Tillich; 2. An overview of the most important themes of Tillich’s “philosophical theology”; 3. Selection of a theme related to Tillich’s “philosophical theology” and writing of a seminar paper; 4. Presentation of one’s research.

Reading list


Description of instruction methods

The seminar is conducted in the form of work on selected texts, exercises, consultations, and oral presentation.

Description of course/module requirements

Seminar attendance, participation in consultations, studying of literature, writing of a seminar paper, oral presentation of the paper.

Description of monitoring of teaching quality

Anonymous questionnaire.

Appointed ECTS: 6
Ordinal number: 11th

Title of course/module: Habermas’ Theory of Communicative Action

Status of course/module (required/elective): Seminar

Language of instruction in course/module: Croatian

Number of instruction hours: 8

Outline of course/module content

The goal of the seminar is to familiarise students with the basic postulates of Habermas’ theory of communicative action and its influence on theological discussions.

Competencies: Understanding Habermas’ theory of communicative action and its influence on theology; an ability to independently and critically analyse newer philosophical systems and their significance for Christianity.

Contents: The theory of communicative action is one of the most well-known and discussed theory of contemporary philosophy. As such it presents a challenge for theology. After introduction to the most essential postulates of Habermas’ theory, the course will emphasise challenges it represents for theology. Attention will be given to difficulties as well as a possibility of its reception.

Reading list


Description of instruction methods

Discussions on the basis of selected texts, consultations.

Description of course/module requirements

Class attendance and active participation in discussions, participation in consultations, studying of literature, writing of a seminar paper, oral presentation of the paper.

Description of monitoring of teaching quality

Anonymous questionnaire.

Appointed ECTS: 6
ORDINAL NUMBER: 12th

TITLE OF COURSE/MODULE: The Dogmatic Constitution *Lumen gentium* as the *Magna Charta* of Contemporary Ecclesiology

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Since the starting point in research of the Church is the Dogmatic Constitution *Lumen gentium*, it will be necessary to present reasons why this is so at the beginning. The starting point is the fact that *Lumen gentium* synthesises two thousand years of the history of ecclesiological development by unifying two ecclesiological models: the “sacramental” one of the 1st millennium and the “somatic” one of the 2nd millennium. The Church is perceived as the mystery or as the sacrament (LG 1), from which its concrete historical salvation character as the people of God (LG 2) is being developed. The issue of its structure (LG 3) is understood in terms of service. According to the Dogmatic Constitution on the Church, *Lumen gentium*, the Church is fundamentally, in its complexity, understood as a mysterious and sacramental reality, which puts the research of the Church as the universal sacrament of salvation in the centre. This provides the width for understanding renewed ecclesiological awareness, perceived through a few models. Furthermore, criteria for a possibility of understanding the Church in its relationship with other institutions and social models of organisation in the contemporary age are sought after.

Goals and Competencies

Students acquire the ability to perceive the Church as the universal sign and means of salvation. Students acquire the ability to critically differentiate between ecclesial structures and social institutions.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions on the basis of set literature and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

The student workload in ECTS points: active following of lectures – 1,5 points; consultations – 0,5 points; reading/studying literature – 2 points; writing of the paper – 1 point; preparation for the exam – 0,5 points; the exam – 0,5 points. The exam will be oral. Quality and successfulness of conduction of teaching will be monitored by the committee through an anonymous questionnaire.
DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 13th

TITLE OF COURSE/MODULE: Contribution of the Dogmatic Constitution on the Divine Revelation Dei verbum to the Post-conciliar Theology of Revelation

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The starting point is the nature of the concept of revelation presented in the Dogmatic Constitution Dei verbum and its novelty in relation to magisterial pronouncements in the previous period. Three basic perspectives in understanding the contents of revelation are pointed out: revelation as epiphany, revelation as theory, and revelation as self-revelation of God. Christocentric and Trinitarian, historical-salvation character of revelation is pointed out. The issue of the relation between the Scripture-the Tradition-the Magisterium is discussed. On the basis of a systematic overview, pronouncements of the Council are discussed by posing the question whether the revelation is still “the basic concept” of Christianity. On the basis of that, theological post-conciliar reflection on the revelation is presented through a few models: the cosmological and historical-universal model (W. Pannenberg); the anthropological-existential model (R. Bultmann, K. Rahner); the onto-theological model (K. Barth, H. U. von Balthasar); the historical-eschatological model (J. Moltmann, W. Kasper).

Competencies – Students acquire specific theological knowledge about the basis of Christianity and they acquire competent information on theological reflections of the 20th century.

Oblici izvođenja nastave – The teaching is conducted through lectures, consultations, interactive discussions. The exam is oral and a written paper is graded. The Committee monitors the quality and determines successfulness of the conduction of teaching.

Ciljevi – The primary goal of the course is to make students capable to use conciliar documents competently and to familiarise themselves with the conciliar heritage in a wider sense.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions on the basis of set literature and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

The student workload in ECTS points: active following of lectures – 1,5 points; consultations – 0,5 points; reading/studying literature – 2 points; writing of the paper – 1 point; preparation for the exam – 0,5 points; the exam – 0,5 points. The exam will be oral. Quality and successfulness of conduction of teaching will be monitored by the committee through an anonymous questionnaire.
DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 14

TITLE OF COURSE/MODULE: Missionary Task of the Church from the Conciliar Decree Ad gentes until Today

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The Second Vatican Council has defined the missionary nature of the Church in the Decree Ad gentes by founding it on the Trinitarian mission itself. It has also pointed out the purpose and means by which this mission should be carried out, eschatological meaning of the missionary activity, as well as the responsibility and cooperation of all members of the Church in performing the missionary activity, emphasising the importance of the testimony of life and dialogue. In the Encyclical Letter Redemptoris missio John Paul II will remind the Church of the permanent value of the missionary task and announce the “new spring of Christianity”. The missionary activity of the Church proceeds from the deep demands of the Christian faith, and its main purpose is to serve the human being by revealing the love of God to him/her, which made itself evident in Jesus Christ. Today this activity has to be performed in new secular and social circumstances, marked by globalisation, secularisation, pluralism of cultures and worldviews. Of special importance is the creative inculturation of the Gospel, as well as the care for the poor, marginal and less fortunate.

GOALS - To familiarise oneself with the main doctrinal guidelines of the missionary activity of the Church from the Second Vatican Council until today, on the basis of Church documents, theological reflections, and concrete examples; to reflect on possibilities of inculturation of the Christian faith and the Gospel in contemporary world.

COMPETENCIES – Students will have an overall insight into the missionary teachings of the Catholic Church; they will be able to relate important themes of pastoral-catechetical and social significance such as the relation between the Christian faith and contemporary culture, dialogue and proclamation, Christian testimony in the plural world.

READING LIST


TREVISIOL, Alberto, Misijski poziv Crkve (Ad gentes 1-4-5-6-37), in: Crkva i misije, Sarajevo, Nacionalna uprava Papinskih misijskih djela Bosne i Hercegovine, 2009., 15-33.

DESCRIPTION OF INSTRUCTION METHODS

Lectures and discussions on the basis of set literature; consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance and active participation in classes; reading of literature; oral exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 15th

TITLE OF COURSE/MODULE: Reception and Hermeneutics of the Second Vatican Council

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

In order to understand as well as possible the importance that the Second Vatican Council has for the renewed theological thought of the second half of the 20th century, it is of utmost importance to familiarise oneself with the way its texts should be read and understood. The course is, therefore, offering an insight into the process of genesis of these documents by pointing out the importance of conciliar debates, which offer a picture of theological currents before the Council and during the Council. From that context the main impulses in understanding further process of reception of conciliar documents and everything else that might be called the “conciliar renewal” of theology come forth.

Goals

The primary goal of the course is to make students capable of competent usage of conciliar documents and to get familiarised with the conciliar heritage in a wider sense.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions on the basis of set literature and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

The student workload in ECTS points: active following of lectures – 1,5 points; consultations – 0,5 points; reading/studying literature – 2 points; writing of the paper – 1 point; preparation for the exam – 0,5 points; the exam – 0,5 points. The exam will be oral. Quality and successfulness of conduction of teaching will be monitored by the committee through an anonymous questionnaire.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 16

TITLE OF COURSE/MODULE: Theology of Religions in Light of (Post) Conciliar Documents

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

By conciliar Declaration *Nostra aetate* on relations of the Church towards non-Christian religions, the Church has made a historical turnaround in its attitude towards other religious traditions both on dialogical and theological level. Starting from the perspective of religious pluralism that characterises our times, Christian theology of religions tries to reflect on the place and meaning that other religious traditions have in relation to Christ and God’s universal plan of salvation. The course will analyse how far the three main models of theology of religions reach can and what are their limitations: exclusivist-ecclesiocentric, inclusivist-Christocentric, and pluralistic-theocentric. It will also reflect on current theological challenges that other religions pose for Christianity, such as the concept of God’s revelation, teaching of God and the human being, interpretation of sacred texts. The course will present main determinants of Catholic theology of religions in the world in light of the (post)conciliar documents and the teachings of the Catholic Church on interreligious dialogue.

GOALS

Students will get familiarised with the state of religious pluralism that characterises our times, theological challenged that it poses for Christianity, and the main determinants of Catholic theology of religions and interreligious dialogue.

COMPETENCIES

Students will know how to perceive the fundamental truths of the Christian faith in their relation to teachings of other religious traditions and they will be able to recognise the specificity of Christianity in today’s religiously pluralistic world.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures and discussions on the basis of set literature; consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance and active participation in classes; reading of literature; oral exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 17th

TITLE OF COURSE/MODULE: Philosophical Postulates of Post-conciliar Theology

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

From the first centuries of Christianity, when the basic theological concepts were articulated, philosophy and Christian theology were inseparably connected. The contemporary age has been especially marked by directedness of philosophy and theology to each other, since there was no significant philosophical tradition in the 20th and the 21st century that has not influenced theological research. Such mutual directedness of philosophy and theology to each other has also shown itself necessary and unavoidable in the post-conciliar period in terms of theologians’ attempt to understand and interpret concrete and contemporary Christian experience as best as possible, so that this might lead to the appropriate Christian practice. Special attention will be given in this course to researching philosophical postulates of post-conciliar theologians: Edward Schillebeeckx and his hermeneutics of experience and practice, Karl Rahner, and the influence of philosophers Maurice Blondel, Joseph Maréchal, and Jacques Maritain.

Goal: To familiarise students with the most significant philosophical traditions of the 20th and the 21st century, which have influenced post-conciliar theological research.

Competencies: On the basis of an analysis of theological schemes of post-conciliar theologians, students will be able to critically evaluate various contemporary philosophical concepts, which have influenced the development of post-conciliar theology and are relevant for their further post-graduate study of theological disciplines.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions on the basis of set literature and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance, preparation of texts for discussions, oral or written exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 18th

TITLE OF COURSE/MODULE: »Person« as the Fundamental Concept of the Christian Image of God and the Human Being

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Course Description: On the one hand, the concept of “person” is considered one of the most important contributions of the Christian faith to the human thought and it is today one of the fundamental concepts of various fields whose object of research/activity is the human being. On the other hand, one can notice that the importance of this concept is being brought into question, which necessitates renewed articulation of its expressive power. The concept of “person” is especially unavoidable in dogmatic theology, because it contributed enormously to formation of the Christian personal image of God and the human being. The course demonstrates the analogical development of this concept from the Greek thought to contemporary philosophical currents, with a special emphasis on personal understanding of God and the human being and theological approaches in which the “person” has the central place.

Goal of the Course: Students acquire a more profound insight into the Christian personal understanding of God and the human being, founded on the Biblical revelation and developed in the teachings of the Church and in theological reflection.

Competencies: Students will be able to note and explain the importance of the Christian personal understanding of God and the human being as the starting point of pastoral and theological activity; they will also be able to independently enter into a dialogue with individualistic and a-personal understandings of the human being, as well as non-personal concepts of divinity present in other religions.

READING LIST

DESCRIPTION OF INSTRUCTION METHODS
Frontal teaching; interpretation of selected texts; discussion.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
Regular class attendance; participation in discussions during classes; writing of shorter research papers.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Comments and reviews of students during classes; anonymous questionnaire at the end of classes.

APPOINTED ECTS: 4
ORDINAL NUMBER: 19

TITLE OF COURSE/MODULE: The Influence of St. Augustine's Theology on Ecclesiology of the Second Vatican Council

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

This course has been conceptualised in such a manner that it will first point out the essential parts of ecclesiology of the Second Vatican Council, especially those parts in which there was a certain shift and turnaround in contemporary ecclesiology in relation to the pre-conciliar one. This requires reflection on the image of the Church as the people of God, but also an inquiry into how the Second Vatican Council understands hierarchical structure of the Church, in which way it differentiates between various offices in the Church, and how it perceives tasks of each member of the community, especially laity. A special attention has been given to the concept of community and communion, through which the essence of the Church is emphasised. After that, the course will proceed with a reflection on texts of conciliar documents, especially the Constitution Lumen gentium, coupled with an analysis of each quote from the works of St. Augustine that one can find in these documents. The goal of this course, next to an attentive reading and reflection of texts, is to discover important links with the context of Augustine’s time and with the meaning of his theology, in order to elucidate the important theological influence he had on conciliar documents. Of utmost importance in this task will be to inquire into his image of the Church as the people of God and also his understanding of the Church as a community in which there is mutual communion. In that effort, one should also not forget his conception of the Church as a visible and an invisible reality and his attempt to define the status of sinners within the Church ranks. After a theological analysis and final evaluation of read texts, candidates will be competent to note, research, and interpret the common points between St. Augustine and contemporary conciliar theology, present in the Church teaching.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Teaching is conducted via lectures, but students are also encouraged to participate in interactive discussions.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students fulfil their obligations by following lectures, followed by their individual research on a particular conciliar text with the purpose of finding Augustine’s texts related to the conciliar text and to find the connection between the context of the Church in Augustine’s time and the context of the Church in the time of the Second Vatican Council. Apart from that, they will reflect on and compare the theological method utilised by the bishop of Hippo with the method utilised by the conciliar fathers, and how the former influenced the latter.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Quality of teaching is monitored by conducting an anonymous questionnaire.

**APPOINTED ECTS: 4**
ORDINAL NUMBER: 20th

TITLE OF COURSE/MODULE: The Dignity of the Human Person and Religious Freedom in Light of the Revelation

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

According to the conciliar Declaration *Dignitatis humanae* the right to religious freedom is based on the dignity of the human person, as we know it from the revealed word of God and from reason. In their dignity all people, because as persons they possess it from the revealed word of God and from reason. In their dignity all people, because as persons they possess it from reason, free will, and personal responsibility, are moved by their own nature and bound by the moral obligation to search for the truth, especially the one that concerns faith and religion. Once they come into possession of the truth, they are obliged to hold onto it and to arrange their whole life according to the demands of the truth. They cannot fulfil this obligation that emanates from their nature without having psychological freedom and without being dispensed from outside pressures. Therefore, it is important to recognise religious freedom as an inalienable right of the human person, which will be respected in every just public regime. This right is of extreme importance in secularised societies that are trying ever more persistently to push religion out of the public life, but also in those countries and cultural-religious milieus that do not recognise this right.

GOALS

To familiarise students with the basic principles of religious freedom, according to the teachings of the Catholic Church; to point out the complex relation of secular society towards religion, as well as examples of limiting religious freedom or religious intolerance in some countries and milieus.

COMPETENCIES

Students will be able to critically present Catholic principles of religious freedom and to articulate more clearly the place and the role of religion, especially Christianity, in the contemporary secular society.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures and discussions on the basis of set literature; consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance and active participation in classes; reading of literature; oral exam.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 6
ORDINAL NUMBER: 21st

TITLE OF COURSE/MODULE: Testimony – a Form of the Revelation and a Motive of Authenticity

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Students are being introduced into seminar by determining the meaning of testimony as a principle of authenticity of revelation and the Tradition. The introduction will demonstrate how testimony has been re-discovered at the Second Vatican Council as a category that includes interdisciplinary approach in determining the authenticity of faith: testimony shows itself as a fundamental anthropological act, as a hermeneutical and phenomenological act of being given, as a fundamental act of revelation, as a fundamental Christological act in a two-fold meaning of Christ’s testimony and testimony for Christ, and as an ecclesiological act of the authenticity of the Church. On the basis of guidelines and literature, students will research and deepen certain areas of the dimension of testimony.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures with discussions on the basis of set literature and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Seminar attendance and active participation in discussions on the basis of set literature, participation in consultations, writing of a seminar paper, oral presentation of the paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 6
ORDINAL NUMBER: 22

TITLE OF COURSE/MODULE: Habermas’ Theory of Communicative Action

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The goal of the seminar is introduction to basic postulates of Habermas’ theory of communicative action and its influence of theological discussions. Competencies: understanding Habermas’ theory of communicative action and its influence of theology; an ability to independently and critically analyse newer philosophical systems and their significance for Christianity. Contents: the theory of communicative action is one of the most well-known and discussed theory in contemporary philosophy. As such it represents a challenge for theology. After familiarising students with essential postulates of Habermas’ theory, an emphasis is put on challenges it puts in front of theology. In that sense, the attention is given to difficulties and a possibility of its reception.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Discussions on the basis of selected texts, consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Seminar attendance and active participation in discussions, participation in consultations, studying of literature, writing of a seminar paper, oral presentation of the seminar paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 6
The goal of this course is to, firstly, point out the most important themes of the documents of the Second Vatican Council in which the council fathers emphasise the theological authority of the Holy Fathers. After that, the task will be to reflect on individual texts and to discover connections with the context in which the Fathers, from whom certain statements and ideas were taken, lived. An important goal will be to point out that the Second Vatican Council has made a turn towards patristic theology, both methodologically and in terms of contents, and, in such a way, marked the return to the sources, which was one of the most important intentions of the council fathers. A goal is also for candidates to learn how to methodologically research patristic sources and to discover their importance for contemporary theology.

Through this course students will become capable of reading conciliar texts in a wider theological context, which is not limited only on the contemporary moment of the Church, but also includes research of theological sources all the way to the patristic period. Apart from that, students will develop a competency to conduct a research of ancient Christian sources, and to find an appropriate place for those in their own argumentation during their reflection on conciliar themes.

**Reading List**


**Description of Instruction Methods**

Teaching is conducted through lectures, but students are also encouraged to participate in an interactive discussion.

**Description of Course/Module Requirements**

Students will fulfil their obligations by following lectures. Apart from that, they will be given a task to write a comprehensive seminar paper on one of the theological themes present in conciliar documents and founded on theology of the Church and Church fathers of the first centuries of Christianity.

**Description of Monitoring of Teaching Quality**

The quality of teaching is monitored by an anonymous questionnaire.

**Appointed ECTS**: 6
After checking incoming competencies of students, the course will familiarise them with the main theological currents in the Christian milieu. This especially includes contextual theological currents that take into account the actualisation of the Christian faith in various milieus (European, Latin American, African, Asian, and North American). The Second Vatican Council has opened the doors wide to the meeting and dialogue of theology with the cultural milieu in which Christian churches are present. Therefore, the main goal of the course is: to gain a basic insight into contemporary theological movements and research, and to find out what are the ways in which Christian theology tries to become closer to the contemporary human being and the world, how it responds to the contemporary human beings’ needs and searches, and in which way it wants to lead a fruitful dialogue with the contemporary world and with the human being. This will allow students/doctorandi to acquire important competencies for scientific research, creative interpretation, and formation of theological themes in the contemporary Church and in the world.

**READING LIST**


**DESCRIPTION OF INSTRUCTION METHODS**

Students will be obliged to actively participate in lectures. The participation will be regularly monitored, evaluated, and their advancement will be registered. Since their incoming competencies will be briefly checked at the beginning of the course, some guidelines, which might be helpful with overcoming deficiencies in knowledge, will be given to them. Information on advancement and possible problems will be shared with students during consultations and through e-mail. Students will be encouraged to conduct research both individually and in a team, and to participate (actively and passively) in scientific gatherings.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Regular class attendance and active work during classes (questions, discussions, taking notes), monitoring of writing of individual (seminar and other) papers, and an analysis of individual tasks.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Towards the end of lectures, there will be a questionnaire and self-evaluation of the course and the teacher. Results of the questionnaire, proposals, and comments of students will be taken into consideration for the purpose of improving the quality of the course and the conduction of teaching. Data on achievement of learning outcomes and advancement of students will be used by the teacher for his self-evaluation and a possible re-structuring of the teaching, methods of work, and grading of students.

**APPOINTED ECTS:** 4
**Ordinal Number:** 25th

**Title of Course/Module:** Current Emphases in Particular Sacraments

**Language of Instruction in Course/Module:** Croatian

**Number of Instruction Hours:** 8

**Outline of Course/Module Content**

After a general analysis of contemporary issues in sacramentology, individual sacraments will be analysed in terms of current issues and discussions. An emphasis will be put on the dogmatic essence in its historical, ecclesial, and social context. A competency for the correct dogmatic interpretation and evaluation of individual sacraments is acquired. Forms of conduction of teaching: teaching is conducted via lectures and consultations. The exam is oral and written.

**Reading List**


**Description of Instruction Methods**

The teaching is structured in semesters, according to the decisions of the University and the Faculty, i.e. the conduction plan of teaching. Taking into account that most students are employed, instead of the student rhythm of 14 weeks per semester, the Faculty organises a continuous rhythm of study meetings during semesters, within which there is time for lectures, seminars, exercises, consultations, preliminary exams, and studying in the library. The amount of hours in the study meetings’ rhythm is identical to the one in study weeks’ rhythm.

**Description of Course/Module Requirements**

Students are obliged to participate in work of each study meeting, i.e., as the Statute of the KBF proscribes, students are obliged to actively participate in two-thirds of lectures, and in every seminar/exercise meeting. Students are also obliged to participate in preliminary exams and consultations.

**Description of Monitoring of Teaching Quality**

Through an anonymous questionnaire the quality and the successfulness of conduction of teaching is monitored.

**Appointed ECTS:** 4
Course Description: On the one hand, the concept of “person” is considered one of the most important contributions of the Christian faith to the human thought and it is today one of the fundamental concepts of various fields whose object of research/activity is the human being. On the other hand, one can notice that the importance of this concept is being brought into question, which necessitates renewed articulation of its expressive power. The concept of “person” is especially unavoidable in dogmatic theology, because it contributed enormously to formation of the Christian personal image of God and the human being. The course demonstrates the analogical development of this concept from the Greek thought to contemporary philosophical currents, with a special emphasis on personal understanding of God and the human being and theological approaches in which the “person” has the central place.

Goal of the Course: Students acquire a more profound insight into the Christian personal understanding of God and the human being, founded on the Biblical revelation and developed in the teachings of the Church and in theological reflection.

Competencies: Students will be able to note and explain the importance of the Christian personal understanding of God and the human being as the starting point of pastoral and theological activity; they will also be able to independently enter into a dialogue with individualistic and a-personal understandings of the human being, as well as non-personal concepts of divinity present in other religions.

Reading List


Description of Instruction Methods

Frontal teaching; interpretation of selected texts; discussion.

Description of Course/Module Requirements

Regular class attendance; participation in discussions during classes; writing of shorter research papers.

Description of Monitoring of Teaching Quality

Comments and reviews of students during classes; anonymous questionnaire at the end of classes.

Appointed ECTS: 4
Ordinal number: 27th

Title of course/module: Introduction to Mariology

Language of instruction in course/module: Croatian

Number of instruction hours: 8

Outline of course/module content

The course presents Mariology as a dogmatic-theological discipline, and its primary interest is to analyse New Testament’s places and fundamental texts of the Magisterium that mention Mary. Through presentation of contents of dogmatic statements on Mary and the historical-dogmatic development of Mariology, the course wants to show Mary’s place and role within the mystery of Christ and the Church, and to relate Mariological contents with the inner life and proclamation of the Church.

Reading list


Description of instruction methods

The teaching is structured in one semester, according to the ordinances of the University and the Faculty, and the conduction plan of teaching, within which time is allocated for lectures, consultations, and research work.

Description of course/module requirements

Students are, according to the Statute of the KBF, obliged to actively participate in work of each study meeting, which includes lectures, consultations, research work and writing of a paper.

Description of monitoring of teaching quality

Monitoring of the quality of teaching is conducted via communication during lectures and an analysis of individual written papers.

Appointed ECTS: 4
As a theological concept perichoresis appeared very early and although it vanished for a period of time, it was revived in postmodern times. Contemporary Trinitarian theologians are using it a great deal by building on its basic emphases of contemporary Trinitarian theology, while they also reflect on consequences and consistencies of the Trinitarian faith and the Trinitarian thought in the overall conception of reality and the relation towards the world. The course introduces students to the concept of perichoresis in all variety of its meaning, from patristic to contemporary theology, while trying at the same time to point out the reasons of its new popularity in the postmodern times, and consistencies that are opening from the Trinitarian thought and Trinitarian faith as issues of anthropological, ecclesial, and social perichoresis.

Reading List

Description of Instruction Methods
The teaching is structured in one semester, according to the ordinances of the University and the Faculty, and the conduction plan of teaching, within which time is allocated for lectures, consultations, and research work.

Description of Course/Module Requirements
Students are, according to the Statute of the KBF, obliged to actively participate in work of each study meeting, which includes lectures, consultations, research work and writing of a paper.

Description of Monitoring of Teaching Quality
Monitoring of the quality of teaching is conducted via communication during lectures and an analysis of individual written papers.

Appointed ECTS: 4
“Apparitions” of Mary belong to what theology calls “private revelations”. Their most systematic and comprehensive theological analysis is still K. Rahner’s work “Visions and Prophecies”. Many theologians find this work of K. Rahner to be a brilliant reflection that is even today the starting point for further reflection on this sign of the times. Rahner’s starting point is not abstract. He begins with European “period of turmoil” after the war, which “makes the disturbed heart to cry out” for a soothing word from above (from heaven). Rahner points out the fact that existential hardship and hardship of faith can prepare the human being for a radical openness and trust towards private visions and prophecies. Starting from that fact, Rahner points out the importance and need to pose the issue of criteria of evaluating and differentiating between “prophets, their words, and visions” in the contemporary world. The goal of this course is to allow students to gain insight into post-conciliar theology of “Mariophanies” (prophetical charismas in the contemporary world). 

Specific competencies: Understanding of norms and criteria of evaluating Mariophanies, as well as understanding their significance in relation to the concept of religiosity in the postmodern world.

READING LIST

DESCRIPTION OF INSTRUCTION METHODS
The teaching is conducted via lectures, discussions, and students’ individual research.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
Students are obliged to participate in the work of each study meeting within which time is allocated to lectures, consultations, research, presentation of students’ research, and participation in discussions.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Through an anonymous questionnaire the quality and successfulness of the conduction of teaching is being monitored.

APPOINTED ECTS: 4
Already in Paul’s epistles Jesus was worshiped as divine. This worship of Jesus comes from Judaist monotheism in a very explosive manner in the time of the second Temple. In this new religious practice one comes across a new manner of monotheism that manifests itself in a particular practice of piety. The New monotheism sets foundation for the development of Christology and the Trinitarian teaching in the following centuries. The goal of this course is to observe the beginnings of this monotheism in the New Testament, i.e. what kind of relation is being established between Jesus and God. The first followers of Jesus proclaimed his elevated position and the position of the only Son of God and their Lord, while speaking of activity and will of one God. Students acquire competencies to see how the Christian teaching on Jesus and God was formulated according to the message of the Gospel in the next centuries.

**Reading list**


**Description of instruction methods**

The teaching is conducted in an exegetical-theological manner.

**Description of course/module requirements**

Students choose a pericope or a Biblical issue and they analyse it exegetically-theologically.

**Description of monitoring of teaching quality**

Students participate in the teaching via reading of literature and discussion of selected exegetical-theological contents.

**Appointed ECTS: 4**
ORDINAL NUMBER: 31$^{st}$


LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The Old Testament’s and early Judaist promise and expectation of the coming of Messiah: the office of the King and God’s activity of salvation, Nathan’s prophecy on the future King-Messiah, the promise of raising a faithful priest, the promise of raising a prophet bigger than Moses, Isaiah’s discourse on the future Messiah, expectation of the king of Zion, apocalyptics and expectation of the final act of God, Qumran movement of waiting for the Messiah, new experiential quality of prophets, prophets’ promise of the New Covenant. The kingdom of God as the theological centre of Jesus’ proclamation and activity: What is not the Kingdom of God for Jesus, and what it is, Jesus and the Kingdom of God, the kingdom of God and a new way of existing. The kingdom of God as a new relationship with God, reality, and the human being: realisation of the new human being.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures and consultations, discussions on the set topic, papers. Exams: written and oral. Monitoring of successfulness.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Papers on a set topic.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Conversations on a topic. Explaining one’s position, gathering and reading of literature and work on a topic.

APPOINTED ECTS: 4
ORDINAL NUMBER: 32nd

TITLE OF COURSE/MODULE: The Experience and the Expression of Faith in the Old Testament through Historical Shifts

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: hrvatski

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT
To provide an overview, through various historical periods and on the basis of extra-biblical sources, of how the Old Testament authors experienced the faith of Israel and in which way did they present God’s activity, their relation towards God, and their image of God. It will be of some importance to see the influence of other religions on how the faith was experienced in Israel.

READING LIST

DESCRIPTION OF INSTRUCTION METHODS
Lectures, individual work of students, discussions on results of individual work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
Presentation of results of one’s own research and presentation of a paper written on the basis of that research.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Monitoring of class attendance, common discussions and evaluation of results of research work, grading of papers.

APPOINTED ECTS: 4
OUTLINE OF COURSE/MODULE CONTENT

This course has been conceptualised in such a manner that it will first point out the essential parts of ecclesiology of the Second Vatican Council, especially those parts in which there was a certain shift and turnaround in contemporary ecclesiology in relation to the pre-conciliar one. This requires reflection on the image of the Church as the people of God, but also an inquiry into how the Second Vatican Council understands hierarchical structure of the Church, in which way it differentiates between various offices in the Church, and how it perceives tasks of each member of the community, especially laity. A special attention has been given to the concept of community and communion, through which the essence of the Church is emphasised. After that, the course will proceed with a reflection on texts of conciliar documents, especially the Constitution Lumen gentium, coupled with an analysis of each quote from the works of St. Augustine that one can find in these documents. The goal of this course, next to an attentive reading and reflection of texts, is to discover important links with the context of Augustine’s time and with the meaning of his theology, in order to elucidate the important theological influence he had on conciliar documents. Of utmost importance in this task will be to inquire into his image of the Church as the people of God and also his understanding of the Church as a community in which there is mutual communion. In that effort, one should also not forget his conception of the Church as a visible and an invisible reality and his attempt to define the status of sinners within the Church ranks. After a theological analysis and final evaluation of read texts, candidates will be competent to note, research, and interpret the common points between St. Augustine and contemporary conciliar theology, present in the Church teaching.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Teaching is conducted via lectures, but students are also encouraged to participate in interactive discussions.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students fulfil their obligations by following lectures, followed by their individual research on a particular conciliar text with the purpose of finding Augustine’s texts related to the conciliar text and to find the connection between the context of the Church in Augustine’s time and the context of the Church in the time of the Second Vatican Council. Apart from that, they will reflect on and compare the theological method utilised by the bishop of Hippo with the method utilised by the conciliar fathers, and how the former influenced the latter.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Quality of teaching is monitored by conducting an anonymous questionnaire.

APPOINTED ECTS: 4
ORDINAL NUMBER: 34TH

TITLE OF COURSE/MODULE: Current Issues in Eschatology

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

After presenting basic hermeneutical principles in interpreting eschatological contents, this course will detect and analyse certain issues in debates on eschatology that are particularly current: death, resurrection of the dead, dialogical immortality, bodily resurrection, judgement/self-judgement, purgatory, hell. Christian eschatological contents face the belief in reincarnation. The emphasis is on Christological reading and interpreting eschatological contents. General and specific competencies: a competency for the correct understanding and interpretation of eschatological reality of the human life is acquired. Forms of conducting the teaching: the teaching is conducted via lectures and consultations.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is structured in semesters, according to the decisions of the University and the Faculty, i.e. the conduction plan of teaching. Taking into account that most students are employed, instead of the student rhythm of 14 weeks per semester, the Faculty organises a continuous rhythm of study meetings during semesters, within which there is time for lectures, seminars, exercises, consultations, preliminary exams, and studying in the library. The amount of hours in the study meetings’ rhythm is identical to the one in study weeks’ rhythm.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to participate in work of each study meeting, i.e., as the Statute of the KBF proscribes, students are obliged to actively participate in two-thirds of lectures, and in every seminar/exercise meeting. Students are also obliged to participate in preliminary exams and consultations.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through an anonymous questionnaire the quality and the successfulness of conduction of teaching is monitored.

APPOINTED ECTS: 4
ORDINAL NUMBER: 35th

TITLE OF COURSE/MODULE: The Image of God as a Theological Locus

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The Biblical theology of the Image of God: Old and New Testament, the image of God in Patristic and Scholastic theology, theology of the image of God in the teaching of the Second Vatican Council and in post-conciliar theology, iconological perspectives on particular dogmatic courses. The emphasis is on theology of the image of God as the basis of contemporary theological anthropology. General and specific competencies: a competency for reflecting on contemporary anthropological dilemmas from the iconological perspective is acquired. Forms of conducting the teaching: the teaching is conducted via lectures and consultations.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is structured in semesters, according to the decisions of the University and the Faculty, i.e. the conduction plan of teaching. Taking into account that most students are employed, instead of the student rhythm of 14 weeks per semester, the Faculty organises a continuous rhythm of study meetings during semesters, within which there is time for lectures, seminars, exercises, consultations, preliminary exams, and studying in the library. The amount of hours in the study meetings’ rhythm is identical to the one in study weeks’ rhythm.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to participate in work of each study meeting, i.e., as the Statute of the KBF proscribes, students are obliged to actively participate in two-thirds of lectures, and in every seminar/exercise meeting. Students are also obliged to participate in preliminary exams and consultations.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through an anonymous questionnaire the quality and the successfulness of conduction of teaching is monitored.

APPOINTED ECTS: 4
Little (and then only fragmentary) has been written on the Croatian theological heritage. This is way even today we do not have a single systematic review of the development of Croatian theology and theological contributions of Croatian theologians in the last few centuries. This lack is also evident in the fact that basic facts of our theological history are not mentioned in foreign publications (encyclopaedias, lexicons) or, if they are, information are scarce, despite the fact that Croatian theologians often contributed significantly to the national and international development of theology and theological reflection. Therefore, the goal of this course is to inquire into and evaluate the theological contribution of Croatian theologians who have remained mostly unknown not only to the wider public but also in scientific circles. This will be done by using scientific and documented research. In this way, students-doctorandi will acquire important competencies not only for scientific research of documents, but also for creative interpretation and evaluation of the contribution of Croatian theologians to both, the theological development and renewal, and the development and strengthening of Croatian culture and science in general.
Title of Course/Module: The Croatian Translation of the Bible

Language of Instruction in Course/Module: Croatian

Number of Instruction Hours: 8

Outline of Course/Module Content:
One cannot say with certainty when Bible started to be translated into the living Croatian language, but some of the oldest monuments of Croatian language (from the 14th century onwards) contain precisely passages from the Bible in Gospel-books and lectionaries intended for reading to the people in churches. On the basis of Croatian Latin lectionaries and their “Croatianisation” in the 15th and the 16th century, the course will try to demonstrate their linguistic adaptation to and adjustment with the Vulgate. There were a few attempts to translate the whole Bible into Croatian. However, what is evident from the whole history of translations is the issue of the template, i.e. the original from which the Bible was translated. The goal of this seminar is to familiarise students with the history of a Biblical text, whether Hebrew or Greek one. The main problem of Croatian translators is that they are (not) aware of the critique of the text. Students’ competency is to get familiarised with these auxiliary Biblical sciences and their importance of translating the Bible.

Reading List:

Description of Instruction Methods:
Seminar paper.

Description of Course/Module Requirements:
Writing of a seminar paper.

Description of Monitoring of Teaching Quality:
Students participate in the seminar by reading literature and presenting their seminar papers.

Appointed ECTS: 6
Ordinal number: 38th

Title of course/module: Contemporary Issues of Faith and Theology in the Works of J. Ratzinger/Benedict XVI.

Status of course/module (required/elective): Seminar

Language of instruction in course/module: Croatian

Number of instruction hours: 8

Outline of course/module content

Seminar Description: The seminar will reflect on the theological thought of one of the most important contemporary theologians and a sharp-minded “diagnostician of the times”, Joseph Ratzinger/Benedict XVI. Since his thought encompasses a wide area of dogmatic and fundamental theology, current themes of faith and theology will have to be detected in his many works. The goal of the seminar: Students acquire knowledge of the theological thought of J. Ratzinger/Benedict XVI, while they approach it from the perspective of contemporary issues of faith and theology. Learning outcome: Students will know how to interpret theological thought of J. Ratzinger/Benedict XVI. and how to evaluate its contribution to contemporary pastoral and theological issues. By studying theology of J. Ratzinger students will develop the ability to analyse particular theological issue and the ability to propose a perspective from which the issue can be deepened. Students will become more capable for independent oral and written presentation of results of their own research in accordance with scientific methodology. Finally, students will sharpen their ability to listen actively to other students and to get engaged constructively in discussions with their own contributions.

Reading list


Description of instruction methods

Frontal teaching; interpretation of selected texts; discussion.

Description of course/module requirements

Regular seminar attendance; participation in discussions during classes; writing of shorter research papers; a more extensive independent research on a particular topic; oral presentation; writing of a seminar paper.

Description of monitoring of teaching quality

Comments and reviews of students during seminar; anonymous questionnaire at the end of seminar.

Appointed ECTS: 6
ORDINAL NUMBER: 39th

TITLE OF COURSE/MODULE: Introduction to Dogmatic Methodology

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Seminar Description: The complex determination of dogmatics as the centre and the main part of the whole study of theology is related to its specific theological method that includes the acknowledgement and usage of results of exegesis and Biblical theology, knowledge of patrology and patristics, medieval systems and modern theological currents, following of the Magisterium of the Church, but also inspirations that present themselves through sensus fidelium. It certainly presupposes listening of contemporary world and the human being, that/who are affected by issues of contemporary philosophy and anthropological sciences. This seminar is, therefore, conceived as a certain introduction to the complexity of dogmatic reflection and research. It will try to familiarise students with essential determinants of scientific method of dogmatic (and in general systematic) theology, with basic sources and literature, and it will offer elementary introduction to scientific research, as well as an introduction to writing a doctoral dissertation.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is structured in one semester, according to the ordinances of the University and the Faculty, and the conduction plan of teaching, within which time is allocated for lectures, consultations, and research work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are, according to the Statute of the KBF, obliged to actively participate in work of each study meeting, which includes lectures, consultations, research work and writing of a paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Monitoring of the quality of teaching is conducted via communication during lectures and an analysis of individual written papers.

APPOINTED ECTS: 6
**Title of Course/Module:** The Conciliar Affirmation of Patristic Theology

**Status of Course/Module (Required/Elective):** Seminar

**Language of Instruction in Course/Module:** Croatian

**Number of Instruction Hours:** 8

**Outline of Course/Module Content**

The goal of this course is to, firstly, point out the most important themes of the documents of the Second Vatican Council in which the council fathers emphasise the theological authority of the Holy Fathers. After that, the task will be to reflect on individual texts and to discover connections with the context in which the Fathers, from whom certain statements and ideas were taken, lived. An important goal will be to point out that the Second Vatican Council has made a turn towards patristic theology, both methodologically and in terms of contents, and, in such a way, marked the return to the sources, which was one of the most important intentions of the council fathers. A goal is also for candidates to learn how to methodologically research patristic sources and to discover their importance for contemporary theology. Through this course students will become capable of reading conciliar texts in a wider theological context, which is not limited only on the contemporary moment of the Church, but also includes research of theological sources all the way to the patristic period. Apart from that, students will develop a competency to conduct a research of ancient Christian sources, and to find an appropriate place of those in their own argumentation during their reflection of conciliar themes.

**Reading List**


**Description of Instruction Methods**

Teaching is conducted through lectures, but students are also encouraged to participate in an interactive discussion.

**Description of Course/Module Requirements**

Students will fulfill their obligations by following lectures. Apart from that, they will be given a task to write a comprehensive seminar paper on one of the theological themes present in conciliar documents and founded on theology of the Church and Church fathers of the first centuries of Christianity.

**Description of Monitoring of Teaching Quality**

The quality of teaching is monitored by an anonymous questionnaire.

**Appointed ECTS:** 6
ORDINAL NUMBER: 41

TITLE OF COURSE/MODULE: Pneumatic Christology

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT
Manifesting the new awareness of the central importance of the Holy Spirit in the Church and in the world, texts of the Second Vatican Council are holding onto a strict Christological basis of Pneumatology. The conclusion of the Council itself shows the necessity of a new reflection on the teaching on the Holy Spirit, especially in Christology, ecclesiology, as well as in Christian existence in contemporary plural world. The mediation between God and the human being in Jesus Christ can be theologically understood only as an event “in the Holy Spirit”, which leads us to pneumatic directedness of Christology that could mediate between the uniqueness of Jesus Christ and its universal meaning. The goal of this course is to get familiarised with sources of pneumatic Christology in the New Testament writings, writings of the Church Fathers, as well as in contemporary theological post-conciliar thought. Acquired competencies: the significance of Christological grounding of Pneumatology for the discourse on and evaluation of spiritual experience and life, especially in meetings with other Christians and in dialogue with other religions.

READING LIST

DESCRIPTION OF INSTRUCTION METHODS
The teaching is conducted via lectures, discussions, interpretation of texts, and students’ individual research.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
Students are obliged to participate in the work of each study meeting within which time is allocated to lectures, consultations, research, presentation of students’ research, and participation in discussions.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Through an anonymous questionnaire the quality and successfulness of the conduction of teaching is being monitored.

APPOINTED ECTS: 6
TITLE OF COURSE/MODULE: The Contemporary Development of Moral Theology and Christ-centeredness

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The post-conciliar development of moral theology is facing a lot of issues and problems in both, its method and contents. New moral-ethical challenges, especially in the area of marriage and family, sexual life and in the social area demand an appropriate approach in moral theology. In this situation theological ethicists seek refuge in philosophical-theological discourse, while hard individual moral-ethical issues are dealt with in Magisterial documents. Taking this discourse and documents into account, this course will try to sketch possible directions of further development of moral theology on the basis of current literature, with a special emphasis on Christ-centeredness. The idea of following Jesus Christ is put in the centre of moral theology. The Christ-centeredness of moral theology reminds us of the original richness of the Christian call in Jesus Christ and of the decisive importance of that call for a possible synthesis of the Christian spiritual and moral life. The goal of the course: to point out the crucial importance of the Christ-centred directedness of moral theology through an argumentative reflection on actual moral-ethical problems. Competencies: acquisition of an ability to approach more and more complex moral-ethical issues argumentatively and an ability to face different kinds of thinking.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted by combining lectures and active participation of students, individual research and consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Obligatory participation in the work of each study meeting: lectures, consultations, individual research, presentation of results of research, participation in discussions.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
**TITLE OF COURSE/MODULE:** The Bible and Morality

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 8

**OUTLINE OF COURSE/MODULE CONTENT**

The first goal of this course is to situate Christian morality within the horizon of Biblical theologies. The second goal is more practical. It is not easy to use the Bible, especially when one searches for directions in order to deepen one’s own moral reflection or for elements of a response to issues or delicate moral situations. However, the Bible itself offers some methodological criteria that can make this journey easier. Since we are talking about revealed morality, this concept presupposes the following: 1. The gift of creation and its moral implications; 2. The gift of Covenant in the Old Testament and of norms for human conduct; 3. The New Covenant in Jesus Christ as the final gift of God and its moral implications; 4. From the gift to forgiveness; 5. The eschatological goal, the inspirational horizon of moral activity. From this schematic overview one can deduce important concepts such as the creation, (new) Covenant, Jesus Christ, forgiveness, eschatology. Students acquire competencies of Biblical criteria for moral reflection.

**READING LIST**


**DESCRIPTION OF INSTRUCTION METHODS**

The teaching is conducted exegetically-theologically.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Students choose a pericope or a Biblical issue and they analyse it exegetically-theologically.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Students participate in teaching via reading of literature and discussions on selected exegetical-theological contents.

**APPOINTED ECTS:** 4
Newer social-economic movements in the world are less and less concerned about the human being and his/her human dignity, which represents a special challenge for Christians, Catholics, and members of all religions and for all people of good will on both theoretical and practical level. The course points out the social and ecclesial-theological context of the contemporary world and Christianity with a special emphasis on interdisciplinary reflection on these issues. The social relevancy of Catholic theology and the Church is facing a serious challenge in relation to what is happening in the contemporary world. Within theology the social teaching of the Church possesses still not sufficiently used potential in the search of interdisciplinary dialogue with both, other humanistic and social sciences (sociology, psychology, economics,...) and social ethics in ecumenical perspective (Orthodox and Protestant social ethics...). In Croatia an interdisciplinary dialogue with Islam’s social ethics could be especially relevant and useful. This is precisely the goal of the course that will use previous Croatian experiences with interdisciplinary cooperation and it will point towards new possibilities of such cooperation, especially with the Orthodox and Muslims. Competencies: students acquire an ability to argumentatively approach the interdisciplinary cooperation on various areas of social and ecclesial life, as well as ability to be more socially engaged as Christians in the Church and in society.

Reading list

Description of instruction methods
The teaching is conducted by combining lectures and active participation of students, individual research and consultations.

Description of course/module requirements
Obligatory participation in the work of each study meeting: lectures, consultations, individual research, presentation of results of research, participation in discussions.

Description of monitoring of teaching quality
Anonymous questionnaire.

Appointed ECTS: 4
The purpose of this course is to discuss theological arguments for the unity of two complementary affirmations: “There is no authentic social action without spirituality; nor is there true spirituality without consequential social action.” This postulate presupposes a shift from a dualistic to integral concept of spirituality, in which it will not be identified with some area, but seen as a reality that gives meaning to everything that makes the human being. Students will be equipped to critically evaluate and discern authentic Christian engagement and spirituality, from their surrogates and from one-sided accounts.

**Reading list**

ORDINAL NUMBER: 46

TITLE OF COURSE/MODULE: The Woman in the Church and in Society

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The attention is given in this course to the dignity and call of the woman in the Church and society. It is a positive approach that is, on one hand, attentive to the important bases of the Christian tradition and Church Magisterium and that, on the other hand, takes into account contemporary and growing trends characterised by disturbing shifts in understanding the identity of man and woman. The goal of the course is to point out the novelty of Christian life that also has to have an effect on the way how we, as men and women, understand and live our own identity in the Church and society. The deep human and moral crisis in this day of age summons Christian women to live their authentic womanhood through clear and convincing response, original style and language. Another goal of this course is to also familiarise students with contemporary issues and trends such as anthropological deconstruction, gender theory, and marginalisation of women that happens when they are reduced to a consumerist object; the course will also pay attention (and familiarise students with) principles of responsibility and participation of women in building up of the Church and society. Competencies: in light of a mature reflection of the Catholic concept of mutuality of the woman and the man, students acquire an ability to approach the contemporary woman’s issue argumentatively, as well as an ability to reflect on the need of a true presence of the woman in ecclesial and social life.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted via lectures, discussions, interpretation of texts and individual research.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Through participation in the work of study meetings: lectures, consultations, individual research, presentation of results of research, participation in discussions.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 4
Bioethics is a neologism that wants to incorporate and reflect on ethical challenges in areas of biomedical and biological sciences. In its focus is bios, life as it is interpreted, understood, and disposed of by contemporary positive sciences of life and care for health. Bios as the focus of bioethics is determined by concrete conditions and possibilities of its technical manipulation; the fact that conditions the establishment of one entirely new kind of technic, i.e. bio-technic that determines the object of research of the discipline of bioethics. Bioethics is, namely, a discipline that, on the basis of interdisciplinary approach on all levels, critically reflects and searches for value answers to bio-technical interventions in bios in all its manifestations and on all levels, including primarily the human life from its conception to its natural death. The phenomenology of bio-technical intervention in life has become today very complex, which necessitates familiarisation with the most important and the most challenging bio-technical areas and their main ethical challenges. In that sense, this course aims at discovering of, familiarisation with, and critical reflection on bio-technic as such, bio-cybernetics, that unique conjunction of organic and engineering, neuroscience and transhumanism. The latter, as an idea and a movement, has the goal to realise the dream of creating something “more than human” by applying genetic engineering in conjunction with cybernetics, neurosciences, and nanotechnology. In the centre of all bioethical research and reflection on contemporary bioethical challenges is, therefore, the issue of the human being, because everything revolves around him/her and in relation to him/her. Bioethics that is focused on ethical challenges of bio-technical phenomena necessarily presupposes a certain onto-anthropological paradigm that must be critically evaluated in every context and in light of Christian anthropology, which finds a value boundary of every bio-technical intervention into bios in the human being and his/her inviolable human dignity. The goal: to familiarise students with bioethical challenges of bio-cybernetics, neurosciences, and transhumanism from the theological perspective, and with ways in which they provoke the theological concept of the human being, consciousness, and conscience, soul and body, health and sickness, life and death. Competencies: to be familiarised with the discipline of bioethics and its relation towards theology; to be familiarised with basic concepts of bio-cybernetics, neuroscience, and transhumanism; to be able to recognise the nature of bioethical challenges in aforementioned areas; to know how to face bioethical challenges theologically and critically; to be familiarised with the method of interdisciplinary presentation; to know how to evaluate bioethical challenges morally-theologically.

**READING LIST**


**DESCRIPTION OF INSTRUCTION METHODS**

Lectures, discussions on the basis of studied literature, individual consultations.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**
Class attendance, participation in consultations, studying of literature, discussions on the basis of set literature, presentation of a selected topic and writing of a paper, written or oral exam.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Anonymous student questionnaire.

**APPOINTED ECTS: 4**
**Ordinal number:** 48th

**Title of course/module:** The Dignity of the Human Person at the Beginning and the End of an Individual Life

**Language of instruction in course/module:** Croatian

**Number of instruction hours:** 8

**Outline of course/module content**

The beginning and the end of human individual life are the most vulnerable periods of life. The way we deal with life in these periods is most conducive to manipulation. The basis of the possibility of manipulation is disagreement in conceptions of terms like “individuality” and “life”, and in their correlation. Theological and philosophical discussions in this area do not remain only on the level of theory, but necessarily spill over into the areas of politics, worldviews, religion, and Christian ethics, and they presuppose an interdisciplinary approach. The goal of this course is to get familiarised with arguments that are in the basis of the theory of inseparable connection between individuality and life both in the beginning and at the end, which then represents the basis of absolute protection of life in all its developmental phases. Acquired competencies: the ability to approach aforementioned problems argumentatively, not only on theoretical but also on practical level, as well as the ability to face other approaches. Students become active participants of discussions on aforementioned issues in social and legislative contexts.

**Reading list**


**Description of instruction methods**

The teaching is conducted via lectures, discussions, interpretation of texts and individual research.

**Description of course/module requirements**

Students are obliged to participate in the work of each study meeting within which time is allocated for lectures, consultations, research, presentation of results of individual research, and participation in discussions.

**Description of monitoring of teaching quality**

Through an anonymous questionnaire the quality and successfulness of conducted teaching is being monitored.

**Appointed ECTS:** 4
TITLE OF COURSE/MODULE: The Family Facing Challenges of Contemporary Media

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The goal of the course is to familiarise students with basic characteristics of contemporary media and their influence, especially in the formation of individual and social identity. The role of media in processes of education and socialisation in the context of today’s society and family. An overview of today’s family in contemporary media. The Church’s Magisterium on media. Education for media within today’s family environment. Expected outcomes: Being able to recognise the significance and characteristics of contemporary media in the life of today’s family. Being able to explain the influence of media on family and the role of media in processes of socialisation. Being able to analyse criteria of media’s presentation of family and family topics. Being able to detect ethical problems and to discuss ethical norms convincingly.

Goals of the course: The main goal of the course is to familiarise students with basic characteristics and ways of acting of contemporary media and theories on their activity in the formation of identity. A special attention will be given to the influence of contemporary media on family and dynamics of family life. An important emphasis will be put on modalities and emphases of education for media within family.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted via lectures.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to regularly attend classes, actively participate in the work by doing the tasks that have been set in lectures and outside lectures, to participate in discussions and to write a seminar paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

APPOINTED ECTS: 4
The Second Vatican Council has clearly marked the course of cultural dynamics that have already then, and even more so now, had influence on spreading a new anthropological-ethical paradigm: “Today’s spiritual agitation and the changing conditions of life are part of a broader and deeper revolution. As a result of the latter, intellectual formation is ever increasingly based on the mathematical and natural sciences and on those dealing with man himself, while in the practical order the technology which stems from these sciences takes on mounting importance. This scientific spirit has a new kind of impact on the cultural sphere and on modes of thought. Technology is now transforming the face of the earth, and is already trying to master outer space.” (GS,5). These are profound transformations that are, firstly, happening in the human being’s consciousness that then influences the ways the human being interprets and understands himself/herself, his/her relation towards society and institutions, nature and, finally, God. Profound and total social and cultural transformations “recoil upon him, upon his decisions and desires, both individual and collective, and upon his manner of thinking and acting with respect to things and to people.” (GS,4). How are they acting upon the human being? In which aspects of human life can these be already detected, and in which are they hidden and invisible, but not less real? Since any ethics presupposes a certain anthropology, it is necessary to reflect and evaluate contemporary ethical theories in their relation to presupposed anthropologies as starting points of all social and cultural transformations that already contain within themselves elements of a new anthropological-ethical paradigm. The task of this seminar is to do a critical research of all aforementioned issues of the new anthropological-ethical paradigm that, at the same time, acts as the cause and the consequence of profound and total cultural transformations. The goal: to familiarise students with contemporary radical trans-evaluations and re-definitions of the relation towards the human person as a transcendent and ethical being; to face, theologically and critically, other conceptions of the human being that are different from Christian anthropology and ethics. Competencies: to be familiarised with causes and consequences of contemporary cultural transformations; to get acquainted with challenges and problems of the new anthropological-ethical paradigm; to recognise influences on interpretation and understanding of the human being as a person; to make students capable of systematic research and critical reflection.

**Reading list**


**Description of instruction methods**

Lectures, discussions on the basis of studied literature, individual consultations.

**Description of course/module requirements**

Seminar attendance, participation in consultations, studying of literature, discussions on the basis of set literature, presentation of a chosen topic, writing of a paper, oral or written exam.
DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous student questionnaire.

APPOINTED ECTS: 6
OUTLINE OF COURSE/MODULE CONTENT

In light of the social teaching of the Church, this course focuses on the relation between the human being and the world, with a special emphasis on the issue of basic human task to build a more humane city by finding a solution to the overall crisis of environment and overall moral obligations and responsibilities that the international community has in relation to realisation of the right to a healthy and save environment and in relation to building the true culture of peace. The issue of peace is becoming one of the key issues for the future of humanity. Post-conciliar theology, especially messages and documents of post-conciliar popes, offers many impulses for both, interdisciplinary discussion and building up of the culture of peace in progressively more and more divided world. The goal of the seminar is to reflect on these issues in their mutual connectedness on various levels. It is clear that war represents a great danger for the environment and that the longing for public peace and coexistence in justice is one of the priorities for the preservation of environment, which leads to the common good of the human civilisation. Similarly, individual and common efforts for the preservation of and respect for the environment are closely related to a responsible market economy and international economic justice. Finally, the respect for ecology of the environment demands the respect for “humane ecology in society”. Competencies: the ability to reflect argumentatively on selected issues, on theoretical and practical level, with awareness of personal responsibility for building up the peace and for care for environment in progressively more and more divided world in which we live.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted via lectures, individual research, presentation of seminar papers, discussions.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Seminar attendance, participation in consultations, studying of literature, writing of a seminar paper, oral presentation of the paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Anonymous questionnaire.

APPOINTED ECTS: 6
The common good, solidarity, and subsidiarity are three fundamental principles on the basis of which the relations of individuals and society are determined. Oswald von Nell-Breuning (1890 - 1991) calls these three principles the “basic laws of society”. Looking for the inspiration in the social teaching of the Church, after the democratic changes in Croatia (1990), Croatian theologians have given their contribution to the development of the Croatian society. In a wider interdisciplinary cooperation (with philosophers, sociologists, psychologists, demographers,...) a few empirical studies have been made, led by professors from the Catholic Faculty of Theology of the University of Zagreb (starting from 1997). Out of this, in Croatian context, new opportunity for interdisciplinary cooperation, many publications have been made (journals and books) in which relations within the Croatian society have been analysed. In this seminar a special emphasis will be put on subsidiarity (which has been thoroughly analysed, as well as empirically studied in 2009) and on progressively more and more relevant theme of the *bonum commune* that has not been studied in Croatia at all. The goal of the seminar is to study what has been done until now (subsidarity and solidarity) and to make a step further into practical “unstudied area” of the common good. Competencies: a competency for interdisciplinary cooperation and research is acquired on the basis on an analysis of achieved results.

**Reading list**


**Description of instruction methods**

The teaching is conducted via lectures, individual research, presentation of a seminar paper, discussions.

**Description of course/module requirements**

Through participation in the work of study meetings: lectures, consultations, individual research, presentation of results of research, participation in discussions.

**Description of monitoring of teaching quality**

Anonymous questionnaire.

**Appointed ECTS**: 6
In its deepest nature, bioethics is interdisciplinary, because in its very name it incorporated *bios* and *ethos*, two dimensions that constitutively define the human being as a biological and a moral being. One also has to bear in mind those bioethical paradigms that do not postulate the relation between *bios* and *ethos* exclusively in relation to the human being, but instead think of the human being in a wider relation, i.e. in relation to the whole life or biosphere with the human being as a moral being. However, they would deny the human being any value superiority within the natural world of life, because it is, after all, only one more biological being among other living beings, to which nature has allowed to morally adjust to the environment. In its dialogue with bioethics theology needs to give special critical-research attention to such bio-centric paradigms of bioethics, since bioethics as a concept, a discipline, or as concrete contents, does not have one unique conceptual or epistemic definition. Since bioethics presupposes aforementioned interdisciplinarity, its meeting with theology in general and moral theology in particular needs to be carried out in the spirit of an interdisciplinary dialogue, i.e. a dialogue without which there is no bioethics as a discipline. Bioethics demands that the urgent problems and challenges caused by bio-technical interventions in organic nature and in the very biological nature of living organisms, including the human being, be reflected upon and evaluated on the basis of interdisciplinary dialogue. Through the power of such a postulate, theology is not only welcomed and called to participate, but it is also challenged and obliged to become a part of these bioethical discussions and studies, in order to search together with others and different scientific approaches so-called bioethical answers to urgent issues and challenges of bio-technical interventions in life. In this sense, theology is expected to bring into the interdisciplinary dialogue with bioethics, while respecting its own sources and methods, contributions and ideas that will cast precious and unique light on concrete issues or challenges, so that these might be reflected upon as thoroughly and completely as possible. This is, of course, an irreplaceable part of the demand for the truth, from which bioethics is certainly not excused. The goal: to get to know conditions and possibilities of interdisciplinary dialogue between theology and bioethics, to discover the importance and necessity of such a dialogue, and to present concrete areas in which such a dialogue can and should be carried out. Competencies: to get to know the discipline of bioethics; to get to know previous and current discussions on the relation between theology and bioethics; to know possibilities and boundaries of the interdisciplinary dialogue; to define a theological approach to bioethical themes and challenges; to present results of theological-bioethical research on the basis of the interdisciplinary method.

**Reading list**


**Description of instruction methods**

Lectures, discussions on the basis of studied literature, individual consultations.

**Description of course/module requirements**
Class attendance, participation in consultations, studying of literature, discussions on the basis of set literature, presentation of a chosen topic, writing of a paper, oral or written exam.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Anonymous student questionnaire.

**APPOINTED ECTS: 6**
The goal of the course is to see reasons and the need for ecumenism that would have Christological basis (as opposed to merely humanistic) and to reflect on its gradual development, from its beginnings in the Gospel until the current moment, in recent times and through nominal ecumenical bodies and institutions. As opposed to “ecumenical theology” that tries to develop one common “universally Christian” approach to theological contents, “theology of ecumenism” reflects theologically on the essence, nature, foundation, and phenomenon of ecumenism (1.) as the concrete realisation and living-out of the still preserved and never entirely lost unity, as (2.) an effort to increase that existing degree of unity. The goal of the course is to make students capable of systematic discernment of relevant ecumenical concepts, to show the correct contents of these concepts, and to gain an overview of ecumenical efforts to achieve unity throughout history. Students acquire the competency for qualified theological discourse on ecumenism in the general and specific sense.

**READING LIST**


**DESCRIPTION OF INSTRUCTION METHODS**

Lectures and e-learning are conducted during one semester, in accordance with ordinances of the University and the Faculty, as well as the conduction plan of teaching, within which time is allocated for study meetings, introductory lectures, consultations, personal, and common research work.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Students and the course teacher are obliged to actively participate in each study meeting, in lectures, consultations, research work, and writing of a paper.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Through an analysis of work, an anonymous questionnaire, and conversation the quality of teaching is being monitored and its successfullness is being determined.

**APPOINTED ECTS:** 4
Catholic principles of ecumenism are taught starting from its general, Biblical, and Christological-Trinitarian basis. The main emphases of documents of the Church Magisterium on ecumenism (such as Unitatis redintegratio, the Ordinance for Application of Principles of and Norms on Ecumenism, Ut unum sint, Orientale lumen and similar documents) are being presented. The attention is given to ecumenically relevant documents on the level of national conferences of bishops. On the issue of unity and communion, in practice the Catholics, as well as members of other churches, position themselves between two extremes: from phobia and exclusivity on one hand, to relativisation of all differences on the other, as if all issues pertaining to unity and communion are already solved and, therefore, irrelevant. The Catholic teaching is that what unites all Christians is larger than what divides them, i.e. that the basic unity between Churches already exists, but there are also damages to that unity, blows and wounds that distort the wholeness and completeness of the unity, which need to be properly healed and corrected.

**Reading List**


**Description of Instruction Methods**

Students actively participate during the one-semester lectures, while their advancement is being monitored, evaluated, and recorded in terms of individual and common research work, through continuous consultations and e-mail. The encouragement to participate in scientific gatherings, not only as listeners but also as presenters, is presumed.

**Description of Course/Module Requirements**

Obligatory active participation in study meetings, lectures, consultations and in research work. At the end of a semester, students write and submit their papers.

**Description of Monitoring of Teaching Quality**

An analysis of work, an anonymous questionnaire and self-evaluation of students, the teacher, and the course.

**Appointed ECTS: 4**
Although it seems that in Orthodoxy the concept of ecclesial unity within the concretely realised Orthodoxy is dominating, there is a more nuanced discourse on ecclesial unity present also in Orthodox theological sources and ecclesial systems, primarily within the context of differentiation between the so-called “humanistic ecumenism” and “divine-human ecumenism”. This opens up various, to the existing state and scope of (non)ecumenism appropriate, degrees of unity with other Churches. Such an attitude is based on sources of the ancient undivided Church, which knew what the conciliar consciousness of the Church is, despite all conflicts and schisms. Precisely on this kind of study of the unity of the Church, whose goal is to give to our divided Christian world a possibility to find and realise again its unity, is Orthodox theology based. The goal is to study and articulate various approaches to and discourses on the unity and communion of the Church in Orthodox theology. Students acquire the competency and ability to compare and notice what is common and what is specific to Orthodox, Protestant, and Catholic theological approaches to the unity of the Church.

**Reading List**

Radovan Bigović (ur.), Pravoslavlje i ekumenizam (zbornik), Beograd, 2005.; Georgije Florovski, Pravoslavni Ekumenizam u devetnaestom veku, Novi Sad 2009; Jovan Zizjulas, Jedinstvo Crkve u Svetoj Euharistiji i u Episkopu u prva tri veka, Novi Sad, 1997; Radovan Bigović, Pravoslavna teologija ekumenizma, Hrišćanski kulturni centar, 2010.;

**Description of Instruction Methods**

The teaching is conducted in study weeks, in accordance with the schedule of the post-graduate study programme. Beside lectures, there are also exercises, and individual work on a set topic, which is followed by consultations.

**Description of Course/Module Requirements**

Students are obliged to participate in all study meetings, as determined by the Statute of the KBF of the University of Zagreb. They follow lectures actively, visit consultations, and submit their written papers.

**Description of Monitoring of Teaching Quality**

Through the common analysis of work and a student questionnaire, the quality of work is monitored and the successfulness of the conduction of teaching is determined.

**Appointed ECTS:** 4
Given the fact that the spectrum of approaches to the unity of the Church in Protestantism is quite wide – from the opinion that it has already been realised in a sufficient measure that allows *communicatio in sacris* and mutual Eucharistic hospitality (*intercommunio*), to the opinion that it has been lost already and that there is no chance it will be established again before the *eschaton* - explanations and arguments of particular opinions on the unity of the Church presented in Protestant theology are being studied and evaluated. The goal is to gain an overview of the existing state in relation to the degree of the unity of faith and the possibility of liturgical communion between Protestants and other Christian communities of the Reformation in the 16th century. Students acquire the competency to evaluate various Protestant theological postulates on the unity of the Church and their argumentations.

**Reading List**


**Description of Instruction Methods**

The teaching is conducted via lectures and personal work, study meetings, electronic communication, consultations, and common research work.

**Description of Course/Module Requirements**

Students are obliged to actively participate in each study meeting, to participate in consultations and research work, to study literature, and to write a paper.

**Description of Monitoring of Teaching Quality**

Through an analysis of work and an anonymous questionnaire the quality and successfulness of teaching is being determined.

**Appointed ECTS: 4**
**Title of Course/Module:** More Significant Theological Courses of the Christian East and West in the Ecumenical Perspective

**Language of Instruction in Course/Module:** Croatian

**Number of Instruction Hours:** 8

**Outline of Course/Module Content**

The more important, although sometimes marginal, but precisely because of that more discussed, theological and spiritual concepts are being presented and explained. Among the Eastern theologians these would include concepts such as hesychasm, “palamism”, “elderism”, “Slavic-philism”, “sophianism”, “ideal of divination”, etc., and among the Western theologians concepts such as Medieval systems, theology of Reformation, contemporary Christological, Trinitarian, and eschatological conceptions. The more important bearers of the more significant theological systems and directions, including a critical reflection of specifics of their systems, are being presented. The goal of the course is to notice and get familiarised with various theological tendencies of the East and the West that have been – although not always the most accepted in their own traditions – because of the new and original emphases of theologians and the creativity in which one can notice inspirations of the Holy Spirit for a certain period of time, as well as their influence on further theological development, important for both, understanding of the whole Christian theology, especially its current state, and also for an easier understanding of confessional differences as the common wealth. Students acquire the ability and competency to mediate scientific insights on theological specificities of the East and the West, their historical grounding and significance for the development of Christian theology and religion.

**Reading List**


**Description of Instruction Methods**

Lectures are conducted during one semester, in accordance with ordinances of the University and the Faculty, as well as the conduction plan of teaching, within which time is allocated for lectures, consultations, and personal research work.

**Description of Course/Module Requirements**

Students and the course teacher are obliged to actively participate in each study meeting, in lectures, consultations, research work, and writing of a paper.

**Description of Monitoring of Teaching Quality**

Monitoring of the quality of teaching is conducted through communication during lectures and an analysis of individual written papers.

**Appointed ECTS:** 4
As a systematic reflection on revelation and faith, on God-given Word and word given to God, theology carries all markers that revelation and faith have, markers of inculturation, i.e. being inculturated. This is why theology is, while remaining faithful to its own source and object, different in each period of time, in each nation, in each style. In that sense, Croatia is situated on the boundary between the East and the West; it is a meeting point of confessional ways of Catholicity, Orthodoxy, and Protestantism, while one should not forget the presence of Islam. Theologians from Croatia contributed to theology in general. Some of them were ahead of their time. Some of them were precursors of the Second Vatican Council. They were original thinkers and actors in the conversation with their time and their space. All of them, as a rule, suffered. Given praise too late. Croatian theologians of all times, those who lived in the country and those who were abroad, marked the Croatian ecumenical-theological heritage. In the course “The Croatian Ecumenical-theological Heritage, the following selected institutional and non-institutional theologians from the 15th until the 21st century are being presented and analysed: Ivan Stojković, Marko Antun De Dominis, Benedikt Vinković, Juraj Križanić, Ivan Paštrić, Krsto Pejkić, Juraj Mulih, Franjo Ksaver Pejačević, Anton Franki, Josip Juraj Strossmayer, Tomislav J. Šagi Bunić, Josip Turčinović, Ivan Golub, Ratko Perić, Juraj Kolarić, Jure Zečević, Vlado Košić,…

Reading list

Description of instruction methods
Lectures are conducted in one semester, in accordance with the conduction plan of teaching, within which time is allocated to study meetings, consultations, personal and common research work.

Description of course/module requirements
Students are obliged to participate actively in each study meeting and lectures, in consultations, in research, and writing of a paper.

Description of monitoring of teaching quality
Through an analysis of work and an anonymous questionnaire the quality of teaching is monitored and its successfulness determined.

Appointed ECTS: 4
ORDINAL NUMBER: 60th

TITLE OF COURSE/MODULE: The Common and the Specific in Religions

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

On the one hand, commonalities and common elements in religions are being studied and, on the other hand, their specific characteristics and differences among them in the area of theology and spirituality as a practical and applied theology, especially in terms of theological principles and concrete religious experience, including the mystical experience. The goal is to treat theology and spirituality in religions as a possible locus of interreligious dialogue and mutual introduction and enrichment, while respecting the identity of every religion. Students acquire competency to recognise connections between and specificities of religions.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures are conducted in accordance with ordinances of the University and the conduction plan of teaching, within which time is allocated to study meetings, consultations, personal, and common research work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to actively participate in lectures, consultations, in research and writing of a paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through an analysis of work and an anonymous questionnaire the quality of teaching is monitored and its successfulness determined.

APPOINTED ECTS: 4
ORDINAL NUMBER: 61st

TITLE OF COURSE/MODULE: The Dialogue of Christians, Jews, and Muslims in Contemporary Croatia and Bosnia and Herzegovina

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The dialogue of Christians, Jews, and Muslims, members of the three monotheistic or so-called “Abraham’s” religions is in the focus of the interest of public in the world and in Croatia, especially because of the events in the so-called Near and Middle East. The goal of this course is to study the history of interreligious dialogue in our region and to note dialogical efforts, to illuminate their nature, and to study themes of the dialogue. Students acquire competencies for objective mediation of facts on relationships between and common initiatives of Christian, Jews, and Muslims in our region.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures and e-learning are conducted during one semester, in accordance with ordinances of the University and the Faculty, as well as the conduction plan of teaching, within which time is allocated for study meetings, introductory lectures, consultations, personal, and common research work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students and the course teacher are obliged to actively participate in each study meeting, in lectures, consultations, research work, and writing of a paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through an analysis of work, an anonymous questionnaire, and conversation the quality of teaching is being monitored and its successfulness is being determined.

APPOINTED ECTS: 4
ORDINAL NUMBER: 62nd

TITLE OF COURSE/MODULE: Liturgy and the Liturgical Heritage in the Ecumenical Context

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Liturgy undoubtedly represents an authentic source for dogma, teaching, and theology of the Church on the Christian East and West. As such it has its ecumenical dimension. Its expressions testify on the concrete lived and practiced faith. Therefore, the liturgical heritage is priceless for theological research. The goal of this course is to note the ecumenical potential of the liturgical heritage and to point out its possible contribution to believers’ experience of the unity of the Church. Students acquire the competency of knowing specific liturgical traditions that co-exist within the ecumenical model of “unity in diversity”.

READING LIST

DESCRIPTION OF INSTRUCTION METHODS
Lectures and e-learning are conducted during one semester, in accordance with ordinances of the University and the Faculty, as well as the conduction plan of teaching, within which time is allocated for study meetings, introductory lectures, consultations, personal, and common research work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
Students are obliged to actively participate in each study meeting, in lectures, consultations, research work, and writing of a paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Through an analysis of work, an anonymous questionnaire, and conversation the quality of teaching is being monitored and its successfulness is being determined.

APPOINTED ECTS: 4
ORDINAL NUMBER: 63rd

TITLE OF COURSE/MODULE: Spirituality as the Locus of Ecumene among Christians and the Dialogue between Religions

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The meanings of the world experience and its role in religion and in the world, the meaning of the word spirituality and mystic and their role among Christians, non-Christsians, and in society in general are being studied. Specificities in spiritualities of various religions are being noted and their common elements that mutually connect various spiritualities and mystics are being discovered. The study of either sameness, or similarities, or differences in the area of the spiritual, especially mystical experience, points towards spirituality as a possible locus of inter-Christian and interreligious dialogue. The goal of this course is to make students capable of finding connections between the spiritual Christian experience and the spiritual, especially mystical experience, of other confessions and religions. Students acquire the competency to deal with contents of other religious teachings in a qualified way and to differentiate between spiritual and pseudo-spiritual.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures and e-communication are being conducted during the study, coupled with meetings, consultations, personal, and common research work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to actively participate in lectures, consultations, research, and writing of a paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through an analysis of work and an anonymous questionnaire the quality of teaching is monitored and its successfulness determined.

APPOINTED ECTS: 4
The real religious-confessional state and the state of worldviews in Croatia, Europe, and world are being studied. Through the comparative method, main information and knowledge on religion, confessions, and worldviews, with a particular emphasis on the Christian part of the spectrum in both, statistical and doctrinal sense, are being determined and systematised. The goal is to improve the ability to co-exist in the plural worldview social environment. Students acquire the competency for inter-Christian and interreligious dialogue and they become capable to work on promoting the Christian unity and to appropriately treat and interpret the existing plurality of confessional communities in world religions.

**Reading List**


**Description of Instruction Methods**

Lectures and e-communication is conducted in accordance with the conduction plan and programme of teaching and through study meetings, consultations, individual, and common research work.

**Description of Course/Module Requirements**

Students are obliged to actively participate in study meetings, consultations, research, and writing of a paper.

**Description of Monitoring of Teaching Quality**

Through an analysis of work and an anonymous questionnaire the quality of teaching and its successfulness is determined.

**Appointed ECTS**: 4
ORDINAL NUMBER: 65th

TITLE OF COURSE/MODULE: Boundary Issues between Ecumenism and Dialogue

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

In terms of contents the course will study those religious communities and movements that ecumenism, in the narrower sense, is not interested in, and whose existence demands appropriate understanding and analysis of themes and issues that will appear during the study and that are on “the edge” between ecumenical and other areas. Through this a competency is acquired to differentiate between ecumenical, interreligious, worldview dialogue, dialogue in general, and detection of possible links and possible forms of cooperation between them. The teaching is conducted via lectures, communication with students and individual work, while knowledge is tested on the preliminary exam. The students workload of 3 ECTS points is divided among active participation in lectures, study of literature, and preparation for and passing the exam. The exam is oral and written. Through an anonymous questionnaire, an analysis of work, and conversation the quality of teaching and its successfulness is monitored and determined.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Through meetings, e-communication, consultations, referencing, and individual work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students actively participate in meetings and consultations; they work of their papers.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through an analysis of work in conversations.

APPOINTED ECTS: 4
ORDINAL NUMBER: 66th

TITLE OF COURSE/MODULE: The Relevant Ecumenical and Interreligious Documents and Literature

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The goal of the seminar is to find, familiarise oneself with, and analyse the main documents of magisteriums in Churches and theological literature that deal with ecumenical theology. Students acquire competency to enter into the ecumenical area of research in a quality manner.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The seminar includes meetings, e-communication, consultations, referencing, and individual work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to actively participate in seminar meetings and consultations.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through conversations for the purpose of an analysis of work.

APPOINTED ECTS: 6
**ORDINAL NUMBER:** 67th

**TITLE OF COURSE/MODULE:** Theological Terminology in the Decree “Unitatis redintegratio”

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Seminar

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 8

**OUTLINE OF COURSE/MODULE CONTENT**

The seminar deals with theological terminology of the *Decree*, including Croatian terminology, and with recognising its novelty in terms of contents and expressions. The attention will be given, as far as possible, to the complete Croatian translation of the Decree. On the basis of exemplary dealing with theological terminology of the aforementioned *Decree*, with an emphasis on the unity of the Church, students acquire the ability to deal with other documents of the Church in the theological fashion. The seminar is conducted via common seminar and individual work and exercises, while knowledge will be tested on exams. The student workload is 5 ECTS points per semester and it is divided among common and individual forms of seminar work, research on the basis of literature, writing of a seminar paper and its defence during a seminar meeting. Through writing a seminar paper, students fulfil their task, on the basis of which they get a signature. The quality and successfulness of the conduction of teaching are monitored in terms of an evaluation of cooperation in seminar and an analysis of seminar work.

**READING LIST**


**DESCRIPTION OF INSTRUCTION METHODS**

The seminar presupposes multiple meetings, e-communication, consultations, referencing, and individual work.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Students are obliged to actively participate in seminar meetings and consultations.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Through an analysis of work, an anonymous questionnaire, and conversations the quality of teaching is monitored and its successfulness determined.

**APPOINTED ECTS:** 6
Ordinal number: 68th

Title of course/module: The Liturgical Practice of Catholics of Byzantine Ritual and Orthodox Believers in Croatia

Status of course/module (required/elective): Seminar

Language of instruction in course/module: Croatian

Number of instruction hours: 8

Outline of course/module content

In terms of contents in the centre of this seminar is the liturgical practice of those Eastern Christians, Orthodox, and Greek-Catholics who are present in Croatia during history and today. The goal of the seminar is to get familiarised with and to study Eastern-Catholic liturgical and theological heritage and its main bearers and promoters. Through that students will become capable to understand and mediate the Eastern-Christian heritage in Croatia.

Reading list


Description of instruction methods

The teaching is conducted via seminar meetings and individual research work that, partly, includes interviewing and “field research”.

Description of course/module requirements

Students are obliged to actively participate in all seminar meetings and in consultations, and to do individual research on the topic of the seminar.

Description of monitoring of teaching quality

Through conversations for the purpose of an analysis of work.

Appointed ECTS: 6
ORDINAL NUMBER: 69th

TITLE OF COURSE/MODULE: Sacraments in Orthodox Theology

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The seminar includes the following contents: sacraments and the Catholic-Orthodox ecumenical dialogue; the history of Orthodox sacramentology; theology of sacred secrets; what are sacred secrets; the number, structure of the sacramental act; necessity; dispenser; receiver; the most important differences between Catholic and Orthodox theology of individual sacraments; liturgy of sacramentals and their pastoral practice; theological perspectives. The seminar provides the following competencies: the ability to understand and interpret sacramental liturgy in the Orthodox Church; fundamental knowledge of theology of sacred secrets through their theological development and, on the basis of patristic sources, dogmatically relevant documents of the Magisterium and significant contributions of contemporary theologians; understanding of the meaning of sacramental issues in ecumenical relations.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Seminar meetings are conducted in accordance with the conduction plan of teaching, within which time is allocated for seminar meetings, consultations, presentation of papers, individual and common work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to actively participate in each seminar meeting, to consult, to find literature and write a paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through an analysis of work and conversation the quality of teaching is monitored and its successfulness determined.

APPOINTED ECTS: 6
THEORETICAL READING OF EASTERN AND WESTERN ICONS AND SACRAL PAINTINGS

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The goal of the seminar is to offer an access to iconography and its contextual understanding. It also allows students to notice complementary specificities of the Eastern and Western iconographic heritage by comparing them. It is of particular importance to learn how to read symbolism of icons and liturgical space, to notice the link between icons and liturgy, and to get familiarised with the history of iconography, types of icons, sacral paintings, and the ways of their devotion. Students acquire the competency to understand and interpret symbolism and theological contents of icons.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures by seminar teachers and students using PPT and PPS animations, electronic communication, consultations, individual and common research work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to prepare and present two PPS and PPT presentations and to actively participate in seminar meetings, lectures, and consultations.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through an analysis of work, conversation, and exam results.

APPOINTED ECTS: 6
In Croatian society, next to the trend of religiosity that exists for centuries, in the last few decades there are progressive trends of modernisation and individualisation that affect the human being’s understanding of and living life, especially when it comes to those persons who acknowledge themselves as believers. Just like the contemporary European person the Croatian person is also still oriented ritually to a significant extent, but how much is he/she sacramentally oriented in the sense that he/she understands and practices sacraments as loci of salvation meeting with God is becoming all the more an open issue. For instance, when it comes to the ritual of passing, i.e. the ritual triplet (baptism, wedding in a church, and church funeral) one can notice a certain discrepancy between the way the Church understands the ritual matrix and the way it is understood by all the more secularised human being, including members of the Church. In that context the crisis of pastoral of sacraments is but one more sign that there is a divide between the Gospel and culture happening also in Croatia and that it is turning into the drama of the times in which we live. Such gradual and “on distance” ecclesiality are present realities in Croatian society and in Croatian Church that need to be seriously taken into consideration in theological theory and in Church practice.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

A short questionnaire for student at the beginning and at the end of the course. Lectures with discussions. Commenting on empirical research related to the set theme.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Regular class attendance. Regular consultations. Writing of a shorter paper on the theme of the course.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Evaluation during a semester.

APPOINTED ECTS: 4
ORDINAL NUMBER: 72th

TITLE OF COURSE/MODULE: Pastoral Monitoring of Ill Persons

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Ill persons are members of a parish community and pastoral monitoring of ill persons is necessary in parish communities. This course tries to familiarise students with palliative care that emphasises the care for life, while it perceives dying as a normal process. The palliative care is provided by groups of physicians, nurses, physical therapists, social workers, priests and volunteers. Psychological and spiritual forms of care are put together and families are being helped in their care for ill persons and in their grief. As such, the palliative care has its place in the life of a parish community. Next to the medical care, the testimony of faith of persons who are working together to provide palliative care is of help to persons struck by an illness in multiple ways, so that they might hold it together in life crises and so that they might not lose faith because of the situation in which they found themselves. Students acquire basic insights on palliative care in general and on its application in a parish community.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted during a semester, according to ordinances of the University and the KBF and the conduction plan of teaching. The KBF organises a continuous rhythm of study meetings during the semester, within which time is allocated to lectures, exercises, consultations, and studying in the library. The teaching is conducted via lectures, consultations, individual work, and research work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are obliged to participate in the work of each study meeting, as determined by the Statute of the KBF of the University of Zagreb. Students are obliged to actively participate in lectures and to read/study literature.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Through a questionnaire the quality of teaching and its successfulness are monitored and determined.

APPOINTED ECTS: 4
The course will reflect on the concrete ways of realising the cooperation between presbyters and lay believers in the parish community today, as well as on concrete possibilities of advancing that cooperation. This reflection is based on theology of parish community that was promoted by the Second Vatican Council as well as by post-conciliar documents. By respecting the clear difference, but also the mutual directedness of the general and ministerial priesthood, the course tries to point out specificities of the office of presbyter, as well as the office, duties, and the role of lay believers. On the basis of this, concrete ways of their cooperation and forms of its realisation today are being reflected upon.

**Reading List**


**Description of Instruction Methods**

The teaching is conducted during a semester, according to ordinances of the University and the KBF and the conduction plan of teaching. The KBF organises a continuous rhythm of study meetings during the semester, within which time is allocated to lectures, exercises, consultations, and studying in the library. The teaching is conducted via lectures, individual work, workshops, etc.

**Description of Course/Module Requirements**

Students are obliged to participate in the work of each study meeting, i.e. as determined by the Statute of the KBF, students are obliged to participate in 2/3 of lectures, and fully in practical work and exercises. They are also obliged to participate in consultations.

**Description of Monitoring of Teaching Quality**

The quality of teaching is monitored during the teaching process through self-analysis, conversations, consultations with students, and the questionnaire.

**Appointed ECTS: 4**
TITLE OF COURSE/MODULE: Biblical Themes in Croatian Literature

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Oral-literal and literal-artistic texts in Croatian literature are inspired by the Bible. Inter-textual reading of the Bible.

1. The Bible and Croatian cultural tradition.
2. Christmas in Croatian literature.
4. The image of Judith in the Bible, Marulić’s and Gavran’s work.
5. The suppressed God in S. Novak’s novel “Mirisi, zlato i tamjan” (Fragrances, Gold, and Incense)
6. Prayer in Croatian poetry (Đ. Sudeta, A. B. Šimić, T. Ujević, N. Šop)
7. Existential, spiritual, and eschatological horizons of V. Vida.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teacher will transmit the selected contents in lectures, seminars, consultations, and exercises. During lectures, seminars, consultations, discussions, and exercises students will gain knowledge on the reception of the Bible in various stylistic formations, literary types and genres. In this way they will acquire the ability to critically analyse, evaluate, and synthesise certain ideas and the ability to interpret selected literary-artistic texts. They will demonstrate the ability to understand, begin, form, apply, and adjust the research process to a selected topic.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students will prepare themselves for each study meeting (reading of literature, notes, replies to posed questions, critical analysis of works) and it is expected of them to actively participate in discussions. After
they finish with lectures, students need to write a seminar paper of 30 cards in which a critical-analytical review of a selected topic will be evident.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

The quality of teaching is monitored via exam results, conversations, and questionnaire.

**APPOINTED ECTS: 4**
ORDINAL NUMBER: 75th

TITLE OF COURSE/MODULE: Literature and Spirituality

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

Literature as a mirror of spiritual and social happenings. A panoramic overview of relations between spirituality and literature in stylistic formations. The secret of God’s existence, faith and unbelief, religious bifurcations in the human being’s consciousness and literary expression.

1. The journey of the fallen humanity and the vision of exodus to the way of the good (D. Alighieri)
2. Tragic feeling of life and longing for the truth and justice (W. Shakespear)
3. The human longing for happiness and meaning, destructiveness of the human wish to be what he/she is not (G. Flaubert)
4. The relation between good and evil, human suffering, anxiety and crises, rejection of people and God’s authority, the possibility of radical renewal and a premonition of a new life (F. M. Dostoyevsky)
5. The world without God and absurd as a sickness of spirit (A. Camus)
6. A mystical meeting between the soul and its source (St. John of Cross)
7. Love – devotion of one’s own being to God (E. Stein)
8. Transformative power of God’s love (P. Claudel)

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teacher will present selected contents in lectures, seminars, discussions, consultations, and exercises.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students will prepare themselves for each study meeting (reading of literature, critical analysis of works, participation in discussions). After they finish with lectures, students need to write a seminar paper of 30 cards in which they will critically review a selected theme. Students need to demonstrate systematic understanding of the area of study and their mastery of research skills and methods related to the relation between literature and spirituality. They need to be able to give an overview of the link between literature and spirituality in stylistic formations, to analyse, interpret, and evaluate various literary works and their spiritual roots, and to establish literary-philosophical and literary-theological correlation. Students also need to actively participate in discussions by using arguments and communication skills, and to demonstrate the ability to come up with new ideas.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
The quality of teaching will be monitored via questionnaire, conversations, and exam results.

**APPOINTED ECTS: 4**
ORDINAL NUMBER: 76th

TITLE OF COURSE/MODULE: Participatio actuosa – Meanings and Models

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

In light of contemporary liturgical-theological discussions on the relationship between the ritual and the mystery, the course will analyse the model of celebration called “participatio actuosa” as the matrix of forming contemporary liturgical practice from the beginning of the 20th century until today. The term participatio is being analysed in its philosophical and anthropological determinants and in its theological interpretation and application within the discourse on liturgical celebrations of the Church. The developmental path of the “participatio actuosa” model will be reviewed and various directions and ways of its reception will be analysed. Especially those texts (from the last century) that show a critique of this model of celebration and understanding of liturgy will be analysed.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted according to the calendar and schedule of the post-graduate study programme, i.e. in study weeks. Apart from lectures, written exercises and individual work on a selected topic are envisaged. In each study week there will be time from consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

During the semester, students are attending classes, working of their written exercises, and participating in discussion on selected themes. Exams are oral and written. For final exam students need to submit a seminar paper on the topic that they agreed upon with the course teacher. Monitoring of successfulness: a questionnaire, an analysis of exam results.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

APPOINTED ECTS: 4
ORDINAL NUMBER: 77th

TITLE OF COURSE/MODULE: The Sacrament: Gift and Form

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The course is trying to discern contemporary developments of liturgy of sacraments by reflecting on the relationship between liturgy and anthropology. In its understanding of sacraments, the course starts from the historical event of salvation and its ecclesial experience in the liturgy of the Church. The experience of salvation, as an event of given reality in dimensions of human existence, includes terms *effectus* and *affectus*, *ordo salutis* and *ordo actionis*. In light of the ancient Biblical typology, the course offers a wider reflection on the meaning of sacraments as symbolic acts (O. Casel, R. Guardini, K. Rahner, G. Bonaccorso, S. Ubbiali, L. M. Chauvet).

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted according to the calendar and schedule of the post-graduate study programme, i.e. in study weeks. Apart from lectures, written exercises and individual work on a selected topic are envisaged. In each study week there will be time from consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

During the semester, students are attending classes, working of their written exercises, and participating in discussion on selected themes. Exams are oral and written. For final exam students need to submit a seminar paper on the topic that they agreed upon with the course teacher. Monitoring of successfulness: a questionnaire, an analysis of exam results.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

APPOINTED ECTS: 4
**TITLE OF COURSE/MODULE:** Religious Education in Europe

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 8

**OUTLINE OF COURSE/MODULE CONTENT**

The goal of the course is to familiarise students with models of religious education in Europe, especially in the European Union. Relevant European studies on religious education will be analysed with students, which will allow them to notice and analytically-critically read tendencies in the area of religious education. Outcomes of the course: to understand the epistemological basis of current models of religious education in the European context; to notice changes in the role and significance of religion in European societies; to analyse tendencies of educational politics of European institutions and to notice consequences for religious education; to analyse and compare the Croatian model of religious education with European models. Contents of the course: The place of religion in contemporary society. The legislative frame for religious education in Europe. The epistemological status of models of religious education in Europe. The dialogue between the Church and European institutions in promoting religious education. Perspectives of the confessional model of religious education in the European context. Basic criteria in sociological research on religious education. The contribution of religious education in the total education. New challenges for religious education in Europe.

**READING LIST**


**DESCRIPTION OF INSTRUCTION METHODS**

Lectures, research work, presentation of a paper.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Class attendance, individual research work, consultations, writing and presentation of a paper.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Students work is evaluated during the whole semester, especially on the final exam.

**APPOINTED ECTS:** 4
**Title of Course/Module:** Religious Education and Contemporary Culture

**Language of Instruction in Course/Module:** Croatian

**Number of Instruction Hours:** 8

**Outline of Course/Module Content**

*The goal of the course:* To familiarise students with some basic cultural problems; to interpret these problems in their humanistic, ethical, and Christian dimension. To qualify students for better understanding and critical reading of complex relations between *culture-religion / Christianity – religious education.*

*Outcomes of the course:* to know and critically evaluate basic characteristics of contemporary culture and its challenges for religious education; to evaluate legitimacy and quality of the existing educational activity.


**Reading List**


**Description of Instruction Methods**

Lectures, presentations, discussions, research seminars/activities.

**Description of Course/Module Requirements**

Class attendance, regular consultations, research and studying of literature, writing of a paper on the basis of literature from the studied area.

**Description of Monitoring of Teaching Quality**

Evaluation of work during seminar, evaluation of work after the end of classes.

**Appointed ECTS:** 4
ORDINAL NUMBER: 80th

TITLE OF COURSE/MODULE: Religious Pedagogy and Catechetics in the International and Interdisciplinary Perspective

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT
The course wants to give an insight into the self-understanding of the scientific discipline of religious pedagogy and catechetics, and important developments and relevant discussions in various linguistic areas and in interdisciplinary relations. The course will encourage students to develop the ability to reflect and scientifically study, in a comparative (diachronic and synchronic), interdisciplinary, and partly inter-confessional way, in the area of educational activity of the Church and, especially, in the area of religious education and catechesis. Contents: a comparative approach to issues of the epistemological status and terminology of religious education and catechetics in individual linguistic, cultural, and ecclesial environments; a practical-theological frame of religious pedagogy and catechetics and their relation towards other theological disciplines; the relation towards other humanistic and social disciplines; institutional connections; research methods and current research topics; basic sources for insight into scientific research and discussions in international, inter-confessional, and interdisciplinary perspective.

READING LIST

DESCRIPTION OF INSTRUCTION METHODS
Lectures, demonstration, analysis of texts, discussions, consultations; possibly – participation in a scientific gathering on the topic of the course.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
Active listening and participation in lectures, scientific-research activities, written paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Feedback oral information, a questionnaire on the quality of teaching, quality of performed tasks.

APPOINTED ECTS: 4
ORDINAL NUMBER: 81<sup>st</sup>

TITLE OF COURSE/MODULE: The Bible and Catechesis

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

In relation to the person of catechesis teacher, the course analyses a few unavoidable perspectives of forming spiritual-professional identity of the catechesis teacher that have their Biblical foundation and enrichment. The Bible is the source of an overview of historically realised experiences of believers, basic religious contents, as well as guidelines in terms of method of procedure when it comes to self-education and education of others in faith: to respect life experience as an unavoidable factor in faith, to learn the culture of words and to lean more on the testimony and good example than on catechesis itself. In relation to contents of catechesis, the course analyses some paradigmatic Biblical characters in which every human being, no matter when, where, and in which circumstances he/she lives, can search for and find a model of integral human realisation, which is imbued with divine reality and inseparable from it, since the incarnation of the Son of God.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Lectures and activities during classes. Studying of selected literature, individual tasks.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Class attendance, activity during classes, fulfilment of individual tasks and writing of the final paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Dialogical form of teaching, consultations, grading of the final paper.

APPOINTED ECTS: 4
ORDINAL NUMBER: 82\textsuperscript{nd}/83\textsuperscript{rd}

TITLE OF COURSE/MODULE: Selected Pastoral-theological Issues, Part I and Part II

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The goal of the course: Familiarising students with the most recent scientific-research results pertaining to pastoral-theological issues, especially in Croatian speaking area. Outcomes: Choosing of relevant literature related to future licentiate and doctoral theses. Contents: Methods of research in practical theology.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Seminars, individual work, consultations, mentor-guided work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Activity of students during classes, writing of a seminar paper, research.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Evaluation of work during the semester and at the end of classes.

APPOINTED ECTS: 6
TITLE OF COURSE/MODULE: Liturgics in Interdisciplinarity

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The course offers an analysis of contemporary interconnectedness of liturgical science with other disciplines, primarily in the field of theology (with fundamental theology, dogmatics, pastoral theology), but also in the field of anthropology and philosophy, as well as in the field of art. A part of this interconnectedness is the relation between liturgics and symbolic communication (sacraments as communicational and communal acts). The course analyses the development of liturgical thought from the beginning of the liturgical movement (beginning of the 20th century) and its dialogue with other sciences. As a possibility, an analysis of the relation between liturgy and history (the organic development of liturgy through historical and cultural shifts) is offered. The goal of the course is to realise pervading reality of liturgy in the life of the Church.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted according to the calendar and schedule of the post-graduate study programme, i.e. in study weeks. Apart from lectures, written exercises and individual work on a selected topic are envisaged. In each study week there will be time from consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

During the semester, students are attending classes, working of their written exercises, and participating in discussion on selected themes. Exams are oral and written. For final exam students need to submit a seminar paper on the topic that they agreed upon with the course teacher. Monitoring of successfulness: a questionnaire, an analysis of exam results.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

APPOINTED ECTS: 6
ORDINAL NUMBER: 85th

TITLE OF COURSE/MODULE: Conceptions of Moral Education and Value Orientations of the Youth

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

The seminar aims to introduce students into discussions on legitimacy of value directed educational institutions, teaching, and school life, by observing these from various scientific and worldview perspectives. It also aims to draw attention to various ethical systems and to reflect on their closeness to Christian ethics. On the basis of acquired knowledge, students will be able to critically reflect on various ethical-pedagogical conceptions and their relevancy for social community. They will also be able to critically reflect on goals and forms of Christian moral education within family, school, and Christian communities. Contents: values, norms, value systems, changes in dominant values; the role of values in the development of an individual (psychological theories, religious-pedagogical theories); ethical systems, social consensus, world ethos; inquiry into values, recognising values, building of value system; social and Christian communities as mediators of value education; basic moral-pedagogical directions from the Christian perspective.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

Presentation of basic literature, guidelines for individual research work, research of the topic of the seminar, consultations.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Individual research, presentation of the topic, discussion and a written seminar paper.

DESCRIPTION OF MONITORING OF TEACHING QUALITY

Oral feedback, a questionnaire on the quality of teaching, the quality of performed tasks.

APPOINTED ECTS: 6
The goal of this course is to point out, in broad strokes, the development of the relation between the Church and the state from the late Antiquity until modern times. In that sense, it is important to situate the topic geographically in the area of the Roman Empire and later western civilisation, which is our primary object of interest, also because it was precisely in this area that the relations between the Church and the State experienced a more profound evolution, as opposed to Christianity that was under the influence of Byzantium. Therefore, the topic can be sketched in the following way in a few periods. From its very beginning, the Church as a community in which the Kingdom of God is realised on earth has stood in opposition to the ‘city of man’, which also means that it was without rights and persecuted, although it recognised the legitimacy of all state institutions. It stood in opposition to the state, but not because it wanted to deny the legitimacy of a human society and social structures as such, but because this society did not accept spiritual novelties and values that Christianity introduced to human social relations. With Constantine the Church gained its freedom and began its activity in new circumstances as an accepted and supported community that now found itself between its authentic task, given to it by God, to form the ‘city of God’ on earth or to fall under the influence of the ‘city of man’ and to serve only its earthly goals. The Church will remain in such discrepancy, as a bearer of a spiritual mission, but also as a community that lives on earth, often tied by earthly ties, relations and interests that do not go well with its spiritual mission that it had to perform. After the fall of the Western Roman Empire, in the coming centuries, the Church’s role in forming earthly society has increased, which led to the Medieval ideal and an attempt to create the ‘city of God’ on earth in a visible social form that would eventually lead to the identification of the two cities. The modern period will, however, be marked by the separation of the state and all its institutions from the influence of the Church, often followed by tensions and intense opposition between the ‘city of man’ and the ‘city of God’. These conflicts were especially evident in the time when modern national states were emerging during the 19th century and the consequence of a whole set of social and political changes was that the Church assumed various roles in individual European countries.

Reading list


Description of instruction methods

The teaching is conducted via lectures, but students are encouraged to participate in an interactive discussion.
Students fulfil their obligations by attending classes. Apart from that, their task is to do a comprehensive research of a particular historical period, including its specific geographical and national determination.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

The quality of teaching is monitored by an anonymous questionnaire.

**APPOINTED ECTS: 4**
**Ordinal Number:** 87th

**Title of Course/Module:** Church Historiography

**Language of Instruction in Course/Module:** Croatian

**Number of Instruction Hours:** 8

**Outline of Course/Module Content**

The students are familiarised with phases of the development of Church historiography, various approaches to studying the history of the Church, movements in research and writing, main proponents (authors and works), sources and literature in the history of the Church, so that they might get acquainted with our religious past and so that they might have basic bibliographical information for their individual research work on the topic of Church history of a specific period, while being attentive to current developments in historical science and their practical application as well as challenges that it faces. Through theoretical knowledge students will gain basic knowledge of Church history, a general introduction to Church historiography of a certain period of time, changes and the development of Church history throughout history, while through practical exercises they will become capable for scientific-research work based on sources and existing literature.

**Reading List**


**Description of Instruction Methods**

The teaching will be conducted via lectures, consultations, individual research and written papers of students.

**Description of Course/Module Requirements**

Obligations will be fulfilled by regular class/seminar attendance and through individual work.

**Description of Monitoring of Teaching Quality**

Self-evaluation, questionnaire, analysis.

**Appointed ECTS:** 4
**Ordinal Number:** 88th  

**Title of Course/Module:** The Church and Forming of Identity  

**Language of Instruction in Course/Module:** Croatian  

**Number of Instruction Hours:** 8  

**Outline of Course/Module Content**

The concept of identity is multifaceted and extremely complex. It is to a great extent dependent on an individual. It is never completely finished, but instead it develops continuously. In the contemporary world each stable identity is questioned constantly. Throughout its history the Church has also passed through various phases of development of its own identity, and through faith that it proclaims, institutions it developed, and cultural, scientific, and educational institutions it has largely formed personal, group, national, and religious identity of many individuals and nations. Christianity is one of the identity markers of many nations, so one could claim that they would not exist in such a form were it not for the Church. It was often a bearer of the feeling of unity, belonging, and continuity, while it often also guarded markers of sovereignty. However, the ideal identity does not exist, and the one that exists is far more complex and less homogenous. Therefore, this course will face many mythologems and, through a historical-critical approach, understand many mythological ideas on which identities of individuals, nations, and the whole Church are often built.

**Reading List**


**Description of Instruction Methods**

The teaching will be conducted via lectures, consultations, individual research and written papers of students.

**Description of Course/Module Requirements**

Obligations will be fulfilled by regular class/seminar attendance and through individual work.

**Description of Monitoring of Teaching Quality**

Self-evaluation, questionnaire, analysis.

**Appointed ECTS:** 4
Familiarisation with the history, social role, and development of archive, i.e. emergence, gathering, and preserving written documents and archival material. Familiarisation with basic concepts of archivistics and archive theory and practice. Acquisition of systematic information and insights into availability, quantity, and kinds of archive material relevant for study of cultural and artistic heritage that is being preserved in Croatian and foreign historical archives. General knowledge of the history, social role, and development of archive, i.e. emergence, gathering, and preserving written documents and archive material; mastering archive terminology and acquiring specific knowledge on how one should approach archive material and manners in which it is used in historical, i.e. scientific research. Through theoretical teaching students will get familiarised with basic characteristics of pilgrimage on the European Christian soil, with a special review of pilgrimages from Croatian area from the Middle Ages until contemporary times, with an emphasis on the period of the Middle and the Early Modern Age. Pilgrims as those who spread and promoted characteristics of their home countries (local cultures, customs, traditions) will be reflected upon. By studying pilgrimages in Croatian and European area one acquires knowledge on one of the most important constituents of life of faith in previous centuries. Through an insight into literature and concrete source material, students are getting familiarised with the way source archive material is being used for interdisciplinary purposes, as well as with ways of its usage in those cases when one wishes to study a concrete set topic. Apostolic visitations and bishops’ visitations will be studied in general and in their role as promoters of post-Tridentine Catholic renewal; writings of apostolic visitations published on the soil of the Republic of Dubrovnik; writings of the three apostolic visitations published in dioceses of the part of Dalmatia that was occupied by the Republic of Venice; writings of apostolic visitations of dioceses in Istria, apostolic visitors Augustin Valier, Michele Priuli, and Ottaviano Garzador, and their travels through Dalmatia. Students acquire insight into the state of clergy and people according to the evaluation of papal visitors, on Glagolitic clergy, on monks and their monasteries; the reception of data of these apostolic visitations in the older and the newer Church historiography.

**Reading list**


**Description of instruction methods**

The teaching is conducted according to ordinances of the University, the Faculty, and the conduction plan of teaching in terms of lectures, consultations, and individual work, especially research work.

**Description of course/module requirements**

Obligations include active participation in classes, consultations, and writing of a paper.

**Description of monitoring of teaching quality**
Quality of teaching will be monitored via an anonymous questionnaire and an analysis.

**APPOINTED ECTS: 4**
Outline of course/module content:
Chronologically, monasticism among Croatians is in congruence with the creation of the national state and it has immeasurable merits for the development of national education and culture, spiritual and material, literacy and science. In the early Medieval Age (9th – 12th century) there are monks of St Benedict (Benedictines, Cistercians) in the Croatian region, in the developed Medieval Age (13th – 15th century) orders with emphasised activity emerged (Dominicans, Franciscans, Augustinians, Paulines), while during the period of Humanism and religious turmoil orders set on post-Tridentine Catholic restoration (Jesuits, Capuchins, etc.) emerged. Students acquire competent knowledge on the contribution of Croatian monasticism to national education and cultural heritage, especially in the area of literacy and literature. First parchments, scriptoriums, workshops for illuminating manuscripts and production of codes (books) were created within monasteries’ walls. The same goes for education (study of ‘liberal arts’, law and theology). The first ‘general studies’ (university) is the work of monastic communities (1495 – Dominicans in Zadar; 1669 – Jesuits in Zagreb; 1673 – Paulines in Lepoglava).

Reading list:

Description of instruction methods:
Teaching is conducted via theoretical lectures, introduction to source material, and an insight into documents and relevant historiography.

Description of course/module requirements
Through comparative testing of acquired knowledge and a written seminar the quality and successfulness of teaching is monitored and determined.

Description of monitoring of teaching quality:
The quality of teaching will be monitored via questionnaires, an analysis, and communication during lectures.

Appointed ECTS: 4
Serious scientific engagement with contemporary theology has to take into account its historical development and theological heritage of the past. Together with familiarisation with cultural-anthropological issues of one’s times, knowledge of the history of Christianity, and the development of its theology, these are an important source and an unavoidable basis for a relevant contemporary discussion. This course will, therefore, try to offer an overview of the historical development of Christian theology, while pointing out, primarily, key historical periods, their fundamental determinants and aspects, and the most important theological schools and leading theologians. The course will particularly focus on the Patristic Period, Medieval theology, the Period of Reformation and post-Reformation; it will also try to give basic directives of and insights into the modern (contemporary) theology.

Reading list

Description of instruction methods
Teaching is conducted in one semester, according to the ordinances of the University, the Faculty and the conduction plan of teaching, within which time is allocated to lectures, consultations, and, especially, research work.

Description of course/module requirements
Students are, according to the Statute of the KBF, required to actively participate in the work of each study meeting, lectures, and consultations, as well as in research work and writing of a paper.

Description of monitoring of teaching quality
Monitoring of the quality of teaching is conducted through communication during lectures and an analysis of seminar papers.

Appointed ECTS: 4
The course will introduce students to the Latin alphabet of the Croatian Medieval times on the basis of selected texts from codes written in Beneventan, Carolingian, Gothic, and Humanistic minuscule, as well as with the general and special system of abbreviations. Before getting into the Croatian manuscript heritage, the course will familiarise students with basic theoretical knowledge on the developmental phases of each of the aforementioned forms of Latin alphabet, illuminations, and other elements useful for dating and provenience of these. Through theoretical knowledge and practical exercises, students acquire the competency to communicate with original medieval texts: they will know how to transcribe them, to discover their place and time of origin, to use them as historical material in their scientific-research work. General and papal diplomacy includes the structure of documents, public and private, with a special emphasis on diplomatic critique (forgeries), structure, and function of offices (papal, imperial, Croatian royal office, loca credibilia, etc.). Students acquire competent knowledge of art of diplomacy that will allow them to orient themselves in medieval historical-legal writings and their significance for the European and Croatian history. Through theoretical presentation and practical exercises students will get familiarised with medieval ways of calculating time (eras and styles), Julian and Gregorian calendar reforms and the most basic chronological elements necessary for the usage of medieval legal-historical documents. By familiarising oneself with medieval ways of dating documents students will become capable for independent usage of historical material and correct mediation of medieval chronological elements into the modern dating (Sunday letter, days in a week, indications, etc.).

**Reading list**


**Description of instruction methods**

Teaching is conducted via lectures, consultations, and research work.

**Description of course/module requirements**

Besides participating in lectures, students also write a paper.

**Description of monitoring of teaching quality**

Monitoring of the quality of teaching is conducted via communication during lectures and an analysis of individual papers.

**Appointed ECTS**: 4
**Ordinal Number:** 93rd

**Title of Course/Module:** The Secret Vatican Archive

**Language of Instruction in Course/Module:** Croatian

**Number of Instruction Hours:** 8

**Outline of Course/Module Content:**

The course offers familiarisation with the history of this most important archive institution of the Catholic Church from its emergence in the 4th century (called *scrinium*) until the emergence of the modern secret archive during the pontificate of pope Paul V (1611) and the historical decision of pope Leo XIII to open the doors of the archive to researchers so that they might have access to this rich fond in which one can find material for social, economic, and legal history of all Christian countries. The course will especially reflect on material which is important for Croatian history. Through theoretical and practical exercises on concrete examples, students will acquire competencies needed for finding their way through the labyrinth of one large world archive.

**Reading List**


**Description of Instruction Methods:**

The teaching is conducted via theoretical and practical exercises on concrete problems.

**Description of Course/Module Requirements**

Obligations are fulfilled during regular lectures and on oral exam.

**Description of Monitoring of Teaching Quality**

An anonymous questionnaire and an analysis.

**Appointed ECTS:** 4
The course aims at showing the relationship between the Church teaching and the institution of the Church as such, as well as the relationship between the Church teaching and institution that carries and forms it and the worldly institution of empire, i.e. the state. This will be done on the basis of two examples, one from the 4th and one from the 9th century. The issue through which these relationships will be observed is the key theological issue of “homousios” – the same nature of the Father and the Son that was discussed in the 4th century, defined at the Council of Nicaea in 325, accepted by the council fathers, and carried out in the Church and in the Roman Empire through help (despite help?) of the imperial government. In the second case the relationship between the Church teaching and the institution of the Church, but also the state, will be analysed in its development, formation, and expression of the papal infallibility in the second half of the 19th century, during the time when papal secular power was decreased and the teaching on the papal infallibility, and the relationship between the Church and the secular state, were clearly defined within the Catholic Church. In this second part Croatian journalism and how it covered conciliar events will also be analysed.

**Reading List**


**Description of Instruction Methods**

Apart from presenting available literature on the subject, the teaching will be conducted via oral lectures coupled with a possibility to dialogue on the topic and to ask questions. In the second part on line digitalised papers of that time will be used.

**Description of Course/Module Requirements**

Class attendance and writing of a paper.

**Description of Monitoring of Teaching Quality**

An anonymous questionnaire.

**Appointed ECTS 4**
Ordinal Number: 95th

Title of Course/Module: The History of Croatian Theological Literature

Status of Course/Module (Required/Elective): Seminar

Language of Instruction in Course/Module: Croatian

Number of Instruction Hours: 8

Outline of Course/Module Content

Among many Croatian theological writers of the Medieval Ages, the seminar will discuss only a few of them: Herman Istranin (1/2 of the 12th century), work De essentiis; Pavao Dalmatinac (c. 1170/80-1255), works: Notabilia Ilae Compilationis Decretalium, Summa de poenitentia (Summa on Penitence), Rasprava između rimskog kršćanina i bosanskog patarena; Martin from Zadar O.P, (XIII/XIVth century) work: Abstractiones de Libro Sententiarum; Augustin Kažotić (c. 1260-1323), two works: on superstition “Izlaganja o pitanjima kršćanina slika i drugim oblicima praznovjerja” and on poverty: „Rasprava o siromaštvu”; Ivan Stojković. (+1443) works: Tractatus de Ecclesia, „Concordatiae”, Marku Marulić (1450-1524), the author of many works of spiritual contents from which the following will be discussed Pouke za čestit život s primjerima and Klement Ranjin (1482-1559), the author of thirteen works, from which only two will be mentioned: Quaedam dubia in epistolas Pauli and Commentaria in quatuor libros Sententiarum).

Reading List


Description of Instruction Methods

The teaching will be conducted via lectures and research work, of which the research work will be more important.

Description of Course/Module Requirements

Students are obliged to actively participate in the work of each study meeting (lectures and consultations), and especially in writing their papers.

Description of Monitoring of Teaching Quality

The quality of teaching will be monitored via an anonymous questionnaire.

Appointed ECTS: 6
ORDINAL NUMBER: 96th

TITLE OF COURSE/MODULE: Hagiography between History and Theology

STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE): Seminar

LANGUAGE OF INSTRUCTION IN COURSE/MODULE: Croatian

NUMBER OF INSTRUCTION HOURS: 8

OUTLINE OF COURSE/MODULE CONTENT

By outlining the history of a saint, hagiographic texts try to, primarily, point out God’s activity in the life of a person they are discussing. In the Medieval times such an approach was not an exclusive characteristic of hagiography; following the example of the Bible, the whole history was at that time seen as the place of manifestation of God’s revelation. Historiography is different than theology of history. However, a person engaged in hagiography does not deny human history, but interprets it in a different language than it would be used in contemporary historiography: historia sacra and historia profana. The goal of the hagiographic author was not to compose a biography, but a hagiographic work. Therefore, a hagiographic author uses the Biblical inter-textuality and the inter-textuality of genres extensively. Characteristics of hagiology as a scientific discipline will be defined; the concept of holiness; liturgical and narrative sources of hagiography; history of genesis of texts and redaction methods, as well as forms of development and influences of several kinds of hagiographic typologies. A hagiographic text is a totality of graphic and prophetic signs, but its purpose and goal are of a historical and meta-historical nature. Models of life of saints that constitute emblematic texts will be analysed. A tendency for parables, a way that a hagiographic exemplum traverses, and the significance of miraculum will be detected. On the basis of a body of texts on the life of St Francis, the process of their genesis and which hagiographic issues forming of these texts opens will be analysed; how to read and analyse that dossier of texts in relation to the life of a saint and in relation to the history of the order. In the case of St Francis, historical events condition the formation of texts, because authors have been interested to find answers to the question concerning the present and the future of development of their monastic community.

READING LIST


DESCRIPTION OF INSTRUCTION METHODS

The teaching is conducted via lectures, consultations, and active participation of students in lectures, in terms of discussions and analyses of texts. An important aspect will be individual research work.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS

Students are required, according to their workload in terms of ECTS points, to actively participate in lectures and in their own research work.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Through an anonymous questionnaire and communication during lectures the quality and successfulness of teaching will be monitored and determined.

**APPOINTED ECTS: 6**
Considering two thousand years of its existence, it is not a surprise to realise that the history of the Church has been marked by some controversies. Often these controversies are linked to deficiencies in taking a scientific approach to a certain problem, lack of knowledge on an issue, lack of understanding of the spirit of times, and, even more often, a presentation of issues in an ideological way. Through the development of contemporary historiography many controversial issues found throughout Church history have been approached in a scientific manner, although they were often presented to the public and scientists themselves in terms of some ideological or non-critical approach. The goal of this course is to analyse some of these controversial issues from the history of the Church, for which scientific community still has a lot of interest and which are often not adequately analysed and presented. Primarily, the course will analyse current issues, which will be situated in their historical context, related to the spirit of the times and presented through the scientific-critical method. Among those current issues, one should point out the issues of inquisition and myths that have generated around this issue during the last few centuries; the issue of crusades and their perception in the history and today that both need to be brought into convergence with scientifically proven historical facts. This will be followed by some controversial issues from the history of the Reformation, history of certain popes, especially the pope Pious XII. Furthermore, the issue of Bosnian Christians deserves to be analysed, but also the current issue of the relation between the Church and science, with a special emphasis on the Galileo case. Apart from these, other topics that are still called controversial for one reason or the other, might also be discussed.

**Reading list**


**Description of instruction methods**
The teaching is conducted via lectures, exercises, consultations, and active participation of students in lectures. Students will be encouraged to participate in discussions on all the aforementioned topics by analysing texts and through comments, clarifications, and evaluations so that issues could be put in a wider scientific context.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

The exam includes active participation in lectures and teaching in terms of the allocated number of ECTS points; it is especially expected for students to actively participate in discussions on certain topics. At the end of the course, students select one of the topics that has been discussed or propose an alternative topic for their papers that should present the topic in the scientific manner.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Through an anonymous questionnaire and communication during lectures the quality and successfulness of teaching will be monitored and determined.

**APPOINTED ECTS: 6**
**Title of Course/Module:** The History of Canon Law Sources

**Status of Course/Module (Required/Elective):** Seminar

**Language of Instruction in Course/Module:** Croatian

**Number of Instruction Hours:** 8

**Outline of Course/Module Content**

The concept and kinds of Canon law sources

The process of forming sources

1. A millennium of partial collections (from the beginning of the Church until the 12th century)
   - Pseudo-Apostolic collections (*Doctrina duodecim apostolorum* or *Didache*)
   - Eastern collections (conciliar decrees)
   - Italian and Spanish collections *Collectio Isidoriana seu Hispana* (V. century), *Collectio Dionysiana* (VI. century), *libri paenitentiales* (VII. century), *Collectio Hispana Systematica* (*Collectio Isidoriana*) (633/4)
   - Other collections *Collectio Capitularium Benedicti Levitae* (IX. century), *Capitula Angilramni* (IX. century), *Collectio Pseudo-Isidoriana* (IX. century).

2. The Medieval synthesis: the classical period of Canon law
   - *Decretum Gratiani* (1120–1140)
   - Decretales Gregorii IX. (1234)
   - *Liber sextus* (1298)
   - *Clementinae* (1317)
   - *Extravagantes Joannis XXII.*
   - *Extravagantes Communes*
   - *Corpus iuris canonici* (1500, revised in 1580)

3. Intercession for reform: from the Council of Trent until the first Code (from XVI until XX century)
   - Canons and decrees of the Council of Trent (1545-1563)
   - First Vatican Council (1869-1870)
   - *Bullaria* - Benedict XIV.
   - Collection of Conciliar Resolutions
   - *Acta Romanorum Pontificium* (from Gregory XVI until Pious X)
   - Collection of Resolutions of Congregations
   - Collection of Verdicts of the Roman Rota

4. The Code from 1917, the period of the Second Vatican Council and current legislation
   - The Code from 1917
   - Documents of the Second Vatican Council
   - The Code of Canon Law from 1983

Students acquire the competency needed to understand historical-legal Canon law sources. Through practical exercises students acquire the competency to use Canon law sources as historical material in their scientific-research work.

**Reading List**

DESCRIPTION OF INSTRUCTION METHODS
Consultations and active participation of students during lectures.

DESCRIPTION OF COURSE/MODULE REQUIREMENTS
Regular seminar attendance, active work, individual participation in writing a seminar paper, participation in exercises, discussions.

DESCRIPTION OF MONITORING OF TEACHING QUALITY
Students will follow the seminar actively, but their work will also be monitored through their work on exercises and papers. At the beginning of the semester students will receive guidelines on how the seminar will be monitored and they will be encouraged to actively follow contents of the web page of the Canon Law Department on which there will be news, results of work and activities, as well as new contents and materials that will be included among materials for individual improvement and help for writing papers and exercises. At the end of a semester there will be an evaluation of the seminar and seminar teachers. On the other hand, data on achieving learning outcomes and advancement of students will be used by the teachers for self-evaluation and possible re-structuring of teaching, methods of work, and grading of students.

APPOINTED ECTS: 6
A specificity of Croatian medieval culture in relation to neighbouring regions and Europe in general are its three languages and three alphabets. This presupposes proficiency in three languages: Croatian, Medieval Latin, and Old-Slavic/Church-Slavic, and the usage of three alphabets: Latin, Glagolitic, and Cyrillic in the Croatian social and political region. New linguistic studies recognise two idioms within the Old-Slavic/Church-Slavic language: Croatian-Old-Slavic as a mildly “Croatianised” Old-Slavic language and Croatian-Old-Slavic as a mixed language composed of Old-Slavic and Old-Croatian elements. This does not exclude the usage of other alphabets and languages in our regions, although these other are not as significant or as important to diminish the significance of what has been said earlier. Three languages and three alphabets are an essential and unique characteristic of the Croatian Medieval identity. Of utmost importance in the process of its emergence and development was Christianity that – as well as in the rest of Europe – created conditions for connecting the Western and the Eastern culture of the European Medieval age. Of key importance in this process in Western Europe and in Croatia, i.e. in the spread of Latin language and alphabet and then (or at the same time) Glagolitic, and a bit later, Cyrillic, and finally Latin literacy in Croatian language, Croatian culture and literature in early period were Benedictines. A special mark on Glagolitic and Cyrillic literacy was made by Glagolitic priests and, later on, by Franciscans of the Third Order (Glagolitic). The seminar pays special attention to specialised topics, issues, and problems in Croatian three languages and three alphabets (beginnings of Latin in early medieval Croatia, Latin alphabet as the first alphabet among Croats, emergence of Cyrillic alphabet in the 12th century, Croatian language in Latin alphabet: first signs, etc.)

**Reading list**


**Description of instruction methods**

The teaching will be conducted via lectures, consultations, individual research and presentations of students.

**Description of course/module requirements**

Obligations will be fulfilled via regular class attendance and individual work.

**Description of monitoring of teaching quality**

The quality is monitored through an anonymous questionnaire.

**Appointed ECTS:** 6