

**DETAILED PROPOSAL OF THE STUDY PROGRAMME**

1. GENERAL INFORMATION ON THE STUDY PROGRAMME			
1.1. Name of the study programme	Theological-Religious Sciences		
1.2. Provider of the study programme	Catholic Faculty of Theology		
1.3. Partner institutions			
1.4. Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
1.5. Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/>
1.6. Manner of implementation of the study programme	Classical <input checked="" type="checkbox"/>	Mixed (classical + online) <input type="checkbox"/>	Online in entirety <input type="checkbox"/>
1.6.1. Is it a?	<input checked="" type="checkbox"/> single major <input type="checkbox"/> double major <input type="checkbox"/> interdisciplinary study <input type="checkbox"/> multidisciplinary study <input type="checkbox"/> developing programme		
1.7. Academic/vocational title earned at completion of the study	Master of Theological-Religious Sciences Modules/directions (5): teaching; pastoral-catechetical; Church cultural goods; Christian humanism and economic development; ecumenism and interreligious dialogue		
1.8. Scientific/artistic field/area of the proposed study programme	Field of theology		

2. INTRODUCTION

The development of the proposal of the study of Theological-Religious Sciences starts from the tradition of this study at the Catechetical Institute of the Catholic Faculty of Theology. The study of Religious Pedagogy and Catechetics, which preceded the study of Theological-Religious Sciences, has been structured and conducted at the Catechetical Institute of the Catholic Faculty of Theology since 1961. The study has been conducted first as a one-year study, then as a two-year study since 1964, and as a four-year study since 1978. In the academic year 2005/2006, the four-year university study of Religious Pedagogy and Catechetics has grown into a five-year study that has been conducted as an integrated study. Until now, the study has educated a large number of experts in the area of religious pedagogy and catechetics. The majority of graduated students works within the school system as religious education teachers in elementary and secondary schools, but also in schools/institutions for children with special needs, in publishing houses, cultural institutions, state institutions, in various media and in other places. The study of religious pedagogy and catechetics exists for fifty years already and in that period, it has justified its existence fully.

According to the Statute of the KBF (a. 53) and the *Reform of the Higher Institutes of Religious Sciences* of the Congregation for Catholic Education, the Institute of Religious Sciences has to structure a study of theological-religious sciences by following the 3+2 model: a three-year undergraduate and a two-year graduate study. The study of Theological-Religious sciences has been developed, therefore, according to the directives of the Statute of the KBF, the *Reform of the Higher Institutes of Religious Sciences* of the Congregation for Catholic Education, and strategic documents related to the reform in the European area of higher education (the Bologna Process).



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Many Church (pastoral) and social subjects are showing interest and have the need for highly educated people in the faith and religious area. The Study Programme of Theological-Religious Sciences is a particularly dynamic scientific area. Such a concept of the Study Programme of Theological-Religious Sciences is unique within the frame of the University of Zagreb. It reflects on various theological, religious, educational, social-heritage-cultural and cultural-artistic issues at the university level. In the Republic of Croatia, in the system of elementary and secondary school education there is confessional religious education. In preschool educational institutions religious education exists as well. Person who can conduct religious education classes in elementary and secondary school are Masters of Theology or Masters of Religious Pedagogy and Catechesis, i.e. Masters of Theological-Religious Sciences. To conduct religious education in preschool institutions adequate pedagogical and catechetical qualifications are required as well. Catechetical qualifications can be acquired at the Catholic Faculty of Theology, within the Study Programme of Religious Pedagogy and Catechesis or the Study Programme of Theological-Religious Sciences.

The Demand for experts in theological-religious sciences is noticed in the Church as well. This refers primarily to those responsible for parish catechesis, as well as animation and pastoral care for youth. Masters of Theological-Religious Sciences are also included as pastoral workers in pastoral care in parish communities and in various charity institutions.

Demand for experts in theological-religious sciences also exists in the area of preservation and promotion of the Church cultural goods and in the area of qualified tourist workers specialised for the Christian culture and art.

Masters of Theological-Religious Sciences are experts in areas that require the contemporary Christian formation in terms of current ethical and socioeconomic issues, especially: diaconia, caritas, engagement in boards of directors and supervisory boards, ethical committees.

Furthermore, experts in theological-religious sciences are engaged in the areas of promotion of ecumenical and interreligious dialogue and cooperation in the various areas of Church and social life.

3. GENERAL INFORMATION	
3.1. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)	2 years (4 semesters)
3.2. The minimum number of ECTS credits required for completion of study	120 ECTS
3.3. Enrolment requirements and admission procedure	<p>Enrolment requirement for the University Study Programme of Theological-Religious Sciences is completed Undergraduate Study Programme of Theological-Religious Sciences.</p> <p>Under certain conditions, the following may also enrol to the Study Programme of Theological-Religious Sciences:</p> <ul style="list-style-type: none"> - candidates who have completed the Undergraduate Study of Theology or Theological-Catechetical Study Programme at other theological faculties in Croatia or abroad, with the acquisition of 180 ECTS points, the average grade of at least 3,5 and under the condition, if needed, that they pass courses that they did not complete according to the decision of the competent committee. The exact number of exams a candidate would need to pass depends on the kind of undergraduate study programme a candidate has completed and this is determined during the enrolment. <p>Candidates are ranked according to the weighted average of grades, calculated to the third decimal.</p>
3.4. Language of the study programme	Croatian
3.5. Learning outcomes of the study	<p>Learning outcomes of the study programme</p> <p>General learning outcomes</p>



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<p>programme relative to legislative acts, requirements of applicable professional associations, demands of the labour market, possibilities for continuation of education and general social needs (name 15-20 learning outcomes)</p>	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area (religious education practice; pastoral-catechetical practice; area of the Church cultural goods; area of diaconia / caritas / management of temporal goods and economic activities; area of ecumenical, interreligious and intercultural dialogue) - know and evaluate the human religiosity and religious phenomena in modern society - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - critically assess the connections between the theological-religious theory and Church, religious and social practice - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - present and explain the importance of the expert cooperation in the various Church, social and public bodies that approach the humanistic and social areas interdisciplinary, especially to the issues of the social teaching of the Church - apply the efficient communication with individuals and groups - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology <p>Apart from the abovementioned learning outcomes, courses of every module result with the specific outcomes as follows:</p> <p>Specific learning outcomes for the Teaching module:</p> <ul style="list-style-type: none"> - understand and present specific theological knowledge important for the religious-pedagogical formation - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation - adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools - present and critically evaluate the school education system in the Republic of Croatia - adequately and creatively plan and conduct religious education of preschool children - independently study religious-pedagogical and pedagogical issues from the various areas of the religious-pedagogical theory and religious-pedagogical practice and appropriately present the results of the research - present and critically evaluate the fundamental tasks and challenges of religious education in the framework of the education system in the European context and especially in the Republic of Croatia <p>Specific learning outcomes for the Pastoral-Catechetical module:</p> <ul style="list-style-type: none"> - understand and present the fundamental content of practical theology - know and understand fundamental knowledge from other social-humanistic disciplines significant for the pastoral-catechetical formation
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- critically evaluate the dynamics of parish communities based on pastoral norms and models
- know and evaluate the significance of parish structures in complete pastoral-catechetical activity in parish community
- critically evaluate and creatively apply the pastoral method: see – judge – act
- adequately and creatively plan and program pastoral activities at the level of parish community
- demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults
- demonstrate and explain all components of pastoral-catechetical work with families
- demonstrate and explain the ways of guiding and animating religious education, catechesis and spiritual-religious culture in parish and other believers' communities
- plan and adequately apply pastoral methods in working with various groups: sick and dying; persons on the margins; children, youth and adults with special needs
- apply gained knowledge in management of parish administration

Specific learning outcomes for the module **Church Cultural Goods:**

- know and critically evaluate the history of Christian art and architecture, iconography and iconology and history of the local Church
- understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value
- know and correctly interpret general and specific legal regulations at the civil and Church levels, important for the management of Church cultural goods
- critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role
- apply th gained knowledge in preserving, cataloguing, pastorally evaluating and promoting Church cultural goods in Church museums and collections
- apply gained knowledge in the organisation of museums and collections, administrative management, didactic setup and protection of goods
- be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation
- be trained for pedagogical activity and for use of didactic materials and mediums, especially multimedia, with the objective of bringing Church cultural goods closer to various addressees
- recognise and creatively design new initiatives for the promotion of new activities in the framework of care for Church cultural goods
- apply gained knowledge in the development of marketing activities in the area of tourism

Specific learning outcomes for the module **Christian Humanism and Economic Development:**

- acquire fundamental knowledge in economics and entrepreneurship important for understanding and successfully engaging in economic and administrative activities in a believers' or humanitarian organisation/ association/ community
- critically evaluate the social and economic practices in various contexts
- know and explain the process of political and entrepreneurial decision-making, as well as anthropological foundations of economy, entrepreneurship and politics



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	<ul style="list-style-type: none"> - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law - deeply understand and explain the ethical foundations of social, cultural and diaconic work in concrete practice - apply gained knowledge, illuminated by faith, in more conscious exercise of one's own leadership in professional and social area - appropriately explain the importance of personal motivation in social, cultural and diaconic work as the positive sources for particular activities - appropriately and creatively integrate the theological and Biblical foundation of the social work and diaconia, as well as relevant spirituality - know the fundamental postulates of the social teaching of the Church about the socioeconomic issues and present the Catholic platform for building the sustainable economic activities - notice and explain the internal relation between ethics and economy with the goal of developing the structures of values as the framework of complete human development and the common good - know and evaluate the importance of the diocesan and parish structures in the complete evangelisation activities of the Church <p>Specific learning outcomes for the module Ecumenism and Interreligious Dialogue:</p> <ul style="list-style-type: none"> - know the communities of ecumenical, religious and cultural spectrum and be able to explain the fundamental principles of dialogues, coexistence and fruitful cooperation at the ecumenical, interreligious and intercultural levels - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions - be able to understand and present, objectively and scientifically, religious teachings and practices of the Christian churches and communities - understand, evaluate, compare and scientifically and objectively present the religious teachings and practices of the great religious traditions of the world - be able to analyse and explain the place and role of religion in secular society and modern globalised world - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context
<p>3.6. Evaluation of student employability at completion of the study programme, including opinions or official documents from three organizations associated with the labour market (e.g. professional associations or scientific institutions, employers or their associations, unions, public services, etc.) on the suitability of the anticipated learning outcomes to the demands of the labour market</p>	<p>Masters of Theological-Religious Sciences can be employed, after completing their study programme, in following areas, depending on the enrolled module:</p> <ul style="list-style-type: none"> - Elementary and secondary schools as religious education teachers; preschool institutions as religious educators; parish communities as catechists or pastoral workers; as tourist guides for sacral Christian art; as curators for sacral art in Church museums; as experts for management of temporal Church goods in Caritas, in various non-profit organisations and associations.
<p>3.7. Possibilities of continuing studies at a higher level</p>	<p>Continuing the study is possible at the level of doctoral study programme or at the level of postgraduate specialist study programme.</p>



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3.8. Upon submitting proposals for graduate study programmes, name undergraduate studies of the proposer or other institutions in the Republic of Croatia that qualify for admission to the proposed graduate study	Enrolment to the Graduate Study Programme of Theological-Religious Sciences is possible for those who have completed the Undergraduate Study Programmes of Theological-Religious Sciences or Theology.
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4. DESCRIPTION OF THE STUDY PROGRAMME

4.1. List of mandatory and elective courses and/or modules with class hours and ECTS credits (appendix: Table 1)	
4.2. Description of each course (appendix: Table 2)	
4.3. Structure of the study (number of semesters, trimesters, class sizes for lectures and exercises/seminars)	<p>The Study Programme is structured into 4 semesters. The size of the lecture groups is up to 55 students. The size of the exercises/seminar groups is 15 students. The Study Programme includes mandatory courses, mandatory-elective courses, seminars and internships. During the Graduate Study Programme students choose between multiple mandatory-elective and elective courses. Writing of and defence of the diploma thesis carries 12 ECTS.</p>
4.4. Enrolment requirements for the following semester or trimester	<p>It is necessary to reach a total of 50 ECTS to enrol into the 2nd year of the study. Subject of the diploma thesis must be registered until the end of the 3rd semester of Graduate Study Programme. Until the end of the Graduate Study Programme students have to fulfil all obligations identified by the teaching plan and programme and in doing so, acquire a total of 120 ECTS.</p>
4.5. List of courses and/or modules offered in a foreign language (which language)	<p>Religious themes in literature. Grenzfragen zwischen Religion und Naturwissenschaften Catechesi e cultura contemporanea</p>
4.6. Completion of the study:	
a. Final requirement for completion of the study	<p>Final thesis <input type="checkbox"/> Diploma thesis <input checked="" type="checkbox"/> Final exam <input type="checkbox"/> Diploma exam <input type="checkbox"/></p>
b. Requirements for application of final/diploma thesis and/or final/diploma exam	<p>The Graduate Study Programme of Theological-Religious Sciences is completed by passing all assigned exams, writing of, defending and gaining grade for diploma thesis, which carries 12 ECTS. Student must register subject and mentor for diploma thesis in secretary office of the Faculty no later than the 3rd semester of the study. The graduate exam consists of two parts. In the first part of the exam the student presents his/her graduate thesis. In the second part of the exam the student responds to questions of the members of the committee. These questions relate to the thesis and its presentation.</p>
c. Evaluation procedure for final/diploma exam and evaluation and defence procedure for final/diploma thesis	<p>Student submits the application for the defence of diploma thesis to the secretary office during the period of submission of exam applications. Regular terms for the defence of diploma thesis are at the same time as the regular exam terms. Exact term of the defence of diploma thesis is determined by the committee for defence, at least 8 days before the defence.</p>



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Table 2 Course description

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. dr. sc. Gordan Črpić, PhD		1.6. Year of the study	1 st year
1.2. Name of the course	Sociology of Religion with the General Introduction to Sociology		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	2L + 1S
1.4. Study programme (undergraduate, graduate, integrated)		Graduate	1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	An insight into the reasons for emergence of sociology, the specificity of sociology as an academic discipline, an overview of the fundamental concepts for the understanding of sociology and basic theories and terms in sociology. In particular: An overview of sociology of religion. To train students to be able to notice and analyse particular religious phenomena in the society.			
2.2. Enrolment requirements and/or entry competences required for the course		Completed undergraduate study programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to critically and objectively evaluate scientific and expert literature in the area of religious sciences and to develop the skills necessary to carry out individual research and find the scientifically founded answers to questions of the particular study area (religious education practice; pastoral-catechetical practice; area of the Church cultural goods; area of diakonia / caritas / management of temporal goods and economic activities; area of the ecumenical, interreligious and intercultural dialogue) - to know and evaluate human religiosity and religious phenomena in the modern society 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> To define fundamental sociological terms. To recognise the role and meaning of the particular term, theoretical directions, authors. To single out main features of a theory. To connect different theories. To discuss about social processes. To single out the main feature of particular modern authors in the field of sociology of religion. To organise authors according to theoretical approaches that they use. To relate various theories of sociology of religion with related social subjects. 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> State of the sociology today and current sociological perspectives (3 hours); Intellectual movements in the development of sociology, classics of sociology (3 hours); Fundamental sociological paradigms: functionalism, conflicting theories, interactionism (6 hours); Creative sociologies (3 hours); Sociology and ideology, boundaries of sociology (3 hours); Sociological determination of religion (3 hours); Classical sociological theories of religion (3 hours); 			



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	Modern sociological theories of religion (3 hours); Secularisation theories and the critique of secularisation theories (3 hours); New religious movements and alternative religiosity (3 hours); Religiosity in the communist system in Croatia (3 hours); Modern religiosity in Croatia (6 hours).									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities	Regular class attendance; Orderly completion of seminar obligations – according to the rules prepared and in agreed period submitted seminar assignments; Writing the preliminary exam; Final written/oral exam.									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Haralambos, M., Holborn, M. (2002). Sociologija. Zagreb: Golden marketing – Tehnička knjiga. (selected chapters)						YES			
	Jukić, J. (1996). Obilježja modernoga života. <i>Obnovljeni život</i> , 51: 4, pp. 387-406						YES	YES		
	Nisbet, A. R. (2007). Sociološka tradicija. Zagreb: Golden marketing – Tehnička knjiga. (selected chapters);						YES			
	Županov, J. (1993). Dominantne vrijednosti hrvatskog društva. <i>Erasmus</i> , pp. 2-6.							YES		
	Jukić, J. (1991). Budućnost religije. Split: Matica Hrvatska (Chapter: »Socijalistički feudalizam, postmoderna i karizmatična religioznost«, pp. 207-258)						YES			
	Mardešić, Ž. (2007). Rascjep u svetome. Zagreb: Kršćanska sadašnjost (Chapter: »Umjesto uvoda: O našem koncilskom naraštaju«, pp. 9-34; fourth part: »Sveto u Hrvatskom društvu«, str. 733-886)						YES			
Davie, G. (2005). Religija u suvremenoj Europi. Zagreb: Golden marketing (Chapters: »Teoretsko gledište«, pp. 41-58; »Estetsko ili simbolično sjećanje: kulturna sfera«, pp. 197-219; »Zaključak: mutacija sjećanja«, pp. 221-242)						YES				



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	Zrinščak, S. (2008). Što je religija i čemu religija: sociološki pristup, in: Bogoslovksa smotra 78 (1): 25-37).	YES	
2.11. Optional literature	Ritzer, G. (1997). <i>Suvremena sociologijska teorija</i> . Zagreb: Nakladni zavod Globus.		
2.12. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ružica Razum, PhD		1.6. Year of the study	1 st year of the study
1.2. Name of the course	General Pedagogy		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	20L + 5S + 5e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To introduce students to the areas of scientific pedagogy, its foundation and basic terminological determination. To train students for critical evaluation of various educational phenomena in the light of fundamental pedagogical knowledge. To allow students to gain fundamental basic pedagogical knowledge and skills necessary for pedagogical work.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • to distinguish and evaluate those activities in society that are directed towards the promotion of the complete human development and solidary humanism • to explain and evaluate the importance of the activities that are related to the evangelisation tasks in Church and in modern society • to apply the efficient communication with individuals and groups 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand and argumentatively present those who are educated (student) as the starting point of every modern deliberation on education • explain and critically evaluate the educational process that does not have purpose in itself, but in the complete development of the person/student • know and present visions of the human being created by the Western-European civilisation which refers to its Greco-Roman-Christian roots • know and present significant determinants of the vision of the human being in other cultures and civilisations (Indian, Asian, African) • analyse and explain possibilities and needs of education • know and critically explain possibilities and limitations of education, which is not omnipotent but limited (characteristics, heritage, environment, human freedom, pedagogical optimism, pedagogical pessimism, pedagogical realism) • adopt and apply basic communication skills significant for educational activities • understand and critically present fundamental terms such as nurture, socialisation, acculturation, inculturation, manipulation, authority, learning, upbringing, education • work in a team in the process of preparation and presentation of seminar papers • present the seminar paper applying elements significant for quality public performance 			
2.5. Course content (syllabus)	1. Introduction to the objectives and content of the course (1 hour).			



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<p>2. The possibility and need for education. Education as the activity that creates the human being and society, viewed from the perspective of various sciences and professions that have contributed to the interdisciplinary approach in pedagogy as a science and education as a practice founded on it (2 hours).</p> <p>3. Teleological and axiological foundation of education (2 hours).</p> <p>4. Pedagogy as a separate science: fundamental pedagogical terms, the difference between pedagogy and educational science(s), objectives of pedagogy (2 hours).</p> <p>5. The limitations of education: pedagogical optimism, pedagogical pessimism, pedagogical realism (2 hours).</p> <p>6. Those being educated – the centre of education and pedagogy. Various views on the human being and education in different cultures (4 hours).</p> <p>7. Teaching and schooling within education (teaching as pedagogical issue, schooling – the term of human being’s growing up, schooling policy) (2 hours).</p> <p>8. Significant characteristics of education, teaching in education, education as a modification of behaviour, intentional and functional teaching, education as an interpersonal activity, education is social interaction, education is social communication, education as the conscious assistance in learning (3 hours).</p> <p>9. Modern demands of pedagogy (ecology, intercultural education, sexual pedagogy...) (4 hours).</p> <p>10. Authority in education (authority as the triple relation between the holder, subject and area, difference between authority and authoritarianism, relation between child-centeredness and types of authority, educational role models, who is the ideal educator) (4 hours).</p> <p>11. Communication in education. Interpersonal communication. Communication in family and school. Empathic communication. (2 hours).</p> <p>12. Education of teachers and educators. (2 hours).</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities			Regular class attendance and participation in discussions. Individual preparation and writing a paper based on selected and researched topic. Preliminary exams and the final oral exam based on required literature.							
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Vujčić, V., Opća pedagogija. Novi pristup znanosti o odgoju, Zagreb, 2013.								

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	Pranjić, M., <i>Pedagogija : suvremena stremljenja, naglasci, ostvarenja</i> , Hrvatski studiji Sveučilišta u Zagrebu, 2001..		
	Predavanja koja svake godine donose novine s područja pedagoške publicistike vezano za odgajanja, odgoj, pedagošku znanost.		
2.11. Optional literature	Bach, H., <i>Osnove posebne pedagogije</i> , Educa, Zagreb, 2005. Gudjons, H., <i>Pedagogija : temeljna znanja</i> , Educa, Zagreb, 1993. Montessori, M., <i>Dijete : tajna djetinjstva</i> , Naklada slap, Jastrebarsko, 2003. Mari, G., Minichiello G., Xodo, C., <i>Pedagogia generale</i> , Milano, 2014.		
2.12. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Blaženka Valentina Mandarić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Didactics		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	20L + 5S + 5 e-learning
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	To familiarise students with didactics – the scientific discipline that deals with learning and teaching, other areas that didactics deals with, didactical epistemological issues, modern directions in the area of didactics, especially didactic theories and procedures in contemporary teaching. To train students to efficiently and creatively apply core didactic principles in planning, conducting and evaluating teaching.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme. Familiarisation with the core concepts in the field of humanities (especially developmental psychology, pedagogy and anthropology).			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation - adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools - present and critically evaluate the school education system in the Republic of Croatia 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • understand and explain the importance of knowledge of modern didactic theories in order to be able to qualitatively shape and conduct teaching; • know how to explain the fundamental didactic concepts: learning, teaching, education, instruction, student, teacher; • know and explain the fundamental didactic variables in the teaching process; • apply the various methods and methodical procedures in shaping and conducting teaching; • clearly define the educational objectives (at the intellectual, operational and affective level); • adopt the basic teaching competences; • train students for teamwork during the process of researching for, preparing and presenting seminar assignments; • know and apply various teaching methodical systems 			
2.5. Course content (syllabus)	1. Didactics as a scientific discipline: historical development, didactical theories and fundamental issues of didactics; didactics as the theory of education, didactics as teaching, didactics as a theory of teaching communication. (2) 2. Didactical procedure. Planning the teaching: didactical principles, objectives, methods, social forms of teaching, planning and articulation of teaching. (2) 3. Learning outcomes. (2) 4. The didactical process and the immediate preparation of a teaching unit. (2) 5. Media in teaching. (2)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

6. Tracking, evaluating and grading in the educational process. External and internal evaluation. Evaluation and self-evaluation of students and teachers. (3) 7. The theory of curriculum, core components and types of the curriculum. (2) 8. Student competences (mother tongue communication, foreign language communication, mathematical competence, digital competence, social and civic competence, sense of initiative and entrepreneurship, cultural sensitization and expression). (2) 9. Basic teacher competences (subject, didactical, social). (2) 10. Initial and permanent teacher formation. (2) 11. Teaching systems (lecture teaching, heuristic teaching, problem-creative-research teaching, group teaching). (2) 12. Non-verbal communication in teaching. (2) 13. Students will make and present a topic for preliminary exam in front of other students, individually or in teams. (5)												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		Jelavić, F. (2008), Didaktika, Zagreb: Jastrebarsko, 2008.										
		Cindrić, M./ Miljković, D./Strugar, V., Didaktika i kurikulum, Zagreb, 2010.										
2.11. Optional literature		Metodologija učenja (2013.), Dušević&Kršovnik d.o.o., Rijeka Meyer, H. (2005.), Što je dobra nastava, Zagreb. Matijević, M.-Radovanović D. (2011.), Nastava usmjerena na učenika, Zagreb. Kiper, H-Mischke, W. (2008.), Uvod u opću didaktiku, Zagreb.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ružica Razum, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Didactics of Religious Education Teaching in Elementary School		1.7. ECTS credits	4 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L+15S
1.4. Study programme (undergraduate, graduate, integrated)		graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	Provide the knowledge about the contemporary challenges for religious pedagogical theory and practice. Train the students for critical evaluation of the various elements that influence the religious education teaching from “within” and “without”. Familiarize students with the situation of the religious education teaching in Europe and with basic trends in the development of this subject.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme of the religious sciences or theological-religious education study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation - present and critically evaluate the school education system in the Republic of Croatia 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand and argumentatively present religious education didactics as an interdisciplinary science that cooperates with theological, humanistic and educational sciences (explain its angle of view, its subject and its scientific self-understanding) - understand and argumentatively present fundamental contemporary challenges for religious-pedagogical and religious-educational theory and practice, which stem from the religious-ecclesial-social context - analyse and argumentatively present fundamental challenges/opportunities for religious education theory and practice, which stem from the educational system - understand and critically present the fundamental concepts such as religious education, catechesis, religious education teaching, confessional/non-confessional religious education teaching, educational values, school laicity - analyse and critically present fundamental legal requirements for religious education teaching in Europe and in Croatia - know and present the essential determinants of the situation of elementary school students - critically consider religious educator’s vocation in contemporary society and school - work in team during the process of preparation and presentation of seminar tasks 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2.5. Course content (syllabus)</p>	<ul style="list-style-type: none"> - Introduction. Religious education didactics as a scientific discipline. (3 hours) - Religious education in school: religion in contemporary society and challenges for religious education: educational tasks of school in contemporary society. (4 hours) - Catholic religious education teaching. Foundation of religious education in school. Confessionality of religious education teaching. Laicity of public school (4 hours) - Religious education teaching in Europe. Legal requirements/foundations for religious education teaching in Europe. Different models of religious education teaching. Prevailing tendencies. (2 hours) - Tasks and objectives of religious education teaching (2 hours) - Addressees of religious education teaching. Situation of students from 6th/7th to 14th/15th year of life. (6 hours) - The content of religious education. (2 hours) - Methods and media in religious education teaching. (Selecting and interpreting biblical texts in religious education teaching. Oral and written creative expression in religious education teaching. Artistic creation. Drawings, artwork, caricature, photography, comics, audio-visual media in religious education teaching. Music and game in religious education teaching.) (6 hours) - Teacher of religious education. (4 hours) - Planning, realization and evaluation of religious education. (10 hours) - Religious education within the National framework curriculum. (2 hours) 									
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>							
<p>2.8. Student responsibilities</p>										
<p>2.9. Monitoring student work</p>	<p>Class attendance</p>	<p>YES NO</p>	<p>Research</p>	<p>YES NO</p>	<p>Oral exam</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>
	<p>Experimental work</p>	<p>YES NO</p>	<p>Report</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>
	<p>Essay</p>	<p>YES NO</p>	<p>Seminar paper</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>
	<p>Preliminary exam</p>	<p>YES NO</p>	<p>Practical work</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>	<p>(other)</p>	<p>YES NO</p>
	<p>Project</p>	<p>YES NO</p>	<p>Written exam</p>	<p>YES NO</p>	<p>ECTS credits (total)</p>	<p>YES NO</p>	<p>4</p>	<p>YES NO</p>	<p>YES NO</p>	<p>YES NO</p>
<p>2.10. Required literature (available in the library and/or via other media)</p>	<p>Title</p>						<p>Number of copies in the library</p>	<p>Availability via other media</p>		
	<p>Razum, R., Vjeronauk između tradicije i znakova vremena, GK, Zagreb, 2009.</p>						<p>YES</p>			
	<p>Hilger, G. i dr., Vjeronaučna didaktika, Salesiana, Zagreb, 2009.</p>						<p>YES</p>			
	<p>Mandarić, V. – Razum, R., Važnost odgoja u današnjem svijetu. Doprinos vjeronauka odgojnom djelovanju škole, GK – KBF, Zagreb, 2015.</p>						<p>YES</p>			



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DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.11. Optional literature	Mandarić, V., Hobljaj, A., Razum, R., Vjeronauk – izazov Crkvi i školi, GK, Zagreb, 2011. Filipović, A. Th., U službi zrelosti vjere i rasta osoba, GK, Zagreb, 2011.
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ivana Gagić Kičinbači, A.M.	1.6. Year of the study	1 st year
1.2. Name of the course	Art and Christian Iconography	1.7. ECTS credits	3 ECTS
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	This course offers students an introduction to artistic language and basic visual communication. Students gain a general artistic education with emphasis on Christian iconography. To capacitate students to recognise iconological and stylistic art features during certain eras. To capacitate students to analyse art and iconography from a general perspective of the history of art and history of art in the Church.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme courses.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be competent to: <ul style="list-style-type: none"> • Recognise fundamental Christian iconography. • Scrutinise works of art with an emphasis on analysing iconography. • Recognise works of art with regard to style and period of origin. • Use terminology relating to the history of art and will be able to apply it to sacral art with an accent on the Christian notion of sacredness. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course content – obligations during the semester (literature to be examined). 2. Introductory lectures relate to the definition of art, sacredness and particularly Christian notion of sacral. 3. Basic artistic language and visual communication – scrutinising roles and meaning. 4. General overview of pre-historic sacral spaces and art. 5. Great civilisations and their relations toward sacral creativity. 6. Review of early Christian era and pre-Romanic, ancient Croatian era. 7. Review of Romanic, Gothic art. 8. Iconography (iconological) topography and typology. Iconography of the saints: early Christian martyrs, medieval iconography. 9. Christian iconography: literary sources, basic definitions (symbol, allegory, personification, typology, prefiguration). 10. Christian iconography: basic definitions (motif, theme, meaning, certain definitions relating to liturgical practise). 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

11. Development of iconography (iconology) through periods of the history of art (early Christian and earl medieval art, Romanic & Gothic, Renaissance and Baroque, 19 th & 20 th centuries).											
12. Review of Renaissance art.											
13. Review of Baroque creativity, classicism and neo-styles.											
14. Contemporary movements in art with an accent on sacral creativity.											
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance		YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report	YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media	
		M. Jakubin, Vodič kroz povijest umjetnosti, Školska knjiga, Zagreb, 2006									
		M. Jakubin, Likovni jezik i likovne tehnike, Educa, Zagreb, 1999									
		R. Ivančević, Uvod u ikonologiju, u: <i>Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva</i> , A. Badurina (ur.), Zagreb, Kršćanska sadašnjost, 1985									
2.11. Optional literature		A. BADURINA, Sakralni prostor tijekom povijesti i danas, Zagreb, F. Škunca, 1987; R. van Straten, Uvod u ikonografiju, Zagreb, 2003, 1-142; J. HALL, Rječnik tema i simbola u umjetnosti, Školska knjiga, Zagreb, 1991; H.W.Janson, Povijest umjetnosti, Stanek d.o.o., Varaždin, 2003.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Jasna Šego, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Language and Society		1.7. ECTS credits	3
1.3. Associate teachers	Nada Babić, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	L-15, E-5, S-5, e-5
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	15%
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To acquire basic knowledge of Croatian language, its recent history and to recognise the role of language in society. To acquire basic knowledge of functional styles (scientific, administrative, journalistic, literary-artistic, biblical), to recognize texts with stylistic features of functional styles. To obtain writing skills in different functional styles. To obtain skills of noticing and determining the semantic and stylistic differences between words of similar and near meanings within different translations of the same text. To compare and explain the denotative and connotative meaning of a word and the functional decomposition of dictionary. To discuss the purist principle in the Croatian language, to evaluate neologisms.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students should:</p> <ul style="list-style-type: none"> understand the term language as a system and language as a standard understand the term linguistic identity differentiate between linguistic and stylistic features of different functional styles apply acquired knowledge about connotative and denotative meaning of the word and the functional spread of the language observe and describe certain language phenomena in the Croatian society. 			
2.5. Course content (syllabus)	<p>Introduction to the subject, literature, reading, students' obligations (2), Names of the Croatian language: arvaciki, Slovenian, Slavonian, Illyrian, "Croatian-Serbian", Croatian or Serbian, Croatian (arvaciki, slovinski, slavjanski, ilirski, „hrvatskosrpski“, hrvatski ili srpski, hrvatski) (2), Language - knowledge or ability, adopting the mother tongue and mastering (mother tongue and other) languages (2), The formation of contemporary standard language in the 19th Century (cultural-historic and national Illyrian movement, philological schools - role and significance) (2), Bogoslav Šulek (scientific terminology, processing Karadzic translation, synonyms, words of similar meaning, purism in Croatian language) (2), Translations of biblical texts in the 19th and 20th centuries (Škarić, Katančić, Stadler, Čebušnik, Zagoda, Šarić, Rupčić, Duda Fućak, Ladan, Lovrec, Grujić and Grujić, Raspudić, Djaković) (2), colloquium (2),</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

Croatian literary language and Croatian standard language (functional styles in Croatian); Croatian orthography, Declaration on the position, Šreterov's award (2), Bible and church style (2), Administrative style (2), Scientific style (2), Journalistic style (2), Conversational language (features, jargons, dialects, swearwords, vulgarisms, etc.) (2), Contemporary classical and electronic media language (2), Colloquium (2).											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities		Regular attendance – attendance of at least 70% of lectures Successfulness of at least 40% during classes within the given teaching activities.									
2.9. Monitoring student work		Class attendance	YES		Research		NO	Oral exam		NO	
		Experimental work		NO	Report		NO	(other)	YES	NO	
		Essay		NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES		Practical work		NO	(other)	YES	NO	
		Project		NO	Written exam		NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Babić, S. (2004) <i>Hrvanja hrvatskoga</i> . Zagreb: Školska knjiga.									
		Frančić, A., Hudeček, L., Mihaljević, M. (2005) <i>Normativnost i višefunkcionalnost u hrvatskom standardnom jeziku</i> . Zagreb: Hrvatska sveučilišna naklada.									
		Jelaska, Z. (2008) <i>Ljubiš li me? Ti znaš da te volim</i> . O bliskoznačnicama i raznoznačju, u: Babićev zbornik o 80. obljetnici života. (ed.) Mirković, S., Slavonski Brod: Ogranak Matice hrvatske, 125–170.									
		Tešak, S. (1995) <i>Hrvatski naš osebjuni</i> . Zagreb: Školske novine.									
2.11. Optional literature		Kačić, M. (1995) <i>Hrvatski i srpski. Zablude i krivotvorine</i> . Zavod za lingvistiku Filozofskoga fakulteta Sveučilišta u Zagrebu. Opačić, N. (2012) <i>Hrvatski ni u zgradama</i> . Globalizacijska jezična teturanja. Zagreb: Hrvatska sveučilišna naklada. Težak, S. (1991) <i>Hrvatski naš svagda(š)nji</i> . Zagreb: Školske novine.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Jasna Šego, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Rhetorics with Methodics of Creative Expression		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	10 P + 10 V + 5 S + 5 E-learning
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To become more aware of previously acquired knowledge of oral and written expression. To strengthen and deepen the previously acquired oral and written expression skills. To adopt the skills for shaping and expressing speech. To critically evaluate written and oral expression on different subjects. To master debating skills. To acquire and deepen knowledge on speaking values of Croatian standard language, rhetorical figures, speech logic, speech listening and the like, needed for expressing oneself literally and verbally in professional and private life. To adopt basic knowledge of the history of world and Croatian rhetorics.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To understand the importance of oral and written expression in society To critically asses and evaluate one's own expression and expression of others To understand the meaning and role of debate in all aspects of life To know how to interconnect knowledge from literary-artistic and literary-linguistic fields, to raise awareness of previously adopted knowledge and to use it creatively in new contexts</p>			
2.5. Course content (syllabus)	<p>Introduction to the course, literature, students' obligations. Why rhetorics? (1 hour), Language and speech. Speaking values of the Croatian standard language. (2 hours) Speaking exercises. Functional styles of Croatian standard language. (2 hours) Spoken and written expression. Types of speech. (1 hour) Pronouncement and speech listening. Evaluation of speech. (3 hours) Interpretative reading. (2 hours) Speech logic. Rhetorical figures. (4 hours) Modal expressions and buzzwords. (1 hour) First colloquium. (2 hours) Non-speech communication. Fear and stage fright in speech. Speech preparation (2 hours) Listening, reading, composing and analysing speech. (2 hours) Homiletics. (2 hours) Debate. (2 hours), History of rhetorics (world and Croatian) (2 hours). Second colloquium. (2 hours)</p>			



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2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:				
2.8. Student responsibilities	Regular attendance – attendance of at least 70% of lectures Successfulness of at least 40% during classes within the given teaching activities.								
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report		NO	(other)	YES	NO
	Essay	YES		Seminar paper	YES		(other)	YES	NO
	Preliminary exam	YES		Practical work		NO	(other)	YES	NO
	Project		NO	Written exam		NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Šego, J. (2005): Kako postati uspješan govornik, Zagreb								
	Škarić, I. (2000): Temeljni suvremenoga govorništva, Zagreb								
	Beker, M. (1997): Kratka povijest retorike, Zagreb								
	Gottesman, D., Mauro, B. (2006): Umijeće javnog nastupa, Zagreb								
Ciceron, M. T. (2002): O govorniku, Zagreb									
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Božidar Mrakovčić, PhD		1.6. Year of the study	first
1.2. Name of the course	Selected Themes in Biblical Theology of the Old Testament		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	The course qualifies students to see the Old Testament message in a concise manner in order to gain a better insight into the interconnectedness of certain great theological themes: creation, salvation, covenant, conversion, future, righteousness.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed courses such as the General Introduction to Scripture, Introduction to and Exegesis of the Old Testament, and the Introduction to and Exegesis of the Old Testament II, as well as the completion of the undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area (religious education practice; pastoral-catechetical practice; area of the Church cultural goods; area of diaconia / caritas / management of temporal goods and economic activities; area of ecumenical, interreligious and intercultural dialogue) - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - study and understand biblical texts and find how the material is related - know and explain some important biblical facts - note the difference between analytic and synthetic approaches to texts - semantically deepen the fundamental biblical concepts: faith, salvation, creation, covenant - link biblical content with contemporary scientific issues 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Introduction to biblical theology of the Old Testament (2 hours) - Semantic characteristics of the reality of faith in the Old Testament and Abraham as an example and the father of faith (2 hours) - Faith as the moving force of the Old Testament prophets (2 hours) - God creator and the foundation of Old Testament anthropology (4 hours) - God the Creator and the foundations of the Old Testament anthropology (2 hours) - God the Redeemer and Saviour in the Old Testament (6 hours) - The Covenant as a gift and a task (2 hours) - Possibility of change of God and the human being (4 hours) - Righteousness of Amos (2 hours) - Book of Jonah and God's mercy (2 hours) - Messianism in the Old Testament (4 hours) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report		NO	Oral or written exam	YES	
	Essay	YES		Seminar paper		NO	(other)	YES	NO
	Preliminary exam		NO	Practical work		NO	(other)	YES	NO
	Project		NO	Written exam		NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Božo LUJIĆ, <i>Vjera u Boga uvijek novih mogućnosti</i> , KS, Zagreb, 2014.								
	Adalbert REBIĆ, <i>Središnje teme Staroga zavjeta</i> , KS, Zagreb, 1996.								
2.11. Optional literature	R. E. BROWN et al., <i>Biblijska teologija Staroga i Novoga zavjeta</i> , KS, Zagreb, 1993. Xavier LÉON-DUFOUR (ed.), <i>Rječnik biblijske teologije</i> , Zagreb, 1980. Anto POPOVIĆ, <i>Biblijske teme. Egzegetsko-teološka analiza odabranih tekstova Starog i Novoga zavjeta s Dodatkom</i> , Zagreb, 2004.								
2.12. Other (as the proposer wishes to add)	Writing of a paper in which the student needs to demonstrate competency to use technical terminology.								



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Stjepan Baloban, PhD / Assist. Prof. Silvija Migles, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Social Teaching of the Church		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	45L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To familiarize students with the nature and theological foundations of the social teaching of the Church as well as its relation to social and humanistic sciences (especially sociology).</p> <p>To introduce the main social encyclicals and other important social documents of the Church: the reasons and causes of the emergence of a particular social document; historical development and the emergence of individual documents and their authorship.</p> <p>To introduce the main topics of the Church's social teaching and the value of individual social topics in the light of faith.</p> <p>To introduce the pastoral (religious) implications of social topics as well as the interdisciplinary significance of social topics. To introduce the structure, content and main message of Compendium of the social teaching of the Church.</p> <p>To deepen social principles in the light of social challenges.</p> <p>To enable students to apply and practice social teaching in ecclesial and social life in Croatia.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	An interest in deepening knowledge about the ecclesial and social context and motivation for acquiring knowledge from a new course.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area (religious education practice; pastoral-catechetical practice; area of the Church cultural goods; area of diaconia / caritas / management of temporal goods and economic activities; area of ecumenical, interreligious and intercultural dialogue) - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - critically assess the connections between the theological-religious theory and Church, religious and social practice - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - present and explain the importance of the expert cooperation in the various Church, social and public bodies that approach the humanistic and social areas interdisciplinary, especially to the issues of the social teaching of the Church 			
2.4. Expected learning outcomes at	<p>To explain and evaluate the significance of the social dimension of Christian faith and its theological development through history.</p> <p>To analyse and differentiate the relationship between the social teaching of the Church as theological discipline and sociology as social science.</p> <p>To argumentatively present and advocate the contemporary views of the Catholic Church on many current issues in society.</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>the level of the course (3 to 10 learning outcomes)</p>	<p>To analyse and evaluate a concrete social and ecclesial situation based on the social teaching of the Church. To argumentatively explain the social nature of the human person in the context of socio-historical changes. To present and comment on the development of Catholic social thinking in Croatia in the twentieth century. To present and comment on the historical-social context of the development of the social teaching of the Church. To analyse and comment on the history of the emergence and development of social encyclics and other documents. To explain the main principles and main topics of the social teaching of the Church. To explain the necessity and urgency of Christian and ecclesial social engagement. To apply the principles of the social teaching of the Church both in relation to pastoral life and in relation to the life of Christians in society.</p>
<p>2.5. Course content (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction to the subject of the course: Christians in the world - relation to the world (2 hours); 2. Social virtues - a signpost to the other (2 hours); 3. The concept and the significance of sociology and the relationship to the social teaching of the Church (2 hours); 4. The sociological view of religion (2 hours); 5. Roots of the Church's social teaching in Scripture and the historical development of the Church's social teaching (2 hours); 6. The theological foundation, nature, meaning and problem of names (2 hours); 7. Principles of the social teaching of the Church: human dignity, general or common good, human rights, solidarity, subsidiarity, the principle of participation in preferential care for the poor (4 hours); 8. Three periods of the development of the social teaching of the Church in Croatia in the 20th century (2 hours); 9. Role and significance of the Department of social teaching of the Church (2 hours); 10. Historical - social causes of creation of modern social teaching of the Church and chronological overview of the main social documents and authors (2 hours); 11. Rerum novarum: workers' question, workers' rights and social justice (2 hours); 12. Quadragesimo anno: social teaching and subsidiarity (2 hours); 13. Radio message on Christmas Eve 1994: citizens in a democratic system (2 hours); 14. Mater et magistra: new forms of socialization and Pacem in terris: peace, human rights and the international community (2 hours); 15. The Second Vatican Council and the social teaching of the Church: Gaudium et spes - relationship between the Church and the world and Dignitatis humanae - the right to religious freedom (1 hour); 16. Populorum progressio - idea of progress and humanity in the light of solidarity and Evangelii nuntiandi - inculturation of the gospel in different parts of the world (2 hours); 17. Octogesima adveniens: a Christian faced with new social problems and new way of thinking (1 hour); 18. Laborem Exercens: value and dignity of human work (2 hours); 19. Sollicitudo rei socialis: structure of sin in the light of principles and virtues of solidarity (2 hours); 20. Centesimus annus: social teaching of the Church as an instrument of evangelization (2 hours); 21. Compendium of the social doctrine of the Church (1 hour); 22. Caritas in veritate: interdisciplinary and sapiential dimension of the social teaching of the Church (2 hours); 23. Laudato si': about care for our common home (2 hours);



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2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:				
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES		Research		NO	Oral exam	YES	
		Experimental work		NO	Report		NO	(other)	YES	NO
		Essay		NO	Seminar paper		NO	(other)	YES	NO
		Preliminary exam	YES		Practical work		NO	(other)	YES	NO
		Project		NO	Written exam		NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title					Number of copies in the library	Availability via other media		
		Stjepan BALOBAN, <i>Socijalni nauk Crkve (script-book)</i> , Zagreb, 2018.								
		PAPINSKO VIJEĆE 'PRAVDA I MIR', <i>Kompendij socijalnog nauka Crkve</i> , KS, Zagreb, 2005.								
		Marijan VALKOVIĆ (edited), <i>Socijalni dokumenti Crkve. Sto godina katoličkoga socijalnog nauka</i> , (M. Valković, ed.), KS, Zagreb 1991.								
		Ivan PAVAO II., <i>Centesimus annus</i> , KS; Zagreb 1991.								
		BENEDIKT XVI., <i>Caritas in veritate</i> , KS, Zagreb 2009.								
2.11. Optional literature		Papa FRANJO, <i>Laudato si'. Enciklika o brizi za zajednički dom</i> , KS, Zagreb, 2015.								
		Joseph kardinal HÖFFNER, <i>Kršćanski socijalni nauk</i> , KS, Zagreb, 2005.								
		Kardinal Gerhard Ludwig MÜLLER, <i>Siromaštvo. Izazov za vjeru</i> , KS, Zagreb, 2015.								
		Stjepan BALOBAN, <i>Etičnost i socijalnost na kušnji</i> , KS, Zagreb 1997.								
		Stjepan BALOBAN, <i>Socijalni govor Crkve u Hrvatskoj</i> , KS, Zagreb, 2004.								
		Stjepan BALOBAN, <i>Otvorimo prostore pozitivnome. Kršćanin i svijet</i> , KS, Zagreb, 2015.								
		Stjepan BALOBAN (ed.), <i>Izazovi civilnog društva u Hrvatskoj</i> , Centar za promicanje socijalnog nauka Crkve – KS, Zagreb, 2000. Stjepan BALOBAN – Gordan ČRPIĆ (eds.), <i>O dostojanstvu čovjeka i općem dobru u Hrvatskoj</i> , Centar za promicanje socijalnog nauka Crkve – KS, Zagreb, 2003.								
Stjepan BALOBAN – Gordan ČRPIĆ (ed.), <i>O solidarnosti i supsidijarnosti u Hrvatskoj</i> , KS, Zagreb, 2004.										
Stjepan BALOBAN – Gordan ČRPIĆ (ed.), <i>Socijalni Kompendij: izazov i nadahnuće</i> , KS, Zagreb, 2007.										
Tonči MATULIĆ, <i>Metamorfoze kulture</i> , GK, Zagreb '2008.										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Ante Crnčević, PhD		1.6. Year of the study	1
1.2. Name of the course	Theology of Liturgical Celebrations		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L=28, E=2
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To introduce liturgical theology of sacramental and other liturgical celebrations with an insight into the historical development of ritual forms and to point to the contemporary demands of liturgical-theological thought.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed course on Basics of Liturgics in the undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - understand and present the fundamental content of practical theology 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> ▪ To know the theological foundation, anthropological determinants, and the ritual arrangement of liturgical celebrations. ▪ to know how to apply acquired knowledge to other knowledge acquired in the courses of dogmatic and pastoral theology. ▪ To know how to integrate liturgical celebrations in the course of the liturgical year and in the course of the catechetical-pedagogical process. ▪ to know how to prepare communities and groups for liturgical celebrations. ▪ to know the contemporary difficulties of liturgical theology. ▪ to know how to deepen scientific themes of liturgical theology. 			
2.5. Course content (syllabus)	<p>1st Introduction to the subject of the course: fundamental postulates of theology of celebration (mystery, ritual, celebration). 2nd The fundamental postulates of theology of celebration, part 2: symbolic dimension of the liturgy, mysterium-actio-vita. 3rd Relationship between catechesis and liturgy through history; questions and an analysis of today's state of affairs. 4th Christ's Paschal mystery - the starting point, the actualisation, and the goal of every liturgical celebration. 5th Sacrament of baptism: the issues in the new testament Church and the patristic age; mystery and ritual. 6th The unity of the sacrament of initiation (theology, historical forms, dissolution of celebration, present aspirations). 7th The order of adult access to Christianity. 8th The celebration of the sacrament of confirmation (the relation to baptism, the development of theology of the sacrament, the search for meaning after the separation of the celebration of confirmation from baptism, the present structure and theology of the celebration, the aspirations of contemporary liturgical theology). 9th Theology of the Eucharistic celebration, part 1: The Eucharist and the first Christian community; the Eucharist and the life of the Church. 10th Theology of the Eucharistic celebration, part 2: The Eucharistic celebration today, theology and structure (introductory rite and liturgy of words). 11th Theology of Eucharistic celebrations, part 3: Eucharistic celebration today, theology and structure (Eucharistic service). 12th The celebration of the sacrament of reconciliation (theology, ritual forms, getting acquainted with texts from other liturgical traditions).</p>			



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13 th The celebration of the sacrament of marriage and sacrament of the holy order. 14 th Celebrations of sacramentals. 15 th Theology of liturgical services (with emphasis on lay liturgical services).											
2.6. Format of instruction:			<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)			
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		V. Zagorac, <i>Kristova otajstva</i> , Zagreb 1998.									
		A. J. Chupungco (ed.), <i>Scientia liturgica</i> , voll. 3-4., Casale Monferrato 1998. (there is an English and an Italian edition).									
		AA. VV., <i>Otajstva pristupa kršćanstvu</i> , (zbirka članaka iz: <i>Nuovo dizionario di liturgia</i>), Croatian translation: I. Šaško, (pro manuscripto).									
		Liturgical ritual books									
2.11. Optional literature		P. Bašić, <i>Slaviti misu po Misalu Pavla VI.</i> , Zagreb 1992; Ante Crnčević, <i>Liturgija u susretu s neliturgijskim oblicima kulta. Liturgijska kriteriologija i imperativ vremena</i> , BS 74(2004) 3, 781-805. (http://hrcak.srce.hr/) Ante Crnčević, <i>Inicijacijska dinamika u liturgiji krštenja: od dinamike otajstva do obrednoga ustroja</i> , BS 79(2009) 3, 501-521. (http://hrcak.srce.hr/) Ante Crnčević, <i>Sklad u raznolikosti liturgijskih službi</i> , BS 72(2002) 2-3, 335-365. (http://hrcak.srce.hr/)									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Kata s. Amabilis Jurić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Religious Education of Preschool Children		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	10L+10E+10S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Enable students to get familiarised with basic features of religiosity of preschool children. Enable students to critically evaluate different elements that influence, from the "inside" and "outside", the religious education of preschool children. Qualify students for independent and creative planning and realization of religious education activities in preschool educational institutions.			
2.2. Enrolment requirements and/or entry competences required for the course	Be familiarised with basic pedagogical and catechetical terminology related to the age of preschool child. Motivation for work in preschool educational institution. Developed basic communication skills required for work in preschool educational institution.			
2.3. Learning outcomes at the level of the programme to which the course contributes	- adequately and creatively plan and conduct religious education of preschool children - demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • understand and argumentatively present theological-catechetic starting points of religious education; • know and present important aspects of the situation of preschool children; • analyse and argumentatively present basic questions of religious education or catechesis of preschool children • argue and explain particularities of moral education and prayer in preschool age; • know basic settings of religious education of preschool age in general and catechetical documents; • analyse and critically present programs and catechetical manuals for religious education of preschool children • apply fundamental didactic variables in writing a preparation sheet and in performance of religious education activities • adopt and, in performing religious education activities, implement basic communication skills relevant for educational activities. 			
2.5. Course content (syllabus)	1. Establishing the religious ability of early childhood on anthropological-pedagogical and biblical-theological-ecclesial discourse. Theological catechetic starting points of religious education in early childhood. (4) 2. Position and perspectives of religious education of preschool children in public preschool institutions. Training of educators and professional associates for religious education. Religious education in religious communities. (2) 3. Opportunities and importance of childhood. Early childhood as a religiously sensitive period. Anthropological basis for religious life. (2) 4. Religious education of preschool children in official general and catechetical documents. (4) 5. Religious education of preschool children in spiritual-cultural continuity with religious education of younger school age children. (2)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>6. Relationship between God and a child is based on the joy that comes from relationship with God, mysterious knowledge, the ability to see Invisible, prayer, and metaphysics. (4)</p> <p>7. Relationship between adults and children in religious education. Family and preschool. Collaborative parenting and parish community education. (4)</p> <p>8. Christ the Good Shepard - the central content for understanding the sacraments of Eucharist and baptism. (4)</p> <p>9. Prayer and moral education of the child. (2)</p> <p>10. Education for amazement and "The Kingdom of God. (2)</p> <p>11. Religious preschool age education programme. Objectives and contents and methodological approaches to religious education. (3)</p> <p>12. Analysis of the manual for religious education of preschool children. (2)</p> <p>13. Visitation classes to preschool educational institutions. (6)</p> <p>14. Writing and presenting preparation sheets for the conduction of religious education activities of preschool children. (4)</p>											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam		NO	
		Experimental work		NO	Report		NO	(other)		NO	
		Essay		NO	Seminar paper		NO	(other)	YES	NO	
		Preliminary exam	YES		Practical work	YES		(other)	YES	NO	
		Project		NO	Written exam	YES		ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Hoblaj, A., <i>Teološko-katehetska ishodišta vjerskoga odgoja u ranom djetinjstvu</i> , GK, Zagreb, 2006.									
		HRVATSKA BISKUPSKA KONFERENCIJA, <i>Program katoličkoga vjerskog odgoja djece rane i predškolske dobi</i> , Zagreb, 2015.									
		Leist, M., <i>Prva iskustva o Bogu. Vjerski odgoj malo i predškolskog djeteta</i> , Zagreb-Šakovo, 1986.									
		Cavalletti, S., <i>Il potenziale religioso del bambino, Descrizione di un'esperienza con bambini da 3 a 6 anni</i> , Roma, 2005.									
		Hoblaj, A., <i>Otkrivajmo i upoznajmo svijet zajedno. Vjerski odgoj djece predškolske dobi u suradnji obitelji i vrtića</i> , NKU HBK, Zagreb, 2000.									
Hoblaj, A., <i>Božićni i uskrсни trenuci. Vjerski odgoj djece predškolske dobi u suradnji obitelji i vrtića</i> , NKU HBK, Zagreb, 2001.											



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	Hoblaj, A., <i>Od zrna do kruha. Priručnik za odgojitelje i učitelje uz Dane kruha</i> , ŠK, Zagreb, 2006.		
	Hoblaj, A., <i>Metoda parabole kao sredstvo katehetske komunikacije</i> , in: <i>Crkva u svijetu</i> , 40 (2005) 4, 415-443.		
	Blažević, B., Pišković, K., <i>Njihovo je kraljevstvo nebesko. Priručnik odgojiteljima u vjeri za rad s djecom predškolske dobi</i> , Zagreb.		
2.11. Optional literature	Hoblaj, A., Šimunović, M. (eds.), <i>Pustite malene k meni. Nacionalni skup o vjerskom odgoju djece predškolske dobi u izvanobiteljskim uvjetima, Zbornik radova, NKU HBK</i> , Zagreb, 1999. Coles R., <i>La vita spirituale dei bambini</i> , Roma, 2013.		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. prof. Danijel Tolvajčić, PhD	1.6. Year of the study	1 st
1.2. Name of the course	Philosophy of Education	1.7. ECTS credits	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	The objective of this course is for students to gain the general historical and theoretical insight into the main authors, topics and interests of philosophy of education.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed all main philosophical courses from undergraduate study programme of religious sciences.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area (religious education practice; pastoral-catechetical practice; area of the Church cultural goods; area of diaconia / caritas / management of temporal goods and economic activities; area of ecumenical, interreligious and intercultural dialogue) - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	After completing and successfully passing the course students will gain fundamental knowledge about philosophy of education and will be able to: <ul style="list-style-type: none"> - describe and concisely convey the fundamental content of the course - know the fundamental philosophical-educational terminology - independently critically interpret the fundamental (classical and modern) texts from the area of philosophy of education - adopt and critically evaluate the contemporary philosophical-educational theories - apply the philosophical-educational knowledge in religious-pedagogical, catechetical and pastoral educational theory and practice 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course – presentation of the conduction plan, literature and students' responsibilities (2 hours) 2. An attempt to designate the philosophy of education, its objectives and methods (2 hours) 3. Philosophy of education in relation to philosophy (especially philosophical anthropology and ethics) and educational sciences (especially pedagogy) (2 hours) 4. Fundamental concepts of philosophy of education I. (2 hours) 5. Fundamental concepts of the philosophy of education II. (2 hours) 6. Review of the fundamental historical philosophical-educational places I.: Pre-Socratics and Socrates (2 hours) 7. Review of the fundamental historical philosophical-educational places II.: Plato + 1st preliminary exam (2 hours) 8. Review of the fundamental historical philosophical-educational places III.: Aristotle (2 hours) 9. Review of the fundamental historical philosophical-educational places IV.: Christian Late Classical Period and the Middle Ages (2 hours) 10. Review of the fundamental historical philosophical-educational places V.: Rousseau and Kant (2 hours) 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

11. Modern philosophical-educational theories I. (2 hours) 12. Modern philosophical-educational theories II. (2 hours) 13. Modern philosophical-educational theories III. (2 hours) 14. Philosophy of education and religion: possibilities of coming together and problems (2 hours) 15. Concluding review and 2 nd preliminary exam (2 hours)												
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		Platon, Država, Zagreb, 2009.(sections that are relevant for philosophy of education)										
		Aristotel, Politika, Zagreb, 1988. (sections that are relevant for philosophy of education)										
		Milan Polić, K filozofiji odgoja, Zagreb, 1993										
2.11. Optional literature		Josip Marinković, Ogledi iz filozofije odgoja, Zagreb, 1987. Pavao Vuk Pavlović, Ličnost i odgoj, Zagreb, 1932.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ružica Razum, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Methodical Exercises for Religious Education Teaching in Elementary School		1.7. ECTS credits	4 ECTS
1.3. Associate teachers	University mentors		1.8. Type of instruction (number of hours L + E + S + e-learning)	30E+15S
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	Train students for independent and creative planning, performing and evaluation of religious education teaching in lower and upper elementary school grades.			
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with fundamental religious-pedagogical terminology. Familiarisation with characteristics of the developmental age of children and preadolescents. Familiarisation with the fundamental didactic variables. Motivation for working in the educational institution. Developed basic communication skills necessary for working in an education institution.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - successfully applying all curriculum components in planning, conducting and evaluating religious education teaching in elementary schools - present and critically evaluate the fundamental tasks and challenges of religious education in the framework of the education system in the European context and especially in the Republic of Croatia 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - critically and argumentatively judge the curricula and programs for religious education and religious education textbooks for elementary schools - critically and argumentatively evaluate visitation classes - apply basic didactic variables in the preparation of the teaching unit and in the conduction of a teaching class - argumentatively explain the choice of content, methodical procedures, media and forms of work for a particular group of students - adopt and in practice classes implement the basic communication skills relevant for educational activities - work in team during the process of preparation and presentation of seminar assignments 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Planning and conducting religious education teaching (objectives, content, methodical approaches, media, evaluation of religious education teaching). (12 hours) - Analysis of plan and curriculum of religious education in school and analysis of religious education textbooks and other literature for religious education of children and preadolescents in school. (5 hours) - Class visitations in upper and lower grades of elementary school and working on the written class visitation reports. (15 hours) - Writing preparations for conducting the sample religious education class, conducting sample classes in upper and lower grades of primary school. (10 hours) - Critical evaluation of their own sample class. (3 hours) 			
2.6. Format of instruction:	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	School practice, class observations, holding the sample classes.	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)		Title					Number of copies in the library		Availability via other media	
		The teaching plan and programme of religious education in elementary school.								
		All religious education textbooks for elementary school.								
		Manuals for religious education teaching for elementary school.								
		National framework curriculum.								
2.11. Optional literature										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study	2 nd year
1.2. Name of the course	Interreligious and Intercultural Dialogue		1.7. ECTS credits	4 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	To introduce students to the historical development of interreligious relations and present motions in the area of interreligious and intercultural dialogue in the world and in our area. To point out the civilizational, socio-political, philosophical-ethical and theological challenges of the interreligious and intercultural dialogues. To introduce students to the attitude and initiative of the Catholic Church in the area of interreligious and intercultural dialogue.			
2.2. Enrolment requirements and/or entry competences required for the course	To be familiarised with basic philosophical and theological terminology. Motivation for getting engaged with religious issues.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - be able to analyse and explain the place and role of religion in secular society and modern globalised world - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. recognise and evaluate anthropological, philosophical-ethical and theological foundations of dialogue 2. understand the fundamental principles of interreligious and intercultural relations and discuss them argumentatively in the framework of school and parish religious education programmes, as well as in the framework of social and cultural initiatives 3. understand and analyse different mentalities and sensibilities that condition and shape interreligious and intercultural relations and dialogue 4. present the position of the Catholic Church towards religious, interreligious and intercultural dialogue 5. establish the communication with members of other religious traditions 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (1 hour) 2. Explanation of the terms: religion, culture, civilisation, dialogue, tolerance (4 hours) 3. Anthropological, philosophical-ethical and Biblical-theological foundations of dialogue (6 hours) 4. Church relation towards other religions and culture: a historical overview (5 hours) Preliminary exam (1 hour)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

5. Interreligious and intercultural dialogue in (post)conciliar documents and statements of the Church Magisterium (6 hours)													
6. Initiatives in the area of interreligious and intercultural dialogue (2 hours)													
7. Objectives and challenges of interreligious and intercultural dialogue (2 hours)													
8. Interreligious and intercultural dialogue in Croatia and Bosnia and Herzegovina (3 hours).													
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities			Regular class attendance and participation in discussions. Writing a short essay on the topic of interreligious or intercultural dialogue. Preliminary exam and final oral or written exam.										
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO	
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO	
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO	
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO	
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		4	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		<i>Deklaracija Nostra aetate o odnosu Crkve prema nekršćanskim religijama</i> (28.X.1965.), in: DRUGI VATIKANSKI KONCIL, <i>Dokumenti</i> , Zagreb, Kršćanska sadašnjost, 2008.								10			
		GIRA, Denis, <i>S onu strane tolerancije: susret religija</i> , Zagreb, AGM, 2008.								10			
		KONGREGACIJA ZA KATOLIČKI ODGOJ, <i>Odgajati za međukulturalni dijalog u Katoličkoj školi. Živjeti zajedno za civilizaciju ljubavi</i> , Zagreb, Kršćanska sadašnjost, 2016.								5			
		PAPINSKO VIJEĆE ZA MEĐURELIGIJSKI DIJALOG – ZBOR ZA EVANGELIZACIJU NARODA / ARINZE, Francis – TOMKO, Josef, <i>Dijalog i navještaj. Razmišljanja i upute o međuvjerskom dijalogu i o navještanju Isusa Krista</i> (19.V.1991.), Sarajevo, Misijska centrala, 1992.								3			
2.11. Optional literature		ZOVKIĆ, Mato, <i>Mogućnost ekumenizma i religijskog dijaloga u Hrvatskoj te Bosni i Hercegovini</i> , in: <i>Bogoslovska smotra</i> , 70 (2000.) 3-4, 635-655.								10		Hrčak	
		a) <i>Church documents</i> BORRMANS, Maurice – SEKRETARIJAT ZA NEKRŠĆANE, <i>Smjernice za dijalog između kršćana i muslimana</i> , Zagreb, Nadbiskupski duhovni stol / Glas Koncila, 1984. IVAN PAVAO II., <i>Redemptoris missio. Enciklika o trajnoj vrijednosti misijske naredbe</i> (7. XII. 1990.), Zagreb, Kršćanska sadašnjost, 1991, no. 55-57.											



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PAVAO VI., *Ecclesiam suam. Enciklika o putovima kojima Katolička crkva treba da izvršuje u naše doba svoju zadaću* (6. VIII. 1964.), Zagreb, Kršćanska sadašnjost, 1979.

SEKRETARIJAT ZA NEKRŠĆANE, *Prema susretu religija. Sugestije za dijalog*, Zagreb, Hrvatsko književno društvo sv. Ćirila i Metoda, 1968.

TAJNIŠTVO ZA NEKRŠĆANE, *Stav Crkve prema sljedbenicima drugih religija*, Zagreb, Kršćanska sadašnjost, 1985.

b) *Books and articles*

BASSET, Jean-Claude, *Le dialogue interreligieux. Histoire et avenir*, Paris, Editions du Cerf, 1996.

BIŽACA, Nikola, *Ogledi iz teologije religija*, Zagreb, Kršćanska sadašnjost, 2008, especially 13-31, 55-107.

BIŽACA, Nikola, *Prema bratskom putovanju. Temelji i dijaloške perspektive teologije religija*, Zagreb, Kršćanska sadašnjost, 2013, 149-168.

BLAŽEVIĆ, Josip (ed.), *Zbornik radova Tjedna međureligijskog dijaloga povodom 25 godina duha Asiza, Zagreb, 21.-27. listopada 2011.*, Zagreb, Hrvatski areopag, 2012.

BORRMANS, Maurice, *Poslanje i dijalog*, in: *Crkva i misije*, Sarajevo, Nacionalna uprava Papinskih misijskih djela Bosne i Hercegovine, 2009, 341-367.

COMMUNAUTÉ DE SANT'EGIDIO, *Assise: par les religions la paix est possible*, Paris, Desclée de Brouwer, 2014.

DOGAN, Nikola, *Pristup religijskoj problematici na temelju saborskih smjernica i današnjega razvoja*, in: *Bogoslovska smotra*, 75 (2005) 3, 875-903.

GRANNEC, Christophe – LANDRON, Olivier – TRIGEAUD, Sophie-Hélène, *Le dialogue interculturel et interreligieux à l'heure de la mondialisation. Actes du colloque de l'Université catholique de l'Ouest-Angers, 3 et 4 avril 2014*, Paris, Parole et silence, 2014.

JOZIĆ, Branko – MIHALJEVIĆ, Vine – TADIĆ, Stipe, *Od (ne)tolerancije do dijaloga i zajedništva*, in: *Društvena istraživanja*., 14 (2005) 77, 545-565.

MARINOVIĆ BOBINAC, Ankica – MARINOVIĆ JEROLIMOV, Dinka, *Vjerske zajednice u Hrvatskoj. Kratka povijest, vjerovanje, obredi, hijerarhija, organizacija, članstvo, tradicija, običaji i blagdani*, Zagreb, Udruga za vjersku slobodu – Prometej, 2008.

MIŠIĆ, Anto, *Međureligijski dijalog – prinos općoj kulturi dijaloga*, in: *Obnovljeni život*, 57 (2002) 4, 455-467.

VUKOJA, Nikola, *Duh Asiza: proročka gesta pape Ivana Pavla II.*, in: SABOTIĆ, Ines – TANJIĆ, Željko – ČRPIĆ, Gordan, *Ivan Pavao II.: Poslanje i djelovanje*, Zagreb, Glas Koncila, Institut društvenih znanosti Ivo Pilar, Katolički bogoslovni fakultet Sveučilišta u Zagrebu, Centar za promicanje socijalnog nauka Crkve Hrvatske biskupske konferencije, 2007, 85-118.

ZOVKIĆ, Mato, *Međureligijski dijalog iz katoličke perspektive u Bosni i Hercegovini*, Sarajevo, Vrhbosanska katolička teologija, 1998.

ZOVKIĆ, Mato, *Pozitivna recipročnost u međureligijskim odnosima*, Sarajevo, HKD Napredak, 2015.

2.12. Other (as the proposer wishes to add)



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Danijel Tolvajčić, PhD	1.6. Year of the study	2 nd
1.2. Name of the course	The Psychology of Religion	1.7. ECTS credits	4
1.3. Associate teachers	Sanda Smoljo-Dobrovoljski, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	This is an introductory course, with the objective of introducing students to the terminology, main subjects and interpretations of psychology regarding the phenomenon of religion. The lectures include the presentation and critical review of texts (in the form of discussions) regarding religious phenomena in various directions of psychology. The presentation of criteria guidelines for the development of religious behaviour and its maturity, especially during the time of young person's development. The explanation and presentation of the application of knowledge of psychology of religion in other disciplines of psychology.		
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of general psychology and psychological terminology. Requirement for enrolment in this course is completion of any of introductory courses to psychology. Considering the fact that this course includes the wider theme, students are expected to actively participate in creation of parts of lectures, by choosing particular topics of interest and presenting them. Passive knowledge of the English language is required.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To critically and objectively evaluate scientific and expert literature in the area of religious sciences and to develop the skills necessary for independently conduction of students' own research and to find scientifically founded answers to questions from the particular area of study. Knowledge and deeper understanding of human religiosity and religious phenomena in the modern society. To get trained for resolution and concrete promotion of those activities in the society that are directed towards promotion of the complete human development and solidarity humanism. To get familiarised with and understand fundamental knowledge from other social-humanistic disciplines significant for the religious-pedagogical formation.		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To describe and critically evaluate contributions of particular authors in the area of psychology of religion. 2. To present and compare particular theories and their explanation of the phenomenon of religiosity. 3. To explain and relate developmental psychological processes and their impact on religious behaviour. 4. To describe, evaluate and apply criteria of the mature religiosity from the viewpoint of psychology. 5. To present and differentiate the phenomenon of the religious behaviour in various phases of development. 6. To describe and evaluate expressions of religious experience. 7. To interpret and evaluate the application of psychology of religion in various fields, especially in the field of mental health. 8. To interpret and evaluate the role of the religion in the development of the individual and society. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to psychology of religion (2 hours) 2. Freud's interpretation of religion and later developments (2 hours) 3. Jung's understanding of religion (2 hours) 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		4. W. James and the pragmatic approach (2 hours) 5. G. Allport: intrinsic and extrinsic religiosity (2 hours) 6. A. Maslow: Humanistic-phenomenological spirituality and the peak experience (2 hours) 7. V. Frankl: Logotherapy and the role of religious in the meaningful achievement of life (2 hours) 8. Absolution and guilt (2 hours) 9. Religious experience in evolutionary phases (2 hours) 10. Conversion and spiritual transformation (2 hours) 11. Mystical and spiritual experiences (2 hours) 12. Religion and coping with issues (2 hours) 13. Religion and health (2 hours) 14. New religious movements and human psychological needs (1 hour) 15. Phenomenon of religiosity in the Digital Age (1 hour)									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)				2.7. Comments:	
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media		
	Š. Š. Ćorić, <i>Psihologija religioznosti</i> , Jastrebarsko 2003.										
	R. F. Paloutzian i C. L. Park, <i>Handbook of the Psychology of Religion and Spirituality</i> , New York 2013.										
	R. W. Hood, P. C. Hill, B. Spilka, <i>The Psychology of Religion. An Empirical Approach</i> , New York 2009.										
	M. Pranjić, <i>Psihologija religioznog ponašanja. Propedeutika, povijest, klasici</i> , Zagreb 2000										
	S. Freud, <i>Totem i tabu</i> , Zagreb 2000.										
	C. G. Jung, <i>Psihologija i alkemija</i> , Zagreb 1984.; <i>O religiji i kršćanstvu</i> , Đakovo 1996.										
	E. Fromm, <i>Dogma o Kristu...</i> , Zagreb 1984.										
W. James, <i>Raznolikosti religioznog iskustva</i> , Zagreb 1990.											



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	H. Zahrnt, <i>Potječe li Bog od čovjeka</i> , Zagreb 1980.		
	V. E. Frankl, <i>Bog kojega nismo svjesni</i> , Zagreb 2001.		
2.11. Optional literature	M. Szentmartoni, <i>Važnost oca za zdravi duhovni život</i> , u: <i>Obnovljeni život</i> 54 (1999) 2, 223-238. M. Nikić (ur.), <i>Novi religiozni pokreti</i> , Zagreb 1997; M. M. Grakalić, <i>Duhovnosti novog doba</i> , Zagreb 1994. M. Nikić, <i>Slika boga u novim religioznim pokretima</i> , Zagreb 2002. P. C. Vitz, <i>Psihologija kao religija</i> , Split 2003. Š. Š. Ćorić, <i>Zdrava i nezdrava religioznost</i> , Mostar-Zagreb 2006.		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Blaženka (s. Valentina) Mandarić, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Didactics of Religious Education in Secondary School		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L + 10S + 5 e-learning
1.4. Study programme (undergraduate, graduate, integrated)		Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	Introduce students into psychological, sociological, pedagogical and religious characteristics of the adolescents (secondary school pupils). Train students for critical reflection on the social and cultural environment in which the adolescents are growing up so that they will be able to notice the impact of social phenomena on behaviours, lifestyle and religiosity of adolescents. Train students for independent and creative planning and conducting of religious education in secondary school.			
2.2. Enrolment requirements and/or entry competences required for the course	To be familiarised with adolescents from the psychological aspect. To be familiarised with fundamental philosophical-theological, religious-pedagogical and didactical-methodical concepts. To be interested in knowing and teaching the secondary school population.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> critically assess the connections between the theological-religious theory and Church, religious and social practice apply the efficient communication with individuals and groups know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> To analyse and identify the fundamental characteristics of the contemporary society in which secondary school pupils are growing up To notice the impact of the significant socialization factors in building up of adolescent identity To analyse the contemporary European, world and domestic sociological research that deals with the upbringing and education of the adolescents with a special emphasis on religious upbringing To learn how to work in team during the process of planning and realisation of seminar assignments To adopt competences for successful animation and guidance of the adolescents To adopt fundamental competences for conducting teaching in secondary school To integrate fundamental didactical-methodical variables in writing of the religious education teaching unit for secondary school To adopt fundamental teaching competences for working in secondary school 			
2.5. Course content (syllabus)	1. Development and perception of the adolescence from the very beginning to present day. How did adolescence emerge as the separate life period? Modern theoretical reflections on adolescence. (4) 2. Constructing the identity (theoretical views) as the fundamental developmental task of adolescence. (2)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>3. Fundamental factors in the adolescent socialization. (2) 4. The role and the meaning of media in adolescent identity construction. Correlation of adolescent delinquent behaviour and media, virtual identity. Adolescent online addictions. (2) 5. Adolescent religiosity – an analysis of socio-religious research which deals with adolescent religiosity. (4) 6. Writing a conduction plan and program for the religious education teaching in secondary school (3) 7. Adolescent risky behaviours and maintaining discipline in class (2) 8. Planning and conduction of the religious education teaching (objectives, content, methodical approaches, media, evaluation of the religious education teaching). (4) 9. Class visitations in secondary school and writing a report about the class visitations. (10) 10. Writing preparations for conducting religious education sample classes, conducting sample classes in secondary school. (3) 11. Critical analysis of the current pastoral-catechetical models in working with adolescents. (4) 12. Students will write and present the seminar paper on topic of adolescents (secondary school pupils) individually or in groups. (5)</p>												
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities		Regular class attendance and participation in discussions. Writing of individual assignments.										
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		Mandarić, V. B., Mladi – integrirani i(li) marginalizirani, Zagreb, 2009.										
		Mandarić, V., Hobljaj, A., Razum, R., Vjeronauk – izazov Crkvi i školi, Zagreb, 2011.										
2.11. Optional literature		<p>Blaženka Valentina Mandarić, Važnost odgoja u današnjem svijetu, Doprinos vjeronauka odgojnom djelovanju škole, Zagreb, 2015. Mandarić, V., Razum, R. (eds.), Identitet kao odgojno-obrazovna vrjednota. Zbornik radova s tribina Zajednički vidici, Zagreb, 2011. Gisela Trommsdorfe – Xinyin Chen, Values, Religion, and culture in Adolescent Development, Cambridge, 2015.</p>										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Lucija Boljat, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Legal-Pedagogical Regulations		1.7. ECTS credits	3.
1.3. Associate teachers	Ivan Rak, MS		1.8. Type of instruction (number of hours L + E + S + e-learning)	26 L + 2 E + 2 legal clinics
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To qualify student and instruct them in knowledge and application of legal-pedagogical regulations of ecclesial and state areas, indivisible from the office of religious educator in public elementary and secondary schools and pre-school institutions.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of universal and particular canon law, constitutional articles of the Republic of Croatia, universal human and religious rights, basic articles of international Treaties between the Holy See and the Republic of Croatia.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation - adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools - present and critically evaluate the school education system in the Republic of Croatia 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - know legal-pedagogical regulations necessary for working in public elementary and secondary schools and pre-school institutions, - apply the contents of legal-pedagogical regulations in conduction of teaching in public elementary and secondary schools and pre-school institutions, - understand the intention of the legislator when regulating the relationship between law and pedagogy, - receive professional legal information, reflections and provide the necessary legal cooperation for the relationship between the Church and the school, - understand legal material necessary for passing professional exams. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to contents of the course <i>Legal-Pedagogical Regulations</i>. 2. Canonical regulations and documents on catechetical teaching in schools of all kinds. 3. The legal aspect of Catholic religious education in public elementary and secondary schools. 4. The status of religious education as a school subject. 5. Relationships between the Church and school authorities regarding religious education in public schools. 6. The status of religious educator in the Church and school. 7. The cooperation between the Church and the State in the organization of religious education teaching. 8. A commentary on selected issues from the International Treaty between the Holy See and the Republic of Croatia on co-operation in the field of education and culture. 9. A commentary on selected issues from the Implementation Agreement on Catholic Religious Teaching in Public Schools in the Republic of Croatia. Task for a legal exercise. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

- 10. Legal clinic: The relationship between the Church and the State in the organization of religious education teaching.
- 11. Introduction to educational regulations and documents of the Republic of Croatia.
- 12. Educational system (specific emphases): Law on Primary and Secondary Education, Vocational Education Law, Adult Education Law, Education Law in the Language and Script of National Minorities, Elementary Art Education Law.
- 13. Support to the educational system (specific emphases): Decree on the Establishment of the Ministry of Education, Law on Educational Inspection, Law on Professional Pedagogical Supervision, Ordinance on the External Valuation of School Institutions.
- 14. Elementary and secondary schools (specific emphases): Ordinance on the Requirements for School Start, Ordinance on the School Schedule, Ordinance on the Elementary School, Ordinance on the Secondary School, School Treatment Protocol in Crisis Situations, School House Rules.
- 15. Teaching and special contents (specific emphases): Curriculum for Elementary School, Ordinance on Experimental Programs in Elementary School, Ordinance on Teaching in Vocational Schools, Law on Textbooks for Elementary and Secondary Schools, Ordinance on the Obligatory Textbooks and Teaching Resources, Treaty on Catholic Religious Education Teaching in Public Schools, Dangers of Creationism in Education.
- 16. Pedagogical standards (specific emphasis): State Pedagogical Standards in Primary School, State Pedagogical Standard in Secondary School, Ordinance on the Number of Students in Primary School Class, Textbook Standards, Adult Education Standards Ordinance.
- 16. Pedagogical standards (specific emphases): State Pedagogical Standards in Elementary School, State Pedagogical Standard in Secondary School, Ordinance on the Number of Students in Elementary School Class, Textbook Standards, Ordinance on Adult Education Standards.
- 17. Employee rights and obligations (specific emphases): Collective Contract for Employees in Elementary School Institutions, Collective Contract for Employees in Secondary School Institutions, Ordinance on Obligations of Teachers and Professional Associates in Elementary School, Ordinance on Teachers' Norms in Secondary School, Ordinance on Norms of Work in Elementary Art Schools.
- 18. Teachers (specific emphases): Ordinance on Qualifications and Pedagogical Education of Teachers in Elementary School, Ordinance on Qualifications and Pedagogical Education of Teachers in Secondary Schools, Ordinance on Passing Professional Examinations in Elementary and Secondary School Education, Ordinance on the Advancement of Teachers in Elementary and Secondary School Education, Ordinance on Choosing Teachers in Elementary and Secondary Education, Ordinance on Choosing Teachers for Teaching in Croatian Abroad, Code of Ethics for Teachers: Socrates' Oath.
- 19.-20. Pupils (specific emphases): Ordinance on Enrolment of Children in Elementary School, Ordinance on Methods, Procedures and Elements of Evaluation of Pupils in Elementary and Secondary Schools, Ordinance on the Extent of Treatment of Extended Professional Procedures, Ordinance on Elementary Education of Gifted Pupils, Ordinance on Secondary Education of Gifted Pupils, Ordinance on Elementary Education of Pupils with Disabilities, Ordinance on Secondary School Education for Pupils with Disabilities.
- 21. Examinations (specific emphases): Ordinance on Writing and Defending the Final Work, Ordinance on Passing Matura, Master's Examination Ordinance and Exam on Professional Qualification, Ordinance on the Procedure and Method of Passing Auxiliary Exam, Ordinance on Passing of Subject and Class Examinations in Elementary School, Ordinance on Pedagogical Documentation and Records and Public Documents in School Institutions.
- 22. Legal clinic: Relationships between teachers and students.
- 23. Introduction to general regulations and documents of the Republic of Croatia important for working in school.
- 24. Constitution of the Republic of Croatia. Human and religious rights. Task for a legal exercise.
- 25. Combating violence (specific emphases): The Law on Protection from Domestic Violence, The National Strategy for Protection from Domestic Violence 2011 - 16, The Protocol on the Procedure in Cases of Domestic Violence, The Protocol on the Procedure in Cases of Violence among Children and Youth.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>26. Protection of children (pupils) (specific emphases): Child Rights Convention, Family Law, Law on Ombudsman for Children, Child and Youth Behavioural Disability Prevention Strategy 2009-2012, Code of Ethics on Research that Involves Children.</p> <p>27. State administration and public services (specific emphases): State Administration System Act, Law on Institutions with Commentary, General Administrative Procedure Act, Decree on Office Business, Decree on the Procurement of Goods, Works and Services of Little Value, Decree on the Label Plate and the Header of the Body Act, Decree on Titles of Working Places and Public Service Jobs, Law on Salaries in Public Services, Basic Collective Contract in Public Services.</p> <p>28. Work and employment (specific emphases): Labour Law.</p> <p>29. Criminal responsibility (specific emphases): Criminal Law, Law on Responsibility of Legal Persons for Criminal Offenses.</p> <p>30. Determining and evaluating students' work. Students' evaluation of the course.</p>											
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:		
2.8. Student responsibilities			Regular attendance, active work in classes, participation in exercises and legal clinics.								
2.9. Monitoring student work		Class attendance		YES		Research		NO	Oral exam	YES	
		Experimental work			NO	Report		NO	(other)	YES	NO
		Essay			NO	Seminar paper		NO	(other)	YES	NO
		Preliminary exam		YES		Practical work		NO	(other)	YES	NO
		Project			NO	Written exam		YES		ECTS credits (total)	3
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Pravno-pedagoški priručnik (ed. B. Drandić), Zagreb, 2011. (selected parts)						2			
		Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi, NN 87/08, 86/09, 92/10, 105/10, 90/11, 5/12, 16/12, 86/12, 126/12, 94/13, 136/14 – RUSRH, 152/14, 07/17.								https://narodne-novine.nn.hr; https://propisi.hr	
2.11. Optional literature		<i>Zakonik kanonskoga prava s izvorima</i> , Zagreb, 1996. (selected parts) <i>Ugovori između Svete Stolice i Republike Hrvatske</i> (commentary N. Eterović), Zagreb, 2001. (selected parts)									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ljubica Pribanić, PhD		1.6. Year of the study	2
1.2. Name of the course	Children with special educational needs		1.7. ECTS credits	4 ECTS
1.3. Associate teachers	Prof. Zrinjka Stančić, PhD; Assoc. Prof. Neven Ricijaš, PhD; Prof. Tina Runjić, PhD; Prof. Mirjana Lenček, PhD; Prof. Ines Joković-Oreb, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	45
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	This course is intended to help students form positive attitudes towards students with special educational needs, based on information and in keeping with education processes and social integration.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme courses.			
2.3. Learning outcomes at the level of the programme to which the course contributes	- adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be competent to: <ul style="list-style-type: none"> • Recognise and explain the basics of bio-psycho-social characteristics of children with special educational needs; • Recognise children's needs; • Know how to offer basic support; • Apply the knowledge acquired in communicating with children with special educational needs. 			
2.5. Course content (syllabus)	Weeks 1 – 3 (9 hours) – topic: Intellectual disabilities in children and adolescents; inclusive education; Weeks 4 – 6 (9 hours) – topic: Phenomenology of disabilities in children and adolescents; Weeks 7 – 8 (6 hours) – topic: Rehabilitation and education of children and adolescents with vision impairments; Weeks 9 – 10 (6 hours) – topic: Rehabilitation and education of children and adolescents with hearing impairments Weeks 11 – 12 (6 hours) – topic: Rehabilitation and education of children and adolescents with motor disabilities and chronic illnesses; Weeks 13 – 15 (9 hours) – topic: Difficulties in reading and writing in children and adolescents.			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.8. Student responsibilities		Regular attendance to lectures and <i>written examination</i> . Students are obliged to write at least <i>one home task</i> on a topic of their own choice.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	Homework	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	Blaži, D., Vancaš, M., Znaor, M. (2003): Ne prepoznati – ne djelovati – kršiti prava (posebne jezične teškoće, disleksija, disgrafija, osvrt na sadašnje stanje). Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva: zbornik radova Sabora pedagoga Hrvatske, Zagreb: Hrvatski pedagoško-književni zbor.									
	Everatt, J; Reid, G. (2009): Dyslexia: an overview of recent research. in: The Routledge Companion to Dyslexia. Ed: G. Reid. Routledge. Oxon, NY. Pp.3-22.									
	Horvatić, J, Joković-Oreb, I, Pinjatela, R. (2009). Oštećenja središnjeg živčanog sustava. Hrvatska revija za rehabilitacijska istraživanja. Vol. 45, No.1. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu									
	Joković-Turalija, I, (2004): Motorički poremećaji i kronične bolesti s posebnim osvrtom na cerebralnu paralizu, Vjesnik Đakovačke i Srijemske biskupije, 9, pp. 631-639.									
	Kiš-Glavaš, L., Fulgosi-Masnjak, R. (2003): Do prihvaćanja zajedno - integracija djece s posebnim potrebama (teacher handbook). Zagreb: Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama - IDEM. (selected chapters)									
	Pribanić, Lj. (2005): Učenik oštećena sluha u redovnoj osnovnoj školi. Napredak, pp. 146, 4, 477-487									
	Ričijaš, N. (2009): Pripisivanje uzročnosti vlastitog delinkventnog ponašanja mladih. Doktorska disertacija. Sveučilište u Zagrebu. (selected chapters)									
	Stančić, V. (1991): Oštećenja vida : biopsihosocijalni aspekti. Zagreb: Školska knjiga. (selected chapters)									
2.11. Optional literature	<ol style="list-style-type: none"> 1. Davis, R. D, Braun, E.M. (2001): Dar disleksije. Alineja: Zagreb; 2. Joković Oreb, I., Pinjatela, R. (2009). Rana intervencija u djetinjstvu. Plavi fokus , pp. 34-39; 3. Ljubešić, M. (1997): Jezične teškoće školske djece: oblici, uzroci, posljedice, otklanjanje. Zagreb: Školske novine; 4. Radovančić, B. (1995): Osnove rehabilitacije slušanja i govora. Zagreb: Fakultet za defektologiju, Savez organizacija osoba oštećena sluha Hrvatske; 5. Sekušak-Galešev, S. (2005): Hiperaktivnost. Dijete i društvo, pp. 7, 1, 40-59. 									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Blaženka (s. Valentina) Mandarić, PhD		1.6. Year of the study
1.2. Name of the course	Evaluation in Teaching Religious Education		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To train students for quality monitoring, evaluation and grading pupils in the educational process, especially in religious education subject.		
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with the developmental dynamics of children, preadolescents and adolescents, especially from psychological-pedagogical point of view. Familiarisation with fundamental methodical-didactic principles in teaching (outcomes, methods, methodical approaches, systems)		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation - adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To get familiarised with the fundamental terminology in the area of docimology; 2. To get familiarised with the developmental course of assessment in teaching. 3. To analyse the various models of evaluation in Europe and Croatia. 4. To know how to define the learning outcomes well. 5. To get familiarised with various methods and methodical approaches in the process of evaluation. 6. To learn the most reliable models of monitoring and evaluating pupils' educational achievements, especially in religious education subject. 7. To get familiarised with the fundamental characteristics of the evaluation in e-learning. 8. To get familiarised with the relevant literature in the field of docimology. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Fundamental terminology (didactics, methodics, curriculum, evaluation, outcomes...) (4) 2. Docimology and the fundamental concepts in school docimology. (3) 3. Monitoring, testing, grading. (2) 4. Historical development of the teaching evaluation. (2) 5. Current evaluation models in Europe. (3) 6. The principles of grading in primary education. (2) 7. Criteria and standards of grading pupils in teaching. (2) 8. Methods in measuring knowledge. (2) 9. Issues of subjective grading in teaching. (2) 		



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		10. Most common teachers' mistakes in the process of evaluation in teaching. (2)							
		11. Making of the concrete models for evaluation of pupils in teaching. (6)							
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
	2.8. Student responsibilities								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Tomislav Grgin, Školsko ocjenjivanje znanja, 2001.								
	Sandra Kadum-Bošnjak, Dokimologija u primarnom obrazovanju, 2013.								
2.11. Optional literature	Filip Jelavić, Didaktika, 2008. Mijo Cindrić – Dubravka Miljković – Vladimir Strugar, Didaktika i kurikulum, 2010. Roberto Trinchero, valutare l'appredimento nell'e-learning, 2006. Maja Čukušić - Mario Jadrić, E-Učenje. Koncept i primjena, 2012.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Tonči Matulić, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Bioethical Challenges		1.7. ECTS credits	4 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	35L+10S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Introduction to the discipline of bioethics: emergence, development, definition, models and approaches in the light of Catholic moral theology.</p> <p>Introduction to the bioethical challenges at the beginning of individual human life and their moral evaluation in the light of Catholic moral teachings.</p> <p>Introduction to the bioethical challenges at the end of individual human life and their moral evaluation in the light of Catholic moral teachings.</p> <p>Introduction to the bioethical challenges in the clinical practice and their moral evaluation in the light of Catholic moral teachings.</p> <p>Introduction to the major bioethical challenges in pharmacology, genetic engineering, agronomy, veterinary medicine, ecology.</p> <p>Introduction to the major bioethical challenges in the field of biocybernetics, transhumanism and nanotechnology.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	<p>Requirements: completed undergraduate study of religious sciences</p> <p>Competences: knowledge of the fundamental givens of philosophical and theological anthropology; knowledge of the fundamental principles and norms of the Catholic moral teachings; critical thinking about the dominant social attitudes</p>			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Critically elaborate the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts.</p> <p>Critically assess the connections between the theological-religious theory and Church, religious and social practice.</p> <p>Be able to consciously and actively participate in the evangelisation tasks in contemporary society.</p> <p>Apply the acquired knowledge from the field of theology and religious sciences in various media and publishing with the objective of promoting the Christian culture.</p> <p>Be able to efficiently communicate with individuals and groups.</p> <p>Independently work on the topic from the area of this module in the written form while using literature and appropriate scientific methodology.</p>			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Be familiarised with contemporary bioethical challenges</p> <p>Critically evaluate bioethical challenges in the light of Catholic moral theology</p> <p>Know and argumentatively present the depth, height, width and length of the value and sanctity of human life</p> <p>Know and present the fundamental moral principles and norms of transferring, promoting and protecting the human life from conception to natural death</p> <p>Critically evaluate other approaches to contemporary bioethical challenges</p> <p>Be familiarised with richness of the Evangelium Vitae in the light of Christian calling in Christ</p>			
2.5. Course content (syllabus)	<p>General introduction to the course (2 hours)</p> <p>Causes of emergence and historical development of bioethics (3 hours)</p> <p>Definition, models and paradigms of bioethics (4 hours)</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		Introduction to bioethical challenges (3 hours) Biocybernetics, transhumanism, nanotechnology (3 hours) Status of the human embryo, intentional abortion, reproductive medicine, prenatal diagnostic, eugenics (6 hours) Cloning and genetic engineering (3 hours) Biomedical research on human beings (3 hours) Transplantation and organ donation (2 hours) Palliative medicine and hospice care (2 hours) Human dying and death, euthanasia and assisted suicide (4 hours) Seminar discussions on particular bioethical challenges (10 hours)									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments: Regular reading of the proscribed literature and active participation in the scheduled discussions.		
2.8. Student responsibilities		Class attendance. Reading literature. Participation in seminar discussions.									
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media	
		Aramini, Michele, <i>Uvod u bioetiku</i> , Zagreb, 2009.							YES		
		Matulić, Tonči, <i>Pobačaj. Drama savjesti</i> , Zagreb, 2018.							YES		
		Matulić, Tonči, <i>Vodič kroz bioetiku 2. Život u ljudskim rukama</i> , Zagreb, 2011.							YES		
		Matulić, Tonči, <i>Vodič kroz bioetiku 3. Medicinsko prevrednovanje etičkih granica</i> , Zagreb, 2011.							YES		
		Matulić, Tonči, <i>Bioetički izazovi kloniranja čovjeka</i> , Zagreb, 2011.							YES		
2.11. Optional literature		Fuček, Ivan, <i>Moralno-duhovni život. Svezak sedmi: Život – smrt</i> , Split, 2008., Häring, Bernhard, <i>Kristov Zakon – Slobodni u Kristu. Treći svezak</i> , Zagreb, 1986.									
		Matulić, Tonči, <i>Bioetika</i> , Zagreb, 2012.									
		Pozaić, Valentin (ur.), <i>Pred licem smrti</i> . Zbornik, Zagreb, 1990.									
		Razni autori, <i>Pristupi umiranju i smrti</i> . Zbornik, Split, 1999.									



University of Zagreb



Catholic Faculty of Theology

DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.12. Other (as the proposer wishes to add)	<i>Gaudium et spes</i> , (1965.); <i>Humanae Vitae</i> (1968.); <i>De abortu procurato</i> (1974.); <i>Persona humana</i> (1975.); <i>Iura et bona</i> (1980.); <i>Donum vitae</i> (1987.); <i>Evangelium vitae</i> (1995.); <i>Dignitas personae</i> (2004.); <i>Laudato si</i> (2015.).
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	prof. Mario Cifrak, PhD		1.6. Year of the study	2
1.2. Name of the course	Selected Themes in Biblical Theology of the New Testament		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	45 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Since the form and content constitute together the whole, the literary structure is an immediate expression of theological formation; theology of a particular New Testament record belongs to decisive meaning for its overall understanding. The synthetic vision is given by the example of great New Testament themes (Christology, soteriology, pneumatology, ecclesiology, eschatology). Students acquire the competence to understand New Testament writings as theological reflections on the historical person of Jesus Christ.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed course Introduction and Exegesis of the New Testament.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to <ul style="list-style-type: none"> • understand each New Testament text • distinguish New Testament theological concepts • present some New Testament themes • use exegetical-theological results in catechesis 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The Christological framework – religious-confessional formula in 1 Corinthians 15:3sl. - 3 hours 2. Paschal mystery. The New Covenant - 3 hours 3. The kingdom of Christ. Ascension of Christ - 3 hours 4. Parables - 3 hours 5. Miracles. Synoptics and John - 3 hours 6. Sermon on the Mount. Beatitudes. Prayer - 3 hours 7. Epistle to the Hebrews - 3 hours 8. Following Christ in Mark - 3 hours 9. The ambiguity of emulation / following Christ - 3 hours 10. Galatians - 3 hours 11. Righteousness - 3 hours 12. Paul's ecclesiology (1 Corinthians, Col., Eph.) - 4 hours 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		13. 1 Thessalonians - 3 hours 14. The Book of Revelation - 3 hours 15. Conclusion - 2 hours									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities		Attending lectures									
2.9. Monitoring student work		Class attendance	YES		Research	YES	NO	Oral exam	YES		
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES		ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Cifrak, M., Početak evanđelja Isusa Krista, Zagreb 2009.						yes			
		Cifrak, M., Ta u vjeri hodimo, ne u gledanju, Zagreb 2013.						yes			
		Dugandžić, I., Biblijska teologija Novog zavjeta, Zagreb 2008.						yes			
2.11. Optional literature		Cifrak, M., „Nova' pravednost ili pravednost u obilju više (Mt 5,20)!?“, <i>Bogoslovska smotra</i> 78 (2008) 109-125. Popović, A., Biblijske teme. Egzegetsko-teološka analiza odabranih tekstova Starog i novoga zavjeta s Dodatkom, Zagreb 2004. Vugdelića, M., (ed.), Govor na gori (Mt 5 – 7). Egzegetsko-teološka obrada, Split 2004.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Jasna Šego		1.6. Year of the study	2 nd
1.2. Name of the course	Literary and Religious World		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	10 L + 5 E + 10 S + 5 e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To become more aware of previously acquired knowledge on suffering and pain, eschaton, Christmas, Easter, biblical and Marian themes in literary art and to expand these contents and knowledge with new literature.</p> <p>To expand and deepen knowledge about the relationship between faith, religion, and literary art.</p> <p>To develop the art of discussion and art of evaluating literary-artistic texts on the topics mentioned.</p> <p>To formulate meta-texts about defined/selected topics.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To deepen knowledge of literature as the art of words, of literary-theoretical and literary-historical contents.</p> <p>To enrich knowledge about the relationship between literary and religious topics.</p> <p>To understand the relationship of religion, faith, and literature</p> <p>To develop the tendency towards and the ability to criticise texts of Christian inspiration.</p>			
2.5. Course content (syllabus)	<p>Introduction to the course, literature, reading, students' obligations. (1 hour) Religion and art. (2 hours) Suffering and pain in literary art. (3 hours) The human being facing eternity. (4 hours) Experience and testimony of God (4 hours). Christmas in literature (2 hours). First colloquium (2 hours) Lent and Easter themes in literature (2 hours). Biblical themes in literature (4 hours). Marian poetry. (2 hours) Synthesis of insights. (2 hours) Second colloquium (2 hours)</p>			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)					
2.8. Student responsibilities		Regular attendance – attendance of at least 70% of lectures Successfulness of at least 40% during classes within the given teaching activities.							
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report		NO	(other)	YES	NO
	Essay	YES		Seminar paper	YES		(other)	YES	NO
	Preliminary exam	YES		Practical work		NO	(other)	YES	NO
	Project		NO	Written exam		NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title					Number of copies in the library	Availability via other media		
	Brnčić, J.: Zrno gorušičino: hermeneutičko čitanje odabranih biblijskih perikopa, Rijeka, 2014.								
	Eliot, Th. S.: Ideja kršćanskoga društva, Split, 2005.								
	Grgat, M.: Književnost i duhovnost, Split, 2012.								
	Grgat, M.: Pjesnici i mistično, Sinj, 2012.								
2.11. Optional literature	Jurica, N.: U sjeni transcendencije, Zagreb, 1987. Malešević, B.: Vjera i umjetnost, Zagreb, 2016. Slavić, D.: Biblija kao književnost, Zagreb, 2015. Šestak, I. (ur.): Religijske teme u književnosti, Zagreb, 2001. Šimundža, D.: Bog u djelima hrvatskih pisaca, Zagreb, 2004.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Blaženka Valentina Mandarić, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Methodical Exercises for Religious Education in Secondary School		1.7. ECTS credits	4
1.3. Associate teachers	University mentors		1.8. Type of instruction (number of hours L + E + S + e-learning)	15 S + 30 E
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	To train students for quality, independent and creative planning and conducting of religious education teaching in secondary school (four-year and three-year school).			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of psychological, sociological, pedagogical, religious and cultural features of secondary school pupils, with particular emphasis on the developmental psychological dynamics. Knowledge of the fundamental pedagogical-methodical-didactical principles. Developed sensibility and motivation for working in school.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools present and critically evaluate the fundamental tasks and challenges of religious education in the framework of the education system in the European context and especially in the Republic of Croatia 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> to adopt the basic competences for directing a class in secondary school to know how to plan, realise and apply the didactical-methodical principles in conducting religious education teaching in secondary school to learn the didactical-methodical components of the problem-based teaching to adopt methods and methodical approaches to the realisation of creative religious education teaching 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> Curriculum – fundamental variables. (2) Programming teaching – fundamental didactical principles. (2) Problem-research teaching. (3) Communication in teaching – communication teaching forms. (2) Social teaching forms – group learning (advantages and disadvantages). (2) Analysis of plans and programs of secondary school religious education teaching and analysis of secondary school religious education textbooks. (3) Planning and conducting religious education teaching: objectives, content, methods, media, and didactical aids. (3) Evaluation in religious education teaching. (2) Writing a conduction (operational) plan and program for religious education teaching in secondary school. (2) Class visitations in secondary school and writing a report related to them. (12) Preparing a religious education teaching unit – sample class – presentation to the students. (8) Holding the sample class in secondary school. (2) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

13. Critical review of the held sample classes. (2)										
2.6. Format of instruction:		<input type="checkbox"/> lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning x field work			x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities		Regular exercise attendance and participation in discussions. Working on individual assignments, presenting them to other students and, under the mentorship of university mentors, holding sample classes in secondary school.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media
		The plan and programme for religious education in secondary school.								
		All religious education textbooks for secondary school.								
2.11. Optional literature		Religious education textbooks for secondary school in various languages.								
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Ana Thea Filipović, PhD		1.6. Year of the study	first and second
1.2. Name of the course	Empirical Research in Religious Pedagogy		1.7. ECTS credits	3
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 Seminar
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	5%
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Introduce students to the methodology of empirical scientific research Introduce students to conducted and published empirical research in the field of religious pedagogy and catechetics Awaken the interest of students for specific research topics and types of research Help students build questionnaires for their own reflections in empirical research Create a workflow of individual and joint work in a seminar Moderate and evaluate student presentations / presenting their own experimental research Direct students in writing seminar works Read and evaluate seminar papers</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Undergraduate study			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently study religious-pedagogical and pedagogical issues from the various areas of the religious-pedagogical theory and religious-pedagogical practice and appropriately present the results of the research - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>State and explain the advantages and disadvantages of quantitative and qualitative methods of empirical research Present the phases of conducting empirical research Be capable of searching through relevant literature for the research topic List current topics of empirical research in the area of religious pedagogy and catechesis Come up with one's own research according to the chosen methodology Be able to present one's own research while paying attention to content and form Apply criteria for evaluating other students' presentations Write a report of empirical research according to the rules of the methodology of scientific work</p>			
2.5. Course content (syllabus)	<p>Methods of empirical research (2). Sources that provide an insight into the methods of empirical research (2). Recent empirical research in the area of religious pedagogy and catechetics in different contexts (4). Methodology of empirical research in the field of practical theology, especially religious pedagogy and catechetics (4). Students' reviews in individual research (7).</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		Students' presentations and presentation of research, critical reviews, observations and directives for writing seminar works (7). Analysis and evaluation of seminar papers (4).								
2.6. Format of instruction:		<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities		Active participation, research, presentation of results, evaluation, preparation of seminar work								
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES		(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES		(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES		Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Ana Thea Filipović, Odnos vjeroučiteljica i vjeroučitelja u Hrvatskoj prema razlikama u razredu i nastavi, in: <i>Crkva u svijetu</i> 51 (2016) 1, 7-34.						x		
		Valentina Blaženka Mandarić, Alojzije Hobljaj, Ružica Razum (eds.), <i>Vjeronauk - izazov Crkvi i školi: Empirijsko istraživanje na području Zagrebačke nadbiskupije</i> , Glas Koncila, Zagreb, 2011.						x		
		Vladimir Mužić, <i>Uvod u metodologiju istraživanja odgoja i obrazovanja</i> , Educa, Zagreb, 2004.						x		
		Aleksandar Halmi, <i>Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima</i> , Naklada Slap, Jastrebarsko, 2005.						x		
		Milko Mejovšek, <i>Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima</i> , Naklada Slap, Jastrebarsko 2013.						x		
		Goran Milas, <i>Istraživačke metode u psihologiji i drugim društvenim znanostima</i> , Naklada Slap, Jastrebarsko, 2005.						x		
Aleksandar Halmi, <i>Metodologija istraživanja u socijalnom radu</i> , Alinea, Zagreb, 2001.										
2.11. Optional literature	Dietlind Fischer, <i>Religionsunterricht erforschen: Beiträge zur empirischen Erkundung religionsunterrichtlicher Praxis</i> , Waxmann, Münster, 2003.									
2.12. Other (as the proposer wishes to add)	Ana Thea Filipović, Stanko Rihtar, The Characteristics of Religious Education Teachers and Respecting Diversity in Religious Education in Croatia, u: <i>Religious Education</i> 112 (2017) 4, 366-380.									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Kata s. Amabilis Jurić, PhD		1.6. Year of the study	1 st -2 nd
1.2. Name of the course	Pedagogy of Recognition and Appreciation of Diversity in Religious Education Teaching		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To introduce students to current topics of pedagogy of recognition and appreciation of diversity in religious education teaching. To awaken interest in the aforementioned topics and help students in choosing topics that they will deal with in their research work. To introduce students into the methodology of scientific work. To create the workflow of individual and joint work in the seminar. To review students' presentations and direct them in writing seminar papers. To review and evaluate seminar papers.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Basic knowledge in the field of social learning.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently study religious-pedagogical and pedagogical issues from the various areas of the religious-pedagogical theory and religious-pedagogical practice and appropriately present the results of the research - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - apply the efficient communication with individuals and groups 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - know and understand current topics and issues of pedagogy of recognition and appreciation of diversity - be able to search through relevant literature on the topic they are researching - know how to apply an adequate methodology in drafting written papers - be able to present the topic of the subject orally, keeping in mind the content and form - apply criteria for evaluating thematic presentations by content and form - know and adopt concrete forms of inclusive learning 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The theoretical starting points of pedagogy of recognition and appreciation of diversity. (1) 2. The theological foundation of pedagogy of recognition and recognition of diversity. (1) 3. Insights into literature in Croatian or some of the foreign languages (2) 4. The dimension of appreciation of diversity in religious education teaching. (2) 5. Comparative analysis of religious education, ethics, and civic education. (6) 6. Overview of sources that provide insight into the topic. (2) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		7. Basics of the methodology of scientific research in the area of religious pedagogy and catechesis. (2)								
		8. Thematic presentations and analysis, critical reviews. (8)								
		9. Observations and directives for writing of seminar papers. (2)								
		10. Analysis and evaluation of seminar papers. (4)								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media
		Filipović A-T., <i>Učiti živjeti zajedno. Dimenzije socijalnog učenja u pedagoškoj i teološkoj perspektivi</i> , KS, Zagreb, 2017.								
		Filipović A-T., Odnos vjeroučiteljica i vjeroučitelja u Hrvatskoj prema razlikama u razredu i nastavi, in: <i>Crkva u svijetu</i> 51 (2016) 1, 7-34.								
		Delors J., <i>Učenje – Blago u nama. Izvešće UNESCO-u Međunarodnog povjerenstva za razvoj obrazovanja za 21. stoljeće</i> , Zagreb, 1998.								
		Pašalić-Kreso A., Geneza sazrijevanja ideje inkluzije ili inkluzija u funkciji smanjivanja neravnopravnosti u obrazovanju, in: Adila Pašalić-Kreso i dr (ed.), <i>Inkluzija u školstvu Bosne i Hercegovine</i> , TEPD – Teacher Education and Professional Development i Odsjek za pedagogiju Filozofskog fakulteta u Sarajevu, Sarajevo, 2003.								
		Hrvatović N., Interkulturalna pedagogija. Nove paradigme, in: <i>Pedagogijska istraživanja</i> 4 (2007) 2, 251-254.								
		Boot T. and Mel A., <i>Indeks inkluzivnosti – Promicanje učenja i sudjelovanja u školama</i> , Zenica 2008.								
		Karamatić Brčić M., Svrha i cilj inkluzivnog obrazovanja, in: <i>Acta Iadertina</i> 8 (2011), 39-47								
2.11. Optional literature		Jäggle M., (Schul)Kultur Anerkennung im Spannungsfeld von Pluralität und Alterität, in: Henning Schluß, Susanne Tschida, Thomas Kroboth, Michael Domsgen (eds.), <i>Wir sind alle 'andere'. Schule und Religion in der Pluralität</i> , Göttingen, 2015, 70-86.								
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Denis Barić, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Professional Identity of the Religious Education Teacher		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To familiarise students with determinants of the identity of the religious education teacher and to approach research and analysis of the professional identity of the religious education teacher. Furthermore, students will also be able to critically evaluate the professional identity of the religious education teacher in view of the status of Catholic religion and the changes in the educational system paradigm in the Croatian and European context.			
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with basic terminology related to Catholic Religion (religion / religious education, identity, status, plan and programme) as well as familiarisation with the basics related to the office of religious education teacher (basic religious education teacher education, <i>missio canonica</i> , employment, professional development).			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - present and critically evaluate the school education system in the Republic of Croatia - independently study religious-pedagogical and pedagogical issues from the various areas of the religious-pedagogical theory and religious-pedagogical practice and appropriately present the results of the research - present and critically evaluate the fundamental tasks and challenges of religious education in the framework of the education system in the European context and especially in the Republic of Croatia 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to <ul style="list-style-type: none"> • define and describe the underlying concepts: professional training, professional development, professional identity, periods of professional advancement, • identify and link generic and specialist competencies important for understanding the concept of professional identity of the religious education teacher, • indicate and critically evaluate changes in the educational paradigm in the Croatian and European contexts and their impact on religious education and on the professional identity of the religious education teacher, • point to the importance of minimum standards of professional behaviour of the religious education teachers in the Church and society. 			
2.5. Course content (syllabus)	<i>Status quaestionis</i> (1) Types of identity of (religious education) teacher (2) External factors of religious education teacher's professional identity (environment, behaviour, competence, mission) (2) Internal factors of the religious education teacher's professional identity (learning, involvement, co-operation) (2) The role of certain institutions in the development of the professional identity of the religious education teacher (family - Church - school) (3) Elements of professional competency of the religious education teacher (1)			



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Theological competences (2) Biblical competences (2) Language competences (2) Media competencies (2) Importance and significance of interdisciplinarity in the development of the professional identity of the religious education teacher (2) Lifelong learning (3) Support in professional development (2) Internship and professional exam - evaluation of the religious education teacher's outgoing competencies (2) Some open issues related to the professional identity of the religious education teacher (2)													
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities			Regular class attendance, active participation in classes, working on independent assignments.										
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO	
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO	
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO	
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO	
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		Valentina MANDARIĆ – Ružica RAZUM – Denis BARIĆ (eds.), <i>Nastavničke kompetencije</i> , Zbornik radova sa znanstvenoga simpozija <i>Nastavničke kompetencije</i> , Zagreb, 5. prosinca 2017., Zagreb, 2018.								X			
		Vlasta VIZEK VIDOVIĆ, <i>Učitelji i njihovi mentori</i> , Zagreb, 2011.								X			
		Josip ŠIMUNOVIĆ, Vjeroučitelji i izazovi hrvatskog suvremenog društva i hrvatske suvremene škole, in: <i>Crkva u svijetu</i> , 47 (2012) 1, 83 – 105.								X		X	
		Denis BARIĆ, Obilježja identiteta vjeroučitelja u Zagrebačkoj nadbiskupiji, in: <i>Bogoslovska smotra</i> , 83 (2013) 2, 215-234.								X		X	
2.11. Optional literature		Program polaganja stručnoga ispita za vjeroučitelje u osnovnoj i srednjoj školi, in: http://www.nku.hbk.hr/dokumenti/zakoni-i-pravilnici/63-programpolaganjastrucnogispita , 10. V. 2018.								X		X	
		RAZNI AUTORI, <i>Cjeloživotno obrazovanje</i> , in: <i>Lađa</i> , 8 (2013) 4.											



University of Zagreb



Catholic Faculty of Theology

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	Fausto ARICI – Rosino GABBIADINI – Maria Teresa MOSCATO (eds.), <i>La risorsa religione e i suoi dinamismi. Studi multidisciplinari in dialogo</i> , Milano, 2014, 317-438.
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. Prof. Jasna Šego, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Language and Religion		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L-10, E-10, S-5, e-5
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	15 %
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To become more aware of knowledge of language acquired earlier. To acquire knowledge of religious language as a philosophical problem. To acquire knowledge of the relationship between language and religion. To acquire knowledge of the Christian terminology in the Croatian standard language as well as the terminology of other religions and religious phenomena. To critically evaluate the phenomenon of purism in the language. To discuss spelling mistakes and the performative strength of the faith discourse.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To understand the relationship between language and religion. To master the Christian terminology of the Croatian standard language and the fundamental terminology of other religions. To understand the origin and connection between the problems identified in the content of the course.</p>			
2.5. Course content (syllabus)	<p>Introduction to the course: content, methodology, students' obligations. The unity and diversity of human language. (2 hours) Religion, culture, art and communication. Religious language as a philosophical problem. (2 hours) Standard language and Croatian Christian terminology. (2 hours) The Christian Catholic terminology of the Croatian standard language: a) biblical-liturgical, b) theological. The Christian Catholic terminology of the Croatian standard language: a) ecclesial-historical, b) ecclesial-legal; c) ecclesial-artistic. Jewish and Islamic terminology. Polytheistic terminology: Eastern-religious and archaic-religious terminology. (10 hours) First colloquium. (2 hours) Language of media. (2 hours) Problems and uncertainties (synonyms, polysemy, terminology precision, variants, doublets, homonymy) (2 hours). Purism and purity in language. (1 hour) Spelling mistakes. (1 hour) Performative power of the faith discourse. (2 hours) Summary of insights. (2 hours) Second colloquium. (2 hours)</p>			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:	



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		<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
2.8. Student responsibilities		Regular attendance – attendance of at least 70% of classes Successfulness of at least 40% during classes within the given teaching activities.							
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report		NO	(other)	YES	NO
	Essay	YES		Seminar paper	YES		(other)	YES	NO
	Preliminary exam	YES		Practical work		NO	(other)	YES	NO
	Project		NO	Written exam		NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Kovačević, Marko: Hrvatsko religijsko nazivlje, Marulić, 39 (2006), no. 2 (pp. 267 – 285), no. 3 (pp. 525 – 544)								
	Mamić, Mile: Hrvatsko kršćansko nazivlje. Članci i rasprave, Split, 2004.								
Šetka, fra Jeronim: Hrvatska kršćanska terminologija, Split, 1976.									
2.11. Optional literature	Bratulić, Josip, Damjanović, Stjepan: Hrvatska pisana kultura, Križevci – Zagreb, 2005. (selected chapters) Comrie, Bernard i sur.; Atlas jezika, Varaždin, 2004. (pp. 6 – 36)								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Iva Mršić Felbar, PhD		1.6. Year of the study	4
1.2. Name of the course	Eschatological Themes in Culture and Art		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	x
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Using the examples of eschatological motives and themes in culture and art (medieval and renaissance art expressions and film medium within the contemporary culture) the objective is to relate the theological and cultural-artistic expression.</p> <p>To introduce students to the methodology of scientific work and direct the writing of seminar papers and, after students' presentations, review and grade them.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Basic knowledge of systematic theology.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To notice and understand the connection between the theological content and its cultural-artistic expressions, to argumentatively interpret and analyse, with the help of theological instruments, the concrete examples from the areas of art and culture; to analyse their interrelationship and in that sense deepen the knowledge in the area of eschatology and art. To deepen the knowledge about the complexity of eschatological as theological language and its translation within the cultural-artistic heritage. To introduce students to the methodology of scientific work. To adopt the basic communication skills during the presentation of papers and discussions.</p>			
2.5. Course content (syllabus)	<p>Introduction to the course: presentation of the conduction plan, presentation of the required and optional literature and responsibilities to students.</p> <ul style="list-style-type: none"> • Introduction to the writing of a scientific paper: the process of developing, methodology, technical remarks (1 hour) • (In)comprehensibility and specificity of eschatological as the theological discourse (2 hours) • From the theological word to the theological image (1 hour) • Students' presentations – 1st assignment: encyclopaedia, dictionaries and lexicons (1 hour) • Understanding of eschatological symbols in the shaping of the works of art (1 hour) • Holy paintings in the Western Christianity (1 hour) • Jesus Christ as the image of God – the images of Christ throughout the history (3 hours) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<ul style="list-style-type: none"> • Explication or presentation of a text (2 hours) • Students' presentations – 2nd assignment: making of bibliography (1 hour) • Students' presentations – 3rd assignment: writing the paper outline (1 hour) • Examples of works of art with eschatological themes and motives: • 1st period of the Middle Ages and Renaissance (the artistic vision of deaths, Judgement, hell and heaven – 12th century Italian mosaic, St. Maria Assunta, Torcello; Giotto's and Michelangelo's <i>The Last Judgement</i>) (4 hours) • 2nd examples of the classics of literature (Dante's <i>Divine Comedy</i> and other works) (3 hours) • 3rd examples of popular culture – medium of film (analysis of Oscar-winning film <i>Okuribito</i>) – analysis and critical review (4 hours) • Group work with assigned topics (1 hour) • Students' presentations and critical evaluation (4 hours) 										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Marija PEHAR, <i>Otajstvo Trojedinoga Boga u slikovnome izričaju</i> , Zagreb, 2016, pp. 57-73.						YES		
		Adalbert REBIĆ, Teološko-umjetnički uvid u sliku Isusa Krista od njenih početaka do danas, u: <i>Bogoslovska smotra</i> 74 (2005) 4, 1079-1134.							hrcak.srce.hr	
2.11. Optional literature		Renzo LAVATORI, <i>Gospodin će doći u slavi. Eshatologija u svjetlu drugog vatikanskog koncila</i> , Zagreb, 2011.								
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Jasna Šego, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Creative writing		1.7. ECTS credits	3 ECTS
1.3. Associate teachers	Nada Babić, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	L-10, E-10, S-5, e-5
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	15 %
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To recall already acquired knowledge, skills and abilities of literary expression and the general principles of writing.</p> <p>To apply new strategies and ways of creating and shaping text.</p> <p>To identify and produce simple and complex text forms.</p> <p>To use primary and secondary writing strategies.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Expanding and enriching knowledge about writing methods, especially creative writing.</p> <p>To become capable of producing creative texts of Christian inspiration.</p> <p>To define and apply determinants for creative evaluation criteria.</p> <p>To explain functional writing and creative writing and to compare them.</p> <p>To sensitize oneself for the literary-artistic texts of Christian inspiration.</p> <p>Independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology.</p> <p>Explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture.</p>			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students should:</p> <ul style="list-style-type: none"> understand the course of writing a text distinguish creative writing from functional writing master some of the strategies and skills of creative writing critically asses and evaluate their own texts and texts of others develop a tendency towards literary-artistic texts, especially those of Christian inspiration. 			
2.5. Course content (syllabus)	<p>Introduction to the course, literature, reading, students' obligations (1); Nulla dies sine linea: the relationship between reading and writing; relationship of reading and knowledge; relationship of knowledge and writing (3); Speech styling and story styling (2); Description and describing: subjective, objective, expert (2); Description exercises: description, presentation, overview, review, abstract (2); Writing exercises: resume, appeal, greeting card, Acknowledgement. Experience and event, lyric and epic - essential characteristics of gender (2); First colloquium (2); Commentary and analysis of templates - lyric and epic (2); Lecture - as an expert text (Academic letter) (2); Anecdote, short story, joke; sketch story (2); Personal records: prose, poetic prose, poetic (stylistic means) (2); Writing an essay (2); Prayer texts: letter of thanks, prayer, appeal (2); Second colloquium (2)</p>			



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2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:					
2.8. Student responsibilities		Regular attendance – attendance of at least 70% of lectures Successfulness of at least 40% during classes within the given teaching activities.									
2.9. Monitoring student work		Class attendance	YES		Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES		Seminar paper	YES		(other)	YES	NO	
		Preliminary exam	YES		Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media	
		Bagić, K. (2012) <i>Rječnik stilskih figura</i> . Zagreb: Školska knjiga.									
		Jurica, N., Petrač, B. (1987) <i>U sjeni transcendencije. Hrvatsko pjesništvo od Matoša do danas</i> . Zagreb: Kršćanska sadašnjost.									
		Nikčević-Milković, A. (2016) <i>Psihologija pisanja</i> . in: Napredak, časopis za pedagojsku teoriju i praksu.157 (1-2): 125 – 144. Zagreb: Hrvatski pedagoško-književni zbor i Filozofski fakultet u Splitu.									
		Šego, J., Popovački, I. (2009) <i>Božićna nadahnuća</i> . Zagreb: Glas Koncila.									
		Brkić, J. (2008) <i>Molitvenik hrvatskih pjesnika</i> . Zagreb: Altagama. Novaković, J. (2007) <i>Radionica pisanja fikcije</i> . Zagreb: Algoritam. Doubtfire, D. (1991) <i>Kreativno pisanje</i> . Zagreb: Kosinj.									
2.11. Optional literature											
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Ivan Dodlek, PhD		1.6. Year of the study	1 st or 2 nd
1.2. Name of the course	The Basics of Counselling and Group Supervision		1.7. ECTS credits	3
1.3. Associate teachers	Karlo Šimek, mag. theol., mag. psych.		1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Objective of the first part of the seminar is to introduce students to issues in counselling, present the three-phase model of counselling, as well as demands and tasks that each phase requires from the counsellor. Through seminar students will be introduced to the systematic perspective of looking at the problem and various approaches it offers in interpreting and solving the problem situations. By participating in demonstrations and exercises students will gain basic skills of the counsellor, such as reflecting the content and emotions, understanding of the problem situation, empathic listening, defining the outcomes and planning the intervention. Through preparation of the report and writing the seminar paper they will deepen one thematic area and keep track of their learning as a whole. Objective of the second part of the seminar is to introduce students to the basic characteristics of the process of group dynamics, along with personality characteristics and competences necessary for a successful group supervision (four-dimensional group supervision model); knowledge and attitude for the successful supervision, as well as tasks that are put on this role within the group will be presented. All those elements should serve to accomplish the group goals and to strengthen the internal cohesion, while every individual should be given a sense of belonging, respect and usefulness. Potentially bad group dynamics, as well as factors which can contribute to those will be pointed out as well.			
2.2. Enrolment requirements and/or entry competences required for the course	General requirement for this course is the completion of any of introductory psychology courses (basics of psychology, subjects and specificity of terminology). The course "General and Developmental Psychology", which is offered within this study programme, is recommended. Willingness and motivation for active participation in personal active engagement and participation in the demonstrations and group work. Passive knowledge of the English language is required.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Familiarisation with and understanding of fundamental knowledge from other social-humanistic disciplines important for the pastoral-catechetical formation. Qualification for pastoral-catechetical activities with children, young people and adults. Ability to work with families in pastoral and catechetical manner. Familiarisation with and understanding of fundamental knowledge from other social-humanistic disciplines important for the religious-pedagogical formation.			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To explain and describe the counselling process. 2. To apply the three-phase model of counselling in various contexts. 3. To be able to assess the severity of problem and if necessary, refer the person to other mental health experts. 4. To be able to respond to emotions and content expressed by other person. 5. To identify the issues of a person or family. 6. To analyse the problem situation in the light of different approaches. 7. To synthesise and organize information to be able to apply the appropriate intervention. 			



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		8. To adapt to children and adolescents and act in an acceptable manner. 9. To accept attitudes of the group supervisor and review their own qualities and failings. 10. To be able to prepare for group work and put oneself in a proper relation towards the group.								
2.5. Course content (syllabus)		1. Introduction to the counselling (2 hours) 2. The person of counsellor. 3. Genogram (2 hours) 4. 1 st phase: The present image (2 hours) 5. 2 nd phase: The desired image (2 hours) 6. 3 rd phase: Development of strategies and making of the plan (2 hours) 7. The river of life model (2 hours) 8. Structural approach (2 hours) 9. Experiential approach (2 hours) 10. Narrative approach (2 hours) 11. Solution-oriented approach (2 hours) 12. Children and adolescent counselling (2 hours) 13. Functions of the group supervisor (2 hours) 14. Attitudes of the group supervisor (2 hours) 15. Tasks of the group supervisor (2 hours)								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the		Title						Number of copies in the library	Availability via other media	
		G. Corey, <i>Teorija i praksa psihološkog savjetovanja i psihoterapije</i> , Jastrebarsko 2004.: ch. 2: Savjetovatelj, osoba i stručnjak; ch. 13: Teorija obiteljskih sistema								



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library and/or via other media)	R. Carkhuff, <i>The Art of Helping</i> , MA 1987.		
	M. P. Nichols i R. C. Schwartz, <i>Family Therapy. Concepts and Methods</i> , Boston ⁸ 2008.		
	A. M. Horne, <i>Family Counseling and Therapy</i> , Belmont ³ 2000.		
	G. Egan, <i>The Skilled Helper</i> , Belmont ⁹ 2010.		
	P. Nemetček, <i>Sistemska družinska terapija z otroki, mladostniki in starši. Model reke življenja in analogne metode</i> , Ljubljana 2016.		
	K. Bunčić – Đ. Ivković – J. Janković – A. Penava, <i>Igrom do sebe</i> , Zagreb 2007.		
	A. Vetere i E. Dowling, <i>Narrative Therapies with Children and their Families</i> , New York 2005.		
	J. Juul, <i>Vaše kompetentno dijete</i> , Zagreb 2017.		
	I. K Berg, <i>Family-based services: A solution-focused approach</i> . New York 1994a.		
Freedman, J. & Combs, G. (2009). <i>Narativna terapija. Socijalna konstrukcija omiljenih stvarnosti. Novi Sad: Psihopolis institut.</i>			
2.11. Optional literature	<p>K. W. Vopel, <i>Handbuch für Gruppenleiter/innen</i>, Salzhausen, 2002., 10. izdanje. V. Jukić - Z. Pisk (ur.), <i>Psihoterapija. Škole i psihoterapijski pravci u Hrvatskoj danas</i>, Zagreb 2008. K. W. Vopel, <i>Interaktionsspiele</i>, I-VI, Salzhausen, 2002., 11. izdanje. H. Dießner, <i>Gruppendynamische Übungen & Spiele. Ein Praxishandbuch für Aus- und Weiterbildung sowie Supervision</i>, Paderborn, 2001., 3. izdanje.</p>		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Stjepan Baloban, PhD Ass. Prof. Silvija Migles, PhD		1.6. Year of the study
1.2. Name of the course	Education for Solidarity Humanism and Culture of Dialogue		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective seminar	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>Deepening student's practices and skills in relation to the independent writing of scientific work. To enable students to develop the skills of reading, writing and oral expression. To provide students with a more thorough understanding of the place and role of the Church's social teaching in deepening the notions of solidarity humanism and the culture of dialogue. To provide students with a more complete and deeper understanding of the role and place of religion in relation to the development of a contemporary plural society.</p>		
2.2. Enrolment requirements and/or entry competences required for the course	Motivation for work and interest in theological, ecclesial and social-ethical reflection.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To adopt the basic skills of writing scientific work. To understand and argumentatively present the content of a seminar paper. To understand and clearly present the content of concepts: solidarity humanism, Christian humanism, authentic humanism, culture of dialogue, interdisciplinarity, and integral development. To understand and evaluate the meaning and need of education for solidarity humanism and the culture of dialogue in education. To understand and argumentatively present different forms of humanism as well as the possibilities of culture of dialogue in education.</p>		
2.5. Course content (syllabus)	<p>The content and schedule of the seminar will be formed on the basis of the number of enrolled seminar participants. Introductory lectures will include an introduction to professional and scientific work as well as methodology of research work. The introduction to the subject matter of the seminar will be introduced, which will bring students closer to the contemporary church-theological contribution to events in society and the world. Solidarity humanism is in fact the path to the full integral development of the human being, and the culture of dialogue opens up the possibilities of cooperation with those who are different, which is today of extreme importance in rapidly changing societies. This is especially true for the Croatian society. The research work of students will consist of a personal search for literature and a personal contribution to the search for an appropriate theme for the seminar work. Within the framework of a joint agreement, the students will determine the themes of their seminar work, literature that they will use</p>		



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<p>during the work on a selected topic as well as the dynamics of the time course of their work. The range of topics within this seminar is very wide, and the social relevance of the themes will provide a problematic and critical approach to the established way of thinking. Seminar paper will look for ways to educate for solidarity humanism and the culture of dialogue in school religious education and in various forms of pastoral activity. Prior to the presentation of papers, the seminar meetings will take place in the form of joint consultations and discussions on the basic design of the research, on the latest developments, necessary changes and adjustments. In this way, continuous monitoring and improvement of the scientific quality of the seminar research can be achieved. In each seminar meeting a record is composed that documents the progress in joint work. The presentation of seminar papers and discussion involving all seminar participants will follow.</p>											
2.6. Format of instruction:			<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam		NO	
		Experimental work		NO	Report	YES		(other)	YES	NO	
		Essay		NO	Seminar paper	YES		(other)	YES	NO	
		Preliminary exam		NO	Practical work		NO	(other)	YES	NO	
		Project		NO	Written exam		NO	ECTS credits (total)			
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Jacques MARITAIN, <i>Cjeloviti humanizam</i> , KS, Zagreb, 1989.									
		Ivan SUPIČIĆ, <i>Za univerzalni humanizam: prema potpunij čovječnosti</i> , KS, Zagreb, 2010.									
		Ivan KOPREK, <i>Budi kao Bog – postani čovjek: na tragu kršćanskog humanizma</i> , FTI, Zagreb, 2011.									
		Congregazione per l'educazione cattolica (degli Istituti di Studi), <i>Educare all'umanesimo solidale. Per costruire una „civiltà dell'amore“ a 50 anni dalla Populorum progressio</i> , Roma, 16 aprile 2017.									
		Carlo CARDIA, <i>Izazovi laičnosti. Etika, multikulturalnost, islam</i> , KS, Zagreb, 2012.									
2.11. Optional literature											
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Kata s. Amabilis Jurić, PhD		1.6. Year of the study
1.2. Name of the course	The Church Identity and Spirituality of the Religious Education Teacher		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>To provide the underlying theological-catechetical determinants of spirituality of the religious education teacher, starting from theoretical reflection all the way to application into everyday life, which becomes locus theologicus of the integral development of the religious education teacher's personality.</p> <p>To enable students to understand the spiritual dimension of the religious education teacher (to be) as the integrating element of their personality with the other two dimensions (to know and to do), and Christian educational experience as a place where spirituality is born.</p> <p>To help students understand the importance of permanent spiritual formation.</p>		
2.2. Enrolment requirements and/or entry competences required for the course	<p>To know basic elements of universal Christian spirituality that is the foundation of spirituality of the religious education teacher.</p> <p>Have at least initial experience of spiritual life and openness to acquire new spiritual experiences.</p>		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - present and critically evaluate the fundamental tasks and challenges of religious education in the framework of the education system in the European context and especially in the Republic of Croatia 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand and argumentatively present contemporary concepts of Christian spirituality as a scientific discipline and reality that is lived - identify the link between general Christian spirituality and spirituality of the religious education teacher - discover and recognize spirituality of the religious education teacher in the light of the conciliar documents - understand theoretical reflections on spirituality of the lay religious education teacher - show the essential components of spirituality of the religious education teacher and apply it to daily life and work - perceive and argue the importance of the permanent spiritual formation of the lay religious education teacher 		
2.5. Course content (syllabus)	<ul style="list-style-type: none"> 1st Contemporary conception of Christian spirituality. (2) 2nd Spirituality of the lay religious education teacher based on Christian spirituality. (2) 3rd Christian experience. (2) 4th The Spiritual dimension of the human being. (2) 5th General and catechetical Church documents on spirituality of the religious education teacher. (2) 6th Guidelines on spirituality of the religious education teacher of the Croatian Bishops' Conference. (4) 7th The Functional model of spirituality of the religious education teacher. (3) 8th The relational model of spirituality of the religious education teacher. (2) 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<p>9th The biblical model of spirituality of the religious education teacher. (2) 10th The ecclesial and Christocentric model of the spirituality of the religious education teacher. (2) 11th Spirituality of the religious education teacher according to P. Dam. (2) 12th The conception (elements) of spirituality in the Croatian language area. (3) 13th The spiritual formation of the lay religious education teacher. (2)</p>											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> work in groups (other)			2.7. Comments:				
2.8. Student responsibilities													
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam		YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)		YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)		YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		Atanazije J. Matanić, <i>Uvod u duhovnost</i> , Hrvatska karmelska provincija, Institut za kršćansku duhovnost KBF-a u Zagrebu i Kršćanska sadašnjost, Zagreb, 1994.											
		Tomislav Ivančić, <i>Vjeroučitelj izazov hrvatskom društvu</i> , Teovizija, Zagreb, 2010.											
		Josip Baloban, Duhovno vjernički identitet vjeroučitelja, in: <i>ISTI., Djelovanje Crkve u novim društvenim okolnostima</i> , Kršćanska Sadašnjost, Zagreb, 1995.											
		Kata s. Amabilis Jurić, <i>Duhovnost vjeroučitelja laika u Hrvatskoj</i> , Zagreb, 2015.											
		Špiro Marasović, Lik vjeroučitelja za treće tisućljeće, in: <i>Kateheza</i> , 20 (1998) 1, 4-15.											
2.11. Optional literature		<p>Josef Colomb, La spiritualità del catechista, in: ID., <i>Al servizio della fede</i>, vol. II., Leumann (Torino), 1970, pp. 745-766. Pietro Damu, <i>La spiritualità del catechista. Tracce per la riflessione personale e di gruppo sui tratti che la caratterizzano</i>, Leumann, (Torino), 1996. Mihael Langer – Winfried Verburg, <i>Zum Leben führen, Handbuch religionspädagogischer Spiritualität</i>, München, 2007.</p>											
2.12. Other (as the proposer wishes to add)													



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Ana Thea Filipović, PhD		1.6. Year of the study	first and second
1.2. Name of the course	The Social Learning in the Pedagogical and Theological Perspective		1.7. ECTS credits	3
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 (15 L, 15 E)
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To analyse the requirements of the social learning driven by globalization, migration, social changes in Europe and worldwide</p> <p>To be familiar with the pedagogical requirements for social competence and directions of educational reforms</p> <p>To articulate the role and foundation of education for community in the context of religious education</p> <p>To present the social dimension of the content of the Christian faith in a historical and contemporary perspective</p> <p>To introduce into the models and forms of cooperative learning in the classroom</p> <p>To show different projects of social learning and education</p> <p>To promote the acquisition of social competence through exercises and field work</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Undergraduate study			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Familiarisation with and understanding of the connection between theological knowledge and ecclesial, religious and social practices</p> <p>Qualification for independent, scientifically-based, religious and theological evaluation of all reality</p> <p>The theological competence for dialogue with the world and for assuming the socio-political responsibility based on the Christian belief</p> <p>The theological ability to adequately face business and social challenges and to undertake public activities requiring special competence in worldview issues.</p> <p>Qualification for activities related to ethical and social competences, especially human resources, communication with individuals and groups, and media activities in the ethical and social area</p>			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To notice the importance of social competences and social learning for life in the contemporary world</p> <p>To be familiarised with socio-cultural and theological-pastoral reasons that raise the significance of social learning today</p> <p>To be theoretically and experientially familiarised with models and forms of collaborative learning in teaching</p> <p>To explain the connection between religious education and education for communion</p> <p>To be familiarised with various projects of social education and learning as an incentive to design one's own projects</p> <p>To explain the importance and components of the social dimension of the content of the Christian faith in a historical and contemporary perspective</p> <p>To show specific social competences in self-analysis and social learning exercises</p> <p>To expand the boundaries of thinking, experiencing and acting in encounters with social institutions in field work</p>			
2.5. Course content (syllabus)	<p>The concept of social competence and semantically related constructs (2)</p> <p>Actuality of social learning and acquisition of social competences in the contemporary world (2)</p>			



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		<p>The demands of social learning induced by globalization, migration, and social change in Europe and the world (2) The meaning and foundation of education for communion in the context of religious education (2) The social dimension of the contents of Christian faith in the historical perspective and today (2) The social dimension of individual contents and aspect of the Christian faith (2) Models and forms of collaborative learning in teaching (2) Different projects of social education and learning in school, social, family and parish environment (4) Inclusive pedagogy and learning for one world (3) Exercises in self-analysis and collaborative learning in the group (4) Field work: getting acquainted with social institutions and witnesses to social engagement in faith (5)</p>											
2.6. Format of instruction:		<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:					
2.8. Student responsibilities													
2.9. Monitoring student work		Class attendance		YES		Research		YES		Oral exam		YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)		YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)		YES	NO
		Project		YES		Written exam		YES		ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media		
		Ana Thea FILIPOVIĆ, <i>Učiti živjeti zajedno. Dimenzije socijalnog učenja u pedagoškoj i teološkoj perspektivi</i> , KS, Zagreb, 2017.							X				
		Ana Thea FILIPOVIĆ, Odnos vjeroučiteljica i vjeroučitelja u Hrvatskoj prema razlikama u razredu i nastavi, in: <i>Crkva u svijetu</i> 51 (2016) 1, 7-34.							x		x		
2.11. Optional literature													
2.12. Other (as the proposer wishes to add)													



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Josip Šimunović, PhD		1.6. Year of the study
1.2. Name of the course	School Pastoral Care		1.7. ECTS credits
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To train students for pastoral-theological reflection on the school pastoral care, as well as for practical design of the form of school pastoral care.		
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of the basics of the fundamental pastoral care. Knowledge of the school dynamics.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - present and critically evaluate the school education system in the Republic of Croatia - independently study religious-pedagogical and pedagogical issues from the various areas of the religious-pedagogical theory and religious-pedagogical practice and appropriately present the results of the research 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand the purpose of school pastoral care Analyse and reflect on the forms of school pastoral care Apply the gained outcomes in practical design of the happening of school pastoral care in Croatian school system Understand the school-pedagogical foundation of school pastoral care Understand the pastoral-theological foundation of school pastoral care Analyse and critically reflect on the possibilities of active participation of the lay believers in forms of school pastoral care. 		
2.5. Course content (syllabus)	<ul style="list-style-type: none"> 1. Introduction to the subject of the course 2.-3. School as a living space 4.-5. Historical development of school pastoral care 6.-7. School-pedagogical foundation of school pastoral care 8.-9. Pastoral-theological foundation of school pastoral care 10.-14. Bearers of the school pastoral care 15.-20. Concrete human being – concern and interest of the school pastoral care 21.-24. Forms of school pastoral care 25.-26. School pastoral care in the Republic of Croatia – reality and perspective 27-29. Examples of good practice 30. Evaluation of the course and teacher 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet	



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		<input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Ulrich KUMHER, <i>Schulpastoral un religiöse Pluralität. Ein Konzeptentwurf für die Auseinandersetzung mit religiöser Pluralität</i> , Würzburg, 2008.								
	Ana Thea FILIPOVIĆ, Školski pastoral kao oblik kršćanskog služenja ljudima u školskom okruženju i doprinos humanizaciji škole, in: Ružica RAZUM (ed.), <i>Vjeronauk nakon dvadeset godina: izazov Crkvi i školi</i> . Zbornik radova sa znanstvenog simpozija Vjeronauk nakon dvadeset godina: izazov Crkvi i školi, Zagreb, 2011, 159-176.						10		
	Angela KAUPP, Gabriele BUSSMANN, Brigitte LOB, Beate THALHEIMER (Hg), <i>Handbuch Schulpastoral. Für Studium und Praxis</i> , Freiburg im Breisgau, 2015.								
	Ulrich KUMHER, <i>Schulpastoral un religiöse Pluralität. Ein Konzeptentwurf für die Auseinandersetzung mit religiöser Pluralität</i> , Würzburg, 2008.								
2.11. Optional literature	DIE DEUTSCHEN BISCHÖFE – KOMMISSION FÜR ERZIEHUNG UND SCHULE, <i>Schulpastoral – der Dienst der Kirche an den Menschen im Handlungsfeld Schule</i> , Bonn, 1996.								
2.12. Other (as the proposer wishes to add)	HRVATSKA BISKUPSKA KONFERENCIJA – NACIONALNI KATEHETSKI URED, <i>Župna kateheza u obnovi župne zajednice</i> , Zagreb – Zadar, 2000, 139-142.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. Prof. Jasna Šego, PhD		1.6. Year of the study	1
1.2. Name of the course	Religious Themes in World Literature		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L-10, E-10, S-5, e-5
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	15 %
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To become more aware of previously acquired knowledge on the relationship between faith, religion, science and literature. To expand knowledge on the relationship between literature and theology and on religious themes in selected literary-artistic works. To critically evaluate literary-artistic texts on selected topics (biblical psalms, New Testament texts, Augustine's "Confessions", Dante's "Divine Comedy", Sienkiewicz's novel "Quo vadis" etc.). To develop debating skills on given themes (love, life meaning, sin, conversion, conflict of pagan and Christian, life values, etc.). To formulate meta-texts on selected topics.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To understand the course of the creation of a meta-text. To critically asses and evaluate one's own texts and others' texts. To develop a tendency towards literary-artistic texts, especially towards texts of Christian inspiration. To compare texts, find similarities and differences between them. To become more aware of previously acquired knowledge on literary theory, literary history and literary criticism.</p>			
2.5. Course content (syllabus)	<p>Introduction to the course, literature, reading, students' obligations. Literature as the art of words. (1 hour) Instructions for writing an essay. (1 hour) Relationship of faith, science and literature. The concept of world literature. Literature and theology. (2 hours) Love in the Bible. (2 hours) Intimate drama in Augustine's "Confessions". (2 hours) Search for a sense and a yearning for love in Dante's "Divine Comedy". (2 hours) Conflict of pagan and Christian in the novel by H. Sienkiewicz "Quo vadis". (2 hours) Lost and found; sin and conversion in the novel "Crime and Punishment" by F. M. Dostojevsky. (2 hours) First colloquium. (2 hours) Is there God? Life models in the novel The Brothers Karamazov" by F. M. Dostojevsky. (2 hours) A look at Western civilization in Eliot's "The Waste Land". (2 hours) Life values in drama by Th. Wilder "Our City". (2 hours) Sin, renunciation and victim in</p>			



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the "Power and Glory" novel by G. Greene. (2 hours) The relationship of the human being and God in "The Roman Triptych" by K. Wojtyła. (2 hours) Synthesis of knowledge. (2 hours) Second colloquium. (2 hours)											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities		Regular attendance – attendance of at least 70% of lectures Successfulness of at least 40% during classes within the given teaching activities.									
2.9. Monitoring student work		Class attendance	YES		Research		NO	Oral exam		NO	
		Experimental work		NO	Report		NO	(other)	YES	NO	
		Essay	YES		Seminar paper	YES		(other)	YES	NO	
		Preliminary exam	YES		Practical work		NO	(other)	YES	NO	
		Project		NO	Written exam		NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Alter, R., Kermode, F.: The Literary Guide to Bible, Cambridge, 1999.									
		McGrath, A. E. (ed.): Christian Literature. An Anthology, Oxford – Malden, 2001.									
		Šego, J.: Religijske teme u svjetskoj književnosti (skripta, rukopis), Zagreb, 2018.									
		Šimundža, D.: Religiozna povjerenja i sumnje: vjera u književnosti, Split, 1999.									
2.11. Optional literature											
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Blaženka Valentina Mandarić, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Leading a Class		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	20 L + 5 V + 5 e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	To sensitise and train students for successful and quality class leadership.			
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with developmental psychology of children, preadolescents and adolescents, familiarisation with some basic pedagogical, didactic and methodological principles.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To familiarise students with core contents, knowledge and competencies that are important for successful class leadership; To recognise the importance of the role of teachers in achieving school goals and learning outcomes; To adopt necessary competencies for successful monitoring and analysing the behaviour and situation of students in class; To adopt important communicative competencies for successful cooperation with pupils' parents; To understand the importance of the role of class teacher for the successful realisation of pupils' learning outcomes.</p>			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - The role and social responsibility of teachers in society, especially in education; (4) - Stress and self-esteem of teachers and pupils; (4) - The self-presentation of teachers to pupils and parents (communication aspect); (6) - Programming and planning of teaching; (4) - Class dynamics and classroom management strategies; (4) - Knowledge, skills, and competences of teachers; (4) - Evaluation models of pupils and teachers; (4) 			
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety x partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities				



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2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Cowley Sue, <i>Tajne uspješnog rada u razredu</i> , Zagreb 2006.								
	Azra – <i>Smiljanić Marina, Priručnik za razrednike</i> , Zagreb 2007.								
2.11. Optional literature	Winfried Boehm, <i>Povijest pedagogije, Od Platona do suvremenosti</i> , Sarajevo 2012.								
2.12. Other (as the proposer wishes to add)									



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1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Lucija Boljat, PhD		1.6. Year of the study	1 st and 2 nd .
1.2. Name of the course	Treaties between the Holy See and the Republic of Croatia		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	25 L + 2 S + 3 legal exercises
1.4. Study programme (undergraduate, graduate, integrated)		Graduate	1.9. Expected enrolment in the course	15
1.5. Status of the course		Mandatory-elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To provide students with knowledge, understanding, commentary and application of international treaties between the Holy See and the Republic of Croatia on legal issues, cooperation in the field of education and culture, the pastoral care of Catholic believers, members of the armed forces and the police, and economic matters. To introduce students to legal foundations of cooperation between the Church and the state.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of fundamentals of the canon law and constitutional articles of the Republic of Croatia.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to qualify for conduction of ecclesial offices and assignments. - to apply knowledge of international treaties in all curricular components in planning and conducting religious education curricula in elementary and secondary schools and parish catechesis. - to apply knowledge of international treaties in pastoral work in the field of education, culture, economics, ecumenism and inter-religious dialogue. - to interpret and apply provisions of international treaties in the Church and society, in schools and parish communities, in ecclesial institutions of social significance. - to understand, evaluate and mutually compare the legal relationship between other religious communities and the Republic of Croatia. - to qualify for active and fair participation in tasks of evangelization in the Church and in society. - apply the efficient communication with individuals and groups - adequately and creatively apply all curriculum components in planning and conducting religious education teaching in elementary and secondary schools - know and correctly interpret general and specific legal regulations at the civil and Church levels, important for the management of Church cultural goods - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand the intent of the two sides regulating the relationship between the Church and the state, - know the relations between the canon law and the state law of the Republic of Croatia, - apply the content of the Treaty in teaching religious education in elementary and secondary schools, in the parish community, - interpret the provisions of the Treaty in the field of education, culture, economic affairs and pastoral care in the army and police, - apply the contents of the Treaty to the life of the Church and society, - know the legal relationship between the state and other religious communities, 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

- provide legal advice or opinion, carry out administrative tasks requiring knowledge of the content of the Treaty.			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to contents of the course Treaties between the Holy See and the Republic of Croatia. 2. Relationship between the Church and the state in general. Legal systems of relations between the Church and the state. 3. Elaboration of fundamental concepts of the canon law and international law: concordats and contracts. 4. The right to religious freedom. limits of the right to religious freedom. Freedom of apostolic activity. Task for a legal exercise. 5. The creation of the Treaty between the Holy See and the Republic of Croatia. 6. Commentary on the International Treaty between the Holy See and the Republic of Croatia on legal issues. Seminar papers. 7. Relationship between the Church and the State. Independence. 8. The public legal personality of the Catholic Church. 9. Freedom of action of the Catholic Church. Task for a legal exercise. 10. Canon marriages, effects in the civil area. Seminar papers. 11. The Catholic concept of marriage and Family Law of the Republic of Croatia. 12. Commentary on the International Treaty between the Holy See and the Republic of Croatia on co-operation in the field of education and culture. 13. The right of parents to educate children. 14. Rights and obligations of state authorities regarding religious education. 15. Religious educators or teachers of religious education. 16. Commentary on the Implementation Treaty on Catholic Religious education in public schools in the Republic of Croatia. 17. Catholic schools and colleges. 18. Public media. Agreement between Croatian radio-television and Croatian Bishops' Conference. 19. Commentary on the International Treaty between the Holy See and the Republic of Croatia on the pastoral care of Catholic believers, members of the armed forces and the police of the Republic of Croatia. The nature, founding, power of the military ordinary. Statute and ordinance of the military ordinariate. 20. Commentary on the International Treaty between the Holy See and the Republic of Croatia on economic matters. 21. The manner of financing of the Catholic Church. Task for a legal exercise. 22. Return of the confiscated church property. 23. Pension insurance. Tax exemption. Other ways of assisting Church legal entities. 24. Application of the Croatian Economic Contract. 25. Revision of International Treaties (change of circumstances and procedures). 26. The healthy relationship between the Church and the State: contribution to ecumenism and inter-religion dialogue. 27. The ecumenical principle of respect for Christian values: considering Christian ethics in preschool institutions, schools, and colleges. 28.-29. Treaties between the Government of the Republic of Croatia and other religious communities (comment and application). 30. Determining and evaluating students' work. Student evaluation of the course. 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor	2.7. Comments:



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		<input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> (other)					
2.8. Student responsibilities		Regular attendance, active participation in classes, participation in exercises and writing seminar papers.							
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam	YES	
	Experimental work		NO	Report		NO	(other)	YES	NO
	Essay		NO	Seminar paper	YES		(other)	YES	NO
	Preliminary exam		NO	Practical work	YES		(other)	YES	NO
	Project		NO	Written exam	YES		ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	<i>Ugovori između Svete Stolice i Republike Hrvatske</i> , (commentary N. Eterović), Zagreb, 2001.						5	3	
	<i>Ugovori između Vlade Republike Hrvatske i drugih vjerskih zajednica.</i>							https://narodne-novine.nn.hr; https://propisi.hr	
2.11. Optional literature	<i>Zakonik kanonskoga prava s izvorima</i> , Zagreb, 1996. Dokumenti II. vatikanskog koncila <i>Ustav RH</i> , u: NN 85/10 (pročišćeni tekst) i 5/14. <i>Zakon o pravnom položaju vjerskih zajednica</i> , u: NN 83/02, 73/13.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Iva Mršić Felbar, PhD		1.6. Year of the study	1-2
1.2. Name of the course	Christian Eschatology - Newer Emphases in the Theological Understanding and Religious-Pedagogical Mediation		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	X
2. COUSE DESCRIPTION				
2.1. Course objectives	To enable students to gain insight into newer emphases in the theological understanding of Christian eschatology and, accordingly, to enable them to engage in religious-pedagogical mediation of the same content.			
2.2. Enrolment requirements and/or entry competences required for the course	Basic knowledge of Christology, theological anthropology and pedagogy.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - understand and present specific theological knowledge important for the religious-pedagogical formation 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	To know and be able to critically present fundamental eschatological topics and related concepts; to become familiarized with the possibilities of religious-pedagogical mediation through the use of media - visual, literary, musical, film, stage - as particularly suitable for the discourse on eschatology; to evaluate and recognize the connection between eschatological determinants and religious-pedagogical practice, to know how to recognize the symbolic and communicative potential of eschatological contents and their wide applicability.			
2.5. Course content (syllabus)	<p>Introduction to the course: presentation of the conduction plan, introducing students to mandatory and recommended literature and obligations</p> <ul style="list-style-type: none"> • Eschatology yesterday, today, tomorrow - a brief overview of development, current state and perspectives of eschatology as a theological discipline (3 hours) • Linguistic-epistemological difficulties in the language of eschatology and the challenge of communicating its specific content (2 hours) • Contemporary emphases in eschatology: <ul style="list-style-type: none"> • 1. Hope - the bearer of Christian eschatology (1 hour) • 2. Correlation of the present moment with the eternal one (1 hour) • 3. Reflection on the last realities in the key of a personal perception (1 hour) • 4. Importance of the relationship category (Jesus' practice in proclaiming the kingdom of God) (2 hours) • Dynamics, relativity and contextuality of eschatology (1 hour) • Understanding eschatological contents as Christological (LG 48), ecclesial (SC 8) and anthropocentric (GS 18): 			



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<ul style="list-style-type: none"> • 1. The Christological key of reading eschatological content (1 Hour) • 2. The eschatological dimension of the Church (1 hour) • 3. The perspective of the contemporary human being (1 hour) • Religious-pedagogical mediation (2 hours) • Usage of media - symbolic and communicative potential (2 hours) • Theology of death as an impulse to the resurrection discourse (3 hours) • The body in the eschatological perspective (1 hour) • Time and space as important determinants of the modern concept of eschaton (2 hours) • Examples and ways of implementing eschatological contents in religious-pedagogical work, their analysis and evaluation (5 hours) • Review of key points (1 hour) 												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities		Attending classes; active participation in classes and studying the given and recommended literature; passing a final written or oral exam										
2.9. Monitoring student work		Class attendance		YES		Research			NO	Oral exam	YES	
		Experimental work			NO	Report			NO	(other)	YES	NO
		Essay			NO	Seminar paper			NO	(other)	YES	NO
		Preliminary exam		YES		Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3 ECTS	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media		
		Renzo LAVATORI, Gospodin će doći u slavi. Eshatologija u svjetlu drugog vatikanskog koncila, Zagreb, 2011.						YES				
		Ana Thea FILIPOVIĆ, Komunikacija u vjeronauku i katehezi, u: Kateheza: časopis za vjeronauk u školi, katehezu i pastoral mladih, 27 (2005) 4, 297-310.								hrcak.srce.hr		
2.11. Optional literature												
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. Prof. Silvija Migles, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Social Teaching of the Church in Religious Education Teaching and Catechesis		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To enable students to know the contemporary socio-ethical challenges to religious education teaching and catechesis. To enable students to apply and practice-design the social teaching of the Church in religious education teaching and catechesis.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Motivation for acquiring knowledge in the course with the application of the content of the social teaching of the Church in the educational process.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - understand and present specific theological knowledge important for the religious-pedagogical formation 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To argumentatively present the place and importance of the social teaching of the Church in religious-pedagogic and pastoral-catechetical formation To critically evaluate and propose ways of applying the guidelines and criteria for 'social construction'. To understand and present the place of social teaching of the Church in terms of intense and lasting influence on formation, as an effective means of communication and dialogue. To find and comment on social topics in the school religious education teaching and to apply them to the concrete situation. To apply acquired knowledge in parish catechesis and pastoral care in general. To plan and develop 'social catechesis' and 'social pastoral care'.</p>			
2.5. Course content (syllabus)	<p>Introduction to the course (2); Social teaching of the Church in education (4); Social teaching of the Church - the instrument of evangelization (2); Criteria and incentives for the 'social construction' of religious educators and catechists: human maturity and social spirituality (2); Social issues in school religious education teaching: primary and secondary schools (4) Different ways of applying messages and, in particular, some current themes for working with children and young people (2); Addressees and the significance of social teaching for their formation in primary and secondary schools (2); Addressees and the significance of social teaching for their formation in parish catechesis (2);</p>			



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		Possibilities of the social teaching of the Church and the specifics of parish catechesis: family, associations, movements and groups; young, adults, the old age (2); Implementation of the social teaching of the Church in the school religious education: practical work – sample and drafting (4); Implementation of the social teaching of the Church in parish catechesis: practical work – sample and drafting (4).								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES		Research		NO	Oral exam	YES	
		Experimental work		NO	Report		NO	(other)	YES	NO
		Essay		NO	Seminar paper		NO	(other)	YES	NO
		Preliminary exam	YES		Practical work	YES		(other)	YES	NO
		Project		NO	Written exam		NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		KONGREGACIJA ZA KATOLIČKI ODGOJ, <i>Odgajati za solidarni humanizam. Za izgradnju civilizacije ljubavi. 50. godina nakon Populorum progressio. Smjernice.</i>								
		Posebne teme socijalnog nauka Crkve i njihova važnost u školskom vjeronauku, in: Josip GRBAC, <i>Etičke dvojbe hrvatskog društva. O važnosti odgoja za moralne vrijednosti</i> , Kršćanska sadašnjost, Zagreb, 2009., 69-82.								
		Stjepan BALOBAN – Silvija MIGLES, Socijalni nauk Crkve u katehetskoj formaciji u Hrvatskoj, in: Emanuel HOŠKO (ed.), <i>Zbornik Milana Šimunovića. Djelatna Crkva</i> , Kršćanska sadašnjost, Zagreb-Rijeka, 2008., str. 429-445.								
		PAPINSKO VIJEĆE 'PRAVDA I MIR', <i>Kompendij socijalnog nauka Crkve</i> , Kršćanska sadašnjost, Zagreb, 2005.								
		Alojzije HOBLAJ, Socijalna dimenzija kršćana u župnom katehezi i u školskom vjeronauku, in: Stjepan BALOBAN (ed.), <i>Kršćanin u javnom životu</i> , Centar za promicanje socijalnog nauka Crkve – Glas Koncila, Zagreb, 1999., pp. 115-133.								
2.11. Optional literature		Stjepan BALOBAN- Gordan ČRPIĆ (eds.), <i>Socijalni Kompendij: izazov i nadahnuće</i> , Centar za promicanje socijalnog nauka Crkve- Kršćanska sadašnjost, Zagreb, 2007.								
		Stjepan BALOBAN, <i>Slobodni i ponosni u društvu. Kršćanin i svijet</i> , Kršćanska sadašnjost, Zagreb, 2010.								



University of Zagreb



Catholic Faculty of Theology

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	Stjepan BALOBAN, <i>Između slobode i podložnosti. Kršćanin i svijet</i> , Kršćanska sadašnjost, Zagreb, 2010. Stjepan BALOBAN, <i>Otvorimo prostore pozitivnome. Kršćanin i svijet</i> , Kršćanska sadašnjost, Zagreb, 2015. Stjepan BALOBAN, Primjena supsidijarnosti u crkvenom životu vjernika laika u Hrvatskoj prema empirijskom istraživanju o supsidijarnosti, u: <i>Bogoslovska smotra</i> , 81(2011) 4, pp. 839-874.
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Marina Milković, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Croatian Sign Language 101		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	1L +2E+0S+e
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	max 14-16
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	The aim of this course is to familiarize students, theoretically and practically, with sign language and other forms of manual communication of persons with impaired hearing. The content and structure of the subject should develop the basic communicative skills and knowledge necessary for working with hearing impaired persons. Exercises from this subject allow the development of reception and expression skills and the adoption of the basic vocabulary and grammar of the Croatian Sign Language (CSL).			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • to distinguish and evaluate those activities in society that aim to promote the integral human development and solidary humanism • to apply effective communication with individuals and groups • to appropriately and creatively apply all curricular components in the planning and execution of religious education in elementary and secondary schools • to demonstrate and explain ways of directing and animating religious education, catechesis and spiritual-religious culture in parish and other religious communities 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - to understand the relationship between the sign and its meaning - to distinguish verbal and non-verbal signs in human societies - to understand the relationship between language and other sign systems - to understand, define and determine the fundamental characteristics of the language and the community of Persons with Impaired Hearing - to develop visual and visual-spatial skills required for receptive and expressive knowledge of CSL - to distinguish between manual forms of communication - to distinguish between the facial grammar system and expressing emotions and nonverbal communication - to differentiate and use different types of sentences (statement, questionnaire, negative) - to use appropriate vocabulary, grammar rules and code of conduct in communication and interaction with persons with impaired hearing - to develop the foundation for further learning of CSL 			
2.5. Course content (syllabus)	Lectures: <ul style="list-style-type: none"> - Signs and sign systems (2) - Relationship between languages and other sign systems (3) - Sign language as a system of signs (2) - History and geography of the sign language (4) 			



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		<p>- Community and culture of Persons with Impaired Hearing (4) Exercises: - exchange of personal and interpersonal information; presentation and introduction. verification and correction of information. yes / no questions. questions with pronouns. personal pronouns. (10) - environment and residence; orientation in space. food and drink. expression of desire. numbers. indicative pronouns. (5) - people and relations between them; identity. family members. other interpersonal relations. possessive pronouns. (5) - time and everyday activities; seasons. orientation in time. communication and means of communication. free time. (5) - life and health; Characteristics. (5)</p>								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments: Lectures and exercises, as well as the content of the subject, cannot be strictly separated. The specificity of the course is that the contents and structure are continuously interwoven.		
2.8. Student responsibilities		Lectures and exercises are mandatory. Students can miss only one lecture and one exercise. In case of more than one justified absence (illness, death in the family) the student will compensate what he/she missed in agreement with the course teacher.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Bradarić-Jončić, S.(2000): <i>Manualni oblici komunikacije osoba oštećena sluha</i> . Hrvatska revija za rehabilitacijska istraživanja, 35, 2.							√	
		Mathur, G. & D.J. Napoli (2011): <i>Deaf around the World. The Impact of Language</i> . Oxford University Press, Inc. (selected chapters)							√	
		Radovančić, B. (2004): <i>Crtime za povijest hrvatske surdologije</i> . ERF, Zagreb.							√	
		Internal video material.							√	
2.11. Optional literature		Fromkin, V., Rodman, R. & N. Hyams (2013): <i>An Introduction to Language</i> . Wadsworth, Cengage Learning Moore, M.S. & L. Levitan (2003): <i>For Hearing People Only</i> . Deaf Life Press, Rochester, New York Morris, Ch. (1975): <i>Osnove teorije o znacima</i> , BIGZ, Beograd. Nöth, W. (2004): <i>Priručnik semiotike</i> , Ceres, Zagreb.								



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2.12. Other (as the proposer wishes to add)	The student will be evaluated according to the activities during the course, which are regularly recorded, then the fulfilment of the obligations within the course in the form of independent assignments and demonstrations / presentations and the achieved success on the written exam. The student can take the examination if he/she has fulfilled all obligations to the course and was not absent from more than one lecture/exercise.
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Marina Milković, PhD	1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Croatian Sign Language 201	1.7. ECTS credits	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	1L+2E+0S+e
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	max 14-16
1.5. Status of the course	<input type="checkbox"/> mandatory <input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to extend the basic vocabulary gained on the previous level, Croatian Sign Language 101 and 102, and to develop character-producing skills, understanding of content and interactive communication in Croatian Sign Language (CSL). Students will adopt basic knowledge of the structure of sign language - phonology. To deepen and expand knowledge about culture and characteristics of community of persons with impaired hearing and the socio-cultural deafness model.		
2.2. Enrolment requirements and/or entry competences required for the course	Successfully completed course Croatian Sign Language 102		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • to distinguish and evaluate those activities in society that aim to promote complete human development and solidary humanism • to apply effective communication with individuals and groups • to appropriately and creatively apply all curricular components in planning and conducting religious education teaching in primary and secondary schools • to show and explain ways of guiding and animating religious education, catechesis and spiritual-religious culture in parish and other communities of believers 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - To understand the relation between the sign and its meaning - To distinguish between verbal and non-verbal signs in human societies - To understand the relationship between language and other sign systems - To understand, define and determine the fundamental characteristics of the language and the community of Persons with Impaired Hearing - To develop visual and visual-spatial skills required for receptive and expressive knowledge of CSL - To distinguish between the facial grammar system and expressing emotions and nonverbal communication - To differentiate between and use different types of sentences (statement, question, negative) - To use appropriate vocabulary, grammar rules and code of conduct in communication and interaction with persons with impaired hearing 		
2.5. Course content (syllabus)	<p>Lectures:</p> <ul style="list-style-type: none"> - structure of sign language - phonology (5) - definition of the concept of culture and the cultural-sociological deafness model (10) <p>Exercises:</p> <ul style="list-style-type: none"> - activities; free activities. exercise in the open/closed space. (3) - description/identification; personal characteristics. interests. (2) - orientation in open/closed space; surrounding, ask where/give direction. place of residence, means of transport. spatial relationships. (10) 		



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<p>- conversation; strategy. getting attention, beginning conversation, interrupting/getting involved in conversation of others, expressing wishes, giving commands, forming questions. (10) - narration; the story in pictures. (5) - history and culture of persons with impaired hearing (5)</p>												
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments: Lectures and exercises, as well as the content of the course, cannot be strictly separated. The specificity of the course is that the contents and structure are continuously interwoven.				
2.8. Student responsibilities		Lectures and exercises are mandatory. One absence from lectures and exercises is allowed. In case of more than one justified absence (illness, death in the family) the student will compensate in agreement with the lecturer in charge of the course.										
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		Zimmermann, A. (1986): Uvodni seminar o komunikaciji s osobama oštećena sluha. Fakultet za defektologiju, Zagreb.									√	
		Internal video material.									√	
2.11. Optional literature		Emmorey, K. (2002): <i>Language, Cognition and the Brain. Insights from Sign Language Research</i> . Mahwah, NJ: Lawrence Erlbaum. Lane, H., Hoffmeister, R. and Bahan, B. (1996): <i>A Journey into the Deaf World</i> . DawnSign Press. Pfau, R., Steinbach, M. & B. Woll (2012): <i>Sign language. An international handbook (HSK - Handbooks of linguistics and communication science)</i> , Berlin: Mouton de Gruyter. Sandler, W. & D. Lillo-Martin (2006): <i>Sign Languages and Linguistic Universals</i> . Cambridge: Cambridge University Press.										
2.12. Other (as the proposer wishes to add)		The student will be evaluated according to the activities during the course, which are regularly recorded, then the fulfilment of the obligation towards the course in the form of independent assignments and demonstrations/presentations and the achieved success on the written exam. The student can take the exam if he/she has completed all the duties on the course and there he/she was not absent more than once.										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Ana Thea Filipović, PhD		1.6. Year of the study	first and second
1.2. Name of the course	Media Pedagogy in Religious Education		1.7. ECTS credits	3
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 (15 L, 15 E)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1. level, 5%
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To provide basic knowledge about communication, media communication and the concepts of media pedagogy and education and media didactics. To introduce into the fundamental determinants of the relationship between the Church and communication media throughout history and today. To give insight into the changes that media causes in the area of education. To train for competent use of the media in various forms of religious education and catechesis. To raise awareness for critical access to what media offers and to media presentation of reality.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Undergraduate study			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - apply the efficient communication with individuals and groups 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To explain the meaning of the concepts of communication, communication media, media pedagogy, media didactics, media competence. To present and explain the relationship between the Church and communication media throughout history and today. To understand the changes that media cause in the area of education. To competently use communication media in various forms of religious education and catechesis. To be familiar with the specific possibilities and limitations of individual communication media in relation to different places and addressees of religious education and catechesis. To be able to critically approach different media offers and media presentation of reality.</p>			
2.5. Course content (syllabus)	<p>Anthropological and theological aspects of communication (1). The concept and peculiarities of direct-personal and media-indirect communication (1). Fundamental concepts: media pedagogy, media didactics, media culture, media literacy, media competence. Tasks of media education (1). Church and the media throughout history and today (2). Church documents about mass communication media (2). Religious programme in mass media in Croatia (1). Media and the discourse of faith (1).</p>			



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<p>Media in religious education (auditory, visual, audio-visual, printed and digital media communication) (2). Division and use of media (traditional, active and group methods) (1). Photography and methods of working with photography in religious education (2). Film as an educational media in religious education. Movie genres (2). Watching and analysing selected movies (4). Visual arts and communication (2). Basic journalistic genres (1). Pupils and teachers as media creators (4). Performances in mass communication media (1). Critical approach to media products (2).</p>												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES		Research		YES		Oral exam	YES	NO
		Experimental work		YES		Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES		Written exam		YES		ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library	Availability via other media	
		Ana Thea Filipović, Komunikacija u vjeronauku i katehezi, in: <i>Kateheza</i> 27 (2005) 4, 297-310.								X	x	
		Ana Thea Filipović, Koncilski iskorak Katoličke crkve u svijet društvene komunikacije. O pedesetoj obljetnici završetka Drugoga vatikanskog koncila, in: <i>Nova prisutnost</i> 13 (2015) 2, 197-211.								x	x	
		Hrvatska biskupska konferencija, <i>Crkva i mediji</i> , Glas koncila, Zagreb, 2006.								x		
		Marko Pranjčić, <i>Metodika vjeronaučne nastave</i> , Katehetski salezijanski centar, Zagreb, 1997.								x		
		Jadranka Garmaz, Medijska pedagogija u vjeronauku i katehezi. Kriteriji izbora i načini korištenja nekih suvremenih medija, in: <i>Crkva u svijetu</i> 45 (2010.) 3, 310-332.										
		Jerko Valković, Evangelizacija u eri medija: mogućnosti i problemi komuniciranja, in: <i>Bogoslovska smotra</i> 81 (2011) 3, 675-696.								x	x	
Selected current films												



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	Ana Thea Filipović, Mediji komuniciranja u religioznom odgoju i katehezi. Nastavni materijali.		
2.11. Optional literature	<p>Mirko Mataušić, Crkva i sredstva društvenog priopćavanja, u: <i>Bogoslovska smotra</i> 55 (1986) 3/4, 360-368.</p> <p>Danijel Labaš, Crkva i društvene komunikacije, in: <i>Obnovljeni život</i> 48 (1993) 1, 76-97.</p> <p>Fred Inglis, <i>Teorija medija</i>, AGM i Barbat, Zagreb, 1997.</p> <p>Nada Zgrabljic, Medijska pismenost – za život s medijima, in: J. Bašić - J. Janković (eds.), <i>Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih</i>, DZZOMM i Povjerenstvo vlade RH za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 2003.</p>		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Denis Barić, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	The History of Catechesis and Catechetics		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	mandatory	x elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To train students for research and analysis of historical facts related to the development of catechesis and catechetics. Furthermore, students will be trained for critical deliberation and for being able to relate historical facts with the purpose of creating the integral image about the history of catechesis and catechetics.			
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with the basic terminology related to the catechesis and catechetics (religious upbringing/education, addressees and holders of catechesis, objectives of catechesis, catechism), as well as familiarisation with the basics of general and Church history (Ancient history, Middle Ages, the Modern Age and contemporary history).			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently study religious-pedagogical and pedagogical issues from the various areas of the religious-pedagogical theory and religious-pedagogical practice and appropriately present the results of the research - demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to</p> <ul style="list-style-type: none"> • identify the (geographical) areas and time periods of the general and Church history and specificity of the historical development of catechesis and catechetics, • understand the social-religious and cultural context of the particular geographical areas and analyse their contribution to the development of the Church thought, as well as the development of catechesis and catechetics, • analyse the contribution of the Church Fathers and teachers to the catechetical thought, as well as the historical development of theology and its impact on the catechetics, • analyse the work of particular centres of the Church (monasteries, colleges, abbeys) and point out their features in development of the awareness about the religious upbringing, education and growth in faith, • read and understand particular catechism texts which have, in particular historical period, been in the service of education of Christian people, • point out particular challenges and possibilities that contemporary catechesis and catechetics is facing. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the history of catechesis and catechetics (1 hour) 2. <i>Catechumenate</i>. The ancient catechumenate. (1 hour) 3. Catechumenate in the West: Hyppolitus of Rome and Tertullian. (2 hours) 4. Catechumenate in the East: Origen. Restored ancient catechumenate (4th-5th century). (1 hour) 5. <i>Catechesis</i>, catechesis in the period of Christianity (70th – end of 2nd century) (1 hour) 6. Catechesis in the period of the end of 2nd century until the Constantine's peace (313th) (1 hour) 			



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<p>7. Catechesis in the West: Ambrosius, Augustine. (2 hours) 8. Catechesis in the East: Cyril of Jerusalem, John Chrysostom. (2 hours) 9. The beginning of the Middle Ages. Catechesis in the barbarian West (6th – 7th century). Martin of Braga. Catechetical impulses of the Carolingian Renaissance. (2 hours) 10. Hugh of Saint Victor. Jean Gerson. (2 hours) 11. The period of the Reformation. Historical context. Catechisms of Martin Luther and Peter Canisius. (3 hours) 12. Council of Trent. Catechism of Trent (structure and content). (2 hours) 13. The period of Enlightenment. Historical context. Catechism of Robert Bellarmine. Austrian catechism. (2 hours) 14. The period of the 19th century. Historical context. Contribution to the development of catechetical thought (Johann Michael Sailer, Johann Baptist von Hirscher, Joseph Deharbe). (3 hours) 15. Contemporary catechesis. Fundamental determinants of the catechetical movement in the 20th century. (1 hour) 16. Second Vatican Council and catechetical directives of the Magisterium in the period after the end of the Council. (2 hours) 17. Contemporary post-conciliar catechesis in Croatia. (2 hours)</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities			Regular class attendance, active participation in classes, working on individual assignments.							
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Emanuel HOŠKO, <i>Negdašnji hrvatski katekizmi</i> , Zagreb 1985. (selected parts)						YES	NO	
		Alojzije ČONDIĆ, Stanje i perspektive katekumenata, u: <i>Služba Božja</i> , 51 (2011) 1, 75-98.						YES	YES	
		Valentina MANDARIĆ – Ružica RAZUM, Pastoralno-katehetska praksa i saborska baština, in: <i>Bogoslovska smotra</i> , 75 (2005) 3, 817-853.						YES	YES	
2.11. Optional literature										
2.12. Other (as the proposer wishes to add)										



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Miroslav Martinjak, M.A.		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Church Music Culture		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L+E
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To familiarise and enthral students with a rich Christian music culture from the very beginning to the present time. Special emphasis will be put on the liturgical music repertoire of Latin tradition and the repertoire developed in Croatian language since the development of Glagolitic (X. century), folk songs to contemporary aspirations and musical accomplishments. The Glagolitic tradition, which is a valuable heritage of the southern Croatian regions of Istria, Primorje, Dalmatia with islands and Lika, as well as the region that borders with Bosnia and Herzegovina, will be especially analysed. Likewise, the development of folk songs that settled in the north, north-western and north-eastern parts of Croatia. Students will be acquainted with our most valuable and remarkable songbooks that preserved this musical treasure, which was created on the Croatian soil. They will thus be able to use and recognize the Croatian music treasure and culture.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - independently study religious-pedagogical and pedagogical issues from the various areas of the religious-pedagogical theory and religious-pedagogical practice and appropriately present the results of the research - know and understand fundamental knowledge from the other social-humanistic disciplines significant for religious-pedagogical formation 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - identify and describe basic contents of the Church musical heritage in general and the Croatian millennial musical heritage in particular. - name and present relevant literature and sources. - recognize the peculiarities of certain Croatian regions and differences in liturgical musical expression. - identify influences of Gregorian and folk national music aesthetics on the formation of church melodies in Glagolitic and folk music in Croatia. - present and interpret church-musical regulations throughout history, especially after the II Vatican Council regarding church music and its meaning in the Christian liturgy. - use some musical elements in the catechesis and to use all benefits of music as a great help in this area. 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> • The beginnings of music: music of distant cultures; anthropological dimension of music, (2 hours) • Music in the Bible in the Old and New Testament (2 hours) • Music in original Christian communities; Ambrosian and Gregorian singing (2 hours) 			



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		<ul style="list-style-type: none"> • Liturgical musical forms for the Eucharistic celebration and the Breviary (4 Hours) • Croatian liturgical songbooks (2 hours) • Most important church music documents up to the 20th century (2 hours) • Church folk songs and its significance for religious life (2 hours) • Glagolitic singing: the historical part, most significant documents, songbooks and testimonies (6 hours) • Scattered heritage of Glagolitic singing around the world. (1 hour) • Restoration of church music during Pope Pius X. (1 hour) • The Second Vatican Council and its guidelines for church music (2 hours) • Fascinating questions of contemporary church music (2 Hours) • Help of music in catechesis (2 hours) 								
2.6. Format of instruction:		<input checked="" type="checkbox"/> x lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> x exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam	YES	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3 ECTS	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Crkvena glazba, Priručnik za bogoslovna učilišta, Zagreb, 1988; pp. 161-211								
		J. ANDREIS, <i>Povijest glazbe</i> , knjiga 1, 2, 3, Zagreb, 1974.								
		M. MARTINJAK, <i>Gregorijansko pjevanje, baština i vrelo rimske liturgije</i> , Zagreb, 1997; pp. 139-153.								
		J. GELINEAU, <i>Pastoralna teologija liturgijskih slavlja</i> , Zagreb, 1972, pp. 202-225;								
		M. PRANIĆ, (ed.), <i>Religijsko- pedagoško katehetski leksikon</i> , Zagreb, 1991, pp. 201-204.								
		A. BENVIN, <i>Glazba kao pomoć u apostolatu i evangelizaciji</i> , u. Sv. Cecilija, LII (1982), no.								
		M. MARTINJAK, <i>Glazba u katehezi</i> , in: Sv. Ceciliji, LXV (1995) no. 4; LXV(1996) no.1.								
		Liturgijska konstitucija (<i>Sacrosanctum concilium</i>) VI. chapter. Points 112- 121.								
Instruction <i>Musicam Sacram</i>										



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2.11. Optional literature	
2.12. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Anđelo Maly, PhD		1.6. Year of the study	1-2
1.2. Name of the course	Practical Work with the Bible		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	5 L + 25 E
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Enable participants to actively use a variety of practical (and exegetical) approaches to biblical texts for the purpose of future application in pastoral work, above all as directors of the biblical pastoral care.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed courses: all introductory and exegesis courses of the Old and New Testament as well as courses in biblical theology (preferably knowledge of Biblical languages and at least one of the world's languages).			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - apply the efficient communication with individuals and groups - understand and present specific theological knowledge important for the religious-pedagogical formation - critically evaluate and creatively apply the pastoral method: see – judge – act 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> · Distinguish between the literary history of study and various methods in practical work with the Bible · Analyse biblical texts with the aim of pastoral application · Use different methods of approaching a biblical text · Discover the functional value of the Bible for the community · develop work materials and work in biblical groups · Creatively approach biblical text in its communicational perspective 			
2.5. Course content (syllabus)	After laying out the introductory premises and stressing the importance and the methods of practical work with the Bible, students will be introduced to individual methods of practical work which they will then, individually or in groups, make and present in front of other participants of the course. In addition to classical approaches to Bible, participants will be introduced to individual ways of practical work with the Bible: after introductory lectures (5 hours), the practical part of the course follows. <ul style="list-style-type: none"> Approach to and Analysis of Biblical Text (4 hours); Biblical Lecture (4 hours); Biblical Conversations (3 hours); Biblical Meditation (lectio divina) (5 hours); Biblical Play (3 hours); 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

Biblical Contemplation of an Image (3 hours); Bible "Circle" (3 hours).									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities		Regular class attendance; preparing and working on weekly tasks.							
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Oral exam	YES	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	J. FUČAK (trans.), <i>Praktični rad s Biblijom</i> , Zagreb, 21991.								
	N. HOHNJEC, <i>Biblija u pastoralnom radu</i> , Zagreb, 1998.								
	E. BIANCO, <i>Lectio Divina</i> , Zagreb, 2005.								
PAPINSKA BIBLIJSKA KOMISIJA, <i>Tumačenje Biblije u Crkvi</i> (1993)									
2.11. Optional literature	A. POPOVIĆ, <i>Načela i metode za tumačenje Biblije</i> , Zagreb, 2005.								
	Th. SÖDING, <i>Više od Knjige. Razumjeti Bibliju</i> , Zagreb, 2001.								
	PAPINSKA BIBLIJSKA KOMISIJA, <i>Nadahnuće i istina Svetog pisma</i> (2014).								
	W. HOFFSÜMMER, <i>Biblijski i drugi igrokazi</i> , Luka, 1995.								
A. GRABNER-HAIDER (ed.), <i>Praktični biblijski leksikon</i> , Zagreb, 1997.									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Marina Milković, PhD	1.6. Year of the study	1-2
1.2. Name of the course	Croatian Sign Language 102	1.7. ECTS credits	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	1L+2E+0S+e
1.4. Study programme (undergraduate, graduate, integrated)	graduate	1.9. Expected enrolment in the course	max 14-16
1.5. Status of the course	<input type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	This course follows, theoretically and practically, the course Croatian Sign Language 101 and completes the first level of Croatian Sign Language (CSL) learning. The content and structure of the subject should develop the basic communicative skills and knowledge necessary for working with persons with impaired hearing. Exercises from this course enable the development of reception and expression skills and the adoption of the basic vocabulary and grammar of CSL.		
2.2. Enrolment requirements and/or entry competences required for the course	successfully passed course Croatian Sign Language 101		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • to distinguish and evaluate those activities in society that aim to promote integral human development and solidary humanism • to apply effective communication with individuals and groups • to appropriately and creatively apply all curricular components in the planning and execution of religious education in elementary and secondary schools • to demonstrate and explain ways of directing and animating religious education, catechesis and spiritual-religious culture in parish and other religious communities 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - to distinguish between verbal and non-verbal signs in human societies - to understand the relationship between language and other sign systems - to understand, define and determine the fundamental characteristics of the language and the community of Persons with Impaired Hearing - to distinguish between manual forms of communication - to distinguish between the facial grammar system and expressing emotions and nonverbal communication - to differentiate between and use different types of sentences (statement, questionnaire, negative) - to use appropriate vocabulary, grammar rules and code of conduct in communication and interaction with persons with impaired hearing - to develop the foundation for further learning of CSL 		
2.5. Course content (syllabus)	Lectures: - Relationship between languages and other sign systems (5) - History and geography of the sign language (5) - Community and culture of People with Impaired Hearing (5) Exercises: - exchange of personal and interpersonal information; presentation and introduction. verification and correction of information. yes / no questions. questions with pronouns. personal pronouns. (10)		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>- environment and residence; orientation in space. food and drink. expression of desire. numbers. indicative pronouns. (5) - people and relations between them; identity. family members. other interpersonal relations. possessive pronouns. (5) - time and everyday activities; seasons. orientation in time. communication and means of communication. free time. (5) - life and health; characteristics. (5)</p>												
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments: Lectures and exercises, as well as the content of the subject, cannot be strictly separated. The specificity of the subject is that the contents and structure are continuously interwoven.				
2.8. Student responsibilities		Lectures and exercises are mandatory. Students can miss one lecture and one exercise. In case of more than one justified absence (illness, death in the family) the student will compensate in agreement with the course teacher.										
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		Bradarić-Jončić, S.(2000): <i>Manualni oblici komunikacije osoba oštećena sluha</i> . Hrvatska revija za rehabilitacijska istraživanja, 35, 2.									√	
		Mathur, G. & D.J. Napoli (2011): <i>Deaf around the World. The Impact of Language</i> . Oxford University Press, Inc. (selected chapters)									√	
		Radovančić, B. (2004): <i>Crtime za povijest hrvatske surdologije</i> . ERF, Zagreb.									√	
		Interni video materijal.									√	
2.11. Optional literature		Fromkin, V., Rodman, R. & N. Hyams (2013): <i>An Introduction to Language</i> . Wadsworth, Cengage Learning Moore, M.S. & L. Levitan (2003): <i>For Hearing People Only</i> . Deaf Life Press, Rochester, New York Morris, Ch. (1975): <i>Osnove teorije o znacima</i> , BIGZ, Beograd. Nöth, W. (2004): <i>Priručnik semiotike</i> , Ceres, Zagreb.										
2.12. Other (as the proposer wishes to add)		The student will be evaluated according to the activities during the course which are regularly recorded, then the fulfilment of the obligations towards the course in the form of independent assignments and demonstrations / presentations and the achieved success on the written exam. The student can take the examination if he/she has fulfilled all obligations to the course and has not been absent from more than one lecture/exercise.										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Marina Milković		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Croatian Sign Language 202		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	1L+2E+0S+e
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	max 14-16
1.5. Status of the course	<input type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	Theoretically and practically, the course continues on the course Croatian Sign Language 201 and completes the second level of learning Croatian Sign Language (CSL). Along with the expansion of the basic vocabulary, the character-producing skills, understanding of content and interactive communication using the CSL, are strengthened. Students will acquire basic knowledge of the structure of sign language - morphology and syntax, and will deepen and expand the knowledge about the culture and the community of people with impaired hearing.			
2.2. Enrolment requirements and/or entry competences required for the course	Successfully completed exam on the course Croatian Sign Language 201			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to demonstrate an appropriate level of vocabulary and grammar knowledge and the ability to communicate in CSL - to participate in the interview, give and receive information, express feelings and emotions, as well as exchange opinions in CSL - to understand and interpret the contents presented in CSL on different topics, transfer different information, concepts and ideas for different purposes in CSL - to distinguish, define and compare language components of sign language - morphology, syntax - to use transcription rules in sign languages - to show awareness and respect for the community and the culture of people with impaired hearing 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - to understand the relationship between the sign and its meaning - to distinguish between verbal and non-verbal signs in human societies - to understand the relationship between the language and other sign systems - to understand, define and determine the fundamental features of the language and community of people with impaired hearing - to develop visual and visual-spatial skills required for receptive and expressive knowledge of CSL - to distinguish between manual forms of communication - to distinguish the facial grammar system from expressing emotions and nonverbal communication - to distinguish and use different types of sentences (statement, question, negative) - to use appropriate vocabulary, grammar rules and behavioural rules in communication and interaction with hearing impaired persons - to understand and apply the rules of the grammar structure of CSL 			
2.5. Course content (syllabus)	Lectures: - structure of sign language – phonology, morphology, syntax (15) Exercises: - activities; free activities. exercise in the open/closed space. (2)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>- description/identification; personal characteristics. interests. (2) - orientation in open/closed space; surrounding, ask where/give direction. place of residence, means of transport. spatial relationships. (10) - conversation; strategy. getting attention, beginning conversation, interrupting/getting engaged in conversation of others, expressing wishes, giving commands, forming questions. (3) - narration; the story in pictures. (3) - history and culture of persons with impaired hearing (10)</p>												
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments: Lectures and exercises, as well as the content of the course, cannot be strictly separated. The specificity of the course is that the contents and structure are continuously interwoven.				
2.8. Student responsibilities		Lectures and exercises are mandatory. One absence from lectures and exercises is allowed. In case of more than one justified absence (illness, death in the family) the student will compensate what he/she missed in agreement with the lecturer in charge of the course.										
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media		
		Zimmermann, A. (1986): Uvodni seminar o komunikaciji s osobama oštećena sluha. Fakultet za defektologiju, Zagreb.								√		
		Internal video material.								√		
2.11. Optional literature		Emmorey, K. (2002): <i>Language, Cognition and the Brain. Insights from Sign Language Research</i> . Mahwah, NJ: Lawrence Erlbaum. Lane, H., Hoffmeister, R. and Bahan, B. (1996): <i>A Journey into the Deaf World</i> . DawnSign Press. Pfau, R., Steinbach, M. & B. Woll (2012): <i>Sign language. An international handbook (HSK - Handbooks of linguistics and communication science)</i> , Berlin: Mouton de Gruyter. Sandler, W. & D. Lillo-Martin (2006): <i>Sign Languages and Linguistic Universals</i> . Cambridge: Cambridge University Press.										
2.12. Other (as the proposer wishes to add)		The student will be evaluated according to the activities during the course, which are regularly recorded, then the fulfilment of the obligation towards the course in the form of independent assignments and demonstrations/presentations and the achieved success on the written exam. The student can write the exam if he/she has completed all the duties on the course and there are no unjustified absences.										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Ana Thea Filipović, PhD		1.6. Year of the study	First
1.2. Name of the course	Fundamental Catechetics		1.7. ECTS credits	3
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 lectures
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Present the overview of history of catechesis as the Church practice since the time of the New Testament until today. Explain the epistemological status of catechesis as a scientific discipline: formal and material object, methods and origin and meaning of the double names „catechesis“ and „religious pedagogy“. Explain the possibilities and limits of religious education (theological, pedagogical). Introduce into the issues of the Church catechesis in contemporary pastoral situation. Highlight the significant directions of the post-conciliar catechesis and its objectives today. Present the Church documents dedicated to catechesis and evangelisation since the Second Vatican Council until today. Present the fundamental determinants of catechesis (The Word of God, faith and Church), as well as problematic questions related to each of those determinants. Explain the pedagogical foundation and specific objectives of religious education in school, various models of religious education in Europe and its relation to the social reality, theology and Church community. Present the basics of catechistic methodology. Present the fundamental elements of didactics, catechesis, and religious education. Present selected catechetical models, approaches and methods (Celebratio catechetica; mystagogical, biblical, symbolic and ecumenical teaching).</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Undergraduate study			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - understand and present the fundamental content of practical theology - demonstrate and explain the ways of guiding and animating religious education, catechesis and spiritual-religious culture in parish and other believers' communities 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> To be familiarised with and understand the concept, meaning and practice of the Church catechesis since the time of New Gospel until today To be familiarised with and understand the epistemological status of the scientific discipline of catechetics and religious pedagogy To be familiarised with and understand the possibilities and limits of religious education To be familiarised with and understand the situation of catechesis in contemporary cultural and pastoral atmosphere To be familiarised with and understand the fundamental post-conciliar directions of catechesis and its objectives today 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>To be familiarised with the post-conciliar Church documents dedicated to catechesis and evangelization To be familiarised with and understand the fundamental determinants of the Church catechesis To understand the relatedness between catechesis, Christian community, family and religious education in school To be familiarised with the fundamental arguments of the pedagogical foundations of confessional religious education To be familiarised with and understand the models and meaning of religious education in Europe To be familiarised with the fundamentals of catechetical methodology and selected catechetical models and approaches To acquire the fundamental competences for analysis, planning, programming, realizing and evaluating catechesis and religious education</p>								
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The understanding of catechesis in the Church since the time of New Gospel until today (2) 2. Theological and pedagogical legitimacy of catechetical activity (1) 3. The development and status of catechesis and religious pedagogy as a scientific discipline (1) 4. Catechesis in cultural and pastoral atmosphere of contemporary times (2) 5. The meaning of the Second Vatican Council for the catechesis and fundamental directions of the post-conciliar catechesis (2) 6. Catechesis in the renewed pastoral project of evangelization (1) 7. Post-conciliar documents related to catechesis and evangelization, as well as their meaning for the identity of catechesis today (2) 8. Catechesis as the serving of the Word and the proclamation of Christ (2) 9. Catechesis as the initiation into faith and as religious upbringing (2) 10. Catechesis as the work of the Church and the upbringing in the feeling of ecclesiality (2) 11. Christian (parish) community, catechesis and school religious education (1) 12. The document „Religious Education in School“ and the pedagogical foundation of the religious education (2) 13. The meaning and models of religious education in schools in Europe (2) 14. The fundamentals of the catechetical (and pastoral) methodology (1) 15. Selected catechetical models „Celebratio catechetica“, Family catechesis (2) 16. The fundamentals of the didactics and methodics of religious education and catechesis (2) 17. Selected methodical approaches and methods: biblical and narrative catechesis, symbolic, mystagogic, ecumenical teaching (2) 18. Evaluation in religious education and catechesis (1) 								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:						
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Preliminary exam	YES		Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES		ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	Emilio ALBERICH, <i>Kateheza danas. Priručnik fundamentalne katehetike</i> , Zagreb, 2002, 23-216.							X		
	Ana Thea FILIPOVIĆ, <i>U službi zrelosti vjere i rasta osoba. Katehetska i religijskopedagoška promišljanja u suvremenom kontekstu</i> , Zagreb, 2011, 3-43; 159-214.							x		
	ZAJEDNIČKA SINODA BISKUPIJA SAVEZNE REPUBLIKE NJEMAČKE, <i>Vjeronauk u školi</i> , Zagreb, 1995.							x		
	Ana Thea FILIPOVIĆ, Didaktika školskog vjeronauka, u <i>Kateheza 17</i> (1995) 4, 276-285.							x		
	Ana Thea FILIPOVIĆ, Kako vrednovati u školskom vjeronauku, u <i>Kateheza 19</i> (1997) 2, 108-126.							x		
	Georg HILGER – Stephan LEIMGRUBER – Hans-Georg ZIEBERTZ, <i>Vjeronaučna didaktika. Priručnik za studij, obrazovanje i posao</i> , Zagreb, 2009. (selected topics)									
	Marko PRANJIĆ, <i>Metodika vjeronaučne nastave. Teorijske osnove i praktični modeli</i> , Zagreb, 1997. (selected topics).									
	Papa Franjo, <i>Evangelii gaudium – Radost Evanđelja</i> , Zagreb, 2013.							x		
2.11. Optional literature	KONGREGACIJA ZA KLER, <i>Opći direktorij za katehezu</i> , Zagreb, 2000. HRVATSKA BISKUPSKA KONFERENCIJA, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , Zagreb – Zadar, 2000. Milan ŠIMUNOVIĆ, <i>Kateheza - prvenstvena zadaća Crkve. Identitet i perspektive hrvatske pokoncilске kateheze i katehetike – U obliku bilance</i> , Zagreb, 2011.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ružica Razum, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Catechesis of the Christian Initiation		1.7. ECTS credits	4 ECTS
1.3. Associate teachers	Mentors-catechists		1.8. Type of instruction (number of hours L + E + S + e-learning)	25L+10S+10E
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	Familiarize students with the fundamental features of child and preadolescent religiosity. Train students to be able to critically evaluate the various elements which influence the Christian religious upbringing from “within” and from “outside”. Train students for independent and creative planning and realisation of the religious upbringing activities in parish communities.			
2.2. Enrolment requirements and/or entry competences required for the course	Familiarity with fundamental religious-pedagogical and catechetical terminology. Motivation for working in parish communities. Developed basic communication skills necessary for working in parish communities.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - understand and present the fundamental content of practical theology - critically evaluate and creatively apply the pastoral method: see – judge – act 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - know and critically present the essential moments of the catechetical initiation itinerary - know and argumentatively present the fundamental characteristics of the catechesis of initiation - understand and argumentatively present the fundamental features of child and preadolescent religiosity - understand and explain the importance of and reasons for parish catechesis of children and preadolescents - analyse and critically present the fundamental challenges for and possibilities of catechesis of children and preadolescents - know and present the important characteristics of biblical and liturgical catechesis - analyse and critically present the programs and catechism manuals for parish catechesis of children and preadolescents - work in team in the process of preparation and presentation of seminar assignments - adopt and in the process of conducting catechetical meetings apply the basic communication skills important for catechetical activities 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Christian initiation – the journey towards Christian maturity. Difficulties and possibilities of Christian initiation today. Integration of faith and life. (2 hours) - Catechesis between initiation, upbringing and teaching. (2 hours) - Fundamental phases and characteristics of the catechetical initiation itinerary. (3 hours) - Fundamental models and elements of programming: objectives, contents, methodical approaches. (4 hours) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<ul style="list-style-type: none"> - The influence of dynamisms of developmental ages on life of faith of the child. Characteristics of child religiosity. Human experience and catechesis of children. (3 hours) - Objectives and contents of child catechesis. (3 hours) - Organisational forms and methodical-communication approaches. (3 hours) - Who are preadolescents. The influence of dynamisms of developmental ages on life of faith of the preadolescents. Characteristics of religiosity. Discovering questions. The experience of faith. (2 hours) - Objectives and contents of preadolescent catechesis. (2 hours) - Organisational forms and methodical-communication approaches. (3 hours) - Biblical catechesis (selection and interpretation of biblical texts, actualization of biblical texts). (2 hours) - Liturgical catechesis. Contents and features of liturgical catechesis. (2 hours) - The experience of group as the journey of the Church. (2 hours) - Directors/catechists of the parish catechesis: competences, characteristics, formation. (2 hours) - Practical exercises: visitations and writing the preparation for conducting catechetical activities in parish communities. (10 hours) 											
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Kongregacija za kler, Opći direktorij za katehezu, Zagreb, 2000.									
		HBK NKU, Župna kateheza u obnovi župne zajednice, Plan i program, NKU/HBK – HILP, Zagreb, 2000.									
		Razum, R., Katehetski inicijacijski itinerarij, u: Bogoslovska smotra, 79(2009)3, 603-632.									
Librić, R. – Pučar, K. – Razum, R., Ja sam s vama. Priručnik za katehete, GK, Zagreb, 2012.											
2.11. Optional literature											
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Baloban, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Social Pastoral Care		1.7. ECTS credits	3
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To train students to reflect on the present and future ecclesial and social practice of faith from analytical, critical and normative aspect. To train students for ecclesial and social engagement.			
2.2. Enrolment requirements and/or entry competences required for the course	Motivation for gaining knowledge on social pastoral care.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture - understand and present the fundamental content of practical theology - critically evaluate and creatively apply the pastoral method: see – judge – act 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - know and understand the significant features of the social pastoral care in general. - know and understand the significant features of the social pastoral care according to the Compendium of the Social Doctrine of the Church. - study the social activity in the Republic of Croatia in both social and ecclesial areas. - analyse and critically reflect on social pastoral activities of the particular bodies of Church. - analyse and critically asses social pastoral activities of Christian associations. - analyse and critically evaluate social pastoral activities in parish communities. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course Social Pastoral Care (2 hours). 2. Is the phrase <i>social pastoral care</i> confusing? (2 hours). 3. Social is important to Christianity since its beginnings (2 hours). 4. The historical emergence of the social pastoral care. The Leitershofen statement – 1993. (2 hours). 5. An overview and commentary of the Statement. Life situation of today's people. The situation of the Church or the situation in the Church. Orientations for the future. Social orientation. Option for the poor. Independence of a community and one's own responsibility in the community. Education. Planning in Church. The public image of the Church (2 hours). 6. Social pastoral care of Italian bishops (2 hours). 7. Significant features of the social pastoral care (2 hours). 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		8. Significant features of the social pastoral care according to the Compendium of the Social Doctrine of the Church (2 hours). 9. Social (in)sensitivity in Croatia after the democratic changes of 1990s. 10. Social pastoral care as a pastoral imperative in Croatia (2 hours). 11. Social pastoral activity of various bodies of Church (2 hours). 12. Social pastoral activity of Christian associations (2 hours). 13. Social pastoral care at the level of parish communities (2 hours). 14. The social dimension in the teachings of pope Francis (2 hours). 15. Course and teacher evaluation (2 hours).											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities		Regular class attendance and active work in classes.											
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam		YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)		YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)		YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title										Number of copies in the library	Availability via other media
		PAPINSKO VIJEĆE „ IUSTITIA ET PAX“ : <i>Kompendij socijalnog nauka Crkve</i> , Kršćanska sadašnjost, Zagreb, 2005.										10	
		METTE, Norbert, STEINKAMP, Hermann (eds.): <i>Anstiftung zur Solidarität. Praktische Beispiele der Sozialpastoral</i> , Matthias-Grünewald-Verlag 1997.											
		MÜLLER, Oliver: <i>Vom Almosen zum Spendenkultur. Sozialethische Aspekte der christlichen Spendenkultur</i> , Freiburg-Breisgau, 2005.											
		BALOBAN, Stjepan, ČRPIĆ, Gordan (eds.): <i>Socijalni kompendij: izazov i nadahnuće</i> , Centar za promicanje socijalnog nauka Crkve, Kršćanska sadašnjost, Zagreb, 2007.										10	
		BALOBAN, Josip: Temeljne značajke socijalnog pastorala, in: HOŠKO, Franjo Emanuel (ed.): <i>Zbornik Milana Šimunovića, Djelatna Crkva, u prigodi 65. obljetnice života</i> , Kršćanska sadašnjost /Teologija u Rijeci, 2008., 65-85.										10	
PAPA FRANJO: <i>Radost Evanđelja</i> , Kršćanska sadašnjost, Zagreb, 2014, especially no. 176-258.										10			
2.11. Optional literature		PAPA BENEDIKT XVI.: <i>Bog je ljubav</i> , Kršćanska sadašnjost, Zagreb, 2005.											
2.12. Other (as the proposer wishes to add)													



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION													
1.1. Course teacher		Ass. prof. Denis Barić, PhD Prof. Ružica Razum, PhD			1.6. Year of the study			1 st year					
1.2. Name of the course		Internship in Parish Communities I			1.7. ECTS credits			3 ECTS					
1.3. Associate teachers		Mentors			1.8. Type of instruction (number of hours L + E + S + e-learning)			60 E					
1.4. Study programme (undergraduate, graduate, integrated)		graduate			1.9. Expected enrolment in the course			15					
1.5. Status of the course		<input checked="" type="checkbox"/> mandatory		<input type="checkbox"/> elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)							
2. COUSE DESCRIPTION													
2.1. Course objectives		The aim of the internship is to enable students to independently and creatively plan and implement pastoral-catechetical work, especially while working with children and pre-adolescents and with people with special needs.											
2.2. Enrolment requirements and/or entry competences required for the course				Completed undergraduate study.									
2.3. Learning outcomes at the level of the programme to which the course contributes		<ul style="list-style-type: none"> - to show and explain all the components of pastoral-catechetical planning and working with children, youth and adults - to show and explain all the components of pastoral-catechistic work with families - to show and explain ways of guiding and animating religious education, catechesis and spiritual-religious culture in parish and other communities of believers 											
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • analyse and critically interpret fundamental pastoral-catechistic challenges of specific parish communities • present communities / groups in the parish community and interpret difficulties and opportunities in working with them • communicate properly with individuals and groups in the parish community • adopt and implement catechetical meetings with children and pre-adolescents and to apply basic communications skills relevant to catechetical activity • devise pastoral-catechetical activities appropriate to the particular parish community • to plan in a team and to realise pastoral-catechetical activities with other pastoral workers • to act in a pastorally appropriate ways in working with people with special needs 												
2.5. Course content (syllabus)													
2.6. Format of instruction:		<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:					
2.8. Student responsibilities													
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam		YES	NO



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3 ECTS	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	HBK, Da vaša radost bude potpuna, Zagreb, 2018.								
	Librić, R./ Pučar, K. / Razum, R Ja sam s vama, Pripremnicica za ispovijed i prvu pričest, Zagreb, 2011.								
	Librić, R./ Pučar, K. / Razum, R Ja sam s vama, Priručnik za katehetu, Zagreb, 2011.								
2.11. Optional literature	HBK, Župna kateheza u obnovi župne zajednice – Plan i program, Zagreb, 2000.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. prof. Ante Crnčević, PhD	1.6. Year of the study	1 st
1.2. Name of the course	Liturgical Time and Space	1.7. ECTS credits	3
1.3. Associate teachers	Milan Dančuo	1.8. Type of instruction (number of hours L + E + S + e-learning)	L=30
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	55
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	Getting to know the "time symbols" as the necessary ritual elements of liturgical celebrations; to appreciate time in a religious-anthropological perspective; knowledge of religious and ritual background of the formation of the calendar; knowledge of the liturgical year; its cycles and theology of time. Familiarisation with the historical development and theological foundations of the space of Christian liturgical celebrations.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - adequately and creatively plan and program pastoral activities at the level of parish community 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> ▪ to know the ritual place and meaning of time in the experience of pre-Christian religions. ▪ to know how to assess the time in the context of Christian revelation and Christian experience. ▪ to know the cosmic and religious structure of the oldest calendars. ▪ to know the specific meanings and contents of individual liturgical year cycles and sanctoral. ▪ to analyse the contents of particular times and celebrations through theological analysis of euchological forms. ▪ to know the relationship between the Christian rite and space space and the theological logic of the liturgical space. ▪ to know the historical development of the form of liturgical space. ▪ to know the theological criteria for evaluating the liturgical space and its elements. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1st Time as a rite element and symbol. 2nd Time in the light of biblical religion and Christian revelation. theology of time. 3rd The emergence and development of old calendars; the Christian calendar and its reconstruction; contemporary issues of the calendar. 4th Liturgical year: concept, relations and pervading liturgical and civic years. 5th Sunday - the original and comprehensive Christian holiday; origin, content, place in the life of the faith and in the structure of the liturgical year; theological themes in discussions on Sunday. 6th The Celebration of the Paschal Mystery: Paschal Triduum,; emergence, development, structure and content. 7th Time of preparation for the celebration of Easter and Pentecost; an analysis of the Euchological, Lent, and Easter forms. 8th The mystery of God's revelation (the celebration of Christ's birth and the Epiphany). 9th The mystery of God's revelation: Advent, emergence, development, contents, theological analysis, Euchological forms. 10th The "time through year" celebrations; Sunday's foundation; structure, relations to sanctoral. 11th The formulation and the theological significance of the sanctoral; the veneration of saints and Blessed Virgin Mary. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		12 th Liturgy of the Hour. 13 th Liturgical space: space as a symbol; space in early Christian liturgical conception; earliest development. 14 th Historical development of the form and theological significance of the liturgical space. 15 th Theological images of rituals as the basis of space form and its spatial elements.											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities													
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam		YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)		YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)		YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		V. Zagorac, <i>Krist posvetitelj vremena</i> , Zagreb 1996.								5			
		A. J. Chupungco (ed.), <i>Scientia liturgica</i> , vol. V., Casale Monferrato 1998. (there is an English and an Italian edition).								1		http://hrcak.srce.hr	
		I. Šaško, <i>Liturgijski prostor kroz povijest i danas. Razmišljanja o liturgijskoj arhitekturi, pro manuscripto</i> , Zagreb 2005.								5		http://hrcak.srce.hr	
		Crnčević, I. Šaško, <i>Na vrelu liturgije</i> , Zagreb 2009., šš. 309.-529.								5		http://hrcak.srce.hr	
2.11. Optional literature		Razni autori, <i>Liturgijska mistagogija</i> (ur. J. Klarić), Frankfurt am Main 2002., (articles of A. Crnčević and I. Šaško). I. Žižić, <i>Nedjelja i liturgija. Sakramentalni identitet Dana Gospodnjega</i> , SB 46(2006) 3, 237-271.											
2.12. Other (as the proposer wishes to add)		The colloquium is a part of the student's regular obligations and cannot be replaced by another form of work.											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Josip Šimunović, PhD	1.6. Year of the study	1 st year of the study
1.2. Name of the course	Pastoral of the Sacraments	1.7. ECTS credits	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + E + S + e-learning)	P
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	- To train students for pastoral-theological reflection on the sacraments, as well as for practical design of the pastoral of sacraments in parish communities.		
2.2. Enrolment requirements and/or entry competences required for the course	<ul style="list-style-type: none"> - To be familiarised with basics of the fundamental pastoral care, characteristics of the theological understanding of the community, as well as with the characteristics of the parish community according to the ecclesiology of the Second Vatican Council. - To be familiarised with opportunities for the fulfilment of lay believers through the mission of the Church and parish community. 		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - adequately and creatively plan and program pastoral activities at the level of parish community - understand and present the fundamental content of practical theology 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand the purpose of the pastoral of sacraments. - Analyse and reflect on the sacramental practice in the parish communities. - Understand the sacramentalisation, sacramentalism and ritualism, optimal fulfilment of the complete meaning of the sacraments and the optimal process of sacramentalisation, insufficient fulfilment of the meaning of sacraments and the process of sacramentalisation. - Pastorally and theologically reflect on particular sacraments. - Apply gained learning outcomes in practical design of the course of the pastoral of the sacraments in parish communities. - Analyse plans and programs of the Catholic religious education in elementary and secondary schools in the context of the pastoral of the sacraments. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the subject of the course 2. Issues of modern sacramentology. Sacramentalisation. Pastoral of the sacraments. 3. Sacramental structure in crisis. Sacramentalism. Ritualism. 4. New way of understanding the sacraments. The old model of understanding the sacraments. The new model of understanding the sacraments. 5. The sacrament of baptism. Main determinants of the sacrament of baptism. 6. Ecclesiological determinant of the sacrament of baptism. Christological determinant of the sacrament of baptism. Pneumatological determinant of the sacrament of baptism. 7. Variety of motives for the baptism of children. 8. Necessity of baptism talks. Types of baptism talks. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ol style="list-style-type: none"> 9. Some characteristics for conducting the baptism talks. Method of baptism talks. Language of the pastor in baptism talks. 10. Content of baptism talks. 11. Catechumenate. 12. The service of godparents. 13. The sacrament of baptism in religious education teaching in elementary and secondary schools. 14. The sacrament of confirmation. The appropriate age. 15. Qualification for the mission of the Church. Preparation of the celebration of the sacrament of confirmation and administer of the sacrament of confirmation. 16. Catholic religious education in elementary and secondary schools and preparation for the sacrament of confirmation. 17. Sacrament of Eucharist. Discussion about the Eucharist should begin within the family. Places of learning and meeting with faith. Issues of Sunday and communal celebration of Eucharist. 18. The event of the first Holy Eucharist. 19. Catholic religious education in elementary and secondary schools and its contribution to education of children and young people for the celebration of Eucharist. 20. The sacrament of the anointing of the sick. Classical place: Jk 5:14-16. The Council and post-conciliar understanding of the sacrament of the anointing of the sick and care for the sick. 21. The apostolic constitution about the sacrament of the anointing of the sick and care for the sick by pope Paul VI. Emphases and concretisation of the new order of the anointing of the sick and care for the sick. 22. Sacrament of the anointing of the sick and care for the sick in Catholic religious education in elementary and secondary schools. 23. Sacrament of penance, reconciliation and confession. The role of the word and community in the sacrament of penance, reconciliation and confession. The role of the penitent in the sacrament of penance, reconciliation and confession. 24. The role of the confessor in the sacrament of penance, reconciliation and confession. 25. Sacrament of penance, reconciliation and confession in Catholic religious education in elementary and secondary schools. 26. Sacrament of the holy order. Theology and pedagogy of the vocation. 27. Pastoral of vocation in the context of Catholic religious education in elementary and secondary schools. 28. Sacrament of matrimony. Further, closer and immediate preparation. 29. Catholic religious education in elementary and secondary schools and its contribution to education of children and young people for the marriage and family. 30. Evaluation. Submission of seminar papers. 		
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	HRVATSKA BISKUPSKA KONFERENCIJA: <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , NKU HBK/HILP, Zagreb-Zadar 2000.						10		
	GILENAU, Joseph i suradnici: <i>Pastoralna teologija liturgijskih slavlja</i> , Zagreb 1973, 354 - 443.						12		
	ŠIMUNOVIĆ, Josip: <i>Župna zajednica na početku trećega tisućljeća. Pastoralno-teološka razmišljanja o mogućnostima ostvarivanja župnoga pastorala u Republici Hrvatskoj</i> , Glas Koncila, Zagreb, 2009. (3 rd and 4 th chapter)						10		
	BALOBAN, Josip, HOBLAJ, Alojzije, CRNIĆ, Danijel: <i>Određeni aspekti crkvenosti u Hrvatskoj – rezultati i prosudbe istraživanja</i> , u: <i>Bogoslovska smotra</i> 80 (2010), no. 2, pp. 527-561.						10	Available at the HRČAK website	
	HRVATSKI BISKUPI: <i>Pristup odraslih u kršćanstvo. Upute za ostvarivanje katekumenata u našim prilikama</i> , Zagreb, 1993.						5		
	HRVATSKA BISKUPSKA KONFERENCIJA: <i>Direktorij za pastoral sakramenata u župnoj zajednici</i> , Glas Koncila, Zagreb, 2008.						7		
	ŠIMUNOVIĆ, Josip: <i>Božja remek djela u školi. Pastoral sakramenata i govor o sakramentima u nastavi katoličkoga vjeronauka u osnovnim i srednjim školama u Republici Hrvatskoj</i> , Glas Koncila, Zagreb, 2014.						10		
2.11. Optional literature	VRANJEŠ, Nikola: <i>Za novi život u Kristu. Prilozi pastoralu sakramenata</i> , Glas Koncila, Zagreb, 2017.								
	1. EMEIS, Dieter: <i>Zwischen Ausverkauf und Rigorismus. Zur Krise der Sakramentenpastoral</i> , Freiburg - Basel - Wien ³ 1992.								
	2. BALOBAN, Josip: <i>Pastoralni izazovi Crkve u Hrvata</i> , Kršćanska sadašnjost, Zagreb, 1992. (2 nd chapter).								
2.12. Other (as the proposer wishes to add)	3. ŠIMUNOVIĆ, Milan: <i>Pastoral za novo lice Crkve. Teološka promišljanja o župnoj zajednici</i> , Kršćanska sadašnjost, Zagreb, 2006, pp. 401-494.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Denis Barić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Catechesis of Adults and Continuous Upbringing in Faith		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To train student to approach the upbringing of faith as the God's gift which should be wakened, encouraged and its continuous growth should be promoted. It is not enough to learn about the essence of faith, mostly during the time of preparation for receiving sacraments. Instead, the human beings are called to the continuous upbringing and growth in faith, as indicated by all of the Church documents. In that sense, students will, except for knowing the contents of faith (<i>fides quae</i>), also be introduced to the particular means, that is, models of catechesis which are in the service of the continuous upbringing and growth in faith (adult catechesis) which permeate the entirety of the human being's life (<i>fides qua</i>).			
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with the fundamental postulates related to the phenomenology of faith (human being – religious being, God's revelation, transmission of God's revelation, the Holy Scripture, human being's response to God) and knowledge of the basic terminology related to the upbringing in faith (catechesis, the content of catechesis, objectives of catechesis, addressees and holders of catechesis, catechesis of life periods...)			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - adequately and creatively plan and program pastoral activities at the level of parish community - demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults - demonstrate and explain all components of pastoral-catechetical work with families - demonstrate and explain the ways of guiding and animating religious education, catechesis and spiritual-religious culture in parish and other believers' communities - plan and adequately apply pastoral methods in working with various groups: sick and dying; persons on the margins; children, youth and adults with special needs 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to</p> <p>Get familiarised with and analyse the significant Church documents which emphasise the importance of adult catechesis and continuous upbringing in faith;</p> <p>Notice that faith is a dynamical process, directed to continuous growth, as well as being the significant factor of human identity;</p> <p>Discover that the adult catechesis and continuous upbringing in faith are contributing to the apostolate of believers;</p> <p>Name and describe the particular models of adult catechesis;</p> <p>Realise and define the particular open questions and participate in the discussion related to the continuous upbringing and growth in faith.</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Adult catechesis and continuous upbringing in faith: <i>status quaestionis</i> (1 hour) 2. Most significant characteristics of the three periods of adult age (2 hours) 3. Religious identity: meaning, significant determinants, open questions (2 hours) 4. Insight into the particular social-religious research in the Croatian context (belonging to faith, meaning of faith in life, practicing faith...) (2 hours) 5. Adult catechesis: purpose and objectives (2 hours) 6. Adult catechesis: identity and areas (2 hours) 7. Adult catechesis toward the continuous upbringing in faith (the questions of addressees) (2 hours) 8. The content of the continuous upbringing in faith – complete deposit of the Church's faith (3 hours) 9. Gradualism of the upbringing in faith – from the knowledge of the content of faith to the experience of faith (2 hours) 10. Forms and models of the adult catechesis (3 hours) 11. Multiple forms of the continuous catechesis: Holy Scripture, liturgical catechesis, apposite catechesis... (2 hours) 12. Family and parish community – places of the continuous upbringing and growth in faith (3 hours) 13. The new evangelisation – a model of continuous upbringing and growth in faith (2 hours) 									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> discussion (other)	2.7. Comments:							
2.8. Student responsibilities	Regular class attendance, active participation in classes, working on individual assignments.									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	NKU HBK – HILP, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , Zagreb – Zadar, 2000.							YES	YES	
	NKU – HBK, <i>Za trajni odgoj u vjeri</i> . Zbornik radova, Ivica Pažin (ed.), Zagreb, 2006.							YES	NO	
	HBK – VIJEĆE ZA KATEHIZACIJU I NOVU EVANGELIZACIJU, » <i>Da vaša radost bude potpuna</i> « (Iv 15, 11). <i>Kateheza i rast u vjeri u današnjim okolnostima</i> , Zagreb, 2016.							YES	YES	
2.11. Optional literature	Milan ŠIMUNOVIĆ, <i>Nova evangelizacija i kateheza braka i obitelji</i> . Premišljanje klasičnih i pokretanje novih modela obiteljskoga pastorala, in: <i>Bogoslovska smotra</i> , 75 (2005) 1, 229-272. Franco BALANI, <i>Catechesi permanenti</i> . Considerazioni, riflessioni, suggerimenti, Todi, 2007.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Denis Barić, PhD Prof. Josip Šimunović, PhD		1.6. Year of the study
1.2. Name of the course	Internship in Parish Communities II		1.7. ECTS credits
1.3. Associate teachers	mentors		1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of the internship is to enable students to independently and creatively plan and practice pastoral-catechetical and diaconian work with different groups.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to demonstrate and explain all the elements of a pastoral-catechetical planning and work with children, youth and adults with - to demonstrate and explain all the elements of a pastoral-catechetical work with families - to demonstrate and explain ways of keeping and animating religious education, catechesis and spiritual-religious culture in parish and other religious communities 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • analyse and critically interpret the fundamental pastoral-catechetical challenges of specific parish communities • adequately communicate with individuals and with groups in the parish community • adopt and implement catechetical meetings with young people and adults by applying basic communication skills relevant to catechetical activity • devise pastoral-catechetical activities appropriate to the particular parish community • recognize the pastoral needs of individuals and groups and adequately respond to them • team planning and realizing pastoral-catechetical activities with other pastoral workers • discover and creatively apply the appropriate pastoral methods • recognize and creatively apply appropriate methods in pastoral work with Church movements, communities and associations • recognize and creatively apply appropriate pastoral methods in work with various groups: young people; families; sick and dying; persons on the edge; children, youth and adults with special needs 		
2.5. Course content (syllabus)			
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input checked="" type="checkbox"/> field work							
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4 ECTS	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	HBK, Da vaša radost bude potpuna, Zagreb, 2018.								
	HBK, Župna kateheza u obnovi župne zajednice – Plan i program, Zagreb, 2000.								
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Blaženka Valentina Mandarić, PhD		1.6. Year of the study	2
1.2. Name of the course	Pastoral Work with the Youth		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L + 15 E
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	To introduce students to basic characteristics of young people (psychological, sociological, religious, cultural), to the context in which they grow and live (social and ecclesial) and the characteristics, models and methods of pastoral work with the youth; to familiarise students with basic knowledge, skills and competences of the pastoral worker who works with the youth			
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with developmental psychology of adolescents and youth, basic pedagogical-didactic principles; motivation for getting familiarised with adolescents and young people as a fundamental precondition for pastoral activity with them.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults - demonstrate and explain the ways of guiding and animating religious education, catechesis and spiritual-religious culture in parish and other believers' communities - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To be familiarised with the psychological and social developmental dynamics of adolescents and young people.</p> <p>To analyse socio-cultural context in which young people live and to notice the impact of fundamental social tendencies on attitudes and lifestyles of adolescents and young people.</p> <p>To analyse and evaluate value directions of adolescents and young people.</p> <p>To critically analyse, explore, and evaluate the role of religion and religiousness in the life of adolescents and young people.</p> <p>To notice the importance of youth pastoral in the context of the Church's complete pastoral activity.</p> <p>To master basic competences for successful planning, programming, and realisation of pastoral projects in work with adolescents and young people.</p> <p>To master basic animation competences for working with adolescents and young people.</p>			
2.5. Course content (syllabus)	<p>The latest theoretical reflections on adolescents and young people. (6)</p> <p>Characteristics of the contemporary social context, with particular emphasis on some social phenomena that affect the life of adolescents and young people. (4)</p> <p>The role of contemporary media in life of adolescents and the youth. (2)</p> <p>An analysis of the latest sociological research on religiosity of adolescents and the youth. (4)</p> <p>Education for values (review of the latest research from this area). (2)</p> <p>The theological foundation of youth pastoral. (2)</p> <p>Incarnation – the fundamental starting point for youth pastoral. (2)</p> <p>Which anthropology to use for youth pastoral? (3)</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>The youth and the Church – from the Second Vatican Council until today. (3) Youth pastoral and animation. (6) The profile of animator / educator / catechist / pastoral worker who works pastorally with youth. (3) A presentation, analysis, and evaluation of current pastoral models in work with adolescents and young people. (8)</p>											
2.6. Format of instruction:			x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning x field work			x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Valentina Blaženka Mandarić, <i>Mladi integrirani i(li) marginalizirani</i> , Zagreb 2009.									
		Valentina Blaženka Mandarić – Ružica Razum (eds.), <i>Identitet kao odgojno-obrazovna vrijednost</i> , Zagreb, 2011.									
2.11. Optional literature		Inga Tomić-Koludrović – Anči Leburić, <i>Skeptična generacija</i> , Zagreb 2011. Vlasta Ilišin – Furio Radin, <i>Mladi uoči trećeg milenija</i> , Zagreb, 2002. Kardinal Josip Bozanić, <i>Krist vas zove. Poruke mladima</i> , Zagreb 2011. Vlasta Ilišin/Dejana Bouillet/Anja Gvozdanović/Dunja Potočnik, <i>Mladi u vremenu krize</i> , Zagreb 2013.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Denis Barić, PhD Prof. Zdravka Leutar, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Pastoral Care and Catechesis of Persons with Disabilities		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L + 15 E
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - to present basic theories and paradigms in the field of disability, - to explain the causes, symptoms and consequences for functioning of persons with certain types of disability, - to provide an overview of some laws and international documents related to persons with disabilities, - to enable students to provide support and pastoral work at the individual and family level, - to enable students to work on a social model for access to people with disabilities, - to train students for pastoral and catechetical work with people with disabilities. 			
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with basic terminology related to pastoral and catechetical care (pastoral activities, religious education, catechesis addressees and bearers, catechesis goals, catechism) as well as to disability (persons with disabilities, types of disability).			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - plan and adequately apply pastoral methods in working with various groups: sick and dying; persons on the margins; children, youth and adults with special needs - critically evaluate and creatively apply the pastoral method: see – judge – act 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	After attending the course students will know / be able to: <ul style="list-style-type: none"> - describe certain types of disability, - describe methods of support of people with disabilities and families, - identify the needs of persons with disabilities at the level of an individual, family, parish community and the Church, - devise an intervention aimed at meeting the needs of people with disabilities in the light of the social model, - apply pastoral-catechetical methods to the specific situation of persons with disabilities, - evaluate the position of persons with disabilities in the parish community and the church, - propose possible actions for the better quality of life of people with disabilities in the Church and society. 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Terminology (1) - Position of persons with disabilities in society throughout history until today (1) - Theoretical approaches to disability (1) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<ul style="list-style-type: none"> - Types of disability: persons with visual impairments (2) - Persons with hearing impairment and persons with speech difficulties (2) - Persons with motor disorders (2) - Persons with intellectual disabilities (2) - Persons with mental disorders (2) - Persons with disabilities, the Scripture and the teaching of the Catholic Church (2) - Role of the Church and quality of life of persons with disabilities in Croatia (2) - Social model of disability in pastoral-catechetical work with persons with disabilities (3) - People with disabilities and society (2) - People with disabilities and family (2) - Pastoral-catechetical methods in working with people with disabilities and families (3) - Spirituality as a resistance resource for families at risk (3) - Exercises in working with visually impaired persons (3) - Exercises in working with hearing impaired persons (3) - Exercises in working with persons with motor injury (3) - Exercises in working with persons with intellectual disabilities (3) - Exercises in working with persons with mental disorders (3) 								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities		Regular class attendance, active participation in classes, participation in exercises, and working on independent assignments.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library)		Title						Number of copies in the library	Availability via other media	
		Zdravka LEUTAR – Jelena OGREŠTA – Marina MILIĆ BABIĆ, <i>Obitelji osoba s invaliditetom i mreže podrške</i> , Zagreb, 2008.						x		
		Zdravka LEUTAR – Marko BULJEVAC, <i>Invaliditet i društvo</i> , 2018.						x		



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and/or via other media)	Ivan LEUTAR – Zdravka LEUTAR, Duhovnost kao resurs snage i otpornosti obitelji u rizičnim okolnostima, u: <i>Nova prisutnost</i> , 15 (2017) 1, 65-87.	x	x
	Ante MATELJAN - Jakša KORDA, Kateheza i sakramentalizacija gluhih, in: <i>Služba Božja</i> , 49 (2009) 1, 3-43.	x	x
	Vini RAKIĆ, Odgoj i obrazovanje učenika s posebnim obrazovnim potrebama, in: <i>Lađa</i> , 3 (2008) 1, 26-35.	x	x
2.11. Optional literature	<p>Günther CLOERKES, <i>Soziologie der Behinderten. Eine Einführung</i>, Heidelberg, 2009.</p> <p>Zdravka LEUTAR – Eva MARKOVIĆ, Social work with people with disability in Croatia: A qualitative study, in: <i>Journal of social work in Disability & Rehabilitation</i>, 10 (2011) 1, 1-24.</p> <p>Zdravka LEUTAR – Ana ŠTAMBUK, Invaliditet u obitelji i izvori podrške, in: <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 43 (2007) 1, 47-61.</p> <p>Monika LEVAČIĆ – LEUTAR Zdravka, Iskustvo roditeljstva osoba s tjelesnim invaliditetom, in: <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 47 (2011) 2, 42-57.</p> <p>Carolyn VASH – Nancy CREWE, <i>Psihologija invaliditeta</i>, Jastrebarsko, 2010.</p> <p>Gojko ZOVKO, <i>Odgoj izuzetne djece</i>, Zagreb, 1993.</p>		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Baloban, PhD		1.6. Year of the study	2
1.2. Name of the course	Pastoral Care for the Sick, Elderly and Dying Persons		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	15L+10E+5e-learning
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	To enable students to learn about the contemporary context and opportunities for exercising the pastoral activity of the Church in relation to sick, elderly and dying persons. To introduce students to the Christian view of health, disease, age, death and dying as well as topics that are more closely related to these. To enable students to become acquainted with the concrete possibilities of pastoral activity in relation to people in the state of illness, age, and expectation of death.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of basic premises of Catholic theology on health, disease and pastoral care for the elderly and dying. Knowledge of the principles and methods of the project pastoral activity. Developing good interpersonal communication and openness to dialogue with the sick, the elderly and the dying, as well as the general willingness to face the needs of others in distress.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - plan and adequately apply pastoral methods in working with various groups: sick and dying; persons on the margins; children, youth and adults with special needs - critically evaluate and creatively apply the pastoral method: see – judge – act - understand and present the fundamental content of practical theology 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • understand and explain the essential elements of pastoral care for the sick, elderly and dying people • understand and arguably explain the main elements of Catholic theology of health, disease, suffering, dying and death • know and present essential traits of the situation of the sick, elderly and dying • update acquired knowledge in pastoral work • participate in the care of the Church for the sick, elderly and dying in their own parish community • elaborate and realize pastoral projects in this area of activity 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The concept of pastoral care for the sick, elderly and dying people 2. The Christian understanding of health, disease, suffering, age and death 3. Contemporary challenges with regard to understanding illness, suffering, age and death 4. Access to the sick, the elderly and the dying 5. The significance of the sacraments of Christian initiation and anointment of the sick in this field of activity 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		6. Pastoral care for mourners 7. Funeral mass 8. The Parish community and pastoral care for the sick, elderly and dying 9. The parish charitable community 10. The Christian understanding of suffering 11. Theology of the cross 12. An example from practice: The hospice of Marija Krucifiksa Kozulić in Rijeka 13. Possibilities and perspectives of pastoral care for the sick, elderly and dying 14. The Resurrection and theology of hope 15. Evaluation of lectures and written papers										
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities		Regular class attendance and active participation in classes. Field monitoring of the situation of pastoral care for the sick, elderly and dying in their own parish community. Writing a paper on selected topic in the relationship between theology and concrete practice. Presentation of their work in class and active participation in the critical evaluation of papers of other colleagues. Final oral exam based on lectures, papers and mandatory literature.										
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		HRVATSKO KATOLIČKO LIJEČNIČKO DRUŠTVO, PODRUŽNICA SPLIT – KATOLIČKI BOGOSLOVNI FAKULTET, <i>ECCE HOMO! MEDICINSKI I TEOLOŠKI PRISTUPI. Zbornik radova znanstvenog skupa, Split, 16. ožujka 2018.</i> , Ante MATELJAN, (ed.), Crkva u svijetu, Split, 2018.										
		Vranješ, N., <i>Na pragu vječnosti. Promišljanja o pastoralu umirućih</i> , Glas Koncila, Zagreb, 2015.										
2.11. Optional literature		Raguž, I., <i>O smrti i kršćanskom žalovanju. Sprovodne homilije</i> , Panni, Đakovo, 2015. Čubelić, I., <i>Uskrsnuće tvoje slavimo. 40 sprovodnih homilija</i> , Glas Koncila, Zagreb, 2015.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Josip Šimunović, PhD Prof. Ružica Razum, PhD		1.6. Year of the study
1.2. Name of the course	Internship in Caritas Institutions		1.7. ECTS credits
1.3. Associate teachers	s. Jelena Lončar, Master of social work		1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of the internship is to enable students to independently and creatively plan and implement pastoral-charitable work in various charitable and educational institutions.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to distinguish between and evaluate those activities in society aimed at promoting full human development and solidarity humanism - to understand and present the underlying contents of practical theology - to critically evaluate and creatively apply the pastoral method: see - judge - act 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - adequately communicate with users of different homes - identify the most important needs of users and adequately respond to them - correctly interpret situations that generate problems that cause someone to become a home user 		
2.5. Course content (syllabus)	Students will be able to train various activities of helping the needy in Caritas' houses (Kuća Emaus, Kuća Ljubavi, Kuća Trešnjevka, Kuća Vugrovec, Kuća „Bl. Alojzije Stepinac“, homeless shelter). These are activities that include: care of children without adequate parental care; care of underage and mature pregnant women and mothers with children up to the age of three; care of children with disabilities; care of homeless people; participation in charitable activities of the parish caritas, etc. Concrete activities that students will engage in during internship are: <ul style="list-style-type: none"> - help in learning - running of creative and educational workshops for the purpose of better quality of leisure time - volunteering in the kitchen - IT workshops - assisting professionals in working with customers - help in distributing groceries - help the elderly and helpless in their homes - conducting activities related to parish caritas activities etc. 		



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2.6. Format of instruction:		<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:			
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3 ECTS	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Baloban, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Pastoral Care of Marriage, Family and Crisis Situations		1.7. ECTS credits	3
1.3. Associate teachers	Danijel Crnić, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To familiarise students with the difference between marriage and family on the basis of theological and sociological foundations. To train students in the analysis of past transformations of marriage and family. Familiarisation with the demographic trends. To familiarise students with the Christian specificity of marriage on the basis of anthropological-pastoral-theological starting points in the perspective of pastoral care. To point out the possibilities of the pastoral care for believers in crisis situations of marriage and family life.			
2.2. Enrolment requirements and/or entry competences required for the course	To be familiarised with fundamental theological-pastoral and sociological, as well as demographic terminology.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - plan and adequately apply pastoral methods in working with various groups: sick and dying; persons on the margins; children, youth and adults with special needs - demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults - demonstrate and explain all components of pastoral-catechetical work with families - critically evaluate and creatively apply the pastoral method: see – judge – act - understand and present the fundamental content of practical theology 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	To understand and argumentatively resolve the distinction between marriage and family on the basis of theological and sociological foundations. To analyse and present the modern transformation of marriage and family. Knowledge of demographic trends in Croatia and knowledge on how to interpret them in relation to marriage and family. To argumentatively present the Christian specificity of marriage on the basis of anthropological-pastoral-theological starting points. To understand possibilities of the realisation of pastoral care for believers in crisis situations of marriage and family life.			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory remarks (2 hours). 2. Difference between the marriage and family (2 hours). 3. Western-European marriage and family trends and their issues (2 hours). 4. Important values for the successful marriage and successful family (2 hours). 5. Marriage and family values in Croatia according to the EVS-1999 and EVS-2008 research (2 hours). 6. Demographic issues in Croatia (basic concepts; modern demographic changes; rural-urban separation, consequences of migration, accelerated aging). Social sterility in Croatia: issues of non-marriage (2 hours). 7. Specificity of Christian marriage (2 hours). 			



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<p>8. Anthropological conditionality of marriage (mutual and unconditional acceptance of partner) – Marriage fidelity and partner relationships. Marriage – the sacrament (2 hours).</p> <p>9. Significant conditions for marriage. Stages of marriage and family pastoral care (2 hours).</p> <p>10. Premarital pastoral care (various models of marriage preparations) (2 hours).</p> <p>11. Pastoral care of marriage celebrations (2 hours).</p> <p>12. Post-marital pastoral care (2 hours).</p> <p>13. Pastoral care of divorced and civilly remarried believers – model of pastoral care in Upper Rein Church Province (2 hours).</p> <p>14. Pastoral care of divorced and remarried according to the <i>Amoris Laetitia</i> of pope Francis (2 hours).</p> <p>15. Course and teacher evaluation (2 hours).</p>											
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities			Attending and following classes.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media		
		1. Pero ARAČIĆ, (ed.), <i>Obitelj u Hrvatskoj – Stanje i perspektive</i> . Zbornik radova Studijskih dana u Đakovu, 20. – 22. 10. 1994., Đakovo, 1995, pp. 156-162; 163-180; 180-185; 186-192.						3	WEBPAC		
		2. Josip BALOBAN, <i>Hrvatska kršćanska obitelj na pragu XXI stoljeća</i> , Zagreb, 1990.						1	WEBPAC		
		3. HRVATSKA BISKUPSKA KONFERENCIJA, <i>Direktorij za obiteljski pastoral Crkve u Hrvatskoj</i> , Zagreb, 2002.						1	WEBPAC		
		4. Ivan Pavao II., <i>Obiteljska zajednica – Familiaris consortio</i> , Apostolska pobudnica o zadaćama kršćanske obitelji u suvremenom svijetu, Zagreb, 1981.						2	WEBPAC		
		5. Marijan VALKOVIĆ, Problematika neuspjelih ženidbi, u: <i>Bogoslovska smotra</i> 49 (1979) 1 – 2, 113-142.						1	Hrčak		
2.11. Optional literature		1. Anđelko AKRAP/ivan ČIPIN, <i>Socijalitetni sterilitet u Hrvatskoj – Zašto smo neoženjeni i neudane</i> , Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti, Zagreb, 2006.						3	WEBPAC		



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	<p>2. Pero ARAČIĆ, <i>Rasti u ljubavi. Priprema za brak i obitelj i pastoral zaručnika</i>, Zagreb, 2000.</p> <p>3. Josip BALOBAN, (ed.), <i>U potrazi za identitetom. Komparativna studija vrednota: Hrvatska i Europa</i>, Zagreb, 2005.</p> <p>4. W. EDELSTEIN/K. KREPPNER/D. STURZBECHER (eds.), <i>Familie und Kindheit im Wandel</i>, Postdam, 1996.</p>
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Šalković, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	The Administrative Law of the Church		1.7. ECTS credits	3
1.3. Associate teachers	Ivan Rak, MS		1.8. Type of instruction (number of hours L + E + S + e-learning)	20L + 4 field work + 6E
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To train and instruct students in knowledge and application of the administrative law of the Church, indivisible from the Church services and tasks in the parish, deanery, diocesan curia, monastic curia, Church courts and other canonical legal entities.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of the general and particular canon law, international treaties between the Holy See and the Republic of Croatia.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and understand fundamental knowledge from other social-humanistic disciplines significant for the pastoral-catechetical formation - apply gained knowledge in management of parish administration - know and evaluate the significance of parish structures in complete pastoral-catechetical activity in parish community 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - know the administrative law of the Church necessary for the office of teaching, sanctification and administering, - apply the administrative law of the Church in conduction of religious education in school and parish catechesis, - understand the intent of the legislator when organising administrative relationships between believers and competent Church government, believers and believers and Church government and believers, - receive the expert canonical-legal notifications and deliberations and participate in the structures of joint responsibility and joint decision making, - manage the parish office and understand the canonical-legal matter related to the functioning of the parish as a legal entity in a canonical and state territory 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the administrative law of the Church. Acts – subjects – objects – norms. 2. Criteria for administrative practice. 3. The canonical-legal act: legal acts, liturgical acts, administrative acts, court acts, self-determination acts. 4.-7. <i>Exercise</i>: Singular administrative act. Singular decision. Singular order. Request and write off. Benefits and absolution. 8. System of confluences against the administrative acts. 9. Statutes and regulations. 10. Contracts. 11. Registration, operation, supervision of lay associations. 12. Procedures of publishing a book. 			



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<p>13. Church registers – general regulations and particular law. Calligraphy. 14. The register of the baptised. Changes of legal statuses of believers. Certificate excerpts. Sealing the certificate excerpts. 15. The register of the married. Certificate excerpts. Sealing the certificate excerpts. 16. The register of the deceased.. Certificate excerpts. Sealing the certificate excerpts. 17. -18. <i>Field work</i>: NDS (Zagreb) – diocesan office books. The relation between the diocesan curia and parish office. 19. Offenses in relation to registers and other administrative books. 20. <i>Exercise</i>: Keeping a book of the treasury register of receipts and expenses. Assets register of the legal entity. 21. Vicar, parish office, parish office's administrator, using the seal. 22. Election of members of the parish pastoral council, legal framework for the operation of parish pastoral council, election of members of the parish economic council, legal framework for the operation of the parish economic council. 23. Organisation of the parish archive and library. Parish Caritas. 24. <i>Exercise</i>: computer program for parish administration. 25. EU directive on the protection of the personal information (canon and state area). 26. Marriage survey, documents, determining the free status of the betrothed. Inter-ceremonial issues in the pastoral operation of the parish. 27. Acts of extraordinary management of the temporal Church property. 28.-29. <i>Field work</i>: Inter-diocesan courts in Zagreb: legal advice for marital procedures; marriage annulment lawsuits, divorce lawsuits, procedure for absolution from hard, but unconsummated marriage, procedure in case of the assumed death of the marriage partner. Litigation claim. 30. Definition and evaluation of students' work. Students' <i>evaluation of the course</i>.</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities			Regular class attendance, active work in classes, participation in working on exercise assignments.							
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the	Title						Number of copies in the library	Availability via other media		
	Zakonik kanonskoga prava s izvorima, Zagreb, 1996.						5	3		



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library and/or via other media)	HRVATSKA BISKUPSKA KONFERENCIJA, <i>Pravilnik o maticama i drugim uredskim knjigama</i> , Zagreb, 2002.	2	3
	RAZNI AUTORI, <i>Posebni sudski postupci i postupanja</i> , J. Šalković (ed.), Zagreb, 2010.	4	3
	V. BLAŽEVIĆ, <i>Župe i župnici: pravno-pastoralni repertorij</i> , Zagreb, 2014.	1	3
	UREDBA EU O ZAŠTITI OSOBNIH PODATAKA	0	3
2.11. Optional literature	M. ŠETKA, <i>Vođenje župnog ureda</i> , Makarska, 1968.		
	Formulari HBK i biskupijskih kurija Crkve u Hrvatskoj.		
	Lucija BOLJAT – Josip ŠALKOVIĆ, Pravni okvir <i>sudjelovanja</i> i <i>suodgovornosti</i> na župnoj razini, in: <i>Zakon u životu partikularne Crkve</i> , Zbornik radova međunarodnog znanstvenog simpozija na Čiovu – Trogir, Zagreb, 2016, 241-284.		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Šimunović, PhD		1.6. Year of the study	First and second
1.2. Name of the course	Pastoral Planning and Programming		1.7. ECTS credits	3
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)	Seminar
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COUSE DESCRIPTION				
2.1. Course objectives	Enable students for pastoral planning and programming in the parish community.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of basics of fundamental pastoral care.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - apply the efficient communication with individuals and groups - critically evaluate and creatively apply the pastoral method: see – judge – act - adequately and creatively plan and program pastoral activities at the level of parish community 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand the effects of pastoral planning and programming. - Analyse and reflect the overall pastoral-catechetical activity in the parish community. - Apply acquired learning outcomes in the practical design of pastoral-catechetical activities in the parish community. - Write a pastoral plan and program for a parish community. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the theme of the seminar 2. Pastoral planning and programming at the general, national, arch/diocese and parish level 3. Pastoral planning and programming at the general, national, archdiocese and parish level 4. Creating a pastoral plan and program 5. The effects of the pastoral plan and program 6. Benefits of planning and programming in pastoral care 7. - 17. Presentations of seminar papers by students 18.- 25 Exercises in the creation of the pastoral plan and program 26.-29. Examples of good practice 30. Evaluation of the seminar 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet		
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory		
	<input type="checkbox"/> online in entirety	<input type="checkbox"/> work with mentor		



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		<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES		Research	YES		Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES		(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)			
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Pero ARAČIĆ, Pastoralne vizije i pastoralna usmjerenja, u: <i>Bogoslovska smotra</i> , 70(2000.)3-4, 745-772.						10			
	Pero ARAČIĆ, Prema 'planu i programu' u pastoralnom djelovanju. Načela, mogućnosti i teškoće, in: <i>Diacovensia</i> , 12 (2004), 1, 55-72.						10			
	Nikola VRANJEŠ, Župno pastoralno vijeće u dinamici teološko-pastoralnog programiranja, in: <i>Riječki teološki časopis</i> , 17(2009)1, 169-196.						10			
	Alojzije ČONDIĆ, <i>Ustani, zove te. Bogoslovno-pastoralna razmišljanja</i> , Split, 2013, 102-148.						10			
2.11. Optional literature	ZAGREBAČKA NADBISKUPIJA-NADBISKUPSKI DUHOVNI STOL, <i>Pastoralni kalendar 2017./2018.</i> , Zagreb, 2017.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ružica Razum, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Seminar: Catechesis of Christian initiation		1.7. ECTS credits	3 ECTS
1.3. Associate teachers	Mentors-catechists		1.8. Type of instruction (number of hours L + E + S + e-learning)	15S+15E
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	Train students for independent and creative planning and realisation of the religious upbringing activities in parish communities. Enable the acquisition of professional and practical competences for catechetical work with children and preadolescents.			
2.2. Enrolment requirements and/or entry competences required for the course	Enrolment into the course: Catechesis of Christian initiation.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - apply the efficient communication with individuals and groups - critically evaluate and creatively apply the pastoral method: see – judge – act - demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - critically read the concrete catechetical models of the Christian initiation present in practice - argumentatively analyse and evaluate the catechetical meetings they observe - independently make preparations for catechetical meetings with children and preadolescents - independently guide the catechetical meeting with children and preadolescents - compile a catechetical conduction plan for catechesis of Christian initiation 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Objectives of catechesis of Christian initiation (4 hours) - Content of catechesis of Christian initiation (4 hours) - Organisational forms and methodical-communication approaches (4 hours) - Preparation for the catechetical meeting (10 hours) - Conduction plan for catechesis of Christian initiation (4 hours) - Conduction of the sample catechesis (4 hours) 			
2.6. Format of instruction:	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet		
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory		
	<input type="checkbox"/> online in entirety	<input checked="" type="checkbox"/> work with mentor		
	<input type="checkbox"/> partial e-learning	<input checked="" type="checkbox"/> hospitations and sample hours		



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		<input type="checkbox"/> field work							
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	Class observations and holding the sample catechesis in parish community.	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Kongregacija za kler, Opći direktorij za katehezu, Zagreb, 2000.								
	HBK NKU, Župna kateheza u obnovi župne zajednice, Plan i program, NKU/HBK – HILP, Zagreb, 2000.								
	Razum, R., Katehetski inicijacijski itinerarij, u: Bogoslovska smotra, 79(2009)3, 603-632.								
	Librić, R. – Pučar, K. – Razum, R., Ja sam s vama. Priručnik za katehete, GK, Zagreb, 2012.								
Concrete catechetical material related to catechesis of Christian initiation.									
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. Prof. Kata S. Amabilis Jurić, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Seminar in adult Catechesis and Permanent Education in Faith		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To introduce students with the forms and contents of catechesis in the service of permanent education and growth in faith (adult catechesis). To introduce students to the gatherings of special communities or live faithful circles in the parish community. To introduce students to the certain ways, i.e. catechetical models that are in the service of permanent education and growth in faith. To enable students to acquire professional and practical competences for catechetical and religious-cultural work with adults in parish and other faith communities.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	<p>Knowledge of basic religious-pedagogical and catechetical terminology. Basic knowledge of the method of religious education and catechesis.</p>			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - apply the efficient communication with individuals and groups - critically evaluate and creatively apply the pastoral method: see – judge – act - demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults - demonstrate and explain the ways of guiding and animating religious education, catechesis and spiritual-religious culture in parish and other believers' communities 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • work in a team in the process of preparing and presenting seminar tasks • know and be able to critically evaluate different models and forms of adult catechesis • evaluate the existing catechetical situation with regard to catechesis and permanent education in faith in the Church in Croatia • plan, hold, and evaluate catechetical meetings with adult believers • adopt and implement basics of communication skills relevant for catechetical work in performing the sample class catechesis 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The catechesis of adults in parish communities - theoretical settings. (2) 2. Models of catechesis of adults in parish communities: <i>celebratio catechetica</i> (catechetical celebration), <i>lectio divina</i>, catechumenal, mistagogical, and others (2) 3. Analysis of the plan and programme for parish catechesis. (2) 4. Analysis and evaluation of concrete models, manuals and media for adult catechesis. (4) 5. Visiting classes in parish communities. (10) 			



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6. Writing a preparation sheet for sample class catechetical meetings. (2) 7. Analysis and critical review of written sample preparation sheets. (4) 8. Performing a sample class meeting in the community of believers. (2) 9. Analysis and critical evaluation of practice based on visiting classes and sample class meetings. (2)												
2.6. Format of instruction:		<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities		Regular class attendance and participation in discussions. Presentation in front of a study group and participation in critical reviews of the preparations and presentations of other colleagues. Visiting classes in parish communities. Holding a sample class catechesis in the parish community under the guidance of a mentor.										
2.9. Monitoring student work		Class attendance		YES		Research		YES	NO	Oral exam	YES	
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES		(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES		(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		3
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		Alberich E – Binz A., <i>Odrasli i kateheza. Elementi katehetske metodologije za odraslu dob</i> , Zagreb, 2002.										
		HRVATSKA BISKUPSKA KONFERENCIJA, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , NKU HBK, Zagreb – HILP, Zadar, 2000.										
		Kušar S., Molitveno čitanje svetog Pisma, u: <i>Bogoslovska smotra</i> , 64 (1995) 1, 96-104.										
		Šimunović, J. i Barko D., Poticaji za ostvarenje molitveno-meditativne zajednice u župnoj zajednici, u: <i>Kateheza</i> , 31(2009)3, 237-256.										
		Šimunović M., Župna kateheza – kateheza zajednice. Nužnost pastoralno-katehetskih zaokreta, u: <i>Diacovensia</i> , XVII (2009)2. 257-277.										
		Pažin I., Župna kateheza u obnovi župne zajednice. Uključivanje vjernika laik au pastoralno djelovanje župne zajednice, in: <i>Diacovensia</i> , XII (2004.)1, 73-102.										
		Higler G. – Leimgruber S. – Ziebertz H.-G., <i>Vjeronaučna didaktika. Priručnik za studij, obrazovanje i posao</i> , Zagreb, 2009.										
Babić, M., Mistagogija i liturgijska kateheza, u: <i>Služba Božja</i> , 55 (2015) 1, 104-112.												



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2.11. Optional literature	Šimunović M., <i>Kateheza prvenstvena zadaća Crkve</i> , Zagreb, 2011. (posebice treći: Evangelizacijsko-katehetsko djelo u novom 'duhovnom okolišu' (1 st chapter, 441-446), Župna kateheza u novim okolnostima nadolaskom demokratskih promjena (447-493), Katekumenatni model (4 th chapter 535-558)
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. Prof. Vanda Kraft Soić, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Patristic Catecheses as a Response to the Pastoral Challenges of the Late Antique Society		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	Mandatory-elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - provide students with knowledge of historical, social, religious, political and cultural opportunities in the late antiquity - provide students with an insight into the history of Christianity/Church in the late antiquity - familiarize students with the theological context, positions, movements and controversies in the relevant historical period - enable students to become acquainted with the main pastoral challenges (paganism – teaching and morals, social inequalities, permeation of imperial authority in the area of religion, and heresy) with which the Church was faced in the aforementioned historical period through examples of catecheses of the selected church fathers (Cyril of Jerusalem, John Chrysostom, Theodore of Mopsuestia) - provide students with an insight into how church fathers used catechetical activity to respond to aforementioned pastoral challenges on the example of catecheses of the aforementioned church fathers - provide students with an opportunity to learn about main topics, subjects and purposes of the catechetical teachings of the aforementioned church fathers in the perspective of the course topic - enable students to critically read the texts of patristic catecheses relevant to the course topic and in its perspective - enable students to recognize the main pastoral challenges of the Church in today's society - provide students with an insight into the possible application of the catecheses' approach of selected church fathers in response to pastoral challenges of modern society 			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - critically assess the connections between the theological-religious theory and Church, religious and social practice 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	After successfully completing the course, students will be able to: <ul style="list-style-type: none"> - know and argumentatively present main pastoral challenges of the Church in the late antiquity - understand and argumentatively present main contents of the catecheses of the selected church fathers in the perspective of the course theme - understand and argumentatively present main contents of the first millennium, which in the later history were the subject of discussions - critically read the patristic catecheses relevant to the course topic - apply the approach of church fathers of late antiquity to modern pastoral care and catechesis 			



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2.5. Course content (syllabus)	<ul style="list-style-type: none"> - introduction to the course(1-2) - familiarisation with historical, social, geopolitical, religious and cultural circumstances of the late antiquity and defining the relative position of Christianity/Church (3-4) - familiarisation with the theological context, positions, movements and controversies in this historical period (5-6) - familiarisation with activities and teachings of selected fathers (Cyril of Jerusalem, John Chrysostom, Theodore of Mopsuestia) in the perspective of the subject of the course (7-8) - familiarisation with main pastoral challenges the Church faced in the late antique society, starting with catecheses of the selected church fathers (9-15) - the message of catechetical texts of the selected church fathers, and determination of their themes, subject of a catechetical lesson, and their approach with the aim of finding answers to pastoral challenges of the modern society (16-30) 									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES		Oral exam	YES	
		Experimental work		NO	Report		NO	(other)	YES	NO
		Essay		NO	Seminar paper		NO	(other)	YES	NO
		Preliminary exam	YES		Practical work	YES		(other)	YES	NO
		Project		NO	Written exam	YES		ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Ćiril JERUZALEMSKI, <i>Mistagoške kateheze</i> , Split, 2005.						YES		
		Ivan ZLATOUSTI, <i>Krsne pouke</i> , Makarska, 2000.						YES		
		Teodor MOPSUESTIJSKI, <i>Katehetske homilije</i> , Zagreb, 2004.						YES		
		Hubert JEDIN (ed.), <i>Velika povijest Crkve</i> , II, Zagreb, 1995.						YES		
		Guy BEDOUELLE, <i>Povijest Crkve</i> , Zagreb, 2004.						YES		
		Juraj PAVIĆ – Tomislav Zdenko TENŠEK, <i>Patrologija</i> , Zagreb, 1993.								
H. DENZINGER – P. HUNERMANN (eds.), <i>Zbirka sažetaka vjerovanja, definicija i izjava o vjeri i ćudoređu</i> , Đakovo, 2002.						YES				
2.11. Optional literature		<ul style="list-style-type: none"> - Sergio FELICI (ed.), <i>Cristologia e catechesi patristica</i>, Convegno di studio e aggiornamento Pontificium Institutum Altioris Latinitatis (Facolta di Lettere cristiane e classiche) - Orlandis Jos, <i>Povijest kršćanstva</i>, Split, 2004. 								



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	<ul style="list-style-type: none"> - Roy J. Deferrari, <i>Early Christian Biographies</i>, New York, 1952. - Alois GRILLMEYER, <i>Christ in Christian Tradition</i>, I, Atlanta, 1975. - Claudio MORESCHINI – Enrico Norelli, <i>Manuale di letteratura cristiana antica greca e latina</i>, Brescia, 1999. - J. N. D. KELLY, <i>Early Christian Doctrines</i>, New York, 2000. - www.patrologija.com - <i>Patrologia graeca</i> 3; 47-64; 66, 124-632 - Jean CRYSTOSTOME, <i>Catéchèse baptismale 1, Catéchèses baptismales 2-3</i>, SCh 366, Paris, 1999. - P. F. ESLER (ed.), Pauline ALLEN – Andy MAYER, John Chrysostom, u: <i>Early Christian World</i>, New York, 2000. - J.N.D. KELLY, <i>Golden Mouth: The Story of John Chrysostom</i>, Ithaca, N.Y., 1995. - A. J. FESTUGIÈRE, <i>Antioche païenne et chrétienne: Libanius, Chrysostomme et les moines de Syrie</i>, Paris, 1959. - R. A. KRUPP, <i>Shepherding the Flock: The Pastoral Theology of John Chrysostom</i>, New York, 1991. - Angelo S. LEGAL, St. Cyril of Jerusalem's Mystagogical Catheses in the Modern World, u: <i>Scientia</i>, 4 (2015.), 37-55. - Cyrille de JÉRUSALEM, <i>Catechèses mystagogiques</i>, SCh 126, Paris, 2004. - Cyrille de JÉRUSALEM, <i>Catéchèses baptismales 1-8</i>, SCh 50, Paris, 1957. - Cyril OF JERUSALEM, <i>The Works of Saint Cyril of Jerusalem</i>, Washington, 1969. - Cirillo e Giovanni di GERUSALEMME, <i>Catechesi prebattesimali e mistagogice</i>, Roma, 1993. - A. Bonato, <i>La dottrina trinitaria di Cirillo di Gerusalemme</i>, Roma, 1983. - <i>Les Homélie Cathédétiques de Théodore de Mopsueste</i>, Città del Vaticano, 1949. - P. BRUNS, <i>Den Menschen mit dem Himmel verbinden: Eine Studie zu den Katechetischen Homilien des Theodor von Mopsuestia</i>, Louvain, 1995. - S. GREBER, <i>Theodor von Mopsuestia und das Nicäum. Studien zu den Katechetischen Homilien</i>, Leiden – Boston, 2000. - Hugh M. RILEY, <i>Christian Initiation: A Comparative Study of the Interpretation of the Baptismal Liturgy in the Mystagogical Writings of Cyril of Jerusalem, John Chrysostom, Theodore of Mopsuestia, and Ambrose of Milan</i>, Washington, 1974.
2.12. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Kata s. Amabilis Jurić, PhD		1.6. Year of the study	1 st -2 nd
1.2. Name of the course	Catechetical Models and Communication Media		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	<p>To present and explain selected catechetical-communication approaches in the encounter with Biblical texts: interpretational-analytical, meditational – creative-oriented, problem-based – creative-oriented and integrative-therapeutic.</p> <p>To introduce catechetical models to students: <i>Celebratio catechetica</i>; mystagogical, Biblical (<i>lectio divina</i>), Early Christian catechumenate in the evangelisation approach to the content of parish catechesis.</p> <p>To train students for more complete communication and more mature approach to Biblical and other content through the aforementioned catechetical approaches and models which lead to the fundamental Christian experience of faith.</p> <p>To introduce students into how modern communication media communicates content in parish catechesis.</p> <p>To respect the fundamental catechetical principle of being “faithful to God and faithful to the human being”.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - adequately and creatively plan and program pastoral activities at the level of parish community - demonstrate and explain all components of pastoral-catechetical planning and working with children, youth and adults - apply the efficient communication with individuals and groups 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • know and analyse catechetical-communicative approaches in work with Biblical texts; • understand Biblical and other content in the context of life issues and issues of one’s own spiritual-cultural and historical-social environment; • name and describe the significant characteristics of the catechetical models: <i>Celebratio catechetica</i>, mystagogical, Biblical (<i>lectio divina</i>), Early Christian catechumenate • notice that the Christian maturity of faith is reached through the engaged personal approach to the Biblical and other content; • get familiarised with and take a critical stance towards modern communication media; • discover and apply the fundamental catechetical principle of “faithfulness to God and faithfulness to human being” in the entirety of catechetical work in parish community. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The contemporary hermeneutical approach to Biblical texts in exegesis. (2) 2. Direct and personal communication with Biblical and other texts in parish catechesis. (4) 3. Methodical approaches (systems) in religious education and catechesis. (4) 4. Catechetical models <i>Celebratio catechetica</i>; mystagogical, Biblical (<i>lectio divina</i>), Early Christian catechumenate in the evangelisation approach to the content of parish catechesis. (8) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		5. Evangelisation in the time of media: Possibilities and issues of communication. (4) 6. Variety of media in the communication of faith in pastoral and catechetical work. (4) 7. Media competences and application in the practical catechetical work. (4)								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> discussion (other)			2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Razum R, <i>Ja sam put. Priručnik za vjeroučitelje</i> , Zagreb, 2004.								
		Razum, R., <i>Pozvani na slobodu. Priručnik za vjeroučitelje</i> , Zagreb, 2004.								
		Baričević J., Katehetsko-komunikacijski pristupi u susretu s biblijskim tekstovima. O nekim uvjetima za kvalitetnu i što cjelovitiju komunikaciju s biblijskim tekstovima u religioznom odgoju i katehezi, u: <i>Diacovensia</i> , 2 (1994) 1, 110-145.								
		NKU HBK – HILP, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , Zagreb – Zadar, 2000.								
		Higler G. – Leimgruber S. – Ziebertz H.-G., <i>Vjeronaučna didaktika. Priručnik za studij, obrazovanje i posao</i> , Zagreb, 2009.								
		Ivančić T., <i>Susret sa živim Bogom. Temeljno kršćansko iskustvo. Seminar za evangelizaciju Crkve</i> , Zagreb, 142017.								
		Kušar S., Molitveno čitanje svetog Pisma, in: <i>Bogoslovska smotra</i> , 64 (1995) 1, 96-104.								
		Babić, M., Mistagogija i liturgijska kateheza, in: <i>Služba Božja</i> , 55 (2015) 1, 104-112.								
Garmaz J., Medijska pedagogija u vjeronauku i katehezi. Kriteriji izbora i načini korištenja nekih suvremenih medija, u: <i>Crkva u svijetu</i> 45 (2010) 3, 310-332.										
Valković J., Evangelizacija u eri medija: Mogućnosti i problemi komuniciranja, in: <i>Bogoslovska smotra</i> , 81 (2011) 3, 675 -696.										



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	Valković J., Crkva i mediji – izazovi za teološko-pastoralno promišljanje i djelovanje, in: <i>Crkva u svijetu</i> , 52 (2017) 3, 417-433.		
2.11. Optional literature	Mataušić M., Crkva i sredstva društvenog priopćavanja, in: <i>Bogoslovska smotra</i> , 55 (1986) 3/4, 360-368. Labaš D., Crkva i društvene komunikacije, in: <i>Obnovljeni život</i> , 48 (1993) 1, 76-97.		
2.12. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. prof. Franjo Podgorelec, PhD		1.6. Year of the study
1.2. Name of the course	Introduction to Selected Literature on Christian Spirituality		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To understand, by means of the literary structure of a selected text, its theological setting and the dynamics of its contents, in order to obtain the basis for its practical interpretation and application.		
2.2. Enrolment requirements and/or entry competences required for the course	It is assumed that students have mastered the basic theological and philosophical categories during the previously completed undergraduate programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - apply the efficient communication with individuals and groups - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - to understand and present the core contents of Christian spirituality; - to be able to animate spiritual-religious culture in parish and other communities of believers; - to understand the dynamics of spiritual life and to know how to incorporate it into individual and group practice; - the ability to link spiritual traditions to one's own life and church practice. 		
2.5. Course content (syllabus)	<p>In this course, relevant literature on Christianity will be analysed: author, historical context, work structure, addressees, background, literary style, central theological idea and main theological emphasis, reading of selected texts and possible current application.</p> <p>Herma - The Shepherd of, 2 hours Gregory of Nyssa - The Life of Moses. 2 hours Saint Augustine - The Confessions. 4 hours. Saint Bernard - The Twelve Degrees Of Humility And Pride 2 hours. St. Bonaventure - The Mind's Road to God. 2 hours. Saint Ignatius - Spiritual Exercises. 2 hours. Saint Theresa of Avila - My Life. 3 hours Francis de Sales - Introduction to the Devout Life. 3 hours. Jean-Pierre de Caussade - Abandonment to Divine Providence. 1 hour St. Therese of Lisieux - Story of a Soul. 2 hours. Blessed Columba Marmion - Christ, the Life of the Soul. 2 hours Chiara Lubich - A New Way: The Spirituality of Unity. 2 hours.</p>		



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John Paul II's - Theology of the Body. 3 hours.									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
	2.8. Student responsibilities								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Selected texts from the following literature:								
	sv. Augustin, <i>Ispovijesti</i> , Split, 2012.						YES		
	Sv. Terezija Avilska, <i>Moj život</i> , Zagreb, 2000.						YES		
	Sv. Franjo Saleški, <i>Filotea ili Uvod u pobožni život</i> , Zagreb, 1990.						YES		
	Sv. Terezija iz Lisieuxa, <i>Povijest jedne duše</i> , Zagreb,						YES		
Sv. Ivan Pavao II, <i>Muško i žensko stvori ih. Kateheze o ljudskoj ljubavi. Cjelovita teologija tijela</i> , Split, 2012.						YES			
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Šimunović, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Pastoral Care of the Community		1.7. ECTS credits	3
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)	L
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To enable students for pastoral-theological reflection on ecclesiasal practice of faith in parish communities, as well as for the practical design of the entire pastoral-catechetical activity in parish communities.			
2.2. Enrolment requirements and/or entry competences required for the course	<ul style="list-style-type: none"> - to get familiarised with basics of fundamental pastoral care - to get familiarised with possibilities of realisation of lay believers in parish communities 			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - adequately and creatively plan and program pastoral activities at the level of parish community - know and evaluate the significance of parish structures in complete pastoral-catechetical activity in parish community - critically evaluate the dynamics of parish communities based on pastoral norms and models 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand the purpose of pastoral care of community. - Analyse and reflect pastoral-catechetical practice in parish communities. - Understand the meaning of the theologically and sociologically understood community. - Apply acquired learning outcomes in the practical design of pastoral-catechetical activities in parish communities. - Understand the purpose, nature and function of the parish pastoral council. - Understand the purpose, nature and function of the parish economic council. - Analyse and critically reflect on opportunities for active participation of lay believes in the pastoral-catechetical activities of the parish community. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the subject of the course 2. Small communities - an incentive to work in parish communities. Small communities in today's world. A group is not a mass. 3. In small groups, we are developing an image of ourselves. The human being's desire for small communities. 4. The importance of the group. Concluding thoughts. 5. Basic concepts for the pastoral care of the community. Church and community - basic concepts. 6. Basic concepts, the Church and community in the New Testament 7. Basic concepts, the Church and community in the New Testament. 8. Jesus Christ - the head of the Church, and Pneuma the principal of life of the Church. The Church - the community of Jesus Christ. 9. Jesus Christ - the head of the Church. 10. Pneuma, the life principle of the Church. Apostles and prophets, the foundation of the Church. 			



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11. The structure and offices in the history of the Church. 12. The theological and sociological concept of the community. The theological concept of community. 13. The sociological concept of community. 14. Typology of belonging to the Church 15. Parish community according to the ecclesiology of the Second Vatican Council 16. Parish community according to the ecclesiology of the Second Vatican Council 17. Parish community according to the ecclesiology of the Second Vatican Council 18. Parish catechesis in the renewal of the parish community 19. Plan of parish catechesis 20. Programme of parish catechesis. 21. Celebratio catechetica. The necessity of parish catechesis and parish animators 22. The activity of the parish community ad extra on the level of proclamation 23. The activity of the parish community ad extra on the educational level 24. The activity of the parish community ad extra on the social-charitable level 25. The activity of the parish community ad extra on a cultural-social level 26. Lay people in the Church mission 27. Parish pastoral council 28. Parish economic council 29. Parish caritas 30. Evaluation of the course and the teacher										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES		Research	YES	NO	Oral exam	YES	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in		Title						Number of copies in the library	Availability via other media	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

the library and/or via other media)	Milan ŠIMUNOVIĆ, Mijenja li se slika dušobrižnika u Crkvi?, in: <i>Bogoslovska smotra</i> , 66(1996)2-3, 387-402.	10	
	Milan ŠIMUNOVIĆ, Mjesto i uloga ekonomskoga vijeća u pastoralnom planiranju u župnoj zajednici. Pastoralne smjernice za novo shvaćanje župnoga ekonomskog vijeća, u <i>Dacovensia</i> , 13(2005),1, 39-63.	10	
	Nikola VRANJEŠ, Župno pastoralno vijeće u dinamici teološko-pastoralnog programiranja, in: <i>Riječki teološki časopis</i> , 17(2009)1, 169-196.	10	
	Josip ŠIMUNOVIĆ, <i>Župna zajednica na početku trećega tisućljeća. Pastoralno-teološka razmišljanja o mogućnostima ostvarivanja župnog pastorala u Republici Hrvatskoj</i> , Zagreb, 2009, 297-326.	10	
	Josip BALOBAN-Alojzije HOBLAJ-Danijel CRNIĆ, Određeni aspekti crkvenosti u Hrvatskoj-rezultati i prosudbe istraživanja, in: <i>Bogoslovska smotra</i> , 80(2010)2, 527-561.	10	
	Nikola VRANJEŠ, <i>Pastoral danas. Izabrane teme iz pastoralne teologije</i> , Zagreb, 2013, 257-311.	10	
2.11. Optional literature	Alojzije ČONDIĆ, <i>Ustani, zove te. Bogoslovno-pastoralna razmišljanja</i> , Split, 2013.		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. prof. Ana Štambuk, PhD		1.6. Year of the study
1.2. Name of the course	Introduction to Palliative Care		1.7. ECTS credits
1.3. Associate teachers	Ass. prof. Morana Brkljačić, PhD Ass. prof. Lovorka Brajković, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	Gaining knowledge and skills in the area of palliative care, i.e. providing the expert assistance to the dying and members of their families, which will be treated through the following subjects: Organisation and principles of palliative care, needs of the dying, holistic approach to pain, role of the expert in a palliative team with special emphasis on the role of the priest, communication in palliative care, ethical issues in palliative care and mourning.		
2.2. Enrolment requirements and/or entry competences required for the course	Undergraduate study programme		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • To explain and evaluate the significance of activities that are related to the evangelisation tasks in Church and modern society • To distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism • To apply efficient communication with individuals and groups • To plan and appropriately apply pastoral methods while working with various groups: sick and dying; persons on the margins; children, youth and adults with special needs 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	After successfully passing the course student will be able to: <ul style="list-style-type: none"> - define the basic terms from the area of palliative care; - define and explain the specific needs of the dying persons; - explain the holistic approach to the pain and teamwork; - critically evaluate the models of palliative care; - define the types of euthanasia; - recognise ethical issues in palliative care; - name the risk factors in complicated mourning; - recognise the role of volunteers in palliative care 		
2.5. Course content (syllabus)	Development of the hospice/palliative care in the world; Organisation of palliative care in EU (2 hours) Models of palliative care (2 hours) Quality of life and specific needs of the dying: physiological, social, psychological and spiritual (4 hours) Holistic approach to the pain and teamwork (4 hours) Role of the priest in palliative care (4 hours) Communication with the patient and family (6 hours)		



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		Euthanasia and pointless treatment; Ethical issues in palliative care (2 hours) Mourning (2 hours) Role of volunteers in palliative care (2 hours)									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		1. Štambuk, A., Obrvan, T. (2017) Uloga, standardi i kompetencije socijalnih radnika u palijativnoj skrbi. Ljetopis socijalnog rada, 24 (1), 119-146.						x			
		2. Brkljačić, M., Šamija, M., Belev, B., Strnad, M., Čengić, T. (2013) Palijativna medicina. Rijeka: Markulin, d.o.o. (chapters: 3., 5., 9., 11., 12., 13.)						x			
		3. Arambašić, L. (2005). Gubitak, tugovanje, podrška. Jastrebarsko: Naklada Slap. (Tugovanje, pp. 190-295).						x			
2.11. Optional literature		1. Buckman, R. (1995) Ne znam što reći. Zagreb: ŠK. 2. Kubler – Ross, E., Kessler, D. (2001) Pouke života – kako nas naša smrtnost može poučiti životu i življenju. Zagreb: Biovega. 3. Salajpal, T. (2004) Darovane spoznaje: o umiranju. Zagreb: Alinea									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Ante Crnčević, PhD / Prof. Sanja Cvetnić, PhD		1.6. Year of the study
1.2. Name of the course	Liturgical Iconology and Iconography		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To acquire criteria for evaluation of liturgical art in the light of theology and rituality of the liturgical celebration.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed course "Basic of Liturgics".		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and critically evaluate the history of Christian art and architecture, iconography and iconology and history of the local Church - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - understanding the liturgical art as a factor of liturgical event; - recognising and evaluation of the work of art in the liturgical space in accordance with the historical cultural periods; - gaining the criteria for evaluation of the work of art in liturgy and liturgical space; - skill of shaping the project assignment in the artistic (iconographic) design of the liturgical space; - gaining expert knowledge of historical-artistic and theological research in the area of liturgical art 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Liturgy and image: theology of the iconic discourse in liturgy (from God's invisibility to the embodiment) 2. Iconism and aniconism in the liturgical art: history of discussion 3. Christian iconography throughout the history: Early Christian period; Romanesque and Gothic periods 4. Christian iconography throughout the history: from Renaissance and Baroque to the 20th century 5. Christian iconography throughout the history: controversy and pursuits in the 20th century in the context of the liturgical movement and new theological thought 6. Liturgy as a "work of art" and a source of inspiration for the artistic creativity 7. Iconography in shaping of the liturgical space: themes and cycles from the ritual of the place of celebration 8. Thematic cycles of the apse and altar space: themes and examples 9. Baptisteries (baptismal fonts) and the mystery of baptism: from the immersion to the contemplation 10. Mosaics and stained-glass windows: reflections for the modern liturgical iconology 11. The Cross – icon of glory of Christ: an example of the historical development of the Christian art in the West 12. Iconography of the martyrs and other saints 13. Iconography of the Blessed Virgin Mary 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

14. Theological aesthetics and Christian art									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:
	2.8. Student responsibilities								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	I. Žižić, <i>Ars liturgica. Teološki pristup umjetnosti</i> , Split 2014.								
	I. Žižić, <i>Slava križa. Simboli i slike vjere u ranokršćanskoj kulturi</i> , Zagreb 2017.								
	J. Maritain, <i>Umjetnosti i skolastika</i> , Zagreb 2001.								
	J. Plazaola, <i>Arte cristiana nel tempo. Storia e significato</i> , I.-II., Milano 2002.								
H. Schwebel, <i>Die Kunst und Christentum. Geschichte eines Konflikts</i> , Darmstadt 2002.									
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Ivan Dodlek, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Aesthetics and Theology of Beauty		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To introduce students to fundamental terms, most significant authors, topics and interests of philosophical-theological aesthetics. To train students for critical evaluation of the sacral and religious works of art			
2.2. Enrolment requirements and/or entry competences required for the course	Fulfilled requirements for the enrolment into the study programme. Active knowledge of the English language.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and critically evaluate the history of Christian art and architecture, iconography and iconology and history of the local Church - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role - apply th gained knowledge in preserving, cataloguing, pastorally evaluating and promoting Church cultural goods in Church museums and collections - apply gained knowledge in the organisation of museums and collections, administrative management, didactic setup and protection of goods - be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation - be trained for pedagogical activity and for use of didactic materials and mediums, especially multimedia, with the objective of bringing Church cultural goods closer to various addressees - recognise and creatively design new initiatives for the promotion of new activities in the framework of care for Church cultural goods 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To know, understand and be able to critically evaluate various aesthetical models that are theologically relevant for understanding and interpreting religious and sacral art.</p> <p>To critically and objectively evaluate scientific and professional literature in the area of philosophical-theological aesthetics.</p> <p>To develop skills necessary for conducting independent research and finding scientifically based answers to questions related to the fruitful relation between faith and art.</p> <p>To independently process and present, in the form of a written paper, topic from the area of philosophy and theology of beauty with the use of literature and appropriate scientific methodology.</p> <p>To develop one's own judgment of taste based on knowledge from the area of philosophical-theological aesthetics.</p> <p>To devise and promote the synthesis of faith and culture in the framework of religious and sacral art of the particular Church.</p> <p>To critically evaluate the relations between theological-religious theory and social and Church artistic practice.</p> <p>To be able to creatively participate in the tasks of the evangelisation in the Church and in the contemporary society in the specific dimension of via pulchritudinis proclamation.</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.5. Course content (syllabus)	1. Philosophy and theology of beauty – fundamental theses. (2 hours) 2. Senses and meaning – religion – aesthetics – faith. (2 hours) 3. Artistic reflection on reality – art as the place of the philosophical-theological thought. (2 hours) 4. The whisper of the light and gentle breeze of Beauty. (2 hours) 5. God's creative beauty and artistic transforming beauty. (2 hours) 6. Trinity of creation – human being's attempt to touch the edge of eternity. (2 hours) 7. Christian art and kenosis. (2 hours) 8. The ladders of beauty – <i>via pulchritudinis</i> as the ecstatic pastoral-catechetical-aesthetical climb to God. (2 hours) 9. Field work: a joint visit to the theatre, museum or concert (by choice). (2 hours) 10. The touch of sight and the mystery of image – philosophy of sight and theology of image. (2 hours) 11. The image of invisible – about Christian iconology. (2 hours) 12. Aesthetic contemplation – longing for beauty as the redemption from concupiscence for the ugliness of the moment. (2 hours) 13. Postmodern creativity – Christianity, modern art and aesthetics of displacement. (2 hours) 14. Stations on the path to freedom – Christian aesthetic existence in the polyphony of life. (2 hours) 15. Concluding considerations (2 hours)									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	PAPINSKO VIJEĆE ZA KULTURU, <i>Vjera i kultura. Antologija tekstova papinskog učiteljstva od Lava XIII. do Ivana Pavla II.,</i> Kršćanska sadašnjost, Zagreb, 2010.									
	KONGREGACIJA ZA USTANOVE POSVEĆENOG ŽIVOTA I DRUŽBE APOSTOLSKOG ŽIVOTA, <i>Kontemplirajte. Bogu posvećenim muškarcima i ženama na tragovima Ljepote</i> (15. X. 2015), Zagreb, 2016.									



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	PAPINSKO VIJEĆE ZA KULTURU, <i>Via pulchritudinis – povlašeni put evangelizacije i dijaloga</i> , HKD Napredak, Sarajevo, 2007.		
	IVAN PAVAO II., <i>Pismo umjetnicima</i> , Glas Koncila, Zagreb, 2004.		
	PAPINSKO VIJEĆE ZA KULTURU, <i>Promicati pastoral kulture</i> , Kršćanska sadašnjost, Zagreb, 1999.		
	John Navone, <i>Prema teologiji ljepote</i> , Kršćanska sadašnjost, Zagreb, 2010.		
	Rajmund Kupareo, <i>Čovjek i umjetnost</i> , Kršćanska sadašnjost, Zagreb, 1993.		
	Rajmund Kupareo, <i>Govor umjetnosti</i> , Kršćanska sadašnjost, Zagreb, 1987.		
	Rajmund Kupareo, <i>Um i umjetnost</i> , Glas Koncila, Zagreb, 2007.		
	Rajmund Kupareo, <i>Umjetnik i zagonetka života</i> , Kršćanska sadašnjost, Zagreb, 1982.		
	Josip Sanko Rabar, <i>Vjera i umjetnost</i> , Kršćanska sadašnjost, Zagreb, 2008.		
	Umberto Eco, <i>Umjetnost i ljepota u srednjovjekovnoj estetici</i> , Institut za povijest umjetnosti, Zagreb, 2007.		
	Umberto Eco, <i>Povijest ljepote</i> , Hena com, Zagreb, 2004.		
	Nikola Bižaca–Jadranka Garmaz (eds.), <i>Teologija, lijepo i umjetnost. Zbornik radova Međunarodnoga znanstvenog skupa</i> (Split, 20. i 21. listopada 2011.), Crkva u svijetu – Katolički bogoslovni fakultet, Split, 2012.		
2.11. Optional literature	Hans – Georg Gadamer, <i>Ogledi o filozofiji umjetnosti</i> , AGM, Zagreb, 2003. Martin Heidegger, <i>O biti umjetnosti</i> , Mladost, Zagreb, 1959. Rüdiger Bubner, <i>Estetsko iskustvo</i> , Matica hrvatska, Zagreb, 1997. Arthur C. Danto, <i>Preobražaj svakidašnjeg. Filozofija umjetnosti</i> , Kružak, Zagreb, 1997. Nelson Goodman, <i>Jezici umjetnosti. Pristup teoriji simbola</i> , Kružak, Zagreb, 2002. Gilbert Katharine Everett–Helmut Kuhn, <i>A History of Esthetics</i> , Indiana University Press, Bloomington, 1954. Danko Grlić, <i>Estetika I-IV</i> , Naprijed, Zagreb, 1983. Vladislav Tatarkjevič, <i>Istorija šest pojmova. Umetnost, lepo, forma, stvaralaštvo, podražavanje, estetski doživljaj</i> , Nolit, Beograd, 1980. Pejović, Danilo (ed.), <i>Nova filozofija umjetnosti</i> , Nakladni zavod Matice Hrvatske, Zagreb, 1972. Benedetto Croce, <i>Brevijar estetike</i> , Ljevak, Zagreb, 2003. Jacques Barzun, <i>Od osvita do dekadencije: 500 godina zapadne kulture – od 1500. godine do danas</i> , Masmedia, Zagreb, 2003. Noël Carroll, <i>Philosophy of Art</i> , Routledge, London and New York, 1999. Stephen Davies, <i>The Philosophy of Art</i> , Blackwell Publishing, Oxford, 2006. Penelope J. E. Davies –Walter B. Denny –Frima F. Hofrichter, <i>Jansonova povijest umjetnosti. Zapadna tradicija</i> , Stanek, Varaždin, 2008. Claude Frontisi (ed.), <i>Povijest umjetnosti</i> , Larousse, Veble Commerce, Zagreb, 2003. Ivan Dodlek, <i>Dijaloški karakter umjetničkog djela</i> , Hrvatsko filozofsko društvo, Zagreb, 2016. Claude Frontisi (ur.), <i>Povijest umjetnosti</i> , Larousse, Veble Commerce, Zagreb, 2003. Berys Gaut, Dominic Mclver Lopes (ed.), <i>The Routledge Companion to Aesthetics</i> , Routledge, London and New York, 2002. Ernst Kasirer, <i>Filozofija simboličkih oblika</i> , Biblioteka Teorija, Novi Sad, 1985. Ljiljana Kolečnik (ur.), <i>Umjetničko djelo kao društvena činjenica. Perspektive kritičke povijesti umjetnosti</i> , Institut za povijest umjetnosti, Zagreb, 2005.		



University of Zagreb



Catholic Faculty of Theology

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	Roger Scruton, <i>Beauty</i> , University Press, Oxford, 2009. Hendrik Willem Van Loon, <i>Umjetnost čovječanstva kroz vjekove I-II</i> , Ex libris, Zagreb, 2007.
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Daniel Patafta, PhD		1.6. Year of the study	11 st
1.2. Name of the course	Christian Archaeology		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	20L + 10S
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Objective of the course "Christian Archaeology" is to introduce students primarily to the archaeological heritage of Christianity as the source of understanding of the formation of Christian life, liturgy, architecture and practice through the centuries in which most of our sources rely on the archaeological findings. On the other hand, objective is to sensitize students for the evaluation of the archaeological heritage and items as the necessary sources for reconstructing the history of Christianity from the New Testament time to the end of the Early Middle Ages; the period during which the written sources are scarce, but archaeological material is abundant. Another objective of this course is to present how the Christianity spread at the beginning within the Roman Empire and later in Europe, by using the material traces from early Christianity until the 11 th century.			
2.2. Enrolment requirements and/or entry competences required for the course	Basic knowledge of the general and national history.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and critically evaluate the history of Christian art and architecture, iconography and iconology and history of the local Church - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - apply th gained knowledge in preserving, cataloguing, pastorally evaluating and promoting Church cultural goods in Church museums and collections 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To familiarise students with the terms archaeology and Christian archaeology, with the emphasis on the historical periods it encompasses 2. To describe and evaluate the role of Christian archaeology in the reconstruction of life of Christian communities in the particular historical periods 3. To relate Christian archaeological findings with the general and national history 4. To know how to recognise and evaluate the particular typical archaeological finding for the time and period in which it was created 5. To correctly determine the importance of the monumental heritage and archaeological findings for the particular period 6. To know how to list, recognise and contextualise typical Christian objects, items and symbols of the particular historical period 7. Based on everything that was said, to know how to relate Christian archaeology with other theological disciplines, especially patrology, liturgy, courses in systematic theology etc. 8. To correctly evaluate Christian archaeology as the significant factor of the shaping of Christian life, but also the Christian cultural foundations of the particular nation 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory remarks: the terms of archaeology, definition of Christian archaeology, its divisions by periods, specificities and significances (1 hour) 2. Space and time of the emergence of Christianity: Middle East, Roman Empire (2 hours) 3. Analysis of Christian historical and written sources for the reconstruction of life of early Christian community until 313th year (2 hours) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>4. Detailed analysis of the most significant elements of old-Christian archaeology until 313th year: domus ecclesiae, graveyards, epigraphic monuments, catacombs, symbolism (2 hours)</p> <p>5. Connecting the aforementioned elements with other theological disciplines that are significant for getting a more complete picture of the life of early Christian community until 313th (2 hours)</p> <p>6. Constantine's reversal of 313th year and the beginning of new life of Christianity (obtained freedom with its advantages, but also with ever greater influence of secular on sacral) (2 hours)</p> <p>7. Period of building of basilicas and spreading of Christianity throughout the Roman Empire (2 hours)</p> <p>8. Early Christian heritage in the area of Roman Illyria (Croatia, Bosnia and Herzegovina) (3 hours)</p> <p>9. Period of decay of Western Roman Empire, barbarian invasions and Justinian's re-conquest as the last attempt of the restoration of the united Roman Empire (archaeological finds) (2 hours)</p> <p>10. Christianisation of Western Europe, formation of Western European culture, decline of Christianity in the Middle East and Northern Africa under the rush of Islam (2 hours)</p> <p>11. The Middle Ages and archaeology (3 hours)</p> <p>12. Medieval archaeology until 11th century and its interpretation in the light of the sources and historical changes (2 hours)</p> <p>13. Croatian medieval archaeology in the reconstruction of the Christianisation of Croatian people and creation of Croatian kingdom until the 11th century (3 hours)</p> <p>14. The importance of Christian archaeology for other theological disciplines with concrete examples (2 hours)</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		1. Mirjana Sanader, "Ranokršćanska arheologija", Zagreb, 2016.								
		2. Vicko Kapitanović, "Kršćanska arheologija", Split, 2006.								
		3. Đuro Basler, "Kršćanska arheologija", Mostar, 1990.								



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	4. Tomislav Marasović, "Graditeljstvo starohrvatskog doba u Dalmaciji", Split, 1994.		
2.11. Optional literature	1. Ćiro Truhelka, "Starokršćanska arheologija", Zagreb, 1931. 2. Tomislav Marasović, "Povijest salonitanskog kršćanstva", Split, 1996. 3. Franjo Šanjek, "Kršćanstvo na hrvatskom prostoru", Zagreb, 1996. 4. Miroslav Brandt, "Srednjovjekovno doba povijesnog razvitka", Zagreb, 1995. 5. Tomislav Raukar, "Hrvatsko srednjovjekovlje", Zagreb, 1997.		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. prof. Ante Crnčević, PhD / Ass. prof. Zorana Sokol Gojnik, PhD		1.6. Year of the study
1.2. Name of the course	History of Christian Architecture		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To acquire a systematic insight into the historical development of the area of Christian liturgical celebration and into the development of a unique architectural direction that reconciles the architectural styles and basic principles of liturgical celebration (liturgical architecture).		
2.2. Enrolment requirements and/or entry competences required for the course	Completed course "Basics of Liturgy".		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and critically evaluate the history of Christian art and architecture, iconography and iconology and history of the local Church - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>An overview of the development of Christian (liturgical) architecture. Recognizing the uniqueness of architecture in relation to the historical development of Christian thought in the West. Reading theology of great architectural styles. Recognizing the background thought in directions of today's Christian architecture. Obtaining criteria for designing the theory of contemporary liturgical architecture.</p>		
2.5. Course content (syllabus)	<p>1st Theological starting points for understanding the place of celebration: the reasons for the original unwillingness to form the liturgical space; the birth of ideas about the liturgical space 2nd Development of the Old Christian liturgical space: from the oratory to the basilica 3rd Roman basilica: Resistance to the "temple idea" and the design of a space for the Christian community celebration 4th Romanesque architecture 5th Church building in the Gothic Age: in the mirror of spiritual movements and movements 6th Church building in the Renaissance Age 7th Baroque architecture and art: conditions and inspirations in spirituality; the consequences of reformist movements and "counter-reformation" on Christian architecture 8th From Illuminism to Neoclassicism: resistance and seeking of the character of Christian liturgical architecture 9th The Liturgical movement and its impact on Christian architecture 10th The Modern Age in Christian architecture 11th The movements away from theological matrices in postmodern architecture</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

12 th The Second Vatican Council and giving room to Christian art 13 th Contemporary liturgical architecture: theological questions in the encounter with architecture 14 th Liturgical architecture in the city of Zagreb in the 20 th century: history of a thought											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		I. Šaško, <i>Liturgijski prostor kroz povijest i danas</i> , Zagreb 2005. (pro manuscripto)									
		W. Sanderson, <i>Early Christian buildings: a graphic introduction</i> , New York 1994.									
		L. Bouyer, <i>Architettura e liturgia</i> , Bose 1994.									
		R. Krautheimer, <i>Architettura paleocristiana e bizantina</i> , Torino 1986.									
		J. Hani, <i>Il simbolismo del tempio cristiano</i> , Roma 1996.									
		E. Panofsky, <i>Architettura gotica e filosofia scolastica</i> , Milano, 2010									
		J. Stabenow, <i>Lo spazio e il culto. Relazioni tra edificio ecclesiale e uso liturgico dal XV al XVI secolo</i> , Venezia 2006.									
S. J. White, <i>Art, Architecture and Liturgical Reform</i> , New York 1990.											
2.11. Optional literature		A. Gerhards – T. Sternberg – W. Zahner, <i>Communio Räume</i> , Regensburg 2003.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marko Petrak, PhD Ass. prof. Lucija Boljat, PhD		1.6. Year of the study
1.2. Name of the course	The Legislation on Church Cultural Goods		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To qualify students and instruct them in knowledge, understanding, and application of provisions of canon and civil law regarding church cultural goods.		
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of fundamentals of the canon law.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and critically evaluate the history of Christian art and architecture, iconography and iconology and history of the local Church - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - know and correctly interpret general and specific legal regulations at the civil and Church levels, important for the management of Church cultural goods - apply gained knowledge in the organisation of museums and collections, administrative management, didactic setup and protection of goods 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - know regulations on cultural goods, especially Church's, - understand the intention of the legislator when regulating (Church) cultural goods, - receive professional legal information, reflections and provide the necessary cooperation regarding the preservation and protection of Church cultural goods, - apply the content of regulations regulating (Church) cultural goods in conduction of ecclesial offices and tasks at the level of the diocese and other ecclesial structures. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to contents of the course The Legislation on Church Cultural Goods. 2. The term cultural good. The term Church cultural good. Types of cultural goods. 3. Conciliar and papal documents on church cultural goods. Task for a legal exercise. 4.-5- Liturgical norms and Church cultural goods. 6.-7. Canon law regulations: universal and particular on Church cultural goods. 8.-9. The Treaty between the Holy See and the Republic of Croatia on cooperation in the field of education and culture. The Treaty between the Government of the Republic of Croatia and the Croatian Episcopal Conference on the reinstatement of church registry books, book on the state of souls, anniversaries and other books that were illegally taken from the Catholic Church during the Communist regime. 10. Reconstruction and restoration of sacral buildings as cultural goods. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>11. Councils and offices of the Catholic Church for cultural goods. A field class. 12. International and European legislation on cultural goods. 13. A review of the Croatian legislation on cultural goods. 14.-15. Law on the Protection and Conservation of Cultural Goods as the fundamental source of Croatian legislation on cultural goods. 16. Register of cultural goods of the Republic of Croatia. 17. Cataloguing and inventorying of cultural goods. 18. Obligations and rights of cultural good owners. 19. Legal traffic of cultural goods. 20. Measures of protection and preservation of cultural goods. 21. Performance of activities for the protection and preservation of cultural goods. Conservation-restoration activity. 22. Inspection and supervision of the protection of cultural goods. 23. Archaeological research and cultural goods. 24. Importing and exporting cultural goods. 25. Funding for the protection and preservation of cultural goods. 26. Institutions in the Republic of Croatia for the protection and restoration of (Church) cultural goods. 27. (Church) cultural goods in museums, galleries, libraries and archives. 28. Museums, archives, collections and treasures owned by religious communities. A field class. 29. Cooperation of the State and the Church regarding the preservation of Church cultural goods. Task for a legal exercise. 30. Determining and evaluating students' work. Students' evaluation of the course.</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities			Regular attendance, active participation in classes, participation in exercises.							
2.9. Monitoring student work		Class attendance	YES		Research		NO	Oral exam	YES	
		Experimental work		NO	Report		NO	(other)	YES	NO
		Essay		NO	Seminar paper		NO	(other)	YES	NO
		Preliminary exam	YES		Practical work		NO	(other)	YES	NO
		Project		NO	Written exam	YES		ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title					Number of copies in the library		Availability via other media	
		<i>Zakonik kanonskoga prava s izvorima, Zagreb, 1996. (selected parts)</i>					5		3	



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	Zakon o zaštiti i očuvanju kulturnih dobara, NN 69/99, 151/03, 157/03 ispravak, 87/09, 88/10, 61/11, 25/12, 136/12, 157/13, 152/14, 44/17.		https://narodne-novine.nn.hr
	Petrak M./Boljat L., Izvori prava crkvenih kulturnih dobara (in preparation).		
2.11. Optional literature	<i>Ugovori između Svete Stolice i Republike Hrvatske</i> , (commentary N. Eterović), Zagreb, 2001. (<i>selected parts</i>)		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	prof. Branko Matulić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	The History and Critique of Christian Art I (Middle Ages)		1.7. ECTS credits	4.
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L 40+S5
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Getting acquainted with the fundamental facts about historical, civilizational-cultural, and especially the philosophical-theological-liturgical pursuits of the development, reach and significance of Christian, and in the narrow sense of Catholic ecclesial or sacral art, and the method of applying acquired competences in pastoral work.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate level of study programme			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Knowledge of the history of Christian art and architecture, iconography and iconology, history of the particular Church - Understanding the specific nature of church cultural goods, i.e. understanding their Christian-artistic, aesthetic, cultural, historical and pastoral value - Ability to evaluate church cultural goods in their Christian-artistic, cultural and aesthetic dimension and to evaluate their pastoral role. 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1) To identify, name and explain the fundamental concepts related to the development and significance of Christian or sacral art, 2) To recognize and explain the fundamental ethical, i.e. philosophical-theological-liturgical and aesthetic principles of various stylistic periods in Christian or sacral art, 3) Developed visual perception in the recognition of different visual expressions on the technological and content levels, 4) To identify, connect and explain the relationship between tradition, apocryphal and canonical texts and the artistic creation of Christian, ecclesiastical and sacral art within and beyond liturgical acts, 5) Application of learned ethical and aesthetic principles of artistic creation of Christian or sacral art in pastoral work as universal means of communication with a special emphasis on the phenomenology of visual expression as a symbolic discourse, 6) Awareness of indivisibility, that is, the constant and active influence and contribution of Christian art in relation to liturgical compositions, 7) Awareness of the need for constant care, preservation and restoration of the Christian ecclesial and sacral art heritage 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (L1 + E0 + S0) 2. Theology of image (L3 + E0 + S0) 3. Christian symbols (L2 + E0 + S1) 4. Basic concepts of Christian iconography (L3 + E0 + S0) 5. Art techniques (L2 + E0 + S0) 6. Early Christian Art (L3 + E0 + S1) 7. The artistry of All Saints' Day (L2 + E0 + S0) 			



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		8. Pre-Romanic Christian art (L3 + E0 + S0) 9. Liturgical colours (L3 + E0 + S1) 10. Romanic Christian art (L3 + E0 + S0) 11. Symbolism of numbers in Christian art (L3 + E0 + S0) 12. Gothic Christian art (L3 + E0 + S1) 13. Theology of nursery in arts (L3 + E0 + S0) 14. Renaissance (Mannerism) Christian art (L3 + E0 + S0) 15. Baroque (Rococo) Christian art (L3 + E0 + S1)											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities		Regular attendance and active participation in classes through exercises, literature reading, seminars and exams											
2.9. Monitoring student work		Class attendance		YES		Research		YES	NO	Oral exam		YES	
		Experimental work		YES	NO	Report		YES	NO	(other)		YES	NO
		Essay		YES	NO	Seminar paper		YES		(other)		YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)		YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		4	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		H. W. Janson: Povijest umjetnosti, dopunjeno izdanje, Stanek, Varaždin, 2003.,											
		A. Badurina (ed.), Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva. Zagreb, 1996.											
		I. Šaško, Liturgijski simbolički govor, Glas Koncila, Zagreb, 2004.											
		Enciklopedija hrvatske umjetnosti 1 i 2, Zagreb 1995.											
2.11. Optional literature		A. Šuljić, O odnosu likovne umjetnosti i kršćanstva, Slike i njihova moć, Služba Božja 52 (2012.), no. 1, Split 2012, 51 – 60. I. Žižić, Križ u ranokršćanskoj simbolici i liturgiji, Uz nekoliko bilješki o simbolima križa u Saloni, Tusculum 5, Solin 2012, 103-113. Z. S. Gojnik, A. Crnčević, M. O. Šćitaroci, Utjecaji na preobrazbe kršćanske liturgijske arhitekture do 20. Stoljeća, Prostor 2(42) 19(2011), Zagreb 2011, 282-295. A. Crnčević, Baptisterij episkopalnoga centra u Saloni u liturgijsko-teološkom kontekstu, in: J. Dukić– S. Kovačić– E. Višić-Ljubić, Salonitansko-splitska Crkva u prvom tisućljeću kršćanske povijesti. Zbornik radova međunarodnoga znanstvenog skupa u povodu 1700. obljetnice mučeništva sv. Dujma, Split, 2008, 331-349.											



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	<p>Crkva i likovna umjetnost. Radovi XLIV. Teološko-pastoralnoga tjedna u Zagrebu 27. - 29. siječnja 2004., Bogoslovska smotra 74, Katolički bogoslovni fakultet Sveučilišta u Zagrebu, Zagreb 2004.</p> <p>I. Koprek, Crkva i umjetnost u obzoru istine i slobode, Nova prisutnost I/1 (2003), Zagreb 2003, 115-122.</p> <p>Lj. Mokrović, Uzajamni utjecaj kršćanstva i umjetnosti na zajedničkom povijesnom putovanju (I.dio); Od ranokršćanstva do ranog srednjeg vijeka, Obnovljeni život (56) 1 (2001), Filozofsko teološki institut Družbe Isusove, Zagreb 2001, 79-102.</p> <p>J. Ratzinger, Art and Liturgy - The Question of Images, Adoremus Bulletin, Online Edition - Vol. VII, No. 10: February 2002; http://www.adoremus.org/0202artliturgy.html</p> <p>J. Ratzinger, Sacred art, inspired by faith, both reflects and informs the culture - Adoremus Bulletin, Online Edition - Vol. VIII, No. 1: March 2002; http://www.adoremus.org/0302artliturgy.html</p> <p>Mircea Eliade, The Sacred and the Profane: The Nature of Religion: The Significance of Religious Myth, Symbolism, and Ritual within Life and Culture, New York: Harper & Row, 1961.</p>
2.12. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Slavko Slišković, PhD		1.6. Year of the study	1 st year
1.2. Name of the course	Museology and Museography		1.7. ECTS credits	3
1.3. Associate teachers	Ljerka Dulibić, PhD, senior scientific associate		1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	X
2. COUSE DESCRIPTION				
2.1. Course objectives	Introduction to the basic knowledge and skills necessary to manage museum collections. Adoption of the basic legal framework and professional terminology from the scope of the curator collection. Mastering the principles of preventive protection and expert processing of museum objects. Introduction to the most important methods of researching museum objects. Training for independent professional processing of items in the collection. Introduction to the possibilities of interpreting a collection as a whole.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study of Religious Sciences			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and correctly interpret general and specific legal regulations at the civil and Church levels, important for the management of Church cultural goods - apply th gained knowledge in preserving, cataloguing, pastorally evaluating and promoting Church cultural goods in Church museums and collections - apply gained knowledge in the organisation of museums and collections, administrative management, didactic setup and protection of goods - be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - independently carry out basic professional processing of items in the collection - correctly apply the basic terminology of fundamental scientific disciplines (e.g. art history) with respect to the type of item in the collection - note the specificity of treating sacral heritage objects that are in museums - recognize - contextualize the collection as a whole in view of the broader historical and social context and the context of ecclesial history - distinguish different degrees of conservation and processing of museum objects, from preventive protection through expert processing to interpretation - adopt the basic legal framework 			
2.5. Course content (syllabus)	Content of the course: Introduction (1 hour); The basics of museology (3 hours); Basic concepts of art history and related fundamental disciplines (3 hours); Collectibles history (2 hours); Types of museum collections (2 hours); Types of museum items (2 hours); Basic legal framework (2 hours); Basic principles of professional processing of items in a collection (2 hours); Documentation of items in the collection (2 hours); Preventive protection of objects in the collection (2 hours); Specifications of sacral collections I (2 hours); Specifications of sacral collections II (2 hours); Interpretation of subjects and collections (2 hours); Communication of knowledge about items and collections (2 hours); Conclusion (1 hour)			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:	



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		<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)							
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media
		Zakon o muzejima (NN 110/15)									yes
		Pravilnik o očevidniku muzeja, te muzeja, galerija i zbirki unutar ustanova i drugih pravnih osoba (NN 96/99)									yes
		Pravilnik o sadržaju i načinu vođenja muzejske dokumentacije o muzejskoj građi (NN 108/02)									yes
		Maroević, I. Uvod u muzeologiju (selected chapters), Zagreb: Zavod za informacijske studije, 1993.									
		Vujić, Ž. Izvori muzeja u Hrvatskoj (selected chapters), Zagreb: Kontura, 2007									
2.11. Optional literature											
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Ana Biočić, PhD		1.6. Year of the study
1.2. Name of the course	Internship in Museums		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>To introduce students to a practical example of acquired theoretical knowledge, that is, to introduce them to the organization and manner of operation of museums. To enable students to work with museum material.</p> <p>To practically adopt key settings of museum collections.</p> <p>The main goal is to train students to get involved in the work processes quickly and efficiently after employment.</p>		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study of religious sciences		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - apply th gained knowledge in preserving, cataloguing, pastorally evaluating and promoting Church cultural goods in Church museums and collections - apply gained knowledge in the organisation of museums and collections, administrative management, didactic setup and protection of goods - be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation - be trained for pedagogical activity and for use of didactic materials and mediums, especially multimedia, with the objective of bringing Church cultural goods closer to various addressees - recognise and creatively design new initiatives for the promotion of new activities in the framework of care for Church cultural goods 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To apply acquired knowledge in the organization of museum collections.</p> <p>To plan, organize, design and evaluate different forms of communication in museums, galleries and related institutions</p> <p>To maintain the basic functions of managing museum collections at all levels.</p> <p>To manage objects, collections and information about heritage</p>		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction (1 hour) 2. Organization of the museum - internship at the Archaeological Museum (15 hours) 3. Documentation terminology and content processing of museum material (4 hours) 4. Museum collection - internship in the treasury of the cathedral (15 hours) 5. Protection of museum collections. Practical work (10 hours) 6. Management of museum collections / heritage. Practical work (10 hours) 7. Interpretation of heritage. Practical work (5 hours) 8. Marketing of the heritage. Practical work (5 hours) 9. Heritage and development. Practical work (5 hours) 10. Cultural tourism (visit to a church which is also a tourist destination, 10 hours) 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:				
	2.8. Student responsibilities							Attending classes, active participation in classes and attending to practical work.	
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Vodič kroz hrvatske muzeje i zbirke 2011. Glavna urednica Višnja Zgaga, tekstove o muzejima priredila Markita Franulić, fotografije Vladimir Alavanja. Zagreb: Muzejsko-dokumentacijski centar, 2011.								
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	prof. Branko Matulić, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Theory of Restoration and Conservation		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Introduction to fundamental facts from the history of theory of restoration and conservation, as well as its contemporary achievements ranging from the classical to modern methods and their efficient and adequate application on Church cultural goods.			
2.2. Enrolment requirements and/or entry competences required for the course	Enrolment into the 2 nd year of the graduate study programme			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Qualification for conservation, cataloguing, pastoral evaluation and promotion of Church cultural goods in Church museums and collections - Qualification for organisation of museums and collections, administrative management, didactic setup and protection of goods - Qualification for the promotion of new initiative in the framework of caring for Church cultural goods 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	1) to identify, name and explain fundamental terms related to the development and meaning of the theory of restoration and conservation 2) to recognise and explain various methods and techniques of restoration and conservation and apply them in accordance with the "case study" 3) awareness of the requirement for constant care, conservation and restoration of Church cultural goods			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the theory of restoration. (L2+E0+S0) 2. Conceptual and terminological determinants of the cultural heritage since the Ancient Age until today. (L2+E0+S0) 3. Evolution of the protection of the cultural heritage: historicism and romanticism in the theory of restoration. (L2+E0+S0) 4. Evolution of the protection of the cultural heritage: A. Riegel's model, V. le Duc... (L2+E0+S0) 5. Evolution of the protection of the cultural heritage: Significance and echoes of M. Dvoraak's Catechism. (L2+E0+S0) 6. Evolution of the protection of the cultural heritage: 20th century trends – C. Brandi (L2+E0+S0) 7. The international doctrine on the preservation of cultural heritage, restorative charters. (L2+E0+S0) 8. Patina as a paradigm of modern methods. (L2+E0+S0) 9. Modern theory of restoration of the methodological unity. (L2+E0+S0) 10. International doctrine (UNESCO, ICOMOS, ICCROM, COE). (L2+E0+S0) 11. Conservation and restoration profession in the 20th century (E.C.C.O.). (L2+E0+S0) 12. Critical process of restoration and fundamental concepts (the whole, potential unity, space, historical timeline). (L2+E0+S0) 13. The issue of authenticity and integrity. (L2+E0+S0) 14. Management of heritage: Integrated management plan and practical examples of management plans. (L2+E0+S0) 15. Latest movements in the theory of conservation and restoration. (L2+E0+S0) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:				
2.8. Student responsibilities		Regular class attendance and active participation in classes through exercises, following literature, writing a seminar paper and passing the exam.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Salvador Munoz Vinas, Contemporary Theory of Conservation, Elsevier 2005.								
		Marko Špikić, Anatomija povijesnog spomenika, Institut za povijest umjetnosti, Zagreb 2006								
		Denis Vokić, Smjernice konzervatorskorestauratorskog rada, Zagreb 2007.								
		Zlatko Bielen, Teorija restauriranja u svjetlu teorijskih postavki postavi Cesara Brandija iz 1963. Restauratorski bulletin 2, Zagreb 1993.								
		Marko Špikić, Konzervirati ili restaurirati, Portal 2, Zagreb 2011, pp. 121-132.								
		Ljubo Karaman, Razmatranja na liniji krilatice "konzervirati a ne restaurirati", Bulletin JAZU. 1,2,3 (1965), 44-89.								
2.11. Optional literature		Cesare Brandi, Il restauro, teoria e pratica, Roma 1999.								
		Denis Vokić, Prijedlog novog usustavljenja konzervatorsko restauratorske struke, Godišnjak zaštite spomenika kulture Hrvatske 33/34-2009/2010, pp. 39-54., Tomislav Marasović, Zaštita graditeljskog nasljeđa, Zagreb Split 1983.								
		Ivo Maroević, Sadašnjost baštine, Zagreb 1986.								
		Ivo Maroević, Konzervatorsko iverje, Petrinja 2001.								
		B. M. Fielden, Uvod u konzerviranje kulturnog nasljeđa, Zagreb 1981.								
		Umberto Baldini, Teoria del restauro e unità di metodologia I,II, Firenze 1981.								
		Bruno Zanardi, Conservazione, restauro e tutela, Skira 1999.								
2.12. Other (as the proposer wishes to add)		Carlo Ceschi: Teoria e storia del restauro, Bulzoni Editore, Roma, 1970.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. prof. Ante Crnčević, PhD / Ass. prof. Zorana Sokol Gojnik, PhD		1.6. Year of the study
1.2. Name of the course	Liturgical Architecture		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the basic principles in shaping the liturgical space and understanding the liturgical architecture; to clarify the relationship between the architectural form of the liturgical space and the fundamental theological ideas about the meaning and significance of the liturgical celebration and with the image the Church has of itself; to gain insight into the understanding of the liturgical architecture as a part of the ritual symbolic process.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed course "Basics of Liturgics" in the undergraduate study.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role - be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	The course contributes to: <ul style="list-style-type: none"> - the art of liturgical-theological "reading" of liturgical architecture; - understanding "spaciousness" of ritual places of liturgical celebrations - building sensitivity for the relationship between architectural legitimacy and liturgical-theological inspiration and rituals in the formation of the liturgical space; - designing architectures that seek inspiration in the liturgy and its sources, 		
2.5. Course content (syllabus)	1 st Theological and anthropological starting points for understanding space as an element of the ritual event in the light of Christ's incarnation and liturgical celebration of the Church. 2 nd Forms of participation in celebration and space as a mode of participation 3 rd Liturgical conditions and theological background of "movement" and places of ritual events 4 th Body and ritual: conditions for liturgical architecture 5 th Theological images of the church and formation of the liturgical space 6 th Altar as a starting point; the distribution of ritual places in the liturgical space 7 th Pulpit and the event of the word		



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<p>8th Seat of the chairman and the image of the Church 9th The baptismal space; the co-relation with the place of celebration of the sacrament of reconciliation and the altar space 10th The Tabernacle 11th Place for celebration of the sacrament of reconciliation 12th Place for the community of believers and forms of sharing in the celebration 13th Liturgical space and forms of folk devotion 14th Iconology and iconography of the liturgical space: towards a complete approach 15th Analysis of examples</p>												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		I. Šaško, <i>Liturgijski prostor kroz povijest i danas</i> , Zagreb 2005. (pro manuscripto)										
		M. Bergamo – M. Del Prete, <i>Spazi celebrativi. L'architettura dell'ecclesia</i> , Bologna 2001.										
		C. Valenziano, <i>Architetti di chiese</i> , Bologna 2005.										
		R. Tagliaferri, <i>Saggi di architettura e di iconografia dello spazio sacro</i> , Padova 2011.										
		R. Schwarz, <i>Costruire la chiesa. Il senso liturgico nell'architettura sacra</i> , Brescia 1999.										
2.11. Optional literature		A. Crnčević, I Šaško, <i>Liturgijska arhitektura</i> , pro manuscripto, Zagreb 2018.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Daniel Patafta, PhD		1.6. Year of the study	2
1.2. Name of the course	Information Literacy		1.7. ECTS credits	3
1.3. Associate teachers	Vlatka Božičević, Graduated catechist and graduated librarian		1.8. Type of instruction (number of hours L + E + S + e-learning)	12L + 18E
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	The course objective of Information Literacy is to encourage students to be aware of information needs because learning is information-based process. Through information inquiries, students will look for relevant responses so that they might master the ability of effectively searching for information, knowing how to choose and evaluate information that can solve a query, demonstrating the skill of using a wide range of media and tools, and organising information and effectively transferring it to others.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply gained knowledge in preserving, cataloguing, pastorally evaluating and promoting Church cultural goods in Church museums and collections - apply gained knowledge in the organisation of museums and collections, administrative management, didactic setup and protection of goods - apply gained knowledge in the development of marketing activities in the area of tourism - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Effective and efficient use of information 2. Understanding and mastering the research process 3. Knowledge of tools and knowledge organization 4. Independent learning 5. Application of ethical principles in the use of information 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction: Definition of the concept of information literacy, historical development and contemporary understanding (2 hours) 2. Determining the web image and the complete information search process (analogue and digital) (3 hours) 3. Conceptual overview of the system used for searching (online catalogues of libraries, databases, electronic journal collections, online encyclopaedias) (5 hours) 4. Setting up a search strategy and keyword selection (a research plan is developed, keywords, synonyms and related terms are selected, general information sources are consulted for the purpose of introducing the topic, an information query is set up, various systems are used to find information, relevance of search results is estimated, repeat search if needed) (5 hours) 5. Critical evaluation and review of search results (reviewed and compiled results from different sources, reading determines whether the information answers the question asked, main ideas are selected and only those information that can solve the set task) (5 hours) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

6. Review of search results and their organisation (tools for knowledge organization, compilation of bibliography) (4 hours) 7. Synthesis of new knowledge and its effective use (synthesis of search results, formatting of whole units, word formulation with one's own words, citation) (4 hours) 8. Ethical dimension of information and how they are handled (knowledge and understanding of intellectual property and copyright terms, correct citing and reference to sources) (2 hours)													
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:					
2.8. Student responsibilities													
2.9. Monitoring student work		Class attendance		YES		Research		YES	NO	Oral exam		YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)		YES	NO
		Preliminary exam		YES		Practical work		YES		(other)		YES	NO
		Project		YES	NO	Written exam		YES		ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		1. Jesus Lau. Smjernice za informacijsku pismenost u cjeloživotnom učenju : završna verzija : recenzirano 30. srpnja 2006. Zagreb, 2011.											
		2. Sonja Špiranec. <i>Informacijska pismenost</i> , Zagreb, 2008.											
		3. Lasić-Lazić, Jadranka; Sonja Špiranec; Mihaela Banek. Izgubljeni u novim obrazovnim okruženjima – pronađeni u informacijskom opismenjivanju. <i>Svi putevi vode na Internet : zbornik radova</i> . Rijeka, 2011.											
		4. Morrison, Heather. Information literacy skills : an exploratory focus group study of student perceptions. <i>Research Strategies</i> 15, 1(1997), 4-17.											
		5. Gullikson, Shelley. Faculty perceptions of ACRL's Information Literacy Competency Standards for Higher Education. <i>Journal of Academic Librarianship</i> 32, 6(2006), 583-592.											
2.11. Optional literature		1. Dora Sečić. <i>Informacijska služba u knjižnici</i> . Zagreb, 1995. 2. Lea Škorić, Marijan Šember, Helena Markulin, Jelka Petrak. <i>Informacijska pismenost u nastavnom programu diplomskog studija Medicinskog fakulteta Sveučilišta u Zagrebu. Vjesnik bibliotekara Hrvatske</i> , 55, 3/4 (2012), pp. 17-28.											
2.12. Other (as the proposer wishes to add)													



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Iva Buljubašić, PhD		1.6. Year of the study	2 nd year
1.2. Name of the course	Marketing and Management of Cultural Goods		1.7. ECTS credits	3
1.3. Associate teachers	Ass. prof. Ivana Bestvina Bukvić, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	2L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Introducing students to the core characteristics, concept and importance of marketing and management in culture and cultural industries/non-profit and profit sector/ and to train them for the implementation of marketing and management activities.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to identify and creatively design new initiatives to promote new activities within the frame of care for ecclesial cultural goods - to apply acquired knowledge in developing marketing activities in the tourist area 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After successfully completing the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe and compare marketing activities (functions) in profit and non-profit institutions 2. Identify factors of the environment that affect marketing activities of institutions in culture and creative goods 3. Distinguish marketing strategies in institutions that manage cultural goods 4. Propose specific marketing activities (strategies) with the aim of improving work and greater recognition of institutions in culture 5. Define and describe basic terms related to managerial functions 6. Analyse the structure and functions of management, i.e. planning, organization, management and control and their significance in project management 7. Identify and explain the specificities of decision-making and financing of institutions that manage cultural goods and models of their management 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Theoretical approach to marketing - 2h 2. Marketing in culture and cultural goods - 2h 3. Particulars of marketing in culture - 2h 4. Marketing planning in culture -2h 5. Marketing communication in culture - 2h 6. Study of consumers of cultural goods - 2h 7. Application of marketing in culture in practice - examples - 2h 8. Basic managerial functions (planning, organizing leadership, control) in economic entities and cultural institutions. - 2h 9. Theories and management development. 21st century management. - 2h 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>10. Organization (theories, types and goals, principles, methods, shaping factors, elements of organizational structure, designing organization in cultural institutions). - 2h</p> <p>11. Resource management (material resources, immaterial resources, human resources, acquisition, selection, motivation, teamwork). - 2h</p> <p>12. Management strategies (concept, importance, forms and types, process of strategy design, planning, organization, management and control, competitiveness analysis) - 2h</p> <p>13. Management practices (work of managers in culture and creative industries, success/failure criteria) - 2h</p> <p>14. Decision-making process, decision-making problems, decision-making conditions (conditions of security, uncertainty, risk) - 2h</p> <p>15. Strategic planning - making budget projections - 2h</p>									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				2.7. Comments:		
2.8. Student responsibilities	<p>The students' obligations under the course refer to regular class and seminar attendance as set out in the Study Regulations. Regular attendance allows them to pass the course through two preliminary exams. Students who fail the preliminary exams will be able to take a written exam. The student is obliged to write an essay to demonstrate acquired knowledge from the course, i.e. to recognize the economic determinants in the surrounding. The essay will have to be presented in 5-10 minutes, and the order of presentation will be pre-determined. In addition to the essay, the student may want to work on independent tasks, and through them collect points for activity that will specifically affect the final grade. After fulfilling obligations, the student can take the exam. Active approach promotes a logical student's inference, which implies regular attendance and participation in classes (asking and answering questions), participation in testing of knowledge, as well as consultations with the lecturer in charge and associates.</p>									
2.9. Monitoring student work	Class attendance	YES	NO	Research		NO	Oral exam		NO	
	Experimental work		NO	Report		NO	(other)	YES	NO	
	Essay	YES		Seminar paper		NO	(other)	YES	NO	
	Preliminary exam	YES		Practical work		NO	(other)	YES	NO	
	Project		NO	Written exam	YES		ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	Meler, M.: Neprofitni marketing, Ekonomski fakultet u Osijeku, Osijek, 2004.									
	Pavičić, J., Alfrević, N. i Aleksić, Lj.: Marketing i menadžment u kulturi umjetnosti, Masmedia, Zagreb 2006									
	Antolović, J.: Menadžment u kulturi, Hadrian, Zagreb, 2009.									
	Cova, B., Ghauri, P., Salle, R. (2011) Projektni marketing : više od nadmetanja cijenama, Algoritam : Visoka škola za poslovanje i upravljanje s pravom javnosti "Baltazar Adam Krčelić", Zapešić									



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	Šimović, V., Zovko, V., Bobera, D. (2011) Projektni menadžment i informacijska potpora, Visoka škola za poslovanje i upravljanje s pravom javnosti "Baltazar Krčelić", Zaprešić, 2011.		
2.11. Optional literature	<p>Bahtijarević-Šiber F., i dr. (2008). Suvremeni menadžment, Školska knjiga, Zagreb,</p> <p>1.Colb, B. M.: Marketing for Cultural Organisations, Second Editions, Cengage Learning EMEA, Andover 2005.</p> <p>2.Pavičić, J.: Strategija marketinga neprofitnih organizacija, Masmedija Zagreb, 2003.</p> <p>3.Bernstein, S.,J., Kotler, P. (2006). Arts Marketing Insights: The Dynamics of Building and Retaining Performing Arts Audiences. San Francisco: Jossey Bass.</p> <p>4.Šola,T.: Marketing u muzejima ili O vrlini i kako je obznaniti, Zagreb 2001.</p> <p>5. Europska komisija, Guide to Cost-Benefit Analysis of Investment Projects, Economic appraisal tool for Cohesion Policy 2014-2020, 2014</p> <p>6. Goldstein, S. (2015) Poduzetništvo u kreativnim industrijama, Hrvatska sveučilišna naklada, Zagreb</p>		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Višnja Bralić, PhD		1.6. Year of the study	2 nd year
1.2. Name of the course	Internship - Protection and Restauration of Church Cultural Goods		1.7. ECTS credits	2
1.3. Associate teachers	Ass. prof. Ana Biočić, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	40 E
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	x
2. COUSE DESCRIPTION				
2.1. Course objectives	To enable students to apply basic knowledge on the protection and restoration of church cultural goods.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and correctly interpret general and specific legal regulations at the civil and Church levels, important for the management of Church cultural goods - be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation - recognise and creatively design new initiatives for the promotion of new activities in the framework of care for Church cultural goods - explain the possibility and significance of the application of gained knowledge from the area of theology and religious sciences in the various areas of social, cultural, educational and faith activities, as well as in media and specialised publishing, with the purpose of promoting the Christian culture 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> To apply acquired knowledge in designing a protection plan for church heritage through inter-institutional cooperation. To compare and discuss the specifics of the method and the principles of conservation and restoration of religious heritage in Croatia. To apply basic rules and procedures in preventative protection of Church cultural goods. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction (1 hour) 2. Research, conservation and restoration of movable arts heritage - internship at the Croatian Restoration Institute (5 hours) 3. Research, conservation and restoration of immovable art heritage - internship at the Croatian Restoration Institute (5 hours) 4. Legal aspects of heritage preservation - work on legal documents (Croatian laws, code of ethics) (4 hours) 5. Sacral heritage and conservation - internship at the Croatian Restoration Institute (5 hours) 6. Monastic architecture - internship in the monastery (Franciscan chapel of St. Francis in Zagreb, restored 1997 - 2000) (5 hours) 7. Iconography - internship at the Croatian Restoration Institute (Dubrovnik Tizian, Pauline monasteries, Franciscan iconography ...) (5 hours) 8. Different artistic periods - internship at the Croatian Restoration Institute (5 hours) 9. Documentary photography in conservation and restoration - internship (4 hours) 10. Preventive conservation (1 hour) 			
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor	2.7. Comments:	



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		<input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> (other)						
2.8. Student responsibilities		Attending classes, active participation in classes.								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	B. M. Feilden, <i>Uvod u konzerviranju kulturnog nasljeđa</i> , Zagreb, 1981.									
	<i>Preventivna zaštita slika</i> , priredio Ž. Laslo, Zagreb, 2006.									
	Denis Vokić, <i>Preventivno konzerviranje slika, polikromiranog drva i mješovitih zbirki</i> , Zagreb 2007.									
2.11. Optional literature										
2.12. Other (as the proposer wishes to add)										



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1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Marta Borić Cveniċ, Phd		1.6. Year of the study	2.
1.2. Name of the course	Seminar: Basics of Tourism and Tourism Business		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	30
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Objectives of the course Basics of Tourism and Tourism Business are:</p> <ul style="list-style-type: none"> - to explain underlying concepts of tourism theory and practice - to familiarise students with the classification of tourism and the historical development of tourism both in the world and in the Republic of Croatia - to analyse specificities of functioning of the tourism market - to consider basic qualitative and quantitative trends of development that affect contemporary tourism trends - to conceptually determine tourism resources and attractions - to emphasise the necessity of the interdisciplinary approach to tourism research - to explain the non-economic (social) functions of tourism and highlight their role and importance - to clarify the factors of managing a touristic destination - to emphasise the role and importance of tourist agencies and tour operators in modern tourism and explain their mutual differences - to emphasise inevitable consequences of fragmentation and dispersion of the economic structure of tourism and their possible implications - to familiarise students with successful examples of tourism business practices. 			
2.2. Enrolment requirements and/or entry competences required for the course	No special requirements			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation - apply the efficient communication with individuals and groups - apply gained knowledge in the development of marketing activities in the area of tourism 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After attending the course/seminar Basics of Tourism and Tourism Business students will be able to:</p> <ul style="list-style-type: none"> - explain basic concepts in tourism and tourism business - classify and distinguish different forms of tourism - analyse specificities of functioning of the tourism market - differentiate between the qualitative and quantitative trends in tourism development - conceptually determine tourism resources and attractions - explain economic non-economic (social) functions of tourism - emphasise the role and importance of tourist agencies and tour operators in modern tourism - point out the importance of church cultural goods as a potential for tourism development - list successful examples of tourism business 			



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2.5. Course content (syllabus)	<p>Basics of Tourism and Tourism Business is a course that introduces students to basic concepts in tourism and tourism business where the focus is on understanding the specificity of functioning of the tourism market as well as the classification of and differentiation between different types of tourism. Students will also be introduced to the historical development of tourism both in Republic of Croatia and in the world. Special emphasis is placed on the qualitative and quantitative trends in tourism development as well as the economic and social functions of tourism. At the end of the course, students will be introduced to successful practice examples from the sphere of tourism business - successful destinations, small hotels, most visited destinations, significant increase of tourism income, etc. (15 hours).</p> <p>Through seminar papers students will work on the topic of tourism in teams. During the course, they will have to collect tourism materials from different sources (books, newspapers, magazines, internet and so on) to create a portfolio that will be one of the conditions for passing the course. (15 hours).</p>									
2.6. Format of instruction:	<input checked="" type="checkbox"/> X lectures <input checked="" type="checkbox"/> X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> IZRADA VLASTITOG PORTFOLIA on current events in tourism	<p>2.7. Comments: The specificity of this seminar is that throughout the whole duration of the course students will have to collect tourism materials from various sources for their personal portfolio without which they will not be able to pass the course. Also, all materials and important course notifications will be available on Loomen.</p>							
2.8. Student responsibilities	<p>A regular student is required to attend at least 70% of classes since this is a compulsory seminar. Thus, he/she will acquire the right to pass the course as well as to get the signature. Extra-curricular students are not obliged to attend classes, but are obliged to contact the course teacher and have to attend the consultation classes at least twice during the course of the selected course/seminar.</p>									
2.9. Monitoring student work	Class attendance	YES		Research- <i>in the sense of gathering materials on current events in tourism for the portfolio</i>	YES		Oral exam		NO	
	Experimental work		NO	Report		NO	(other)	YES	NO	
	Essay		NO	Seminar paper- in the sense of gathering materials on current events in tourism for the portfolio	YES		(other)	YES	NO	
	Preliminary exam	YES		Practical work	YES		(other)	YES	NO	
	Project		NO	Written exam	YES		ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	<p style="text-align: center;">Title</p> <p>Čavlek, Nevenka; Bartoluci Mato; Prebežac, Darko; Kesar, Oliver i suradnici: TURIZAM - Ekonomske osnove i organizacijski sustav, Školska knjiga, Zagreb, 2011.</p>						<p style="text-align: center;">Number of copies in the library</p>	<p style="text-align: center;">Availability via other media</p>		
2.11. Optional literature	<p>BOOKS/BOOK CHAPTERS:</p> <ol style="list-style-type: none"> Šuran, F. TURIZAM I TERITORIJ. Pula. Sveučilište Jurja Dobrile u Puli, 2016. Moutinho, L. STRATEŠKI MENADŽMENT U TURIZMU, Zagreb: Masmedia, 2005. Trozbi, D. EKONOMIKA KULTURNE POLITIKE, Beograd: Clio, 2012. – chapter 8. TURIZAM 									



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	<ol style="list-style-type: none">4. Zadel, Z. ; Cerović, M. KVANTITATIVNI I KVALITATIVNI TRENDVI NA TURISTIČKOM TRŽIŠTU U HRVATSKOJ // Aktualnosti građanskog prava, prava u turizmu, građanskog prava i prava mora te upravnog prava / Čizmić, J ; Radić, Ž. ; Seršić, V. (eds.). Split : Pravni fakultet u Splitu, 2013. 399-411.5. Suvremeni trendovi u turizmu / Gržinić, Jasmina; Bevanda, Vanja (eds.). Pula : Sveučilište Jurja Dobrile u Puli, 2014.6. Vukonić, B. Turizam : budućnost mnogih iluzija. Zagreb : Visoka poslovna škola Utilus : Plejada, 2010. <p>ARTICLES:</p> <ol style="list-style-type: none">1. Družić, I. DUGOROČNI TRENDVI I OGRANIČENJA HRVATSKOG TURISTIČKOG TRŽIŠTA. // Ekonomski pregled. 61, 3-4(2010), pp. 103 – 1362. Gračan, D. ; Šverko Grdić, Z. Suvremeni turistički trendovi u Svijetu i Mediteranu. // Znanstveno stručni skup "In memoriam prof.dr.sc. Vjekoslav Šmid". Vol.1 (2013) ; 385-3983. Hendija, Z. Promjene u suvremenom društvu, trendovi u suvremenom turizmu. Turizam. 50, 1(2002).4. Vuković, I. Suvremeni trendovi u razvoju turizma u Europskoj uniji i implikacije na Hrvatsku. Tourism and hospitality management. 12 (2006), 1 , pp. 35-55
2.12. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION				
1.1. Course teacher	prof. Branko Matulić, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	History and Criticism of Christian Art II (Modern and Contemporary)		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L 40+E0+S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Introduction to the fundamental facts about the historical, civilizational-cultural, and especially the philosophical-theological-liturgical pursuits of development, scope and significance of the Christian, and in the narrow sense of the Catholic Church, modern and contemporary sacral art, and the method of applying acquired competences in pastoral work			
2.2. Enrolment requirements and/or entry competences required for the course	Completed course History and Criticism of Christian Art I (Middle Ages)			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and critically evaluate the history of Christian art and architecture, iconography and iconology and history of the local Church - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1) To identify, name and explain the fundamental concepts associated with the development and significance of Christian modern and contemporary sacral art, 2) To recognize and explain the fundamental ethical i.e. philosophical-theological-liturgical and aesthetic principles of different stylistic periods in modern and contemporary Christian or sacral art, 3) Developed visual perception in the recognition of different art expressions on the technological and content level, especially in modern multimedia forms, 4) To identify, connect and explain the relationship between tradition, apocryphal and canonical texts and the modern and contemporary visual Church art or sacral art within and beyond liturgical acts, 5) The application of the adopted ethical and aesthetic principles of artistic creation of contemporary and modern Christian or sacral art in pastoral work as a universal means of communication with a special emphasis on the phenomenology of visual expression as a symbolic discourse, 6) Awareness of indivisibility, that is, the constant and active influence and contribution of Christian art in relation to liturgical compositions, 7) Awareness of the need for constant care, preservation and restoration of the Christian church and sacral art heritage and the promotion of contemporary visual expressions in liturgy and outside of it 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (L1 + E0 + S0) 2. Christian art from the Baroque until the Modern Age (L3 + E0 + S0) 3. Christian art on the eve of the Modern Age (L2 + E0 + S1) 4. Impressionism, symbolism and secession (L3 + E0 + S0) 			



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		5. Avangarde and Christian Art (L3 + E0 + S0) 6. Ivo Dulčić - paradigm of modern art and sacrality in Croatia (L3 + E0 + S1) 7. Reflections of the Second Vatican Council on Christian art (L3 + E0 + S0) 8. Christian art in the light of contemporary art (L3 + E0 + S0) 9. Contemporary Christian architecture and liturgical space (L3 + E0 + S1) 10. Contemporary Croatian artists and the concept of the sacral (L3 + E0 + S0) 11. Interaction of Christian art with other contemporary artistic expressions (P3 + V0 + S0) 12. The Postmodern Age and Christian art (P3 + V0 + S1) 13. Art, artists and popes (P3 + V0 + S0) 14. Possibilities of expressing Christian art through multimedia (P3 + V0 + S1) 15. Concluding considerations (P1 + V0 + S0)									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities		Regular attendance and active participation in classes through exercises, studying literature, working on seminar papers and exams									
2.9. Monitoring student work		Class attendance	YES		Research	YES	NO	Oral exam	YES		
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES		(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		H. W. Janson: Povijest umjetnosti, dopunjeno izdanje, Stanek, Varaždin, 2003.									
		A. Badurina (ed.), Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva. Zagreb, 1996									
		I. Šaško, Liturgijski simbolički govor, Glas Koncila, Zagreb, 2004.									
2.11. Optional literature		Enciklopedija hrvatske umjetnosti 1 i 2, Zagreb 1995									
		A. Šuljić, O odnosu likovne umjetnosti i kršćanstva, Slike i njihova moć, Služba Božja 52 (2012), no. 1, Split 2012, 51 – 60. Z. S. Gojnik, A. Crnčević, M. O. Šćitaroci, Utjecaji na preobrazbe kršćanske liturgijske arhitekture do 20. Stoljeća, Prostor 2(42) 19(2011), Zagreb 2011., 282-295. Crkva i likovna umjetnost. Radovi XLIV. Teološko-pastoralnoga tjedna u Zagrebu 27. - 29. siječnja 2004., Bogoslovska smotra 74, Katolički bogoslovni fakultet Sveučilišta u Zagrebu, Zagreb 2004.									



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	<p>I. Koprek, Crkva i umjetnost u obzoru istine i slobode, Nova prisutnost I/1 (2003), Zagreb 2003., 115-122. Lj. Mokrović, Uzajamni utjecaj kršćanstva i umjetnosti na zajedničkom povijesnom putovanju (II.dio); Od renesanse do 20. stoljeća, Obnovljeni život (56) 2 (2001), Filozofsko teološki institut Družbe Isusove, Zagreb 2001., 139-161. J. Ratzinger, Art and Liturgy - The Question of Images, Adoremus Bulletin, Online Edition - Vol. VII, No. 10: February 2002; http://www.adoremus.org/0202artliturgy.html J. Ratzinger, Sacred art, inspired by faith, both reflects and informs the culture - Adoremus Bulletin, Online Edition - Vol. VIII, No. 1: March 2002; http://www.adoremus.org/0302artliturgy.html Mircea Eliade, The Sacred and the Profane: The Nature of Religion: The Significance of Religious Myth, Symbolism, and Ritual within Life and Culture, New York: Harper & Row, 1961</p>
2.12.	Other (as the proposer wishes to add)



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1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. prof. Slavko Slišković, PhD	1.6. Year of the study	2 nd year
1.2. Name of the course	History of the Particular Church	1.7. ECTS credits	3
1.3. Associate teachers	x	1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students into the history of the particular Church and to qualify them for religious-pedagogical mediation of the same content.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study		
2.3. Learning outcomes at the level of the programme to which the course contributes	To structure and promote the synthesis of faith and culture in specific circumstances in which the particular Church lives and works. To evaluate critically and objectively scientific and expert literature in the area of history of particular Church and to develop skills necessary for conduction of independent research and to find out scientifically based answers to issues in this area.		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	To get familiarised with and critically evaluate history of the particular Church. To understand and appropriately evaluate Christian-artistic, aesthetical, cultural, historical, and pastoral value of the particular Church. To recognise and creatively structure new initiatives for promoting new activities in terms of care for church cultural goods of the particular Church.		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The early Christian period in the area of the current Archdiocese of Zagreb 2. The Church in the time of national rulers 3. The founding of the Diocese of Zagreb 4. Sources on the beginnings of the Diocese 5. The ruling chapter 6. Cathedral of Zagreb 7. Treasury of the Cathedral of Zagreb 8. Zagreb's bishops 9. Augustin Kažotić 10. Religious orders in the area of the Diocese of Zagreb 11. Educational activity of the Diocese of Zagreb 12. Spiritual life and art 13. The role of the Diocese of Zagreb in the defence from the Ottoman Empire 14. The Reformation, the Council of Trent, and the Catholic renewal in the area of the Diocese of Zagreb 15. The Orthodoxy and Unionism 16. The Enlightenment and Josefinism 17. Diocese of Zagreb in the Croatian National Revival 		



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		18. The promotion of the Diocese of Zagreb to the rank of archdiocese 19. Zagreb's archbishops 20. Archdiocese of Zagreb in the political, pedagogical, scientific and cultural life of Croatia 21. The Croatian Catholic Movement in the Archdiocese of Zagreb 22. Totalitarianisms of the 20 th century 23. Alojzije Stepinac 24. Archdiocese of Zagreb in the spirit of the Second Vatican Council 25. Kršćanska sadašnjost 26. Media activity 27. Democratisation of society 28. The Homeland War 29. Popes in Zagreb 30. New dioceses and church provinces											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities		Attending lectures; active participation in lectures and studying obligatory and recommended literature; passing the final written or oral exam.											
2.9. Monitoring student work		Class attendance		YES		Research			NO	Oral exam		YES	
		Experimental work			NO	Report			NO	(other)		YES	NO
		Essay			NO	Seminar paper			NO	(other)		YES	NO
		Preliminary exam		YES		Practical work			NO	(other)		YES	NO
		Project			NO	Written exam			NO	ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		Franjo ŠANJEK, Kršćanstvo na hrvatskom prostoru, Zagreb 1996.								YES			
		Zagrebačka biskupija i Zagreb: 1094-1994., (ed. Antun Škvorčević), Zagreb 1995.								YES			
		Zagrebačka crkvena pokrajina: zbornik radova znanstvenog skupa „150 obljetnica uspostave Hrvatsko-slavonske crkvene pokrajina i uzdignuća Zagrebačke biskupije na stupanj nadbiskupije“, (ed. Stjepan Razum), Zagreb 2004.								YES			
2.11. Optional literature		Lelja DOBRONIĆ, Biskupski i kaptolski Zagreb, Zagreb 1991. Andrija LUKINOVIĆ, Zagreb- devetstoljetna biskupija, Zagreb 1995.											



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	Antun IVANDIJA, Zagrebačka katedrala, Zagreb 1983. Riznica zagrebačke katedrale : Muzejski prostor, Zagreb, 31. ožujka – 15. rujna 1983. : Kaptol, Zagreb, 5. srpnja – 2. kolovoza 1987., Zagreb, 1987.
2.12. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION			
1.1. Course teacher	Stjepan Razum, PhD, scientific associate, archive adviser	1.6. Year of the study	2 nd year
1.2. Name of the course	Church Archives and Libraries	1.7. ECTS credits	3 ECTS
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	25L + 5E
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to introduce students to two basic heritage institutions - archives and libraries - and to enable them to responsibly and appropriately use, preserve and evaluate their material.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students are trained for access to two heritage institutions - archives and libraries and to use their materials. The course contributes to the use of acquired knowledge in keeping, cataloguing, pastorally evaluating and promoting church cultural goods in archives and libraries.		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Explain the structure and content of the archive - Name and explain auxiliary sciences necessary for working in an archive - Recognise and explain the diversity and specificity of a library - Catalogue books - Present and interpret the national and international legislative framework of heritage institutions 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Church heritage institutions: archives, libraries and museums - their relationship and significance for the local and national community (2 hours) 2. Historical overview of church heritage institutions - generally in the Catholic Church and especially in Croatia (2 hours) 3. The legislative foundation and framework of Church heritage institutions - state and Church laws and regulations (2 hours) 4. Archives: concept, organization, types of archives and the relationship between the creator of material and archives (2 hours) 5. Archives: material – writings (documents) and (handwritten) books, types, their parts and features (2 hours) 6. Parish archives - types of material and their importance (2 hours) 7. Auxiliary historical sciences necessary for archivists: archive studies, palaeography... (2 hours) 8. Auxiliary historical sciences necessary for archivists: diplomatics, chronology, codicology, heraldry, sfragistics or sigilology, metrology (2 hours) 9. Visit to Church archives (archbishop's archives in Zagreb) (2 hours) 10. International regulations relevant for archives, libraries and museums (2 hours) 11. Libraries: types and availability (2 hours) 12. Libraries: cataloguing books and Universal Decimal Classification (UDK) (2 hours) 13. Parish libraries - their value, condition and accessibility (2 hours) 		



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14. Exercise in book cataloguing (2 hours)		15. Visit to a Church library (Metropolitan library of the Zagreb archdiocese) (2 hours)								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
	2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3 ECTS		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	Ivanović, Jozo. <i>Priručnik iz arhivistike</i> . I. dio. Izd. Hrvatski državni arhiv. Zagreb, 2010.							x		
	Rastić, Marijan, priredio. <i>Arhivi i arhivsko gradivo. Zbirka pravnih propisa, 1828.-1997.</i> Izd. Hrvatski državni arhiv. Zagreb, 1998.							x		
	Stipišić, Jakov. <i>Pomoćne povijesne znanosti u teoriji i praksi. Latinska paleografija, opća diplomatika, kronologija, rječnik kratica</i> . Treće (II. dopunjeno) izdanje. Izd. Školska knjiga. Zagreb, 1991.							x		
	Duka, Šimun i Pandžić, Bazilije. <i>Archivistica ecclesiastica</i> . Priredili Simeone Duca i Basilio Pandžić. Niz: Pubblicazioni della Pontificia commissione per gli archivi ecclesiastici d'Italia. Vatikan, 1967.							x		
	<i>Pregled arhivskih fondova i zbirki Republike Hrvatske</i> , Svezak 1 i 2. Glavni urednik Josip Kolanović. Izd. Hrvatski državni arhiv. Zagreb, 2006. i 2007.							x		
	Razum, Stjepan. <i>Briga za crkvene arhive u Zagrebačkoj nadbiskupiji</i> . U zborniku: <i>Crkveni arhivi i biblioteke. Međunarodna iskustva u zaštiti, valorizaciji, obradi i prezentaciji kulturnog blaga koje se čuva u ovim institucijama. Zbornik radova sa Međunarodne konferencije održane u Kotoru 17.-18. aprila 2002. godine. / Church archives and libraries. International experiences on protection, appraisal, description and presentation of cultural heritage stored in these institutions. Collection of works from International conference Kotor 17th-18th april 2002.</i> Urednici dr. Helmut Baier i Snežana Pejović. Izd. Centar za njegovanje i prezentaciju dokumentarnog nasljeđa Kotor "Notar" i Međunarodni arhivski savjet - Sekcija za crkvene arhive i arhive vjerskih zajednica (ICA/SKR). Kotor, 2004., pp. 107-111.							x		
Razum, Stjepan. <i>Kako urediti župni arhiv? U: Arhivski vjesnik</i> . Zagreb, 44./2001., sv. 44, str. 195-208.							x			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<i>Arhivski vjesnik</i> . Izd. Hrvatski državni arhiv. Zagreb, 1958. do danas	x	
	<i>Vjesnik bibliotekara Hrvatske</i> . Izd. Hrvatsko knjižničarsko društvo. Zagreb.		
	Frenz, Thomas. <i>I documenti pontifici nel medioevo e nell'età moderna</i> . Talijansko izdanje priredio Sergio Pagano. Izd. Scuola Vaticana di paleografia, diplomatica e archivistica. Vatikan, 1989.	x	
	<i>Arhivi vjerskih zajednica u Hrvatskoj. Stanje i perspektive</i> . Šibenik, 25.-26. rujna 2014. <i>Zbornik radova</i> . Uredila Nataša Mučalo. Izd. Državni arhiv u Šibeniku, Državni arhiv u Zadru i Hrvatski državni arhiv, Zagreb. Šibenik, 2015.	x	
	Magić, Vladimir. <i>Metropolitanska knjižnica u Zagrebu – vodič</i> . Nakl. HDA. Zagreb, 2012.	x	
	Magić, Vladimir. <i>Katalog knjiga XVI. st. u Metropolitanskoj knjižnici u Zagrebu</i> . Izd. Hrvatski državni arhiv. Zagreb, 2005.	x	
	<i>Bibliotheca Valvasoriana. Katalog knjižnice Janeza Vajkarda Valvasorja</i> . Kataložka obrada Božena Kukulja, priredio Vladimir Magić. Izd. Valvazorov odbor pri SAZU, Ljubljana; NSK, Zagreb. Ljubljana – Zagreb, 1995.	x	
	Magić, Vladimir; Pelc, Milan; Abaffy, Mirna. <i>Cimelia metropolitana. Povijest i knjižno blago knjižnice Zagrebačke nadbiskupije</i> . Nakl. Institut za povijest umjetnosti i Prvostolni kaptol zagrebački. Zagreb, 2016.	x	
	2. i 3. seminar Arhivi, knjižnice, muzeji. <i>Mogućnosti suradnje u okruženju globalne informacijske infrastrukture. Zbornik radova</i> . Uredile Mirna Willer i Tinka Katić. Izd. Hrvatsko muzejsko društvo. Zagreb, 2000.	x	
	4. seminar Arhivi, knjižnice, muzeji. <i>Mogućnosti suradnje u okruženju globalne informacijske infrastrukture. Zbornik radova</i> . Uredile Mirna Willer i Tinka Katić. Izd. Hrvatsko knjižničarsko društvo. Zagreb, 2001.	x	
2.11. Optional literature	<ul style="list-style-type: none"> - Beuc, Ivan. <i>Arhivistika. Predavanja dr. Ivana Beuca na arhivističkom tečaju u Zagrebu 1968. godine</i>. Izd. Arhiv Hrvatske. Zagreb, 1968. - Zmajčić, Bartol. <i>Heraldika, sfragistika, genealogija, veksilologija, rječnih heraldičnog nazivlja</i>. Izd. Golden marketing. Zagreb, 1996. - <i>Il libro e le biblioteche. Atti del primo congresso bibliologico francescano internazionale, 20-27 febbraio 1949. Parte prima: Conferenze di carattere generale</i>. Izd. Pontificium athenaeum Antonianum. Rim, 1950. - Sella, Pietro, priredio. <i>Inventari dell'Archivio segreto vaticano. I sigilli dell'Archivio vaticano</i>. Izd. Biblioteca apostolica vaticana. Vatikan, 1964. - <i>Inventary of the Historical Archives</i>. Niz: Studia Urbaniana, 33. Izd. Pontificia universitas Urbaniana. Rim, 1988. - Humski, Vera. <i>Pregled povijesti muzeja u Hrvatskoj, 19. i 20. stoljeće (do 1945.) s bibliografijom</i>. U časopisu: <i>Muzeologija</i>, br. 24. Izd. Muzejski dokumentacioni centar. Zagreb, 1986., pp. 1-285. - Ruiz, Elisa. <i>Manual de codicología</i>. Niz: <i>Biblioteca del libro</i>. Izd. Fundación Germán Sánchez Ruipérez, Salamanca i Madrid; Ediciones Pirámide, Madrid. Madrid, 1988. - <i>Norme per il catalogo degli stampati</i>. Terza edizione. Izd. Biblioteca apostolica vaticana. Vatikan, 1949. 		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ana Biočić, PhD	1.6. Year of the study	2 nd year
1.2. Name of the course	Internship in Archives and Libraries	1.7. ECTS credits	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	40 E
1.4. Study programme (undergraduate, graduate, integrated)	graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	To enable students to work with materials preserved in various kinds of archives.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme of religious sciences.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>To develop the skills needed to conduct independent research in the archive.</p> <p>To be qualified for professional co-operation in various church, social and public bodies that approach humanistic and social areas in an interdisciplinary way.</p> <p>To critically evaluate the relationship between theological-religious theory and ecclesiastical, religious and social practices.</p>		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To apply acquired knowledge in the organization of collections, administrative management and protection of goods.</p> <p>To apply acquired knowledge in preserving, cataloguing, pastorally evaluating and promoting church cultural goods in church archives and collections.</p> <p>To be qualified for teamwork, for inter-institutional co-operation.</p> <p>To apply acquired knowledge about different types of archival material, their use and protection.</p>		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction (1 hour) 2. Sources and literature. Types of sources. Search for sources and literature. Practical work. (2 hours, Biočić) 3. Types of archives - Internship in archives of the Archdiocese (5 hours, Razum) 4. Preservation and use of archive material - Internship at the Department of history HAZU (5 hours, Botica) 5. Archival material protection - Internship in archives of the Archdiocese (2 hours, Razum) 6. Types of archival material - Internship in archives of the Archdiocese (5 hours, Razum) 7. Types of archives - Visit to the Croatian Academy of Sciences and Arts archive (4 hours, Biočić) 8. Choice of research topic. Research structure (2 hours, Biočić) 9. Parish archives. Birth registers as a historical source - Visit to a parish archive (4 hours, Botica) 10. Exercises (2 hours, Botica) 11. Digital archives. The most important online collections of sources for church history. Practical work (3 hours, Botica) 12. Digital libraries - Internship at the Library of the Faculty (5 hours, Biočić) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory	2.7. Comments:



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities		Attending classes, active participation in classes and attending to several practical works: scientific apparatus, bibliographic archiving based on archival material, overview of editions of sources.								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	<i>Pregled arhivskih fondova i zbirki Republike Hrvatske . Sv. 1-2. Zagreb, Hrvatski državni arhiv, 2006.</i>									
	<i>J. Ivanović, Priručnik iz arhivistike. I. dio. HDA, Zagreb, 2010.</i>									
	<i>Pravilnik o uvjetima smještaja, opreme, zaštite i obrade arhivskog gradiva, broju i strukturi stručnog osoblja arhiva («Narodne novine» broj 65/04)</i>									
2.11. Optional literature										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Jasna Šego, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Culture of Speaking, Reading and Writing		1.7. ECTS credits	3 ECTS
1.3. Associate teachers	Nada Babić, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	L-10, E-10, S-5, e-5
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	15%
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To acquire basic knowledge of language activities - speaking, reading and writing. To acquire basic knowledge of words and sentences as the basic foundation for speaking, reading, and writing. To master some reading skills (directed, interpretative), writing (related and unrelated text), speaking (paraphrasing, presenting). To critically evaluate forms of reading, speaking and writing.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - apply gained knowledge in the organisation of museums and collections, administrative management, didactic setup and protection of goods 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students should:</p> <ul style="list-style-type: none"> understand the importance of mastering skills of speaking, reading and writing understand spoken features (speech, narration, paraphrasing, presenting) and written forms (request, review, overview, essay) apply acquired knowledge of different functional styles in speech and writing analyse and critically evaluate public speaking and reading and literacy in public use. 			
2.5. Course content (syllabus)	<p>Basic linguistic activities: listening, speaking, reading and writing (2), How we listen, how much we understand and remember (sound records) (2), Sentence as a grammatical unit: word order in sentences (common, styled, automated) (2), Sentence as a communication unit: intonation - melody, emphasis, pause (2), Values of spoken and written language (2), Speaking and narrating: spoken and written words (2), Speaking and narrative exercises (oral presentation, paraphrasing, telling jokes, speaking lyrical text) (2), Types of reading and reading exercises (inward, aloud, informative, interpretative; directed, linear and electronic)(2), Speaking, narrating and discussion exercises (2), Types of writing (graphic: entry, note, sketch; personal: diary, literary texts, non-personal: expert, factographic texts) (2) , Writing exercises (acknowledgement, praise, congratulations; request, objection, review, overview, presentation, CV) (2), Writing exercises: administrative and professional (scientific texts) (2), Spelling exercises (2), Language and style tips (2), Colloquium (2).</p>			
2.6. Format of instruction:	<ul style="list-style-type: none"> x lectures x seminars and workshops x exercises <input type="checkbox"/> online in entirety x partial e-learning 	<ul style="list-style-type: none"> <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) 	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> field work							
2.8. Student responsibilities		Regular attendance – attendance of at least 70% of lectures Successfulness of at least 40% during classes within the given teaching activities.							
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report		NO	(other)	YES	NO
	Essay	YES		Seminar paper	YES		(other)	YES	NO
	Preliminary exam	YES		Practical work		NO	(other)	YES	NO
	Project		NO	Written exam		NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Babić, Moguš (2010) <i>Hrvatski pravopis</i> (usklađen sa zaključcima Vijeća za normu hrvatskoga standardnog jezika). Zagreb: Školska knjiga.								
	Kuvač-Levačić, K. (2013) <i>Razvoj i vrste čitanja, tipologija čitatelja s obzirom na čitanje »neknjiževnih« tekstova</i> . in: Čitanje za školu i život (zbornik radova IV. simpozija učitelja i nastavnika hrvatskoga jezika) ed. Miroslav Mićanović. Zagreb: Agencija za odgoj i obrazovanje.							intranet	
	Opačić, N. (2009) <i>Reci mi to kratko i jasno: Hrvatski za normalne ljude</i> . Zagreb: Novi Liber							intranet	
	Škarić, I.(2000) <i>Temeljci suvremenoga govorništva</i> . Zagreb: Školska knjiga.							intranet	
2.11. Optional literature	Pšihistal, R. (2013) O književnosti kroz dimenziju čitanja/hranjenja. in: Čitanje za školu i život (zbornik radova IV. simpozija učitelja i nastavnika hrvatskoga jezika) ur. Miroslav Mićanović. Zagreb: Agencija za odgoj i obrazovanje.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Marija Pehar, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Marian Motives in Visual Art		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	S30
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To get familiarised with and adopt the methodology of scientific research and the development of scientific work in the field of dogmatic theology, through the interrelationship of Mariology and Christian art.			
2.2. Enrolment requirements and/or entry competences required for the course	Requirements: completed undergraduate study programme in Religious Sciences Enrolment competences: knowledge of basic methodology of scientific work; ability of critical thinking and evaluation.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - critically evaluate Church cultural goods in their Christian-artistic, cultural and aesthetic dimensions and evaluate their pastoral role 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students should:</p> <ul style="list-style-type: none"> - know how to conduct scientific research appropriately using professional literature, - choose a theme from the field of art with a Marian theme and present it to colleagues in the written form, - learn to actively participate in the scientific discussion in the chosen area, based on assuming their own scientific position and taking into account the arguments of others, - based on the conducted research and the written paper, produce independent written work according to all criteria and methodology of scientific work, - be able to associate gained knowledge of Marian motives in art with Mariology and other theological disciplines (tractates), with knowledge of art and art history, while noting the contentious connection, the historical conditionality, and the pastoral potential of the chosen motives. 			
2.5. Course content (syllabus)	<p>Introduction to the seminar (2 hours)</p> <p>Choice of literature, research, choice of individual topics (8 hours)</p> <p>Individual papers and joint discussions (depending on the number of students, 10-12 hours)</p> <p>Writing, monitoring, methodological and content corrections (depending on the number of students, 8-10 hours)</p>			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Active participation in research and discussion. For a grade written work is mandatory.			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.9. Monitoring student work	Class attendance	0.5	NO	Research	1	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	0.5	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	1	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Depending on students' competencies and knowledge of languages, literature will be set at the beginning and during the course of the seminar.								
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. dr. sc. Tonči Matulić		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Metamorphoses of Culture		1.7. ECTS credits	3 ECTS
1.3. Associate teachers	Ante Bekavac, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	S30
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Get familiarised with the term, meaning and significance of culture</p> <p>Get familiarised with the teaching of the Second Vatican Council about culture and cultural progress</p> <p>Get familiarised with challenges and dynamics of the enculturation of faith in the modern culture and demands for the new evangelisation</p> <p>Get familiarised with contemporary dynamics of the profound and rapid metamorphoses of culture</p> <p>Get familiarised with some of the dynamics of contemporary metamorphoses of culture in the religious, social, educational, ethical, media, political and legal area</p>			
2.2. Enrolment requirements and/or entry competences required for the course	<p>Requirements: completed undergraduate study of religious sciences</p> <p>Competences: knowledge of major philosophical-theological contents of the Church teachings; ability to critically think and evaluate</p>			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>To understand and present specific theological knowledge significant for religious-pedagogical formation</p> <p>To know and understand fundamental knowledge from other social-humanistic disciplines important for religious-pedagogical formation</p> <p>To critically interpret fundamental ethical and socioeconomic issues of the contemporary society on the basis of the interdisciplinary formation which includes knowledge from the areas of economy, philosophy, theology, politics and law</p> <p>To deeply understand and explain the ethical foundations of social, cultural and diachronic work in the concrete practice</p> <p>To explain the fundamental principles and legitimacy of dialogue, coexistence and fruitful cooperation at the ecumenical and interreligious level</p> <p>To critically explain influences of faith and religion on contemporary society and vice versa</p> <p>To be able to mediate, without prejudice and exclusiveness, the objective and scientifically based relevant facts about religious communities, Churches and religions</p>			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To know how to explain the fundamental meaning and significance of culture</p> <p>To be familiarised with the right relationship between the Gospel and culture</p> <p>To be familiarised with the major demands for the new evangelisation in the light of necessity of the enculturation of faith in the modern culture</p> <p>To recognize the profound and rapid metamorphoses of culture in the various areas of human activity</p> <p>To know how to interpret the particular dynamics of the contemporary metamorphoses of culture</p> <p>To know how to participate in the intercultural dialogue and cultural exchange of ideas, thoughts and attitudes</p>			
2.5. Course content (syllabus)	<p>General introduction to the seminar (2 hours)</p> <p>Term, definition, types and meaning of culture (2 hours)</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		The teaching of the Second Vatican Council about culture and cultural progress (4 hours) Profound and rapid metamorphoses of culture in the light of the teaching of the Second Vatican Council (4 hours) Metamorphoses of particular personal and social phenomena and their impact on the formation of culture (6 hours) Conditions of enculturation of faith into the modern culture (4 hours) The new evangelisation (8 hours)								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments: Regular reading of the proscribed literature and participation in the seminar discussions, writing the seminar paper under the guidance of a mentor.		
2.8. Student responsibilities		Attendance of the seminar meetings, reading literature, active participation in discussions, writing the seminar paper.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Matulić, Tonči, <i>Metamorfoze kulture</i> , Zagreb, 32009.						YES		
		Pastoralna konstitucija o Crkvi u suvremenom svijetu <i>Gaudium et spes</i> , u: Drugi vatikanski koncil, <i>Dokumenti</i> , VII. popravljeno i dopunjeno izdanje, Zagreb, 2008.						YES		
		Ratzinger, Joseph, <i>Vjera, istina i tolerancija</i> , Zagreb, 2004.						YES		
		Ratzinger, Joseph, <i>Kršćanstvo i kriza kultura</i> , Split, 2008.						YES		
2.11. Optional literature		Taylor, Charles, <i>A Secular Age</i> , Cambridge (Mass) – London, 2007.								
		Dawson, Christopher, <i>Razumijevanje Europe</i> , Split, 2002.								
		Gallagher, Michael Paul, <i>Clashing Symbols. An Introduction to Faith-and-Culture</i> , London 1997.								
		Mardešić, Željko, <i>Rascjep u svetome</i> , Zagreb, 2007.								
		Skledar, Nikola – Zagorac, Ivana (ed.), <i>Čovjek i kultura</i> , Zagreb 2010.								
2.12. Other (as the proposer wishes to add)		Tillich, Paul, <i>Teologija kulture</i> , Rijeka – Sarajevo 2009.								
		Papinsko vijeće za kulturu, <i>Promicati pastoral kulture</i> (23. svibnja 1999.), Zagreb, 1999.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Nenad Malović, PhD		1.6. Year of the study	1 st or 2 nd
1.2. Name of the course	Interpersonal Communication		1.7. ECTS credits	3
1.3. Associate teachers	Sanda Smoljo-Dobrovoljski, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Introduction into the basics of communication. Showing different styles of communication. Enabling students to understand the basic characteristic of interpersonal communication on verbal and nonverbal level. Introducing students to different styles of communication and ways of persuasion. Training students for having more awareness and effective communication in different situations and contexts.			
2.2. Enrolment requirements and/or entry competences required for the course	Completion of the course Introduction to Psychology. Knowledge of general psychological terminology. Motivation and willingness to actively participate and personal engagement in the presentation and exercises.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Apply the efficient communication with individuals and groups. To know and understand fundamental knowledge of other socio-humanistic disciplines important for religious and pedagogical formation. To become capable of pastoral-catechetical activity with children, with young people and with adults. To become capable of pastoral-catechetical work with families. To become capable of leading and animating religious education, catechesis. To become qualified for the conscious and creative participation in tasks of evangelization in the Church and in the modern society. To be able to distinguish and to specifically promote those activities in society that are aimed at promoting full human development and solidarity humanism. To be qualified for constructive action in the field of ecumenical, interreligious and intercultural dialogue and cooperation for the purpose of promoting nonviolence, peace and coexistence in the Croatian, wider regional and global context			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	1. To define fundamental concepts in interpersonal communication. 2. To interpret a verbal message and choose the appropriate reaction. 3. To differentiate and evaluate different dimensions of a verbal message 4. To identify and interpret non-verbal messages of the speaker. 5. To explain the role of body language in sending, processing and receiving the message. 6. To describe and apply different communication styles to an appropriate context and situation. 7. To describe and apply views of a successful communicator 8. To explain and apply principles of persuasive communication. 9. To be capable of public performance.			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to fundamentals of communication (2 hours) 2. Nonverbal behaviour: gestures (2 hours) 3. Nonverbal behaviour: Mimic and body positions (2 hours) 4. Public performance (2 hours) 5. Persuasion (2 hours) 6. Empathic listening (2 hours) 7. Receiving and processing a message (2 hours) 8. Reply to a message (2 hours) 9. Descriptive communication (2 hours) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		10. Expressive communication (2 hours) 11. Socio-affective communication (2 hours) 12. Feedback communication (2 hours) 13. Self-control (2 hours) 14. Self-esteem (2 hours) 15. Collaborative skills (2 hours)								
2.6. Format of instruction:		x lectures x seminars and workshops x exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia and the internet <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES		(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES		(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	Reardon, K.K. (1998). <i>Interpersonalna komunikacija: gdje se misli susreću</i> . Zagreb: Alineja.									
	Duck, S. (2014). <i>Odnosi među ljudima</i> . Jastrebarsko: Naklada Slap.									
	Thich, N. H. (2015). <i>Umijeće komuniciranja</i> . Zagreb: Planetopija.									
	Burić, M. M. (2014). <i>Poruke bez riječi: umijeće neverbalnog komuniciranja</i> . Zagreb: TIM press.									
	Pease, A. i B. (2011). <i>Velika škola govora tijela</i> , Zagreb: Mozaik knjiga.									
	Marković, Š. M. (2016). <i>Priručnik za javno nastupanje i poslovno prezentiranje</i> . Moć uvjeravanja. Zagreb: Ciceron Komunikacije d.o.o.									
	Arto A., Piccino M., Serra E. (2005). <i>Comunicare nell' educazione</i> . Rim: Leoniana Demand.									
Burić, M. M. (2014). <i>Poruke bez riječi. Umijeće neverbalnog komuniciranja</i> . Zagreb: Tim Press.										
2.11. Optional literature	Schulz von Thun, F. (2005). <i>Kako međusobno razgovaramo 3. „Unutarnji tim“ i komunikacija primjerena situaciji: komunikacija, ličnost, situacija</i> . Zagreb: Erudita.									
	Hall, J. A, Knapp, M. L. (2010). <i>Neverbalna komunikacija u ljudskoj interakciji</i> . Zagreb: Slap.									
	Knapp, M. L. (2005), <i>Interpersonal communication and human relationship</i> . Boston: Perason.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Daniel Patafta, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Shaping of the Religious Map of Europe and the World		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	10L + 20S
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective (seminar)	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	The processes of globalisation in the present time have opened up a space for learning about various religious traditions. Shaping of religiosity and emergence of religious traditions in Europe and globally is the process which began in pre-Christian era. Through this course students will learn about the processes of shaping of the religious traditions of non-European area and shaping of the present religious map of Europe. Historical and social processes which led to the creation of the current religious map of the world are the objectives of the course which is intended to introduce the students to the wider and more complete deliberation, as well as to provide the insight into the time and space in which present religious map of Europe and the world was shaped.			
2.2. Enrolment requirements and/or entry competences required for the course	Basic knowledge of the general history.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Considering the fact that this course covers three scheduled modules of the study programme, conduction and outcomes of this course are based on the cultural and historical givens of the particular time and space. A significant outcome is to understand the processes on European and global level which have led to the shaping of the current religious map. Furthermore, knowledge of the context of space and time of the formation of a particular religious givens and its cultural, historical and social significance. Also, the outcome is the creation of an image of the religious heritage on the European and global level, as far as this is possible.			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Christianity as the historical and cultural given. 2. Introduction to the non-Christian religions of the world with their specificities 3. Understanding of the reasons of the present religious division of Europe since the Middle Ages until the 20th century 4. Transformation of Christianity into the world religion 5. Learning about the short history and cultural reality of the great world religions in space and time 6. Processes of the formation of the current religious map of the world 7. Contemporary processes which are changing the settled religious map of the world 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Religious as the cultural and formative reality of the particular nation and space (2 hours) 2. The Roman Empire and the formation of Christian Europe in the Middle Ages (4 hours) 3. Judaism as the significant component of the general religious map of the world (2 hours) 4. Spread of Islam since the 7th century until the present day (2 hours) 5. Non-Christian religions of the Far East in forming the identity of the Far East (2 hours) 6. The Middle East as the cradle of Christianity and the meeting place of religions (2 hours) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>7. Church schisms that led to the formation of the current religious map of Europe (2 hours) 8. The Religious map of Europe in shaping of the national identities and cultures (4 hours) 9. Christianity as the global phenomenon – since the first missionaries outside of Europe until the modernity (2 hours) 10. Shaping of the religious maps of both Americas (3 hours) 11. Christianity and the Far East, religious practices of the Far East in Christian Europe (2 hours) 12. Atheism, agnosticism and totalitarian ideologies as the factors of the dissolution of the religious heritage on the European and global level (3 hours)</p>												
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		1. Jose Orlandis, "Povijest kršćanstva", Split, 2014.										
		2. Hugh P. Kemp, "Praktični vodič za svjetske religije", Zagreb, 2015.										
		3. Huston Smith, "Svjetske religije", Zagreb, 2010.										
		4. Henri Pirenne, "Povijest Europe od seobe naroda do XVI. stoljeća", Zagreb, 2005.										
2.11. Optional literature		<p>1. Joseph Ratzinger, "Kršćanstvo i kriza kultura", Split, 2008. 2. Željko Mardešić, "Kršćanstvo, kultura i globalizacija", u: Vrhbosniensia, 6(2002.)1, 179-218. 3. Joseph Ratzinger, "Crkva, Izrael i svjetske religije", Split, 2007. 4. Nikola Škorić, "Islam: povijest i religija", u: Religijska kultura za tolerantnu zajednicu, Zagreb, 2010. 5. Nikola Škorić, "Židovstvo: povijest i religija", u: Religijska kultura za tolerantnu zajednicu, Zagreb, 2010. 6. J. M. Roberts, "Povijest Europe", Zagreb, 2002. 7. Stjepan Dopolhamer, "Povijest religija", zagreb, 1963. 8. Catharine L. Albanese, "Amerika, religije i religija", Sarajevo, 2004. 9. Ambrogio Donini, "Pregled povijesti religija: od prvih oblika kulta do početaka kršćanstva", Zagreb, 1964. 10. "Od Jeruzalema k svim narodima : širenje kršćanstva u prvim stoljećima", Zagreb, 2008.</p>										



University of Zagreb



Catholic Faculty of Theology

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	11. Pierre Chaunu, " Vrijeme reformi : religijska historija i civilizacijski sistem : kriza kršćanstva, rascjep (1250-1550)", Zagreb, 2002.
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. Prof. Katica s. Katarina Koprek, PhD		1.6. Year of the study	1-2
1.2. Name of the course	Musical Heritage of the Church among Croatsians		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 hours (15 L+ 5S + 10E)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	mandatory	x elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Introduce students with musical heritage of the Church among Croatsians.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study IRZ			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value • be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> • To get familiarised with the most important musical-liturgical codes, collections and songbooks in Croatia and their role in the development of Church music; • To get familiarised with the distinctiveness of Church music culture • To get familiarised with the contributions and merit of important religious communities and individuals in the development of Church musical heritage among Croatsians • To get familiarised with the Croatian spiritual musical heritage under the protection of the UNESCO • To recognize the characteristics of church singing of different Croatian geographic areas 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course (2 hours of lectures) 2. Medieval Croatian music culture (2 hours of lectures) 3. Croatian liturgical music codes I - field classes (Metropolitan library - exercises) 4. Croatian liturgical-music codes II. - field classes (Metropolitan library - exercises) 5. Croatian liturgical-music codes II. - field classes (Metropolitan library - exercises) 6. Gregorian and Glagolitic singing (2 hours of lectures) 7. Music collections and songbooks (1 hour of lectures +1 hour of seminar) 8. Church folk song (1 hour of lectures + 1 hour of exercises) 9. Pauline collection and research on the contribution of Pauline Fathers to the church folk song in Croatia (1 hour of lectures + 1 hour of exercises) 10. Pauline Fathers and music culture in Croatia (1 hour of lectures + 1 hour of seminar) 11. Jesuits and music culture in Croatia (1 hour of lectures + 1 hour of seminar) 12. Franciscan contribution to Croatian music culture (1 hour of lectures + 1 hour of seminar) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		13. Croatian spiritual heritage under the protection of the UNESCO (2 hours of lectures) 14. Revival of the spiritual Croatian cultural heritage – pasionska heritage (1 hour of seminar + 1 hour of exercises) 15. Choral, small choir, and folk church singing (1 hour of lectures + 1 hour of exercises)									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES		Research	YES	NO	Oral exam	YES		
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		A. STIPČEVIĆ, <i>Socijalna povijest knjige u Hrvata I, srednji vijek</i> , Zagreb 2004									
		S. Tuksar, <i>Glazbena kultura Hrvata u ranom srednjem vijeku u Povijest Hrvata. Knj. 1: Srednji vijek</i> , ed. F. Šanjek, Školska knjiga, Zagreb 2003, 306-310, 477-486.									
		B. BAROFFIO, <i>I manoscritti liturgici: loro individuazione e descrizione, in Documentare il manoscritto: problematica di un censimento</i> , Roma 1987.									
		J. BEZIĆ, <i>Hrvatska muzika, narodna u Muzička enciklopedija II. sv.</i> pp.168-175									
		J. BEZIĆ, <i>Razvoj glagoljaškog pjevanja na zadarskom području</i> , Zadar, 1973;									
		A.VIDAKOVIĆ, <i>O pučkoj crkvenoj popijevci</i> , in: <i>Zajednička žrtva</i> , Makarska 1963;									
		L. ŽUPANOVIĆ, <i>Stoljeća hrvatske glazbe</i> , Zagreb 1980;									
		E. STIPČEVIĆ, <i>Hrvatska glazba</i> , Zagreb 1997									
		A.V., <i>Crkvena glazba</i> , Zagreb 1980.									
		J. ANDREIS, <i>Povijest glazbe 4</i> , Zagreb 1974-76									
		S. Tuksar, <i>Glazbena kultura Hrvata u ranom srednjem vijeku u Povijest Hrvata. Knj. 1: Srednji vijek</i> , ed. F. Šanjek, Školska knjiga, Zagreb 2003, 306-310, 477-486.									
S. Tuksar, <i>Glazbena baština // Milost susreta. Umjetnička baština Franjevačke provincije sv. Jeronima / Kusin, Vesna ; Sopta, Josip (eds.)</i> .Zagreb: Galerija Klovičevi dvori, 2010 pp. 308-318., 2003.											



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	Lucija Konfic, Pregled istraživanja i doprinosa pavlinā hrvatskoj glazbenoj umjetnosti // <i>Cris</i> , 12 (2010), 1; 155-169		
	E. Stipčević, Dominikanci i glazba u Hrvatskoj (16.-20.stoljeće) // <i>Croatica Christiana periodica</i> : časopis Instituta za crkvenu povijest KBF-a Sveučilista u Zagrebu, 67 (2011) 77-84.		
	Vladimir DEŽELIĆ, Isusovci u Hrvatskoj, Zagreb, 1927.		
	Antun CUVAJ, Građa za povijest školstva, Zagreb, 1910		
	Doliner, Gorana: Spomenici glagoljaškog pjevanja 1. i 2., Zagreb, 1998.		
	Primorac, Jakša, Pučko crkveno pjevanje u 20. stoljeću i glagoljaško pjevanje // <i>Hrvatska glazba u XX. stoljeću</i> : (ed. Hekman, Jelena) Zagreb: Matica hrvatska, 2009, pp. 209-231		
2.11.	Optional literature		
2.12.	Other (as the proposer wishes to add)		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Josip Dukić		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Latin Palaeography		1.7. ECTS credits	3 ECTS
1.3. Associate teachers	A. Čepulić		1.8. Type of instruction (number of hours L + E + S + e-learning)	20L + 10E
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	5-10
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Familiarisation with fundamental concepts of Latin palaeography. Autonomous reading and interpretation of standard Latin texts.			
2.2. Enrolment requirements and/or entry competences required for the course	No special requirements. Basic knowledge of Latin language is required.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and critically evaluate the history of Christian art and architecture, iconography and iconology and history of the local Church - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After successfully passing a course, students will:</p> <ol style="list-style-type: none"> 1. explain the concept, goal and method of Latin palaeography, 2. explain the origin and development of Latin alphabet, especially among Croatians, 3. name and describe means and media with which and in which writing was done and the process of drafting the codes, 4. clearly recognize the periodization of the Latin alphabet (Roman period, national alphabets, Benevento, Carolingian, Gothic, Humanities) and memorize their characteristics, 5. remember the most important palaeographic abbreviations, recognize them in a text and correct them properly, 6. read, translate, date and interpret standard Latin texts, 7. know the basics of Latin calligraphy. 			
2.5. Course content (syllabus)	<p><i>Week 1</i> L: Introducing the course and literature. L: The development of palaeography as a historical discipline.</p> <p><i>Week 2</i> L: Latin language L: Latin alphabet (origin, development, periodization).</p> <p><i>Week 3</i> L: Means one used for writing. L: Materials on which one wrote.</p> <p><i>Week 4</i> L: The basics of codicology.</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>L: Codes in Croatia. <i>Week 5</i> L: Abbreviations of the Ancient Times. L: Abbreviations of the Medieval Times. <i>Week 6</i> L: Majuscule Roman italics and epigraphic capital. E: Examples of majuscule Roman italics and epigraphic capital in Europe and Croatia. <i>Week 7</i> L: Rustic capital, uncials, half-uncials and minuscule. E. Examples of rustic capital, uncials, half-uncials and minuscule in Europe and Croatia. <i>Week 8</i> L: Pre-Carolingian minuscule E: Examples of pre-Carolingian minuscule in Europe and Croatia. <i>Week 9</i> L: Benevento. E: Examples written in Benevento in Europe and Dalmatia. <i>Week 10</i> L: Letter from the Papal Office. E: Examples from the Papal Office in Europe and Croatia. <i>Week 11</i> L: Vizigothic. E: Examples written in Vizigothic in Europe and Croatia. <i>Week 12</i> L: Merovingian alphabet. E: Examples written in Merovingian alphabet in Europe and Croatia. <i>Week 13</i> L: The Island alphabets. E: Examples written in the Island alphabet. <i>Week 14</i> L: Carolingian. E. Examples written in Carolingian in Europe and Croatia. <i>Week 15</i> L: Gothics and Humanistics. E: Examples written in Gothics and Humanistics in Europe and Croatia.</p>		
2.6. Format of instruction:	<table border="1"> <tr> <td>x lectures</td> <td><input type="checkbox"/> independent assignments</td> </tr> </table>	x lectures	<input type="checkbox"/> independent assignments
x lectures	<input type="checkbox"/> independent assignments		
	2.7. Comments:		



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		<input type="checkbox"/> seminars and workshops <input type="checkbox"/> x exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
2.8. Student responsibilities		Apart from attending classes, students are required to actively participate in classes (discussions, comments, questions) and Latin reading exercises. A written paper is expected from students as well.							
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report		NO	(other)	YES	NO
	Essay		NO	Seminar paper		NO	(other)	YES	NO
	Preliminary exam		NO	Practical work		NO	(other)	YES	NO
	Project		NO	Written exam	YES		ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	J. Stipišić, <i>Pomoćne povijesne znanosti u teoriji i praksi</i> , Zagreb, 1991. ³						2		
	V. Novak, <i>Latinska paleografija</i> , Beograd, 1952.						2		
	F. Šanjek, <i>Latinska paleografija i diplomatika</i> , Zagreb, 2004.						2		
2.11. Optional literature	A. Cappelli, <i>Lexicon abbreviatarum. Dizionario di abbreviature latine ed italiane</i> , Milano, 1906., 1979., 2001.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Višnja Bralić, PhD		1.6. Year of the study	1-2
1.2. Name of the course	Protection and Restauration of Church Cultural Goods		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L15 of that field work 4 hours S15 of that workshops 4 hours
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To acquire basic knowledge about the protection and restoration of church cultural goods. Introduction to the contemporary theories, approaches and practices in the protection of mobile cultural heritage. Training to apply basic rules and procedures for preventive protection and regulation of microclimatic conditions.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study courses			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - understand and appropriately evaluate the specific nature of Church cultural goods, that is, understand and evaluate their Christian-artistic, aesthetic, cultural, historical and pastoral value - be trained for teamwork, cooperation with modern artists, as well as for inter-institutional cooperation 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Knowledge:</p> <ul style="list-style-type: none"> Knowledge of basic legal provisions regulating the treatment of registered cultural goods in the Republic Croatia Knowledge of the structure of the Organization for the Protection of Cultural Goods in the Republic of Croatia Knowledge of fundamental theories, professional rules and approaches to the protection of mobile cultural heritage Knowledge of historical materials, types and causes of damage Adoption of basic vocabulary terminology <p>Skills:</p> <ul style="list-style-type: none"> Application of basic rules and procedures for preventive protection on church cultural goods Ability to measure and monitor the microclimatic conditions in church interior <p>Competences:</p> <ul style="list-style-type: none"> Identification of properties of basic building materials, types and causes of damage to cultural heritage objects Recognizing historical interventions on items Creation of protection plans of the church heritage in cooperation with conservation and restoration experts 			
2.5. Course content (syllabus)	<p>Week 1: Introductory lecture - basic concepts of protection of artistic heritage (preventive protection, conservation, restoration, sustainable restoration), legal frameworks for the protection of cultural goods in the Republic of Croatia</p> <p>Week 2: Lecture - History of artistic heritage protection with comparative examples of protection and restoration of church heritage in Croatia and European countries; Seminar - selection of seminar themes and definition of their presentation, workshops and field teaching schedule</p> <p>Week 3: Lecture - the influence of the environment and microclimatic conditions on art objects with selected examples from sacral interiors and collections. Preventive protection procedures and ways of controlling microclimatic conditions; Seminar/workshop - measuring microclimatic conditions, getting acquainted with measuring instruments, reading the results</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

Week 4: Lecture - Introduction to basic building materials, structures and techniques of works of art. Characteristics and processing of carriers (wood, cloth, paper, textile, leather, metal), basics and techniques of painted layers (pigments, binders, covering and stain layers) through various historical and stylistic periods

Week 5: Lecture - Materials and techniques on selected number of examples/objects of different age, historical period and style and preservation status (field work in workshops of the Croatian Restoration Institute)

Week 6: Seminar - The influence of microclimatic conditions on maintaining art in church interior on selected examples from Croatian heritage. Presentations of seminar papers on topics of preventive protection and control of microclimatic conditions and the history of protection of artistic heritage

Week 7: Seminar - Presentations of seminar papers on historical techniques. The first written colloquium.

Week 8: Lecture - Defining the concept of damage and integrity of objects in the protection of artistic heritage, defining values in the context of the original/present purpose. Causes and types of damage, basic properties of aging materials. The consequences of human intervention and the historical context of selected examples from ecclesiastical art heritage

Week 9: Lecture / Seminar - Recognition and descriptions of damages on selected examples. Recognizing subsequent interventions and historical layers on objects, RTG, IC and UV scans in diagnosing the condition of preservation and damage (field work at the Croatian Restoration Institute and Treasurers of the Zagreb Cathedral)

Week 10: Seminar / Workshop - Documentation of the status and results of technical research of the object. Presentation of seminar papers on topics of diagnosis of objects, damage and values

Week 11: Lecture - determining the realistic goal of conservation and restoration works on art. Conservation procedures and structural interventions (consolidation of different types of carriers, "strip lining", duplication of canvas, parquet and reinforcement of wooden carriers). Seminar - analysis of examples from European and Croatian ecclesiastical heritage

Week 12: Lecture - Procedures for reconstruction and integration of damage to objects. Selection of appropriate procedures and materials in relation to the purpose, storage conditions and recognized object values. Types and scope of retouching. Seminar - analysis of examples from European and Croatian ecclesiastical heritage

Week 13: Lecture - Concepts of authenticity, original and historical layers in the protection of art Objects. Problems of cleaning and removing historical layers. Seminar: Analysis of different levels of reconstruction and relationships to the original/historical layers on selected examples of church heritage in Croatia due to their liturgical function

Week 14: Seminar - Presentation of seminar papers on conservation and restoration works from European and Croatian sacral heritage

Week 15: Lecture: Putting art objects from ecclesial heritage in museums. The second written colloquium

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:				
2.8. Student responsibilities							
2.9. Monitoring student work	Class attendance	YES	Research	NO	Oral exam	YES	NO



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Experimental work		NO	Report		NO	(other)	YES	NO	
	Essay		NO	Seminar paper	YES		(other)	YES	NO	
	Preliminary exam	YES		Practical work		NO	(other)	YES	NO	
	Project		NO	Written exam	YES		ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Herman Kühn, Conservation and Restoration of Works of Art and Antiquities, I, London: Butterworths, 1986. (selected chapters)						Library of HRZ in Zagreb			
	Denis Vokić, Preventivno konzerviranje slika, polikromnog drva i mješovitih zbirki, Zagreb 2007.						Library of HRZ in Zagreb			
	Barbara Appelbaum, Conservation Treatment Methodology, Burlington 2007. (selected chapters)						Library of HRZ in Zagreb			
	Salvador Munos-Vinas, Contemporary Theory of Conservation, Elsevier (UK), 2005. (chapter: From theory to practice: a revolution of common sense, 199-213) https://books.google.hr/books?id=Ko0sBgAAQBAJ&printsec=frontcover&redir_esc=y#v=onepage&q&f=false									
	Historical and Philosophical Issues in the Conservation of Cultural Heritage, (ur.) Nicholas Stanley Price, M. Kirby Talley Jr., Alessandra Melucco Vaccaro, Los Angeles, 1996. (selected chapters translated into Croatian in: D. Vokić, Smjernice konzervatorsko-restauratorskog rada, Zagreb 2007.) http://www.getty.edu/conservation/publications_resources/books/issues_in_conservation_cultural_heritage.html									
	Višnja Bralić. Pavao Lerotić, „Krist pada pod križem“ iz Strossmayerove galerije u Zagrebu: crtica iz povijesti restauriranja baroknog slikarstva u Hrvatskoj, Portal. Godišnjak Hrvatskog restauratorskog zavoda, 1 (2010), 161-173 https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=152313									
	Camuffo, D. et al., Church Heating and the Preservation of the Cultural Heritage. Guide to the Analysis of the Pros and Cons of Various Heating Systems. Milano 2006. (chapter: The problem of the Microclimate, 25-48) https://www.researchgate.net/profile/Dario_Camuffo2/publication/235220619_Church_heating_and_cultural_heritage_conservation_guide_to_the_analysis_of_pros_and_cons_of_various_heating_systems/links/00463533f3938581be000000/Church-heating-and-cultural-heritage-conservation-guide-to-the-analysis-of-pros-and-cons-of-various-heating-systems.pdf									
2.11. Optional literature	Zvonimir Wyrobal, Konzerviranje i restauriranje plastike u Hrvatskoj, Tkalčićev zbornik II, Zagreb 1958. Tone M. Olstad and Annika Haugen, Warm feet and cold art: is this the solution? Polychrome wooden ecclesiastical art - climate and dimensional changes) http://www.conservationphysics.org/mm/olstad/olstad.pdf									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ana Biočić, PhD		1.6. Year of the study
1.2. Name of the course	The Material and Immaterial Cultural Heritage of the Catholic Church		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To enable students to think critically about presented historical subjects.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study		
2.3. Learning outcomes at the level of the programme to which the course contributes	To critically and objectively evaluate scientific and professional literature in the field of religious sciences and to develop the skills needed to carry out independent research and find scientifically-based answers to questions in the area of cultural church goods.		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To understand and appropriately evaluate the specific nature of Church cultural goods, i.e. to understand and value their Christian-artistic, aesthetic, cultural, historical and pastoral value.</p> <p>To get familiarised with and critically evaluate the material and immaterial cultural heritage of the Catholic Church.</p> <p>To recognize and creatively devise new initiatives to promote new activities in the context of concern for the Church cultural goods.</p>		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction (1 hour) 2. The immaterial culture of the Catholic Church in the Middle Ages (2 hours) 3. Fraternities (2 hours) 4. Personal piety in the Middle Ages (2 hours) 5. Pilgrimages (2 hours) 6. Literacy and the Church (4 hours) 7. Glagolitic and liturgy in vernacular (2 hours) 8. Material culture in the Middle Ages: baptistery, altar partitions etc. (2 hours) 9. Royal churches (2 hours) 10. Education and Church from the Middle Ages to the Modern Age: Mediation of immaterial cultural heritage (5 hours) 11. Impact on the formation of a standard language as a part of immaterial cultural heritage (2 hours) 12. Selected examples of material cultural heritage of the Catholic Church in terms of sacral buildings (2 hours) 13. Comparison of church cultural heritage today and in the past (1 hour) 14. Preliminary exam (1 hour) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet	2.7. Comments:



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities		Attending classes; active participation in classes and studying given and recommended literature; submitting a final written or oral exam.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Trpimir Vedriš, Crkva i vjerski život, <i>Nova zraka u Europskom svjetlu. Hrvatske zemlje u ranom srednjem vijeku</i> , Zagreb, 2015, pp. 227-235.								
		Franjo Emanuel Hoško, Crkveno školstvo u Hrvata kroz vjekove, <i>Napredak</i> , 144 (2003) 3, pp. 348-370.								
		Irena Benyovski, Bratovštine u srednjovjekovnim dalmatinskim gradovima, <i>Croatica christiana periodica</i> , 22 (1998) 41, 137-160.								
		Franjo Šanjek, <i>Kršćanstvo na hrvatskom prostoru</i> , Zagreb, 1996, pp. 70-76, 81-93, 147-148, 151-162, 237-245, 266-270, 383-384.								
2.11. Optional literature										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. Prof. Jerko Valković, PhD		1.6. Year of the study	1 st and 2 nd year
1.2. Name of the course	Media and Religion		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	15L + 15S = 30
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To understand basic concepts related to the media or religion when viewed from a communication starting point. To present ways in which the Church communicated, i.e. how the Church related to the media. To introduce students to the basic settings of theology of communication, the significance of the media for evangelization, the discussions related to the transmission of the liturgical celebrations as well as the fundamental elements of the dialogue within the Church. By presenting the doctrine of the Church students are introduced to the basic principles of ethical activity in the media. Use of religious images and symbols in the media. To understand the major challenges faced by religions entering the virtual space.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Explain the possibility and importance of the application of acquired knowledge in the field of theology and religious sciences in various areas of social, cultural, educational and religious activity, as well as in the media and specialized publishing, for the purpose of promoting Christian culture - Be enabled for constructive activity in the field of ecumenical, interreligious and intercultural dialogue and cooperation for the purpose of promoting non-violence, peace and co-existence in the Croatian and the broader regional and global context 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Define and describe the concepts of communication process, media, theology of communication - Explain the ways of communication of the Church throughout history - Identify, analyse and evaluate the media presentation of religious themes within the media space - identify the basic characteristics and actors of communication processes in the communication of religious communities 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Introduction to the course (2 hours) - Fundamental concepts: communication, media, religion as communication (2 hours) - Fundamental communication processes within the religion and religious communities (4 hours) - Significance of the media for religious communities (6 hours) - Fundamental ethical challenges and principles in the media (6 hours) - Presence and use of religious symbols in religion (4 hours) - New forms of religiosity in the virtual space 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures		2.7. Comments:	
	<input checked="" type="checkbox"/> seminars and workshops			
	<input type="checkbox"/> exercises		<input type="checkbox"/> independent assignments	
	<input type="checkbox"/> online in entirety		<input type="checkbox"/> multimedia and the internet	
			<input type="checkbox"/> laboratory	
			<input type="checkbox"/> work with mentor	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Strujić, J., Evangelizacijsko poslanje Crkve i novi oblici komunikacije, Sveučilište u Splitu Katolički bogoslovni fakultet, 2015. (odabrana poglavlja);									
	Valković, J., Crkva i svijet medija. Mogućnost susreta i različitost perspektiva, Zagreb, Glas Koncila, 2013. (odabrana poglavlja)									
	Poli, G. F., Cardinali, M., Komunikacija u teološkoj perspektivi. Promišljanja o komunikativnim aspektima vjere, Zagreb, Kršćanska sadašnjost, 2008. (odabrana poglavlja)									
	Hrvatska biskupska konferencija, Crkva i mediji. Pastoralne smjernice, Zagreb, Glas Koncila, 2006.									
	Riječki teološki časopis, 27 (2006) 1 (tema broja: Crkva i mediji)									
	Campbell H. (ur.), <i>Digital Religion. Understanding religious practice on new media worlds</i> , London — New York, 2012.									
Pace E., <i>La comunicazione invisibile. Le religioni in Internet</i> , Cinisello Balsamo, 2013.										
2.11. Optional literature	Mitchell J., Marriage A., (ur.), <i>Mediating Religion. Conversation in Media, Religion and Culture</i> , London – New York 2006. Spadaro, A., <i>Cyberteologia. Pensare il cristianesimo al tempo della rete</i> , Milano, 2012.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	prof. Jurica Šimurina, PhD		1.6. Year of the study	1 st year
1.2. Name of the course	Economy		1.7. ECTS credits	5
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L, 30 S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>The core objective of the course is to introduce students to basic economic determinants. Specific objectives of the course are to familiarize students with the functioning of companies in the market environment, structure and analysis of company costs, market structures, consumer behaviour, the role of the state in the market mechanism, basic concepts of macroeconomics and the role of fiscal and monetary policy.</p> <p>The course enables students to be familiar with novelties in the microeconomic and macroeconomic analysis as the basis for managing corporate functions and economic policies of the state.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study courses.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • acquire fundamental knowledge in economics and entrepreneurship important for understanding and successfully engaging in economic and administrative activities in a believers' or humanitarian organisation/ association/ community • critically evaluate the social and economic practices in various contexts 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Relate basic concepts of enterprise and consumer analysis 2. Analyse functioning of the market mechanism 3. Relate and analyse different systems of market structures 4. Identify basic macroeconomic variables 5. Relate fiscal and monetary policy 6. Analyse the outcomes of macroeconomic policy changes 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction lecture, work agreement (2) 2. Basic economic principles (6) 3. Market mechanism (7) 4. Enterprise and costs (7) 5. Monopolistic competition, oligopoly and monopoly (6) 6. Consumer behaviour (7) 7. Labour market (7) 8. Basic macroeconomic concepts (6) 9. Fiscal policy (6) 10. Monetary policy (6) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities		Active participation in all forms of teaching. Reading current literature. Analysis of practiced models of digital business on the Internet. Using virtual workspace for project development.								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES		Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES		ECTS credits (total)	5		
2.10. Required literature (available in the library and/or via other media)		Title					Number of copies in the library		Availability via other media	
		Study material							Internet	
		N. Gregory Mankiw, Mark P. Taylor (2017) Economics, Cengage							Internet	
2.11. Optional literature		P. A. Samuelson, W. D. Nordhaus (2016) Ekonomija, 19. izdanje, MATE								
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Ivana Marić, PhD		1.6. Year of the study	1 st year – I. semester
1.2. Name of the course	Management of Non-Profit Organizations		1.7. ECTS credits	5
1.3. Associate teachers	Ass. prof. Ivana Marić, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L, 30 S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>The core objective of the course is to introduce students to the specifics of non-profit organizations' business operations, i.e. to familiarize them with the basics of management of non-profit organizations. Course objectives are to introduce students to the following terms: social entrepreneurship, volunteering, management of the public sector, civil society organizations, social impact and measuring the effectiveness of non-profit organizations. The course enables students to become familiar with news in the management and with leading organizations whose primary goal is not profit but social influence and social values.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	.Completed courses of undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>After attending the course, it is expected of students to be able to:</p> <ul style="list-style-type: none"> • know basic terms and concepts of non-profit organizations management, to independently evaluate the specificities of managing organizations and to apply knowledge on management of organizations in the public and civil sector • suggest ways of improving business of non-profit organizations and to notice and understand the differences between the management of profit and non-profit organizations • apply gained knowledge, illuminated by faith, in more conscious exercise of one's own leadership in professional and social area • acquire fundamental knowledge in economics and entrepreneurship important for understanding and successfully engaging in economic and administrative activities in a believers' or humanitarian organisation/ association/ community 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Analysis and understanding of the specificity of the environment of non-profit organizations (economic, political, social and technological environment) 2. Understanding basic terms: definition of non-profit organizations, non-profit sector, public services, public management 3. Understanding the specificity of some management functions: planning, organizing, managing and controlling for non-profit organizations 4. Familiarisation with specific topics: social entrepreneurship, volunteering, social innovations, financing, ethics, marketing, etc. 5. Identifying opportunities to improve the management of non-profit organizations with an emphasis on social innovations, new forms of business, social responsibility, etc. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture, agreement on what will be done. (2) 2. Definition and specificity of non-profit organizations (4) 3. The environment and complexity of non-profit organizations (4) 4. Defining the public and civil sector (4) 5. Determining the management of non-profit organizations (4) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		6. Planning in non-profit organizations (4) 7. Organizing non-profit organizations (4) 8. Management - a function of management in non-profit organizations (4) 9. Human resources management in non-profit organizations (4) 10. Volunteers and their role in non-profit organizations (4) 11. Controlling in non-profit organizations (4) 12. Social entrepreneurship (6) 13. Marketing, ethics and financing in non-profit organizations (4) 14. Specificities of and differences between non-profit and profit organizations (4) 15. Social innovations and new technologies (4)								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities		Active participation in all forms of teaching. Studying and reading current literature. An analysis of practiced models of digital business on the Internet. Using virtual workspace for project development.								
2.9. Monitoring student work		Class attendance	YES		Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES		(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
		Project	YES		Written exam	YES		ECTS credits (total)	5	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Materijali s predavanja.							internet	
		Marić, I.(2018) Menadžment neprofitnih organizacija, Ekonomski fakultet Zagreb, Zagreb							internet	
2.11. Optional literature		Alfirević, N., Pavičić, J., Najev Čačija, L.J., Mihanović, Z., Matković, J. (2013), Osnove marketinga i menadžmenta neprofitnih organizacija, Institut za inovacije, Školska knjiga, Zagreb Crutchfield, L. R., McLeod Grant H. (2012), Forces for Good: The Six Practices of High- Impact Nonprofits, Jossey-Bass, John Wiley and Sons, Inc., New York. Rodriguez Heyman, D. (2011), Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals, Jossey-Bass, John Wiley and Sons, Inc., New York. Powell, W.W., Steinberg, R., (ed.)(2006), The nonprofit sector: A research handbook, 2nd ed., New Haven,								



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	<p>Yale University Press. Collins, J. (2005), Good to Great and the Social Sectors: A Monograph to Accompany Good to Great, HarperCollins, Inc., New York. Smith, Bucklin and Associates, Inc. (2000), The Complete Guide to Nonprofit Management, 2nd ed, John Wiley and Sons, Inc., New York. Wolf, T. (1999), Managing a Nonprofit Organization in the Twenty-First Century, Simon & Schuster Inc., New York. Drucker, P. (1990), Managing the Non-Profit Organization, Butterworth-Heinemann, Oxford.</p>
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Nenad Malović, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Philosophical Presuppositions of the Contemporary Society		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION				
2.1. Course objectives	<p>To introduce students with the genealogy of architecture and values of contemporary society.</p> <p>To train students for critical and argumentative evaluation of phenomena in society in the triangle of politics, economy and religion.</p> <p>To train students for argumentative dialogue and advocacy for human being in the context of domination of economic-technical approach to the human being.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Fulfilled study programme enrolment requirements and enrolment into the study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>To critically and objectively evaluate the scientific and expert literature on the place and role of human being in contemporary economic-technical civilisation.</p> <p>To critically assess the connections between the theological-religious theory and Church, religious and social practice.</p> <p>To be trained for discernment and concrete promotion of those activities in society that are focused on the promotion of complete human development and solidary humanism.</p> <p>To apply gained knowledge in the area of philosophy in various areas of social and cultural activities, with the purpose of promotion of Christian culture.</p> <p>To be trained for efficient communication with individuals and groups.</p> <p>To critically evaluate social and economic practices in various contexts.</p> <p>To know and explain the anthropological foundations of economy and politics.</p> <p>To critically interpret the fundamental moral-ethical principles and socioeconomics issues of the contemporary society with the help of knowledge from the area of philosophy.</p> <p>To be able to analyse and explain the place and role of religion in secular society and contemporary globalised world.</p> <p>To be trained for constructive activities in the area of intercultural dialogue and cooperation with the purpose of promotion of nonviolence, peace and coexistence in Croatian, regional and global context.</p>			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To critically and objectively evaluate scientific and expert literature about the values on which the contemporary society is founded.</p> <p>To be trained for argumentative and constructive dialogue with different worldviews.</p> <p>To know and explain the historical-conceptual development of the values of contemporary society.</p>			
2.5. Course content (syllabus)	<p>1. Introductory analysis of the contemporary society from the perspective of fundamental values – 2 hours</p> <p>2. Human dignity and human rights – 4 hours</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		3. Person, individual, community, society, state – 2 hours 4. Pluralism and democracy – 2 hours 5. Secularity, religion and politics – 2 hours 6. Freedom, equality, justice and responsibility – 2 hours 7. Identity, dialogue and/or tolerance – 2 hours 8. Science – 2 hours 9. Property, solidarity, common good – 2 hours 10. Progress, technics, sustainability, ecology – 2 hours 11. Globalisation – 2 hours 12. Autonomy and authority – 2 hours 13. Ideology – 2 hours 14. Recapitulation and conclusion – 2 hours								
2.6. Format of instruction:		x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam	YES	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	William Raeper - Linda Smith, <i>Kratka povijest ideja</i> , Zagreb, 2008.									
	Jacques Maritain, <i>Cjeloviti humanizam</i> , Zagreb, 1988.									
	Jacques Maritain, <i>Tri reformatora. Luther – Descartes – Rousseau</i> , Split, 1995.									
	EuropeanValues.info, <i>Definition of the most basic European Values and their significance for our modern society</i> . http://europaeischewerte.info/fileadmin/templates/Documents/ewdef_en.pdf									
	Ivan Čulo, <i>Utjecaj personalizma na moderno pravno oblikovanje ljudskih prava</i> , Zagreb, 2017. (doctoral thesis)									
Carlo Cardia, <i>Izazovi laičnosti. Etika, multikulturalnost, Islam</i> , Zagreb, 2012.										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Slaven Ravlić, <i>Suvremene političke ideologije</i> , Zagreb, 2003.		
	Nenad Malović, <i>Mišljenje i djelovanje. O znanju, društvu i vrijednostima</i> , Zagreb, 2016.		
	Nikolaj Berdjajev, <i>Sudbina čovjeka u suvremenom svijetu. Za razumijevanje naše epohe</i> , Split, 2007.		
	Igor Čatić (ed.), <i>Filozofija i tehnika</i> , Zagreb, 2003.		
	Romano Guardini, <i>Konac novoga vijeka</i> , Split, 2002.		
	Julian Nida-Rümelin, <i>O ljudskoj slobodi</i> , Zagreb, 2007.		
	Raul Raunić, <i>Pretpostavke liberalnog razumijevanja čovjeka</i> , Zagreb, 2005.		
	Thomas S. Kuhn, <i>Struktura znanstvenih revolucija</i> , Zagreb, 2002.		
2.11. Optional literature	Petra Kolmer - Armin G. Wildfeuer (eds.), <i>Neues Handbuch philosophischer Grundbegriffe</i> , (3 sveska), Freiburg-München, 2011. Anselm Winfried Müller – Christoph Friedrich, <i>Demokratie. Illusionen und Chancen</i> , Stuttgart – Berlin – Köln, 1996. Janez Juhant – Bojan Žalec (eds.), <i>Na poti k dialoški človeškosti. Ovire človeškega komuniciranja</i> , Ljubljana, 2010. Sanford Lakoff, <i>Democracy. History, Theory, Practice</i> , Boulder, 1999. Richard Rosecrance, <i>The Rise of the Virtual State – Wealth and Power in the coming Century</i> , New York, 1999.		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION												
1.1. Course teacher		Ass. prof. Anto Barišić, PhD			1.6. Year of the study			1st				
1.2. Name of the course		Internship: Caritas			1.7. ECTS credits			3 ECTS				
1.3. Associate teachers		s. Jelena Lončar, Master of social work, mentors			1.8. Type of instruction (number of hours L + E + S + e-learning)			60E				
1.4. Study programme (undergraduate, graduate, integrated)				graduate		1.9. Expected enrolment in the course			20			
1.5. Status of the course		<input checked="" type="checkbox"/> mandatory		<input type="checkbox"/> elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)						
2. COURSE DESCRIPTION												
2.1. Course objectives		Objective of this internship is to train students for responsible and creative charitable, social and humanitarian work in charity institutions.										
2.2. Enrolment requirements and/or entry competences required for the course				Completed undergraduate study programme.								
2.3. Learning outcomes at the level of the programme to which the course contributes		<ul style="list-style-type: none"> - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - deeply understand and explain the ethical foundations of social, cultural and diaconic work in concrete practice - apply gained knowledge, illuminated by faith, in more conscious exercise of one's own leadership in professional and social area - appropriately explain the importance of personal motivation in social, cultural and diaconic work as the positive sources for particular activities 										
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)		<p>Students will be able to:</p> <ul style="list-style-type: none"> - perform administrative work related to the management of institutions (for example tracking donations) - recognise and adequately interpret ways in which one can realise material assistance to those that need it the most - recognise the most important needs of users and adequately respond to them - correctly interpret situations which generate problems that lead someone to become a user of care institutions 										
2.5. Course content (syllabus)		Students will be trained in Caritas' houses (Home Emaus, Home of Love, Home Trešnjevka, Home Vugrovec, Home "Blessed Alojzije Stepinac", Homeless Shelter) for various activities related to volunteering, charitable work and material management of the institutions. Those activities include: administrative work, organisation of collecting and providing material assistance with the objective of meeting needs of the socially sensitive individuals, families and groups of users, participation in organisation and conduction of various workshops for development of financial literacy for homeless people and similar workshops.										
2.6. Format of instruction:		<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3 ECTS	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc . prof. Vjekoslav Bratić, PhD	1.6. Year of the study	1 st year of the study – 1 st semester
1.2. Name of the course	Public Finances in Theory and Practice	1.7. ECTS credits	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30L + 30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>The fundamental objective of the course is to familiarize students with the fundamental terms, concepts and specifics of the public sector economics at the theoretical and practical level. The course “Public Finances” as a scientific discipline is a multidisciplinary research subject in the wider area of social sciences (for example economy, political science and/or law) and as such is also the object of interest for the widest public, especially when it comes to tax policy and expense policy. With the changes of the existing taxation system, the executive government is often trying to respond to the particular challenges and achieve economic objectives such as stability and economic growth and development. In Croatia there are minor or major changes in the domain of public finances every year, especially in the area of taxation. All those are important reasons why the role and importance of the public finances in contemporary society, including Croatia, is constantly being analysed and re-examined. Basic objectives of this course are the explanation of the basic (general) postulates and specifics of the public finances and theoretical and practical introduction to the public finances system in Croatia. Considering the fact that the taxes (especially value added tax) are the biggest and the most significant public income, the emphasis has been put on fundamental knowledge on taxes. On the other hand, fundamental postulates of the public expenses policies will be analysed as well. Related to that, tax-legal treatment and financing of the Catholic Church and other religious communities in Croatia from state budget funds will be separately analysed.</p>		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme courses.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - acquire fundamental knowledge in economics and entrepreneurship important for understanding and successfully engaging in economic and administrative activities in a believers’ or humanitarian organisation/ association/ community - critically evaluate the social and economic practices in various contexts 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Understanding of the fundamental terms of the public finances; 2. Differentiation and knowledge of the theoretical and practical postulates and concepts of public finances; 3. Application of the particular knowledge about the Croatian taxation system; 4. Reflection on the actual issues of the public finances on the general level and on the Croatian example; 5. Detection of possibilities for the improvement within the framework of the existing public income and expenses policy 6. Potential for analysis of financing of religious communities in Croatia using the state budget funds 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction (term and content, basic functions of the public finances, size and structure of the public sector) (4) 2. Methods of public finances (outlook, methods, public sector economics, the role of the state) (4) 3. Public goods and external effects (definition, efficient supply of private and public goods, the issue of privatisation) (4) 4. Political economy (public election, direct democracy, voting, representative democracy) (4) 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>5. Public expenses (concept and size, types, social security and care systems, main features, contributions and expenses for social security, financing of religious communities in Croatia) (4)</p> <p>6. Pension insurance (types of pension insurances, condition and problems, the impact of pension insurance on the economic behaviour, Croatian pension system) (4)</p> <p>7. Health insurance (place and role of the health care, the role of the state in the health policy, trends in health care costs, health care financing models, health care financing in Croatia) (4)</p> <p>8. Public income (concept, types, classification and distribution of public income, the role of public income) (4)</p> <p>9. Taxes, conceptual definition and taxation (definition, characteristics, principles and objectives of taxation, tax distribution theories) (4)</p> <p>10. Croatian taxation system (types of taxes, characteristics and structure of tax income, taxation of income, profit, property and consumption) (4)</p> <p>11. Value added tax (definition, types, calculation methods, VAT rates in EU, VAT in Croatia) (4)</p> <p>12. The basics of the budget (functions, elements, budget classifications, the structure of state budget, budget process) (4)</p> <p>13. Public debt and fiscal deficit (concept and role, size, structure, classification, balance of the general government budget, fiscal policy) (4)</p> <p>14. Fiscal decentralisation (concept, types, advantages and disadvantages, fiscal inequalities, financing of local and regional governing units in Croatia) (4)</p> <p>15. Concluding consideration (4)</p>												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities			Active participation in all forms of instruction. Tracking and reading current literature.									
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	5	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		Rosen, H.S., Gayer T. (2010), <i>Javne financije</i> , Zagreb: Institut za javne financije (Odabrana poglavlja).									Internet	
		Šimurina N. i Šimović H. (ed.) (2012), <i>Javne financije u Hrvatskoj</i> , Zagreb: Ekonomski fakultet.									Internet	
		Ott, K. (ur.), <i>Javne financije u Hrvatskoj</i> , Institut za javne financije, Zagreb, 2000.									Internet	
2.11. Optional literature		<ul style="list-style-type: none"> Jurković, P., (2002.), <i>Javne financije</i>, Zagreb: Masmedia. 										



University of Zagreb



Catholic Faculty of Theology

DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none">• Institut za javne financije , Kratki vodič kroz proces državnog proračuna (2016.), Institut za javne financije, Zagreb. Dostupno na: http://www.ijf.hr/upload/files/file/knjige/vodic.pdf• Kesner-Škreb, M. i Kuliš, D. Porezni vodič za građane, 2. promijenjeno izd. (2010.), Institut za javne financije, Zagreb. Dostupno na: http://www.ijf.hr/porezni_vodic/2010.pdf• Ott, K. 2009., Proračunski vodič za građane, 2. promijenjeno izdanje, Institut za javne financije, Zagreb. Dostupno na: http://www.ijf.hr/proracunski/2009.pdf• Pojmovnik http://www.ijf.hr/pojmovnik/stope_poreza_na_dohodak.htm Institut za javne financije , Newsletter Br. 102 - Vladi i Saboru Republike Hrvatske / IJF, siječanj 2016.. Dostupno na: http://www.ijf.hr/hr/publikacije/casopisi/12/newsletter/110/vladi-i-saboru-republike-hrvatske/1100/
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Jurica Pavičić, PhD		1.6. Year of the study	1 st year
1.2. Name of the course	Marketing of Non-Profit Organizations		1.7. ECTS credits	5
1.3. Associate teachers	Prof. Jurica Pavičić, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L, 30 S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>The fundamental objective of the course is to introduce students to the specifics of marketing/communication activities of non-profit organizations. The course objectives are to introduce students with the following terms important for the activities of non-profit organizations and in the context in which they operate: marketing, marketing mix, communication, promotion, lobbying, public relations, fundraising.</p> <p>The course enables students to become familiar with news in the management and leadership of organizations whose primary goal is not profit but social influence and social values.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study courses.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - acquire fundamental knowledge in economics and entrepreneurship important for understanding and successfully engaging in economic and administrative activities in a believers' or humanitarian organisation/ association/ community - know and explain the process of political and entrepreneurial decision-making, as well as anthropological foundations of economy, entrepreneurship and politics 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Analyse basic concepts related to civil society and non-profit organizations with a critical approach to non-profit organizations 2. Explain the social responsibility of organizations in society and cooperation between sectors in terms of meeting the goals and social responsibility, sectoral and cross-sectoral cooperation in solving social problems 3. Identify the general marketing determinants of non-profit organizations while focusing on sources and fundamental features of marketing non-profit organizations and marketing orientation 4. Conceptualize strategic marketing of non-profit organizations, while taking into account the concepts of situation analysis, defining key elements of the strategy and selecting the direction of achieving sustainable competitive advantage, defining components of marketing activity implementation and accompanying activities 5. Evaluate fundraising for the carrying out activities of non-profit organizations using the general determinants of fundraising and different types of sources of funds and ways of raising funds 6. Evaluate marketing mix and implementation of strategic marketing of non-profit organizations with conceptual elaboration of the marketing mix framework and alternative interpretations 7. Analyse product, price, promotion, and distribution as part of a marketing mix with conceptual definition, scope, key concepts, stakeholders and decision-making processes, and as elements of promotional/communication mix, public relations, and lobbying 8. Distinguish marketing agents, such as marketing agencies, media and brokers 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory considerations (2) 2. Civil society and non-profit organizations (conceptual definition of a non-profit organization, critical approach to non-profit organizations) (4) 3. Social responsibility of organizations in society and collaboration between sectors (meeting objectives and social responsibility, sectoral and cross-sectoral cooperation in solving social problems) (4) 4. General marketing determinants of non-profit organizations (sources and fundamental features of marketing non-profit organizations, marketing orientation) (4) 5. Strategic marketing of non-profit organizations (analysis of the situation, definition of key elements of a strategy, selection of the direction of achieving sustainable competitive advantage, definition of the components of marketing activity implementation, accompanying activities) (4) 6. Fundraising for the implementation of activities of non-profit organizations (general fundraising methods, sources of funds, ways of raising funds) (4) 7. Marketing mix and implementation of strategic marketing of non-profit organizations (conceptual elaboration of frameworks for marketing mix, alternative interpretations) (4) 8. Marketing mix: product 1 (conceptual definition, scope, key concepts) (4) 9. Marketing mix: product 2 (stakeholders and processes in decision-making about the product) (4) 10. Marketing mix: price (conceptual definition, scope, key concepts, stakeholders and processes in deciding on prices) (4) 11. Marketing mix: promotion 1 (conceptual determination, promotion/communication mix elements, stakeholders and decision-making processes about promotion, advertising) (5) 12. Marketing mix: promotion 2 (personal sales/contact, sales promotion, public relations, lobbying) (4) 13. Marketing mix: distribution (conceptual definition, scope, key concepts, stakeholders and processes in deciding on prices) (4) 14. Marketing agents (marketing agencies, media, brokers) (5) 15. Concluding considerations (4) 								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:						
2.8. Student responsibilities	Active participation in all forms of teaching. Reading current literature. Analysis of practiced models of digital business on the Internet. Using virtual workspace for project development.								
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES		(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
	Project	YES		Written exam	YES		ECTS credits (total)	5	

**DETAILED PROPOSAL OF THE STUDY PROGRAMME**

2.10. Required literature (available in the library and/or via other media)	Title	Number of copies in the library	Availability via other media
	Study materials		Internet
	Alfirević, N., Pavičić, J., Najev Čačija, L.J., Mihanović, Z., Matković, J. (2013): Osnove marketinga i menadžmenta neprofitnih organizacija, Institut za inovacije, Školska knjiga, Zagreb		Internet
2.11. Optional literature	Pavičić, J., Gnjidić, V., Drašković, N. (2014): Osnove strateškog marketinga, Školska knjiga i Institut za inovacije, Zagreb. Levinson, J. C., Adkins, F., Forbes, C. (2010): Guerilla marketing for nonprofits, Entrepreneur Press. Stern, G. J. (2003): Mobilize People for Marketing Success, Amherst H. Wilder, Saint Paul. Avner, M. (2003): The Lobbying and Advocacy Handbook for Nonprofit Organizations, Fieldstone Alliance, Saint Paul.		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Nedjeljka s. Valerija Kovač, PhD		1.6. Year of the study
1.2. Name of the course	Specific Issues of Theological Anthropology: The Human Being between the Gift and Economy		1.7. ECTS credits
1.3. Associate teachers	x		1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
1st			
3			
30 L			
20			
x			
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> • deepened understanding of the metaphor of gift based on biblical and systematic-theological assumptions • deepened knowledge of the theological discourse about the human being from the perspective of “gift” • connecting the interdisciplinary insights on the possibility, meaning and dynamics of gift with the theological discourse on the gift • opening the perspectives and suggestions for the implications of theological-anthropological discourse of gift in the Church and social reality 		
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with biblical and philosophical-theological discourse on the human being and his/her relation to God, others and society. Motivation for deeper study of the theological discourse on the human being, especially from the perspective of the gift and its importance for the contemporary world, which is increasingly shaped according to the principles of economy.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • know and explain the process of political and entrepreneurial decision-making, as well as anthropological foundations of economy, entrepreneurship and politics • critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law • appropriately and creatively integrate the theological and Biblical foundation of the social work and diaconia, as well as relevant spirituality 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • know and independently present the meaning of gift and giving in the Scripture and theological tradition • know and explain the systematic-theological foundations of the discourse on the gift (theological, anthropological, soteriological, sacramental-theological) • know the contemporary philosophical bases about the gift (Jean Luc Marion, Jacques Derrida) as an inspiration for deepened theological discourse on the gift • recognise the challenges of the dominant economic paradigm and evaluate the (im)possibility of the implication of the theology of gift • understand the human being as the being between the givenness and self-giving, receiver and giver, at the levels of the relationship with God and other people • deeply reflect and evaluate generosity, forgiveness, hospitality and sacrifice from the perspective of the gift 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course 2. Semantics and phenomenology: gift, giving, givenness, giver, receiver, giving back, exchange 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		3.-5. Contemporary reflections on the gift (Jean Luc Marion and Jacques Derrida) and their theological potential 6.-8. God as the abundant giver (Trinitarian, Christological-soteriological, sacramental dimension) 9.-11. Human being as the gift of God and gift to the God (creation, freedom, justification, eschatological completion) 12.-13. How to permeate the economy with "gift"? The issues of (in)compatibility of the paradigms of economy and gift 14. Life from the dynamics of gift: the value of sacrifice and forgiveness 15. Life from the dynamics of gift: generosity and hospitality											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> discussion				2.7. Comments:			
2.8. Student responsibilities		Redovito pohađanje nastave i aktivno sudjelovanje (uključivanje u diskusiju, vlastite bilješke), izrada samostalnih zadaća i njihovo prezentiranje. Regular class attendance and active participation (participating in discussions, making notes), working on independent assignments and their presentation.											
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam		YES	NO
		Experimental work		YES	NO	Report		YES	NO	Assignments		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)		YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)		YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media			
		Benedikt XVI., Caritas in veritate – Ljubav u istini, KS, Zagreb, 2009.						6		http://w2.vatican.va			
		Benedikt XVI., Deus caritas est – Bog je ljubav, KS, Zagreb, 2006., II. dio.						5		http://w2.vatican.va			
		Philip A. Rolnick, Osoba, milost, Bog, KS, Zagreb, 2012., 165-208.						2					
		Stratford Caldecott, A Theology of Gift. The divine benefactor and universal kinship: questions and insights from theology						0		https://economy.secondspring.co.uk/uploads/articles_15_592693109.pdf			
Antonio Malo, The Limits of Marion's and Derrida's Philosophy of the Gift						0		https://www.academia.edu/Marions_and_Derridas_Philosophy_of_the_Gift					
2.11. Optional literature		<ul style="list-style-type: none"> Veronika Hoffmann, <i>Zu einer Theologie der Gabe. Rechtfertigung – Opfer – Eucharistie – Gottes-und Nächstenliebe</i>, Herder, Freiburg – Basel – Wien, 2013. Veronika Hoffmann – Ulrike Link-Wieczorek – Christof Mandry (ur.), <i>Die Gabe. Zum Stand der interdisziplinären Diskussion</i>, Verlag Karl Alber, Freiburg – München, 2016. 											



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	<ul style="list-style-type: none">• John D. Caputo – Michael J. Scanlon (ed.), <i>God, the Gift and Postmodernism</i>, Indiana University Press, Bloomington, 1999. Scientific articles that will be specified later in order to pick the most current ones for the topics that will be covered in the course.
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION												
1.1. Course teacher		Ass. prof. Anto Barišić, PhD			1.6. Year of the study			1 st				
1.2. Name of the course		Internship: Church Institutions			1.7. ECTS credits			3 ECTS				
1.3. Associate teachers		Menthors			1.8. Type of instruction (number of hours L + E + S + e-learning)			60E				
1.4. Study programme (undergraduate, graduate, integrated)		Graduate			1.9. Expected enrolment in the course			20				
1.5. Status of the course		<input checked="" type="checkbox"/> mandatory		<input type="checkbox"/> elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)						
2. COUSE DESCRIPTION												
2.1. Course objectives		Objective of this internship is to train students for responsible and creative managerial-administrative and marketing work in Church institutions.										
2.2. Enrolment requirements and/or entry competences required for the course				Completed undergraduate study programme.								
2.3. Learning outcomes at the level of the programme to which the course contributes		<ul style="list-style-type: none"> - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - deeply understand and explain the ethical foundations of social, cultural and diaconic work in concrete practice - apply gained knowledge, illuminated by faith, in more conscious exercise of one's own leadership in professional and social area 										
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)		<p>Students will be able to:</p> <ul style="list-style-type: none"> - perform administrative work related to the management of Church institutions - correctly analyse cases from practice of activities of various Church institutions/associations/movements/organisations - recognise and adequately apply concrete management steps with the objective of social advocacy in social non-profit organisations - creatively design marketing related to the objectives of activities of Church institutions/communities/associations/movements 										
2.5. Course content (syllabus)		<p>Students will be trained for competent management of administrative activities, as well as for organisation and management of temporal goods and economic activities in Church and in society. The training will take place in diocesan institutions, deanery and parish communities, believers' societies, Church movements, associations, and foundations whose purpose is execution of charity, social and humanitarian work and fulfilment of other objectives related to the complete spiritual and material development of the human being and promotion of the common good. Those activities include: administrative work, marketing design, organisation of collecting of and providing for the material assistance with the purpose of meeting the needs of socially sensitive individuals, families and groups of users, participation in the organisation and execution of various workshops for increasing the financial, administrative and project literacy and so on.</p>										
2.6. Format of instruction:		<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO



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	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3 ECTS	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Božidar Jaković, PhD		1.6. Year of the study
1.2. Name of the course	Digital Business in the Church		1.7. ECTS credits
1.3. Associate teachers	Prof. Mario Spremić, PhD Ass. prof. Božidar Jaković, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	Digital business and application of information-communication technologies enable organizations to increase productivity, efficiency and competitiveness in today's dynamic environment. The aim of this course is to introduce students to the latest trends in information-communication, especially internet technologies and basic concepts of digital business, as well as to the social, technological and administrative aspects of its application. This course provides an understanding of technological support and digital business infrastructure as well as an overview of its development, models of its functioning and trends. The specific knowledge gained through the program are understanding of technological prerequisites of digital business, the competence for creating a business model of digital business with the skills of using tools and technologies for web site design, its maintenance and updating. Students will use modern tools and technology, work on a current theme in teams, and create digital business projects. Analysis and discussion of case studies will enable students to acquire a multidisciplinary view of the digital economy and technological support for digital business.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed courses in undergraduate study programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - acquire fundamental knowledge in economics and entrepreneurship important for understanding and successfully engaging in economic and administrative activities in a believers' or humanitarian organisation/ association/ community 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. An analysis and understanding of the concept of digital economy and modern information-communication technologies based on e-business 2. Understanding the concept of integration (permeation) of technologies as a prerequisite for the functioning of digital business 3. A detailed analysis and broader understanding of the concept of digital business 4. Understanding the role of digital business in organization 5. Analysis and understanding of Web 2.0 technology 6. Getting acquainted with cloud computing capabilities. 7. Creating a critical and innovative approach to the use of new technologies. 8. Recognizing and assessing trends in digital business development. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The conceptual determination of digital economy. Permeation (integration) of technology as a prerequisite for the functioning of the digital economy. Examples and explanations of how the Church operates in the digital economy. Case studies (4) 2. Monitoring the development of new information-communication technologies. The importance of monitoring the development of new technologies. Readiness for new technologies. Influence of investment in research and development of information-communication technologies. (4) 		



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<p>3. The conceptual determination of digital business and the concept of a digital enterprise. Social, technological and business aspects of digital business. Digital business's development phases. Areas of application of digital business, studies of cases of digital business. (4)</p> <p>4. Basic infrastructure and technological basis of digital business (overview of information system components and related information technology used in digital business). (4)</p> <p>5. The explanation of the concept and type of computer networks, computer network architecture, internet development as a computer network. Overview and explanation of the hardware base of functioning of digital business (devices that serve for content transfer in internet environment) (4)</p> <p>6. Overview and explanation of the software base of functioning of digital business (application software, communication protocols, detailed display of the most important internet protocols) (4)</p> <p>7. Overview and explanation of the data base of functioning of digital business (4)</p> <p>8. Security issues in digital business. Cyber security and basic protection measures (4)</p> <p>9. Second generation digital business: Web 2.0 technology, cloud computing, mobile business (4).</p> <p>10. Specific application of the digital business concept: digital and mobile payment systems, booking systems, digital marketing (4)</p> <p>11. Digital business trends. Latest technological trends. Application of currently available technology in business. (4)</p> <p>12. Digital transformation of a company. Digital transformation of the Church. (4)</p> <p>13. Application of information-communication technologies in the Church. Examples of ICT use. (4)</p> <p>14. The future of innovative technology development. Defining and explaining new concepts and technologies that will play a significant role in the future: biotechnology, nanotechnology, quantum computers. Case studies. (4)</p> <p>15. Presentation of student projects and analysis of case studies. (4)</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities			Active participation in all forms of teaching. Studying and reading current literature. Analysis of practiced models of digital business on the internet. Using virtual workspace for project development.							
2.9. Monitoring student work		Class attendance	YES		Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES		(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
		Project	YES		Written exam	YES		ECTS credits (total)	5	
2.10. Required literature (available in the library and/or via other media)		Title					Number of copies in the library		Availability via other media	
		Panian, Ž. <i>Elektroničko poslovanje druge generacije</i> . Ekonomski fakultet, Zagreb, 2013.							internet	



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	Spremić, M. (2017): Digitalna transformacija poslovanja, Ekonomski fakultet Zagreb		internet
	Spremić, M (2017): Sigurnost i revizija informacijskih sustava u okruženju digitalne ekonomije, Ekonomski fakultet Zagreb		internet
	Study material from lectures.		internet
2.11. Optional literature	<ol style="list-style-type: none"> 1. Dave Chaffey. Digital Business & E-Commerce Management, 6th ed. Strategy Implementation & Practice, 2014 2. Kenneth C. Laudon and Carol Traver. E-Commerce 2014 (10th Edition) 3. Michael P. Papazoglou and Pieter Ribbers. e-Business: Organizational and Technical Foundations, 2011. 		
2.12. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Šalković, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Temporal Church's Goods		1.7. ECTS credits	3
1.3. Associate teachers	Ivan Rak, MS		1.8. Type of instruction (number of hours L + E + S + e-learning)	24L + 2 field work + 4E
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To train students and introduce them to knowledge and application of the <i>property law of the Catholic Church</i> , integral to the service of the economist, administrator and other persons that must be qualified in order to do economic and administrative work in the Church, as well as organising and managing temporal goods and economic activities.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of the general regulations of the canon law, law of the God's people, fundamentals of the international treaties between the Holy See and the Republic of Croatia.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law - deeply understand and explain the ethical foundations of social, cultural and diaconic work in concrete practice - notice and explain the internal relation between ethics and economy with the goal of developing the structures of values as the framework of complete human development and the common good 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - know the property law of the Catholic Church integral for administration of Church's goods. - apply the property law at the diocesan and parish level and in activities of the public and private canon-legal entities. - understand the intent of the lawmaker while regulating the property-legal relations. - apply the expert canon-legal guidelines regarding the acquisition, management and alienation of Church's goods. - manage the sources of funding and to understand the canon-legal matter for the functioning of the parish and diocese as legal entities. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course: Church – reality composed of inseparable elements: human and divine. 2. The Code of Canon Law – temporal Church's goods – contribution to the Christian humanism and economic development. 3. Purposes, term and types of Church's goods. 4. The right of the Church to the temporal goods in which public legal entities participate as well. 5. The significance and purpose of the Church's goods (arrangement of worship, supporting the clergy and other officials, acts of the apostolate and beneficence, especially towards the poor). 6. Laws which regulate the Church's goods. 7. Acquisition of goods – fundamental principles. 8. Sources of acquisition of the public right. 			



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		<p>9. Sources of acquisition of the private right. 10. Reform of the grants system in the Church in Croatia. System of solidarity and joint responsibility. 11. Administration of goods: various levels and subjects of administration (moral and ethical aspect). 12. <i>Field work</i>: Diocesan clerical support institution and Clerical social support institution (theoretical and practical aspect). 13.-16. The Treaty between the Holy See and the Republic of Croatia on <i>economic issues</i> (commentary and application). 17.-18. The financial system of the Catholic Church in Croatia: expectations – achievements – challenges. 19.-20. <i>Exercises</i>: Regular, extraordinary and administration of greater importance. 21. <i>Field work</i>: Economist and economic council. 22. Assignments and obligations of the administrator of Church's goods. 23. <i>Exercise</i>: Contracts; concept and types. 24. Alienation of Church's goods. Tenancy. 25. Philanthropy – temporal goods – religious purposes (<i>piae causae</i>). 26. Religious wills in general: concept and types. 27. <i>Exercise</i>: Bestowal and will in the civil law. 28. Religious foundations. 29. Obligations added to the religious purposes: the implementation and change of obligations. 30. Definition and evaluation of students' work. Students' <i>evaluation of the course</i>.</p>											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:					
2.8. Student responsibilities		Regular class attendance, active work in classes, participation in working on exercise assignments.											
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam		YES	NO
		Experimental work		YES	NO	Report		YES	NO	Exercises		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)		YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)		YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		Zakonik kanonskoga prava s izvorima, Zagreb, 1996.								5		3	
		N. Škalabrin, <i>Vremenita crkvena dobra</i> , Đakovo, 2008.								10		3	
		J. Brkan, <i>Crkvena vremenita dobra</i> (Temeljni kanoni i upravljanje dobrima), Split, 2006.								6		1	



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2.11. Optional literature	<i>Ugovori između Svete Stolice i Republike Hrvatske (komentar N. Eterović), Zagreb, 2001. (selected parts)</i>
2.12. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION			
1.1. Course teacher	Mislav Kutleša, PhD	1.6. Year of the study	2 nd
1.2. Name of the course	Business and Financial Ethics	1.7. ECTS credits	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	The course objective is to introduce students to new challenges facing contemporary society in the field of business and finance, with particular reference to the dignity of the human being and the common good.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law - deeply understand and explain the ethical foundations of social, cultural and diaconic work in concrete practice - notice and explain the internal relation between ethics and economy with the goal of developing the structures of values as the framework of complete human development and the common good 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>At the end of the course students will acquire following knowledge and competences:</p> <ol style="list-style-type: none"> 1. Understanding the meaning and value of ethics in business and finance; 2. Acquiring competences that will enable active participation in ethical commissions; 3. Ability to contribute to raising awareness of the dignity of the person and the common good in the field of work; 4. Being trained to promote solidarity and subsidiarity; 5. Ability to contribute to raising awareness of justice and just rewards for the effort and work involved. 		
2.5. Course content (syllabus)	<p>Week 1: Introduction to the course Week 2: Introduction to the document "OECONOMICAE ET PECUNIARIAE QUAESTIONES" of Congregation for the Doctrine of the Faith Week 3: Work as a key social issue Week 4: Relationship and rationality in the economic world Week 5: Capitalism Week 6: Fairness in business Week 7: Human being and work Week 8: The ethical evaluation of labour prices Week 9: Right to a fair wage Week 10: Economy and social responsibility as a responsibility for the common good Week 11: Corruption as an ethical and moral issue</p>		



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		Week 12: Responsible politics and human environment as a social issue Week 13: "Homo oeconomicus" or "homo religiosus" Week 14: Religion and Money Week 15: Conclusion									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:			
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Dokumenti Drugog vatikanskog koncila, <i>Gaudium et spes</i>									
		Benedikt XVI, <i>Ljubav u istini</i>									
		Kongregacija za nauk vjere, <i>Oeconomicae et pecuniariae quaestiones</i>									
		Ivan Koprek (ed.), <i>Religije i novac</i>									
		Ivan Koprek (ed.), <i>Zasluhuje li radnik pravednu plaću</i>									
		Ivan Koprek – Neda Rogošić (eds.), <i>Korupcija</i>									
		Ivan Koprek (ed.), <i>Recesija i otpuštanja</i>									
Ivan Koprek (ed.), <i>Dugovanje. Mobbing</i>											
2.11. Optional literature											
2.12. Other (as the proposer wishes to add)											



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1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Marija Šain, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Seminar: Practicum in Management Skills		1.7. ECTS credits	3
1.3. Associate teachers	Maja Haršanji, mag.oec.		1.8. Type of instruction (number of hours L + E + S + e-learning)	1L+1S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	The course objective is to acquire theoretical and practical knowledge and skills that managers have to possess in each level of management in each organization (independent of its activity) in order to be successful in carrying out their work and to contribute to the development of the organization.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - recognise and creatively design new initiatives for the promotion of new activities in the framework of care for Church cultural goods - appropriately explain the importance of personal motivation in social, cultural and diaconic work as the positive sources for particular activities 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> • to define and describe creative techniques and methods in team management • to improve the communication skills within the organization • to explain methods of time management and conflicts on a concrete example • to identify and analyse methods of delegating authority and responsibility within the organization • to assess and analyse the realization of management skills on the example of successful managers • to link the theoretical insights with examples from practice 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> • Introduction to management skills (3) • Personal skills: conceptual, social and technical skills (3) • Time management (3) • Delegation skill (3) • Interpersonal skills (3) • Communication skills (presentation and negotiation skills) (3) • Team management (3) • Motivating employees (3) • Managing conflicts (3) • Examples of successful managers in Croatia and worldwide (3) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet	2.7. Comments:	



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		<input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities	The student's obligations in the course are regular attendance of lectures and seminars as specified in the Rulebook on Studying . Regular attendance allows students to pass the course through two colloquia. Students who fail to attend the colloquia will apply for a written exam. The student is obliged to make and present a seminar paper to demonstrate knowledge he/she acquired in the course.									
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES		(other)	YES	NO	
	Preliminary exam	YES		Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES		ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Sikavica, P., Bahtijarević – Šiber, F., Pološki Vokić, N.: Suvremeni menadžment, Školska knjiga, Zagreb, 2008.									
	Buble, M.: Menadžerske vještine, Sinergija, Zagreb, 2010.									
	Whetten, D.A. & K.S. Cameron: Developing managamant Skills, Pearson Prentice Hall, 2007									
2.11. Optional literature	Canfield, J.: Načela uspjeha: kako dospjeti s mjesta na kojem se nalazite do mjesta na kojem želite biti, Mozaik knjiga, Zagreb, 2009. Kamp, D.: Menadžer 21. stoljeća: tehnike rukovođenja za novi milenij, M.E.P. Consult, Zagreb, 2000. Miljković, D., Rijavec, M.: Menadžerske vještine 3, IEP – edicija Obelisk, Zagreb, 2002. Covey, S.R.: Sedam navika uspješnih ljudi, Mozaik knjiga, Zagreb, 2001									
2.12. Other (as the proposer wishes to add)	Study materials and notes from lectures.									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Mario Spremić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Innovative Technologies and the Security of the Information Systems		1.7. ECTS credits	5
1.3. Associate teachers	Prof. Mario Spremić, PhD Ass. prof. Božidar Jaković, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L + 30 S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	The objective of the course is to introduce students to the new innovative technologies, numerous security and privacy that arise due to the intensive and everyday use of the information systems, as well as the most significant methods of protection. Objectives of the course are to introduce students to the term computer risk (cyber risk), the term information threats and vulnerability and their negative impact on the work of the Church, as well as to explain the most significant protection mechanisms. Students will gain the wider (holistic) understanding of the model of the computer risks in the digital business environment. The course allows the detailed understanding of the technological, organisational and social aspects of the security mechanisms functioning, functioning of the technological support and infrastructure of the electronic business.			
2.2. Enrolment requirements and/or entry competences required for the course	Passing the undergraduate study programme courses.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - acquire fundamental knowledge in economics and entrepreneurship important for understanding and successfully engaging in economic and administrative activities in a believers' or humanitarian organisation/ association/ community - notice and explain the internal relation between ethics and economy with the goal of developing the structures of values as the framework of complete human development and the common good 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. An analysis and understanding of the technological, social and business aspects of the security in the digital economy environment (cyber security) 2. Understanding of the concept of computer risks (cyber risks). Understanding of the concept of the computer controls. 3. The recognition and analysis of the security threats in the digital business environment. Assessment of the level of vulnerability of the control environment. Methods and frameworks of the assessment of the level of computer risks (cyber risks). 4. Understanding of the scope and way of the functioning of the most significant security threats and attacks in the e-business environment, as well as the most significant protective measures. 5. Implementation of the most significant safety protection measures in the digital business environment 6. Knowledge of the regulatory and methodological frameworks of the management of the security of digital business (cyber security) and acquisition of competency for their practical application. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Environment of the digital economy and digital business. Examples of security problems and explanation of their impact on the organisations and individuals. Case studies. The conceptual definition of security in the digital business environment (cyber security). Technological, organisational and social aspects (approaches) of the issue of security in the e-business environment. Causes and sources of the issues related to the cyber security. (6) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ol style="list-style-type: none"> 2. Explanation of the basis of information security: privacy, integrity (wholeness) and content availability. Overview of the differences between the terms information security and security in the e-business environment (cyber security). Case studies of the incidents in the field of the cyber security as the method of raising awareness of the scale of these issues. (6) 3. Definition of the concept of the security risk of e-business (cyber risk) management. Security risks of e-business management plan. Overview of the security threats in the e-business environment. Analysis of the influence of those threats. (6) 4. Basic security (control) mechanisms of e-business. Organisational, technological, social and physical controls in the e-business environment. Logical and physical (biometric) methods of access. Authorization of user work. Controlling the work of computer network. Data controls, transaction execution controls. Software work controls. Equipment controls. (6) 5. Detailed overview of the functioning of security (control) mechanisms of computer networks (architecture of networks, transfer protocols, security issues of network access). Detailed overview and explanation of the security mechanism of the hardware base of the e-business functioning (computer configuration, hardware infrastructure modifications, BYOD concept, mobile devices security). Implementation of the control security measures. (6) 6. Overview and the explanation of the security mechanisms of the software base of the e-business functioning (security protocols, cryptographic algorithms, antivirus software, application security, security reinforcement of the system software). Implementation of the control security measures. (6) 7. Overview and the explanation of security mechanisms of the data base of the e-business functioning (data protection during transfer, idle data protection, content encryption, data access protection). Implementation of the control security measures and evaluation of their overall efficiency. Digital signature, advanced content encryption systems. PKI infrastructure. (6) 8. Business continuity management and recovery plan in case of the unwanted event. Analysis of the most common security issues in the e-business environment (e-banking, e-reservations, e-health care and e-public administration). Case studies. (6) 9. Frameworks and methods of the security management of the e-business environment (CobIT, ISACA CSX, ISO 27000, NIST, SANS, PCI DSS etc.). Implementation of those frameworks and methods in practice. International institutions and professional certificates in the field of e-business security. Career development in the field of the e-business security. (6) 10. The revision of the information security and the e-business environment security. Steps and phases of the implementation of the revision of the security in the e-business environment. Students' projects presentations. (6) 									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities	Active participation during all forms of instruction. Tracking and reading the current literature. Analysis of the practiced models of the digital business on Internet. Using the virtual workspace for the working on projects.									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	5		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	Panian, Ž. <i>Elektroničko poslovanje druge generacije</i> . Ekonomski fakultet, Zagreb, 2013.								Internet	
	Spremić, M. (2017): <i>Digitalna transformacija poslovanja</i> , Ekonomski fakultet Zagreb								Internet	
	Spremić, M (2017): <i>Sigurnost i revizija informacijskih sustava u okruženju digitalne ekonomije</i> , Ekonomski fakultet Zagreb								Internet	
	Materijali s predavanja.								Internet	
2.11. Optional literature	Vacca R.J. (2014): <i>Cyber Security and IT Infrastructure Protection</i> 1st Edition by, Elsevier, Nizozemska. Dhillon, G. (2014): <i>Essentials of Cyber Security</i> , Paradigm Books, USA ISACA (2013): <i>Transforming Cybersecurity</i> , ISACA, Rolling Meadows, USA Spremić, M. (2013): <i>Holistic approach for governing information system security</i> , <i>Lecture Notes in Engineering and Computer Science</i> 2 LNECS pp. 1242 – 1247, IAENG (International Association of Engineering), Hong Kong, China Spremić, M., Bajgorić, N., Turulja, L. (2013): <i>Implementation of IT governance standards and business continuity management in transition economies: The case of banking sector in Croatia and Bosnia-Herzegovina</i> , <i>Ekonomski istraživanja – Economic research</i> , Volume 26, Issue 1, pp. 183 – 202.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Franjo Podgorelec, PhD	1.6. Year of the study	
1.2. Name of the course	Spirituality of Work	1.7. ECTS credits	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	25L+5S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Familiarize students with biblical, historical and magisterial teaching on ways of integrating work and one's own profession in spiritual life; - train students to know how to explain the way of sanctification within regular life circumstances. 		
2.2. Enrolment requirements and/or entry competences required for the course	- It is assumed that the student has learned the basic theological and philosophical categories during the undergraduate program.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law - apply gained knowledge, illuminated by faith, in more conscious exercise of one's own leadership in professional and social area - appropriately and creatively integrate the theological and Biblical foundation of the social work and diaconia, as well as relevant spirituality 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - to define spirituality which is not distanced from the world nor reduced to so called pious life, but it has concrete effect on personal and social life; - to explain and present the necessity of spiritual dimension in the humanization of the world of work and business environment, as well as for the complete development in solidarity; - qualification for studying the ways how to search for „kingdom of God by doing temporal things“ through one's own calling; - to critically present the relationship between spiritual life and work through Christian spiritual tradition; - to critically evaluate the issue of work within contemporary globalised economy and liberalisation of market; - qualification to choose the appropriate set of values in the world of work, freeing it from negative tendencies; - to explain the way of sanctification through professional work according to teachings of Saint Josemaria Escriva; - to explain the internal connection between action and contemplation 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Work: a newly discovered theme in spiritual theology. 2 hours 2. Holiness in the world: "To be in the world, but not of this world." 2 hours <ul style="list-style-type: none"> - Family, professional and social activity as the path of holiness and happiness. 2 hours 3. Work and professional activities in the Bible. 2 hours 4. The teaching of the Church Magisterium. <ul style="list-style-type: none"> - Theology of temporal activity at the council. 2 hours - Spirituality of work according to "Laborem exercens". 2 hours - Work in the social teaching of the Church. 2 hours 5. Spirituality of work according to Saint Josemaria Escriva 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<ul style="list-style-type: none"> - To sanctify professional work. 2 hours - To sanctify oneself through work. 2 hours - To sanctify others through work and to transform society. 2 hours <p>6. Towards theology of work.</p> <ul style="list-style-type: none"> - Work and theology of creation and redemption. 2 hours - Work and theology of experience. 2 hours - Work and human effort. 1 hour 												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES		Research			NO	Oral exam	YES	
		Experimental work			NO	Report		YES		(other)	YES	NO
		Essay		YES		Seminar paper			NO	(other)	YES	NO
		Preliminary exam			NO	Practical work			NO	(other)	YES	NO
		Project			NO	Written exam		YES		ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		José Luis Illanes, <i>La santificazione del lavoro. Il lavoro nella storia della spiritualità</i> , Milano, 2003. Izvornik na španjolskom. Predavač će izabrana poglavlja prevedena na hrvatski podijeliti studentima.									SKRIPTARNICA	
		Papinsko vijeće „Iustitia et pax“, <i>Kompendij socijalnog nauka crkve</i> , Zagreb, 2005.							DA			
2.11. Optional literature		Ivan Pavao II, <i>Laborem exercens – Radom čovjek. Enciklika o ljudskom radu</i> , (14.9.1981.), Zagreb, 1981.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Anto Barišić, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Internship in Institutions of Social Significance		1.7. ECTS credits	4 ECTS
1.3. Associate teachers	Mentors		1.8. Type of instruction (number of hours L + E + S + e-learning)	80E
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	Objective of this internship is to train students for responsible and creative managerial-administrative and marketing work in institutions of social significance that are directed towards the promotion of complete human development and solidary humanism.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - deeply understand and explain the ethical foundations of social, cultural and diaconic work in concrete practice - apply gained knowledge, illuminated by faith, in more conscious exercise of one's own leadership in professional and social area 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - perform administrative work related to the management of institutions of social significance - correctly analyse cases from practice of operation of various institutions of social significance - recognise and adequately apply the concrete management steps, taking into account the promotion of complete human development and solidary humanism - creatively design the marketing related to the objective of operation of institutions of social significance 			
2.5. Course content (syllabus)	Students will be trained for competent management of administrative activities, as well as for organisation and management of temporal property and economic activities in Church and society, in the institutions of social significance (nursing homes, Caritas's home, institutions from profit sector, ethical bank...) that are directed towards the promotion of complete human development and solidary humanism. Those activities include: administrative and accounting jobs, marketing design, organisation of collecting and providing material help with the purpose of meeting the needs of socially sensitive individuals, families and groups of users, participation in the organisation and execution of various workshops for increasing the financial, administrative and project literacy and similar activities.			
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities				



University of Zagreb



Catholic Faculty of Theology

DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4 ECTS	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. Prof. Alojz Čubelić, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Man and Work		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To enable students to critically and objectively evaluate the relationship between theory and practice in the works of the most renowned authorities in philosophy, as well as to develop and promote the synthesis of faith and culture in the specific circumstances in the contemporary society.</p> <p>To enable students to critically evaluate the importance of philosophy in the contemporary context.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law - apply gained knowledge, illuminated by faith, in more conscious exercise of one's own leadership in professional and social area - deeply understand and explain the ethical foundations of social, cultural and diaconic work in concrete practice 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Student will acquire fundamental knowledge in contemporary philosophy, as well as:</p> <ol style="list-style-type: none"> 1. Adopt the fundamental concepts/notions of modern civilization and culture 2. Develop critical philosophical thinking and opinion 3. Know and be able to present the relevant factors and dominant contemporary theories in relation to work 4. Describe and critically present various contemporary models of interpretation and presentation of Christian humanism 5. Analyse and critically present the main pedagogical challenges faced by philosophy in that particular context 6. Apply new insights to their own life theory and practice 			
2.5. Course content (syllabus)	<p>Week 1: Homo faber as a pedagogical challenge</p> <p>Week 2: Meaning of the philosophy of praxis</p> <p>Week 3: Crisis of the reason</p> <p>Week 4: Predominance of the practice over the contemplation</p> <p>Week 5: Schopenhauer and the process of reason</p> <p>Week 6: Nietzsche and the problem of truth</p> <p>Week 7: Return of the idol</p> <p>Week 8: Positivism and Neo-positivism</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		Week 9: August Comte and Ludwig Feuerbach Week 10: Death of the humanism Week 11: Nothingness and the meaning of contingency Week 12: Some elements of the integral humanism Week 13: Existential dimension of the western atheism Week 14: Christianity and culture Week 15: Final considerations								
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3 ECTS	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		J. Maritain, Cjeloviti humanizam, Zagreb, 1989.								
		J. Maritain, Čovjek i država, Zagreb, 1992.								
		J. Maritain, Religija i kultura, Zagreb, 1935.								
		Tonči Matulić, Metamorfoze kulture, Zagreb, 2008.								
		Kršćanska misao XX. stoljeća, Zagreb, 2009.								
2.11. Optional literature		Veritas vitae et doctrinae, U potrazi za istinom o čovjeku i Bogu, Zagreb, 2012.								
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Nenad Malović, PhD		1.6. Year of the study	1 st or 2 nd
1.2. Name of the course	Dialogical Foundations of the Contemporary Society		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	To train students for acquiring dialogical attitude towards others and those who are different on the basis of respect of the dignity of the human person.			
2.2. Enrolment requirements and/or entry competences required for the course	Fulfilled enrolment requirements and enrolment.			
2.3. Learning outcomes at the level of the programme to which the course contributes	To be trained for efficient communication with individuals and groups. To be trained for constructive activities in the area of intercultural dialogue and cooperation with the purpose of promotion of nonviolence, peace and coexistence in Croatian, regional and global contexts.			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	To be trained for argumentative and constructive dialogue with different worldviews. To be trained for critical and objective evaluation of scientific and expert literature. To be trained for independent research, critical evaluation and written and oral presentation of results of research. To know and explain the fundamental anthropological, psychological and cultural conditions of dialogue. To be trained for promotion of interpersonal, ecumenical, interreligious and intercultural dialogue. To be trained for critical confrontation with modern spiritual trends.			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction into the dialogue, areas of dialogue, seminar organisation – 2 hours 2. Psychological foundations of dialogue – 2 hours 3. Biblical-theological foundations of dialogue – 2 hours 4. Christian humanism: foundation of dialogue – 2 hours 5. Church and dialogue with contemporary world – 2 hours 6. Hierarchical organisation of the Church and internal Church dialogue - 2 hours 7. Christianity and the New Age – 2 hours 8. Interreligious dialogue – 2 hours 9. Christianity and interreligious dialogue – 2 hours 10. Exclusivism, tolerance and interreligious dialogue – 2 hours 11. Faith and science – 2 hours 12. Politics and religion - 2 hours 13. Basic rules for the interreligious dialogue – 2 hours 14. Limits of dialogues – 2 hours 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		15. Review and conclusion – 2 hours							
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
	2.8. Student responsibilities								
2.9. Monitoring student work	Class attendance	YES		Research	YES		Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES		(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES		(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Bože Vuleta - Ante Vučković - Ivan Milanović Litre (eds.), <i>Dijalogom do mira</i> , Split, 2005.								
	Most recent articles from scientific journals that are dealing with the topic of dialogue and in accordance with interests and affinities of seminar participants.								
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Anto Barišić, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Church Fathers on Property, Wealth and Work		1.7. ECTS credits	3
1.3. Associate teachers	/		1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	7
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Objectives are as follows:</p> <ol style="list-style-type: none"> 1. Discovering and getting to know how church fathers, at the very beginning of Christianity, took a stand on private property, wealth, and work by drawing inspiration on, primarily, the Scriptures and the cultural milieu in which they lived and acted. 2. Based on the discovery of and acquaintance with the attitude of the first Christian witnesses and thinkers on the basis of their writings and interpretation on the topics concerned , a further aim is to create a balanced and fairer relationship of students to wealth, property and work, based on the Scriptures and the Early Patristic tradition. 3. Possible implementation of, application of and inspiration on Christian pastoral models of the past for the present, which will also be inspired by the Scriptures and the later patristic and ecclesial tradition when it comes to wealth and work of today's capitalist society and the worrying further economic development of capitalist society on a global scale as the recent encyclical of Pope Francis Laudato Si pointed out. 			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law - appropriately and creatively integrate the theological and Biblical foundation of the social work and diaconia, as well as relevant spirituality 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>There are four outcomes: 1st To critically evaluate social and economic practices in different contexts of today by drawing inspiration from examples of Christian, especially patristic tradition inspired by scriptural texts, especially the New Testament; 2nd To apply knowledge illuminated by faith in a more conscious performance of entrusted work tasks related to property management and wealth; 3rd To deeply understand the Patristic relationship to work, property and wealth and the usefulness of the same in today's capitalist society. 4th To know the role of the importance of monastic and religious Christian tradition and their relationship to ownership, wealth and work</p>			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. New Testament texts on ownership, wealth and work (4 hours) 2. Apostolic fathers and other church writers until the 3rd century on property, wealth and work (6 hours) 3. Church writers from the 4th up to the 5th century on ownership, wealth and work (10 hours) 4. Church Writers from the 6th to 8th century on ownership, wealth and work (5 hours) 5. The impact of monasticism and consecrated life on the Christian understanding of the attitude towards property, wealth and work in the past and present (5 hours) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:				
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Holy Scripture						Yes	Yes	
		T. J. Šagi-Bunić, <i>Povijest kršćanske literature I</i> , Zagreb, 1976.						Yes		
		San Basilio Magno, <i>Il ricco avaro</i> , Brescia, 1971.						No	No	
		Klement Aleksandrijski, <i>Koji se bogataš spašava</i> , Split, 2014						Yes	No	
		<i>Redovnička pravila</i> , Hadrijan Borak (ed.), Zagreb, 1985.						Yes	No	
		Maria Grazia Mara, <i>Ricchezza e povertà nel cristianesimo primitivo</i> , Roma, 1980.						No	No	
		Guglielmo Sghedoni, <i>Giustizia sociale e Povertà francescana nell'uso dei beni</i> , Roma, 1972.						No	No	
Špiro Marasović, <i>Redovničko siromaštvo i njegovo svjedočenje u suvremenom načinu privređivanja i rada</i> , in: Crkva u svijetu, Vol. 36.,no. 1., 2001, 55-75.						Yes	Yes			
2.11. Optional literature		Christopher M. Hays, <i>Resumptions of Radicalism: Christian Wealth Ethics in the Second and Third Centuries</i> , in: Zeitschrift für die Neutestamentliche Wissenschaft und die Kunde der Älteren Kirche. Jul2011, Vol. 102 Issue 2, p261-282.								
2.12. Other (as the proposer wishes to add)		Only a part of the main literature, and one piece of optional literature, has been mentioned. During the course students will be well acquainted with quite a wide variety of literature closely related to the elaborated theme, both in their own and foreign languages,.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Josip Oslić, PhD Assoc. prof. Danijel Tolvajčić, PhD		1.6. Year of the study
1.2. Name of the course	Freedom and Economy		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	Objective of this course is for students to gain the complete insight into key philosophical texts that deal with “freedom” and “economy”.		
2.2. Enrolment requirements and/or entry competences required for the course	Passing the undergraduate study programme courses.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	After completing this seminar course students will deepen fundamental philosophical knowledge and will: <ol style="list-style-type: none"> 1. Develop critical philosophical thinking. 2. Gain a better grasp of fundamental philosophical terminology. 3. Understand and critically evaluate fundamental positions of most significant philosophers on issues of freedom and economy. 4. Know fundamental philosophical works relevant for the subject of this seminar course. 5. Implement philosophical insights into their own life and professional theory and practice. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the subject of this seminar course (2 hours) 2. Introduction to literature of this seminar course (2 hours) 3. Choosing the subject for the seminar paper (2 hours) 4. Individual work on seminar paper (2 hours) 5. Position of economy in Greek philosophy (2 hours) 6. Aristotle’s “Politics” and economy (2 hours) 7. Christianity, freedom and economy (2 hours) 8. Augustine: the issue of free will and human responsibility (2 hours) 9. The contribution of Thomas Aquinas (2 hours) 10. Modern understanding of freedom and its relation to economy (2 hours) 11. John Locke on private property and freedom (2 hours) 12. Kant on economy and ethics (2 hours) 13. Hegel on the economy and freedom (2 hours) 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		14. Contemporary discussions about the relation between economy and freedom (2 hours)							
		15. Concluding considerations (2 hours)							
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
	2.8. Student responsibilities								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Aristotel. <i>Politika</i> , Hrvatska sveučilišna naklada, Zagreb, 1992.								
	Augustin, <i>O državi Božjoj</i> . sv. I-III., Kršćanska sadašnjost, Zagreb, 1995.								
	Toma Akvinski, <i>Izabrano djelo</i> , Globus, Zagreb, 2008.								
	I. Kant, <i>Kritika praktičkog uma</i> , Naprijed, Zagreb 1990.								
	G. W. F. Hegel, <i>Osnovne crte filozofije prava</i> , Svjetlost, Sarajevo, 1989.								
	J. Dewey, <i>Liberalizam i društvena akcija</i> , KruZak, Zagreb 2004.								
K. Marx, <i>Ekonomski spisi</i> , Svjetlost, Sarejevo, 1973.									
2.11. Optional literature	V. Henis, <i>Politika i praktička filozofija</i> , Nolit, Beograd, 1983.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Dubravka Petrović Štefanac, PhD, scientific associate		1.6. Year of the study	1 st – 2 nd year
1.2. Name of the course	Case Studies in the Light of the Social Teaching of the Church (Case Method)		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	8-12
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - to enable wider and deeper knowledge of the content and the meaning of the economic-social life in the light of the social teaching of the Church - to point out the most significant aspects of the content of the seminar and their application in concrete life situations - to train students for dialogue with those who are different in Croatian society - to enable students to develop the critical theological-ethical deliberation and vigilance in personal and public life, as well as the need to live and confirm themselves over and over again through the authenticity of testimony 			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - present and explain the importance of the expert cooperation in the various Church, social and public bodies that approach the humanistic and social areas interdisciplinary, especially to the issues of the social teaching of the Church - apply the efficient communication with individuals and groups - know the fundamental postulates of the social teaching of the Church about the socioeconomic issues and present the Catholic platform for building the sustainable economic activities 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - to understand and be able to present the terms: economy, moral-ethical aspect and economic-social life, care for temporal goods of the Church and society - to get familiar with the fundamental elements of economic sciences that are significant for understanding of the economic-entrepreneurial activities in the believers'/social associations/organisations - to illuminate meanings of the interconnection of economy and responsibility in modern society - to analyse and illuminate the concrete cases in society and in the Church from the aspect of the discourse on subjects from the economic life, using the methods of the social teaching of the Church: see, evaluate, act - to critically present the fundamental modern challenges for the Christian discourse on economy - to notice and deliberate on the relation between morality and economy with the aim of developing structures of values as a framework of complete human development and the common good 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Biblical aspects of the discourse on economy 2. The moral dimension of economy 3. Fundamental economics terms 4.-5. Private property as the foundation of the economic order according to the social teaching of the Church 6.-9. Concrete examples 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		10. Economic institutions in the service of the human being 11.-13. Concrete examples 14.-15. Education for the integral and solidary development									
2.6. Format of instruction:		<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:			
2.8. Student responsibilities		Regular seminar attendance; active participation in classes; studying required and optional literature; following current events with the emphasis on the Republic of Croatia; seminar paper									
2.9. Monitoring student work		Class attendance	YES		Research		NO	Oral exam		NO	
		Experimental work		NO	Report		NO	(other)	YES	NO	
		Essay		NO	Seminar paper	YES		(other)	YES	NO	
		Preliminary exam		NO	Practical work	YES		(other)	YES	NO	
		Project		NO	Written exam		NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		Joseph kardinal Höffner, Kršćanski socijalni nauk, KS-Centar za promicanje socijalnog nauka Crkve, Zagreb, 2005.						YES			
		Papinsko vijeće „Iustitia et Pax“, Kompendij socijalnog nauka Crkve, KS, Zagreb, 2005.						YES			
		Theres Friewald-Hofbauer, Ernst Scheiber, The eco- social market economy, Ökosoziales Forum Europa, Wien, 2001.								YES	
		Đuro Benić, Uvod u ekonomiju, ŠK, Zagreb, 2011.						YES			
2.11. Optional literature		Elmar Nass, Der Mensch als Ziel der Wirtschaftsethik, F. Schönigh, Paderborn, München, Wien, Zürich, 2003.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Lucija Boljat, PhD Prof. Josip Šalković, PhD		1.6. Year of the study
1.2. Name of the course	Sources of Church Funding		1.7. ECTS credits
1.3. Associate teachers	Ivan Rak, MS		1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	mandatory	x elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To train students and introduce them to <i>knowledge, understanding and application</i> of regulations of the canon and civil law regarding the acquisition of the Church's goods (sources of Church funding in Croatia and in EU)		
2.2. Enrolment requirements and/or entry competences required for the course	Interest in the subject. Knowledge of the property law of the Catholic Church. Knowledge of the constitutional regulations of the Republic of Croatia.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - know the fundamental postulates of the social teaching of the Church about the socioeconomic issues and present the Catholic platform for building the sustainable economic activities - know and evaluate the importance of the diocesan and parish structures in the complete evangelisation activities of the Church 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - know the general property canon law about the acquisition of goods – fundamental principles (sources of acquisition of the public and private rights), - know the particular property canon law about the acquisition of goods, - apply the content of the property law in performing Church offices and tasks at the level of diocese, deanery, parishes and other structures of the Church, - understand the intent of the Church lawgiver regarding the purposes, acquisition, possession, administration and alienation of Church's goods, - interpret the canon regulations about the sources of Church and other religious communities funding in the Republic of Croatia, - provide the canon-legal advice or opinion regarding the acquisition and administration of Church's goods. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the seminar: Temporal Church's goods and economic development. 2. Church right to the temporal goods. 3. Acquisition of goods and right to possess, administrate and alienate. 4. Right and obligation of the faithful in helping with the needs of the Church. 5. The regular way of the Catholic Church's funding. 6. Funding of the Catholic Church in the democratic society. 7. Sources of gaining the <i>public right</i>. 8. Consolidation, division and cessation of the canon legal entity. 9.-10. Contributions and fees. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		11. Church tax. 12.-13. Contracts. 14. Statute of limitations. 15. Acceptance of the civil law regulations. 16. Sources of gaining the <i>private right</i> . 17. -18. Voluntary gifts from the faithful. 19. Free legal work. 20. Contribution for the celebration of mass. 21. Needs of the Apostolic See. 22. The reform of the grant system in the Church in Croatia. 23. The financial system of the Catholic Church in Croatia. 24.-25. Return of the confiscated property. 26. The financial contribution of the Republic of Croatia to the Catholic Church. 27. Taxes and tax exemption. 28. Types of financing of religious communities in the Republic of Croatia. 29. EU funds and religious communities. 30. Evaluation of students' work. Students' <i>evaluation of the course</i> .								
2.6. Format of instruction:		<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:		
2.8. Student responsibilities		Regular seminar attendance, working on exercise assignments and individual assignments.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		Zakonik kanonskoga prava s izvorima, Zagreb, 1996.						5	1	
		N. Škalabrin, <i>Vremenita crkvena dobra</i> , Đakovo, 2008.						10	1	
		J. Brkan, <i>Crkvena vremenita dobra</i> . (Temeljni kanoni i upravljanje dobrima), Split, 2006.						1	1	



University of Zagreb



Catholic Faculty of Theology

DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.11. Optional literature	<i>Ugovori između Svete Stolice i Republike Hrvatske (komentar N. Eterović), Zagreb, 2001.</i>
2.12. Other (as the proposer wishes to add)	<i>Ugovori između Vlade Republike Hrvatske i vjerskih zajednica.</i>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ivan Bodrožić, PhD		1.6. Year of the study	1 st -2 nd
1.2. Name of the course	Early Christianity and Hellenistic Humanism		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	Objective of this course is to introduce the spreading of Christianity in the first centuries to the students, especially how it came out of the Jewish environment to meet the Hellenistic culture. Objective is to point out how Christianity chose the middle ground of critical discernment between possible rejection of everything that existed in Hellenistic culture and possible uncritical acceptance of everything that existed in it. Objective is to introduce students especially with the acceptance of Hellenistic philosophy and direct them to notice the possible common points.			
2.2. Enrolment requirements and/or entry competences required for the course	General requirements and competences for enrolling into the graduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	- design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - appropriately and creatively integrate the theological and Biblical foundation of the social work and diaconia, as well as relevant spirituality			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> ○ Understand the spreading of Christianity through the Roman Empire. ○ Notice the common points between Christianity and Hellenistic culture. ○ Understand how Christianity valued the Hellenistic philosophical-scientific patterns and reaches, as well as how it was an addition and corrective to them. ○ Interpret the spread of Christianity as the process of inculturation. ○ Apply gained knowledge on the journey of inculturation of the present Church. 			
2.5. Course content (syllabus)	1. The New Testament testimonies about the spread of Christianity. (2) 2. Beginning of the spread of Christianity among pagans (ad gentes) and shaping of the one “wing” of the Church out of paganism. (2) 3. The pagan environment and the dismissive attitude of pagans towards Christians. Rejection and persecutions. (3) 4. Spread of Christianity in intellectual circles. Converted philosophers became defenders of Christianity (apologists). (4) 5. Philosophy is accepted as an interlocutor, even as a God’s gift to pagans since it contained the call to search for truth and the ability to recognise the minimum of moral values in accordance with the natural law. (3) 6. Philosophy is able to recognise the basic rational and moral values. (3) 7. Insufficiency and subordination of philosophy in relation to Christianity that contains the fullness of truth. (3) 8. Attempt of some Christian circles to reject philosophy (Tatian, Tertullian...) (2)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

9. Synthesis of philosophy and Christianity mostly enabled due to the Platonism and Neo-Platonism. (4)													
10. Philosophy and theology together for the common wellbeing of society. (4)													
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities		Regular class attendance and active work during classes, as well as writing individual reports.											
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam		YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)		YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)		YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		3	
2.10. Required literature (available in the library and/or via other media)		Title								Number of copies in the library		Availability via other media	
		Ivan Bodrožić, Svjedočanstva vjere. Aktualne teme iz ranog kršćanstva, Split, Crkva u svijetu, Split, 2013.								3			
		Ivan Bodrožić, Kršćanska vjera i helenistička kultura: između susreta i sraza, blagoslova i izazova, in: Bogoslovska smotra 81 (2011) 3, 607-628.								2		hrčak	
		Ivan Bodrožić, Klement Aleksandrijski i prihvaćanje grčke filozofije u Aleksandrijskoj Crkvi koncem 2. stoljeća, Vrhbosnensia 16 (2012) 2, 291-306.								1			
2.11. Optional literature		Ivan Bodrožić, Odnos vjere i razuma u kasnoantičkome svijetu, in: Adolf Polegubić – Boris Vulić (eds.), Zapad, vjera i razum, Frankfurt am Main, 2015, 11-40.								1			
		Tomislav Šagi-Bunić, Povijest kršćanske literature, Zagreb, 1976.											
		Klement Aleksandrijski, Odgojitelj, Split, 2006.											
2.12. Other (as the proposer wishes to add)		Manlio Simonetti, Cristianesimo antico e cultura greca, Roma 1990.											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Roko Mišetić, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Demographic Movements and Economic Development		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	1+0+1+0
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Acquiring knowledge on basic demographic research methods and methods and techniques for collecting population data. Adopting knowledge on the components and indicators of demographic development and its relation to the economic development of society.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to critically interpret fundamental moral-ethical principles and socio-economic issues of modern society on the basis of diverse knowledge in the field of economics, philosophy, theology, politics and law - to know the fundamental postulates of the Church's social teaching on socio-economic issues and to present the Catholic platform for building a sustainable economic activity - to observe and explain the internal relationship between ethics and economics with the aim of developing value structures as a framework for the integral human development and the common good 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	To define basic demographic terms. To identify the main features of basic population development theories. To use different sources of population data. To identify population movement indicators. To identify the indicators of the biological composition of the population. To identify the indicators of the socio-economic composition of the population.			
2.5. Course content (syllabus)	Population and socio-economic development (2); Demography as a social science (2); Selected chapters from demographic theory (4); The process of population development and its historical stage (4); Movement of population (4); Biological structure of population and socio-economic development (6); Economic structure of population and socio-economic development (6); Population policy and labour force policy (2).			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Regular attendance; Orderly completed seminar assignments - according to the rules prepared and in the agreed appointment presented seminar papers; Taking the preliminary exam. Final written exam.			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Wertheimer - Baletić, A. (1999). Stanovništvo i razvoj. Zagreb: Mate. (odabrana poglavlja)						Yes		
2.11. Optional literature	Relevant articles published in national and international journals.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Daniel Patafta, PhD		1.6. Year of the study	1.-2.
1.2. Name of the course	Christianity Faced with Challenges of Modernism and Postmodernism		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	20L + 10S
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Objectives of this course are directed towards insight about the processes and facts which reflect the complexity of the modernity through the development of ideas which have led to modernism and its transition to postmodernism. Terms themselves are very complex because they reflect two realities which have not been, until now, adequately scientifically studied and presented by us. That is the reason why the objectives of this course are to direct (through assigned topics) students to spot the advantages and negativities of modernism on Christianity as well as currently existing postmodernism with all its consequences. By noting the processes through the long lasting period, a complete picture about the period which brings us to the transition from modernism to postmodernism will be created. This will allow students to note the processes in modern society which present the challenge for Christianity at the beginning of the new millennium.			
2.2. Enrolment requirements and/or entry competences required for the course	Passing the undergraduate study programme courses.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To define and gain fundamental insight into the period of the emergence of modernism, that is, the social-historical and cultural circumstances. 2. To discern processes which have, since the emergence of humanism, renaissance and nominalism, started to change the Christian consciousness. 3. To note the changes in the areas of science, economy, culture and social relations. 4. To systematically track the complexity of the processes of modernism with its negative and positive consequences for Christianity 5. To notice and follow the reaction of the Church to news which the time of modernism brought with itself 6. What challenges did the modernism pose to the Church through centuries and what consequences did those processes cause for the Church 7. Social-historical context of the transition from modernism to postmodernism 8. What is postmodernism and what kind of challenge is it for Christianity today 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Nominalism, humanism and renaissance – shift of the paradigm of the relation between God-human being-world (1 hour) 2. The Reformation as the severance with the tradition and a path to the new understanding of God and human being (1 hour) 3. The Modern Age (16th – 18th century) and changes it brought (1 hour) 			



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<p>4. Attempts to modernise the society through accepting the ideas of enlightenment (enlightened absolutism, the idea of French Revolution, ideas of American Revolution) (1 hour)</p> <p>5. The Church at the turn from the 18th to the 19th century (1 hour)</p> <p>6. The 19th century as the time of the endless faith in progress – scientific and technical revolution (1 hour)</p> <p>7. Philosophical-conceptual directions of the 19th century (1 hour)</p> <p>8. The Church in the face of revolutions and the creation of national states in the 19th century (2 hours)</p> <p>9. Liberalism and its ideological direction (1 hour)</p> <p>10. Radical forms of liberalism which brought to the emergence of totalitarianisms of the 20th century (communism and nationalism) (1 hour)</p> <p>11. The Church in the face of challenges of the scientific revolution and liberal drifts (1 hour)</p> <p>12. The Church's response to the processes of modernism and secularisation in the first half of the 20th century (1 hour)</p> <p>13. The Church in the face of challenges of totalitarianism (1 hour)</p> <p>14. Philosophical-conceptual directions of the first half of the 20th century (1 hour)</p> <p>15. Movements within the Church that emerged from liberal ideas (1 hour)</p> <p>16. Comparing the pontificates of Pius IX., Leo XIII. and Pius X. in relation to new conceptual drifts of the 19th and the beginning of the 20th century (2 hours)</p> <p>17. Colonisation, scientific progress and industrialisation in the 20th century (1 hour)</p> <p>18. Europe and the world after the World War II (1 hour)</p> <p>19. The Second Vatican Council – response to the needs of the modern world (2 hours)</p> <p>20. The Cold War and the polarisation of the world (1 hour)</p> <p>21. The fall of the communism in Europe and revival of the Christian traditionalism in former communist countries (1 hour)</p> <p>22. Collapse of modernism and transition to postmodernism (1 hour)</p> <p>23. The world faced with crises at the end of the 20th and beginning of the 21st century (1 hour)</p> <p>24. Transition from the technical to the information age (1 hour)</p> <p>25. Globalisation – positive and negative aspects (1 hour)</p> <p>26. New spiritual movements in the Church and Christianity in general (1 hour)</p> <p>27. Christianity faced with challenges of new ideologies (1 hour)</p>												
2.6. Format of instruction:			<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:			
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO



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	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	1. Tonči Matulić, "Metamorfoze kulture", Zagreb, 2009.									
	2. Željko Mardešić, "Religija u modernom industrijskom društvu", Split, 1973.									
	3. Željko Mardešić, "Budućnost religije -Sveto u vremenu svjetovnosti", Split, 1991.									
	4. Željko Mardešić, "Rascjep u svetome", Zagreb, 2007.									
	5. "Modernizam i postmodernizam", Zagreb, 2013.									
	6. Katolicizam, modernizam i književnost : zbornik radova znanstvenog simpozija održanog u povodu 50. obljetnice smrti dr. Ljubomira Marakovića (1887.-1959) / [[organizatori] Institut Fontes Sapientiae i Filozofski fakultet Družbe Isusove] ; urednici Vladimir Lončarević, Ivan Šestak.Zagreb, 2011.									
	7. Ivan Antunović, Katolička crkva i modernizam, u: "Obnovljeni život", 65(2010.)1, 77-95.									
	8. Antony D. Smith, "Nacionalizam i modernizam", Zagreb, 2003.									
2.11. Optional literature	1. Tzvetan Todorov, "Duh prosvjetiteljstva", Zagreb, 2015. 2. Jakov Jukić, "Lica i maske svetoga", Zagreb, 1997. 3. Tomislav Janko Šagi-Bunić, "Vrijeme suodgovornosti", sv. 1., zagreb, 1981. 4. "Modernost i modernizam", Zagreb, 2013. 5. Charles Jencks, "Šta je postmodernizam?", Loznica, 2016. 6. Christopher Butler, "Postmodernizam", Sarajevo, 2007. 8. Dave Robinson, "Nietzche i postmodernizam", Zagreb, 2002. 9. Ernest Gellner, "Postmodernizam, razum i religija", Zagreb, 2002. 10. Terry Eagleton, Kapitalizam, modernizam i postmodernizam, u: "Književna revija", 37(1997.)1/2, 26-42. 11. Rudi Supek, "Modernizam i postmodernizam", Zagreb, 1996. 12. Zvonko Posavec, "Liberalizam i nacionalizam", Zagreb, 2007. 13. Liberalizam i katolicizam u Hrvatskoj (II. dio), Zagreb, 5. i 6. ožujka 1999. / priredio Hans-Georg Fleck.Zagreb, 1999. 14. Bonaventura Zvonimir Šagi, katoličanstvo i suvremeni liberalizam, u: "Svesci", (1998.)93, 45-54. 15. Dominique Vermersch, Liberalizam i socijalni nauk Crkve, u: "Svesci", (1996.)87/88, 141-145. 16. Željko Mardešić, Kršćanstvo i liberalizam, u: "Društvena istraživanja", 4(1995.), 885-910.									
2.12. Other (as the proposer wishes to add)										



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1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Davor Šimunec, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	The Church, Kingdom and the World		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L+e (combined)
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	To introduce students to the fundamental Catholic dogmatic-theological understanding of the Church and its relation to the category of "kingdom" (God and human), as well as the relation to "the world" and "secularity". To introduce students to the theological, historical-salvific and social essence of the Church as a relational institution in relation to the world and secular goods. To provide students with a comprehensive, dialectical and dialogical approach to linking the area of ecclesiology with the discourse on the mystical and / or immanent sphere of the social phenomenon of "kingdom" and the worldly character of the "world" and goods in it.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of basic concepts, insights and topics relevant for a course that includes discourse on the Church, kingdom, and the world. Knowledge on and ability to use basic word processing tools and to use e-learning systems.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - appropriately and creatively integrate the theological and Biblical foundation of the social work and diaconia, as well as relevant spirituality - know the fundamental postulates of the social teaching of the Church about the socioeconomic issues and present the Catholic platform for building the sustainable economic activities 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • understand the Church's relationships towards the area of "kingdom" and "world" • to logically and systematically explain the fundamental perception and relatedness of these areas • to know how to think about the Church and this-worldly reality in the related way, with regard to the area of spiritual and secular relations 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course Church - kingdom - the world (1 hour) 2. Ecclesiology "from above". The revelation of the Trinitarian God as the revelation of preparation and the "birth of the Church" (2) 3. Ecclesiology "from below". Historical-salvific and spatial-temporal dimension of the Church in the world (2) 4. Sacramentality of the Church. The Church as the "fundamental or universal sacrament of salvation" (1) 5. Church as an expression and social-relational need of human being as the image of God and the person (1) 6. From the Old Testament community (qāhāl) to the New Testament discourse on the Church (ekklēsia) (2) 7. Dynamics of the people of God. The eschatological dimension of the constant movement toward the "promised land" (1) 8. The Old Testament relationship between the human and the divine kingdom: Interpenetration of sociological and religious-transcendent. (1) 9. Jesus' proclamation of the kingdom of God (1) 			



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<p>10. The missionary character of the Church. The world as a place of penetration of the kingdom: "Go all over the world ." (2) 11. The relationship to the world: "What is emperor's - to the emperor, and what is God's - to God" (1) 12. To live with the delay: "To be in the world, but not of this world" (1) 13. The event of the Pentecost and the "ideal" character of the Church. "They were steadfast..." and "They held everything in common..." 14. Example of initial (positive and / or negative) historical enculturation. Hellenization of Christianity (2) 15. Augustine's antinomian approach. Divine and earthly state (1) 16. The relationship of the Church to secularity and the world until the Second Vatican Council (2) 17. "Church in the modern world": The council's theological (positive?) valorisation of the world (the Church that "serves" the world) and the principle of autonomy of created things (1) 18. The call, mission and involvement of lay people in the world (2) 19. An example of contemporary exaggerated "sociologisation" of the discourse on the kingdom of God: Theology of liberation (1) 20. The possibilities and difficulties of "new evangelization" in a post-secularized and postmodern society (2) 21. Rich and / or poor Church. Ecclesiology of Pope Francis (1) 22. Relationship to material goods: "Be a wise administrator" (1)</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities		Regular attendance and active work in the classroom, participating in the work through the system for e-learning, individual research and writing a paper.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media
		DRUGI VATIKANSKI SABOR, „Pastoralna konstitucija o Crkvi u suvremenom svijetu“, in: <i>Dokumenti</i> , Kršćanska sadašnjost, Zagreb, 1972, 350-427. (or more recent editions)							YES	
		KASPER, Walter, <i>Crkva Isusa Krista</i> , Kršćanska sadašnjost, Zagreb, 2013, 85-105; 235-266; 339-370.							YES	
		TANJIĆ, Željko, „Dajte caru carevo a Bogu Božje. Orisi filozofsko-teološkog pogleda na odnos Crkve i Države“, in: <i>Bogoslovska smotra</i> , 82 (2013) 4, 939-954.							YES	



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	ANIČIĆ, Miljenko, „Crkva i „autonomija zemaljskih stvari“ prema konstituciji Gaudium et spes“, in: <i>Diaconvesia</i> , 21 (2013) 3, 507-533.	YES	
	MARDEŠIĆ, Željko, „Crkva i suvremeni svijet: današnje perspektive“, in: <i>Bogoslovska smotra</i> , 75 (2005) 3, 905-936.	YES	
2.11.	Optional literature		
2.12.	Other (as the proposer wishes to add)		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Željko Potočnjak, PhD Assoc. Prof. Ivana Vukorepa, PhD		1.6. Year of the study 1 st and 2 nd
1.2. Name of the course	Basics of Labour and Social Law		1.7. ECTS credits 3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning) 30 lectures
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course 20
1.5. Status of the course	Mandatory-elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To enable students to understand the legal framework governing labour and social rights in the Republic of Croatia and the adoption of the labour and social law institute, knowledge of which is necessary for their future professional work in legal persons of the Catholic Church in the Republic of Croatia.		
2.2. Enrolment requirements and/or entry competences required for the course	Familiarisation with constitutional provisions of the Republic of Croatia, general human and religious rights, general canon law, provisions of international Treaties between the Holy See and the Republic of Croatia.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - acquire fundamental knowledge in economics and entrepreneurship important for understanding and successfully engaging in economic and administrative activities in a believers' or humanitarian organisation/ association/ community - critically interpret the fundamental moral-ethical principles and socioeconomic issues of the modern society, on the basis of knowledge from areas of economics, philosophy, theology, politics and law - appropriately explain the importance of personal motivation in social, cultural and diaconic work as the positive sources for particular activities 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After successfully completing the course, students will be able to:</p> <ul style="list-style-type: none"> - Explain basic institutes of labour and social law, - Identify or differentiate, which legal rules should apply to specific labour-law issues related to special offices in the Church, - explain differences between various types of legal sources of labour law, types of employment contracts, the manner of termination of the employment contract, forms of firing someone and different forms of workers' participation, - recognize the relevant law and the relevant legal institute for solving a particular legal issue in the area of labour and social law and to determine which procedure should be applied for resolving disputes (individual and collective, as well as legal and interest) - describe the organizational structure, basic features and rights in the Croatian social security system (pension insurance, health insurance, unemployment insurance, maternity and parental support system, social welfare system, etc.) - Apply acquired knowledge to easier practical examples from the field of labour and social law, - to determine the ways and means of realizing labour and social rights in canonical legal persons. 		
2.5. Course content (syllabus)	<p>1st -2nd Introduction to the course. Historical development and contribution of labour and social rights to solidarity, Christian humanism, economic development and the integral development of the human person.</p> <p>3rd -4th Determining basic concepts of work law, definitions, subjects and names of work rights, relations with other branches of law, sources of labour law, and criteria and ways of categorising the historical development of labour law.</p> <p>5th to 6th Introduction to International and European Work Law (EU and Council of Europe).</p>		



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<p>7th to 16th Individual labour law: Prohibition of discrimination in employment and labour, differences between labour relations in the economy and the state administration, work relationships, typical and atypical forms of work, temporary employment agencies, legal status of minor workers, protection of life, health, privacy and dignity of workers, education and training for work, working hours, rest and leave, night work, maternity protection, salary issues, protection of workers temporarily or permanently incapable for work, prohibition of competition with the employer, compensation for damages, termination of employment contracts and exercise of rights and obligations from employment relationship.</p> <p>17th to 20th Collective labour law: The participation of workers in decision-making, trade unions and associations of trade unions and employers and their associations, the importance of collective bargaining and collective agreements, strikes and resolution of collective labour disputes.</p> <p>21st to 29th Social law. International and domestic sources of social law, and the basic organizational structure and characteristics of the social security system in the Republic of Croatia. Fundamentals of pension, disability and health insurance, unemployment insurance and social welfare in the Republic of Croatia, the boundaries of cooperation between religious communities and the state. Pension insurance of clergy and consecrated persons.</p> <p>30th Evaluating students' work.</p>											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		Some practical examples will also be provided in the lectures	
2.8. Student responsibilities		Regular class attendance, active work in classes, participation in exercises.									
2.9. Monitoring student work		Class attendance	YES		Research		NO	Oral exam	YES		
		Experimental work		NO	Report		NO	(other)	YES	NO	
		Essay		NO	Seminar paper		NO	(other)	YES	NO	
		Preliminary exam	YES		Practical work		NO	(other)	YES	NO	
		Project		NO	Written exam		NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		A complete manual that specially prepares subjects in the area of labour and social law									
		Selected legal texts									
2.11. Optional literature		<p>RAVNIĆ Anton, <i>Osnove radnog prava</i>, Pravni fakultet Sveučilišta u Zagrebu (2004), 98-116; 130-158; 207-252; 279-302; 459-549; 580-626; 646-652.</p> <p>POTOČNJAK Željko – GRGIĆ Andrea, Osnovni pojmovi i koncepcije o zabrani diskriminacije u radnom pravu, u: <i>Perspektive antidiskriminacijskog prava</i> (uredili: Željko Potočnjak, Ivana Grgurev i Andrea Grgić), Pravni fakultet Sveučilišta u Zagrebu (2014), 1-48.</p> <p>VUKOREPA Ivana, <i>Mirovinski sustavi: kapitalno financiranje kao čimbenik socijalne sigurnosti</i>, Zagreb, Pravni fakultet Sveučilišta u Zagrebu, 2012.</p> <p>VUKOREPA Ivana. Lost between Sustainability and Adequacy: Critical Analysis of the Croatian Pension System's Parametric Reform, u: <i>Revija za socijalnu politiku</i>, 22 (2015) 3, 279-308, http://hrcak.srce.hr/149857, http://www.rsp.hr/ojs2/index.php/rsp/article/view/1307/1306.</p>									



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	<p>VUKOREPA Ivana – TOMIĆ Iva – STUBBS Paul, <i>ESPN Thematic Report on Access to social protection of people working as self-employed or on non-standard contracts</i>, European Union, 2017., http://ec.europa.eu/social/BlobServlet?docId=17687&langId=en</p> <p>Relevant legal texts that might be in force at the time when the course will be conducted are, for instance:</p> <ul style="list-style-type: none"> Zakon o suzbijanju diskriminacije Zakon o radu Zakon o reprezentativnosti udruga poslodavca i sindikata Zakon o mirovinskom osiguranju Zakon o obveznim mirovinskim fondovima Zakon o mirovinskim osiguravajućim društvima Zakon o obveznom zdravstvenom osiguranju Zakon o dobrovoljnom zdravstvenom osiguranju Zakon o posredovanju pri zapošljavanju i pravima za vrijeme nezaposlenosti Zakon o socijalnoj skrbi Zakon o doplatku za djecu
2.12. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marko Petrak, PhD Assoc. prof. Frane Staničić, PhD Ass. prof. Lucija Boljat, PhD		1.6. Year of the study 1 st and 2 nd
1.2. Name of the course	Church Institutions of Social Significance		1.7. ECTS credits 3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning) 28 L + 2 E
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course 15
1.5. Status of the course	Mandatory-elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To train and guide students and in knowledge, understanding, and application of canon and civil law pertaining to ecclesial institutions of social significance.		
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of basics of canon law.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically assess the connections between the theological-religious theory and Church, religious and social practice - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - know and evaluate the importance of the diocesan and parish structures in the complete evangelisation activities of the Church 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - distinguish between types of institutions, especially ecclesial, - be familiarised with regulations governing ecclesial institutions, - understand the intention of the legislator in regulating ecclesial institutions of social significance, - understand and explain diaconal, social and educational work in concrete practice, - receive professional legal information, reflections and achieve cooperation between church institutions and other institutions in the Republic of Croatia and understand legal matters, - apply the content of regulations that govern ecclesial institutions in conduction of ecclesial offices and tasks at the level of diocese and other ecclesial structures. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to course content. The contribution of church institutions of social significance to Christian humanism and the full development of the human person: common concern of the Church and the state. 2. Historical overview of the development of institutions. A task for legal exercise. 3. Institutions of social significance in the Roman law, with special reference to the <i>piae causae</i>. 4. The development of institutions of social significance in the Middle and New Age in the Roman-canonical legal tradition. 5.-6. Knight orders and their significance for the development of charitable and social care from the 11th century to the present. 7. The concept and main features of institutions. Typology of institutions in the Croatian law. 8. Distinguishing the public interest, the general interest and the interest of the Republic of Croatia. 9. An overview of Croatian regulations pertaining to institutions. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>10. The Law on Institutions - main emphases. 11. Establishment of an institution. 12. Activity of an institution. 13. Institution management. The influence of the founder on the work of the institution. 14. General acts of the institution. 15. Supervision of the lawfulness of the work of the institution. 16. Financing of institutions and profit management. 17. Joining of institutions. Termination of an institution. Institutions register. 18. Criminal and misdemeanour regulations on institutions. 19. Other forms and institutions of the non-profit sector. A task for legal exercise. 20. Concept and typology of institutions and legal entities in the canon law. 21. A commentary on certain parts of the International Treaty between the Holy See and the Republic of Croatia on legal issues. Public legal personality of the Catholic Church and church institutions. 22.-24. Institutions for charity and social care (Caritas, hospitals, health resorts, retirement homes, orphanages, safe houses, etc.). Collaboration of the Church and state institutions in the field of social welfare. 25.-26. A commentary on certain parts of the International Treaty between the Holy See and the Republic of Croatia on co-operation in the field of education and culture: Catholic preschool and school institutions. 27. Catholic higher education institutions: Catholic universities, Church faculties and Church institutes. Theological colleges. 28. Financial support of Catholic Church institutions of social significance by state institutions. 29. Institutions of other religious communities of social importance in the Republic of Croatia. 30. Determining and evaluating students' work. Student evaluation of the course.</p>																																				
2.6. Format of instruction:	<table border="1"> <tr> <td> <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work </td> <td> <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) </td> </tr> </table>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																
<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)																																			
2.8. Student responsibilities	Regular attendance, active participation in classes, participation in exercises.																																			
2.9. Monitoring student work	<table border="1"> <tr> <td>Class attendance</td> <td>YES</td> <td>Research</td> <td>NO</td> <td>Oral exam</td> <td>YES</td> <td></td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td>NO</td> <td>(other)</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>Essay</td> <td></td> <td>Seminar paper</td> <td>NO</td> <td>(other)</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>Preliminary exam</td> <td></td> <td>Practical work</td> <td>NO</td> <td>(other)</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>Project</td> <td></td> <td>Written exam</td> <td>YES</td> <td></td> <td>ECTS credits (total)</td> <td>3</td> </tr> </table>	Class attendance	YES	Research	NO	Oral exam	YES		Experimental work		Report	NO	(other)	YES	NO	Essay		Seminar paper	NO	(other)	YES	NO	Preliminary exam		Practical work	NO	(other)	YES	NO	Project		Written exam	YES		ECTS credits (total)	3
Class attendance	YES	Research	NO	Oral exam	YES																															
Experimental work		Report	NO	(other)	YES	NO																														
Essay		Seminar paper	NO	(other)	YES	NO																														
Preliminary exam		Practical work	NO	(other)	YES	NO																														
Project		Written exam	YES		ECTS credits (total)	3																														



University of Zagreb



Catholic Faculty of Theology

DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.10. Required literature (available in the library and/or via other media)	Title	Number of copies in the library	Availability via other media
	<i>Ugovori između Svete Stolice i Republike Hrvatske</i> (commentary N. Eterović), Zagreb, 2001. <i>(selected parts)</i>	2	3
	Zakon o ustanovama, NN 76/93, 29/97, 47/99, 35/08.		https://narodne-novine.nn.hr
	Medvedović, D., <i>Zakon o ustanovama, s kratkim komentarom, napomenama i stvarnim kazalom</i> , Zagreb, 1995. <i>(selected parts)</i>	5	
2.11. Optional literature	<i>Zakonik kanonskoga prava s izvorima</i> , Zagreb, 1996. <i>(selected parts)</i>		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study	1 st year
1.2. Name of the course	Introduction to Science on Religions		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	To introduce students to fundamental principles of scientific study of religions and evaluation of the religious phenomenon in general. To introduce them to central religious features and concepts, the typology of religions, and the role of religion in human life.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area - know and evaluate the human religiosity and religious phenomena in modern society - be able to analyse and explain the place and role of religion in secular society and modern globalised world 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - distinguish and evaluate the central contents of each religion, i.e. the importance and the role of teachings, morality and cult - recognize anthropological foundations and the historical-cultural conditionality of religion - understand and use key religious terminology - objectively analyse each religion and religious phenomenon and associate it with other scientific disciplines - understand the inner and outer structure of different religions and compare religions to one another - argumentatively speak about the meaning and role of religion in human life and society. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (1 hour) 2. Human being as a religious being: religious experience, experience of the sacred (4 hours) 3. Definitions of religion (2 hours) 4. Phenomenology and morphology of religion (3 hours) 5. Central religious terms (4 hours) <p>Colloquium (1 hour)</p> <ol style="list-style-type: none"> 6. The main protagonists and fundamental starting points of scientific study of religion (4 hours) 7. Historical development of religion and contemporary typology of religion (4 hours) 8. Comparative approach to studying religions (4 hours) 9. The role of religion in today's society and world (3 hours) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	BIŽACA, Nikola, O mjestu i ulozi proučavanja religija unutar studija katoličke teologije. Povijesni osvrt i perspektiva za budućnost, u: <i>Crkva u svijetu</i> , 39 (2004) 3, 379-410.						10	Hrčak	
	ELIADE, Mircea, <i>Sveto i profano</i> , Zagreb, AGM, 2002.						5		
	RIES, Julien, <i>U potrazi za Bogom. Put religijske antropologije</i> , Zagreb, Kršćanska sadašnjost, 2016.						5		
	<i>Religije svijeta: enciklopedijski priručnik</i> , Zagreb, Kršćanska sadašnjost, 1998, pp. 13-52.						5		
	TERRIN, Aldo Natale, <i>Uvod u komparativni studij religija</i> , Zagreb, Kršćanska sadašnjost, 2006, pp. 7-76.						10		
2.11. Optional literature	CAVENDISH, Richard – LING, Trevor O., <i>Mitologija. Ilustrirana enciklopedija</i> , Zagreb, Mladinska knjiga, 1990.								
	ELIADE, Mircea, <i>Aspekti mita</i> , Zagreb, Demetra, 2004.								
	ELIADE, Mircea, <i>Slike i simboli. Eseji o magijsko-religijskom simbolizmu</i> , Zagreb, Fabula Nova, 2006.								
	ELIADE, Mircea, <i>Povijest vjerovanja i religijskih ideja</i> , Zagreb, Fabula nova, 2006.								
	ELIADE, Mircea, <i>Mit o vječnom povratku</i> , Zagreb, Jesenski i Turk, 2007.								
	FACCHINI, F. i dr., <i>Religioznost u pretpovijesti</i> , Zagreb, Kršćanska sadašnjost, 2004.								
	IVANČIĆ, Tomislav, <i>Religija i religije: morfologija, fenomenologija i teologija religija</i> , Zagreb, Teovizija, 2007, pp. 13-56.								
	<i>Leksikon temeljnih religijskih pojmova: židovstvo, kršćanstvo, islam</i> , Adel Theodor Khoury (prir.), Zagreb, Prometej, 2005.								
	NOVAKOVIĆ, Dragutin, <i>Pojam numen u rimskoj religiji. Uvodna studija za rimsku religiju</i> , Zagreb, Stvarnost – Kršćanska sadašnjost, 1991.								
<i>Opći religijski leksikon</i> , Zagreb, Leksikografski zavod Miroslav Krleža, 2002.									
OTTO, Rudolf, <i>Sveto: o iracionalnom u ideji božanskoga i njenu odnosu spram racionalnoga</i> , Zagreb, Scarabeus naklada, 2006.									
POUPARD, Paul, <i>Religije</i> , Zagreb, Jesenski i Turk/Kulturni informativni centar, 2007, pp. 5-29.									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Mislav Ježić, PhD, academician		1.6. Year of the study	1 st year
1.2. Name of the course	Eastern Religions		1.7. ECTS credits	5 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	60 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	Introducing the major Eastern religions and the content of their religious traditions.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area - know and evaluate the human religiosity and religious phenomena in modern society - know the communities of ecumenical, religious and cultural spectrum and be able to explain the fundamental principles of dialogues, coexistence and fruitful cooperation at the ecumenical, interreligious and intercultural levels - understand, evaluate, compare and scientifically and objectively present the religious teachings and practices of the great religious traditions of the world 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand the fundamental beliefs of different religions of the Middle and Far East - distinguish individual religions of Iran, India, Central Asia and the Far East with key features - compare different Indian religions by similarity (samsara, karman, mocha ...) and differences (atman - anatman, drahtar - scandhe, jiva - cittasantana ...) as well as Indian religions and religions of Iran, China, etc. 			
2.5. Course content (syllabus)	1. Introductory lecture (2 hours) 2. Religions of the Middle East, especially Iran: Mazdeism, Parsism (6 hours) 3. Eastern religions, especially India: Brahmanism, Vedicism; epoch-puran, tantric, bhakti and modern Hinduism (14 hours) 4. Buddhism: original, Theravada, Mahayana, tantric (10 hours) 5. Jainism, Sikhism (4 hours) Colloquium (1 hour) 6. Tibetan and Central Asian Religions: Shamanism, Bon, Lamaistic Buddhism (7 hours) 7. Far East Religions - China: Confucianism, Taoism (9 hours) 8. Far East Religion - Japan: Shintoism, Zen Buddhism (7 hours)			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities		Active attendance and writing seminar paper.								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	5		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	JEŽIĆ, Mislav – JAUK-PINHAK, Milka – GONC-MOAČANIN, Klara, <i>Istočne religije</i> (notes for students), Zagreb, Filozofski fakultet (Katedra za indologiju) Sveučilišta u Zagrebu, 2001.									
	KÜNG, Hans i dr., <i>Kršćanstvo i svjetske religije. Uvod u dijalog s islamom, hinduizmom i budizmom</i> , Zagreb, Naprijed, 1994., 123-389.									
	<i>Opći religijski leksikon</i> , gl. ur. A. Rebić, Zagreb: Leksikografski zavod M. K., 2002.									
2.11. Optional literature	KATIČIĆ, Radoslav, <i>Stara indijska književnost: sanskrtska, palijska i prakraska</i> , Zagreb, Nakladni zavod Matice hrvatske, 1973.									
	DOGAN, Nikola, <i>Religije i spas. Izvan Crkve nema spasenja</i> , Đakovo, KBF u Đakovu, 2013., 35-78.									
	<i>Encyclopaedia of Religion</i> , gl. ur. Mircea Eliade, Chicago: University of Chicago Press, 2. izd. New York, 1987.									
	JEŽIĆ, Mislav, <i>Rgvedski himni. Izvori indijske kulture i indoeuropsko nasljeđe</i> , Zagreb, Globus, 1987.									
	JEŽIĆ, Mislav, <i>Rgvedske upanišadi</i> , Zagreb: Matica hrvatska, 1999.									
	JEŽIĆ, Mislav, Kršćanstvo i indijske religije, u: <i>Nova prisutnost</i> , 9 (2011.) 1, 207-211.									
JEŽIĆ, Mislav, Susret s hinduizmom u svjetlu koncilske izjave Nostra aetate, u: BLAŽEVIĆ, Josip (ed.), <i>Zbornik radova Tjedna međureligijskog dijaloga povodom 25 godina duha Asiza</i> , Zagreb, 21.-27. listopada 2011., Zagreb, Hrvatski areopag, 2012., 191-202.										
HITCHCOK, Susan Tyler – ESPOSITO, John L., <i>Religije. Gdje Bog boravi, kamo hodočasnici putuju</i> , Zagreb, Egmont, 2004., 71-197.										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Dragan Radić, PhD		1.6. Year of the study
1.2. Name of the course	Orthodoxy		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To know and to understand theology contained in the doctrinal and theological heritage of Orthodox churches, its main outline/framework and specifics.		
2.2. Enrolment requirements and/or entry competences required for the course	An interest in the course content and sufficient knowledge of general and ecclesial history.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - know the communities of ecumenical, religious and cultural spectrum and be able to explain the fundamental principles of dialogues, coexistence and fruitful cooperation at the ecumenical, interreligious and intercultural levels - be able to understand and present, objectively and scientifically, religious teachings and practices of the Christian churches and communities 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Good understanding of the nature and history of Orthodox churches; - Closely analytical and critical monitoring of the relationship between Orthodox and other Christian churches throughout history; - Development of the specific ecclesiology in Orthodoxy and other Christian churches; - Detailed understanding of the nature of so-called classical doctrinal differences between Orthodox and Catholic theology, and theological evaluation of the "weight" of those differences as well; - Understanding of some of the most significant bearers (representatives) of Orthodox theology; - Orthodoxy in the Republic of Croatia. 		
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Definition, meaning and content of the term "Orthodox Theology" – 2 hours; - The basic division/classification of the Eastern Churches into the three main groups, their emergence, their main characteristics and specific properties, their history, statistical data and the current state – 6 hours; - The structure and specific nature of the Orthodox Church; Three visible elements by which the Orthodox Church is one – 4 hours; - Elements by which one Orthodox Church is a community of more Orthodox churches; Autocephalous and autonomous organization of the Orthodox Church – 4 hours; - Sources for dogma and theology of the Orthodox Church – 2 hours; - Significant doctrinal-theological authorities and representatives of Orthodox theology throughout history and today – 4 hours; - Classical "doctrinal differences" between Orthodox and Catholic theology and theological evaluation of the "weight" of those differences – 4 hours; 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<ul style="list-style-type: none"> - Development of the specific ecclesiology in Orthodoxy and other Christian churches – 2 hours; - Orthodoxy in the Republic of Croatia – 4 hours; - Sacraments (sacred secrets), types of rituals, liturgical year and liturgy in the Orthodox Church – 6 hours; - Spirituality, asceticism and ways of prayers in the Orthodox Church – 4 hours; - Orthodox relation(s) to ecumenism and interreligious dialogue – 3 Hours. 										
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	Optional literature	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media
		- Zečević Jure, Istočno bogoslovlje, Zagreb, 2017. (skripta);						YES		
		- Congar Yves, Istočni raskol, Zagreb, 1971. (skripta);						YES		
		- Benz Ernst, Duh i život istočne crkve, Zagreb, 2003.;						YES		
2.11. Optional literature		- Ware Timothy, Pravoslavna Crkva, Zagreb, 2005. - Pavić Juraj, Istočno bogoslovlje, 1. svezak, Đakovo, 1962. (skripta);								
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Andrea Filić, PhD		1.6. Year of the study
1.2. Name of the course	Communion in Faith of the First Millennium as a Prerequisite for Ecumenical Dialogue		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - to provide students with knowledge of historical circumstances and theological preoccupations in the first millennium in life of the Church - to familiarise students with the main theological features of the first millennium which are still the common heritage of all Christian churches - to familiarise students with the main theological features of the first millennium which were subjects of debate in the later history - to provide students with an insight into the fact that even the most important dogmatic pronouncements of the first millennium, which will remain the same in all Christian churches of the second millennium, arose through numerous controversies but also through dialogue between church fathers and church magisterium - to enable students to critically read texts about the communion in faith and unity of the Church - to enable students to critically read patristic texts that are especially important for later Orthodox and Protestant theology - to enable students to apply the first millennium dialogue examples to contemporary ecumenical dialogue 		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - know the communities of ecumenical, religious and cultural spectrum and be able to explain the fundamental principles of dialogues, coexistence and fruitful cooperation at the ecumenical, interreligious and intercultural levels - be able to understand and present, objectively and scientifically, religious teachings and practices of the Christian churches and communities 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	After successfully mastering the course, students will be able to: <ul style="list-style-type: none"> - elaborate and argumentatively present main theological contents of the first millennium, which are the common heritage of all Christian churches - discuss and argumentatively present main theological contents of the first millennium, which were the subject of debate in the later history - critically read patristic texts that speak of the communion in faith and the unity of the Church - critically read patristic texts important for later Orthodox and Protestant theology - apply dialogue examples of the first millennium on concrete situations in which ecumenical dialogue takes place in the contemporary times 		
2.5. Course content (syllabus)	1-2 lecture: Introduction to the course 3-4 lecture: Symbols of faith • Selection among issues dealt with by ecumenical councils held in the first millennium 5-6 lecture: First Council of Nicaea (325)		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		7-8 lecture: First Council of Constantinople (381) 9-10 lecture: Ephesus (430) 11-12 lecture: Chalcedon (451) 13-14 lecture: Second Council of Constantinople (553) 15-16 lecture: Repetition and preliminary exam 17-18 lecture: Third Council of Constantinople (680 / 681) 19-20 lecture: Second Council of Nicaea (787) 21-22 lecture: Fourth Council of Constantinople (869 /870) 23-24 lecture: Office of the Pope 25-26 lecture: Similarities and differences in theological starting points of East and West in the patristic era 27-28 lecture: Selection from patristic texts that deal with the communion in faith and the unity of the Church 29-30 lecture: Selection from patristic texts that are above all significant for later Orthodox and Protestant theology										
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities		Regular attendance and active participation in classes, studying of set and recommended literature, preliminary exam, passing of final oral exam.										
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		-H. DENZINGER – P. HUNERMANN (eds.), <i>Zbirka sažetaka vjerovanja, definicija i izjava o vjeri i čudoređu</i> , Đakovo, 2002.							YES			
		-ATANAZIJE, <i>Pisma o Kristu i Duhu</i> , Makarska, 1980.							YES			
		-Ćiril ALEKSANDRIJSKI, <i>Utjelovljenje Jedinorođenca – jedan Krist</i> , Makarska, 2001.							YES			
		-AUGUSTIN, <i>Govori – 1</i> , Makarska, 1990.; <i>Govori – 2</i> , Makarska, 1993.							YES			
		-Leon VELIKI, <i>Govori</i> , Makarska, 1993.							YES			
-A. McGRATH, <i>Uvod u kršćansku teologiju</i> , Rijeka, 2007.												



University of Zagreb



Catholic Faculty of Theology

DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.11. Optional literature	-Henri de LUBAC, <i>Katoličanstvo</i> , Rijeka, 2012. -Željka BIŠĆAN – Tomislav Zdenko TENŠEK (eds.), <i>Otačka čitanja u molitvi Crkve</i> , Zagreb, 2000. -Pierre-Th. CAMELOT – Paul CHRISTOPHE – Francis FROST – Pierre MARAVAL – Joseph THOMAS, <i>I concili ecumenici</i> , Brescia, 2001. -Vladimir LOSKI, <i>Mistična teologija istočne Crkve</i> , Zagreb, 2001.
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Stipo Kljajić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Jewish Faith and Culture		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	45 L
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	The course objective is to understand and evaluate the basic parameters of Judaism in order to ascertain in a more objective way, theoretical and practical religious settings and the cultural determinants of this great and for Christianity extremely important world tradition.			
2.2. Enrolment requirements and/or entry competences required for the course	It is necessary to complete undergraduate studies as planned in the program.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - know the communities of ecumenical, religious and cultural spectrum and be able to explain the fundamental principles of dialogues, coexistence and fruitful cooperation at the ecumenical, interreligious and intercultural levels - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will know better: The context in which Judaism was born as faith and Judaism as a national determinant The rich and long history of Judaism The basic sources and institutions of Judaism The foundation of Jewish belief Religious-cultural determinants of Judaism			
2.5. Course content (syllabus)	Judaism as a monotheistic and Abrahamic religion (1 hour) Preliminary givens of Judaism/Israel: name, geographical-social context, flora and fauna, political structure, etc. (2 hours) History of Judaism (12 Hours) Prehistory: epoch of patriarchs (1 hour) Egyptian slavery and the desert journey (1 hour) Conquest of Canaan (1 hour) Israel's judges (1 hour) David's Kingdom (2 hours) Solomon's Kingdom (1 hour) Two divided kingdoms (1 hour)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Assyrian and Babylonian invasion (2 hours) Invasions of Eastern and Western Kingdoms (2 hours) Sources and institutions of Judaism (9 hours) Written and oral Torah (2 hours) Pupils and teachers: "scholastic" teaching (1 hour) Temple and synagogues (2 hours) Halakka and Haggadah (1 hour) Hermeneutical rules and literary genres (1 hour) Masoretic text and Rabbinic Bible (1 hour) Mishnah and non-rabbinic Judaism (1 hour) Basics of Jewish religion (14 hours) Observing the rules (1 hour) Memory and remembrance (1 hour) Prayer and blessings (2 hours) Saturday (1 hour) The promised land (1 hour) Relationship to other peoples (1 hour) Messianic hope (3 hours) Liturgical cycle (3 hours) Religious-cultural determinants (6 hours) Jewish year (3 hours) Circle of life in Judaism (2 Hours) Jewish home (1 hour) Modern Judaism: Jews of the world after the Holocaust and the state of Israel (1 hour)								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:		
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	0.5	Research			Oral exam		
	Experimental work			Report			Oral or written exam	YES	2.5
	Essay			Seminar paper			(other)	YES	NO
	Preliminary exam	YES	1	Practical work			(other)	YES	NO



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Project		Written exam		ECTS credits (total)	4
2.10. Required literature (available in the library and/or via other media)	Title				Number of copies in the library	Availability via other media
	Julija KOŠ, <i>Alef bet židovstva. Pogled u krug židovske povijesti, religije i običaja</i> , Zagreb, 1999.					
	Rabin Kotel DA-DON, <i>Židovstvo. Život, teologija i filozofija</i> , Profil, Zagreb 2004.					
	Karlo-Josef KUSCHEL, <i>Židovi, kršćani, muslimani. Podrijetlo i budućnost</i> . S njemačkog Ladislav Z. Fišić, Svjetlo riječi, Sarajevo, 2011.					
2.11. Optional literature	J. Alberto SOGGIN, <i>Storia d'Israele. Introduzione alla storia d'Israele e Giuda dalle origini alla rivolta di Bar Kochbà</i> , Paideia, Brescia, 2002. Piero STEFANI, <i>Introduzione all'ebraismo</i> , Queriniana, Brescia, 1995.					
2.12. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study
1.2. Name of the course	Islamic Religion and Thought		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce students to the doctrinal aspects of the Islamic religion and practice, as well as to the major orientations of thought in the past and present.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area - know and evaluate the human religiosity and religious phenomena in modern society - understand, evaluate, compare and scientifically and objectively present the religious teachings and practices of the great religious traditions of the world 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - place Islam in its historical, social and cultural Arab and Middle Eastern context - understand and present the main religious and thought principles of Islam - recognise the specificity of Islam in relation to Judaism and Christianity - compare and differentiate between the theological discourses of the Quran and the Bible - understand the socio-political challenges that Islam and Muslim present to the current pluralistic Europe and the world - dialogue with members of the Muslim faith in the spirit of respect and solidarity 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (1 hour) 2. Islam as a faith, religion and civilisation (2 hours) 3. Muhammad's life and mission (4 hours) 4. Phenomenology, literary structure and interpretation of the Quran (4 hours) 5. Muslim belief (al-akida) (8 hours) 6. Five Pillars of Islam (4 hours) Preliminary exam (1 hour) 7. Religious legal schools and the Islamic law (2 hours) 8. Arabic-Islamic philosophy 9. Muslim theology (4 hours) 10. Muslim mysticism (2 hours) 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		11. Islamic thought today: between reformism, fundamentalism and modernism (4 hours) 12. Selected issues: woman in Islam, Islam and secular society, peace and violence in the Quran and other (3 hours) 13. Islam and Muslims in Croatia and Bosnia and Herzegovina (2 hours) 14. Study visit to the Islamic Centre in Zagreb (2 hours)									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:			
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)			
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		BORRMANS, Maurice, <i>Islam i kršćanstvo</i> , Sarajevo, HKD Napredak, 2010.						2			
		ESPOSITO, John L., <i>Što bi svatko trebao znati o islamu</i> , Zagreb, Filozofsko-teološki institut Družbe Isusove, 2003.						5			
		GNILKA, Joachim, <i>Biblija i Kur'an. Što ih povezuje, što razdvaja</i> , Zagreb, Kršćanska sadašnjost, 2007.						10			
		LAOUST, Henri, <i>Raskoli u islamu</i> , Zagreb, Naprijed, 1989.						2			
		OMERBAŠIĆ, Ševko, <i>Islam i muslimani u Hrvatskoj</i> , Zagreb, Mešihat Islamske zajednice u Hrvatskoj, 1999., 2009.						1			
		RAHMAN, Fazlur, <i>Islam</i> , Sarajevo, Tugra, 2005.						2			
		SAMIR, Khalil Samir, <i>Islam na Zapadu. Cijena suživota</i> , Razgovori s Linom Pillet, Zagreb, Hrvatska provincija sv. Jeronima franjevac konventualaca / Veritas, siječanj 2015.						2			
2.11. Optional literature		ARMSTRONG, Karen, <i>Islam: kratka povijest</i> , Zagreb, Alfa, 2008.									
		CORBIN, Henry, <i>Historija islamske filozofije, sv. I-II</i> , Sarajevo, Veselin Masleša / Svjetlost, 201987.									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>GRABUS, Nedžad (ed.), <i>Uvod u nauku Akaida</i>, Sarajevo, Fakultet islamski nauka, 2005. (Hrestomatija, knj. 20)</p> <p>HADŽIĆ, Osman Nuri, <i>Muhammed a. s. i Kur'an</i>, Starješinstvo Islamske zajednice BiH, Hrvatske i Slovenije, ³1986.</p> <p>HAMIDULLAH, Muhamed, <i>Uvod u islam</i>, Sarajevo, Visoko, Odbor islamske zajednice Visoko, 1973.</p> <p>HAMIDULLAH, Muhammed, <i>Muhammed a. s. Sv. 1: Život, sv. 2: Djelo</i>, Zagreb, Nerkez Smailagić, 1977. Drugo izdanje: Sarajevo, Starješinstvo Islamske zajednice u Bosni i Hercegovini, Hrvatskoj i Sloveniji, ²1983.</p> <p><i>Islam. Objava i predaja, vjera, klasično i moderno muslimansko mišljenje</i> (hrestomatija tekstova), Sarajevo, Franjevačka teologija, 2006.</p> <p>KHOURY, Adel Th. (ed.), <i>Leksikon temeljnih religijskih pojmova: židovstvo, kršćanstvo, islam</i>, Zagreb, Prometej, 2005.</p> <p>KHOURY, Adel-Theodor, Isus u Islamu, u: GORRES, Ida Friederike (et al.), <i>Isus. 2000 godina povijesti vjere i kulture</i>, Zagreb, Kršćanska sadašnjost, 1999., 156-173.</p> <p>KOVAČ, Tomislav, Muslimanska mistika – drugo lice islama, u: <i>Iskustvo Boga danas i karmelska mistika. Mistagogija i međureligijski i kulturalni dijalog</i>, Zbornik radova Međunarodnog seminara Zidine (Bosna i Hercegovina), 17.-22. rujna 2007., Zagreb, Karmelska izdanja, 2009., 297-332.</p> <p>KUSCHEL, Karl-Josef, <i>Spor oko Abrahama. Što Židove, kršćane i muslimane dijeli – a što ih ujedinjuje</i>, Sarajevo, Svjetlo riječi, 2000.</p> <p>KUSCHEL, Karl-Josef, <i>Židovi, kršćani, muslimani. Podrijetlo i budućnost</i>, Sarajevo, Svjetlo riječi, 2011.</p> <p>LUNDE, Paul, <i>Islam</i>, Zagreb, Znanje, 2002.</p> <p>MADKOUR, Ibrahim, Pojam Boga u islamu, u: <i>Svesci Communio</i>, (1978.) 32, 42-45.</p> <p>MEŠIĆ, Mirza, <i>Islam iznutra</i>, Zagreb, Kulturno društvo Bošnjaka Hrvatske Preporod, 2010.</p> <p>MILLOT, Jean-René, <i>Islam i muslimani</i>, Zagreb, Kršćanska sadašnjost, 1982.</p> <p>RODINSON, Maxime, <i>Muhamed</i>, Zagreb, MISL, 1998.</p> <p>SAID, Edward William, <i>Krivotvorenje islama: kako mediji i stručnjaci određuju način na koji vidimo ostatak svijeta</i>, Zagreb, V.B.Z., 2003.</p> <p>SAID, Edward William, <i>Orijentalizam</i>, Zagreb, Konzor, 1999.</p> <p>SCHIMMEL, Annemarie, <i>Isus i Marija u islamskoj mistici</i>, Zagreb, Jesenski i Turk, 2009.</p> <p>SILAJDŽIĆ, Adnan (ed.), <i>Rane škole kelama. Uvod u islamsko klasično mišljenje</i>, Sarajevo, Fakultet islamskih nauka, 2004. (Hrestomatija, knj. 1)</p> <p>SILAJDŽIĆ, Adnan, <i>Muslimani u traganju za identitetom</i>, Sarajevo, Fakultet islamskih nauka / El-Kalem, 2006.</p> <p>SMILAGIĆ, Nerkez, <i>Klasična kultura islama, Knjiga I (teologija, filozofija, znanost)</i>, Zagreb, Nerkez Smailagić, 1973</p> <p>SMILAGIĆ, Nerkez, <i>Klasična kultura islama, Knjiga II (zajednica-država, pravo, književnost, umjetnost)</i>, Zagreb, Nerkez Smailagić, 1976.</p> <p>SMILAGIĆ, Nerkez, <i>Leksikon islama</i>, Sarajevo, Svjetlost, 1990.</p> <p>SMILAGIĆ, Nerkez, <i>Uvod u Kur'an (historijat, tematika, tumačenja)</i>, Zagreb, Nerkez Smailagić, 1975.</p> <p>VITRAY-MEYEROVITCH, Eva de, <i>Antologija sufijskih tekstova</i>, Zagreb, Naprijed, 1988.</p>
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Lidija Matošević, PhD		1.6. Year of the study
1.2. Name of the course	Protestantism		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To know and to understand theology contained in the doctrinal and theological heritage of Protestant churches, its main outline/framework and specifics.		
2.2. Enrolment requirements and/or entry competences required for the course	An interest in the course content and sufficient knowledge of general and ecclesial history.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - know the communities of ecumenical, religious and cultural spectrum and be able to explain the fundamental principles of dialogues, coexistence and fruitful cooperation at the ecumenical, interreligious and intercultural levels - be able to understand and present, objectively and scientifically, religious teachings and practices of the Christian churches and communities 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Good understanding of the nature and history of Protestant churches; - Closely analytical and critical monitoring of the relationship between Protestant and other Christian churches throughout history; - Development of the specific ecclesiology in Protestantism and other Christian churches; - Detailed understanding of the nature of doctrinal-theological differences and emphases between Protestant churches, as well as between Protestant churches and Catholic Church and other Christian churches; theological evaluation of the "weight" of those differences; - Understanding of some of the most significant bearers (representatives) of Protestantism and Protestant theology; - Protestantism in the Republic of Croatia. 		
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Origin of the word (etymology), today's meaning and content(s) of the term "Protestantism" – 2 hours; - Emergence, causes and history of the Reformation – 6 hours; - Leading reformers: Luther, Zwingli and Calvin, their writings and basic theological starting points – 5 hours; - Reformation of the "Confessio Augustana" – 4 hours; - Reformation of the "Confessio Helvetica" – 4 hours; - Church communities stemming from the 16th century Reformation – 4 hours; - Anglican Church – 4 hours; - Protestant doctrines of the sacraments with an emphasis on the Baptism and the Eucharist – 4 hours; 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>- Overview of the most prominent doctrinal specificities of Protestantism; Theological differences between Protestant churches, as well as between them on one side and the Catholic Church and other Christian churches on the other side – 4 hours; - Protestantism in the Republic of Croatia – 4 hours; - Protestant approaches to ecumenism and interreligious dialogue – 2 hours; - Significant representatives of Protestantism and Protestant theology in recent times – 2 hours.</p>											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance		YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report	YES	NO	Optional literature	YES	NO
		Essay		YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		- Zečević Jure, Protestantizam, Zagreb, 2017. (skripta);						YES			
		- Lohse Bernhard, Martin Luther: život i djelo, Zagreb, 2006.;						YES			
		- Parker H.L. Thomas, Jean Calvin: životopis, Zagreb, 2007.;						YES			
		- Luther Martin, Veliki i Mali katekizam, Zagreb, 2010.;						YES			
		- Barth Karl, Uvod u evangeličku teologiju, Zagreb, 2007.;						YES			
2.11. Optional literature		<p>- Belloc Hilaire, Kako je nastala reformacija, Zagreb, 2012.;</p> <p>- Zečević Jure, Katolički govor o Martinu Lutheru i reformaciji tijekom povijesti i danas, u: Bogoslovska smotra, 88 (2018.) 1, 55-68.;</p> <p>- Matošević Lidija, Rimokatolici i kršćani reformacije: komplementarnost teologija i duhovnosti nekada i danas, u: Bogoslovska smotra, 88 (2018.) 1, 33-53.;</p>									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Branko Murić, PhD		1.6. Year of the study
1.2. Name of the course	Christian Testimony and Religious Pluralism		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will be introduced to issues of Christian testimony in the modern context of religious pluralism. Students will gain insights into the specialty of the Christian testimony, into the possibilities of that testimony through the demand for credibility and universality. It will be noticed how the category of testimony has its anthropological and social foundations, considering the fact that it is inseparable from the modern discourse on the truth. Student will recognise and realise how the radicalism of Christian testimony differs from the religious fundamentalism, as well as from the relativism of pluralistic social-cultural and neo-religious context.		
2.2. Enrolment requirements and/or entry competences required for the course	Successfully completed curriculum in the area of fundamental theology in the undergraduate study programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - be able to analyse and explain the place and role of religion in secular society and modern globalised world - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - students will encounter theological issues of Christian testimony in the context of religious pluralism - students will adopt the fundamental concepts of the Christian testimony and religious pluralism - students will be trained to read and use theological literature in a foreign language - students will adopt the method of text analysis and critical deliberation, as well as the method of synthesis - students will adopt and apply fundamental knowledge of the systematic theology by situating it in the context of the issues of the postmodern period 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction: conceptual determinations of Christian testimony and religious pluralism (2 hours) 2. Contradiction of the demands: radicalism of testimony and ambiguity of pluralism (4 hours) 3. Merging of the horizons: testimony as the central anthropological and religious category of the modern human being (6 hours) 4. The fundamental issues of the truth and credibility in the pluralistic context (6 hours) 5. The specialty of Christian testimony: manifestation of the Truth once and forever (6 hours) 6. Fundamental structure of the Christian testimony in the modern world (5 hours) 7. Conclusion (1 hour) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet	2.7. Comments:



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)							
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media	
		René Latourelle, <i>Kršćansko svjedočenje</i> , Đakovo, 1990.									
		Emmanuel Housset, Svjedočiti i osvjedočiti se, in: <i>Communio</i> , 38 (2012) 113, 51-58									
		Bernhard Körner, Dokaz duha i snaga kraljevstva Božjega Svjedočanstvo i spoznaja iz vjere, in: <i>Communio</i> , 38 (2012) 113, 31-41									
		Paolo Martinelli, <i>La testimonianza. Verità di Dio e libertà dell'uomo</i> , Milan, 2002.									
		Paolo Martinelli, Kršćansko svjedočanstvo kao jezik evangelizacijskog poslanja današnje Crkve, u: <i>Communio</i> , 38 (2012) 113, 21-30									
		Branko Murić, Svjedočanstvo kao živa <i>traditio</i> kršćanske vjere i objave, in: Željko Majić - Božo Goluža, <i>Mnogolikost vjere. Različiti pristupi istoj stvarnosti. Zbornik radova hrvatskih rimskih studenata</i> , Rim, 2012, 41-66									
2.11. Optional literature											
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Juro Zečević-Božić, PhD Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study
1.2. Name of the course		Internship: Visiting Religious Communities I, II, III	1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)		Graduate	1.9. Expected enrolment in the course
1.5. Status of the course		<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce students to the main religious communities in the Republic of Croatia, especially those that have their headquarters in the city of Zagreb. To improve the exchange of religious experiences, to deepen the relations in the spirit of ecumenical and interreligious solidarity and cooperation.		
2.2. Enrolment requirements and/or entry competences required for the course		Completed undergraduate study programme.	
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context - apply the efficient communication with individuals and groups - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand and objectively present the religious practice of other religious traditions present on the area of the Republic of Croatia - listen to and evaluate different religious experiences - argumentatively present their own Catholic teachings and religious practice - establish the ecumenical and interreligious relations with the members of other Christian confessions and religious communities in the area of the Republic of Croatia and the city of Zagreb 		
2.5. Course content (syllabus)	1. Introductory lecture (1 hours) 2. Basic overview of the Christian churches and other religious communities present in the area of the Republic of Croatia (approximately 6 hours) 3. Two visitations to each religious community: first visitation is directed towards the mutual acquaintance and conversation with the official representative of the religious community, second visitation is in the form of workshop, with the presence of religious officials, believers and students of the other religious community (approximately total 18 hours) 4. Joint review of the visits to religious communities (4 hours) Schedule of visits to religious communities: 1 st year of the graduate study programme – ecumenical visits: visit to the Serbian Orthodox Church (4 hours), Macedonian Orthodox Church (4 hours), Bulgarian Orthodox Church (4 hours), Evangelical Church (4 hours) and Lutheran Church (4 hours).		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2nd year of the graduate study programme – interreligious visits: visit to the Jewish Community in Zagreb (4 hours), Jewish Community Bet Israel (4 hours), Islamic Community in Zagreb (4 hours). Potential visits to other religious communities: Baha'i Centre Zagreb, Ahmadiyya Muslim Jamaat Zagreb, Buddhist Centre Dharmaloka and visits to organisations involved into the ecumenical and interreligious dialogue, such as the Organisation for the Religious Freedom in the Republic of Croatia and "Croatian Areopag" Centre for Interreligious Dialogue.</p>												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		2+3+2
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		MARINOVIĆ BOBINAC, Ankica – MARINOVIĆ JEROLIMOV, Dinka, <i>Vjerske zajednice u Hrvatskoj. Kratka povijest, vjerovanje, obredi, hijerarhija, organizacija, članstvo, tradicija, običaji i blagdani</i> , Zagreb, Udruga za vjersku slobodu – Prometej, 2008.							3			
		ZOVKIĆ, Mato, <i>Mogućnost ekumenizma i religijskog dijaloga u Hrvatskoj te Bosni i Hercegovini</i> , in: <i>Bogoslovska smotra</i> , 70 (2000) 3-4, 635-655.							10		Hrčak	
2.11. Optional literature		BAJSIĆ, Vjekoslav i dr., <i>Vjerske zajednice u Jugoslaviji</i> , Zagreb, NIP „Binoza“, 1970. BUČANOVIĆ, Branimir, <i>Reformacija u Hrvatskoj: luterizam i kalvinizam od XVI. do XXI. Stoljeća</i> , Zagreb, Evangelička crkvena općina, 2017. OMERBAŠIĆ, Ševko, <i>Islam i muslimani u Hrvatskoj</i> , Zagreb, Mešihat Islamske zajednice u Hrvatskoj, 1999., 2009. ŠVOB, Melita, <i>Židovska populacija u Hrvatskoj i Zagrebu</i> , Zagreb, Židovska općina – Istraživački i dokumentacijski centar CENDO, 2010. ŽUPANČIĆ, Vatroslav, <i>Potruga za domovinom. Mala povijest njemačkih evangelika na hrvatskom prostoru</i> , Osijek, Protestantsko teološko učilište „Mihael Starin“, 2017.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study	2 nd year
1.2. Name of the course	Theology of Religions		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	To introduce students to the theological assumptions of Christian evaluations of other religions, having in mind modern religious pluralism and the official position of the Catholic Church and some theologians on this issue.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - critically and constructively confront modern religious pluralism - understand the theological premises of Christian evaluation of other religions - differentiate and analyse different views of the Church towards non-Christian religions - identify the perspectives and boundaries of Christian theology of religions - integrate theology of religions as an integral part of contemporary theology. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (1) 2. Religious pluralism as a theological challenge (2 hours) 3. Relationship between Christianity and religions throughout the history: between respect and condemnation (6 hours) 4. The turning point of the Second Vatican Council towards non-Christian religions (2 hours) <p>Colloquium (1 hour)</p> <ol style="list-style-type: none"> 5. Religions and theology of religions in post-conciliar documents (6 hours) 6. Three models of theology of religions: exclusivist, inclusive, pluralistic (6 hours) 7. Ranges and borders of theology of religions (4 hours) 8. Epistemological status and future of theology of religions (2 hours) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	



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		<input type="checkbox"/> field work								
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media	
		BIŽACA, Nikola, <i>Ogledi iz teologije religija</i> , Zagreb, Kršćanska sadašnjost, 2008.						10		
		BIŽACA, Nikola, <i>Prema bratskom putovanju. Temelji i dijaloške perspektive teologije religija</i> , Zagreb, Kršćanska sadašnjost, 2013.						10		
		GEFFRÉ, Claude, <i>Prema novoj teologiji religija</i> , in: GIBELLINI, Rosino (ed.), <i>Teološke perspektive za XXI. stoljeće</i> , Zagreb, Kršćanska sadašnjost, 2006, 359-377.						5		
		MEĐUNARODNO TEOLOŠKO POVJERENSTVO, <i>Kršćanstvo i religije</i> , Zagreb, Kršćanska sadašnjost, 1999.						5		
		PAPINSKO VIJEĆE ZA MEĐURELIGIJSKI DIJALOG – ZBOR ZA EVANGELIZACIJU NARODA / ARINZE, Francis – TOMKO, Josef, <i>Dijalog i navještaj. Razmišljanja i upute o međuvjerskom dijalogu i o navještanju Isusa Krista</i> (19.V.1991.), Sarajevo, Misijiska centrala, 1992.						3		
2.11. Optional literature		<p>a) <i>Church documents</i> <i>Deklaracija Nostra aetate o odnosu Crkve prema nekršćanskim religijama</i> (28.X.1965.), in: DRUGI VATIKANSKI KONCIL, <i>Dokumenti</i>, Zagreb, Kršćanska sadašnjost, 2008. IVAN PAVAO II., <i>Redemptoris missio. Enciklika o trajnoj vrijednosti misijske naredbe</i> (7. XII. 1990.), Zagreb, Kršćanska sadašnjost, 1991, no. 55-57. KONGREGACIJA ZA NAUK VJERE, <i>Dominus Iesus. Deklaracija o jedincatosti i spasenjskoj univerzalnosti Isusa Krista i Crkve</i> (6. VIII. 2000.), Zagreb, Kršćanska sadašnjost, 2000. SEKRETARIJAT ZA NEKRŠĆANE, <i>Prema susretu religija. Sugestije za dijalog</i>, Zagreb, Hrvatsko književno društvo sv. Ćirila i Metoda, 1968. TAJNIŠTVO ZA NEKRŠĆANE, <i>Stav Crkve prema sljedbenicima drugih religija</i>, Zagreb, Kršćanska sadašnjost, 1985.</p> <p>b. <i>Books and articles</i> DOGAN, Nikola, <i>Religije i spas. Izvan Crkve nema spasenja</i> (priredio: Ivica Raguž), Đakovo, Katolički bogoslovni fakultet u Đakovu Sveučilišta Josipa Jurja Strossmayera u Osijeku, 2016., 173-232. DORÉ, Joseph, <i>Navještaj Isusa Krista i susret s religijama</i>, u: <i>Svesci Communio</i>, (1996) 87/88, 20-28. DUPUIS, Jacques, <i>Toward a Christian Theology of Religious Pluralism</i>, Brescia, Editrice Queriniana, 1997. DUPUIS, Jacques, <i>Il cristianesimo e le religioni</i>, Brescia, Editrice Queriniana, 2001. GEFFRÉ, Claude, <i>Riječ Božja ostalih religijskih predaja i povijest naroda kao govor o Bogu</i>, in: <i>Concilium</i>, 46 (2010) 2, 28-39. GIRA, Denis, <i>S onu stranu tolerancije: susret religija</i>, Zagreb, AGM, 2008., 67-141.</p>								



University of Zagreb



Catholic Faculty of Theology

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	<p>HOHNJEC, Nikola (prir.), <i>Kršćanstvo i religije. Zbornik godišnjeg simpozija profesora teologije u Zagrebu, 7. i 8. travnja 1999.</i>, Zagreb, Kršćanska sadašnjost, 2000.</p> <p>IVANČIĆ, Tomislav, <i>Religija i religije: morfologija, fenomenologija i teologija religija</i>, Zagreb, Teovizija, 2007, 131-145.</p> <p>KUSCHEL, Karl-Josef, Kršćanstvo i nekršćanske religije. Pregled osnovnih teoloških modela u 20. stoljeću: međubilanca i budući zadaci, u: <i>Bosna franciscana</i>, 7 (1999) 11, 207-220.</p> <p>KUSCHEL, Karl-Josef, <i>Spor oko Abrahama. Što Židove, kršćane i muslimane dijeli – a što ih ujedinjuje</i>, Sarajevo, Svjetlo riječi, 2000, 212-304.</p> <p>MENKE, Karl-Heinz, Inspiracija umjesto inkarnacije. Kristologija pluralističke teologije religijâ, in: <i>Međunarodni katolički časopis Communio</i>, 36 (2010) 107, 9-26.</p> <p>RATZINGER, Joseph, <i>Crkva, Izrael i svjetske religije</i>, Split, Verbum, 2007.</p> <p>RATZINGER, Joseph, <i>Vjera - istina - tolerancija. Kršćanstvo i svjetske religije</i>, Zagreb, Kršćanska sadašnjost, 2004.</p>
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Taras Barščevski, PhD Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study	2.
1.2. Name of the course	Hermeneutics of Holy Texts		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	Understanding the way of reading sacred texts and the principles of their interpretation in different religions, especially in Christianity, Judaism and Islam. Becoming familiar with the principles of the interpretation of the Scriptures of the Old and New Testaments in Catholicism, Orthodoxy and Protestantism.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions - understand, evaluate, compare and scientifically and objectively present the religious teachings and practices of the great religious traditions of the world - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Understand the attitude of particular religions to their sacred texts - Understand the principles of reading and interpreting sacred texts within the major world religions - Understand the principles of interpretation of Scripture of the Catholic Church, the Orthodox Churches and Protestant churches and communities - Distinguish between approaches to sacred texts - Compare different interpretations of the Holy Scripture depending on the confessional affiliation - Qualify individual religious interpretations of the Scriptures in relation to methodology, sources and theological conclusions 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (2) 2. Language and philosophical principles of hermeneutics (4) 3. Biblical hermeneutics in the Jewish tradition (4) 4. Interpretation of the Bible in the Catholic Church (4) 5. Protestant approaches to the interpretation of the Scriptures (4) 6. Hermeneutics and Biblical studies in Orthodox Churches (4) 7. Hermeneutics of the Koran (4) 8. The Holy Texts of Hinduism and Buddhism (4) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title								Number of copies in the library	Availability via other media
	BRNČIĆ, Jadranka, <i>Svijet teksta. Uvod u Ricoeurovu hermeneutiku</i> , Zagreb, Naklada Breza, 2012.								2	
	HAGEN, Kenneth (ed.), <i>The Bible in the Churches: How Various Christians Interpret the Scriptures</i> , Milwaukee, ³ 1998.									
	MELE, Salvatore, <i>Ermeneutica dei testi sacri: dialogo tra confessioni cristiane e altre religioni</i> , Bologna, 2016.									
	TERRIN, Aldo Natale, <i>Uvod u komparativni studij religije</i> , Zagreb, Kršćanska sadašnjost, 2006., 103-123.								5	
	PAPINSKA BIBLIJSKA KOMISIJA, <i>Tumačenje Biblije u Crkvi</i> (15. travnja 1993.), Zagreb, 2005.								5	
	KARIĆ, Enes, <i>Hermeneutika Kur'ana</i> , Zagreb, Hrvatsko filozofsko društvo, 1990.								2	
2.11. Optional literature	BRNČIĆ, Jadranka, Ricoeurova »podučena egzegeza«, u: <i>Bogoslovska smotra</i> , 80 (2010.) 4, 1133-1145.									
	CHAREIRE Isabelle – SALENSON, Christian (eds.), <i>Le dialogue des Ecritures</i> , Bruxelles, Ed. Lessius, 2007.									
	DAVIDSON, Richard K., Tumačenje Biblije, u: <i>Biblijski pogledi</i> , 8 (2000.) 1-2, 67-114.									
	GORMAN, Michael J., <i>Scripture and its interpretation : a global, ecumenical introduction to the Bible</i> , 2017.									
	HARN, Slako (ur.), <i>Knjige riječi: Tanah, Biblija i Kuran u Hrvatskoj</i> , Zagreb, Nacionalna i sveučilišna knjižnica, 2006.									
	JEŽIĆ, Mislav, <i>Rgvedski himni. Izvori indijske kulture i indoeuropsko nasljeđe</i> , Zagreb, Globus, 1987.									
	KARIĆ, Enes, <i>Kako tumačiti Kur'an. Uvod u komentatorske teorije klasičnog razdoblja</i> , Sarajevo, Tugra, 2005.									
	KARIĆ, Enes, <i>Tefsir. Uvod u tefsirske znanosti</i> , Sarajevo, Bosanska knjiga, 1995.									
	LATIĆ, Džemaludin (ed.), <i>Metodologija tefsira</i> , Sarajevo, Fakultet islamskih nauka, 2005. (Hrestomatija, knj. 15)									
	LATIĆ, Džemaludin (ed.), <i>Terminologija tefsira</i> , Sarajevo, Fakultet islamskih nauka, 2005. (Hrestomatija, knj. 9)									
PENTIUC, E.J., <i>The Old Testament in Eastern Orthodox Tradition</i> , 2014.										
SMILAGIĆ, Nerkez, <i>Uvod u Kur'an (historijat, tematika, tumačenja)</i> , Zagreb, Nerkez Smilagić, 1975.										
STYLIANOPOULOS, Theodore G., <i>The New Testament: Scripture, tradition, hermeneutics</i> , Brookline, MA, 1997.										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Branko Murić, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Communicative Elements in Religions		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Students will be directed towards the analysis of communicative elements present in religions. First, attention will be given to the general theoretical-communicational model as one of possible comparative approaches to religion. Based on the theory of the communicative activity the religious phenomenon is classified according to fundamental communicative elements and forms by exploring the subjects, content, places and contexts, media and texts, intentions and objectives of the religious phenomenon. After that, fundamental religious practices through which the communicative activity is realised are explored: interpretation and recollection, celebration and proclamation, testimony and confession. Based on the achieved results the issue of the true evaluation of the communicative practices of religions is explored by situating the issue in the context of the postmodern period.			
2.2. Enrolment requirements and/or entry competences required for the course	Successfully completed curriculum in the area of fundamental theology in the undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - students will encounter the specific issues of the theological science on religions. - students will be trained to read and use theological literature in a foreign language. - students will adopt the method of text analysis and critical deliberation, as well as the method of synthesis. - students will adopt the fundamental concepts of the communicational model of the theological science on religions. - students will adopt and apply fundamental knowledge of systematic theology by situating it in the context of interreligious and ecumenical dialogue 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction: conceptual and methodological determination (2 hours) 2. A general overview of the religious communication and practice (6 hours) 3. Fundamental religious communicative elements and forms: subjects, content, places and contexts, media and texts, intentions and objectives (8 hours) 4. Religion as a communicative practice: interpretation and recall; glorification and proclamation; testimony and confession (7 hours) 5. Truth issue and evaluative issue of religious theory of the communicative activity (6 hours) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

6. Conclusion (1 hour)												
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media		
		Edmund Arens, <i>Christopraxis. Grundzüge theologischer Handlungstheorie</i> , Freiburg – Basel – Wien, 1991.										
		Edmund Arens, <i>Gottesverständigung. Eine kommunikative Religionstheologie</i> , Freiburg im Breisgau, 2007.										
		Edmund Arens (ed.), <i>Habermas e la teologia</i> , Brescia, 1992.										
		Edmund Arens (ed.), <i>Anerkennung der Anderen: eine theologische Grunddimension interkultureller Kommunikation</i> , Freiburg – Basel – Wien, 1995.										
		Maria C. Carnicella, Comunicazione, in: Rino Fisichella – René Latourelle (eds.), <i>Dizionario di Teologia Fondamentale</i> , Assisi, 1990., 199-206										
		Roberto Mancini, <i>Comunicazione come ecumene. Un significato antropologico e teologico dell'etica comunicativa</i> , Brescia, 1991.										
		Papinsko vijeće za društvene komunikacije, <i>Kriteriji za ekumensku i međureligijsku suradnju na polju društvenih komunikacija</i> (4. listopada 1989.)										
Papinsko vijeće za društvene komunikacije, Pastoralna uputa <i>Communio et progressio</i> (23. svibnja 1971.)												
2.11. Optional literature												
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Juro Zečević-Božić, PhD Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study
1.2. Name of the course	Internship: Visiting Religious Communities I, II, III		1 st year if the study (summer semester) and 2 nd year of the study (winter and summer semester)
1.3. Associate teachers			1.7. ECTS credits
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		2+3+2 ECTS
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.8. Type of instruction (number of hours L + E + S + e-learning)
			30E+40E+30E
			1.9. Expected enrolment in the course
			10
			1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
			1
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce students to the main religious communities in the Republic of Croatia, especially those that have their headquarters in the city of Zagreb. To improve the exchange of religious experiences, to deepen the relations in the spirit of ecumenical and interreligious solidarity and cooperation.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context - apply the efficient communication with individuals and groups - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand and objectively present the religious practice of other religious traditions present on the area of the Republic of Croatia - listen to and evaluate different religious experiences - argumentatively present their own Catholic teachings and religious practice - establish the ecumenical and interreligious relations with the members of other Christian confessions and religious communities in the area of the Republic of Croatia and the city of Zagreb 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (1 hours) 2. Basic overview of the Christian churches and other religious communities present in the area of the Republic of Croatia (approximately 6 hours) 3. Two visitations to each religious community: first visitation is directed towards the mutual acquaintance and conversation with the official representative of the religious community, second visitation is in the form of workshop, with the presence of religious officials, believers and students of the other religious community (approximately total 18 hours) 4. Joint review of the visits to religious communities (4 hours) <p>Schedule of visits to religious communities: 1st year of the graduate study programme – ecumenical visits: visit to the Serbian Orthodox Church (4 hours), Macedonian Orthodox Church (4 hours), Bulgarian Orthodox Church (4 hours), Evangelical Church (4 hours) and Lutheran Church (4 hours).</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2nd year of the graduate study programme – interreligious visits: visit to the Jewish Community in Zagreb (4 hours), Jewish Community Bet Israel (4 hours), Islamic Community in Zagreb (4 hours). Potential visits to other religious communities: Baha'i Centre Zagreb, Ahmadiyya Muslim Jamaat Zagreb, Buddhist Centre Dharmaloka and visits to organisations involved into the ecumenical and interreligious dialogue, such as the Organisation for the Religious Freedom in the Republic of Croatia and "Croatian Areopag" Centre for Interreligious Dialogue.</p>												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		2+3+2
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		MARINOVIĆ BOBINAC, Ankica – MARINOVIĆ JEROLIMOV, Dinka, <i>Vjerske zajednice u Hrvatskoj. Kratka povijest, vjerovanje, obredi, hijerarhija, organizacija, članstvo, tradicija, običaji i blagdani</i> , Zagreb, Udruga za vjersku slobodu – Prometej, 2008.							3			
		ZOVKIĆ, Mato, <i>Mogućnost ekumenizma i religijskog dijaloga u Hrvatskoj te Bosni i Hercegovini</i> , in: <i>Bogoslovska smotra</i> , 70 (2000) 3-4, 635-655.							10		Hrčak	
2.11. Optional literature		BAJSIĆ, Vjekoslav i dr., <i>Vjerske zajednice u Jugoslaviji</i> , Zagreb, NIP „Binoza“, 1970. BUČANOVIĆ, Branimir, <i>Reformacija u Hrvatskoj: luterizam i kalvinizam od XVI. do XXI. Stoljeća</i> , Zagreb, Evangelička crkvena općina, 2017. OMERBAŠIĆ, Ševko, <i>Islam i muslimani u Hrvatskoj</i> , Zagreb, Mešihat Islamske zajednice u Hrvatskoj, 1999., 2009. ŠVOB, Melita, <i>Židovska populacija u Hrvatskoj i Zagrebu</i> , Zagreb, Židovska općina – Istraživački i dokumentacijski centar CENDO, 2010. ŽUPANČIĆ, Vatroslav, <i>Potruga za domovinom. Mala povijest njemačkih evangelika na hrvatskom prostoru</i> , Osijek, Protestantsko teološko učilište „Mihael Starin“, 2017.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION									
1.1. Course teacher		Prof. Željko Tanjić, PhD			1.6. Year of the study			2 nd year	
1.2. Name of the course		Religion in the Social Context			1.7. ECTS credits			3 ECTS	
1.3. Associate teachers					1.8. Type of instruction (number of hours L + E + S + e-learning)			30 L	
1.4. Study programme (undergraduate, graduate, integrated)		Graduate			1.9. Expected enrolment in the course			20	
1.5. Status of the course		<input checked="" type="checkbox"/> mandatory		<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)			1	
2. COUSE DESCRIPTION									
2.1. Course objectives		To get introduced, within the historical theological context, to the position of religion in the social context by focusing on monotheistic religions with special emphasis on Christianity. Recognizing the phenomenological-philosophical-theological approach to the phenomenon of religion and establishing the discourse of religion in the social context on the basis of Biblical texts and texts of the Magisterium. To get introduced to contemporary tendencies in understanding the relationship between religion and society in general and the Church and society in the narrower sense.							
2.2. Enrolment requirements and/or entry competences required for the course		Completed undergraduate study. Familiarisation with basic theological terminology related to the study of religions.							
2.3. Learning outcomes at the level of the programme to which the course contributes		<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - be able to analyse and explain the place and role of religion in secular society and modern globalised world 							
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)		Student will be able to: <ul style="list-style-type: none"> - define the terms religion and society - interpret the relationship between religion and society in different historical and cultural contexts - compare contemporary models of relationship between religion and society - explain the historical turnaround of the Catholic Church at the Second Vatican Council in understanding the relationship with society 							
2.5. Course content (syllabus)		In this course, the basic philosophical-theological-sociological definitions of religion and society will be presented. The main models of relations between religion and society will be analysed in the historical theological context of different historical periods. In the final part of the course, special attention will be devoted to researching the turnaround at the Second Vatican Council in the self-understanding of the Church and its role in society.							
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities									
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO
		Experimental work		YES	NO	Report		YES	NO
		Essay		YES	NO	Seminar paper		YES	NO



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	DRUGI VATIKANSKI KONCIL, <i>Dokumenti</i> , Zagreb, Kršćanska sadašnjost, 1993.						YES	NO	
	MARDEŠIĆ, Željko, <i>Rascjep u svetome</i> , Zagreb, Kršćanska sadašnjost, Zagreb, 2007.						YES	NO	
	MARDEŠIĆ, Željko, <i>Odgovornost kršćana za svijet</i> , Svjetlo riječi, Sarajevo-Zagreb, 2007.						YES	NO	
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Juro Zečević-Božić, PhD Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study
1.2. Name of the course	Internship: Visiting Religious Communities I, II, III		1st year if the study (summer semester) and 2 nd year of the study (winter and summer semester)
1.3. Associate teachers			1.7. ECTS credits
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		2+3+2 ECTS
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.8. Type of instruction (number of hours L + E + S + e-learning)
			30E+40E+30E
			1.9. Expected enrolment in the course
			10
			1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
			1
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce students to the main religious communities in the Republic of Croatia, especially those that have their headquarters in the city of Zagreb. To improve the exchange of religious experiences, to deepen the relations in the spirit of ecumenical and interreligious solidarity and cooperation.		
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context - apply the efficient communication with individuals and groups - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand and objectively present the religious practice of other religious traditions present on the area of the Republic of Croatia - listen to and evaluate different religious experiences - argumentatively present their own Catholic teachings and religious practice - establish the ecumenical and interreligious relations with the members of other Christian confessions and religious communities in the area of the Republic of Croatia and the city of Zagreb 		
2.5. Course content (syllabus)	1. Introductory lecture (1 hours) 2. Basic overview of the Christian churches and other religious communities present in the area of the Republic of Croatia (approximately 6 hours) 3. Two visitations to each religious community: first visitation is directed towards the mutual acquaintance and conversation with the official representative of the religious community, second visitation is in the form of workshop, with the presence of religious officials, believers and students of the other religious community (approximately total 18 hours) 4. Joint review of the visits to religious communities (4 hours) Schedule of visits to religious communities: 1 st year of the graduate study programme – ecumenical visits: visit to the Serbian Orthodox Church (4 hours), Macedonian Orthodox Church (4 hours), Bulgarian Orthodox Church (4 hours), Evangelical Church (4 hours) and Lutheran Church (4 hours).		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2 nd year of the graduate study programme – interreligious visits: visit to the Jewish Community in Zagreb (4 hours), Jewish Community Bet Israel (4 hours), Islamic Community in Zagreb (4 hours). Potential visits to other religious communities: Baha'i Centre Zagreb, Ahmadiyya Muslim Jamaat Zagreb, Buddhist Centre Dharmaloka and visits to organisations involved into the ecumenical and interreligious dialogue, such as the Organisation for the Religious Freedom in the Republic of Croatia and "Croatian Areopag" Centre for Interreligious Dialogue.												
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report		YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar paper		YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work		YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam		YES	NO	ECTS credits (total)		2+3+2
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		MARINOVIĆ BOBINAC, Ankica – MARINOVIĆ JEROLIMOV, Dinka, <i>Vjerske zajednice u Hrvatskoj. Kratka povijest, vjerovanje, obredi, hijerarhija, organizacija, članstvo, tradicija, običaji i blagdani</i> , Zagreb, Udruga za vjersku slobodu – Prometej, 2008.							3			
		ZOVKIĆ, Mato, <i>Mogućnost ekumenizma i religijskog dijaloga u Hrvatskoj te Bosni i Hercegovini</i> , in: <i>Bogoslovska smotra</i> , 70 (2000) 3-4, 635-655.							10		Hrčak	
2.11. Optional literature		BAJSIĆ, Vjekoslav i dr., <i>Vjerske zajednice u Jugoslaviji</i> , Zagreb, NIP „Binoza“, 1970. BUČANOVIĆ, Branimir, <i>Reformacija u Hrvatskoj: luterizam i kalvinizam od XVI. do XXI. Stoljeća</i> , Zagreb, Evangelička crkvena općina, 2017. OMERBAŠIĆ, Ševko, <i>Islam i muslimani u Hrvatskoj</i> , Zagreb, Mešihat Islamske zajednice u Hrvatskoj, 1999., 2009. ŠVOB, Melita, <i>Židovska populacija u Hrvatskoj i Zagrebu</i> , Zagreb, Židovska općina – Istraživački i dokumentacijski centar CENDO, 2010. ŽUPANČIĆ, Vatroslav, <i>Potruga za domovinom. Mala povijest njemačkih evangelika na hrvatskom prostoru</i> , Osijek, Protestantsko teološko učilište „Mihael Starin“, 2017.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Silvija Migles, PhD	1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Social Dimension of Faith – Possibilities of Ecumenical and Interreligious Cooperation	1.7. ECTS credits	3 ECTS
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory <input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Deepening of student practices and skills regarding the independent writing of scientific paper. - Development of student skills of reading, writing and oral expression, as well as contributing to the independent scientific-research work. - To provide students with a deeper and more comprehensive understanding of the social dimension of faith as an essential opportunity for constructive and fruitful ecumenical and interreligious cooperation. - To provide students with a more exhaustive knowledge of the social teaching of the Church as an effective means for fostering dialogue and cooperation in various areas: the defense of dignity of the human person, the promotion of peace, a concrete and effective struggle for the social justice. - Enable students to deepen their motivation to live the social dimension of Christian faith in ecclesial and social life, amongst Christian and other religious communities, in civil and political life. 		
2.2. Enrolment requirements and/or entry competences required for the course	<ul style="list-style-type: none"> - Motivation to acquire new knowledge in terms of using the social teaching of the Church as an effective means of dialogue between Christian communities and other religious communities and religions. - Motivation for work and interest in theological, ecclesiastical and social-ethical reflection. 		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - present and explain the importance of the expert cooperation in the various Church, social and public bodies that approach the humanistic and social areas interdisciplinary, especially to the issues of the social teaching of the Church - apply the efficient communication with individuals and groups - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Develop the fundamental skills of writing the scientific paper. - Understand and argumentatively present the content of seminar paper. - Deepen the knowledge about the essential contents and activities within which the Catholic Church , in its social teaching, invokes dialogue amongst the faithful of all world religions. - Deepen the knowledge and defend positions on genuine dialogue, which is honest and friendly, with a clear identity and an open understanding of each other. - Analyse and argumentatively present the social dimension of faith of other religious communities and religions in order to serve together in various areas of human life. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.5. Course content (syllabus)	<p>Course content and schedule will be formed on the basis of the number of enrolled students (participants of the seminar). Introductory lectures will cover the subject matter of the seminar which aims to explore, compare and monitor the development of the social teaching, as well as the dynamics of the social dimension of faith of the Catholic Church and other Christian and other communities. In particular, relying on the fundamental attitude of the social teaching of the Catholic Church on the importance of the role of religions in achieving peace and integral human development in accordance with the values shared by the whole human community, the seminar will go in the direction of exploring, understanding, evaluating and comparing the contentious ways in which Christian and other religious communities develop social thought and social teaching. Its fundamental starting point is that, within the social teaching of the Catholic Church, there are many questions that could be discussed thoroughly - under ecumenical and dialogic view - on the basis of the social teaching of Christian churches and other religious communities.</p> <p>The research work of students will consist of a personal search for literature and a personal contribution to the inquiry for an appropriate theme for the seminar paper. Within the framework of mutual agreement, themes of their seminar papers, the literature that will be used during the processing of chosen theme, as well as dynamic of time schedule of their work will be determined and assigned to students. The range of themes that can be dealt with within this seminar (subjects of the research) are very broad and they want to draw attention to the important need to deepen the ecumenical dimension of the social teaching of the Church, to the theological dialogue with the social teaching of other Christian churches and communities, as well as their closer mutual connection at the active level: in the area of defense of human dignity, peace-building, poverty and social justice. During the writing of seminar papers, seminar meetings will take place in the form of mutual consultations and discussions on the basic design of research, on the latest developments, necessary changes and adjustments. In this way, continuous monitoring and improvement of scientific quality of research can be achieved. At each seminar meeting will be written a record that documents the progress in mutual work. There will be, furthermore, provided an overview of the basis of professional and scientific work as well as the methodology of research work. Subsequently, there will be presentation of seminar papers and discussion involving all seminar participants.</p>									
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:							
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature	Title						Number of copies in the library	Availability via other media		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

(available in the library and/or via other media)	Muhammad Zafrulla KHAN, <i>Islam i ljudska prava</i> , Ahmadija muslimanski džamat u Hrvatskoj, Zagreb, 2017.		
	Silvija MIGLES, Socijalni nauk Crkve – mogućnost plodonosne suradnje. Socijalna dimenzija vjere u ekumenskom dijalogu, u: <i>Edinost in dialog</i> , 70 (2015) 1-2, 13-27.		
	Maurice BORMMANS, <i>Islam i kršćanstvo: putovi dijaloga</i> , Napredak, Sarajevo, 2010.		
	SABOR RUSKE PRAVOSLAVNE CRKVE, <i>Osnovi socijalne koncepcije Ruske pravoslavne Crkve</i> , Beseda, Novi Sad, 2007.		
	Nicholas LASH, <i>The Beginning and the end of religion</i> , University Press, Cambridge, 1996.		
	Kotel DA-DON, <i>Židovstvo: život, teologija i filozofija</i> , Profil International, Zagreb, 2004.		
	VIJEĆE EUROPSKIH BISKUPSKIH KONFERENCIJA, KONFERENCIJA EUROPSKIH CRKAVA, <i>Charta oecumenica. Ekumenska povelja za rast suradnje među Crkvama u Europi</i> , Kršćanska sadašnjost, Zagreb, 2002.		
	EVANGELIČKA CRKVA U NJEMAČKOJ I NJEMAČKA BISKUPSKA KONFERENCIJA, <i>Za budućnost u solidarnosti i pravdi (1997.)</i> , Savez samostalnih sindikata Hrvatske, Zagreb, 1998.		
	Luis SOLS LUCIA, <i>Islam : towards a necessary dialogue</i> , Cristianisme i justitia, Barcelona, 1998.		
2.11. Optional literature	TEOLOŠKA FAKULTETA UNIVERZE V LJUBLJANI, <i>Edinost in dialog. Revija za ekumensko teologijo in medreligijski dialog</i> , ISSN 2335-4127 (2385-8907 digitalna izdanja).		
	Zoran KRSTIĆ, <i>Pravoslavlje i modernost. Teme praktične teologije</i> , Službeni glasnik. Beograd, 2012.		
	Joseph AMBASSERIL, <i>Marriage between Catholics and Hindus : an antropological and theological research</i> , Pontificia Universita Lateranense, Roma, 2007.		
Andrej ČEBOTAREV, 2006. Bioetičko naučavanje Ruske pravoslavne Crkve, u: <i>Nova prisutnost: časopis za intelektualna i duhovna pitanja</i> , 4 (2006.) 1, 161-178.			
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Branko Murić, PhD		1.6. Year of the study	1 st or 2 nd
1.2. Name of the course	Religion in Postmodernity: Reading of Selected Texts		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	8 L + 22 S
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Students will be introduced to modern directions of Christian thought. The objective of this seminar is closer introduction to the “postmodern” theological thought and, together with students, through seminar preparations and papers to get familiarised with one author by reading his/her work.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of a foreign language: English, Italian or German – depending on which author is chosen. Literature is in a foreign language; seminar paper and discussions are written in the Croatian language.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area - be able to analyse and explain the place and role of religion in secular society and modern globalised world - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - students will encounter contemporary theological issues of religions through the concrete text of one author - students will be trained to read and use theological literature in a foreign language - students will adopt the method of text analysis and critical deliberation - students will apply the adopted methodology of writing seminar and scientific papers - students will practice public performance and discussion - students will learn how to do further research based on what they read - students will be trained for public performance using the method of synthesis 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> • During the first three meetings students will be generally introduced with an author, the theological direction with which the seminar will deal during the particular year of the study (6 hours) • All students participate in reading one of the chapters from the assigned literature, one of students or one group composed of maximum three students prepares the seminar paper according to the agreement, presents paper for 20 minutes, which is followed by the discussion in which all participants of seminar class participate (12 hours) • Conclusion: the summarised outcomes of this seminar (2 hours) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Kieran Flanagan – Peter C. Jupp (eds.), <i>Postmodernity, Sociology and Religion</i> , New York, 1999.									
	Graham Ward (ed.), <i>The Blackwell Companion to Postmodern Theology</i> , Manchester 2005.									
	Hans Waldenfels, <i>Christus und die Religionen</i> , Regensburg, 2002.									
	Gregor Maria Hoff, <i>Kritika religije danas</i> , Zagreb, 2013.									
Međunarodno teološko povjerenstvo, <i>Kršćanstvo i religije</i> , Zagreb, 1999.										
2.11. Optional literature	Listed literature serves only as introductory and assisting literature which the students will use as a guideline. Every year, at the start of seminar, beside this general overviews, teacher will offer one author and literature that will be read in the seminar that year, and which will be consistent with the assigned objectives, outcomes and title of the course.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Tomislav Kovač, PhD		1.6. Year of the study
1.2. Name of the course	Non-violent Conflict Resolution		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To know the main causes and reasons of violence and aggression, as well as ways/methods to control and overcome them.		
2.2. Enrolment requirements and/or entry competences required for the course	An interest in the course content and willingness to cooperate.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply the efficient communication with individuals and groups - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Understanding of the spectrum of sources of violence at the individual and the collective level; - Ability to control own violence; - Understanding of the mechanisms for protection of the others from themselves and themselves from the others; - Respect for other persons and coexistence skills. 		
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Definition(s) and description(s) of the concept of "violence" and its forms – 2 hours; - Phenomenological detection and recognition of various forms of violence in our environment – 2 hours; - Getting acquainted with the nature, the main causes and sources of violence and aggressiveness against individuals and groups – 2 hours; - Practical exercises and tests to recognize own aggressiveness and tendency toward being violent – 2 hours; - Awareness of the consequences of violent behaviour – 2 hours; - Understanding of the mechanisms for protection of the others from themselves and themselves from the others – 2 hours; - Training to control own violent urges: use of various "instruments" to control and overcome violence – 2 hours; - Concrete possibilities and forms of protection against violence and of non-violent conflict resolution amongst individuals, nations, states, countries and in global society in general, in a contemporary context – 4 hours; - Methods of protecting religion from its instrumentalization and abuse for the purpose of violence – 2 hours; - Methods of protecting society from the influence of deformed forms of religious and worldview factors (anarchism, fundamentalism, etc.) – 2 hours; - Existing institutions for the promotion of nonviolence and peace in the world and in Croatia – 2 hours; - Training to respect other people and co-existence with different people – 2 hours; - Practical exercises of training for the non-violent conflict resolution – 4 hours; 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:



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		<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	Literature	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	- Raffai, Ana; Kovačević, Snježana (ur.), Pomagalo na putu nenasilja. Zbirka osvrta i primjeri radionica za edukaciju članova crkava i vjerskih zajednica za nenasilno djelovanje, Osijek, 2007.;								YES	
	- Tražeći svjetla obnovna, Zbornik predavanja na tribinama u Đakovu, Đakovo, 1999. (I. tematska cjelina, Na putu k miru: Mato Zovkić, Jure Zečević, Ratko Perić, Lav Znidarčić, Ivan Koprek);							YES		
	- Zenzerović Šloser, Iva; Jurman, Lana (ur.), Nasilje ostavlja tragove – zvoni za nenasilje, Zagreb, 2014.;								YES	
2.11. Optional literature	- Mihaljević, Vine; Krezo, Ilija. Bog u rovu. Vojno dušobrižništvo u hrvatskom Domovinskom ratu, Zagreb, 2002.; - Smerić, Tomislav; Zeman, Zdenko; Sabol, Gabrijela, Teorije društvene modernizacije i strukture organiziranog nasilja, Društvena istraživanja, 14 (2005.) 6(80), 925-946.; - Tadić, Stipan; Mihaljević, Vine. Crkvena župna zajednica u ratom zahvaćenim područjima i njena društvena uloga u integracijskim procesima povratka u Hrvatsku, Društvena istraživanja, 10 (2001.) 1/2 (51/52), 103-126.; - Mihaljević, Vine, Socioreligijsko promišljanje o Vukovaru kao paradigmi Muke. Od iskustva žrtve do iskustva Svetoga, Pasijska baština, (2004.), 285-307.;									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Franjo Podgorelec, PhD		1.6. Year of the study	1 st – 2 nd
1.2. Name of the course	Spirituality in the Modern Context.		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	The aim of the seminar is to get familiarised with and explore the widespread contemporary phenomenon of spirituality in the ecumenical, interreligious and secular context.			
2.2. Enrolment requirements and/or entry competences required for the course	Honest desire for new knowledge and for the adoption of authentic value systems.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know the communities of ecumenical, religious and cultural spectrum and be able to explain the fundamental principles of dialogues, coexistence and fruitful cooperation at the ecumenical, interreligious and intercultural levels - know and evaluate the human religiosity and religious phenomena in modern society 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Students' ability to approach critically and analytically contemporary spirituality and dialogue in the ecumenical, interreligious and cultural context. - Considering one's own identity in the context of different worldview and spiritual directions. - To understand and situate knowledge of Christian spiritual life within contemporary spiritual problems. - Ability to co-operate in universally accepted spiritual values. - To know the similarities and differences between individual spiritualities, traditions and practices. - Students will be able to critically consider and approach basic concepts in the field of spirituality. 			
2.5. Course content (syllabus)	<p>1st What is spirituality in the modern context? 2 hours.</p> <p>2nd Contemporary tendencies in Catholic spirituality. 4. hours.</p> <p>3rd Religious spirituality Hebrew, Christian, Islamic, Hindu, Buddhist. 5 hours.</p> <p>4th Neo-paganism and esoteric spirituality. 2 hours.</p> <p>5th Secular spirituality: philosophy, psychology and psychotherapy, aesthetics and art, science. 3 hours.</p> <p>6th Type of spirituality: ascetic type, mystical type, active-practical; prophetic-critical. 3 hours.</p> <p>7th Spirituality as a lifestyle. 2 hours.</p> <p>8th Spirituality in social life: prophetic-critical Type; political spirituality; spirituality of liberation; social and public values; spirituality and urban reality; 3 hours.</p> <p>9th Spirituality and religion: Criteria of judgment; historical spiritual traditions; spirituality and interreligious dialogue; exemplary figures of inter-spiritual spirituality. 3 hours.</p> <p>10th To lead a spiritual life: the value of spirituality; spiritual practices and sacred places; what is a spiritual life; does spirituality have a future? 3 hours.</p>			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)							
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library		Availability via other media	
	Enciklopedija mistike									
	Philip Sheldrake, <i>Spirituality. A Very Short Introduction</i> , Oxford, 2012.									
2.11. Optional literature										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. COURSE DESCRIPTION – GENERAL INFORMATION			
1.1. Course teacher	Ass. prof. Tomislav Kovač, PhD	1.6. Year of the study	1-2
1.2. Name of the course	Religious Fundamentalism and Contemporary Ideologies	1.7. ECTS credits	3 ECTS
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L + E + S
1.4. Study programme (undergraduate, graduate, integrated)	graduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Obligatory-elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The seminar aims to give an insight into the phenomenon of fundamentalism, primarily religious, but also of a more and more present secular type. Mechanisms of ideological manipulation of religion and quasi-religious functions of modern secularist ideologies will be explained. The true meaning of religion, as a spiritual and rational balanced, moral, just and dialogical way of life in the modern world, should emerge from these reflections.		
2.2. Enrolment requirements and/or entry competences required for the course	Fulfilled enrolment requirements for the third year of study. Completed course "General Methodology" and the compulsory courses "Introduction to Religions of the World" and "Christian Revelation."		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - be able to understand and present, objectively and scientifically, religious teachings and practices of the Christian churches and communities 		
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>After attending and regular work in the seminar, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the phenomena of religious and ideological fundamentalism, contextualise them and critically reflect on them; 2. Identify different forms of religious fundamentalism, understand their thought and practical starting points and compare them to each other; 3. See the mutual influence of religion and ideology and of political, economic, social and cultural movements in today's globalized and interdependent world; 4. Distinguish between the spiritual and moral essence of religion, open to what is universal, and ideological manipulation of religion; 5. Present the teachings of the Catholic Church about fundamentalism and other types of manipulations of religion; 6. Study, evaluate, and read carefully the relevant literature, to write a seminar paper while respecting the rules of scientific methodology, to orally present the seminar paper, and answer the questions during the discussion with good arguments. 		
2.5. Course content (syllabus)	<p>After introductory lectures that will provide a general insight into the issue, students will be presented with scientific methodological instructions and individually get topics for their papers. The issue of fundamentalism will be approached widely and interdisciplinary, i.e. theologically and philosophically, socially and politically, culturally and psychologically, associated with the movements in today's globalized world. The term "fundamentalism" will be thoroughly analysed through its historical emergence, premises, life requirements, different connotations and manifestations. An overview of fundamentalist tendencies in great religious traditions will be given: in Judaism, Christianity, Islam, Hinduism and Buddhism. Attention will be paid to the newer manifestations of fundamentalism within the Catholic Church, as between some charismatic and traditionalistic currents, so too through the work of activities of various associations or movements of the conservative type. The ideological settings of</p>		



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<p>secular types of fundamentalism, such as political and economic neoliberalism, natural neo-positivism, technocracy, radical secularism, aggressive atheism, manipulative power of mass media will also be explored.</p> <p>What connects all these types of "fundamentalisms" is the desire to set themselves on the ideological plan as the only criterion for interpreting and living religious, socio-political or economic reality, while monopolizing and manipulating the truth for their own purposes, rejecting plurality of thought and reasoned criticism. Their religious or ideological discourse often serves as a means of dividing, expanding exclusiveness and hate, mental, physical or social violence, or even terrorism and war. In today's globalized, plural and interdependent world, overwhelmed by political, economic, technical, cultural, value, and identity challenges, ideological systems of the fundamentalist type are widespread and they entice people with apparent certainty.</p> <p>For many years, the Catholic Church has warned of the dangers of religious fundamentalism and various forms of ideological manipulation. As opposed to this, the Church promotes a constructive view of religion and the faithful, who are called to be people of dialogue and solidarity, spiritual and intellectual openness, but also a critical factor in relation to any threat to the freedom and dignity of every person, and the peace and just development of all nations.</p>												
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities												
2.9. Monitoring student work		Class attendance		YES		Research		YES		Oral exam		NO
		Experimental work			NO	Report		YES		(other)	YES	NO
		Essay			NO	Seminar paper		YES		(other)	YES	NO
		Preliminary exam			NO	Practical work		YES		(other)	YES	NO
		Project			NO	Written exam			NO	ECTS (total)		3 ECTS
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library		Availability via other media	
		ARMSTRONG, Karen, <i>Bitka za Boga: fundamentalizam u judaizmu, kršćanstvu i islamu</i> , Sarajevo, Šahinpašić, 2007.							1			
		DEBELJAK, Aleš, <i>Suvremeni fundamentalizam i sveti rat</i> , Zagreb, Naklada Jesenski i Turk, 2003.							1			
		GELDBACH Erich, <i>Fundamentalizam, u: Svesci Kršćanska sadašnjost</i> , 26 (1992) 2-4 (75-77), 57-61.							5			
GELLNER, Ernest, <i>Religijski fundamentalizam</i> , in: <i>Jukić</i> , (1996/1997) 26/27, 185-203.							5					



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	REBIĆ, Adalbert, Opasnost religijskog fundamentalizma danas, in: BLAŽEVIĆ, Josip (ed.), <i>Zbornik radova Tjedna međureligijskog dijaloga povodom 25 godina duha Asiza, Zagreb, 21.-27. listopada 2011.</i> , Zagreb, Hrvatski areopag, 2012., 159-172.	5	
	SECONDIN, Bruno, Neoboriva istina: izazovi i opasnosti fundamentalizma, in: <i>Svesci – Communio</i> , 26 (1992) 2-4 (75-77), 50-56.	5	
2.11. Optional literature (name the title)	<p>Books</p> <p>ALI, Tariq, <i>Sukob fundamentalizama: križarski ratovi, džihad i suvremenost</i>, Zagreb, Profil multimedija, 2010.</p> <p>ALGAR, Hamid, <i>Vehabizam: kritički osvrt</i>, Zagreb, Z. Hasanbegović, 2004.</p> <p>ALIĆ, Sead, <i>Masmedijski fundamentalizam</i>, Koprivnica, Sveučilište Sjever, 2014.</p> <p>GELLNER, Ernest, <i>Postmodernizam, razum i religija</i>, Zagreb, Naklada Jesenski i Turk – Hrvatsko sociološko društvo, 2000.</p> <p>HABERMAS, Jürgen, <i>Rascijepljeni Zapad</i>, Sarajevo, Rabić - ECLD, 2010.</p> <p>KARIĆ, Enes (ed.), <i>Tumačenje Kur'ana i ideologije XX stoljeća</i>, Sarajevu, Bemust, 2002.</p> <p>KRISTIĆ, Alen, <i>Religija i moć</i>, Sarajevo, Rabić, 2009.</p> <p>KULENOVIĆ, Tarik, <i>Politički islam: osnovni pojmovi, autori i skupine jednog modernog političkog pokreta</i>, Zagreb, VBZ, 2008.</p> <p>NAPOLEONI, Loretta, <i>Uspion islamizma</i>, Zagreb, Sandorf, 2015.</p> <p>Articles in journals and collections of papers</p> <p>BALETIĆ, Zvonimir, Privatni kapitalistički fundamentalizam, ekonomski liberalizam i ekonomska znanost, in: <i>Ekonomski pregled</i>, 57 (2006) 7/8, 563-591.</p> <p>BOZANIĆ, Anton, Fundamentalizam kršćanskog porijekla: suvremeni pastoralni izazov, in: <i>Riječki teološki časopis</i>, 6 (1998) 2, 247-258.</p> <p>DELIĆ, Zlatan, Globalizacija, moć i politika znanja: jedanaest antiteza o globalizaciji, in: <i>Filozofska istraživanja</i>, 29 (2009) 1 (113), 31-50.</p> <p>HOTTINGER, Arnold, Napast Božje države. O islamskom fundamentalizmu, in: <i>Svesci Communio</i>, (1992) 75-77, 67-70.</p> <p>KARLOVIĆ, Roman, Sekularni fundamentalizam?: Uz knjigu the God delusion Richarda Dawkinsa, in: <i>Republika</i>, 63 (2007) 2, 64-73.</p> <p>MARDEŠIĆ, Željko [JUKIĆ, Jakov], Političke religije i pamćenje zla, in: <i>Društvena istraživanja</i>, 5 (1996) 3/4, 765-787.</p> <p>VALJAN Velimir, Fundamentalizam i fundamenti, in: <i>Bosna franciscana</i>, 8 (2000) 12, 231-240.</p> <p>ZORKO, Marta, Suvremeni fundamentalizam, in: <i>Međunarodne studije</i>, 7 (2007) 1, 72-94.</p> <p>In foreign languages</p> <p>MARTY, Martin E. – APPLEBY, Scott R. (eds.), <i>Fundamentalisms observed</i>, Chicago – London, The University of Chicago Press, 1991.</p> <p>MAYER, Jean-François, <i>Les fondamentalismes</i>, Genève, Georg, 2001.</p> <p>WATT, William Montgomery, <i>Islamic fundamentalism and modernity</i>, London – New York, Routledge, 1989.</p>		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION									
1.1. Course teacher		Ass. prof. Tomislav Kovač, PhD			1.6. Year of the study			1 st – 2 nd	
1.2. Name of the course		Christian-Muslim Dialogue			1.7. ECTS credits			3	
1.3. Associate teachers					1.8. Type of instruction (number of hours L + E + S + e-learning)			30 L	
1.4. Study programme (undergraduate, graduate, integrated)				Graduate		1.9. Expected enrolment in the course			10
1.5. Status of the course		<input type="checkbox"/> mandatory		<input checked="" type="checkbox"/> elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)			1
2. COUSE DESCRIPTION									
2.1. Course objectives		To get acquainted with foundations, limits and challenges of Christian-Muslim dialogue.							
2.2. Enrolment requirements and/or entry competences required for the course				Completed or parallel course: Islamic Religion and Thought.					
2.3. Learning outcomes at the level of the programme to which the course contributes		<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area - know and evaluate the human religiosity and religious phenomena in modern society - understand, evaluate, compare and scientifically and objectively present the religious teachings and practices of the great religious traditions of the world 							
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)		<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand the attitude of the Quran to Christians and Jews and their position in Muslim societies - explain the fundamental doctrinal differences between Islamic and Christian religions - distinguish the controversy from dialogue, through many historical examples - understand the Islamic and Christian starting point for dialogue and coexistence - evaluate various initiatives to promote Christian-Muslim dialogue, particularly by the Catholic Church and the official Muslim religious instances. 							
2.5. Course content (syllabus)		<ol style="list-style-type: none"> 1. Introduction (2 hours) 2. Christian-Muslim relations throughout history: from the Quran through medieval controversy to today (8 hours) 3. Methodological instructions for writing seminar papers (2 hours) 4. Student presentations of seminar topics and discussion (18 hours) 							
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities									
2.9. Monitoring student work		Class attendance		YES	NO	Research		YES	NO
		Experimental work		YES	NO	Report		YES	NO
		Oral exam		YES	NO	(other)		YES	NO



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		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)	Title	Number of copies in the library	Availability via other media							
	BORRMANS, Maurice / SEKRETARIJAT ZA NEKRŠĆANE, <i>Smjernice za dijalog između kršćana i muslimana</i> , Zagreb, Nadbiskupski duhovni stol / Glas Koncila, 1984.	5								
	BORRMANS, Maurice, <i>Islam i kršćanstvo</i> , Sarajevo, HKD Napredak, 2010., especially 213-240.	3								
	KOVAČ, Tomislav, »Crkva gleda s poštovanjem i muslimane« (NA 3). (Post)koncilski zaokret Katoličke crkve prema islamu i njegovim teološki izazovi (Izvadak doktorske disertacije), Zagreb, Vlastita naklada, 2015.	5								
	KOVAČ, Tomislav, Osvrt i vrednovanje koncilskog govora o islamu pedeset godina poslije, in: <i>Bogoslovska smotra</i> , 86 (2016) 2, 407-440.	10	Hrčak							
MARKOVIĆ, Luka, <i>Polemika ili dijalog s islamom? Arapi i islam u srednjovjekovnim i pijetističkim polemičkim spisima</i> , Livno, Svjetlo riječi, 1995.	4									
2.11. Optional literature	BISKUPSKA KONFERENCIJA EMILIE ROMAGNE, <i>Islam i kršćanstvo</i> , Zagreb, Kršćanska sadašnjost, 2002 (Dokumenti, 130)									
	FITZGERALD, Michael L., Kršćansko-muslimanski dijalog. Dostignuća, teškoće i smjerovi, in: <i>Vrhbosnensia</i> , 3 (1999) 2, 193-203.									
	JEUSSET, Gwenolé, <i>Sveti Franjo i sultan</i> , Sarajevo, Svjetlo riječi, 2008.									
	KOVAČ, Tomislav, Islamsko-kršćanski dijalog u vremenu globalizacije, in: TANJIĆ, Željko, KOVAČ, Tomislav, MURIĆ, Branko (ed.), <i>Teologijom svjedočiti i naviještati</i> , Zbornik radova u čast profesoru emeritusu Tomislavu Ivančiću, Zagreb, Kršćanska sadašnjost, 2010, 739-761.									
	KUSCHEL, Karl-Josef, Kršćansko-islamski dijalog: neke suvremene perspektive, in: <i>Jukić</i> , (2000/2001) 30-31, 205-214.									
	KUSCHEL, Karl-Josef, <i>Od sporenja k natjecanju religija. Lessing i izazov islama</i> , Sarajevo, Svjetlo riječi, 2003..									
	KUSCHEL, Karl-Josef, <i>Spor oko Abrahama. Što Židove, kršćane i muslimane dijeli – a što ih ujedinjuje</i> , Sarajevo, Svjetlo riječi, 2000.									
	KUSCHEL, Karl-Josef, <i>Židovi, kršćani, muslimani. Podrijetlo i budućnost</i> , Sarajevo, Svjetlo riječi, 2011.									
	NASR, Seyyed Hosein, Islamsko-kršćanski dijalog: problemi i prepreke koje treba promisliti i nadvladati, u: <i>Bosna franciscana</i> , 8 (2000) 12, 82-103.									
	SILAJDŽIĆ, Adnan, <i>Islam u otkriću kršćanske Evrope. Povijest međureligijskog dijaloga</i> , Sarajevo, Fakultet islamskih nauka, 2003.									
	SILAJDŽIĆ, Adnan, Potreba i mogućnosti muslimansko-kršćanskog dijaloga – islamski pogled, in: <i>Vrhbosnensia</i> , 3 (1999) 2, 205-215.									
	TOMA AKVINSKI, <i>Razgovor s pravoslavnima i muslimanima. Protiv zablude Grka; o razlozima vjere (protiv Saracena)</i> , s latinskog izvornika preveo, uvod i bilješke napisao Augustin Pavlović, Zagreb, Globus, 1992, 30-41, 91-140, 225-253.									
TOPIĆ, Franjo, Kršćansko-muslimanski dijalog u Bosni i Hercegovini, in: <i>U služnju Božjem narodu. Zbornik radova u čast msgr. dr. Antuna Škvorčevića, prvoga požeškog biskupa, prigodom 60. obljetnice života, 35. obljetnice svećeništva i 10. obljetnice biskupstva</i> , Požega, Biskupski ordinarijat, 2007, 374-390.										
ZOVKIĆ, Mato, <i>Međureligijski dijalog iz katoličke perspektive u Bosni i Hercegovini</i> , Sarajevo, Vrhbosanska katolička teologija, 1998.										
ZOVKIĆ, Mato, Otvoreno pismo 138 muslimanskih teologa kršćanskim poglavarima, in: <i>Crkva u svijetu</i> , 44 (2009) 3, 329-352.										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Stipo Kljajić, PhD		1.6. Year of the study	1 st -2 nd
1.2. Name of the course	Christian-Jewish Relations Throughout History		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	10L + 10E + 10S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	The course objective (goal) is to get acquainted with the basic lines of complex Jewish-Christian (non)dialogue, the dangers of anti-Semitism and national-religious exclusivity that can aid to interreligious and intercultural education and activities.			
2.2. Enrolment requirements and/or entry competences required for the course	The course presupposes completed introductory biblical courses and at least a few courses in the Old and New Testaments.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - understand, evaluate, compare and scientifically and objectively present the religious teachings and practices of the great religious traditions of the world - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Upon attending and actively participating in the course, the student will be better acquainted not only with the history of Judaism and Christianity, but also with the basic issues/problems of their relation, which mostly was and still is socially conditioned, as well as frequently religiously abused. The student should, furthermore, be effectively enabled for sober consideration of causal (cause-effect) relations through the harsh Jewish-Christian history and for more constructive interreligious and intercultural activity and cooperation.			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Presenting of the <i>status questionis</i> (1 hour) - Common roots of the Abrahamic religions (3 hours) - Anti-Semitism in the New Testament (5 hours) - Relation to Judaism in the First Church (3 hours) - Jews and Christians in the ancient works of early Christianity (3 hours) - Church Fathers and anti-Semitism (3 hours) - Jewish-Christian relation in the Middle Ages (3 hours) - Persecution of the Jews in the 19th and 20th century (3 hours) - <i>Nostra aetate</i> and the current dialogue (3 hours) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	PAPINSKA BIBLIJSKA KOMISIJA, <i>Židovski narod i njegova Sveta pisma u kršćanskoj Bibliji</i> , KS, Zagreb, 2003.									
	Adalbert REBIĆ, <i>Odnos između Židova i kršćana kroz povijest</i> , KS, Zagreb, 2007.									
2.11. Optional literature	Oleg MANDIĆ, <i>Leksikon judaizma i kršćanstva</i> , Matica hrvatska, Zagreb, 1969.									
	Piero STEFANI, <i>Introduzione all'ebraismo</i> , Editrice Queriniana, Brescia, 1995.									
	Božo ODOBAŠIĆ, <i>Šoah u svjetlu novijih Katoličkih dokumenata o Crkvi i Židovima</i> , u: <i>Vrhbosnensia</i> 3 (1999) 1, 65-104.									
	Karlo-Josef KUSCHEL, <i>Židovi, kršćani, muslimani. Podrijetlo i budućnost</i> . S njemačkog Ladislav Z. Fišić, Svjetlo riječi, Sarajevo, 2011.									
	Agostino BEA, <i>La Chiesa e il popolo ebraico</i> , Marcelliana Edizioni, 2015.									
Giuseppe ALTAMORE, <i>Dalla stessa radice. Ebrei e cristiani, un dialogo intrareligioso</i> , Lindau Edizioni, 2016.										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Juro Zečević-Božić		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Christian Confessions, World Religions and Worldviews in Recent Documents of the Church		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	15L + 0E + 10S + 5 e-learning = 30
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	10
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	3
2. COUSE DESCRIPTION				
2.1. Course objectives	To know the doctrine and views of the Church on the Christian confessions, world religions and worldviews.			
2.2. Enrolment requirements and/or entry competences required for the course	An interest in the course content and willingness to cooperate in conducting of the seminar.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know the communities of ecumenical, religious and cultural spectrum and be able to explain the fundamental principles of dialogues, coexistence and fruitful cooperation at the ecumenical, interreligious and intercultural levels - independently work on and present, in the form of a written paper, a subject from the area of the module on the basis of literature and adequate scientific methodology 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Understanding of the relevant documents of the Church on the spectrum of Christian and non-Christian worldviews; - Good awareness about other confessions, religions and worldviews; - Overcoming of the exclusivity and capability to respect the confessional, religious and worldview identity of other persons; - Ability and preparedness for coexistence with others in a pluralistic global society. 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Introduction and table overview of relevant Church documents on the spectrum of Christian and non-Christian worldviews – 2 hours; - Basic information about other confessions, religions and worldviews – 4 hours; - Evaluation of Christian churches and non-Christian religions throughout the history of the Church – 4 hours; - Evaluation of Christian churches and non-Christian religions in the documents of the Second Vatican Council – 4 hours; - Evaluation of Eastern and Western churches in the Decree on Ecumenism of the Second Vatican Council "Unitatis redintegratio" - 2 hours; - Novelties of the "Directory for the Application of Principles and Norms on Ecumenism" of the year 1993 – 2 hours; - Evaluation of Christian churches and non-Christian religions in the recent papal encyclicals and apostolic letters – 4 hours; - Practical exercises of overcoming exclusivities and of enabling for respecting confessional, religious and worldview identity of other people by using the documents of the Magisterium of the Church – 4 hours; - Practical exercises for co-existence with others in a pluralistic global society by using the documents of the Magisterium of the Church – 4 hours; 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	Literature	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	- <i>Dekret o ekumenizmu „Unitatis redintegratio“</i> , u: Drugi Vatikanski koncil: Dokumenti, Kršćanska sadašnjost, ⁷ Zagreb, 2008, 231-263.						YES	YES		
	- <i>Deklaracija o slobodi vjerovanja „Dignitatis humanae“</i> , u: Drugi Vatikanski koncil: Dokumenti, Kršćanska sadašnjost, ⁷ Zagreb, 2008, 483-506.						YES	YES		
	- <i>Deklaracija o odnosu crkve prema nekršćanskim religijama „Nostra aetate“</i> u: Drugi Vatikanski koncil: Dokumenti, Kršćanska sadašnjost, ⁷ Zagreb, 2008.									
	- <i>Direktorij za primjenu načela i normi o ekumenizmu</i> , Zagreb, 1994.									
	- Enciklika <i>Ut unum sint</i> i apostolsko pismo „ - Zečević J., <i>Katoličko razumijevanje jedinstva i zajedništva kršćana</i> , u: Kairos, evanđeoski teološki časopis, Zagreb, 1/2008, 89-99.									
2.11. Optional literature	- <i>Dekret o misijskoj djelatnosti Crkve</i> , u: Drugi Vatikanski koncil: Dokumenti, Kršćanska sadašnjost, ⁷ Zagreb, 2008, 507-584.; - <i>Pastirski poziv na oživljavanje ekumenskog duha i nastojanja</i> , Zagreb, 1974.; - Perić, Ratko – Lacko Mihael, <i>Dekret o ekumenizmu / Dekret o istočnim katoličkim Crkvama</i> (Komentar), Zagreb, 1987. (FTI);									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Ass. prof. Tomislav Kovač, PhD		1.6. Year of the study	1 st or 2 nd
1.2. Name of the course	Care of the Church for Refugees and Migrants		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L + E + S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	10
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	To introduce students to the contemporary phenomenon of refugees and migrations of people and to the position and action of the Catholic Church towards this reality. To enable students to apply the theoretical basis and the dialogue component of theological-religious studies optimally in practice.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand the contemporary phenomenon of migrations of people and refugees, identify its causes and identify possible solutions - distinguish and properly use the international and Croatian legal terminology related to migrants and refugees - present various religious, social and political initiatives on the acceptance of migrants and refugees in Croatia and the European Union - present the attitude and initiatives of the Catholic Church regarding humane reception and integration of migrants and refugees - apply the principles of ecumenical, interreligious and intercultural dialogue in contact with migrants and refugees - realize the humane, humanitarian and ethical dimension of the Study Programme of Theological-Religious Sciences in practice - personally engage, through volunteering or professionally, in work with migrants and refugees in Croatia, especially in the city of Zagreb. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture (1 hour) 2. Stranger, migrant, refugee from the biblical-theological and moral-ethical perspective (5 hours) 3. Migration of people and refugees in the documents and statements of the Church Magisterium (3 hours) 4. Migrants and refugees according to the official documents of the European Union and the Republic of Croatia (2 hours) 5. Methodological instructions for writing a seminar paper (1 hour) 6. Students' presentations of seminar topics and discussion (12 hours) 7. Visit to associations and centres involved in migration and refugee issues: Jesuit Refugee Service (JRS Croatia), Centre for the Reception of Refugees and Migrants in Zagreb, Institute for Migration and Ethnicity (6 hours total). 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory	2.7. Comments:	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> x field work		<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	HRVATSKI PRAVNI CENTAR, <i>Odabrane teme iz područja azila i migracija – Okvir za integraciju izbjeglica u hrvatsko društvo</i> , Zagreb, Hrvatski pravni centar, 2016.							Pdf on the Internet		
	LALIĆ NOVAK, Goranka – KRALJEVIĆ, Radojka, <i>Zaštita izbjeglica i ranjivih skupina migranata</i> (priručnik za edukatore), Zagreb, Hrvatski Crveni križ, 2014.							Pdf on the Internet		
	VIDOVIĆ, Tea (ed.), <i>Interkulturalne prakse – s izbjeglicama i za izbjeglice</i> (priručnik), Zagreb, Centar za mirovne studija, 2014.							Pdf on the Internet		
2.11. Optional literature	PAPA FRANJO, <i>Evangelii gaudium – Radost Evanđelja. Apostolska pobudnica o naviještanju evanđelja u današnjem svijetu</i> (24.XI.2013.), Zagreb, Kršćanska sadašnjost, 2013. PAPA FRANJO, <i>Migranti i izbjeglice – muškarci i žene u potrazi za mirom: poruka za 51. svjetski dan mira, 1. siječnja 2018.</i> [Pdf on the Internet]. Pontifical Council for the Pastoral Care for Migrants and Itinerant People, <i>People on the move</i> . [Journal available in the Library of the KBF of the University of Zagreb and on the Internet page: www.vatican.va/roman_curia/pontifical_councils/migrants] Zbornik radova XXIII. simpozija „Migracije stanovništva – fenomen izbjeglištva“, Zagreb, 18. i 19. studenoga 2016., in: <i>Bošnjačka pismohrana</i> , 16 (2016.) 44, pp. 9-334.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Juro Zečević-Božić, PhD		1.6. Year of the study	1-2
1.2. Name of the course	Confessional Theology		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	L: 25 + e-learning: 5
1.4. Study programme (undergraduate, graduate, integrated)	graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION				
2.1. Course objectives	To gain a real picture of the religious-confessional and worldview situation in Croatia, Europe and the world; adopt fundamental information and knowledge about existing religions, confessions and worldviews with a special reflection on the Christian spectre – statistically and in the doctrinal sense.			
2.2. Enrolment requirements and/or entry competences required for the course	Interest in the course content.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> • be able to understand and present, objectively and scientifically, religious teachings and practices of the Christian churches and communities • critically assess the connections between the theological-religious theory and Church, religious and social practice 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> • Use reliable statistical information about the real religious-confessional and worldview situation in Croatia and the world; • Use adequate comparative methods to identify and to inform others of common and specific points in religion and other confessions; • Promote positive intercultural principles and values and to manage differences in others without prejudice and exclusivity; • Act humanitarily and in harmonisation within the school system and society in general; • Find and use material for e-learning and to present religious-confessional content. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course. Defining: “confessional theology”, “confession”, “ology”. Delineation from ecumenical theology and other courses. (2) 2. All the meanings of “confession”, theology and ecclesiology, legal, architectural, colloquial meanings. (2) 3. Confession as an expression of belief, faith (credo): religious confession in the New Testament, Nicene creed, Nicene-Constantinople creed, Apostolic faith, Quicumque (Atanasius). (2) 4. Gennadius Scolarius’ confession, confession of Peter Mogila. (2) 5. The Augsburg confession, The Czech confession, Tetrapolitan confession. (2) 6. The first Helvetic confession, Second Helvetic confession, Schleithem confession, Creed of the people of God (Pope Paul VI), and so on. (2) 7. Confession as a community of the faithful and its sub-groups: in Christianity; (2) 8. In Judaism and Islam; (2) 9. In Hinduism and Buddhism. (2) 10. Statistical data about religion, confessions, churches, denominations and other religious communities in the world. (2) 11. Confessional situation in Croatia: mono-confessional or multi-confessional society? (2) 12. Statistical data about religion, confessions, churches, denominations and other religious communities in Croatia. (2) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

13. Inter-confessional institutions in the world, Europe and Croatia. (2)											
14. The World Council of Churches (ecumenical). (2)											
15. Conference of European Churches (CEC). (2)											
16. Ecumenical coordination committee in Croatia. (2)											
17. Emergence and disappearance of confessions, causes and reasons, “centrifugal” and “centripetal” processes. (2)											
18. Confessional syncretism or confessional identity? Inter-cultural or melting pot of differences? Who is being saved? (2)											
19. Catholic relations toward multi-confessionalism in the world: (2)											
20. Declaration on the freedom of religion “Dignitatis humanae” and recent Church documents. (2)											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:			
2.8. Student responsibilities		Regular attendance to lectures, reading compulsory literature as well as optional literature, seminar essay and oral examination.									
2.9. Monitoring student work		Class attendance		YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work		YES	NO	Report	YES	NO	Literature	YES	NO
		Essay		YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam		YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project		YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library	Availability via other media		
		<i>Deklaracija o slobodi vjerovanja</i> , u: Drugi Vatikanski koncil: Dokumenti, Kršćanska sadašnjost, ⁷ Zagreb, 2008, 483-506.									
		<i>Opći religijski leksikon</i> , Leksikografski zavod Miroslav Krleža, Zagreb, 2002. (izbor natuknica)									
		Zečević J., <i>Konfesiologija</i> , Zagreb, 2012, (skripta).									
		Zečević J., <i>Ekumenizam u Hrvatskoj</i> , u: Aračić P. (ur.), «Jeremija, što vidiš?» (Jr 24,3). Crkva u hrvatskom tranzicijskom društvu, Teologija u Đakovu, Đakovo, 2001., 205-223.									
2.11. Optional literature		<i>Dekret o misijskoj djelatnosti Crkve</i> , u: Drugi Vatikanski koncil: Dokumenti, Kršćanska sadašnjost, ⁷ Zagreb, 2008, 507-584. Marinović Bobinac A. i Marinović Jerolimov D., <i>Vjerske zajednice u Hrvatskoj</i> , Prometej & Udruga za vjersku slobodu u RH, Zagreb, 2008. Špehar M., <i>Ekumensko vijeće Crkava</i> , Glas Koncila, Zagreb, 2009, 7-25; 298-316. Kuzanski N., <i>O miru među religijama</i> , Connectum, Sarajevo 2005. Vukšić T., <i>Mi i oni – siguran identitet pretpostavka susretanja</i> , Vrhbosanska katolička teologija, Sarajevo, 2000.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Josip Blažević, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Sects and New Religious Movements		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To acquaint participants with the origins and causes of the emergence and dissemination of sects and new religious movements, their definition and classification, with the content of teaching of particular sects, theological and pastoral challenges for the Church and the psycho-social challenges for society as a whole. Search for an appropriate pastoral-theological response to the phenomenon of sects and new religious movements.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - be able to analyse and explain the place and role of religion in secular society and modern globalised world - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Distinguishing between sects and religions; - Recognition of the sectarian mentality and its critical valorization; - Getting acquainted with the psycho-social mechanisms of manipulation used by sects; - Getting acquainted with the teaching of certain sects and movements; - Recognition of the origins of sects and adequate response to them; - Possibility of dialogue with sects; - Assistance to the victims of sects. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Concept, definition, characteristics and classification of sects; Causes of the emergence of new religious movements and sects ("social uterus", "spiritual nomads"); 2. Heresies through the history of Church (millenarism and apocalyptic prophecy); Interpretation of Jesus Christ outside Christianity (some new "revelations" and new "gospels"); 3. Sects of Judeo-Christian provenance (Jehovah's Witnesses, Seventh-day Adventists, Pentecostals, Mormons, Universal Life); 4. (Neo)Gnostic movements and sects (Swedenborgianism, Theosophy, Anthroposophy, Rosenkreutzers, New Acropolis, O.T.O.); 5. Network of New Age (Age of Aquarius): Monte Verità, Esalen, Findhorn, Damanhur, CND; Cult of Scientific Fantasy (UFO) and Scientology; Movements for the development of human resources of psycho-sects (F.A. Mesmer, W. Reich, Silva Mind Control, EST) and the Gospel of Prosperity ("Self-help" literature); 6. From (Neo)Hinduism to "Guruism": the fascination of Westerners with Asian religions: Sri Ramakrishna, Vivekananda; 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>7. Yogananda, Sri Aurobindo, Sri Chinmoy, Sathya Sai Baba; 8. Eckankar, Brahma Kumaris, Ananda Marga, Osho Rajneesh, Hare Krišna (ISKCON); 9. Swamiji, Transcendental Meditation and Yoga; 10. Healing sects (New Anthropological Paradigm): sects and/or therapies (HUPED: Reiki, Thetahealing, Excalibur, Bioenergy); 11. <i>This lecture will take place at the "Croatian Areopag" Centre (Sveti Duh 31, Zagreb):</i> Sects in Croatia and Croatian sects; 12. New Paganism and Cult of Gaia (revitalization of Egyptian and Celtic myths, mythical continents of Atlantis and Lemuria, alchemy of consciousness); Wicca and (Neo)Shamanism; 13. Masonry ancient and modern (Christianity and Masonry); 14. Fascination of youth with the culture of death: Spiritism, Channelling, Astral projection, Vampirism and morbid virtual games ("Blue Whale"); Destructive, suicidal and satanic sects (Sandor LaVey, A. Crowley); 15. Pastoral response to the challenge of sects and new religious movements: New Evangelization; some centers for the victim assistance and prevention (problem of "brainwashing" and "deprogramming").</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> Visit to the "Croatian Areopag" Centre			2.7. Comments:	
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media
		TAJNIŠTVO ZA JEDINSTVO KRŠĆANA-TAJNIŠTVO ZA NEKRŠĆANE-TAJNIŠTVO ZA ONE KOJI NE VJERUJU-PAPINSKO VIJEĆE ZA KULTURU, <i>Fenomen sekti ili novih religioznih pokreta</i> , KS, Zagreb, 1986.								
		KONGREGACIJA ZA NAUK VJERE, Deklaracija <i>Dominus Iesus</i> o jedincatosti i spasenjskoj univerzalnosti Isusa krista i Crkve (6. kolovoza 2000.), KS, Zagreb, 2000.								
		BARTZ, Wilhelm, <i>Sekte danas</i> , KS, Zagreb, 1984.								
		VERNETTE, Jean, <i>Sekte. Sve o novim religioznim pokretima i sljedbama</i> , Verbum, Split, 2004.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	JURČEVIĆ, Marijan, "Pojava novih religioznih pokreta – što ih čini tako privlačnim?", u: <i>Riječki teološki časopis</i> , Rijeka, god. 4 (1996) 1., 5-20.		
	ŠIMUNOVIĆ, Milan, "Nova religioznost i nova evangelizacija", u: <i>Riječki teološki časopis</i> , Rijeka, god. 4 (1996) 1., 89-102.		
	NIKIĆ, Mijo, "Mladi između Crkve i sekte", u: <i>Bogoslovska smotra</i> , 69 (1998), br. 1-2, str. 113-125.		
	TAMARUT, Antun, "Pastoralni radnik pred religioznim traganjem suvremenog čovjeka", u: <i>Riječki teološki časopis</i> , Rijeka, god. 4 (1996) 1., 103-116.		
2.11. Optional literature	<p>BISCHOFBERGER, Otto, <i>Novi religiozni pokreti. Znak vremena i izazov za nas</i>, Đakovo, 1986.</p> <p>BLAŽEVIĆ, Josip (ur.), <i>Novi religiozni pokreti, sekte i kultovi</i>, Zbornik radova Međunarodnoga, međureligijskoga i interdisciplinarnog simpozija u organizaciji CEFID-Nadbiskupijskog pastoralnog instituta-Centra Hrvatski Areopag održanog u Zagrebu 8.i 9. studenoga 2014., Zagreb, 2014.</p> <p>BLAŽEVIĆ, Josip (ur.), <i>(Neo)gnostički i (neo)poganski kultovi</i>, Zbornik radova Interdisciplinarnog znanstvenog simpozija u organizaciji Nadbiskupijskog pastoralnog instituta i Centra Hrvatski Areopag za međureligijski dijalog franjevac konventualca održanog u Zagrebu 28. i 29. studenoga 2015., Zagreb, 2016.</p> <p>BOGDAN, Jure, "Odgovor Katoličke crkve na nove religiozne pokrete – sekte", u: Nikić, M. (ur.), <i>Novi religiozni pokreti</i>. Zbornik radova znanstvenog simpozija Filozofsko-teološkog instituta i Filozofskog fakulteta Družbe Isusove u Zagrebu o novim religioznim pokretima, održanog 15. i 16. studenoga 1996. u Zagrebu, Zagreb, 1997., 253.-258.</p> <p>BOSCH, Juan, <i>Para conocer las sectas. Panorámica de la nueva religiosidad marginal</i>, Estella, 1993.</p> <p>DEVČIĆ, Ivan, "Antikršćanski karakter nove religioznosti", u: <i>Novi religiozni pokreti</i>. Zbornik radova znanstvenog simpozija Filozofsko-teološkog instituta i Filozofskog fakulteta Družbe Isusove u Zagrebu o novim religioznim pokretima, održanog 15. i 16. studenoga 1996. u Zagrebu, Zagreb, 1997., 213-232.</p> <p>INTROVIGNE, Massimo, <i>Le nuove religioni</i>, Milano, 1989.</p> <p>IVAN PAVAO II., Enciklika <i>Redemptoris missio</i> o trajnoj vrijednosti misijske naredbe (7. prosinca 1990.), KS, Zagreb, 1991.</p> <p>IVAN PAVAO II., Enciklika <i>Veritatis splendor</i> o nekim temeljnim pitanjima moralnog naučavanja Crkve (6. kolovoza 1993.), KS, Zagreb, 1998.</p> <p>JACOBI Jana, <i>Scijentologija – pogled iza kulisa</i>, Zagreb, 2017.</p> <p>KOLARIĆ, Juraj, <i>Ekumenska trilogija</i>, Zagreb, 2005.</p> <p>MARINKOVIĆ BOBINAC, Ankica-MARINOVIĆ JEROLIMOV, Dinka, <i>Vjerske zajednice u Hrvatskoj</i>, Zagreb, 2008.</p> <p>NIKIĆ, Mijo (ur.), <i>Novi religiozni pokreti</i>. Zbornik radova znanstvenog simpozija Filozofsko-teološkog instituta i Filozofskog fakulteta Družbe Isusove u Zagrebu o novim religioznim pokretima, održanog 15. i 16. studenoga 1996. u Zagrebu, Zagreb, 1997.</p> <p>TROCCHI, Cecilia Gatto, <i>Nomadi spirituali. Mappe dei culti del nuovo millennio</i>, Milano, 1998.</p> <p>TRSTENJAK, Tonči, "Metode propagande i uzroci uspjeha novih religioznih pokreta", u: <i>Novi religiozni pokreti</i>. Zbornik radova znanstvenog simpozija Filozofsko-teološkog instituta i Filozofskog fakulteta Družbe Isusove u Zagrebu o novim religioznim pokretima, održanog 15. i 16. studenoga 1996. u Zagrebu, Zagreb, 1997., 58-67.</p> <p>VERNETTE, Jean, <i>Le sette. Che dire? Che fare?</i>, Leumann, 1995.</p> <p>VITZ, Paul C., <i>Psihologija kao religija. Kult samoobožavanja</i>, Split, 2003.</p> <p>ZOCCATELLI, PierLuigi, "Mogućnost dijaloga s novim religioznim pokretima", u: <i>Novi religiozni pokreti</i>. Zbornik radova znanstvenog simpozija Filozofsko-teološkog instituta i Filozofskog fakulteta Družbe Isusove u Zagrebu o novim religioznim pokretima, održanog 15. i 16. studenoga 1996. u Zagrebu, Zagreb, 1997., 258.-268.</p>		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Lucija Boljat, PhD / Ivica Ivanković Radak, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Ecumenism and Interreligious Dialogue. Canon Law Topics		1.7. ECTS credits	3
1.3. Associate teachers	Ivan Rak, MS		1.8. Type of instruction (number of hours L + E + S + e-learning)	24 L + 2 field work + 4 E
1.4. Study programme (undergraduate, graduate, integrated)		Graduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Mandatory-elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To qualify and guide students in knowing, understanding, and applying canon law regulations related to ecumenism and interreligious dialogue. To introduce students to legal foundations of dialogue, cooperation between the Catholic Church, other Churches and religious communities.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of basics of the canon law.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions - be able to understand and present, objectively and scientifically, religious teachings and practices of the Christian churches and communities - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - know the canon law that is necessary for establishment of ecumenism and interreligious dialogue, - apply canon law at the diocese and parish level in topics related to ecumenism and interreligious dialogue, - understand the intention of the legislator to regulate the legal framework for marriage and family in a multiconfessional and multicultural environment, - apply professional canon law guidelines regarding marital, sacramental and procedural rights. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course. The legal aspect of the term ecumenism and interreligious dialogue. 2.-3. The "Limits" of religious freedom from the Milan Edict to the Code of 1983 4. Importance of the religious freedom principle within the canon law framework. 5. Proselytism and evangelization. 6. Ecumenical dialogue in the canon law perspective. 7. Field work: Entities and structures of the ecumenical movement at the level of the universal Church and the particular Churches. 8. The ecumenical directory between theory and practice. 9.-10. The canon law and interreligious dialogue. 11.-12. Communication in what is sacred and in spiritual goods of Catholics and separated Christians after the Second Vatican Council/<i>communicatio in sacris et in spiritualibus</i>. 13. Acceptance into the full communion of the Catholic Church. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>14. The canon law and "intrinsic ecumenism". The question of full communion of old-ritual Latin communities. 15.-16. Legal-pastoral issues of falling from the Catholic Church. 17. Exercise: legal-pastoral review and treatment of marriage obstacle of different faith. 18.-19. Mixed marriages from Familiaris consortio to Amoris laetitia: legal-pastoral emphases. 20. Particular legislation of Croatian Bishops' Conference on mixed marriages: Directory for the pastoral care of families of the Church in Croatia, Directory for the pastoral care of the sacraments in the parish community. 21. Exercise: Orthodox marriage: application of substantive and procedural law in the event of establishing its (non)validity. 22. Exercise: Protestant marriage: application of substantive and procedural law in the event of establishing its (non)validity. 23. Exercise: Marriage of the unbaptised: application of substantive and procedural law in the event of establishing its (non)validity. 24. Multiconfessional environment and legal-pastoral challenges of the Church in Croatia. 25. Application of the "ecumenical principle" in the educational system (Croatian Education and Culture Treaty, Article 1, Article 2). 26. Contribution of "ecumenical societies" in answering questions of social significance. 27. Vademecum for the parish pastoral care in relation to separated Eastern brothers. 28. "Department for dialogue with those who do not believe". 29. Field work: legal-pastoral starting points for pastoral care of migrants in Croatian circumstances. 30. Determining and evaluating students' work. Student evaluation of the course.</p>											
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities			Regular attendance, active participation in classes, participation in exercises.								
2.9. Monitoring student work		Class attendance	YES		Research		NO	Oral exam	YES		
		Experimental work		NO	Report		NO	(other)	YES	NO	
		Essay		NO	Seminar paper	YES		(other)	YES	NO	
		Preliminary exam	YES		Practical work	YES		(other)	YES	NO	
		Project		NO	Written exam	YES			ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)		Title						Number of copies in the library		Availability via other media	
		<i>Zakonik kanonskoga prava s izvorima, Zagreb, 1996. (selected parts)</i>						5		3	
		<i>Zakonik kanona istočnih crkava s izvorima, Zagreb, 1996. (selected parts)</i>						2		3	
		Dokumenti II. vaticanskog koncila						9		1	



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	PAPINSKO VIJEĆE ZA PROMICANJE JEDINSTVA KRŠĆANA, <i>Direktorij za primjenu načela i normi o ekumenizmu</i> , Zagreb, 1994.	9	1
	Zbornik radova <i>Ekumenizam i međuvjerski dijalog. Kanonsko-pravne teme</i> , Zagreb, 2018., (in preparation for publishing).		
	PERIĆ Ratko, Ekumenizam u novom Zakoniku kanonskog prava, in: PERIĆ Ratko – LACKO Michal, <i>Dekret o ekumenizmu Unitatis redintegratio</i> , Zagreb, 1987, 183-191.	2	1
	VUKŠIĆ Tomo, Ekumenizam u Zakonicima Katoličke Crkve, in: VARIOUS AUTHORS, <i>Franjo Herman i Kodeks iz 1917. Suum cuique tribuere</i> , Zbornik radova Znanstvenog simpozija s međunarodnim sudjelovanjem prigodom 125. obljetnice rođenja Franje Hermana (1882.) i 90. obljetnice proglašenja prvog Kodeksa kanonskog prava (1917.), Nikola Škalabrin (ed.), Đakovo, 2008, 237-265.	2	1
2.11. Optional literature	<i>Ustav RH</i> , u: NN 85/10 (pročišćeni tekst) i 5/14;		
	<i>Zakon o pravnom položaju vjerskih zajednica</i> , u: NN 83/02.		
	BLAŽEVIĆ Velimir, <i>Komunikacija u svetim činima. Uzajamno sudjelovanje u svetim činima katolika i drugih kršćana (Communicatio in sacris)</i> , Sarajevo, 2001.		
	BLAŽEVIĆ Velimir, <i>Mješovite ženidbe u pravu Katoličke Crkve</i> , Zagreb, 1975.		
	IVANKOVIĆ RADAK Ivica, Postupanje kod mješovite ženidbe, u: RAZNI AUTORI, <i>Posebni sudski postupci i postupanja</i> . Zbornik radova međunarodnog znanstvenog simpozija crkvenih pravnikâ u Lovranu, Josip Šalković (ed.), Zagreb, 2010., 103-125.		
	VUKŠIĆ Tomo, Mješovite ženidbe u katoličanstvu, pravoslavlju i islamu (I.). Pravno i pastoralno pitanje u međuvjerskim odnosima, in: <i>Crkva u svijetu</i> , 42 (2007) 1, 81-95.		
VUKŠIĆ Tomo, Mješovite ženidbe u katoličanstvu, pravoslavlju i islamu (II.). Pravno i pastoralno pitanje u međuvjerskim odnosima, in: <i>Crkva u svijetu</i> , 42 (2007) 2, 227-242.			
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Stjepan Baloban, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	Social Teaching of the Church- An Effective Means of Dialogue		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To provide students with a deeper knowledge of the social teaching of the Church, which has its implications for ecumenism and interreligious dialogue. To provide students with the help and encouragement to promote the ecumenical dimension of the Catholic Church's social teaching, which includes the journey towards common forms of service and action in the world.</p> <p>To provide students with an attitude of openness to truth and love, to promote interreligious dialogue based on common conversations on human life. To provide students with a deeper knowledge of the obstacles to and difficulties in establishing right dialogue as well as of the importance of promoting the attitudes of honest and fruitful cooperation.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	<p>Motivation to acquire new knowledge in the use of the Church's social teaching as an effective means of dialogue between Christian communities and other religious communities and religions.</p> <p>An interest in theological and social-ethical reflection.</p>			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - present and explain the importance of the expert cooperation in the various Church, social and public bodies that approach the humanistic and social areas interdisciplinary, especially to the issues of the social teaching of the Church - distinguish and evaluate those activities in the society that are focused on the promotion of complete human development and solidary humanism 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>To understand and argumentatively present the position of the Church's social teaching in the context of advocating ecumenism.</p> <p>To critically present the fundamental foundation of the social teaching of the Church for the development of social dialogue as an important instrument of cooperation among all the faithful of the world religions.</p> <p>To familiarize oneself with and present the determinants of post-conciliar social teaching relevant to understanding the Catholic Church's relationship towards the world and society, religious communities and religions.</p> <p>To analyse and argumentatively present the fundamental challenges and opportunities for implementing the Church's social teaching in the area of promoting dialogue.</p> <p>To analyse and argumentatively present the social teaching of other religious communities and religions with a goal of serving together in various areas of social life: human being, family, culture, civil society, poverty, economy, peace, ecology.</p>			
2.5. Course content (syllabus)	<p>After the Second Vatican Council, the Catholic Church puts an important emphasis on dialogue in the twofold way: an intra-church dialogue (ad intra) and an ad-extra dialogue in relation to the world and society and in relation to religious communities and religions in general. It seems that the latter; that is, dialogue in relation to religious communities (ecumenism) and religions, has become extremely important in the time in which we live. Pope Paul VI., as a Council and</p>			



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<p>post-conciliar pope, had an image of pope of dialogue. It is remarkable that from "a somewhat forgotten Roman bishop" he became, in the pontificate of Benedict XVI. and - especially - Pope Francis, an extremely important pope in the teaching of the Catholic Church. Pope Francis proclaimed Paul VI. the Blessed, and in 2018, he will proclaim him a saint and thus show how important dialogue is for the Church in the coming time. Pope Benedict VI., in the social encyclical "Caritas in Veritate. Love in Truth" (29th of June 2009) and even more Pope Francis with his inaugural and programmatic document "Evangelii Gaudium. The Joy of the Gospel" (24th of November 2013) and even more in his social encyclical "Encyclical Letter Laudato si' on the Care for our Common Home" (24th of May 2015), represents the Church's social teaching as an effective means of dialogue within the Church (ad extra) and even more so in the relation "ad extra". In "Evangelii Gaudium" in that context, Pope Francis invokes social dialogue as a contribution to peace (cf. 238-258) and the entire social document "Encyclical Letter Laudato si' on the Care for our Common Home" is a call for a constructive dialogue on the care for our common home. This refers to the socio-political system and to ecumenism and interreligious dialogue, although this latter remains less pronounced in discussions.</p> <p>In the course entitled "Social Teaching of the Church – An Effective Means of Dialogue", we will try to point out many opportunities that the post-conciliar social teaching of the Church has in relation to dialogue with religious communities and religions. As far as possible, the course will demonstrate, in addition to the social doctrine of the Church as an effective means of dialogue, whether the appropriate social teaching exists in other religious communities and religions that would allow dialogue on issues of common good in the modern world could be discussed.</p> <p>Based on the social teaching of the Catholic Church, the course covers the following topics: Ecumenism and interreligious dialogue in relation to world events (4 hours); Role of religious communities and religions in civil society (4 hours); Social dialogue as a contribution to peace (2 hours); Ecology as a particularly important common area of action (4 hours); How much is ethics in the economy important for religious communities? (4 hours); Problems of poverty in the world as a result of economic development (6 hours); Evangelii gaudium - social dialogue (2 hours); Laudato si' - allows collaboration with other religious communities and religions (4 hours).</p>										
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities										
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam	YES	
		Experimental work		NO	Report		NO	(other)	YES	NO
		Essay		NO	Seminar paper		NO	(other)	YES	NO
		Preliminary exam	YES		Practical work		NO	(other)	YES	NO



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		Project	NO	Written exam	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media
	Papa FRANJO, <i>Evangelii gaudium. Radost evanđelja</i> , KS, Zagreb, 2013.							
	Papa FRANJO, <i>Laudato si'. Enciklika o brizi za zajednički dom</i> , KS, Zagreb, 2015.							
	Andrea TORNIELLI – Giacomo GALEAZZI, <i>Papa Franjo. Ova ekonomija ubija</i> , Verbum, Split, 2015.							
	Ingeborg GABIEL – Alexandros K. PAPADEROS – Ulrich H. J. KÖRTNER, <i>Perspektiven ökumenischer Sozialethik. Der Auftrag der Kirchen im größeren Europa</i> , Matthias-Grünewald-Verlag, Mainz, 2005.							
	Mijo NIKIĆ – Marijana MARJANOVIĆ (ed.), <i>Religije i nasilje. Zbornik radova interdisciplinarnog i interkonfesionalnog simpozija održanog u Zagrebu 17. listopada 2014.</i> , FTI, Zagreb, 2015.							
	Kardinal Gerhard Ludwig MÜLLER u suradnji s Gustavom GUTIERREZOM I Josefom SAYEROM, <i>Siromaštvo. Izazov za vjeru</i> , KS, Zagreb, 2015.							
	Silvija MIGLES, <i>Socijalni nauk Crkve – mogućnost plodonosne suradnje. Socijalna dimenzija vjere u ekumenskom dijalogu</i> , in: <i>Edinost in dialog</i> , 70 (2015) 1-2, 13-27.							
Maurice BORRMANS, <i>Islam i kršćanstvo: putovi dijaloga</i> , Napredak, Sarajevo, 2010.								
SABOR RUSKE PRAVOSLAVNE CRKVE, <i>Osnovi socijalne koncepcije Ruske pravoslavne Crkve</i> , Beseda, Novi Sad, 2007.								
2.11. Optional literature	Velimir BLAŽEVIĆ (ed.), <i>Ljudska prava i Katolička Crkva. Dostojanstvo osobe i temeljna ljudska prava u naučavanju Katoličke Crkve</i> , Pravni centar – Sarajevo, 2000.							
2.12. Other (as the proposer wishes to add)	EVANGELIČKA CRKVA U NJEMAČKOJ I NJEMAČKA BISKUPSKA KONFERENCIJA, <i>Za budućnost u solidarnosti i pravdi (1997.)</i> , Savez samostalnih sindikata Hrvatske, Zagreb, 1998.							



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION									
1.1. Course teacher	Assist. Prof. Branko Murić, PhD				1.6. Year of the study	1st-2 nd			
1.2. Name of the course	Christianity Faced with Challenges of Postmodernity				1.7. ECTS credits	3			
1.3. Associate teachers					1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L			
1.4. Study programme (undergraduate, graduate, integrated)	Graduate				1.9. Expected enrolment in the course	15			
1.5. Status of the course	<input type="checkbox"/> mandatory		<input checked="" type="checkbox"/> elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)				
2. COUSE DESCRIPTION									
2.1. Course objectives	Students will be introduced to modern directions of the Christian thought. The objective of this mandatory-elective course is to introduce students to directions of the postmodern thought and to gain insight into the context of Christian theology which responds to those challenges. Considering the context of time, it is necessary to reassess the foundations of Christian theology and anthropology. One of the main issues that emerges in this context is the issue of meaning, the topic that could be considered the golden thread of this course.								
2.2. Enrolment requirements and/or entry competences required for the course	Successfully completed curriculum in the area of fundamental theology in the undergraduate study programme. Knowledge of a foreign language: English, Italian or German.								
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - know and evaluate the human religiosity and religious phenomena in modern society - be able to analyse and explain the place and role of religion in secular society and modern globalised world 								
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - students will encounter modern theological issues - students will be trained to read and use theological literature in a foreign language - students will adopt the method of text analysis and critical deliberation, as well as the method of synthesis - students will adopt and apply fundamental knowledge of systematic theology by placing it in the context of the issues of postmodern time 								
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction: fundamental characteristics of postmodernity (5 hours) 2. Postmodern fundamental theology: new request for the apologia (6 hours) 3. Christianity in the postmodern period: contemplation about the foundations of Christianity (6 hours) 4. Christian anthropology in postmodernity: the human being looking for the meaning (6 hours) 5. The Christian in the postmodern period (6 hours) 6. Conclusion (1 hour) 								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO



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	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	Nikola Dogan, <i>U potrazi za Bogom. Kršćanin u postmodernom vremenu</i> , Đakovo, 2003., 221-424									
	Paul Lakeland, <i>Postmodernity. Christian Identity in a Fragmented Age</i> , Augsburg Fortress (MN), 1997.									
	Željko Tanjić, <i>Teologija pred izazovima sadašnjeg trenutka</i> , Zagreb, 2009.									
	Aldo Natale Terrin, <i>Uvod u komparativni studij religija</i> , Zagreb, 2006., 233-292									
2.11. Optional literature	<ul style="list-style-type: none"> - Gregor Maria Hoff, <i>Die prekäre Identität des Christlichen die Herausforderung postmodernen Differenzdenkens für eine theologische Hermeneutik</i>, Paderborn – München, 2001. - Gregor Maria Hoff, <i>Kritika religije danas</i>, Zagreb, 2013. - Kevin J. Vanhoozer (ed.), <i>The Cambridge Companion to Postmodern Theology</i>, Cambridge – New York, 2003. - Hans Waldenfels, <i>Einführung in die Theologie der Offenbarung</i>, Darmstadt, 1996, 144-182 - Sakia Wendel, Postmoderne Theologie? Zum Verhältnis von christlicher Theologie und postmoderner Philosophie, in: Klaus Müller (ed.), <i>Fundamentaltheologie. Fluchtlinien und gegenwärtige Herausforderungen</i>, Regensburg, 1998, 193-216. 									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Tomislav Kovač, PhD		1.6. Year of the study
1.2. Name of the course	Religions and Violence		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To know the main mechanisms and reasons why a religious factor, despite the non-violent character of religion, is constant drawn, throughout history as well as in contemporary times, into armed conflicts, wars and other forms of conflicts.		
2.2. Enrolment requirements and/or entry competences required for the course	An interest in the course content and sufficient knowledge of general history and history of religions.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding of the nature of violence in people and in society, noticing of the non-violent nature of religion and using of its peacemaking potential.		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Understanding of the anthropological, psychological and sociological causes of aggression, violence, armed conflicts and wars, as well as mechanisms for overcoming them; - Objective evaluation of the role of religious factor in wars and other forms of violence throughout history; - Noticing of the possibilities of contributions that religions can provide for protection against violence and for non-violent resolution of conflicts between persons, nations, states and the global society in general. 		
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Concepts of religion, violence, non-violence – 2 hours; - Overview of world religions and other worldview identities – 4 hours; - Background of violence that occurs between individuals and in societies; Anthropological, psychological and sociological causes of aggression, violence, armed conflicts and wars – 4 hours; - Types of violence – 4 hours; - Non-violent nature of religion on the principal and doctrinal level – 4 hours; - Reasons, ways and mechanisms by which the religious factor, despite the non-violent character of religion, is constantly drawn, throughout the history as well as in contemporary times, into various forms of violence and conflicts – 4 hours; - Examples of drawing the religious factor into various forms of violence and conflicts throughout the history and today – 4 hours; - Recognizing and using of the peacemaking potential of religion – 4 hours; 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory	2.7. Comments:



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	Optional literature	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	- Nikić, Mijo – Marjanović, Marijana (ur.), <i>Religije i nasilje</i> . Zbornik radova interdisciplinarnog i interkonfesionalnog simpozija održanog u Zagrebu 17. listopada 2014., Zagreb, 2015.;						YES			
	- Grubišić, Ivan (prir.), <i>Konfesije i rat</i> . Zbornik radova Međunarodnoga znanstvenog skupa održanog u Splitu od 2. do 4. prosinca 1993. Centar za religijska istraživanja - Split i Hrvatska akademska udruga - Split. Split, 1995.;						YES			
	- Schillebeckx, Edward: <i>Religija i nasilje</i> , u: Concilium 33 (1997.) 4, 565-578.;						YES			
2.11. Optional literature	- Duvnjak, Neven, <i>Katolička crkva i izazov rata – hrvatska kušnja</i> , Društvena istraživanja, 10 (2001.), 1/2, 85-102.; - Barunčić Pletikosić, Julija, <i>Katolička crkva u Hrvatskoj i Domovinski rat 1991.-1995. - stavovi, djelovanje, stradanja</i> , Zagreb, 2017.; - Tomanić, Milorad, <i>Srpska crkva u ratu i ratovi u njoj</i> , Beograd, 2001.									
2.12. Other (as the proposer wishes to add)										



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Željko Tanjić, PhD		1.6. Year of the study	2 nd year
1.2. Name of the course	Theological Understanding of Truth		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	The course presents a systematic study and clarification of theological sources, methods and theological understanding of Tradition and the Magisterium in the context of the theological approach to the phenomenon of truth. A systematic historical representation and the development of theological contributions to the understanding of the phenomenon of truth, Tradition and Magisterium are presented. In the final part of the course, special attention is paid to the basic models of relation between theology and other scientific disciplines.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed undergraduate study. Familiarisation with basic philosophical and biblical terminology.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - critically and objectively evaluate the scientific and expert literature in the area of religious sciences and develop the skills necessary to conduct independent research and finding scientifically founded answers to the questions of particular study area - design and promote the synthesis of faith and culture in the specific circumstances in which the local Church lives and acts - know how to apply the appropriate methods and approaches in dealing with the specificities and differences in Christianity and religions 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - define the most important terms: Tradition, Magisterium, faith and reason - describe the relationship between faith and reason - analyse and compare the main models of the relationship between theology and other sciences - explain and interpret the concept of truth in the context of contributions of philosophy and theology, Magisterium and Tradition 			
2.5. Course content (syllabus)	In this course the definition of theology will be analysed in the perspective of theological features of science and ecclesiality. After that, a systematic theological analysis of the notion of faith, reason, Tradition, and Magisterium will follow. The central focus of this course is a systematic theological approach to the phenomenon of truth, respecting its historical development from the earliest beginnings of religious beliefs to contemporary models of the relationship between faith and reason.			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities				



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2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	DRUGI VATIKANSKI KONCIL, <i>Dokumenti</i> , Zagreb, Kršćanska sadašnjost, 1993.						YES	NO	
	TANJIĆ, Željko, <i>Teologija pred izazovima sadašnjeg trenutka</i> , Kršćanska sadašnjost, Zagreb, 2007.						YES	NO	
	KERN, Walter – NIEMANN, Franz-Josef, <i>Nauka o teološkoj spoznaji</i> , Kršćanska sadašnjost, Zagreb, 2004.						YES	NO	
RATZINGER, Joseph, <i>Vjera-istina-tolerancija: kršćanstvo i svjetske religije</i> , Kršćanska sadašnjost, Zagreb, 2004.						YES	NO		
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Baloban, PhD		1.6. Year of the study	1 st and 2 nd
1.2. Name of the course	The Pastoral-Ecumenical and Interreligious Orientation of the Second Vatican Council		1.7. ECTS credits	3
1.3. Associate teachers	-		1.8. Type of instruction (number of hours L + E + S + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	15
1.5. Status of the course	mandatory	x elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To train students for pastoral-theological reflection on the ecumenism and interreligious reality, especially in the Republic of Croatia, as well as for practical design of ecumenical and interreligious activities at the parish community, deanery and (arch)diocese level.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of basics of fundamental pastoral care. Motivation for ecumenical and interreligious activities of the Catholic Church in the present times.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - explain and evaluate the significance of the activities that are related to the evangelisation tasks in Church and in modern society - be trained for constructive activity at the area of ecumenical, interreligious and intercultural dialogue and cooperation with the purpose of promoting nonviolence, peace and coexistence in Croatian, regional and global context 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand the heritage of the Second Vatican Council regarding ecumenism, dialogue and reconciliation. - analyse and critically reflect on the range of ecumenism and interreligious activities in the past three decades in the Republic of Croatia. - recognise and analyse the contribution of the Catholic Church to dialogue, reconciliation and forgiveness in the Croatian society. - understand and accept features of the social dialogue of pope Francis. - analyse and critically reflect on the (in)surmountable difficulties regarding ecumenism, dialogue and conciliation in the Republic of Croatia in the past two decades. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory explanations regarding the course in general (2 hours). 2. The Second Vatican Council as a pastoral council and as a council of opening "ad intra" and "ad extra" (2 hours). 3. Jesus of Nazareth as the true promoter of dialogue, reconciliation and forgiveness (2 hours). 4. The Second Vatican Council as a historical event (novum) of the ecumenical and interreligious orientation: the Decree "<i>Unitatis Redintegration</i>", the Declaration "<i>Nostra aetate</i>". 5. Heritage of the Council regarding ecumenism, dialogue and reconciliation (Part I: 2 hours). 6. Heritage of the Council regarding ecumenism, dialogue and reconciliation (Part II: 2 hours). 7. Social dialogue of pope Francis – "<i>Evangelii gaudium</i>" – no. 238 – 258 (2 hours). 8. Croatian theologians on dialogue immediately after the Second Vatican Council (2 hours). 9. The range of ecumenism, dialogue and reconciliation in Croatia in the past three decades (2 hours). 10. (In)surmountable difficulties regarding ecumenism, dialogue and reconciliation in Croatia in the past two decades (Part I: 2 hours). 			



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11. (In)surmountable difficulties regarding ecumenism, dialogue and reconciliation in Croatia in the past two decades (Part II: 2 hours). 12. Contribution of the Catholic Church to dialogue, reconciliation and forgiveness in the Croatian society (2 hours). 13. Croatian pastoral workers (not) practicing dialogues, reconciliation and forgiveness (2 hours). 14. Pastoral principles for ecumenical-dialogue and interreligious activities (2 hours). 15. Course and teacher evaluation (2 hours).										
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities		Regular class attendance and active participation in classes.								
2.9. Monitoring student work		Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
		Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	DRUGI VATIKANSKI KONCIL. <i>Dokumenti</i> , VII. Izdanje popravljeno i dopunjeno, KS, Zagreb, veljača 2008.									
	IVAN PAVAO II., Pomirenje i pokora. <i>Reconciliatio et paenitentia</i> (2. XII. 1984.), Zagreb, 1996.									
	PAPA FRANJO, <i>Evangelii gaudium</i> . Radost evanđelja. Apostolska pobudnica o naviještanju evanđelja u današnjem svijetu (24. XI. 2013), 2014, second edition.									
	BOGOSLOVSKA SMOTRA, 87(2017) 3, 495-690. (Neophodnost dijaloga i pomirenja u hrvatskom društvu. Radovi 57. Teološko-pastoralnog tjedna u Zagrebu od 24. do 26. siječnja 2017.).									
	ŠKVORČEVIĆ, Antun, Katolička Crkva u Hrvatskoj i ekumenizam, in: <i>Bogoslovska smotra</i> , 65(1995.), 3-4, 513-540.									
	PAPINSKO VIJEĆE ZA PROMICANJE JEDINSTVA KRŠĆANA – POVJERENSTVO „VJERA I USTROJSTVO“ EKUMENSKOG VIJEĆA CRKAVA, <i>Pomirenje – ljubav nas Kristova obuzima (usp. 2 Kor 5,14)</i> , Jure Zečević (ed.), Zagreb 2016., especially the chapter „Značajni datumi iz naše ekumenske i međureligijsko-dijaloške baštine“, 100-106.									
J. ŠAGI-BUN IĆ, Tomislav, <i>Ali drugog puta nema. Uvod u misao Drugog vatikanskog koncila</i> , Zagreb, 1969.										
BAJSIĆ, Vjekoslav, <i>Na rubovima Crkve i civilizacije</i> , Zagreb, 1969.										



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2.11. Optional literature	GNILKA, Joachim, <i>Jesus von Nazareth, Botschaft und Geschichte</i> , Freiburg-Basel-Wien, 1999. BALOBAN, Josip, Pastoralni djelatnik u službi dijaloga i pomirenja, in: <i>Bogoslovska smotra</i> 87(2017) 3, 635-658.
2.12. Other (as the proposer wishes to add)	



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Table 3 List of required and elective courses and modules with class hours and ECTS credits

LIST OF COURSES/MODULES										
Year of study: 1. Year (1 st module): Religious Education/Teaching module										
Semester: winter										
MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required /elective	
Common module	Sociology of Religion with the General Introduction to Sociology	Prof. Gordan Črpić, PhD	I.	30	15			4	R	
	General Pedagogy	Prof. Ružica Razum, PhD	I.	30				4	R	
Religious Education/Teaching module (1 st module)	Didactics	Prof. Blaženka s. Valentina Mandarić, PhD	I.	30				3	R	
	Didactics of Religious Education Teaching in Elementary School	Prof. Ružica Razum, PhD	I.	45				4	R	
	Art and Christian Iconography	Ivana Gagić Kičinbači, A. M.	I.	30				3	R	
	Language and Society	Assist. Prof. Jasna Šego, PhD / Nada Babić, PhD	I.	30				3	R	
	Rhetorics with Methodics of Creative Expression	Assist. Prof. Jasna Šego, PhD	I.	30				3	R	
	Seminar		I.		30			3	E	
	Obligatory-elective courses		I.					3	R-E	
TOTAL:								30		
Semester: summer										
Common module	Selected Themes in Biblical Theology of the Old Testament	Assist. Prof. Božidar Mrakovčić, PhD	II.	45				4	R	
	Social Teaching of the Church	Prof. Stjepan Baloban, PhD / Assist. Prof. Silvija Migles, PhD	II.	45				4	R	
Religious Education/Teaching module (1 st module)	Theology of Liturgical Celebrations	Assoc. Prof. Ante Crnčević, PhD	II.	30				3	R	
	Religious Education of Preschool Children	Assist. Prof. Kata s. Amabilis Jurić, PhD	II.	15	15	15		3	R	
	Philosophy of Education	Assoc. Prof. Danijel Tolvajčić, PhD	II.	30				3	R	
	Methodical Exercises for Religious Education Teaching in Elementary School	Prof. dr. sc. Ružica Razum, PhD	II.			45		4	R	
	Seminar		II.		30			3	E	
Obligatory-elective courses		II.					6	R-E		
TOTAL:								30		



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LIST OF COURSES/MODULES

Year of study: 2. Year (1st module): **Religious Education/Teaching module**

Semester: winter

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Common module	Interreligious and Intercultural Dialogue	Assist. Prof. Tomislav Kovač, PhD	III.	30				4	R
	The Psychology of Religion	Assoc. Prof. Danijel Tolvajčić, PhD / Sanda Smoljo-Dobrovoljski, PhD	III.	30				4	R
Religious Education/Teaching module (1 st module)	Didactics of Religious Education in Secondary School	Prof. Blaženka s. Valentina Mandarić, PhD	III.	45				3	R
	Legal-Pedagogical Regulations	Assist. Prof. Lucija Boljat, PhD / Ivan Rak, MS	III.	30				3	R
	Children with special educational needs	Assoc. Prof. Ljubica Pribanić, PhD	III.	30	15			4	R
	Evaluation in Teaching Religious Education	Prof. Blaženka s. Valentina Mandarić, PhD	III.	30				3	R
	Seminar		III.		30			3	E
	Obligatory-elective courses		III.					6	R-E
TOTAL:								30	

Semester: summer

Common module	Bioethical Challenges	Prof. Tonči Matulić, PhD	IV.	45				4	R
	Selected Themes in Biblical Theology of the New Testament	Prof. Mario Cifrak, PhD	IV.	45				4	R
Religious Education/Teaching module (1 st module)	Literary and Religious World	Assist. Prof. Jasna Šego, PhD	IV.	30				3	R
	Methodical Exercises for Religious Education in Secondary School	Prof. Blaženka s. Valentina Mandarić, PhD	IV.			45		4	R
	Obligatory-elective courses		IV.	30				3	R-E
	Writing and defense of the diploma thesis		IV.					12	R
TOTAL:								30	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1. and 2. Year (1st module): **Religious Education/Teaching module - SEMINARS**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Religious Education/Teaching module (1 st module)	Empirical Research in Religious Pedagogy	Assoc. Prof. Ana Thea Filipović, PhD	I. i III.		30			3	E
	Pedagogy of Recognition and Appreciation of Diversity in Religious Education Teaching	Assist. Prof. Katarina Amabilis Jurić, PhD	I. i III.		30			3	E
	Professional Identity of the Religious Education Teacher	Assist. Prof. Denis Barić, PhD	I. i III.		30			3	E
	Language and Religion	Assist. Prof. Jasna Šego, PhD	I. i III.		30			3	E
	Eschatological Themes in Culture and Art	Assist. Prof. Iva Mršić Felbar, PhD	I. i III.		30			3	E
	Creative writing	Assist. Prof. Jasna Šego, PhD / Nada Babić, PhD	II. i IV.		30			3	E
	The Basics of Counselling and Group Supervision	Assist. Prof. Ivan Dodlek, PhD / Karlo Šimek, mag. theol., mag. psych.	II. i IV.		30			3	E
	Education for Solidarity Humanism and Culture of Dialogue	Prof. Stjepan Baloban, PhD / Assist. Prof. Silvija Migles, PhD	II. i IV.		30			3	E



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1. and 2. Year (1st module): **Religious Education/Teaching module - OBLIGATORY-ELECTIVE COURSES**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Religious Education/Teaching module (1 st module)	The Church Identity and Spirituality of the Religious Education Teacher	Assist. Prof. Katarina Amabilis Jurić, PhD	I. i III.	30				3	R-E
	The Social Learning in the Pedagogical and Theological Perspective	Assoc. Prof. Ana Thea Filipović, PhD	I. i III.	30				3	R-E
	School Pastoral Care	Prof. Josip Šimunović, PhD	I. i III.	30				3	R-E
	Religious Themes in World Literature	Assist. Prof. Jasna Šego, PhD	I. i III.	30				3	R-E
	Leading a Class	Prof. Blaženka s. Valentina Mandarić, PhD	I. i III.	30				3	R-E
	Treaties between the Holy See and the Republic of Croatia	Assist. Prof. Lucija Boljat, PhD	I. i III.	30				3	R-E
	Christian Eschatology - Newer Emphases in the Theological Understanding and Religious-Pedagogical Mediation	Assist. Prof. Iva Mršić Felbar, PhD	I. i III.	30				3	R-E
	Social Teaching of the Church in Religious Education Teaching and Catechesis	Assist. Prof. Silvija Migles, PhD	I. i III.	30				3	R-E
	Croatian Sign Language 101	Assist. Prof. Marina Milković, PhD	I. i III.	15		30		3	R-E
	Croatian Sign Language 201	Assist. Prof. Marina Milković, PhD	I. i III.	15		30		3	R-E
	Media Pedagogy in Religious Education	Assoc. Prof. Ana Thea Filipović, PhD	II. i IV.	30				3	R-E
	The History of Catechesis and Catechetics	Assist. Prof. Denis Barić, PhD	II. i IV.	30				3	R-E
	Church Music Culture	Prof. Miroslav Martinjak, M.A.	II. i IV.	30				3	R-E
	Practical Work with the Bible	Assist. Prof. Anđelo Maly, PhD	II. i IV.	5		25		3	R-E
	Croatian Sign Language 102	Assist. Prof. Marina Milković, PhD	II. i IV.	15		30		3	R-E
	Croatian Sign Language 202	Assist. Prof. Marina Milković, PhD	II. i IV.	15		30		3	R-E
Liturgical Time and Space	Assoc. Prof. Ante Crnčević, PhD / Milan Dančuo	II. i IV.	30				3	R-E	

During graduate studies students enrolled in the 1st module are obliged to enroll in courses from the group of obligatory-elective courses for 12 ECTS. For the remaining 6 ECTS they can enroll in obligatory-elective courses from other modules or in courses from the group of other elective courses.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1. Year (2nd module): **Pastoral-Catechetical module**

Semester: winter

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	EC TS	Requ ired/ electi ve
Common module	Sociology of Religion with the General Introduction to Sociology	Prof. Gordan Črpić, PhD	I.	45				4	R
	General Pedagogy	Prof. Ružica Razum, PhD	I.	30				4	R
Pastoral-Catechetical module (2 nd module)	Fundamental Catechetics	Assoc. Prof. Ana Thea Filipović, PhD	I.	30				3	R
	Catechesis of the Christian Initiation	Prof. Ružica Razum, PhD	I.	25	10	10		4	R
	Social Pastoral Care	Prof. Josip Baloban, PhD	I.	30				3	R
	Seminar		I.		30			3	E
	Internship in Parish Communities I	Assist. Prof. Denis Barić, PhD / Prof. Ružica Razum, PhD	I.			60		3	R
	Obligatory-elective courses		I.					6	R-E
TOTAL:								30	

Semester: summer

Common module	Selected Themes in Biblical Theology of the Old Testament	Assist. Prof. Božidar Mrakovčić, PhD	II.	45				4	R
	Social Teaching of the Church	Prof. Stjepan Baloban, PhD / Assist. Prof. Silvija Migles, PhD	II.	45				4	R
Pastoral-Catechetical module (2 nd module)	Liturgical Time and Space	Assoc. Prof. Ante Crnčević, PhD / Milan Dančuo	II.	30				3	R
	Religious Education of Preschool Children	Assist. Prof. Kata s. Amabilis Jurić, PhD	II.	15	15	15		3	R
	Theology of Liturgical Celebrations	Assoc. Prof. Ante Crnčević, PhD	II.	30				3	R
	Pastoral of the Sacraments	Prof. Josip Šimunović, PhD	II.	30				3	R
	Catechesis of Adults and Continuous Upbringing in Faith	Assist. Prof. Denis Barić, PhD	II.	30				3	R
	Internship in Parish Communities II	Assist. Prof. Denis Barić, PhD / Prof. Josip Šimunović, PhD /	II.			45		4	R
Seminar		II.		30			3	E	
TOTAL:								30	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 2. Year (2nd module): **Pastoral-Catechetical module**

Semester: winter

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Common module	Interreligious and Intercultural Dialogue	Assist. Prof. Tomislav Kovač, PhD	III.	30				4	R
	The Psychology of Religion	Assoc. Prof. Danijel Tolvajčić, PhD / Sanda Smoljo-Dobrovolski, PhD	III.	30				4	R
Pastoral-Catechetical module (2 nd module)	Pastoral Work with the Youth	Prof. Blaženka s. Valentina Mandarić, PhD	III.	30		15		4	R
	Pastoral Care and Catechesis of Persons with Disabilities	Assist. Prof. Denis Barić, PhD / Prof. Zdravka Leutar, PhD	III.	30		15		4	R
	Pastoral Care for the Sick, Elderly and Dying Persons	Prof. Josip Baloban, PhD	III.	15		10	5	3	R
	Internship in Caritas Institutions	Prof. Josip Šimunović, PhD / Prof. Ružica Razum, PhD / s. Jelena Lončar, Master of social work	III.			60		3	R
	Obligatory-elective courses		III.					6	R-E
	Seminar		III.		30			3	E
TOTAL:								31	

Semester: summer

Zajednički modul	Bioethical Challenges	Prof. Tonči Matulić, PhD	IV.	45				4	R
	Selected Themes in Biblical Theology of the New Testament	Prof. Mario Cifrak, PhD	IV.	45				4	R
Pastoral-Catechetical module (2 nd module)	Pastoral Care of Marriage, Family and Crisis Situations	Prof. Josip Baloban, PhD / Danijel Crnić, PhD	IV.	30				3	R
	The Administrative Law of the Church	Prof. Josip Šalković, PhD / Ivan Rak, MS	IV.	30				3	R
	Obligatory-elective courses		IV.					3	R-E
	Writing and defense of the diploma thesis		IV.					12	R
TOTAL:								29	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1. and 2. Year (2nd module): **Pastoral-Catechetical module - SEMINARS**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From to x semest er	L	S	E	e- lear nin g	ECTS	Requir ed/ele ctive
Pastoral- Catechetical module (2 nd module)	Pastoral Planning and Programming	Prof. Josip Šimunović, PhD	I. i III.		30			3	E
	Seminar: Catechesis of Christian initiation	Prof. Ružica Razum, PhD	I. i III.		15	15		3	E
	Language and Religion	Assist. Prof. Jasna Šego, PhD	I. i III.		30			3	E
	Eschatological Themes in Culture and Art	Assist. Prof. Iva Mršić Felbar, PhD	I. i III.		30			3	E
	The Basics of Counselling and Group Supervision	Assist. Prof. Ivan Dodlek, PhD / Karlo Šimek, mag. theol., mag. psych.	II. i IV.		30			3	E
	Seminar in adult Catechesis and Permanent Education in Faith	Assist. Prof. Kata s. Amabilis Jurić, PhD	II. i IV.		30			3	E
	Creative writing	Assist. Prof. Jasna Šego, PhD / Nada Babić, PhD	II. i IV.		30			3	E
	Education for Solidarity Humanism and Culture of Dialogue	Prof. dr. sc. Stjepan Baloban, PhD Assist. Prof. Silvija Migles, PhD	II. i IV.		30			3	E



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1. and 2. Year (2nd module): **Pastoral-Catechetical module - OBLIGATORY-ELECTIVE COURSES**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Pastoral-Catechetical module (2 nd module)	Patristic Catecheses as a Response to the Pastoral Challenges of the Late Antique Society	Assist. Prof. Vanda Kraft Soić, PhD	I. i III.	30				3	R-E
	Catechetical Models and Communication Media	Assist. Prof. Kata s. Amabilis Jurić, PhD	I. i III.	30				3	R-E
	Introduction to Selected Literature on Christian Spirituality	Assoc. Prof. Franjo Podgorelec, PhD	I. i III.	30				3	R-E
	Treaties between the Holy See and the Republic of Croatia	Assist. Prof. Lucija Boljat, PhD	I. i III.	30				3	R-E
	Christian Eschatology - Newer Emphases in the Theological Understanding and Religious-Pedagogical Mediation	Assist. Prof. Iva Mršić Felbar, PhD	I. i III.	30				3	R-E
	Social Teaching of the Church in Religious Education Teaching and Catechesis	Assist. Prof. Silvija Migles, PhD	I. i III.	30				3	R-E
	Croatian Sign Language 101	Assist. Prof. Marina Milković, PhD	I. i III.	15		30		3	R-E
	Croatian Sign Language 201	Assist. Prof. Marina Milković, PhD	I. i III.	15		30		3	R-E
	Practical Work with the Bible	Assist. Prof. Anđelo Maly, PhD	II. i IV.	30				3	R-E
	The History of Catechesis and Catechetics	Assist. Prof. Denis Barić, PhD	II. i IV.	30				3	R-E
	Church Music Culture	Prof. Miroslav Martinjak, M.A.	II. i IV.	30				3	R-E
	Pastoral Care of the Community	Prof. Josip Šimunović, PhD	II. i IV.	30				3	R-E
	Introduction to Palliative Care	Assoc. Prof. Ana Štambuk, PhD / Assist. Prof. Morana Brkljačić, PhD / Assist. Prof. Lovorka Brajković, PhD	II. i IV.	25		5		3	R-E
	Croatian Sign Language 102	Assist. Prof. Marina Milković, PhD	II. i IV.	15		30		3	R-E
	Croatian Sign Language 202	Assist. Prof. Marina Milković, PhD	II. i IV.	15		30		3	R-E

During graduate studies students enrolled in the 2nd module are obliged to enroll in courses from the group of obligatory-elective courses for 9 ECTS. For the remaining 6 ECTS they can enroll in obligatory-elective courses from other modules or in courses from the group of other elective courses.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

LIST OF COURSES/MODULES										
Year of study: 1. Year (3 rd module): Church Cultural Goods										
Semester: winter										
MODULE	COURSE	COURSE TEACHER	From n to x seme ster	L	S	E	e- lear nin g	EC TS	Requ ired/ electi ve	
Common module	Sociology of Religion with the General Introduction to Sociology	Prof. Gordan Črpić, PhD	I.	45				4	R	
	General Pedagogy	Prof. Ružica Razum, PhD	I.	30				4	R	
Church Cultural Goods (3 rd module)	Liturgical Iconology and Iconography	Assoc. Prof. Ante Crnčević, PhD / Prof. Sanja Cvetnić, PhD	I.	30				3	R	
	Aesthetics and Theology of Beauty	Assist. Prof. Ivan Dodlek, PhD	I.	30				3	R	
	Christian Archaeology	Assist. Prof. Daniel Patafta, PhD	I.	30				3	R	
	History of Christian Architecture	Assoc. Prof. Ante Crnčević, PhD / Assist. Prof. Zorana Sokol Gojnik, PhD	I.	26	4			3	R	
	The Legislation on Church Cultural Goods	Prof. Marko Petrak, PhD Assist. Prof. Lucija Boljat, PhD	I.	30				3	R	
	Seminar		I.	30				3	E	
	Obligatory-elective courses		I.	30				3	R-E	
TOTAL:								29		
Semester: summer										
Common module	Selected Themes in Biblical Theology of the Old Testament	Assist. Prof. Božidar Mrakovčić, PhD	II.	45				4	R	
	Social Teaching of the Church	Prof. Stjepan Baloban, PhD / Assist. Prof. Silvija Migles, PhD	II.	45				4	R	
Church Cultural Goods (3 rd module)	The History and Critique of Christian Art I (Middle Ages)	Prof. Branko Matulić, PhD	II.	45				4	R	
	Museology and Museography	Assoc. prof. Slavko Slišković, PhD / Ljerka Dulibić, PhD, senior scientific associate	II.	30				3	R	
	Literary and Religious World	Assist. Prof. Jasna Šego, PhD	II.	30				3	R	
	Internship in Museums	Assist. Prof. Ana Biočić, PhD	II.			80		4	R	
	Seminar		II.			30		3	E	
	Obligatory-elective courses		II.					6	R-E	
TOTAL:								31		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 2. Year (3rd module): **Church Cultural Goods**

Semester: winter

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	EC TS	Required/ elective
Common module	Interreligious and Intercultural Dialogue	Assist. Prof. Tomislav Kovač, PhD	III.	30				4	R
	The Psychology of Religion	Assoc. Prof. Danijel Tolvajčić, PhD / Sanda Smoljo-Dobrovoljski, PhD	III.	30				4	R
Church Cultural Goods (3 rd module)	Theory of Restoration and Conservation	Prof. Branko Matulić, PhD	III.	30				3	R
	Liturgical Architecture	Assoc. Prof. Ante Crnčević, PhD / Assist. Prof. Zorana Sokol Gojnik, PhD	III.	26	4			3	R
	Information Literacy	Assist. Prof. Daniel Patafta, PhD / Vlatka Božičević, graduated catechist and graduated librarian	III.	30				3	R
	Marketing and Management of Cultural Goods	Assist. Prof. Iva Buljubašić, PhD / Assist. Prof. Ivana Bestvina Bukvić, PhD	III.	30				3	R
	Internship - Protection and Restauration of Church Cultural Goods	Assist. Prof. Višnja Bralić, PhD / Assist. Prof. Ana Biočić, PhD	III.			45		2	R
	Seminar: Basics of Tourism and Tourism Business	Assist. Prof. Marta Borić Cvenić, PhD	III.	15	15			3	R
	Obligatory-elective courses		III.	30				3	R-E
TOTAL:								28	

Semester: summer

Common module	Bioethical Challenges	Prof. Tonči Matulić, PhD	IV.	45				4	R
	Selected Themes in Biblical Theology of the New Testament	Prof. Mario Cifrak, PhD	IV.	45				4	R
Church Cultural Goods (3 rd module)	History and Criticism of Christian Art II (Modern and Contemporary)	Prof. Branko Matulić, PhD	IV.	45				4	R
	History of the Particular Church	Assoc. Prof. Slavko Slišković, PhD	IV.	30				3	R
	Church Archives and Libraries	Stjepan Razum, PhD, scientific associate, archive adviser	IV.	30				3	R
	Internship in Archives and Libraries	Assist. Prof. Ana Biočić, PhD	IV.			40		2	R
	Writing and defense of the diploma thesis		IV.					12	R
TOTAL:								32	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1. and 2. Year (3rd module): **Church Cultural Goods - SEMINARS**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Church Cultural Goods (3 rd module)	Eschatological Themes in Culture and Art	Assist. Prof. Iva Mršić Felbar, PhD	I. i III.		30			3	E
	Language and Religion	Assist. Prof. Jasna Šego, PhD	I. i III.		30			3	E
	Culture of Speaking, Reading and Writing	Assist. Prof. Jasna Šego, PhD / Nada Babić, PhD	I. i III.		30			3	E
	Marian Motives in Visual Art	Assoc. Prof. Marija Pehar, PhD	II. i IV.		30			3	E
	Metamorphoses of Culture	Prof. dr. sc. Tonči Matulić, PhD / Ante Bekavac, PhD	II. i IV.		30			3	E
	Interpersonal Communication	Assoc. Prof. Nenad Malović, PhD / Sanda Smoljo-Dobrovoljski, PhD	II. i IV.		30			3	E
	Shaping of the Religious Map of Europe and the World	Assist. Prof. Daniel Patafta, PhD	II. i IV.		30			3	E



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1. and 2. Year (3rd module): Church Cultural Goods - OBLIGATORY-ELECTIVE COURSES

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Church Cultural Goods (3 rd module)	Musical Heritage of the Church among Croatsians	Assoc. Prof. Katica s. Katarina Koprek, PhD	I. i III.	30				3	R-E
	Treaties between the Holy See and the Republic of Croatia	Assist. Prof. Lucija Boljat, PhD	I. i III.	30				3	R-E
	Latin Palaeography	Assoc. Prof. Josip Dukić, PhD / Antica-Nada Čepulić, MS	I. i III.	20		10		3	R-E
	Protection and Restauration of Church Cultural Goods	Assist. Prof. Višnja Bralić, PhD	II. i IV.	15	15			3	R-E
	The Material and Immaterial Cultural Heritage of the Catholic Church	Assist. Prof. Ana Biočić, PhD	II. i IV.	30				3	R-E
	Media and Religion	Assoc. Prof. Jerko Valković, PhD	II. i IV.	30				3	R-E

During graduate studies students enrolled in the 3rd module are obliged to enroll in courses from the group of obligatory-elective courses for 9 ECTS. For the remaining 3 ECTS they can enroll in obligatory-elective courses from other modules or in courses from the group of other elective courses.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1st Year (4th module): **Christian Humanism and Economic Development**

Semester: winter

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Common module	Sociology of Religion with the General Introduction to Sociology	Prof. Gordan Črpić, PhD	I.	45				4	R
	General Pedagogy	Prof. Ružica Razum, PhD	I.	30	30			4	R
Christian Humanism and Economic Development (4 th module)	Economy	Prof. Jurica Šimurina, PhD	I.	30	30			5	R
	Management of Non-Profit Organizations	Assist. Prof. Ivana Marić, PhD	I.	30	30			5	R
	Philosophical Presuppositions of the Contemporary Society	Assoc. Prof. Nenad Malović, PhD	I.	30				3	R
	Internship: Caritas	Assist. Prof. Anto Barišić, PhD / s. Jelena Lončar, Master of social work	I.			60		3	R
	Seminar		I.		30			3	E
	Obligatory-elective courses		I.	30				3	R-E
TOTAL:								30	

Semester: summer

Common module	Selected Themes in Biblical Theology of the Old Testament	Assist. Prof. Božidar Mrakovčić, PhD	II.	45				4	R
	Social Teaching of the Church	Prof. Stjepan Baloban, PhD / Assist. Prof. Silvija Migles, PhD	II.	45				4	R
Christian Humanism and Economic Development (4 th module)	Public Finances in Theory and Practice	Assoc. Prof. Vjekoslav Bratić, PhD	II.	30	30			5	R
	Marketing of Non-Profit Organizations	Prof. Jurica Pavičić, PhD	II.	30	30			5	R
	Specific Issues of Theological Anthropology: The Human Being between the Gift and Economy	Assist. Prof. Nedjeljka s. Valerija Kovač, PhD	II.	30				3	R
	Internship: Church Institutions	Assist. Prof. Anto Barišić, PhD	II.			60		3	R
	Seminar		II.		30			3	E
	Obligatory-elective courses		II.	30				3	R-E
TOTAL:								30	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 2nd Year (4th module): **Christian Humanism and Economic Development**

Semester: winter

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Common module	Interreligious and Intercultural Dialogue	Assist. Prof. Tomislav Kovač, PhD	III.	30				4	R
	The Psychology of Religion	Assoc. Prof. Danijel Tolvajčić, PhD / Sanda Smoljo-Dobrovoljski, PhD	III.	30				4	R
Christian Humanism and Economic Development (4 th module)	Digital Business in the Church	Assist. Prof. Božidar Jaković, PhD / Prof. Mario Spremić, PhD	III.	30	30			5	R
	Temporal Church's Goods	Prof. Josip Šalković, PhD / Ivan Rak, MS	III.	30				3	R
	Business and Financial Ethics	Assist. Prof. Mislav Kutleša, PhD	III.	30				3	R
	Seminar: Practicum in Management Skills	Assist. Prof. Marija Šain, PhD / Maja Haršanji, mag. oec.	III.	15	15			3	R
	Obligatory-elective courses		III.	30				3	R-E
TOTAL:								28	

Semester: summer

Common module	Bioethical Challenges	Prof. Tonči Matulić, PhD	IV.	45				4	R
	Selected Themes in Biblical Theology of the New Testament	Prof. Mario Cifrak, PhD	IV.	45				4	R
Christian Humanism and Economic Development (4 th module)	Innovative Technologies and the Security of the Information Systems	Prof. Mario Spremić, PhD / Assist. Prof. Božidar Jaković, PhD	IV.	30	30			5	R
	Spirituality of Work	Assoc. Prof. Franjo Podgorelec, PhD	IV.	30				3	R
	Internship in Institutions of Social Significance	Assist. Prof. Anto Barišić, PhD	IV.			80		4	R
	Writing and defense of the diploma thesis		IV.					12	R
TOTAL:								32	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1st and 2nd Year (4th module): **Christian Humanism and Economic Development - SEMINARS**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Christian Humanism and Economic Development (4 th module)	Man and Work	Assoc. Prof. Alojz Čubelić, PhD	I. i III.		30			3	E
	Dialogical Foundations of the Contemporary Society	Assoc. Prof. Nenad Malović, PhD	I. i III.		30			3	E
	Church Fathers on Property, Wealth and Work	Assist. Prof. Anto Barišić, PhD	I. i III.		30			3	E
	Freedom and Economy	Prof. Josip Oslič, PhD Assoc. Prof. Danijel Tolvajčić, PhD	I. i III.		30			3	E
	Interpersonal Communication	Assoc. Prof. Nenad Malović, PhD / Sanda Smoljo-Dobrovoljski, PhD	I. i III.		30			3	E
	Culture of Speaking, Reading and Writing	Assist. Prof. Jasna Šego, PhD / Nada Babić, PhD	I. i III.		30			3	E
	Religion, Law and Society*	Assoc. Prof. Frane Staničić, PhD / Prof. Marko Petrak, PhD / Prof. Siniša Zrinščak, PhD	I. i III.		30			3	I
	Case Studies in the Light of the Social Teaching of the Church (Case Method)	Dubravka Petrović Štefanac, PhD, scientific associate	II. i IV.		30			3	E
	Metamorphoses of Culture	Prof. dr. sc. Tonči Matulić, PhD / Ante Bekavac, PhD	II. i IV.		30			3	E
	Sources of Church Funding	Prof. Josip Šalković, PhD / Assist. Prof. Lucija Boljat, PhD / Ivan Rak, MS	II. i IV.		30			3	E
	Shaping of the Religious Map of Europe and the World	Assist. Prof. Daniel Patafta, PhD	II. i IV.		30			3	E

* The course is held on the Social Work Study Programme on Faculty of Law of the University of Zagreb



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1st and 2nd Year (4th module): **Christian Humanism and Economic Development - OBLIGATORY-ELECTIVE COURSES**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Christian Humanism and Economic Development (4 th module)	Early Christianity and Hellenistic Humanism	Prof. Ivan Bodrožić, PhD	I. i III.	30				3	R-E
	Treaties between the Holy See and the Republic of Croatia	Assist. Prof. Lucija Boljat, PhD	I. i III.	30				3	R-E
	Demographic Movements and Economic Development	Assoc. Prof. Roko Mišetić, PhD	I. i III.	15	15			3	R-E
	Christianity Faced with Challenges of Modernism and Postmodernism	Assist. Prof. Daniel Patafta, PhD	I. i III.	30				3	R-E
	The Church, Kingdom and the World	Assist. Prof. Davor Šimunec, PhD	II. i IV.	30				3	R-E
	Basics of Labour and Social Law	Prof. Željko Potočnjak, PhD / Assoc. Prof. Ivana Vukorepa, PhD	II. i IV.	30				3	R-E
	Church Institutions of Social Significance	Prof. Marko Petrak, PhD / Assoc. Prof. Frane Staničić, PhD / Assist. Prof. Lucija Boljat, PhD	II. i IV.	30				3	R-E

During graduate studies students enrolled in the 4th module are obliged to enroll in courses from the group of obligatory-elective courses for 6 ECTS. For the remaining 3 ECTS they can enroll in obligatory-elective courses from other modules or in courses from the group of other elective courses.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1. Year (5 th module): Ecumenism and Interreligious Dialogue										
Semester: winter										
MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	EC TS	Requ ired/ electi ve	
Common module	Sociology of Religion with the General Introduction to Sociology	Prof. Gordan Črpić, PhD	I.	45				4	R	
	General Pedagogy	Prof. Ružica Razum, PhD	I.	30				4	R	
Ecumenism and Interreligious Dialogue (5 th module)	Introduction to Science on Religions	Assist. Prof. Tomislav Kovač, PhD	I.	30				3	R	
	Eastern Religions	Prof. Mislav Ježić, PhD academician	I.	60				5	R	
	Orthodoxy	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Dragan Radić, PhD	I.	45				4	R	
	Communion in Faith of the First Millennium as a Prerequisite for Ecumenical Dialogue	Assist. Prof. Andrea Filić, PhD	I.	30				3	R	
	Seminar		I.			30		3	E	
	Obligatory-elective courses		I.					3	R-E	
TOTAL:								29		
Semester: summer										
Common module	Selected Themes in Biblical Theology of the Old Testament	Assist. Prof. Božidar Mrakovčić, PhD	II.	45				4	R	
	Social Teaching of the Church	Prof. Stjepan Baloban, PhD / Assist. Prof. Silvija Migles, PhD	II.	45				4	R	
Ecumenism and Interreligious Dialogue (5 th module)	Jewish Faith and Culture	Assist. Prof. Stipo Kljajić, PhD	II.	45				4	R	
	Islamic Religion and Thought	Assist. Prof. Tomislav Kovač, PhD	II.	45				4	R	
	Protestantism	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Lidija Matošević, PhD	II.	45				4	R	
	Christian Testimony and Religious Pluralism	Assist. Prof. Branko Murić, PhD	II.	30				3	R	
	Internship: Visiting Religious Communities I	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Tomislav Kovač, PhD	II.				30	2	R	
	Seminar		II.			30		3	E	
	Obligatory-elective courses		II.					3	R-E	
TOTAL:								31		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 2. Year (5th module): **Ecumenism and Interreligious Dialogue**

Semester: winter

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Common module	Interreligious and Intercultural Dialogue	Assist. Prof. Tomislav Kovač, PhD	III.	30				4	R
	The Psychology of Religion	Assoc. Prof. Danijel Tolvajčić, PhD / Sanda Smoljo-Dobrovoljski, PhD	III.	30				4	R
Ecumenism and Interreligious Dialogue (5 th module)	Theology of Religions	Assist. Prof. Tomislav Kovač, PhD	III.	30				3	R
	Hermeneutics of Holy Texts	Assist. Prof. Taras Barščevski, PhD / Assist. Prof. Tomislav Kovač, PhD	III.	30				3	R
	Communicative Elements in Religions	Assist. Prof. Branko Murić, PhD	III.	30				3	R
	Internship: Visiting Religious Communities II	Prof. Juro Zečević-Božić, PhD	III.				30	3	R
	Seminar		III.			30		3	E
	Obligatory-elective courses		III.					6	R-E
TOTAL:								29	

Semester: summer

Common module	Bioethical Challenges	Prof. Tonči Matulić, PhD	IV.	45				4	R
	Selected Themes in Biblical Theology of the New Testament	Prof. Mario Cifrak, PhD	IV.	45				4	R
Ecumenism and Interreligious Dialogue (5 th module)	Religion in the Social Context	Prof. Željko Tanjić, PhD	IV.	30				3	R
	Media and Religion	Assoc. Prof. Jerko Valković, PhD	IV.	30				3	R
	Internship: Visiting Religious Communities III	Prof. Juro Zečević-Božić, PhD	IV.				30	2	R
	Obligatory-elective courses		IV.					3	R
	Writing and defense of the diploma thesis		IV.					12	R
TOTAL:								31	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1st and 2nd Year (5th module): **Ecumenism and Interreligious Dialogue - SEMINARS**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/ elective
Ecumenism and Interreligious Dialogue (5 th module)	Social Dimension of Faith – Possibilities of Ecumenical and Interreligious Cooperation	Assist. Prof. Silvija Migles, PhD	I. i III.		30			3	E
	Dialogical Foundations of the Contemporary Society	Assoc. Prof. Nenad Malović, PhD	I. i III.		30			3	E
	Religion in Postmodernity: Reading of Selected Texts	Assist. Prof. Branko Murić, PhD	I. i III.		30			3	E
	Non-violent Conflict Resolution	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Tomislav Kovač, PhD	I. i III.		30			3	E
	Spirituality in the Modern Context	Assoc. Prof. Franjo Podgorelec, PhD	I. i III.		30			3	E
	Interpersonal Communication	Assoc. Prof. Nenad Malović, PhD / Sanda Smoljo-Dobrovolski, PhD	I. i III.		30			3	E
	Religion, Law and Society*	Assoc. Prof. Frane Staničić, PhD / Prof. Marko Petrak, PhD / Prof. Siniša Zrinščak, PhD	I. i III.		30			3	I
	Religious Fundamentalism and Contemporary Ideologies	Assist. Prof. Tomislav Kovač, PhD	II. i IV.		30			3	E
	Christian-Muslim Dialogue	Assist. Prof. Tomislav Kovač, PhD	II. i IV.		30			3	E
	Christian-Jewish Relations Throughout History	Assist. Prof. Stipo Kljajić, PhD	II. i IV.		30			3	E
	Christian Confessions, World Religions and Worldviews in Recent Documents of the Church	Prof. Juro Zečević-Božić, PhD	II. i IV.		30			3	E
	Metamorphoses of Culture	Prof. dr. sc. Tonči Matulić, PhD / Ante Bekavac, PhD	II. i IV.		30			3	E
	Shaping of the Religious Map of Europe and the World	Assist. Prof. Daniel Patafta, PhD	II. i IV.		30			3	E
Care of the Church for Refugees and Migrants	Assist. Prof. Tomislav Kovač, PhD	II. i IV.		30			3	E	

* The course is held on the Social Work Study Programme on Faculty of Law of the University of Zagreb



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES

Year of study: 1st and 2nd Year (5th module): **Ecumenism and Interreligious Dialogue - OBLIGATORY-ELECTIVE COURSES**

Semester: winter and summer

MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective
Ecumenism and Interreligious Dialogue (5 th module)	Confessional Theology	Prof. Juro Zečević-Božić, PhD	I. i III.	30				3	R-E
	Sects and New Religious Movements	Assist. Prof. Tomislav Kovač, PhD / Josip Blažević, PhD	I. i III.	30				3	R-E
	Philosophical Presuppositions of the Contemporary Society	Assoc. Prof. Nenad Malović, PhD	I. i III.	30				3	R-E
	Treaties between the Holy See and the Republic of Croatia	Assist. Prof. Lucija Boljat, PhD	I. i III.	30				3	R-E
	Ecumenism and Interreligious Dialogue. Canon Law Topics	Assist. Prof. Lucija Boljat, PhD / Ivica Ivanković Radak, PhD / Ivan Rak, MS	I. i III.	30				3	R-E
	Social Teaching of the Church- An Effective Means of Dialogue	Prof. Stjepan Baloban, PhD	I. i III.	30				3	R-E
	Christianity Faced with Challenges of Postmodernity	Assist. Prof. Branko Murić, PhD	II. i IV.	30				3	R-E
	Cross-cultural psychology*	Prof. Josip Obradović, PhD	II. i IV.	30				3	
	Religions and Violence	Prof. Juro Zečević-Božić, PhD / Assist. Prof. Tomislav Kovač, PhD	II. i IV.	30				3	R-E
	Theological Understanding of Truth	Prof. Željko Tanjić, PhD	II. i IV.	30				3	R-E
	The Pastoral-Ecumenical and Interreligious Orientation of the Second Vatican Council	Prof. Josip Baloban, PhD	II. i IV.	30				3	R-E

* The course is held on the Psychology Study Programme on Catholic University of Croatia

During graduate studies students enrolled in the 5th module are obliged to enroll in courses from the group of obligatory-elective courses for 9 ECTS. For the remaining 6 ECTS they can enroll in obligatory-elective courses from other modules or in courses from the group of other elective courses.