

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Stjepan Baloban, PhD	1.6. Year of the study programme	3 <sup>rd</sup>
1.2. Name of the course	Basic Moral Theology I	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	45P
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	70-80
1.5. Status of the course	Obligatory at the FTS	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	x
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> <li>- To provide students with a basic insight into a theological discipline with which they come in contact during their studies, as well as the place and significance of moral theology in relation to other theological disciplines, especially those that are part of systematic theology</li> <li>- To show importance and significance of moral theology throughout history, as well as the relevancy and problems that it encounters in the recent times</li> <li>- To provide students with an integral and argument-based approach to basic concepts of moral theology: human freedom, knowledge of good and evil, moral sense of conscience</li> <li>- To make it possible for students to form their own moral evaluations in light of Christian faith and tradition</li> </ul>		
2.2. Course enrolment requirements and entry competences required for the course	Motivation for acquiring new knowledge in philosophical-theological studies with a special emphasis on Christian-moral approach to these themes.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> <li>- To get familiarised with and understand the relationship between moral theology and other theological disciplines</li> <li>- To understand and be able to interpret the contribution of other sciences (anthropological, humanistic, social) to an analysis and better understanding of certain issues with which moral theology engages</li> <li>- To become capable of critical-analytical approach to contemporary moral-ethical themes on the level of personal and social morality</li> <li>- Willingness to promote Christian moral values in a pluralistic society</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <li>- To understand significance and basic postulates of moral theology on the basis of its sources (reason, revelation, tradition), as well as the contemporary development and problems that it encounters</li> <li>- To understand the meaning and importance of the Christian moral approach in today's times on the basis of the historical development of moral theology</li> <li>- To understand and be able to explain the position of the Catholic Church on contemporary moral issues</li> <li>- To be able to competently discuss individual issues, such as freedom and conscience</li> <li>- To evaluate, in light of the Christian moral approach, human moral activity and to be able to formulate argumentative response on concrete moral issues.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1. On terms ethics and morals, and on the definition and various approaches to moral theology as a theological discipline</li> <li>2. Biblical perspective for the development of moral theology</li> <li>3. The development of moral theology throughout history (four historical periods)</li> <li>4. The Second Vatican Council on moral theology</li> <li>5. The post-conciliar development of moral theology</li> <li>6. Encyclical letter "Veritatis splendour"</li> <li>7. Central concepts of moral theology</li> <li>8. The true centre of morality: human freedom</li> <li>9. Knowledge of the moral good</li> <li>10. Moral sense of conscience: definition, division</li> <li>11. Conscience in the Holy Scripture and at the Second Vatican Council</li> <li>12. Proper and improper formation of conscience</li> </ol>		

	13. Types of improperly formed conscience 14. Education of conscience 15. Freedom of conscience					
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (add other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active participation in classes.					
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	0.5	Research		Practical work	
	Experiments		Report		(add other)	
	Essay		Seminar paper		(add other)	
	Preliminary exams	1	Oral exam	1.5	(add other)	
	Written exam		Project		(add other)	
2.1. Grading and evaluating student work in class and at the final exam	Class activity – 10% Preliminary exam – 40% Ora exam – 50%					
2.2. Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Stjepan BALOBAN, Osnovna moralna teologija I (internal notebook), Zagreb, 2013. Bernhard HÄRING, <i>Kristov zakon</i> , I, KS, Zagreb, 1973, pp. 58-207.					
	Marijan VALKOVIĆ, Gibanja i smjerovi u moralnoj teologiji, in: <i>Bogoslovska smotra</i> , 47(1977)1, 4-19.					
	IVAN PAVAO II., <i>Veritatis splendor</i> . Sjaja istine. Enciklika o nekim temeljnim pitanjima moralnoga naučavanja Crkve, KS dokumenti 107, Zagreb, 1998.					
	PAPINSKA BIBLIJSKA KOMISIJA, <i>Biblija i moral. Biblijski korijeni kršćanskoga djelovanja</i> , KS dokumenti 157, Zagreb, 2010.					
	Alojzije ŠUŠTAR, <i>Odgoj savjesti</i> , Društvo katoličkog apostolata, Zagreb, 1983.					
	Alojzije ŠUŠTAR, <i>Sloboda savjesti</i> , Društvo katoličkog apostolata, Zagreb, 1982.					
2.12. Optional literature (at the time of submission of study programme proposal)						
2.13. Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- regular class attendance</li> <li>- active participation in classes</li> <li>- evaluation of the course and the teacher</li> </ul>					
2.14. Other (as the proposer wishes to)						

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