



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, University of Zagreb		
1.3. Partner institutions	Croatian Catholic University		
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 checked="" type="checkbox"/>	Graduate <input 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 type="checkbox"/> single major <input checked="" 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	Bachelor of Theological-Religious Sciences (baccalaureus/baccalaurea) – (univ.bacc.theol.-relig.)		
1.8. Scientific/artistic field/area of the proposed study programme	Humanistic / Field of Theology		

2. INTRODUCTION		
2.1. Reasons for starting the study programme	Scientific need	The Study Programme of Theological-Religious Sciences, focused on the formation in the area of theology and religious sciences, provides the “systematic elaboration of the Catholic teachings which draws from the Revelation that is authentically interpreted by the living Church magisterium. Additionally, it helps in seeking answers on human questions, in theological perspective and with the help of philosophical sciences, humanities and other disciplinary areas that deal with religious studies.” (Advisory, number 3). The Study Programme of Theological-Religious Sciences provides the elements necessary for the elaboration of synthesis of faith and culture in specific circumstances in which the particular Church lives and acts, and it provides the wide interdisciplinary formation focused on the areas of upbringing and education, pastoral and diaconal activities, evaluation of Church cultural goods, Christian humanism and economic development and ecumenical and interreligious dialogue.
	Cultural need	Study responds to the need for providing the scientific-theoretical and expert-practical formation in theology, ecumenical and religious sciences and spiritual-religious culture to students that are trained for the promotion of ecumenical and interreligious dialogue and cooperation in the various areas of Church and social-cultural life or professional activities that require the inter-confessional and interreligious competence. It also responds to the need for providing higher qualifications that are necessary for upbringing in faith in preschool institutions and for conducting religious education in elementary and secondary schools.
	Social need	The Study Programme provides a wide interdisciplinary formation, focused on the anthropological foundations of economy and entrepreneurship, as well as on the role of the Church, institutions, volunteering and non-profit activities in the actual social-cultural context. It also responds to the need for providing the qualification for engaging in economic and administrative activities in Church



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		and society, for organisation and management of temporal goods and economic activities, especially in the areas and activities that are focused on the promotion of the complete human development and solidary humanism.
	Economic need	Providing the scientific-theoretical and expert-practical formation in theology, religious sciences and spiritual-religious culture with the objective of training experts for the area of religious education, area of pastoral care and catechesis, area of preservation and promotion of the Church cultural goods, area of diaconia, caritas and management of temporal goods and for the area of promotion of ecumenism and interreligious dialogue certainly presents the significant source of the cultural and economic development of the particular area.
2.2. Assessment of the study programme's usefulness relative to the demands of the labour market in the public and private sectors	<p><i>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.</i></p> <p>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 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.</p> <p>According to the current situation, Religious Education is one of the few subjects taught in Croatian primary and secondary schools, taught by teachers who had to complete only single major of theology /religious pedagogy and catechetics / theological-religious sciences at the level of initial education. In teacher education, however, double major is emerging as a more acceptable and effective model, both in Croatia and throughout Europe.</p> <p>The analysis of the previous single major study of Theological-Religious Sciences has determined the need to increase its efficiency in terms of the introduction of double major. Interest in the double major study has been repeatedly expressed by students of the single major study of theological and religious sciences.</p>	
2.3. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the Higher Education Institutions Network strategic plan	Study programme, with all its components, is in convergence with the mission of the University, with the strategic document of the network of higher education institutions, as well as with the strategic objectives of the Faculty. The Study programme takes into account the fundamental strategic objective which aims to contribute to the development of society, by developing education, learning and research at the highest levels of scientifically determined excellence. Particular emphasis is put on the promotion of excellence of teachers, students and workers; on the continuous improvement of the quality of programme, on investments into the quality of teaching and on the improvement of the cooperation with other faculties, as well as on the promotion of the international cooperation.	
2.4. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and	Study programme, with all its components, is in convergence with the mission of the University, with the strategic document of the network of higher education institutions, as well as with the strategic objectives of the Faculty. The Study programme takes into account the fundamental strategic objective which aims to contribute to the development of society, by developing education, learning and research at the highest levels of scientifically determined excellence. Particular emphasis is put on the promotion of excellence of teachers, students and workers; on the continuous improvement of the quality of programme, on investments into the quality of teaching and on the improvement of the cooperation with other faculties, as well as on the promotion of the international cooperation.	



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<p>the EU (name at least two programmes, one of which is from an EU country, and compare them with the proposed programme; provide internet addresses of the programmes)</p>	<p>The study of theological-religious sciences, especially in this double-major variant, is comparable to similar, double-major studies:</p> <ul style="list-style-type: none"> - undergraduate university theological-catechetical studies at the University of Zadar: http://www.unizd.hr/teoloskokatehetskiodjel/lzvedbeniprogram/tabid/5881/language/hr-HR/Default.aspx - Study of theology at the Faculty of Theology, University of Ljubljana: http://www.teof.uni-lj.si/?viewPage=190 - Study of theology /religious pedagogy at the University of Innsbruck; http://www.uibk.ac.at/studium/angebot/la-katholische-religion/ - Study of theology /religious pedagogy at the University of Vienna: http://ssc-kaththeologie.univie.ac.at/fileadmin/user_upload/SSC/SSC_kath/Betreute_Studien/Lehramt
<p>2.5. Openness of the study to student mobility (horizontal, vertical in the Republic of Croatia and international)</p>	<p>Openness of this Study Programme to the mobility of students enables the dynamism and quality complementation of the Study Programme. The Study Programme of the Theological-Religious Sciences is complementary to the great number of study programmes, for example: Study of Croatology, Croatian Literature, History, Philosophy, Language, Museology, Archival Science, Economics, Education-Rehabilitation Studies, Study of Communication. Student can enrol into the elective courses outside of their field at any of the study programmes or component of the University of Zagreb. Students can enrol into the elective courses at study programmes on other universities as well, as long as those courses have precisely defined ECTS value. Mobility of students between the universities in Republic of Croatia is regulated in the same way as the international mobility, according to the general act of the University.</p> <p>Students from other components of the University or from other universities have the option of enrolling, participating and passing some of the courses at the Catholic Faculty of Theology.</p> <p>Consistent application of the system of points allows for the flexibility of studying and an increased mobility of the students between Croatian and foreign universities. That means that the students from other faculties may complete part of their studies on the Study Programme of Theological-Religious Sciences at the Catholic Faculty of Theology, while the students of Theological-Religious Sciences can partially continue their studies at one of the other faculties.</p> <p>Transition of the Bachelor of Theological-Religious Sciences to the graduate study programme is possible for students after completing the undergraduate Study Programme of Theological-Religious Sciences.</p>
<p>2.6. Relationship with the local community (economy, entrepreneurship, civil society, etc.)</p>	<p>The Study Programme especially contributes to the development and quality of the educational and pastoral-catechetical activities. It contributes to the evaluation of the Church artistic treasure. It especially contributes to the cooperation of the ecclesial and social area in care for the complete spiritual and material development of human being and promotion of the common good.</p>
<p>2.7. Compatibility with the requirements of professional associations, if any exist</p>	
<p>2.8. Name possible partners outside the higher education system</p>	<p>Significant partners of the Catholic Faculty of Theology outside the higher education system are social subjects that show interest in and have need for the people who highly educated in the faith and religious areas. Firstly, elementary and secondary schools are interested for the Study Programme of Theological-Religious Sciences for employment of the teachers of religious education, as well as preschool educational institutions for employment of faith educators.</p> <p>Important partners are many Church (pastoral) subjects as well, who have demand for people who are highly educated in the faith and religious areas, especially for educational work with children, youth and adults. An important partner outside of the higher education system is the Croatian Bishops' Conference. In the implementation agreement between the Government of the Republic of Croatia and Croatian Bishops' Conference (<i>Treaty on the Catholic Religious Education in Public Schools and Religious Upbringing in Public Preschool Institutions</i>, 1999), in article 7 the</p>



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	following is pointed out: "Croatian Bishops' Conference delivers the list of the Church faculties on which abovementioned educational professional titles are acquired and reports on all the changes related to those to the Ministry of Education and Sport."
2.9. Other (as the proposer wishes to add)	

3. GENERAL INFORMATION	
3.1. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)	The study programme is structured into 3 years, 6 semesters. The study program is performed in combination with any other double major program of the Croatian Catholic University.
3.2. The minimum number of ECTS credits required for completion of study	91 ECTS (180 KBF + HKS)
3.3. Enrolment requirements and admission procedure	Four year secondary school, state graduation exam
3.4. Language of the study programme	Croatian
3.5. Learning outcomes of the study 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>Learning outcomes of the study program - undergraduate study of Theological and Religious Sciences</p> <ul style="list-style-type: none"> - enumerate and explain the basic concepts, authors and themes of ancient, medieval, modern and contemporary philosophical thought - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to present and explain the origin, development and life of the Church throughout history and to explain its impact on world events - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to explain the phenomenon of religion, introduce the world's major religions, explain the specificities of each religion, including their similarities and differences in relation to Christianity - to elaborate the importance and explain the methods, models and possibilities of achieving an inter-Christian dialogue and church unity with the aim of supporting coexistence in a social environment with pluralistic views on the world - to explain the origin and nature of biblical texts - to identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to explain the place that God's revelation holds in theology and to explain it as the starting point of Christian theology - to name and explain the basic contents of systematic Trinitarian theology - to explain New Testament Christology and the Christological tradition of church councils, but also to identify and critically present contemporary interpretations of the faith in Jesus Christ - to identify and explain the basic concepts of the theological understanding of man (creation, grace, eschatology) - to name and explain the basic concepts of ecclesiology and to critically evaluate sources studying the Church - to explain the basic dogmatic and theological interpretations of the sacraments



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	<ul style="list-style-type: none"> - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to explain the basic concepts and directions of liturgical theology, the historical development of liturgy, and to discuss liturgy as a context and theological criterion for understanding the mystery of Christ - to explain the basic provisions of the canon law of the Latin Church and its application in various areas of church life - to analytically, critically and normatively explain the present and future church and social religious practices - to identify and explain the correct and incorrect ways of reaching conclusions, as well as to argue and critically discuss philosophical and theological topics - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language. <p>In order to achieve the learning outcomes of the undergraduate study program Religious Sciences, the course objectives and learning outcomes are aligned with the program-level learning outcomes</p>
<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>The programme is designed to capacitate students as associates to teach Religious Education in elementary and secondary schools and to conduct pastoral care-catechetical activities in the parish to work in social and humanitarian institutions and to work in the public media.</p> <p>Recommendations on the adequacy of the envisaged learning outcomes for the undergraduate study of Theological-Religious Sciences have not yet been defined by organizations interested in experts in this field.</p>
<p>3.7. Possibilities of continuing studies at a higher level</p>	<p>After completing the undergraduate course in Theological-Religious Sciences, bachelors may continue graduate studies in Theological-Religious Sciences. They can continue in graduate studies at other related faculties in the country or abroad where their ECTS points can be accredited and pre-requisites of the said faculties met.</p>
<p>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</p>	



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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 six semesters.</p> <p>The size of lecture groups is 30 students.</p> <p>The size of groups for exercises/seminars is 15 students.</p> <p>The study comprises of obligatory courses, elective courses and seminars. Students need to acquire 73 ECTS points from the group of obligatory courses. The point quota for that group of courses includes also 4 ECTS points that are acquired by writing the bachelor thesis. Students need to acquire 9 ECTS points from the group of elective courses. The number and contents of other elective courses and seminars is determined by the annual teaching plan.</p>
4.4. Enrolment requirements for the following semester or trimester	<p>Enrolment into Year 2 requires a total of 25 ECTS.</p> <p>Enrolment in Year 3 requires that all 1st year courses have been passed and completed and 25 ECTS in Year 2. Before the completion of undergraduate studies, students must fulfil all obligations determined in the annual plan and programme and acquire 91 ECTS points.</p>
4.5. List of courses and/or modules offered in a foreign language (which language)	<p>Religious themes in literature</p> <p>Catechesi e cultura contemporanea</p> <p>Grenzfragen zwischen Religion und Naturwissenschaften</p>
4.6. Completion of the study:	
a. Final requirement for completion of the study	<p>Final thesis <input checked="" type="checkbox"/> Diploma thesis <input 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>Undergraduate studies in Theological-Religious sciences ends with the successful completion of all prescribed requirements and final examination and production of a bachelor's thesis which carry a value of 4 ECTS or a total of 90 ECTS.</p>
c. Evaluation procedure for final/diploma exam and evaluation and defence procedure for final/diploma thesis	<p>Students prepare their thesis under the guidance of a previously selected mentor. The topic and mentor for the bachelor's thesis, in agreement with the said mentor, are submitted to the Faculty student registrar no later than the end of semester 5 of the programme and must be completed by the end of Semester 6.</p>



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Table 2 Course description

*The table needs to be copied for each proposed course

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Danijel Tolvajčić, PhD		1.6. Year of the study	1.
1.2. Name of the course	Introduction to Philosophy and Theology		1.7. ECTS credits	2 ECTS
1.3. Associate teachers	Jakov Rađa, PhD		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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%)	x
2. COURSE DESCRIPTION				
2.1. Course objectives	The main objectives of the course are: to introduce students into the meaning, content and horizons of philosophical and theological studies, to introduce them to the central concepts and themes of philosophy and theology, to out the interconnectedness and complementarity between philosophy and theology, to stimulate them in critical and dialogical thinking.			
2.2. Enrolment requirements and/or entry competences required for the course	None			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - enumerate and explain the basic concepts, authors and themes of ancient, medieval, modern and contemporary philosophical thought - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to identify and explain the correct and incorrect ways of reaching conclusions, as well as to argue and critically discuss philosophical and theological topics - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After successfully completing the course, students will acquire basic knowledge in philosophy and theology. Among other things, they will be able to:</p> <ol style="list-style-type: none"> 1. understand and use the basic notions of classical philosophy and theology, 2. contextualize and evaluate the most relevant philosophical and theological works, 3. present the central topics and questions of classical philosophy and theology, 4. develop critical and dialogical thinking, 5. apply philosophical-theological insights in other specialized study courses. 			
2.5. Course content (syllabus)	<p>Week 1: Introduction to the course - presentation of the conduction plan, literature, and students' obligations Week 2: An attempt to define the concept of "philosophy" and problems of "introduction" to philosophy Week 3: Philosophy in relation to science, art and religion Week 4: Basic concepts of philosophy Week 5: Systematics of philosophy Week 6: The relationship between philosophy and Christian theology Week 7: The idea of "Christian Philosophy" + 1st preliminary exam</p>			



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		Week 8: The term "theology" in antiquity and early Christianity Week 9: Understanding theology in the Middle Ages until the Modern Age: an insight into major periods, authors and works Week 10: The role of Theology in the (post)conciliar perspective Week 11: Ecclesial and scientific character of theology: theology as a science on faith; the relationship between faith and reason; interdisciplinarity of theology Week 12: Central theological concepts and contents Week 13: Methods and division of theological studies Week 14: The modern challenges of theology Week 15: The Importance of theology for the testimony of the Church and Christians											
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		Redovito pohađanje nastave, sudjelovanje u raspravama na nastavi, izlazak na kolokvij (opcionalno). Regular class attendance, participation in classroom discussions, attending the preliminary exam (optional)											
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 (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	
		IVAN PAVAO II., <i>Fides et ratio – Vjera i razum. Enciklika o odnosu vjere i razuma</i> (14.IX.1998.), Zagreb, Kršćanska sadašnjost, 1999.											
		TOMA AKVINSKI, <i>Izabrano djelo</i> , ed. Tomo Vereš – Anto Gavrić, Zagreb, 2005., 76 – 119.											
		KUTLEŠA, Stipe (ed.), <i>Filozofski leksikon</i> , Zagreb, 2011. (odabrane natuknice)											
		FABRIS, Adriano, <i>Teologija i filozofija</i> , Zagreb, Kršćanska sadašnjost, 2011., osobito 9-74.											
		KERN Walter – NIEMANN Franz-Josef, <i>Nauka o teološkoj spoznaji</i> , Zagreb, Kršćanska sadašnjost, 1994.											
		RATZINGER, Joseph / BENEDIKT XVI., <i>Teološki nauk o principima. Elementi fundamentalne teologije</i> , Rijeka, Ex Libris, 2010. (3 rd part, 1 st chapter: Strukturna pitanja teologije: Što je teologija?, Crkva i znanstvena teologija, 367-386.											
2.11. Optional		ANČIĆ, Nediljko Ante, <i>Crkva u društvenim promjenama. Ekleziološka promišljanja</i> , Split, Crkva u svijetu, 2007. [Glavni naglasci u teološkoj											



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literature	<p>pokoncilskoj misli, 9-32.] DOGAN, Nikola, Teologija – znanje i mudrost, in: ARAČIĆ, Pero (ed.), <i>Teologija u dijalogu s drugim znanostima. Radovi znanstvenog simpozija s međunarodnim sudjelovanjem o 200. obljetnici filozofsko-teološkog studija u Đakovu, 1806.-2006.</i>, Đakovo, Katolički bogoslovni fakultet u Đakovu, 2008, 61-82. GILSON, Etienne H., <i>Uvod u kršćansku filozofiju</i>, Zagreb, Filozofsko-teološki institut Družbe Isusove, 1995. HÜNERMANN, Peter, Biti teolog – što to danas znači?, in: <i>Obnovljeni život</i>, 57 (2002), 297-304. KUŠAR, Stjepan, Proročko-kritička dimenzija teološke misli, in: <i>Bogoslovska smotra</i>, 70 (2000) 3-4, 725-744. MARKEŠIĆ, Luka, Teologija u Crkvi i društvu danas, u: <i>100 godina Franjevačke teologije u Sarajevu 1909.-2009.</i> Zbornik radova sa znanstvenog skupa (Sarajevo, 6. i 7. listopada 2009.), Sarajevo, Franjevačka teologija, 2012., 293-321. PUNDA, Edvard, Teologija: privilegirano mjesto vjere, in: <i>Diacovensia</i>, 21 (2013) 2, 325-340. TANJIĆ, Željko, <i>Teologija pred izazovima sadašnjeg trenutka</i>, Zagreb, Kršćanska sadašnjost, 2009. (Postmoderna – izazov za teološko promišljanje?, 21-34.).</p>
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 programme	1
1.2. Name of the course	General Introduction to the Holy Scriptures		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	15 L+15 S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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	Give students competencies to understand the Scriptures in their historical and scientific context.			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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"> - Assess the historical origins of the Scriptures; - Soundly scrutinise translations of the Scriptures; - Independently critically scrutinise the authorship of certain books in the Scriptures; - Recognise various scientific methods and approaches to studying the Scriptures; - Adequately use texts from the Scriptures in their work through different methods of work with the Scripture. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory thoughts. 2. Inspiration. 3. Revelation. 4. Books of the Bible, their variety and unity. 5. Canon of the Scriptures. 6. Apocryphal and lost books. 7. The history of the origin of biblical writings. 8. Text of the Scripture. 9. Heritage of Cyril and Methodius and Croatian translations of Biblical texts and the whole Bible. 10. History of research of the Scriptures. 11. Methodology to study the Scriptures. 12. Hermeneutics. 13. Meanings of the Scriptures. 14. The Bible as a book of the Church. 			



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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"/> on line 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		Attendance to lectures, independent scrutiny and presentation of scientific articles, visit to the Biblical-archaeological museum in Cernik.										
2.9. Monitoring student work		Class attendance		YES		Research		YES		Practical training	YES	NO
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO		
		Essay	YES	NO	Seminar essay	YES	NO	(other)	YES	NO		
		Tests	YES	NO	Oral exam	YES	NO	(other)	YES	NO		
		Written exam	YES		Project	YES	NO	ECTS credit (total)	4			
2.11. Required literature (available in the library and/or via other media)		Title							Number of copies in the library	Availability via other media		
		J. L. Ska, <i>Božja riječ u ljudskim pripovijestima</i> , Zagreb 2011										
		T. Söding, <i>Više od knjige</i> , Zagreb 2001										
		C. Tomić, <i>Pristup Bibliji</i> , Zagreb 1986										
		D. Tepert, <i>Opći uvod u Sveto pismo. Ad usum privatum</i> (KBF scripts), Zagreb 2011										
2.12. Optional literature		N. Hohnjec, <i>Ulaz u svijet Biblije</i> , Zagreb 2001 Catholic Conference of Bishops of England and Wales – Catholic Conference of Bishops of Scotland, <i>Sveto pismo - dar Božji</i> , Zagreb 2006 W. Harrington, <i>Uvod u Bibliju</i> , Zagreb 1991										
2.13. Other (as the proposer wishes to add)												



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Slavko Slišković, PhD		1.6. Year of the study programme	1 st
1.2. Name of the course	Church History		1.7. Value credits (ECTS)	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	45P
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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	To familiarise students with the genesis, development, and life of the Church throughout history, its internal structure, liturgy, science and art, external activities, as well as its influence on the world events, and especially to equip students to be able to theologially understand the Church in history. To familiarise students with the history of the Church and Christianity in Croatian regions, in light of the historically determined facts and by taking into account social-humanistic sciences.			
2.2. Enrolment requirements and/or entry competences required for the course	Being familiarised with basics of general history.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present and explain the origin, development and life of the Church throughout history and to explain its impact on world events - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <p>Know religious history of Christianity with the particular emphasis on the history of the Catholic Church.</p> <p>Understand religious and cultural circumstances of various geographical areas, especially Croatian ones, and of various historical periods.</p> <p>Competently participate in public discussions on the position and role of the Church in society, to evaluate its role and influence on historical processes.</p> <p>Point out, on the basis of experiences of the past, challenges and possibilities for the contemporary Church.</p> <p>Encourage the Church to be self-critical and to reflect on its role in the past and present.</p>			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Historical Jesus and the founding of the Church. 2. The Church and state. 3. The Church facing the challenge of the peoples migration. 4. The evangelisation of Europe, Croatsians and Christianity. 5. The development of the Christian monasticism. 6. The Carolingian renaissance. 7. Iconoclasm and schisms. 8. The renewal of ecclesial structures in Croatian regions. 9. Church reforms 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ol style="list-style-type: none"> 10. The Croatian Church in the period of national rulers 11. Crusaders, heresies, mendicant orders, the Inquisition 12. The Church schism 13. Education, science, art, spiritual life 14. Croatian three-alphabets and three-languages 15. The Western schism, Protestantism 16. The Council of Trent and Catholic renewal 17. Missionary activity of the Church 18. Crises within Catholicism (Gallicanism, Febronianism, Quietism, Josephinism) 19. The Greek-catholic Church 20. The Church faced with the challenge of revolutions 21. Catholics in encounter with liberalism and modernism 22. The Church in shaping the Croatian national consciousness 23. Papal infallibility and the First Vatican Council 24. Catholics and the social issue 25. The Croatian Catholic movement 26. The Church and totalitarian regimes of the 20th century 27. The Second Vatican Council 28. The post-conciliar renewal and crises 29. The Church in democratic processes and in the Croatian war of independence 30. The Church at the beginning of the third millennium 														
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes					<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (enter other)					2.7. Comments:				
2.8. Student responsibilities	Regular class attendance, active participation in classes, working on individual tasks.														
2.9. Monitoring student work	Class attendance		YES		Research	YES	NO	Practical work	YES	NO					
	Experimental work		YES	NO	Paper	YES	NO	(enter other)	YES	NO					
	Essay		YES	NO	Seminar work	YES	NO	(enter other)	YES	NO					
	Preliminary exam		YES		Oral exam	YES		(enter other)	YES	NO					
	Written exam		YES	NO	Project	YES	NO	ECTS credit (total)	4						
2.10. Required literature (available in the library and/or via other media)	Title								Number of copies in the library	Availability through other media					
	August FRANZEN, Pregled povijesti Crkve, Zagreb 1996.														
	Guy BEDOUELLE, Povijest Crkve, Zagreb 2004.														



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	Franjo ŠANJEK, Kršćanstvo na hrvatskom prostoru, Zagreb 1996.		
	Mile VIDOVIĆ, Povijest Crkve u Hrvata, Metković-Split 2007.		
2.11. Optional literature	Hubert JEDIN, Velika povijest Crkve I, Zagreb 2001. Hubert JEDIN, Velika povijest Crkve II, Zagreb 1995. Hubert JEDIN, Velika povijest Crkve III/1, Zagreb 2001. Hubert JEDIN, Velika povijest Crkve III/2, Zagreb 1993. Hubert JEDIN, Velika povijest Crkve V, Zagreb 1978. Hubert JEDIN, Velika povijest Crkve VI/1, Zagreb 1987. Hubert JEDIN, Velika povijest Crkve VI/2, Zagreb 1981. Jacques MERCIER, Povijest Vatikana, Zagreb 2001. Franjo ŠANJEK, Srednjovjekovna povijest (izabrani tekstovi), Zagreb 2000. Juraj KOLARIĆ, Povijest kršćanstva u Hrvata, Zagreb 1998.		
2.12. Other (according to the applicant's opinion)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Daniel Patafta, PhD		1.6. Year of the study	1.
1.2. Name of the course	Methodology of Scientific Paper		1.7. ECTS credits	2
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 an introduction how to observe and study literature, how to prepare and successfully accomplish examinations. One of the objectives of the course is to capacitate students to work in libraries as a vital precondition to mediate fundamental realisation and experience in producing expert and scientific texts: notes, essays, topical elaborations and discussions. The final objective is to help students how best to utilise the benefits of the study process.			
2.2. Enrolment requirements and entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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"> • Independently work in a library • Write expert and scientific articles • Be familiar with and have a targeted approach toward literature • Define fields of articles according to their theme • Team work • Collect and analyse material • Critically approach relevant literature • Independently write seminar essays 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course objectives 2. Active studying and working in groups 3. Library and working in the library (types of libraries, catalogues, approach to catalogues, example of catalogue – National University Library) 4. Books (elements of books what is ISBN and ISSN, books as autonomous printed works, non-autonomous printed works) 5. How to prepare a scientific article (instructions for references according to the Bogoslovska smotra, technical and methodological instructions, instructions on how to write reference notes) 6. Approach to preparing a scientific article (form, methodological and technical instructions) 7. Type of literature 8. Plan to prepare a seminar essay (choice of topic, searching for relevant literature, collecting material and analysis) 9. Plan to produce a seminar (preparation of scheme/draft and distributing material, writing the text – first draft, corrections and amendments, 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	refining) 10. Plan to prepare a seminar (final polish up of text – language – style, terminology and technique, last touches to manuscripts) 11. The last few lectures are dedicated to test knowledge through exercises and independent assignments.									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line 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:			
	The course will be presented at lectures and exercises conducted during lectures, independent assignments that students complete at home (written assignments for practical training relating to the topic discussed)									
2.8. Student responsibilities		Students are expected to regularly attend lectures and complete independent written assignments and set exercises for each topical unit.								
2.9. Monitoring student work		Class attendance	YES		Research	YES	NO	Practical training	YES	
		Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
		Essay	YES	NO	Seminar essay	YES	NO	(other)	YES	NO
		Tests	YES	NO	Oral exam	YES	NO	(other)	YES	NO
		Written exam	YES		Project	YES	NO	ECTS credit (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	
		M. ŠAMIĆ, <i>Kako nastaje naučno djelo</i> , Sarajevo, 1990								
		R. ZELENKA, <i>Metodologija i tehnologija izrade znanstvenog i stručnog djela</i> , Rijeka 1998								
2.11. Optional literature		M. ŽUGAJ, <i>Metodologija znanstvenoistraživačkog rada</i> , Varaždin 1997; H. PAVIĆ, <i>Znanstvene informacije</i> , Zagreb, 1980; T. SALITREŽIĆ, M. ŽUGAJ, <i>Uvod u znanstvenoistraživački rad</i> , Varaždin, 1977.								
2.12. Other (as the proposer wishes to add)										



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1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. Prof. Jasna Šego, PhD		1.6. Year of the study	1
1.2. Name of the course	English for Academic Purposes 1 & 2		1.7. Credits (ECTS)	4
1.3. Associate teachers	Emanuel Maloča		1.8. Type of instruction (number of hours L + S + E + e-learning)	60
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 analyse texts in different ways such as: general and detailed understanding, coherence, finding information, differentiating between the main and supporting ideas, skimming and scanning, etc. Students will also learn about relations such as cause and effect, addition and summation, etc. Terms such as register, text types, synonyms, and collocations will be analysed. Students will also learn the necessary skills of academic communication, listening and taking turns, expressing agreement or disagreement. Different essay types will be dealt with and the students will practice writing paragraphs and essays as well as giving oral presentations.			
2.2. Course enrolment requirements and/or entry competences required for the course	English proficiency level A2.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Developing skills of advanced reading, writing, listening and grammar necessary for academic purposes. Students will acquire understanding, critical thinking, note taking, vocabulary, essay writing, presentation skills and communicative skills necessary for the topics of their academic interest.			
2.5. Course content (syllabus)	<p>First term:</p> <ol style="list-style-type: none"> 1. Register. Planning essays. Discourse markers of time sequence. 2. Skimming. Scanning. English-medium tertiary education. 3. Cohesion. Markers to indicate main ideas. 4. Finding meaning from context. Collocations. 5. Argument essays. Addition and contrast. Main and supporting ideas. 6. Differentiating between weak and strong evidence. Predicting focus. Definite articles. 7. Discussion essays. Avoiding the repetition of words. Contrast, deduction, example, addition and summation. 8. Interrupting, suggesting, accepting and rejecting ideas. Positive and negative aspects of technology. 9. Topic sentences. Cause and effect. Ellipsis and substitution. 10. Text types. Listening for pleasure and non-linguistic cues. Tutorial participation skills. 11. Oral presentation skills. Oral discourse markers. Compiling bibliographies. 12. Pronominal referencing and participant tracking. Review of perfect tenses. 13. Distinguishing between fact and opinion. Identifying bias and attempts to influence. Becoming a critical reader. 14. Review. 15. Test 1. 			



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	Second term: 1. Research reports. Mini-research project. 2. Using visual aids in presentations. Distinguishing between fact and opinion. Reporting verbs in citing and paraphrasing. Future predictions. 3. Campus vocabulary. Academic requests and replies. 4. Examining texts from different points of view. Giving constructive criticism. 5. Various discussion techniques. Hypothesizing and speculating. Conditionals. 6. Comparing and contrasting essays. Cause and effect. Exposition schema: discussion and argument. 7. Nominalization: moving towards more academic writing. 8. Listening to predict main focus. Vocabulary and scanning. 9. Language of persuasion. 10. Dissecting essay questions for meaning. Expositions revisited and expanded. 11. Finding implied meaning. 12. Genre overview. Reviewing academic writing. Cross-cultural communication. Peer review of extended essays. 13. Precis, abstracts, introduction, conclusions and summaries. Interpreting and describing information from charts and graphs. 14. Review. 15. Test 2.							
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line 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. Class attendance. Writing essays & doing home assignments.							
2.10. Monitoring student work	Class attendance			Research			Practical training	
	Experimental work			Report			Homework assignments	
	Essay			Seminar essay			(other)	
	Tests			Oral exam			(other)	
	Written exam			Project			ECTS credit (total)	4
2.11. Required literature (available in the library and via other media)	Title						Number of copies in the library	Availability via other media
	Cox, C.; Hill, D.: EAP Now!: English for Academic Purposes; Pearson/Longman, Australia, 2004							
	Jordan, R.R.: Academic Writing Course; Collins, London & Glasgow, 2004							
	Bailey, S.: Academic Writing; Routledge, London, 2006							
	Murphy, R.: English Grammar In Use; Cambridge University Press, 2004							
2.12. Optional literature	Mikulić, G.; Krvavac. A.: English for the Arts and Humanities. Zagreb, Školska knjiga, 1988; Online articles and resources.							
2.13. Other (as the proposer wishes to add)								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Davorin Babić		1.6. Year of the study	1-2
1.2. Name of the course	Physical and Health Education		1.7. Credits (ECTS)	1
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	60 E
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		1.9. Expected enrolment in the course	20
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.6. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Because of its significance to a harmonious development of anthropological features, Physical and Health Education is unique in opportunities for students offering many specific benefits. This presumes that lesson in Physical and Health Education should be adapted to the developmental features of students and this programme takes this into consideration. As such regular lessons in Physical and Health Education in higher education are directed toward optimal development of motor skills and improving abilities and personal features that are vital to successful studying and efficiently conducting one's career.</p> <p>The Physical and Health Education programme in higher education is an upgrading of fundamental properties of physical and health education offered in secondary schools. The programme interconnects components of education, anthropology and upbringing.</p>			
2.2. Enrolment course requirements and/or entry competences required for the course	Students are required to regularly attend Physical and Health education lessons in appropriate sportswear, effort shown during 15 classes during the semester of which 20% can be missed for justifiable reasons which means at least 12 classes are compulsory during a semester.			
2.3. Learning outcomes at the level of the programme to which the course contributes	The aim of Physical and Health Education in higher education is (1) to learn new motor skills, (2) to improve fundamental theoretical and practical knowledge of motor skills, (3) prevent deterioration or premature ageing due to a lack of abilities resulting from the lack of physical activity (5) capacitating students for individual physical exercise and (6) promoting physical activity and a culture of sports.			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> • Adopting theoretical and practical knowledge of motor skills with the aim of capacitating students to conduct individual physical exercises. • Networking student interests toward certain kinesiological activities with the aim of satisfying their needs for physical movement. • Adopting knowledge about the significance of every day physical exercise with the aim of influencing anthropological features and achieve better success in their studies and future careers. • Pointing out the significance of health culture with the purpose of preserving and improving one's health. • Becoming familiar with the hazardous effects to health caused by various addictions. • Promote the significance of quality feeding for intellectual and physical requirements. • Monitor the body and prevention of obesity. • Informing students of the results of research in the field of health. • Capacitating students for team work. • Involving students in sporting competitions with the aim of developing their interest and personal improvement in various sporting activities. • Involving students in teaching physical education activities. 			



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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"/> on line 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			Research			Practical training		
	Experimental work			Report			(other)		
	Essay			Seminar essay			(other)		
	Tests			Oral exam			(other)		
	Written exam			Project			ECTS credit (total)	1	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Anderson, B., E. Burke, B. Pearl (1997). Fitness za sve, Zagreb: Gopal.								
	Anderson, B. (2001). Stretching. Zagreb: Gopal.								
	Mišigoj-Duraković, M. (1999.). Tjelesno vježbanje i zdravlje, Zagreb: Faculty of Physical Education								
	Findak, V. (1999). Metodika tjelesne i zdravstvene kulture, Zagreb: Školska knjiga								
2.11. Optional literature	Findak, V. (1999.). Metodika tjelesne i zdravstvene kulture, Zagreb: Školska knjiga Medved, R., i suradnici (1987.). Sportska medicina, Zagreb: Jumena.								
2.12. Other (as the proposer wishes to add)									



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1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Anto Barišić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	The Christian Thought and the Late Antique Society		1.7. ECTS credits	4
1.3. Associate teachers			1.10. Type of instruction (number of hours L + S + E + e-learning)	45
1.1. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		1.11. Expected enrolment in the course	20
1.2. Course status	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.8. Level of application of e-learning (1 st , 2 nd , 3 rd level), percentage of course conducted on line (max. 20%)	2
2. COURSE DESCRIPTION				
2.1. Course objectives	To aim is to familiarise students with how the Christian thought spread and developed in the late antique society, i.e. in the first seven centuries of Christianity. The emphasis will be on the most important authors, who contributed to presentation of the Christian thought and development of theology in relation to both, pagan society and the Church itself. Students should be able to differentiate between basic developmental ages of history of the Church, and to recognise the importance of individual authors in concrete historical context. Furthermore, the aim is to point out the differences and similarities between the Christian thought and Christian praxis in relation to philosophical thought of pagan authors and customs and behaviour that was in congruence with expectations of that time.			
2.2. Enrolment course requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to explain New Testament Christology and the Christological tradition of church councils, but also to identify and critically present contemporary interpretations of the faith in Jesus Christ - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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"> - Differentiate between various historical ages in the history of the Church and theology. - Recognise the importance of the holy fathers for Christian theology today. - Present how did the early Christianity relate to pagan religiosity and heresies, and how did it evangelise and defend itself. - Explain the main theological difficulties and problems, especially those related to the Trinitarian and Christological teaching. - The students will acquire this ability by familiarising themselves with the experience of the greatest theologians of the early Church. 			
2.5. Course (syllabus)	<p>Interpretation of the structure and the goals of the course, methodology of work and familiarising with bibliography. – 1</p> <p>The Apostolic Fathers (Didache, Clement of Rome, Barnabas, Ignatius, Polycarp, Shepard) as witnesses of the internal development of Christianity in the 1st and the 2nd century. – 2</p> <p>The Christian apologists of the 2nd century as defenders of faith in pagan society (Justin, Athenagoras, Theophilus of Antioch, Aristides, Tatian). – 3</p> <p>The heresies of the 2nd century as a product of a bad synthesis of Christianity and philosophy. Anti-heretical literature and creation of theological system. St Irenaeus as the most important writer against heresy. – 3</p> <p>The importance of the Alexandrian school for the correct approach of the Church to science and philosophy, and its most important representatives (Clement of Alexandria, Origen). – 3</p>			



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<p>The emergence of Christian Latin literature in Africa. The most important authors: Tertullian and Cyprian. – 2 Latin literature in Rome (Novatian), and Latin literature in the time of transition (Lactantius); activity of the Church in new circumstances of tolerance and freedom within the Empire. – 2 The first period of the Arian crisis, starting from the Council of Nicea until the year 362, and two most important pillars of orthodoxy: Athanasius in the East and Hilary in the West. -3 The second period of the Arian crisis with the Cappadocian fathers (Basil the Great, Gregory of Nyssa, and Gregory of Nazianzus) as the most distinguished fighters against Arians, Apollinarians, and Macedonians. – 4 The Palestinian writers: Cyril of Jerusalem and Eusebius. -2 The Antiochian writers: Theodor of Mopsuestia and John the Golden Mouth. – 2 The great Latin writers: Ambrosius of Milan and Jerome. – 3 Augustine as the highpoint of Latin Christian literature: a conjunction of Neoplatonic and Christian thought. – 4 The Council of Ephesus and Cyril of Alexandria. – 2 The Council of Chalcedon and Theodoret of Cyrus. – 2 Monophysitism, monoenergism, and monotheletism. Maxim the Confessor as the most important representative of orthodoxy against the abovementioned theological deviations. -3 Gregory the Great and Isidor of Sevilla. The fall of the Western Roman Empire and contribution of the Church to establishment of the new among the barbaric nations. – 2 The iconoclastic issue and John Damascene. - 1</p>											
2.6. Forms of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (enter other)			2.7. Comments:			
2.8. Students' obligations											
2.9. Monitoring student work		Class attendance		YES		Research	YES	NO	Practical work	YES	NO
		Experimental work		YES	NO	Paper	YES		(enter other)	YES	NO
		Essay		YES	NO	Seminar work	YES	NO	(enter other)	YES	NO
		Preliminary exam		YES		Oral exam	YES	NO	(enter other)	YES	NO
		Written exam		YES		Project	YES	NO	ECTS credit (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title					Number of copies in the library		Availability through other media		
		Juraj Pavić - Tomislav Zdenko Tenšek. Patrologija, Zagreb, 1993., 1-345.					5				
2.11. Optional literature		<p>Tomislav J. Šagi – Bunić, Povijest kršćanske literature, Zagreb : Kršćanska sadašnjost, 1976., 3-512. Ivan Bodrožić, Kršćanska vjera i helenistička kultura: između susreta i sraza, blagoslova i izazova, u: Bogoslovska smotra 81 (2011.) 3, 607-628. Ivan Bodrožić, Klement Aleksandrijski i prihvaćanje grčke filozofije u Aleksandrijskoj Crkvi koncem 2. stoljeća, Vrhbosnensia 16 (2012.) 2, 291-306. Ivan Bodrožić-Toni Plenković, Kršćanstvo kao filozofija. Poimanje prve Crkve u misli Josepha Ratzingera, u: "Multorum fratrum vehementissima</p>									



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	postulatione et maxime tua iussione compulsus", Zbornik radova u čast prof. dr. sc. fra Marijana Mandaca prigodom 70. obljetnice života, Split, 2010. 267-287. Anto Barišić, Vjerska politika Konstantina I. tijekom i nakon koncila u Niceji 325. godine, Bogoslovska smotra, 83 (2013.) 4, 763 –786. Materijal na web stranicama: www.patrologija.com
2.12. Other (as the proposer wishes to add)	



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1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Božidar Mrakovčić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Old Testament (introduction and exegesis)		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)	Undergraduate, two-subject study programme		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	The course enables the student to gain certain important information about the books of the Old Testament and enables him/her to analyse selected texts.			
2.2. Enrolment requirements and/or entry competences required for the course	The course General Introduction to the Holy Scripture needs to be passed.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to elaborate the importance and explain the methods, models and possibilities of achieving an inter-Christian dialogue and church unity with the aim of supporting coexistence in a social environment with pluralistic views on the world - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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"> - study and understand the books of the Pentateuch with a detailed analysis of individual passages - professionally use history books on an introductory level - study and understand an individual prophet and to connect the material with each other - notice, recognize and follow the role of activity of an individual prophet in his time - get acquainted with wisdom books - analyse the central places and contents of late and wisdom writings <p>fully convey biblical theological and ethical contents</p>			
2.5. Course content (syllabus)	<p>The course content covers all Old Testament books starting from the Pentateuch and historical books, through the prophets to the wisdom and late writings.</p> <ul style="list-style-type: none"> - Introduction to the Pentateuch as a whole and individual books. - Interpretation of selected texts from the Pentateuch. - Introduction to Deuteronomical History. - Introduction to the prophetic books with an emphasis on the historical-political situation of each prophet. - Interpretation of selected texts from the prophetic books. - Introduction to the wisdom writings. - Interpretation of selected texts from wisdom writings. - Introduction to chronic history and other late writings. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> online in entirety x partial e-learning <input type="checkbox"/> field work	x independent assignments x 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	Reading biblical texts and their analysis, reading selected literature, writing shorter papers or reviews on a certain topic							
2.9. Monitoring student work	Class attendance	YES	Research	YES	NO	Oral exam	YES	
	Experimental work	YES	Report	YES	NO	(other)	YES	NO
	Essay	YES	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	Practical work	YES	NO	(other)	YES	NO
	Project	YES	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	
	B. Lujčić, <i>Starozavjetni proroci</i> , Zagreb, 2010.							
	A. Rebić, <i>Prorok čovjek Božji</i> , Zagreb, 1982.							
	A. Rebić, <i>Amos, prorok pravde</i> , Zagreb, 1993.							
	N. Hohnjec, <i>Djela proročka</i> . Likovi i središnje proročke teme, Zagreb, 2001.							
	N. Hohnjec, <i>Kasna i mudrosna Biblija</i> , Zagreb, 2007.							
	N. Hohnjec, <i>Biblija u prozi</i> , Zagreb, 2002.							
2.11. Optional literature	C. Tomić, <i>Poruka spasenja</i> Svetog pisma Starog zavjeta, Zagreb, 2983.							
	M. Zovkić, <i>Poziv biblijskih proroka</i> , Zagreb, 2012.							
	W. Bühlmann, <i>Gott in einer kritischen Welt?</i> Luzern – Stuttgart, 1991.							
2.12. Other (as the proposer wishes to add)	E. Charpentier, <i>Pour lire l' Ancien Testament</i> , Paris, 1999., (ili prijevod knjige na engl. i njem.).							



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ružica Razum, PhD		1.6. Year of the study programme	1
1.2. Name of the course	Proseminar		1.7. Credits (ECTS)	2
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	15 S + 15 E
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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	The fundamental aim of the proseminar is to introduce students to seminar type work and capacitate them to write seminar essays (tutorial papers).			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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"> • Recognise and present the fundamental sources of knowledge in certain disciplines (scientific-expert periodical, dictionaries, lexicons, handbooks etc.); • Correctly use the methodology of preparing scientific articles; • Find literature and shape relevant material; • Work in a team; • Surely, clearly and correctly prepare written and oral presentations of the results of their work. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Recognising the objectives of the Proseminar and how they are presented; 2. Conducting and analysing notes; 3. Recognising and applying methodology of scientific articles; 4. Documentary basis of manuscripts: quotations, footnotes, bibliographies; 5. Recognising fundamental expert and scientific periodical for relevant disciplines; 6. Recognising fundamental lexicons, dictionaries, handbooks for relevant disciplines; 7. Preparing and orally presenting expert and scientific texts: <ul style="list-style-type: none"> • Presentation of article • Essays • Topical elaborations • Reviews • Discussion/studies 			
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet	2.7. Comments:	



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	<input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line 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		Research	YES		Practical training	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar essay	YES		(other)	YES	NO
	Tests	YES	NO	Oral exam	YES	NO	(other)	YES	NO
	Written exam	YES	NO	Project	YES	NO	ECTS credits (total)	2	
2.11. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Expert and scientific periodicals in relevant discipline.								
	Dictionaries, lexicons and handbooks in relevant discipline.								
2.12. Optional literature									
2.13. Other (as the proposer wishes to add)									



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 programme	2
1.2. Name of the course	Anthropology and Ethics		1.7. Credits (ECTS)	4 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	45 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 this course is to offer students a general historical and theoretical insight into the major authors, themes and interests of the philosophy of man, philosophical anthropology and ethics.			
2.2. Enrolment requirements and/or entry competences required for the course	None			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - enumerate and explain the basic concepts, authors and themes of ancient, medieval, modern and contemporary philosophical thought - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Upon completing this course and successfully passing the examination students will have a basic knowledge of philosophical anthropology and ethics and will have:</p> <ol style="list-style-type: none"> 1. Competency to describe and succinctly relay the basic content of the course; 2. A basic knowledge of philosophical-anthropological and ethical terminology; 3. Competency to explain and critically present the fundamental positions of the major ancient, medieval and modern philosophers relating to the philosophy of man and ethics; 4. Competency to explain and critically present various contemporary philosophical-anthropological and ethical concepts; 5. Competency to independently interpret the major works in classic philosophy of man, contemporary philosophical anthropology and ethics. 			
2.5. Course content (syllabus)	<p>Part I: Philosophical anthropology</p> <ol style="list-style-type: none"> 1. Introduction to the course – presentation of implementation plan, literature and student obligations; 2. Attempt to define what philosophical anthropology is, and what its objectives and methods are; 3. Basic terminology in the philosophy of man and philosophical anthropology; 4. Historical overview of the classic positions of philosophy of man - Plato, Aristotle, Christian thinkers; 5. “Birth” of philosophical anthropology as a discipline - Kant, Herder, Feuerbach; 6. Philosophical anthropology in the strict sense I – Scheler, Gehlen, 7. Philosophical anthropology in the strict sense II - Plessner, Buber, + 1s term test; <p>Part II: Ethics</p> <ol style="list-style-type: none"> 8. Attempt to define what ethics, is, and what its objectives and methods are, 9. Basic ethical terminology; 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		10. Historical overview of the classic theories in ethics I – Plato, Aristotle, Epicurus, the Stoics; 11. Historical overview of the classic theories in ethics II – Christian ethics; 12. Historical overview of the classic theories in ethics III – Kant 13. Issues in contemporary ethics I - H. Jonas, E. Levinas 14. Issues in contemporary ethics II - O. Hoffe, D. von Hildebrand 15. Concluding remarks + 2 nd term test.									
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line 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 to lectures, essay writing, participating in discussions during classes, term tests (optional)									
2.9. Monitoring student work		Class attendance		YES		Research	YES	NO	Practical training	YES	NO
		Experimental work		YES	NO	Report	YES	NO	(other)	YES	NO
		Essay		YES		Seminar essay	YES	NO	(other)	YES	NO
		Tests		YES		Oral exam	YES		(other)	YES	NO
		Written exam		YES	NO	Project	YES	NO	ECTS credits (total)	4	
2.11. Required literature (available in the library and/or via other media)		Title				Number of copies in the library		Availability via other media			
		Aristotel, <i>O duši</i> , Zagreb, 1996									
		Aristotel, <i>Nikomahova etika</i> , Zagreb, 1992									
		I. Kant, <i>Kritika praktičkog uma</i> , Zagreb, 1990 (selected reading)									
		I. Kant, <i>Metafizika čudoređa</i> , Zagreb, 1999 (selected reading)									
		M. Scheler, <i>Ideja čovjeka i antropologija</i> , Zagreb, 1996 (selected reading)									
H. Plessner, <i>Stupnjevi organskoga i čovjek</i> , Zagreb, 2004 (selected reading)											
2.12. Optional literature (at the time of submission of study programme proposal)		G. Haeffner, <i>Filozofska antropologija</i> , Zagreb, 2003; H. Burger, <i>Filozofska antropologija</i> , Zagreb, 1993; J. Oslić, <i>Izvor budućnosti</i> , Zagreb, 2002; J. Talanga, <i>Uvod u etiku</i> , Zagreb, 1999.									
2.13. Quality assurance methods that ensure the acquisition of exit competences		Student survey and self-evaluation conducted by course lecturer at the completion of lectures.									
2.14. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course bearer	Assist. Prof. Taras Barščevski, PhD		1.6. Year of the study programme	2 nd
1.2. Course title	Introduction to and Exegesis of the New Testament I. (Synoptic Gospels, Acts of the Apostles, Gospel of John, Epistles)		1.7. Value credits (ECTS)	4
1.3. Collaborators			1.8. Form of teaching (the number of teaching hours P+V+S+e-learning)	36 P + 9 e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		1.9. Expected number of students in the course	20
1.5. Course status	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (1 st , 2 nd , 3 rd level), percentage of course conducted on line (max. 20%)	2, 20%
2. COURSE DESCRIPTION				
2.1. Course objectives	To form an informed, constructive, and positive approach of students towards gospels as a source of their own spirituality and religious-pedagogical activity.			
2.2. Enrolment requirements and/or entry competences required for the course	Sufficient familiarity with methodology of scientific work.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to explain New Testament Christology and the Christological tradition of church councils, but also to identify and critically present contemporary interpretations of the faith in Jesus Christ - to identify and explain the basic concepts of the theological understanding of man (creation, grace, eschatology) - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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 basic issues related to introduction to Gospels and Acts of the Apostles. - write an overview with their review of a selected scientific article. - write a preparation for catechesis for 8th year of religious education based on a Gospel section. - compose a written and concise overview (based on a concrete example) of the relatedness of the Gospel and some contemporary everyday issue - show their own initiative in selecting and undertaking additional media, socially engaged, or religious-pedagogical activities based on the Gospel contents. 			
2.5. Course contents (syllabus)	<ol style="list-style-type: none"> 1. Getting acquainted with students. 2. Explanation of and agreement on individual tasks and on the form of their evaluation. 3. Textual critique of the NT in general. 4. History of the NT period. 5. How were the Gospels made? 6. The synoptic issue and the possible answers. 7. An overview of the contents of the Gospel of Mark. 8. Messianic secret in Mk, Mark's summary, Mark's sandwich. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<p>9. Disciples in the Gospel of Mark. 10. The structure and overview of the Gospel of Mark. 11. Circumstances of genesis of Mt – the concept of Jamnia. 12. An exegetical overview of Mt 1-2. 13. A survey of the Gospel of Luke. 14. The relationship between Lk and Acts. 15. An exegetical overview of Lk 15. 16. Prayer in Lk. 17. An overview of the Acts. 18. “We” sections in the Acts. 19. The structure and overview of the Gospel of John. 20. Signs and “I am” phrases in Jn. 21. The relationship between the Synoptic Gospels and Jn. 22. The final preliminary exam.</p>									
2.6. Format of instruction:		X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete X mixed e-learning <input type="checkbox"/> field classes			X individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory X mentor-guided work <input type="checkbox"/> (enter other)			2.7. Comments: (a) mentor guidance is recommended, but not obligatory, for students' review and preparation of a religious education class, due to a large number of students; (b) some tasks can be proposed by students themselves, which explains the variety in forms of teaching and makes them vary from one generation of students to another			
2.8. Students responsibilities		Regular class attendance, performing individual tasks.									
2.9. Monitoring students work		Class attendance	YES		Research	YES	NO	Preparation of catechesis	YES		
		Experimental work	YES	NO	Article review	YES		Individual project	YES		
		Problem survey	YES		Seminar paper	YES	NO	e-learning	YES		
		Preliminary exam	YES		Oral 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 through other media	
		R. E. BROWN, Uvod u Novi zavjet, KS, Zagreb 2008.						5			
		W. F. HARRINGTON, Uvod u Novi zavjet, KS, Zagreb 1993.						8		DA	
2.11. Optional literature		M. LIMBECK, Matejevo evanđelje, KS, Zagreb 2009. A. POPOVIĆ, Isusova muka i smrt prema Markovu evanđelju, KS, Zagreb 2009. M. ZOVKIĆ, Isus u Evanđelju po Luki, VKT, Sarajevo 2002. I. DUGANDŽIĆ, Evanđelje ljubljeno učenika, KS, Zagreb 2012.									
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
1.2. Name of the course	Fundamental Theology		1.7. ECTS credits	4
1.3. Associate teachers	Jakov Rađa, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	45L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 familiarise oneself with the basic characteristics and concepts of fundamental theology and its historical development from apology through apologetics to the contemporary theological discipline • To acquire a basic insight into specific contents of theological epistemology • To gain knowledge on development of the Christian teaching on revelation • To know how to critically evaluate and observe the finality of revelation within the context of its living interpretation in the Tradition • To know how to interpret basic models of interpretation of revelation • To know differences, particularities, and the relation between the Scriptures and the Tradition, and their significance as the sources of Revelation within the interpretation of the Magisterium of the Church • To know how to theologially interpret the foundations of the constitution of the Church • To know what is the basis of the theological discourse on authenticity of the Church • To know how to interpret a religious phenomenon and put it in a wider theological context • To be able to interpret basic attitudes, beliefs, and phenomena of world religions • To be able to approach the religious phenomenon comparatively and in relation to Christianity • To acquire and to be able to use acquired knowledge in other theological courses 			
2.2. Enrolment requirements and/or entry competences required for the course	Completion of the course "Introduction to Theology"			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to elaborate the importance and explain the methods, models and possibilities of achieving an inter-Christian dialogue and church unity with the aim of supporting coexistence in a social environment with pluralistic views on the world - to explain the place that God's revelation holds in theology and to explain it as the starting point of Christian theology - to name and explain the basic concepts of ecclesiology and to critically evaluate sources studying the Church - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning	Students will be able to: <ul style="list-style-type: none"> • Know the history of development and meaning of the term "fundamental theology and its role in the context of study of theology" 			



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<p>outcomes at the level of the course (3 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> • Know how to apply acquired knowledge of basics of Christian theology in other theological disciplines • Analyse the concept of Revelation as the source and beginning of every kind of theology • Recognise and know how to interpret the Church as an authentic bearer and interpreter of the Revelation and, in that context, know how to explain its authenticity and role in the contemporary society • Differentiate basic starting points related to the phenomenon of religion and be able to speak about them argumentatively within elementary and high school religion programmes • Recognise the structure of the religious discourse and have wider insight into religious issues • Analyse and put forward basic teachings of various religious traditions and be able to compare them • Realise the Christian specificity in relation to other religions
<p>2.5. Course content (syllabus)</p>	<p>Ist Unit: Fundamental theology: Revelation – Scriptures – Tradition – Church (30 hours)</p> <p>0. Introduction to the course, literature, lectures, and responsibilities of students (1 hour)</p> <p>1. Special epistemology</p> <p>1.1. The history of fundamental theology</p> <p>1.2. Models of fundamental theology in the XXth century</p> <p>1.3. Fundamental theology as the “founding discipline” and as “boundary knowledge”</p> <p>2. Theology of revelation as the self-revelation of God in Jesus Christ</p> <p>2.1. On the experience of the Revelation</p> <p>2.2. Theological development of understanding of the Revelation and its interpretation in the Tradition</p> <p>2.3. Justification of faith in revelation – risks, critique, surpassing of crisis of faith in the Revelation</p> <p>2.4. Theological development of teaching on revelation – a systematic-theological reflection on particularity and universality of Jesus Christ’s revelation</p> <p>3. The Revelation that exists in the life of the Church today</p> <p>3.1. On mutual relation and inclusiveness of the Revelation and the Church</p> <p>3.2. On justification and foundation of the Church</p> <p>3.3. The image of the Church according to the Constitution Lumen Gentium</p> <p>3.4. Peter’s primacy, apostolic office, and apostolic heritage</p> <p>3.5. Authenticity of the Church today as the “universal sacrament of salvation”</p> <p>4. Conclusion (1 hour)</p> <p>(1 hour has been foreseen for the preliminary exam, though its exact time will be determined in consultation with students)</p> <p>IInd Unit: Science on Religions (15 hours)</p> <p>1. The human being as the religious being</p> <p>2. The experience of the sacred</p> <p>3. Traditional religions</p> <p>4. Far-eastern religions:</p> <p>4.1. Tibet religion</p> <p>4.2. Shintoism</p> <p>4.3. Confucianism</p> <p>4.4. Daoism</p> <p>4.5. Hinduism</p>



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4.6. Buddhism 5. Monotheistic religions 5.1. Judaism 5.2. Christianity 5.3. Islam									
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 type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:						
	2.8. Student responsibilities: Regular class attendance and active participation in classes (with questions, discussion, one's own notes), doing individual 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		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	
	Mircea Eliade, <i>Sveto i profano</i> , Zagreb 2002.								
	Tomislav Ivančić, <i>Fundamentalno-teološka ekleziologija</i> , Zagreb 2004., (izbor stranica iz knjige studenti će dobiti na predavanjima)								
	Tomislav Ivančić, <i>Religija i religije: morfologija, fenomenologija i teologija religija</i> , Zagreb, 2007.								
	Walter Kern - Franz-Josef Niemann, <i>Nauka o teološkoj spoznaji</i> , Zagreb 1988., str. 56-90; 97-117; 123-141; 146-166								
	Wendelin Knoch, <i>Bog traži čovjeka. Objava, Pismo, Predaja</i> , Zagreb 2001., str. 5-97								
	Karl Rahner, <i>Temelji kršćanske vjere: uvod u pojam kršćanstva</i> , Rijeka 2007., 21-227; 397-498								
	Drugi vatikanski koncil, <i>Dogmatska konstitucija o božanskoj objavi Dei Verbum</i> (18. studenoga 1965.), u: Drugi vatikanski koncil. <i>Dokumenti</i> , Zagreb 2008.								
Drugi vatikanski koncil, <i>Deklaracija Nostra aetate o odnosu Crkve prema nekršćanskim religijama</i> (28.X.1965.), u: Drugi vatikanski koncil, <i>Dokumenti</i> , Zagreb 2008.									
2.11. Optional literature	Recommended Church documents:								
	Ivan Pavao II., <i>Enciklika Fides et ratio</i> (14. rujna 1998.), Zagreb 1999. Benedikt XVI., <i>Postsinodalna apostolska pobudnica Verbum Domini</i> (30. rujna 2010.), Zagreb 2011. <i>Katekizam Katoličke crkve</i> , Hrvatska biskupska konferencija – Glas Koncila, 1994. (Prvi dio: <i>Vjeronanije</i> ; Prvi odsjek: I. <i>Čovjek je »otvoren«</i> za Boga, čl. 27-49, II. <i>Bog prilazi čovjeku</i> , čl. 50-141, III. <i>Čovjekov odgovor Bogu</i> , čl. 142-184								



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	<p>Prvi vatikanski koncil, <i>Dei Filius. Dogmatska konstitucija o katoličkoj vjeri</i> (24.IV.1870.), u: Heinrich Denzinger–Peter Hünermann, <i>Zbirka sažetaka vjerovanja, definicija i izjava o vjeri i čudoređu</i>, Đakovo 2002., 551-559</p> <p>Terms from lexicons and encyclopaedias: Fundamentalna teologija, Objava, Riječ, Riječ Božja, Teologija, Uskrsnuće Isusovo, u: Karl Rahner–Herbert Vorgrimler, <i>Teološki rječnik</i>, Đakovo, Forum bogoslova Đakovo, 1992. Dei Filius, Dei Verbum, Hermeneutika, Objava, Oblici objave, Povijesni Isus, Povijesnost objave, Razum – vjera, Riječ Božja, Teologija, Teologija (fundamentalna), Uskrsnuće (Isusovo), Vjera, Vjerodostojnost, u: Rino Fisichella (ur.), <i>Enciklopedijski teološki rječnik</i>, Zagreb, Kršćanska sadašnjost, 2009.</p> <p>Recommended bibliography: Horst Bürkle, <i>Čovjek traži Boga. Religijski pristup</i>, Zagreb, 2000. Nikola Dogan, <i>U potrazi za Bogom. Kršćanin u postmodernom vremenu</i>, Đakovo 2003. Carmelo Dotolo, <i>Moguće kršćanstvo. Između postmoderniteta i religioznog traganja</i>, Zagreb 2011., 143-159 Walter Kasper, <i>Crkva Isusa Krista</i>, Zagreb 2013. Hans Küng i dr., <i>Kršćanstvo i svjetske religije. Uvod u dijalog s islamom, hinduizmom i budizmom</i>, Zagreb, 1994. Luka Markešić, <i>Crkva Božja: postanak - povijest - poslanje</i>, Sarajevo 2005. Paul Poupard, <i>Religije</i>, Zagreb, 2007. <i>Religije svijeta: enciklopedijski priručnik</i>, Zagreb, ³1998. Josef Schmitz, <i>Offenbarung</i>, Düsseldorf 1988. Heino Sonnemans, Bogom nadahnut. Modeli teologije objave u obzoru današnjih pitanja, u: Nediljko Ante Ančić–Nikola Bižaca, <i>Objava, objave i ukazanja</i>. Zbornik radova međunarodnoga znanstvenog skupa, Split, 26. i 27. listopada 2006., Split, Crkva u svijetu, 2007., 9-23. Aldo Natale Terrin, <i>Uvod u komparativni studij religija</i>, Zagreb, 2006. Hansjürgen Verweyen, <i>Gottes letztes Wort</i>, Regensburg ³2000. Hans Waldenfels, <i>Kontekstualna fundamentalna teologija</i>, Đakovo 1995.</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 Oslić, PhD		1.6. Year of the study programme	1 st PTS
1.2. Name of the course	Introduction to Psychology		1.7. ECTS credits	3
1.3. Associate teachers	Sanda Smoljo-Dobrovolski, PhD		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 is of an introductory and an overview character, while its goal is to familiarise participants with some of the more important topics in psychology, theoretical and practical bases of individual psycho-therapeutic schools. A special emphasis will be put on their specific contribution to understanding, theorising, and setting strategy of consultative practice, including specific steps in their approaches. The course gives an overview of the biological (endocrine) background of human behaviour and concludes with an overview of important psychic disorders according to the DSM-IV.			
2.2. Enrolment requirements and/or entry competences required for the course	It is desirable for students to have some pre-knowledge in psychology, especially general and developmental psychology and neurology, familiarisation with psychological terminology and willingness to actively participate in structuring classes. The course presupposes knowledge of psychology from secondary education; in case this is missing, it has to be supplemented through consultations.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Acquisition of scientific and professional terminology.</p> <p>Acquisition of knowledge and the ability to notice phenomenology of psychic processes, their interpretation in light of a theory, and a possibility of specific intervention.</p> <p>Better understanding and increased sensibility for inner-psychic and group-dynamic processes.</p> <p>Identification and structuring of strategy of activity in social interaction and situation of counselling, identifying possibilities and limits of one's own intervention (the need for team work with other professionals).</p>			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introductory, overview lecture and presenting of contents of the course 2. Endocrine background of human behaviour and feelings 3. Psychoanalysis and post-Freudian schools: their contribution to understanding of human behaviour, cognition, and feelings 4. Comportamentism and cognitivism in understanding of psychic processes: A. Beck and A. Ellis 5. Transactional analysis (E. Berne) 6. Gestalt-psychotherapy (F. Perls) 7. Humanistic psychology and their turn in understanding of psychic reality 8. Existentialism and its contribution to psychotherapy (logo-therapy) 9. Selected themes in psychopathology in the adult age (according to DSM-IV) 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.6. Format of instruction:		<input checked="" type="checkbox"/> lecture <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes		<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (add other)		2.7. Comments:			
2.8. Student responsibilities	Beside regular class attendance, participants are expected to actively participate in structuring of lectures through their individual work, detecting issues on the basis of their own interests for particular study matter, working on their home tasks (insight into obligatory and optional literature).								
2.9. Monitoring student work	Class attendance	YES		Research	YES		Practical work	YES	NO
	Experiments	YES	NO	Report	YES	NO	(add other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(add other)	YES	NO
	Preliminary exam	YES	NO	Oral exam	YES		(add other)	YES	NO
	Written exam	YES		Project	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. Jukić, Z. Pisk (eds.), <i>Psihoterapija. Škole i psihoterapijski pravci u Hrvatskoj danas</i> , Zagreb 2008. (selected chapters)								
	G. Corey, <i>Teorija i praksa psihološkog savjetovanja i psihoterapije</i> , Jastrebarsko 2004. (selected chapters)								
2.11. Optional literature	N. Mišćević (1990), <i>Uvod u filozofiju psihologije</i> , Grafički zavod Hrvatske, Zagreb. R. M. Berne – M. N. Levy (1996), <i>Fiziologija</i> , Medicinska naklada, Zagreb. A. Fulgosi (1997), <i>Psihologija ličnosti. Teorija i istraživanja</i> , Školska knjiga, Zagreb. I. Furlan (1991), <i>Čovjekov psihički razvoj</i> , Školska knjiga, Zagreb. D. Westen (1999), <i>Psychology. Mind, Brain, & Culture</i> , John Wiley & Sons, New York... M. Klein (1983), <i>Zavist i zahvalnost</i> , Naprijed, Zagreb. E. Fromm (1989), <i>Umijeće ljubavi</i> (vol. 6); <i>Imati ili biti?</i> (vol. 11), Naprijed, Zagreb. A. Ellis – W. Dryden (2002), <i>Racionalno-emocionalna bihevioralna terapija – REBT</i> , Slap, Jastrebarsko. J. S. Beck (2007), <i>Kognitivna terapija. Osnove, educiranje i uvježbavanje</i> , Slap, Jastrebarsko. D. Mertens – Brian Thorne (2009.), <i>Savjetovanje usmjereno na osobu</i> , Slap, Jastrebarsko. Th. A. Harris (1998), <i>Ja sam OK – ti si OK</i> , Zagreb. D. Mearns – B. Thorne (2009), <i>Savjetovanje usmjereno na osobu</i> , Slap, Jastrebarsko. V. E. Frankl (2001), <i>Život uvijek ima smisla. Uvod u logoterapiju</i> , Oko tri ujutro, Odra-Zagreb. APA (1996), <i>DSM-IV</i> , Slap, Jastrebarsko.								
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 / Assoc. Prof. Danijel Tolvajčić, PhD		1.6. Year of the study programme	2
1.2. Name of the course	Theodicy and Philosophy of Religion		1.7. ECTS credits	4 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	45L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 a <i>general historical and theoretical insight</i> into the main authors, topics and problems of theodicy (the philosophy of God) and philosophy of religion.			
2.2. Enrolment requirements and/or entry competences required for the course	None			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to identify and explain the correct and incorrect ways of reaching conclusions, as well as to argue and critically discuss philosophical and theological topics - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Learning outcomes expected at the level of the course (3 to 10 learning outcomes)	<p>Upon completing this course and successfully passing the examination students will have gained fundamental knowledge of theodicy and the philosophy of religion and will be:</p> <ul style="list-style-type: none"> • Able to describe and succinctly relay basic course content • Familiar with fundamental terminology in theodicy and philosophy of religion • Able to explain and critically present the fundamental positions of the main ancient, medieval, modern and contemporary philosophers with regard to issues in theodicy and religious philosophy • Able to independently interpret fundamental philosophical works in the field of the philosophy of God and philosophy of religion • Able to apply theodicean and religiously philosophical insight in religious-pedagogical and educational theory and practise 			
2.5. Course content (syllabus)	<p>Part I of the course: Theodicy</p> <ol style="list-style-type: none"> 1. Course introduction – presentation of study plan, literature and student obligations. 2. Introductory explication of the term “theodicy” and basic terminology. 3. The problem of evil in the theology of Saint Augustine. 4. The God of faith and the God of philosophers. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>5. The problem of evil in modern rationalism. 6. The nature and purpose of proofs of God's existence in theodicy. 7. Contemporary tendencies in theodicy + 1st term test. Part two of the course: The philosophy of religion 8. Attempt to determine what the philosophy of religion is, what are its objectives, methods and basic terminology. 9. Historical perspective I: understanding of religion in Greek philosophy and Medieval Christianity 10. Historical perspective II: modern foundation of the philosophy of religion as a proper philosophical discipline in Kant's & Hegel's philosophy 11. Contemporary perspectives in the philosophy of religion: main authors and most relevant trends 12. Fundamental problems in contemporary philosophy of religion I – Religious language and religious experience 13. Fundamental problems in contemporary philosophy of religion II – Religious pluralism and discussions about realism and non-realism 14. Fundamental problems in contemporary philosophy of religion III – New paths in the epistemology of religion 15. Concluding observations + 2nd term test.</p>											
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line 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		Research	YES	NO	Practical training	YES	NO
		Experimental work		YES	NO	Report	YES	NO	(other)	YES	NO
		Essay		YES		Seminar essay	YES	NO	(other)	YES	NO
		Tests		YES		Oral exam	YES		(other)	YES	NO
		Written exam		YES	NO	Project	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	
		S. Kušar, <i>Filozofija o Bogu, građa i literatura za studij teodiceje</i> , Zagreb, 2006									
		J. Brantschen, <i>Zašto dobri Bog dopušta da patimo?</i> , Zagreb, 2006									
		I. Kant, <i>Religija unutar granica čistoga uma</i> , Beograd, 1990 (selected readings)									
		G. W. F. Hegel, <i>Predavanja o filozofiji religije, & II</i> , Zagreb, 2009 (selected readings)									
		P. Fischer, <i>Filozofija religije</i> , Zagreb 2011									
I. Devčić, <i>Pred Bogom blizim i dalekim</i> , Zagreb, 1998											
2.11. Optional literature		B. Davies, <i>Uvod u filozofiju religije</i> , Zagreb, 1998; John Hick, <i>Philosophy of Religion</i> , New Jersey, 1990; A. Eshleman (ur.) <i>Readings in Philosophy of Religion. East Meets West</i> , Oxford 2008 (selected readings); J. Ratzinger, <i>Uvod u kršćanstvo</i> , Zagreb, 1993									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher		Prof. Mario Cifrak, PhD	
1.2. Name of the course		Introduction to and Exegesis of the New Testament II. (Paul's and Other Epistles, the Book of Revelation)	
1.3. Associate teachers			
1.4. Study programme (undergraduate, graduate, integrated)		Undergraduate, two-subject	
1.5. Status of the course		<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	
		1.6. Year of the study programme	
		1.7. ECTS credits	
		1.8. Type of instruction (number of hours L+E+S+e-learning)	
		1.9. Expected number of students in the course	
		1.10. Level of application of e-learning (1 st , 2 nd , 3 rd level), percentage of course conducted on line (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives		To form an informed, constructive, and positive approach of students towards the epistles and the Book of Revelation as sources of their own spirituality and their religious-pedagogical activity.	
2.2. Enrolment requirements and/or entry competences required for the course		Sufficient familiarity with methodology of scientific work.	
2.3. Learning outcomes at the level of the programme to which the course contributes		<ul style="list-style-type: none"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to explain New Testament Christology and the Christological tradition of church councils, but also to identify and critically present contemporary interpretations of the faith in Jesus Christ - to name and explain the basic concepts of ecclesiology and to critically evaluate sources studying the Church - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 	
2.4. Learning outcomes expected 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 basic issues related to introduction to Paul's life, the epistles, and the Book of Revelation. - write an overview with their review of a selected scientific article. - write a preparation for catechesis for a year of religious education of their own choosing based on a section from the epistles or the Book of Revelation. - compose a written and concise overview (based on a concrete example) of the relatedness of contents of the epistles or the Book of Revelation and some contemporary everyday issue. - show their own initiative in selecting and undertaking additional media, socially engaged, or religious-pedagogical activities based on contents of the epistles or the Book of Revelation. 	
2.5. Course content (syllabus)		<ol style="list-style-type: none"> 1. Getting acquainted with students. 2. Explanation of and agreement on individual tasks and on the form of their evaluation. 3. The technique of writing epistles in the antiquity. 4. General historical circumstances of the Church and the Roman Empire in the second half of the 1st century. 5. Paul's life and activity. 6. An overview and circumstances of the emergence of the Epistle to Thessalonians. 7. Circumstances of the emergence of the Epistle to Corinthians. 	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>8. "Women should remain silent in the churches". 9. Submission in love and other selected themes from 1 and 2 Cor. 10. An overview and circumstances of the emergence of the Epistle to Galatians. 11. The relationship between faith and action in relation to justification. 12. An overview and circumstances of the emergence of the Epistle to Philipians. 13. An overview and circumstances of the emergence of the Epistle to Romans. 14. The relation between the Church and Israel in Rom 9-11. 15. The concept and meaning of pseudoepigraphical books. 16. The Catholic epistles. 17. Circumstances of the emergence and nature of the Book of Revelation. 18. Symbolic of Rev. 19. Epistles to Small Asian churches. 20. An exegetical overview of Rev 4. 21. The final preliminary exam.</p>													
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input checked="" type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentor-guided work <input type="checkbox"/> (enter other)			2.7. Comments: (a) mentor guidance is recommended, but not obligatory, for students' review and preparation of a religious education class, due to a large number of students; (b) some tasks can be proposed by students themselves, which explains the variety in forms of teaching and makes them vary from one generation of students to another				
2.8. Student responsibilities			Regular class attendance, performing individual tasks.										
2.9. Monitoring students work		Class attendance		YES		Research		YES	NO	Practical work		YES	NO
		Experimental work		YES	NO	Preparation of catechesis		YES		Individual project		YES	
		Problem survey		YES		Seminar paper		YES	NO	e-learning		YES	
		Preliminary exam		YES		Oral 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 through other media	
		R. E. BROWN, Uvod u Novi zavjet, KS, Zagreb 2008.								5			
		W. F. HARRINGTON, Uvod u Novi zavjet, KS, Zagreb 1993.								8		DA	
2.11. Optional literature		I. DUGANDŽIĆ, Pavao svjedok i apostol Isusa Krista, KS, Zagreb 2002. M. VIDOVIĆ, Pavlovski spisi, CUS, Split 2007.											
2.12. Other (as the proposer wishes to add)													



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. prof. Tomislav Kovač, PhD		1.6. Year of the study	2
1.2. Name of the course	Christianity and Religions		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L + 15 S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	The course provides a general insight into the phenomenon of religion, especially through the acquaintance with the great religions of today's world, with their fundamental doctrinal, moral, and ritual teachings and written and spiritual traditions. Students will be informed about the specifics of each religion and their similarities and differences with Christianity. Attention will be paid to the emergence of sects and new religious movements and to present the Catholic Church's view of inter-religious dialogue.			
2.2. Enrolment requirements and/or entry competences required for the course	Conditions for enrolment have to be fulfilled. Familiarisation with the basics of philosophical and theological terminology. Motivation for religious issues.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present and explain the origin, development and life of the Church throughout history and to explain its impact on world events - to explain the phenomenon of religion, introduce the world's major religions, explain the specificities of each religion, including their similarities and differences in relation to Christianity - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Learning outcomes expected 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. Distinguish the basic starting points related to the phenomenon of religions and to argumentatively discuss them, especially in the context of primary and high school religious education programs and in the parish catechesis; 2. Identify the structure of religious discourse and have a wider insight into religious issues; 3. Understand and present the basic teachings of different religious traditions and compare them with each other; 4. Place the key texts of other religious traditions in their historical, cultural, and spiritual context; 5. Notice Christian specificity in relation to other religions; 6. Transmit the position of the Catholic Church on other religions and inter-religious dialogue; 7. Evaluate and use professional literature in the field of religious sciences. 			
2.5. Course content (syllabus)	The course approaches religions as a complete anthropological, spiritual, historical, cultural, and socio-political phenomenon, which is still extremely relevant today. It starts with the human being as a religious being (homo religiosus) and analyses different definitions of religion, explains the basic structure of religions, and the meaning of basic religious concepts. It shortly goes through three main types of religions in the modern world: the traditional religions (religions of Africa, Australia and Oceania), far-eastern religions (Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Shintoism) and monotheistic religions (Judaism, Christianity and Islam) presenting their central doctrinal, moral and ritual teachings. It briefly addresses the phenomenon of sects and new religious movements. In the end, it points out the general attitude of the Catholic Church towards non-Christian religions and inter-religious dialogue.			



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"/> on line 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 and motivated class attendance; independent work in the form of reading and further study of matter; successful collocation. Oral or written final exam.									
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Practical training	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar essay	YES	NO	(other)	YES	NO	
	Tests	YES		Oral exam	YES		(other)	YES	NO	
	Written exam	YES		Project	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 (28.X.1965.), in: DRUGI VATIKANSKI KONCIL, Dokumenti, Zagreb, Kršćanska sadašnjost, 72008.</i>									
	<i>KEMP, Hugh P., Praktični vodič za svjetske religije, Zagreb, Kršćanska sadašnjost, 2015.</i>									
	<i>POUPARD, Paul, Religije, Zagreb, Jesenski i Turk/Kulturni informativni centar, 2007.</i>									
	<i>Religije svijeta: enciklopedijski priručnik, Zagreb, Kršćanska sadašnjost, 31998.</i>									
2.11. Optional literature	BÜRKLE, Horst, <i>Čovjek traži Boga. Religijski pristup</i> , Zagreb, Kršćanska sadašnjost, 2000. DOGAN, Nikola, <i>Religije i spas. Izvan Crkve nema spasenja</i> , Đakovo, Katolički bogoslovni fakultet u Đakovu, 2013. ELIADE, Mircea, <i>Sвето i profano</i> , Zagreb, AGM, 2002. IVANČIĆ, Tomislav, <i>Religija i religije: morfologija, fenomenologija i teologija religija</i> , Zagreb, Teovizija, 2007. JEŽIĆ, Mislav (ed.), <i>Istočne religije (notes for students)</i> , Zagreb, Katedra za indologiju Filozofskog fakulteta Sveučilišta u Zagrebu, 2001. KHOURY, Adel Theodor (ed.), <i>Leksikon temeljnih religijskih pojmova: židovstvo, kršćanstvo, islam</i> , Zagreb, Prometej, 2005. KÜNG, Hans i dr., <i>Kršćanstvo i svjetske religije. Uvod u dijalog s islamom, hinduizmom i budizmom</i> , Zagreb, Naprijed, 1994. <i>Opći religijski leksikon</i> , Zagreb, Leksikografski zavod Miroslav Krleža, 2002. PARTRIDGE, Christopher (ed.), <i>Enciklopedija novih religija. Nove religije, sekte i alternativni duhovni pokreti</i> , Zagreb, Naklada Ljevak, 2005. RIES, Julien, <i>U potrazi za Bogom. Put religijske antropologije</i> , Zagreb, Kršćanska sadašnjost, 2016. TERRIN, Aldo Natale, <i>Uvod u komparativni studij religija</i> , Zagreb, Kršćanska sadašnjost, 2006.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Full prof. Ivan Karlić, PhD / Assoc. Prof. Marija Pehar, PhD		1.6. Year of the study	3 rd
1.6. Name of the course	Mystery of the Triune God and Christology		1.7. ECTS credits	4
1.7. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (35+0+10)
1.8. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		1.9. Expected enrolment in the course	20
1.9. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (1 st , 2 nd , 3 rd level), percentage of course conducted on line (max. 20%)	2 nd
2. COURSE DESCRIPTION				
2.1. Course objectives	To familiarise students with the sources, the Tradition, and contemporary interpretations of belief in the Holy Trinity and in Jesus Christ. To also familiarise them with the Trinitarian and Christological tradition of ecclesial councils, personhood of the Divine persons, nature, psychology, and ontology of incarnation of the Son of God.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of basic Biblical and philosophical-theological concepts related to the Holy Trinity and Jesus Christ.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the place that God's revelation holds in theology and to explain it as the starting point of Christian theology - to name and explain the basic contents of systematic Trinitarian theology - to explain New Testament Christology and the Christological tradition of church councils, but also to identify and critically present contemporary interpretations of the faith in Jesus Christ - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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 role and importance of Jesus Christ for the human being and society in general, and especially for believers. • apply traditional and contemporary methods in discourse on mystery of the Trinity and Jesus Christ. • analyse and recognise criteria that are helpful in engaging in ecumenical and interreligious dialogue. • work in team in the procedure of designing proposals and projects for the contemporary proclamation of Christian faith. • present various approaches to the person of Jesus Christ to professional and wider audience. 			
2.5. Course contents (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course 2. Christology and Trinitarian theology as an explication of Christian faith, but also as a scientific work on mystery. Analogy as a theological discourse. 3. Biblical roots of the Christological and Trinitarian faith: the revelation of God in the Old Testament. Monotheism. The revealed name of God. 4. The Old Testament revelation on God's transcendence and immanence (free and present God). God in human history. 5. Old Testament's roots of Christology. 6. Problem of God in the Old Testament and open issues. The New Testament and transformation of the Old Testament's "problem of God". 7. Almighty God the Father of Jesus Christ. Problem of God's fatherhood in history of religions, in the Old and the New Testament. Christian proclamation on God the Father – Father of Jesus Christ and our Father. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<p>8. Jesus Christ – the Son of the Father. Implicit and explicit Christology. 9. Jesus’ death and resurrection – the pinnacle of revelation and the open possibility for new and deeper understanding of God. The Biblical God – perfect love until death on the cross. Universality of salvation through Jesus Christ. 10. The Holy Spirit – the Spirit of Jesus Christ and the true God. The issue of personhood of the Holy Spirit. 11. The Holy Spirit in the Church, charismas, criteria for discernment of spirits. 12. Christian faith in life and testimony of the first Church. Beginnings of dogmatic-historical development of Christological and Trinitarian teaching: confrontation with the Greek philosophy. 13. Apologists and patristics. Trinitarian-Christological heresies. 14. Linguistic and substantial problems between the East and the West. The development of Trinitarian terminology. 15. Arianism and the Council of Nicaea. Terminological clarification after Nicaea. 16. The Pneumatological issue and the Council of Constantinople. Cappadocians and their contribution to the Trinitarian teaching. The problem of <i>Filioque</i>. 17. Christological creeds and Christological Church councils. 18. Soteriological orientation of the early Christological-Trinitarian discussions. Augustine’s Trinitarian teachings. 19. Scholastic Christological-Trinitarian teachings (Thomas and Bonaventure). 20. Basic points of the Western-Christian Protestant and contemporary Trinitarian theology and Christology. 21. Systematic Trinitarian theology and philosophical concepts in the definition of the Trinity. Basic statements of the classical Trinitarian speculation and dogmatic specifications of the Triune persons. 22. Basic concepts of the Trinitarian speculation. 23. Systematic understanding of unity in the Trinity and the Trinity in unity. The problem of the concept of person in Trinitarian theology. The relationship between the immanent and economic Trinity. 24. The central and essential place of the Trinitarian creed in Christian life, spirituality, and proclamation. 25. Systematic Christology: pre-existence and incarnation of the Logos; psychological aspect: Jesus’ consciousness, knowledge, holiness, and freedom.</p>									
2.6. Forms of instruction:		x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes			x individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (enter other)			2.7. Comments:			
2.8. Students responsibilities		Regular class attendance and active work in the class; participation in activities through the system for e-learning; writing individual seminar papers.									
2.9. Monitoring student work		Class attendance		YES		Research	YES	NO	Practical work	YES	NO
		Experimental work		YES	NO	Paper	YES	NO	(enter other)	YES	NO
		Essay		YES	NO	Seminar work	YES	NO	(enter other)	YES	NO
		Preliminary exam		YES		Oral exam	YES	NO	(enter other)	YES	NO
		Written exam		YES		Project	YES	NO	ECTS credits (total)	4	



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	Title	Number of copies in the library	Availability through other media
2.10. Required literature (available in the library and/or through other media)	KARLIĆ I., <i>Bogočovjek Isus Krist. Uvod u kristologiju</i> , Zagreb, 2009.;		
	KASPER W., <i>Bog Isusa Krista, Tajna trojedinog Boga</i> , Đakovo, 1994.;		
	SCHÖNBORN Ch., <i>Bog posla Sina svoga. Kristologija</i> , KS, Zagreb, 2008.		
	COURTH F., <i>Bog trojstvene ljubavi</i> , Zagreb, 1999.		
2.11. Optional literature	MEĐUNARODNA TEOLOŠKA KOMISIJA, <i>Izabrana pitanja kristologije</i> , Zagreb, 1983.; AMATO A., <i>Gesù il Signore. Saggio di cristologia</i> , Bologna, 1988.; IVANČIĆ T., <i>Isus iz Nazareta - povijesna osoba</i> , Zagreb, 1996.; SCHNACKENBURG R., <i>Osoba Isusa Krista u četiri Evanđelja</i> , Zagreb, 1997.; GALOT J., <i>Tko si ti, Kriste? Kristologija</i> , Đakovo, 1996. GNILKA J., <i>Isus iz Nazareta. Poruka i povijest</i> , Zagreb, 2009. GOLUB I., <i>Prisutni misterij Boga u Bibliji</i> , Zagreb, 1995. BAZILIJE VELIKI, <i>Duh Sveti</i> , Makarska, 1978. On-line PowerPoint-prezentacija predmeta na web-stranici KBF-a (slobodan pristup).		
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	3 rd
1.2. Name of the course	Basic Moral Theology I and II		1.7. ECTS credits	4
1.3. Associate teachers	Ante Bekavac, PhD		1.8. Type of instruction (number of hours L+E+S+e-learning)	45L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 (1 st , 2 nd , 3 rd level), percentage of course conducted on line (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	<p>To introduce into the courses of basic moral theology I and II.</p> <p>To get to know the human being as a moral being.</p> <p>To get to know the human being as a moral being in light of <i>imago Dei et Christi</i>.</p> <p>To get to know human activity as eminently moral activity.</p> <p>To learn essential moral elements of Christian vocation in Christ.</p> <p>To get to know basic postulates of morality: moral knowledge, freedom, and responsibility.</p> <p>To get to know the essence of moral value.</p> <p>To get to know the meaning and significance of conscience, the moral act, intention, and motive.</p> <p>To get to know the meaning and significance of circumstances in moral activity.</p> <p>To get to know the meaning, significance, and types of laws and the meaning and significance of the moral norm.</p> <p>To get to know the theological meaning, significance, and division of sins.</p> <p>To get to know the theological meaning, significance, structure, and types of conversion.</p> <p>To get to know the meaning, significance, kinds, and division of virtues.</p> <p>To learn how to think ethically and how to form ethical arguments.</p> <p>To learn to morally evaluate human activity in humanistic and Christian perspective.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	<p>Conditions: completion of the main philosophical and Biblical courses in the first three semesters of the undergraduate study programme.</p> <p>Competencies: familiarity with the essential elements of the human being as a moral being; critical thinking on human activity; elementary knowledge of the significance of moral activity; being able to recognise the moral phenomenon.</p>			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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"> - Think ethically in light of reason and faith - Develop moral knowledge in the human and Christian sense 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none"> - Perfect their own moral consciousness - Argumentatively put forward moral claims - Know moral value of the human being as a person - Know moral value of the Christian vocation in Christ - Differentiate between good and evil - Differentiate subjective opinion from an objective norm - Argumentatively put forward contents of the moral good - Recognise and critically analyse moral phenomena - Know how to morally evaluate human activity. 									
2.5. Course contents (syllabus)	<p>Introduction to basic moral theology with an overview of the historical development of moral theology (4 hours). Demands of the conciliar renewal of moral theology (2 hours). The human being as a moral being in general and in the Christian perspective in particular (3 hours). The meaning and significance of the Christian vocation in Christ (4 hours). Postulates of morality: knowledge, freedom, and responsibility (5 hours). The moral good as the bearer of the moral value (3 hours). The definition, theories, and types of consciences (4 hours). The human act, intention, motive, and circumstances (4 hours). The moral norm and law (4 hours). The theological nature, definition, and division of sins (4 hours). The theological definition, structure, and types of conversions (4 hours). The definition, types, and division of virtues in moral theology (4 hours).</p>									
2.6. Forms of instruction:	<p>X lectures</p> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes	<p>X individual tasks</p> <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (enter other)	2.7. Comments:							
2.8. Students responsibilities	Class attendance; Reading of literature; Consultations with the teacher.									
2.9. Monitoring students work	Class attendance		YES		Research		YES	Practical work	YES	NO
	Experimental work		YES	NO	Paper		YES	(enter other)	YES	NO
	Essay		YES	NO	Seminar work		YES	(enter other)	YES	NO
	Preliminary exam		YES		Oral exam		YES	(enter other)	YES	NO
	Written exam		YES		Project		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 through other media		
	Marinko Perković, <i>Prema moralnoj zrelosti</i> , Sarajevo 2009., 13-109.									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Marinko Perković, <i>Temelji teološke etike</i> , Sarajevo, 2006., 15-293.		
	Ivan Fuček, <i>Moralno-duhovni život</i> . Svezak treći: grijeh i obraćenje, Split, 2004.		
	Marciano Vidal, <i>Kršćanska etika</i> , Đakovo 2001., 9-158.		
	Bernhard Häring, <i>Kristov zakon</i> . Svezak prvi, Zagreb, 1973.		
2.11. Optional literature	<p>Razni autori, <i>Fenomen savjesti</i>. Zbornik radova, Split, 2011. Robert Spaemann, <i>Osnovni moralni pojmovi</i>, Sarajevo – Zagreb, 2008. Romanus Cessario, <i>Krepostj</i>, Zagreb, 2007. Ivan Fuček, <i>Moralno-duhovni život</i>. Svezak prvi: <i>Zakon i vjera</i>, Split, 2004. Ivan Fuček, <i>Moralno-duhovni život</i>. Svezak drugi: <i>Osoba i savjest</i>, Split, 2003. Šimun Bilokapić, Razlikovanje i podjela grijeha na teški/laki, smrtni/mali, u: Razni autori, <i>Osobna i društvena dimenzija grijeha</i>. Zbornik radova, Split, 2002., 195-228. Marijan Cipra, <i>Misli o etici</i>, Zagreb, 1999. Razni autori, Grijeh i oslobođenje, u: <i>Bogoslovska smotra</i>, 46 (1976.) 1-2, 5-129.</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 programme	3
1.2. Name of the course	Developmental Psychology		1.7. ECTS credits	4
1.3. Associate teachers	Sanda Smoljo-Dobrovolski, PhD		1.8. Type of instruction (number of hours L + S + E + e-learning)	45 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 primary objective of this course is to offer students an overview of human psychology, emotional and physical development up to the age of adolescents.</p> <p>The secondary objective is to introduce students to sensitive periods in human development and cognitive range of school-age children.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Prior knowledge of the fundament elements of psychology taught at the secondary school level.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will have competencies to:</p> <ul style="list-style-type: none"> - Comprehend the basic processes in developmental psychology; - Realise the biological, psychological, physical and social significance of human development; - Learn the theories of human development; - Realise the significance of emotional development in the first five years of life; - Understand the process of the cognitive development; - Be familiar with the difficulties during puberty and adolescence; - Comprehend the development of identity. 			
2.5. Course contents (syllabus)	<ol style="list-style-type: none"> 1. History of developmental psychology (objectives, historical overview of the concept of childhood, pioneers in developmental psychology, research methodology, ethical aspects of research). 2. Theoretical framework for developmental psychology (psychoanalytical theory (Freud's psychoanalytical theory, Erikson's psychosocial development theory, neo-Freudian theories – Jung, Fromm, Adler, Sullivan), theories based upon influence of the environment and learning, humanistic development theories, cognitive theories - Piaget, Bandura, Vigotski), ethological and ecological theories, sociobiology. 3. Biological and environmental development foundations (genetic foundations, biological conception, foreseeing genetic disorders, influence of environmental factors to individuality); 4. From conception to birth (fundamental definitions of embryology, emotional and physical state of pregnant women, difference in pre-natal development with reference to gender, activities of the foetus, giving birth). 5. Newborns (abilities of newborns, physical development, development of the senses, assessing the behaviour of newborns). 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>6. Development of the body in breast-feeding babies and early childhood – up to two years of age (development of the brain, body, motor skills and perception, feeding, sleeping rhythms, emotional, cognitive and social development).</p> <p>7. Early childhood from two to six years of age (development of the body, cognitive, emotional and social development).</p> <p>8. Middle childhood – from six to eleven years of age (usual health problems, development of motor skills and playing, cognitive development, individual differences in cognitive development, language development, learning at school).</p> <p>9. Emotional and social development in middle childhood (understanding oneself, understanding and self-regulation of emotions, understanding the perspective of others, moral development, relations to peers, family influences).</p> <p>10. Pre-adolescents from eleven to fourteen years of age (development of feelings and perception, care, imagination thought, social relations in the classroom).</p> <p>11. Adolescents – transition to adulthood (conception of adolescents, psychological effects of puberty, health issues, cognitive development, repercussions of abstract thinking, learning).</p> <p>12. Emotional and social development in adolescents (identity versus confusion, self-understanding, self-respect, relations with peers, relations with parents, depression, suicide, delinquency).</p>											
2.6. Format of instruction:			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line 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: Considering the small number of hours, the main activity of this course will be conducted solely at lectures with the aid of power point presentation films relating to developmental psychology		
2.8. Student responsibilities											
2.9. Monitoring student work		Class attendance		YES		Research	YES	NO	Practical training	YES	NO
		Experimental work		YES	NO	Report	YES	NO	(other)	YES	NO
		Essay		YES	NO	Seminar essay	YES		(other)	YES	NO
		Tests		YES		Oral exam	YES	NO	(other)	YES	NO
		Written exam		YES	NO	Project	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)		Title Živković, I. (2009) Razvojna psihologija (p. 289) scripts Lectured are usually conducted based on texts in L. Berk, "Psihologija cjeloživotnog razvoja" and the period up to two years of age according to the book by Vasta, Haith, Miller "Dječja psihologija"						Number of copies in the library		Availability via other media Each student will receive the relevant script via e-mail	
2.11. Optional literature		Supplementary literature not required as the material in scripts and lectures is taken from world literature and is sufficient for the needs of this course.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. prof. Nedjeljka s. Valerija Kovač, PhD		1.6. Year of the study	3 rd
1.2. Name of the course	Theological Antropology		1.7. ECTS credits	4
1.3. Associate teachers	Assist. Prof. Iva Mršič Felbar, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	45
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate, two-subject study programme		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 get familiarised with the basic contents of the theological understanding of human being, which is based on the biblical and theological interpretation of creation, especially the creation of human being, his/her relationship to God and creatures, his/her calling and sin, activity of grace and eschatological completion. To gain a fundamental insight into the Christian view of human being, ranging from his/her primordial state (protology), through historical realization (sin, grace) to final completion (eschatology), which includes the theology of creation, the doctrine of grace, and eschatology.			
2.2. Enrolment requirements and/or entry competences required for the course	Basic knowledge of philosophical anthropology, biblical theology of the Old and New Testaments, Christology, borderline issues of religion and natural sciences.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to identify and explain the basic concepts of the theological understanding of man (creation, grace, eschatology) - to explain the basic dogmatic and theological interpretations of the sacraments - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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 explain the basic contents of faith in God the Creator (First Article of Faith) • present the features and message of faith in creation with arguments and enter into a dialogue with natural sciences • face the theodicean question theologically • in the light of revelation, explain the sinful state and sin in the light of Adam and all humankind and connect it with the universality of Christ's salvific work • know and understand the basic contents of theology of grace • discover and encourage the dynamism of activity of grace and human cooperation in the Christian existence • update the eschatological perspective of human life and the completion of salvation • from a theological point of view to analyse and critically evaluate contemporary issues and understandings of human bring in various fields • independently find and use professional literature to deepen certain issues of theological anthropology 			
2.5. Course content (syllabus)	Content according to teaching hours: 1. Introduction to the course			



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	<p>2. Different approaches to understanding human being today 3. Human being as a theological theme 4. Human being - God's creature in the world: today's issues 5-8. Human being created in the image of God 9-11. Jesus Christ the model and goal of the created world; Imago Dei - imago Christi 12-13. Human being as a unity of spiritual and physical dimension 14-15. Evolutionary theories and contemporary naturalism 16-17. Human being's place within the created world 18-21. Human being as a sinner: Original sin in the beginning and today 22. Human being under the sign of God's grace 23. Necessity of God's grace (Pelagius and Augustine) 24. Grace in relation to eternal bliss and sin (Thomas Aquinas) 25-27. Grace as the justification of sinners (Luther and the Council of Trent) 28. Contemporary approaches to grace 29.-30. Human being's life in the dynamism of grace 31. A brief account of the development, current state, and perspective of eschatology as a theological discipline 32. Linguistic-epistemological difficulties of eschatological statements and the challenge of communicating its specific contents 33-36. Biblical foundations of eschatology 37-42. Individual eschatology - death, resurrection, judgment, purification, heaven and hell 43-44. The main emphases and directions of Catholic eschatology 45. Eschatological doctrine of the Second Vatican Council</p>										
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 x 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		(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	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			
	Renzo LAVATORI, Gospodin će doći u slavi. Eshatologija u svjetlu drugog vaticanskog koncila, Zagreb, 2011.						DA				



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2.11. Optional literature	- Yuval Noah HARARI, <i>Homo deus. Kratka povijest sutrašnjice</i> , Zagreb, 2019. - Vito MANCUSO, <i>L'anima e il suo destino</i> , 2007. - Adalbert REBIĆ, Biblijska eshatologija, in: <i>Bogoslovska smotra</i> 73 (2003.) 1, 71-100 (https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=43886)
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Ante Crnčević, PhD		1.6. Year of the study	3 rd
1.2. Name of the course	Liturgical Theology		1.7. ECTS credits	4
1.3. Associate teachers	Milan Dančuo, MS		1.8. Type of instruction (number of hours L + S + E + e-learning)	43P+2V
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 (1, 2, 3 level), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	To familiarise oneself with basic characteristics of Christian liturgy in light of liturgical theology of the Second Vatican Council, with a special emphasis on the following issues: ritual acts, ritual speech, symbol, mystery, celebration.			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to explain the basic dogmatic and theological interpretations of the sacraments - to explain the basic concepts and directions of liturgical theology, the historical development of liturgy, and to discuss liturgy as a context and theological criterion for understanding the mystery of Christ - to explain the basic provisions of the canon law of the Latin Church and its application in various areas of church life - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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 themes of cult and salvation in the Old and the New Testament tradition. ▪ Know theological basis, anthropological determinants, and ritual structure of liturgical celebrations. ▪ Know how to apply acquired knowledge together with other knowledge acquired in courses of dogmatic and pastoral theology. ▪ Know how to situate liturgical celebrations in the course of liturgical year and in the course of catechetical-pedagogical process. ▪ Know how to prepare communities and groups for liturgical celebrations. ▪ Be familiarised with contemporary difficulties of liturgical theology. ▪ Know how to scientifically deepen themes of liturgical theology 			
2.5. Course contents (syllabus)	<ol style="list-style-type: none"> 1. Introduction to themes of the course: basic postulates of theology of celebration (mystery, ritual, celebration). 2. Basic postulates of theology of celebration: symbolic dimension of liturgy: mysterium-actio-vita. 3. Relation between catechesis and liturgy throughout history: issues and an analysis of the contemporary state. 4. An overview of the historical development of the Roman liturgy. 5. Christ's Paschal Mystery – the starting point, actualisation, and the aim of every liturgical celebration. 6. The sacrament of baptism: problems in the New Testament Church and in the Patristic age: mystery and ritual. 7. The unity of the sacraments of initiation (theology; historical forms; fragmentation of celebration; today's aspirations). 8. Celebration of the sacrament of confirmation (relationship with baptism; the development of theology of the sacrament; search for the meaning after 			



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		<p>the separation of celebration of confirmation from baptism; today's structure and theology of celebration; aspirations of contemporary liturgical theology).</p> <p>9. Theology of celebration of Eucharist: mystagogical approach to celebration.</p> <p>10. Celebration of the sacrament of reconciliation (theology; ritual forms; familiarising oneself with texts from other liturgical traditions).</p> <p>11. Celebration of the sacrament of marriage and the sacrament of holy order.</p> <p>12. Celebration of sacramentals.</p> <p>13. Theology of liturgical offices (with an emphasis on liturgical offices for lay persons).</p> <p>14. Liturgical time: liturgical year and rhythm of salvation.</p> <p>15. Selected issues of liturgical space.</p>									
2.6. Forms of instruction:		x lectures seminars and workshops exercises on line in complete mixed e-learning field classes			X individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory mentor-guided work (enter other)			2.7. Comments:			
2.8. Students responsibilities											
2.9. Monitoring students work		Class attendance		YES		Research	YES	NO	Practical work	YES	NO
		Experimental work		YES	NO	Paper	YES	NO	(enter other)	YES	NO
		Essay		YES	NO	Seminar work	YES	NO	(enter other)	YES	NO
		Preliminary exam		YES	NO	Oral exam	YES		(enter other)	YES	NO
		Written exam		YES	NO	Project	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 through other media	
	V. Zagorac, Kristova svećenička služba, Zagreb 1998.										
	I. Šaško, Suvremena liturgijska teologija: znak i pobredno uzbiljenje otajstva, u: <i>Diacovensia</i> 11 (2003) 1, 9-32.							2		Internet	
	I. Žičić, Genealogija vjerničkog subjekta: kršćanska inicijacija u svjetlu antropologije i teologije obreda, u: <i>Bogoslovska smotra</i> , 79 (2009) 3, 437-478.							2		Internet	
	A. Crnčević, Inicijacijska dinamika u liturgiji krštenja: od dinamike otajstva do obrednoga ustroja, BS 79(2009) 3, 501-521.							2		Internet	
G. Bonaccorso, Blagdan. Vrijeme bez vremena, u: <i>Služba Božja</i> 47 (2007) 2, 183-201.							2		Internet		
2.11. Optional literature	A. J. Chupungco (ur.), <i>Scientia liturgica</i> , voll. 3-4., Casale Monferrato 1998. (there is an Italian and an English version of these books) A. Crnčević – I. Šaško, <i>Na vrelu liturgije. teološka polazišta za slavljenje i življenje vjere</i> , HILP, Zagreb 2009. (selected chapters)										
2.12. Other (as the proposer wishes to add)	The preliminary exam is counted among the regular student obligations and it is not possible to switch it for some other form of work. The preliminary exam is conducted at the beginning of the second part of a semester.										



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Šalković, PhD		1.6. Year of the study	3 rd
1.2. Name of the course	Canon Law		1.7. ECTS credits	3
1.3. Associate teachers	Assist. Prof. Lucija Boljat, PhD		1.8. Type of instruction (number of hours L+E+S+e-learning)	27L+1S+2 legal exercises
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		1.9. Expected enrolment in the course	20
1.5. Course status	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (1 st , 2 nd , 3 rd level), percentage of course conducted on line (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	To equip students and to direct them in <i>knowing, understanding, commenting, and applying</i> articles of canon law of the Latin Church, especially articles of the <i>Code of Canon Law</i> from 1983, which are inseparable from the office of <i>religion teacher</i> in elementary schools and high schools, the office of <i>teacher of catechesis</i> in parish and deanery communities, and the office of <i>lay parish associate</i> .			
2.2. Enrolment requirements and/or entry competences required for the course	Having basic knowledge from the Church history, exegesis, dogmatics, philosophy, and fundamental theology. Knowing basics of <i>Latin language</i> .			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the basic provisions of the canon law of the Latin Church and its application in various areas of church life - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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 universal and particular canon law of the Latin Church. - Know relations between canon law and civil law of the Republic of Croatia. - Apply contents of canon law in religion classes in elementary schools and in high schools. - Understand intention of ecclesial lawmaker and legal structure of the Catholic Church. - Interpret articles of canon law to children, youths, and adults. - Apply canon law in life of the Church and society. - Give canon law advice or opinion, conduct administrative tasks. 			
2.5. Course contents (syllabus)	<ol style="list-style-type: none"> 1. Introduction to contents of the canon law course. Law in the human reality. Law in the Church reality. 2. A historical synthesis of the sources of canon law. The <i>Code of Canon Law</i> from 1983. 3. Book I of the Code: <i>GENERAL NORMS</i>. Ecclesiastical laws: definition, characteristics of ecclesiastical laws, types of ecclesiastical laws, their obligatory character, promulgation, interpretation, and understanding, amendment of legal loopholes, revocation, canonisation of civil laws. 4. Singular administrative acts: common norms, singular degrees and precepts, rescripts, privileges, dispensations. 5. Physical and juridic persons. The canonical condition of physical persons. The canonical condition of juridic persons. 6. Juridic acts. The power of governance. 7. Ecclesiastical offices: provision of an ecclesiastical office, free conferral, presentation, election, postulation. Loss of an ecclesiastical office: resignation, transfer, removal, privation. 			



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8. Book II of the Code: *THE PEOPLE OF GOD*. The obligations and rights of all the Christian faithful. Associations of the Christian faithful: common norms, public associations of the Christian faithful, private associations of the Christian faithful, special norms for associations of the laity. (*Seminar paper*)
9. The obligations and rights of the lay Christian faithful. Sacred ministers or clerics: the formation of clerics, the enrolment or incardination, the obligations and rights of clerics, loss of the clerical state. Personal prelatures.
10. The hierarchical constitution of the Church. The supreme authority of the Church. The Roman pontiff and the college of bishops. The synod of bishops. The cardinals of the Holy Roman Church. The Roman curia. Legates of the Roman pontiff.
11. Particular Churches and the authority established in them. Bishops, bishops in general, diocesan bishops, coadjutor and auxiliary bishops, the impeded see and the vacant see. Groupings of particular Churches: ecclesiastical provinces and ecclesiastical regions, metropolitans, particular councils, conferences of bishops.
12. The internal ordering of particular Churches. The Diocesan Synod, the Diocesan Curia, vicars general and episcopal vicars, the chancellor, other notaries, and the archives, the finance council and the finance presbyteral council. The college of consulters, chapters of canons, the diocesan pastoral council.
13. Parishes, pastors, and parochial vicars, vicars forane, rectors of churches and chaplains.
14. Book III of the Code: *THE TEACHING FUNCTION OF THE CHURCH*. The ministry of the Divine Word. The preaching of the Word of God. The right to religious freedom. Limits of the right to religious freedom in the Republic of Croatia. Freedom of apostolic activity in the Republic of Croatia. (*A task for a legal exercise*)
15. Catechetical instruction. Catholic education. Schools. Catholic schools. The agreement between the Holy See and the Republic of Croatia regarding their cooperation in the fields of education and culture. The implemented agreement on Catholic religious education in public schools in the Republic of Croatia.
16. Instruments of social communication and books in particular. Juridic means of protection of the ecclesial community. The profession of faith, canonical mandate, decree, *nihil obstat*.
17. Book IV of the Code: *SANCTIFYING FUNCTION OF THE CHURCH*. Baptism: the celebration of baptism, the minister of baptism, those to be baptised, sponsors, the proof and registration of the conferral of baptism. The sacrament of confirmation: the celebration of confirmation, the minister of confirmation, those to be confirmed, sponsors, the proof and registration of the conferral of confirmation. The most holy Eucharist: The Eucharistic celebration, the minister of the most holy Eucharist, participation in the most holy Eucharist, the rites and ceremonies of the Eucharistic celebration, the time and place of the Eucharist, the preservation and veneration of the most holy Eucharist, the offering given for the celebration of mass.
18. The sacrament of penance: the celebration of the sacrament, the minister of the sacrament of penance, the penitent, indulgences. The sacrament of the anointing of the sick: the celebration of the sacrament, the minister of the anointing of the sick, those on whom the anointing of the sick is to be conferred. Holy orders: the celebration and minister of ordination, those to be ordained, requirements in those to be ordained, the prerequisites for ordination, irregularities and other impediments, the required documents and investigation, the notation and testimonial of ordination conferred.
19. Marriage: pastoral care and those things which must precede the celebration of marriage. (*A task for a legal exercise*)
20. Diriment impediments in general. Specific diriment impediments.
21. Matrimonial consent. Defects in matrimonial consent.
22. The form of the celebration of marriage.
23. Mixed marriages. Marriage celebrated secretly. The effects of marriage. The separation of spouses. Dissolution of the bond. Separation with the bond remaining. The convalidation of marriage. Simple convalidation. Radical sanation.
24. Book V of the Code: *THE TEMPORAL GOODS OF THE CHURCH*. Purposes. The acquisition of goods. The administration of goods. Contracts and



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<p>especially alienation. Pious wills in general and pious foundations.</p> <p>25. The agreement between the Holy See and the Republic of Croatia on economic issues. New financial system of the Catholic Church in Croatia.</p> <p>26. Book VI of the Code: <i>SANCTIONS IN THE CHURCH</i>. The punishment of delicts in general. Penal law and penal precept. The subject liable to penal sanctions. Penalties and other punishments, censures, expiatory penalties, penal remedies and penances. The application of penalties. The cessation of penalties.</p> <p>27. Penalties for individual delicts. Delicts against religion and the unity of the Church. Delicts against ecclesiastical authorities and the freedom of the Church. Usurpation of ecclesiastical functions and delicts in their exercise. The crime of falsehood. Delicts against special obligations. Delicts against human life and freedom.</p> <p>28. Book VII of the Code: <i>PROCESSES</i>. The competent forum. Different grades and kinds of tribunals. The tribunal of first instance: the judge, auditors and relators, the promoter of justice, the defender of the bond, and the notary. The tribunal of second instance. The tribunals of the Apostolic See.</p> <p>29. The parties in case. The petitioner and the respondent. Procurators for litigation and advocates. The contentious trial. The introduction of the case. The citation and notification of judicial acts. The joinder of the issue. The trial of the litigation. Proofs. The publication of the acts. The conclusion of the case and the discussion of the case.</p> <p>30. Marriage processes: cases to declare the nullity of marriage, cases of separation of spouses, process for the dispensation of a marriage ratum et non consummatum, process in the presumed death of a spouse.</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"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes			<input type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (enter other)			2.7. Comments:			
2.8. Students responsibilities		Regular class attendance, active work during the classes, participation in exercises and seminars.									
2.9. Monitoring students work		Class attendance		YES		Research	YES	NO	Practical work	YES	NO
		Experimental work		YES	NO	Paper	YES	NO	Legal exercises	YES	
		Essay		YES	NO	Seminar work	YES		(enter other)	YES	NO
		Preliminary exam		YES		Oral exam	YES		(enter other)	YES	NO
		Written exam		YES	NO	Project	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 through other media, for instance, the professional library of the Department and Inter-diocesan tribunals			
		<i>Zakonik kanonskoga prava s izvorima, Zagreb, 1996.</i>				2		3			
		N. Škalabrin, <i>Uvod u kanonsko pravo</i> , Đakovo, 1994.				2		3			
		J. Brkan, <i>Opće odredbe Zakonika kanonskoga prava</i> , Makarska, 1997.				2		3			
		N. Škalabrin, <i>Božji narod</i> , (skripta), Đakovo, 1995.				2		3			
		J. Šalković, <i>Pravni elementi evangelizacijskog poslanja Crkve. Komentar III. knjige Zakonika</i> , Zagreb, 2013.				2		3			
		N. Škalabrin, <i>Ženidba</i> , Đakovo, 1995.				2		3			



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	N. Škalabrin, <i>Vremenita crkvena dobra</i> , Đakovo, 2008.	2	3
	N. Škalabrin, <i>Kaznene mjere u Crkvi</i> , Đakovo, 2004.	2	3
	N. Škalabrin, <i>Postupci</i> , Đakovo, 2000.	2	3
2.11. Additional literature (available at the time of submitting the proposal for the study programme)	L. Gerosa, <i>Crkveno pravo</i> , Zagreb, 2007. Cf. www.kanonsko-pravo.info		
2.12. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Oslić, PhD / Assoc. prof. Alojz Čubelić, PhD		1.6. Year of the study	1 st
1.2. Name of the course	Philosophy and Christian Thought		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	To familiarise students with the most important authors who have problematized the relations between philosophy and Christianity.			
2.2. Enrolment requirements and/or entry competences required for the course	Fulfilled requirements for enrolling into the study programme.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - enumerate and explain the basic concepts, authors and themes of ancient, medieval, modern and contemporary philosophical thought - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>After finishing the course and successfully passing the exam students will acquire the fundamental knowledge and understanding of Christian authors and they will</p> <ol style="list-style-type: none"> 1. Develop critical philosophical thinking 2. Adopt the basic concepts which the selected authors use 3. Understand and critically evaluate the fundamental positions of the considered authors considering the specified issues 4. Get to know the fundamental works from the history of Christian thought, especially from the 20th century 5. Implement the acquired insights in life and educational theory and practice 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. What is the Christian thought? 2. The phenomenon of philosophy and the span of Christian thought? 3. Possibilities to know God. 4. Traditional understanding of philosophy and touching points with Christianity 5. Husserl's phenomenology and Christianity 6. Jaspers' Christian existential philosophy 7. Contribution of the Croatian philosophers and theologians 8. Hijacint Bošković 9. Stjepan Zimmermann 10. Vjekoslav Bajsić 			



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	11. Tomislav Šagi Janko Bunić 12. Jacques Maritain 13. Edith Stein 14. Some guidelines 15. Concluding considerations									
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, reading literature and taking part in discussions during 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	
	Kršćanska misao XX. stoljeća, Zagreb 2009.									
	Adriano Fabris, Teologija i filozofija, Zagreb 2011.									
	Vjekoslav Bajsić, Granična pitanja religije i znanosti, Zagreb, 1998.									
	Vjekoslav Bajsić, Filozofija i teologija u vremenu, Zagreb, 1999.									
	Simone Weil, Težina i milost, Zagreb, 2004.									
2.11. Optional literature	Karl Jaspers, Duhovna situacija vremena, Zagreb, 1998.									
	Stjepan Kušar, Spoznaja Boga u filozofiji religije, B. Welte i božanski Bog, Zagreb, 1996.									
	Karl Rahner, Teološki spisi, Zagreb, 2008.									
	Hrvoje Lasić, Fenomenologija i filozofija religije, Zagreb, 2012.									
2.12. Other (as the proposer wishes to add)	Prilozi o hrvatskoj neoskolastici, Zagreb 2014.									
	Edith Stein, Žena, Zagreb 2011.									



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1. GENERAL INFORMATION									
1.1. Course teacher	Prof. Petar Bašić, PhD			1.6. Year of the study programme			1 st		
1.2. Name of the course	Latin Language I			1.7. Credits (ECTS)			2		
1.3. Associate teachers				1.8. Type of instruction (number of hours L + S + E + e-learning)			1 + 1		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject			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	Acquisition of basic knowledge of Latin language with an emphasis on morphology.								
2.2. Enrolment requirements and/or entry competences required for the course									
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 								
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)									
2.5. Course content (syllabus)	Teaching is conducted in two subsequent hours. The schedule is more or less the same: repetition of previous study material, exposition of new study material, exercising new study material on other examples.								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (add other)			2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and continuous work on given tasks.								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Practical work	YES	NO
	Experiments	YES	NO	Report	YES	NO	(add other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(add other)	YES	NO
	Preliminary exam	YES	NO	Oral exam	YES		(add other)	YES	NO
	Written exam	YES	NO	Project	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		
	Latine discere, Zagreb 2012.						Na web stranici Fakulteta		
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									



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1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. prof. Nenad Malović, PhD Ass. prof. Ivan Dodlek, PhD	1.6. Year of the study	1 st
1.2. Name of the course	Philosophy and the Modern Culture	1.7. ECTS credits	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject	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. COURSE DESCRIPTION			
2.1. Course objectives	To familiarise students with the fundamental concepts, the most important authors, topic, and interests of the philosophy of culture.		
2.2. Enrolment requirements and/or entry competences required for the course	Fulfilled study programme enrolment requirements and enrolment into the study programme.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - enumerate and explain the basic concepts, authors and themes of ancient, medieval, modern and contemporary philosophical thought - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 		
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>Students will acquire the fundamental knowledge about the philosophy of culture and they will:</p> <ol style="list-style-type: none"> 1. Adopt the basic concepts in the area of the philosophy of culture. 2. Analyse and be able to critically present main works of the modern philosophers of culture. 3. Know and be able to present the sources of the modern cultural paradigms. 4. Know, understand, and be able to critically evaluate the various cultural models which are philosophically relevant for understanding and interpreting the modern cultural movements. 5. Develop one's own critical attitude amid dynamics of cultural pluralism by using the knowledge of philosophy of culture. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. What is culture? The idea, concept and functions of culture. 2. Anthropological foundations of culture. 3. Boredom-leisure-cult-culture. 4. Game as the source of culture. 5. Modern culture (Modernity/Enlightenment). Liberation and alienation of the rationalist culture. 6. Postmodern pluralistic culture. The network model without a centre. 7. The foundation of values within the cultural pluralism. 8. Fears and hopes of the modern scientific-technical culture. 9. Culture and society. Political culture of the left and right and „political correctness“. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		10. The culture of media. Signposts through the virtual reality. 11. The culture of the parade and kitsch. The narcissist wound of artistic creation. 12. The crisis and cultural conflict. 13. Towards the common culture of intermediation. 14. Guidelines for the pastoral work within modern culture. 15. Concluding considerations.										
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, reading literature and participation in class 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)		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
	Broch, Hermann, <i>Duh i duh vremena: eseji o kulturi moderne</i> , Antibarbarus, Zagreb, 2007.											
	Cassirer, Ernst, <i>Ogled o čovjeku. Uvod u filozofiju ljudske kulture</i> , Naprijed, Zagreb, 1978.											
	Eagleton, Terry, <i>Ideja kulture</i> , Jesenski Turk, Zagreb, 2002.											
	Eagleton, Terry, <i>Kultura i smrt Boga</i> , Ljevak, Zagreb, 2015.											
	Friedell, Egon, <i>Kultura novoga vremena</i> , Antibarbarus, Zagreb, 1997.											
	Huizinga, Johan, <i>Homo ludens: o podrijetlu kulture u igri</i> , Naprijed, Zagreb, 1992.											
	Scruton, Roger, <i>An intelligent person's guide to modern culture</i> , St. Augustine's Press, South Bend-Indiana, 2000.											
	Skledar, Nikola, <i>Osnovni oblici čovjekova duha i kulture</i> , Hrvatsko filozofsko društvo, Zagreb, 1998.											
Žmegač, Viktor, <i>Prošlost i budućnost 20. stoljeća: kulturološke teme epohe</i> , Matica hrvatska, Zagreb, 2010.												
2.11. Optional literature		Benedikt XVI., <i>O relativizmu i vrjednotama</i> , Verbum, Zagreb, 2009. Benedikt XVI., <i>Kršćanstvo i kriza kultura</i> , Verbum, Zagreb, 2008. Benedikt XVI., <i>Vjera i budućnost</i> , Kršćanska sadašnjost, Zagreb, 2008. Berdjajev, Nikolaj, <i>Sudbina čovjeka u suvremenom svijetu: za razumijevanje naše epohe</i> , Verbum, Split, 2007. Berđajev, Nikolaj, <i>Filozofija nejednakosti</i> , Mediteran-Oktoih, Budva-Titograd, 1990. Cacciari, Massimo, <i>Geo-filozofija Europe</i> , Ceres, Zagreb, 1996.										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

Fink, Eugen, *Osnovni fenomeni ljudskog postojanja*, Nolit, Beograd, 1984.
Finkielkraut, Alain, *Izgubljena čovječnost: esej o XX. stoljeću*, Nakladni zavod Matice hrvatske, Zagreb, 1998.
Gardels, Nathan P. (ed.), *Na kraju stoljeća. Razmišljanja velikih umova o svom vremenu*, Naklada Jesenski i Turk-Hrvatsko sociološko društvo, Zagreb, 1999.
Gehlen, Arnold, *Čovjek i institucije*, Nakladni zavod Globus, Filozofski fakultet u Zagrebu, humanističke i društvene znanosti–Zavod za filozofiju, Zagreb, 1994.
Gehlen, Arnold, *Čovjek. Njegova narav i njegov položaj u svijetu*, Naklada Breza, Zagreb, 2005.
Kale, Eduard, *Uvod u znanost o kulturi*, Školska knjiga, Zagreb, 1982.
Matulić, Tonči, *Metamorfoze kulture. Teološko prepoznavanje znakova vremena u ozračju znanstveno-tehničke civilizacije*, Glas Koncila, Zagreb, 2008.
Levin, Yuval, *Ljevica i desnica*, Verbum, Zagreb, 2017.
PAPINSKO VIJEĆE ZA KULTURU, *Promicati pastoral kulture*, Kršćanska sadašnjost, Zagreb, 1999.
PAPINSKO VIJEĆE ZA KULTURU, *Vjera i kultura. Antologija tekstova papinskog učiteljstva od Lava XIII. do Ivana Pavla II.*, Kršćanska sadašnjost, Zagreb, 2010.
Pieper, Josef, *Pohvala dokolici*, Verbum, Split, 2011.
Ortega y Gasset, José, *Pobuna masa*, Anali naših dana, Zagreb, 1941.
Ortega y Gasset, José, *Razmišljanja o tehničarima*, Alef, Čačak-Beograd, 2014.
Scruton, Roger, *Culture counts: faith and feeling in a world besieged*, Encounter Books, New York, 2007.
Scruton, Roger, *Koristi od pesimizma. I opasnosti od lažne nade*, Škorpion, Zagreb, 2011.
Skledar, Nikola – Zagorac, Ivana (eds.), *Čovjek i kultura*, Hrvatsko filozofsko društvo, Zagreb, 2010.
Spengler, Oswald, *Čovjek i tehnika*, Laus, Split, 1991.
Svendsen, Lars Fr. H., *Filozofija dosade*, TIM press, Zagreb, 2010.
Šarčević, Abdulah, *Filozofija u moderni: doba otuđenja svijeta. Analiza suvremenosti*, Oko: Međunarodni centar za mir, Sarajevo, 1999.
Šešić, Bogdan V., *Filozofija kulture: smisao kulture*, Milić Rakić, Valjevo, 1989.
Tillich, Paul, *Teologija kulture*, Ex libris-Synopsis, Rijeka-Sarajevo, 2009.
Vederil, Rob, *Kolaps kulture*, Clio, Beograd, 2005.
VIJEĆE BISKUPSKIH KONFERENCIJA EVROPE, *Evangelizirati sekulariziranu Evropu. Šesti simpozij evropskih biskupa (Rim 7.-11. listopada 1985.)*, Kršćanska sadašnjost, Zagreb, 1986.
Zimmerman, Stjepan, *Kriza kulture: kulturnofilozofijske studije iz suvremene socijalne filozofije*, Ex libris, Zagreb, 2012.

2.12. Other (as the proposer wishes to add)



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.6. Course teacher	Assoc. Prof. Nenad Malović, PhD		1.11. Year of the study	1
1.7. Name of the course	Religion and Science		1.12. ECTS credits	3
1.4. Associate teachers			1.13. Type of instruction (number of hours L + E + S + e-learning)	30L
1.5. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		1.14. Expected enrolment in the course	20
1.6. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.15. 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 qualify students for a dialogue with contemporary spiritual and natural science movements from the perspective of Christian faith.			
2.2. Enrolment requirements and/or entry competences required for the course	Interest in the course.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to explain the phenomenon of religion, introduce the world's major religions, explain the specificities of each religion, including their similarities and differences in relation to Christianity - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will:</p> <ul style="list-style-type: none"> - Understand the starting points and the mutual relationship of belief and knowledge. - Understand and be able to explain the problems between religion and natural sciences. - Understand and be able to explain the development and independence of natural sciences in the context of theology. - know and present contemporary natural science theories about the emergence and development of the universe (Big Bang). - know and present contemporary natural science theories about the origin of the humankind and the development of the human being. - be able to explain and present the attitude of the Catholic Church towards the abovementioned realities. - be able to distinguish real from quasi-problems in relation to religion and science. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction. Problem, concept, and content. 2. What is faith? What is science? 3. Science or sciences? Science and natural sciences. 4. History of the "conflict" of faith and knowledge. 5. Language of theology and language of natural sciences 6. The question of methods. Symbols and models. 7. The function of philosophy. 8. The Big bang and / or the creation of the world. 9. Life. Evolution and creation. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	10. The question of hominization - the natural, philosophical and theological views. 11. The soul and artificial intelligence. 12. Natural sciences and contemporary atheism. 13. The contemporary stance of the Catholic Church towards natural sciences. 14. Ethical issues as the hub of theology and natural sciences. 15. Can (may) a natural scientist believe in God?								
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 <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 the library and/or via other media)	Title						Number of copies in the library		Availability via other media
	Bajsić, V., <i>Granična pitanja religije i znanosti</i> , Zagreb, 1998.						YES		YES
	Crvenka, M., <i>Prirodne znanosti i religija</i> , Zagreb, 2010.						YES		YES
	Lambert, D., <i>Znanosti i teologija. Oblici dijaloga</i> , Zagreb 2003						YES		YES
	Horn, S. O. and Wiedenhofer, S. (eds.), <i>Stvaranje i evolucija</i> . Split 2008.						YES		YES
2.11. Optional literature	Facchini, F., <i>Stazama evolucije čovječanstva</i> . Zagreb 1996. Benz, A., <i>Budućnost svemira. Slučaj, kaos, Bog?</i> Zagreb 2006. Benz, A., <i>Darovani svemir. Astrofizika i stvaranje</i> . Zagreb 2012. Hawking, S. W., <i>Kratka povijest vremena</i> . Zagreb 2004. Darwin, Ch., <i>Podrijetlo čovjeka</i> . Zagreb 2007. Marković, L., <i>Evolucijska slika svijeta i kršćanstvo</i> , Zagreb, 2011. Morandini, S., <i>Teologija i fizika</i> . Zagreb 2012. McGrath, A. E., <i>Znanost i religija</i> , Zagreb, 2015. Becker, P., <i>U stupici svijesti? Duh i mozak u raspravi teologije, filozofije i prirodnih znanosti</i> , Zagreb, 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. Božidar Mrakovčić, PhD			1.6. Year of the study programme			1-5		
1.2. Name of the course	Biblical Archeology			1.7. Credits (ECTS)			3		
1.3. Associate teachers				1.8. Type of instruction (number of hours L + S + E + e-learning)			30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject			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. COURSE DESCRIPTION									
2.1. Course objectives	To describe geographical areas in which the Bible emerged. To get familiarised with basic archaeological methods. To identify the most important archaeological places in the area of Palestine.								
2.2. Enrolment requirements and/or entry competences required for the course									
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 								
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"> - Describe individual geographical areas related to the emergence of the Bible and various types of climates as well as some specificities of that area - Get familiarised with the most important archaeological methods - Identify the most important Biblical places - Compare results of archaeological diggings with Biblical texts 								
2.5. Course content (syllabus)	The starting point of the course is a geographical description of the Near East area in which the Bible emerged. Climate, traffic connections, customs, and ways of life are analysed. Familiarisation with archaeological methods of digging. An overview of places via audio-visual media.								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> on line in complete <input checked="" type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (add other)			2.7. Comments:		
2.8. Student responsibilities	Reading of Biblical texts and their analysis, reading of specific literature, writing of shorter papers or reviews of specific topics.								
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Practical work	YES	NO
	Experiments	YES	NO	Report	YES	NO	(add other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(add other)	YES	NO
	Preliminary exam	YES		Oral exam	YES		(add other)	YES	NO



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		Written exam	YES	NO	Project	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	
	B. Lujčić, <i>Biblijska geografija i arheologija</i>								
	B. Lujčić, <i>Božji tragovi</i>								
	A. Rebić, <i>Biblijske starine</i>								
2.11. Optional literature	<i>Biblijski atlas</i> <i>Enciklopedija Biblije</i>								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Josip Oslić, PhD		1.16. Year of the study	2
1.2. Name of the course	Croatian Neo-Scholasticism		1.17. ECTS credits	3
1.5. Associate teachers			1.18. Type of instruction (number of hours L + E + S + e-learning)	60 L
1.6. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		1.19. Expected enrolment in the course	20
1.7. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.20. 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 acquire fundamental knowledge about the main authors, topics, and interests of the neo-Scholastic thought in Croatia.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed the first year of the study programme of the FTS and SRZ.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - enumerate and explain the basic concepts, authors and themes of ancient, medieval, modern and contemporary philosophical thought - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After finishing and successfully passing the course students will acquire the fundamental knowledge of Croatian (and world) neo-Scholastic philosophy and they will:</p> <ol style="list-style-type: none"> 1. Develop critical philosophical thinking 2. Know and understand the fundamental concepts of Scholastic and neo-Scholastic philosophy 3. Know, understand, and be able to present the main ideas and topics of neo-Scholastic thought 4. Know, understand, and be able to present the specific Croatian contribution to neo-Scholasticism 5. Know the main works of Croatian neo-Scholastics 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. week: What is Neo-Scholasticism? The idea of „neo-Scholastic philosophy“ and the context of its occurrence, 2. week: Fundamental concepts and problems of Neo-Scholasticism, 3. week: Overview of the most relevant world's neo-Scholastic authors and their teachings I., 4. week: Overview of the most relevant world's neo-Scholastic authors and their teachings II., 5. week: Neo-Scholasticism in Croatia (and BIH) I., 6. week: Neo-Scholasticism in Croatia (and BIH) II., 7. week: Josip Stadler's system of philosophy, 8. week: Ante Bauer's ontology + 1st preliminary exam, 9. week: Ante Bauer's theodicy, 10. week: Stjepan Zimmermann's philosophy of life, 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		11. week: S. Zimmermann as Kant's critic, 12. week: S. Zimmermann and the philosophy of existence, 13. week: W. Keilbach and the foundation of psychology of religion, 14. week: Keilbach's philosophy of religion, week: concluding considerations + 2nd preliminary exam											
2.6. Format of instruction:		<input type="checkbox"/> 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				<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 of the classes, writing an essay, participating in the class discussions, taking the preliminary exam (optional).											
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	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	
		Ante Bauer, <i>Opća metafizika ili ontologija</i> , Zagreb, 1918. (selected parts)											
		Vilim Keilbach, <i>Problem religije. Kritičko-sistematski osvrt na noviju filozofiju i psihologiju religije</i> Zagreb, 1935. (selected parts)											
		Stjepan Zimmermann, <i>Filozofija i religija. Filozofijske istine o Bogu i o čovjeku</i> , sv. I-II., Zagreb, 1936-1937. (selected parts)											
		Vilim Keilbach, <i>Moderna psihologija religije</i> , Zagreb, 1937. (selected parts)											
		Ante Bauer, <i>Teodiceja ili nauka o razumnoj spoznaji Boga</i> , Zagreb, 1918. (selected parts)											
		Ivan Šestak - Josip Oslić - Anto Gavrić (eds.), <i>Prilozi o hrvatskoj neoskolastici</i> , Zagreb, 2014. (selected parts)											
2.11. Optional literature		Josip Oslić, <i>Vjera i um. Neoskolastički i suvremeni pristupi</i> , Zagreb, 2004.											
2.12. Other (as the proposer wishes to add)													



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Ivan Dodlek, PhD		1.6. Year of the study	2
1.2. Name of the course	Aesthetics		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)	Undergraduate, two-subject		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	Familiarise students with the fundamental concepts, most significant authors, topics and interests of philosophical aesthetics. Train students to be able to critically evaluate works of art.			
2.2. Enrolment requirements and/or entry competences required for the course	Fulfilled requirements for enrolment into the study programme and enrolment into the study programme. Active knowledge of English language			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will acquire fundamental knowledge about philosophical aesthetics and they will:</p> <ol style="list-style-type: none"> 1. Adopt the basic concepts of philosophical aesthetics. 2. Know and be able to present significant ancient, medieval, modern, and contemporary aesthetical theories. 3. Know, understand, and be able to critically evaluate various aesthetical models which are philosophically relevant for understanding and interpreting art. 4. Analyse and be able to critically present main works of philosophical aesthetics. 5. Use knowledge from the area of philosophical aesthetics to develop their own judgment of taste. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Definition of aesthetics – objectives and method. 2. Homelessness of the human being and seeking the refuge – status of the modern culture. 3. Transfiguration – creation of the aesthetical order between <i>things-beings</i>. 4. The beautiful – that which the mind likes and which guides us towards the spiritualized pleasure. 5. The art as the non-mechanic – dynamic interpenetration of art and life. 6. Religious art. 7. Sacral art – <i>via pulchritudinis</i>. 8. Art education – understanding and interpreting a work of art (hermeneutics of art). 9. A field class: a joint visit to a theatre, museum, or a concert (by choice). 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		<p>10. Aesthetical thought of the classical period – beauty as the proportion and harmony. 11. Medieval aesthetics – proportion, wholeness, and clarity/light. 12. Renaissance aesthetical thought – magical, lovely, and restless beauty. 13. Aesthetics of the Enlightenment: reason and beauty, sublimity, romantic beauty, and the religion of beauty. 14. Modern and contemporary art – avant-garde, beauty of provocation, and consumption. 15. Concluding considerations.</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 x multimedia and the internet <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities		Regular attendance of the classes, reading literature, and participating in class discussions.								
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam	YES	
		Experimental work	YES	NO	Report	YES		(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	
	Bubner, Rüdiger, <i>Estetsko iskustvo</i> , Matica hrvatska, Zagreb, 1997.									
	Burger, Hotimir, <i>Čovjek, simbol i prafenomeni</i> , Naklada Breza, Zagreb, 2003.									
	Bürger, Peter, <i>Teorija avangarde</i> , Antibarbarus, Zagreb, 2007.									
	Danto, Arthur C., <i>Preobražaj svakidašnjeg. Filozofija umjetnosti</i> , Kružak, Zagreb, 1997.									
	Eco, Umberto, <i>Povijest ljepote</i> , Hena com, Zagreb, 2004.									
2.11. Optional literature	Everet Gilbert, Katarina – Kun, Helmut, <i>Istorija Estetike</i> , Kultura, Beograd, 1969.									
	Barzun, Jacques, <i>Od osvita do dekadencije: 500 godina zapadne kulture – od 1500. godine do danas</i> , Masmedia, Zagreb, 2003.									
	Bižaca, Nikola – Garmaz, Jadranka (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.									
	Carroll, Noël, <i>Philosophy of Art</i> , Routledge, London and New York, 1999.									
	Davies, Stephen, <i>The Philosophy of Art</i> , Blackwell Publishing, Oxford, 2006.									
	Davies, Penelope J. E. – Denny, Walter B. – Hofrichter, Frima F., <i>Jansonova povijest umjetnosti. Zapadna tradicija</i> , Stanek, Varaždin, 2008.									
	Dodlek, Ivan, <i>Dijaloški karakter umjetničkog djela</i> , Hrvatsko filozofsko društvo, Zagreb, 2016.									
	Eco, Umberto, <i>Umjetnost i ljepota u srednjovjekovnoj estetici</i> , Institut za povijest umjetnosti, Zagreb, 2007.									
Frontisi, Claude (ed.), <i>Povijest umjetnosti</i> , Larousse, Veble Commerce, Zagreb, 2003.										
Gaut, Berys, Mclver Lopes, Dominic (eds.), <i>The Routledge Companion to Aesthetics</i> , Routledge, London and New York, 2002.										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Kasirer, Ernst, <i>Filozofija simboličkih oblika</i>, Biblioteka Teorija, Novi Sad, 1985.</p> <p>Kolešnik, Ljiljana (ed.), <i>Umjetničko djelo kao društvena činjenica. Perspektive kritičke povijesti umjetnosti</i>, Institut za povijest umjetnosti, Zagreb, 2005.</p> <p>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.</p> <p>PAPINSKO VIJEĆE ZA KULTURU, <i>Via pulchritudinis – povlašeni put evangelizacije i dijaloga</i>, HKD Napredak, Sarajevo, 2007.</p> <p>Rabar, Josip Sanko, <i>Vjera i umjetnost</i>, Kršćanska sadašnjost, Zagreb, 2008.</p> <p>Scruton, Roger, <i>Beauty</i>, University Press, Oxford, 2009.</p> <p>Van Loon, Hendrik Willem, <i>Umjetnost čovječanstva kroz vjekove I-II</i>, Ex libris, Zagreb, 2007.</p>
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Mario Cifrak, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Hermeneutics of the Old Testament in the New Testament		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)	undergraduate, two-subject		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	Understanding the New Testament reading of the Old Testament.			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of the Hebrew and Greek biblical language, exegesis of 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"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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 reception of the Old Testament texts in the New Testament - distinguish intentionem auctoris - present the exegesis of the selected pericope - use exegetical results in theological reflection 			
2.5. Course content (syllabus)	1. Introduction – 2 hours 2. Christological framework – 2 hours 3. LXX – 2 hours 4. Is. 52:13 – 53:12 – 2 hours 5. Targums – 2 hours 6. 2 Kings 2 – 2 hours 7. Qumran – 2 hours 8. Pesharim – 2 hours 9. Apocalypse – 2 hours 10. Dn. 7:13 – 2 hours 11. Ezekiel in the Apocalypse – 2 hours 12. – 15. Exegesis of selected pericopes – 2 hours			
2.6. Format of instruction:	<input checked="" type="checkbox"/> x 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 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	- coming to classes and consultations; reading 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)	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	
	Cifrak, M., "'Dom molitve za sve narode' (Iz 56,7). Analiza masoretskog teksta i Septuaginte kao hermeneutskog preduvjeta novozavjetne recepcije Iz 56,7", <i>Bogoslovska smotra</i> 76 (2006) 29-46.						1		
	Cifrak, M., "Ps 110(109) u Poslanici Hebrejima", <i>Nek iz tame svjetlo zasine!</i> (Zagreb 2007) 453-466.						1		
	Odošaić, B., "Nastanak i važnost Targuma u biblijskoj egzegezi", <i>Biblija - knjiga Mediterana par excellence</i> (Split 2010) 257-277.						1		
	Runje, D., "Važnost kumranskih rukopisa u proučavanju Biblije", <i>Biblija - knjiga Mediterana par excellence</i> (Split 2010) 239-256.						1		
Vidović, P., "Septuaginta, Biblija Novoga zavjeta i ranoga kršćanstva", <i>Stari zavjet - vrelo vjere i kulture</i> (Rijeka - Zagreb 2004) 177-191.									
2.11. Optional literature	Cifrak, M., "Perikopa o takozvanom čišćenju Hrama (Mk 11,15-19)", <i>Teologijom svjedočiti i naviještati</i> (Zagreb 2010) 147-160. Cimosi, M., "L'autore dell'Apocalisse ha usato la Bibbia greca?", <i>Apocalypsis</i> (Assisi 2005) 63-92. Gnilička, J., <i>Prvi kršćani</i> , Zagreb 2003. Manns, F., "Targum and Rabbinical Literature as a possible Background of the New Testament", <i>Biblija - knjiga Mediterana par excellence</i> (Split 2010) 151-166.								
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	2
1.2. Name of the course	Dynamics of a Spiritual Life		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	This course presents the principles that are the dynamic key to Christian spirituality, either in the context of the dynamics of differentiation when the same evangelic content needs to be adapted to circumstances, life situations and the tasks of the addresses or in the context of developmental dynamics where Christian life is represented as a gradual integral process that leads to the highest climaxes of mystical life. Furthermore the course presents the historical development of Christian spirituality in an effort to broaden horizons giving students an opportunity to aptly judge current directions and tendencies.			
2.2. Enrolment requirements and/or entry competences required for the course	Be familiar with general definitions in theology, philosophy and psychology.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be competent:</p> <ul style="list-style-type: none"> • In a wide spectre of spiritual experiences through tradition; • To understand and explain how to rear today to incorporate virtues; • To realise that a spiritual life is not merely applying strict principles but requires conscious differentiation which leads to achieving the highest good possible in concrete circumstances; • To recognise and be apt to present man's integral development to maturity through all dimensions: theologically, morally, psychologically and socially. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Historical development of spirituality: The era of the Church Fathers featured in the first three centuries by the spirituality of martyrdom, then touching on Hellenistic culture aspiring for wisdom and when the first theology of the Church Fathers was created. 2. Monachal spirituality prevalent from the IVth to the XIIIth century: Hermits: anchoritic and coenobitic forms; Cappadocians: Benedict and Western monks inspired by his rule; Carolinian era; forms of lay spirituality; St. Bernard. 3. Late Medieval Era society becomes mobile, cities begin to emerge, the Religious become mobile and are known as the begging orders dedicated to the apostolate; Dominican spirituality; St. Francis and the Franciscans; St. Bonaventure; Devotio moderna. 4. In modern times spirituality develops according to thought and awareness of this era concentrated on the subject. We therefore primarily observe the inner and individual reality. This refers to the <i>inner life</i>, which has never been better described than by the Spanish mystics in their anthropological 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>categories: Ignatius' spirituality; Spanish Carmelite mystics; St. Francis of Salesia's pious humanism; unilateral movements: Jansenism and Quietism.</p> <p>5. Contemporary spiritualism features a return to the sources, a search for original and primary Christianity (Biblical, Patristic, Liturgical movement) and opening up to the world. The search for spiritual presence and engagement in the world, developing lay spirituality.</p> <p>6. Sanctity is by its content is unique however it is worth adapting to life situations that is why we refer to class spirituality using the "spiritual model" method. With it we endeavour to show that the principles of spiritual life are embodied in the concrete person implicitly consisting of experience which surpasses mere analytical-abstract classes.</p> <p>7. Detailed presentation of models for the lay faithful, closer to listeners: Gianna Beretta Molla; Giorgio La Pira; Ivan Merz; Marica Stanković; Dorothy Day.</p> <p>8. The complexity of situations that call man to realise God's plan inherits him to carefully distinguish circumstances, self-motivation, the dignity of others, demands and actions he wishes to undertake. This requires spiritual distinguishment: spiritual distinguishment in the Bible throughout history; personal and communal distinguishment; practising distinguishing.</p> <p>9. Dynamic approach to virtues: how to adopt and raise in virtues; pass from modern ethics concentrated on obligation and law to post-modern models directed toward the realisation of the person.</p> <p>10. Evangelic call to man to perfection, to arrive at maturity is a gradual process that has been described in history in various stages. God's gradual pedagogy in the Bible, themes of the way, life, covenant, features of a mature Christian.</p> <p>11. Description of the development of spiritual life during history with a particular reflection on the so-called "three paths". Contemporary sensibility emphasises that development cannot be identified with cults (ritual) and divine practise separated from social life. We therefore reflect on speech about integral growth: theologically, morally, psychologically and socially. Some contemporary development models are presented.</p> <p>12. Development of psycho-social sciences stimulated inevitable interfacing between human and Christian maturity. Talk about spirituality in periods of life.</p> <p>13. Experience of mature faith. The course endeavours to touch on the theme of possible experiences of faith from a psychological and spiritual perspective. Introductory discussion of relations between spirituality and psychology.</p> <p>14. Possible barriers to mature experiences of faith; psychological and spiritual aspects of mature faith; education for mature faith.</p> <p>15. Mystical dimension of spiritual life presented through two emblematic figures: St. Theresa of Aquila and St. John of the Cross.</p>										
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line 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	NO	Practical training	YES	NO
		Experimental work	YES	NO	Report	YES	NO	Test	YES	
		Essay	YES	NO	Seminar essay	YES	NO	(other)	YES	NO
		Tests	YES	NO	Oral exam	YES	NO	(other)	YES	NO
		Written exam	YES		Project	YES	NO	ECTS credits (total)	3	
2.10. Required literature		Title						Number of copies		Availability via



DETAILED PROPOSAL OF THE STUDY PROGRAMME

(available in the library and/or via other media)		in the library	other media
2.11. Optional literature (at the time of submission of study programme proposal)	Franjo Podgorelec (ur.) <i>Dinamika duhovnog života</i> . Hrestomatija, (ciklostil) Zagreb, 2011. Benedict J. Groeschel, <i>Psihologija duhovnoga razvoja</i> , Split, 2009.		
2.12. Other (as the proposer wishes to add)	Giovanni Cucci, <i>La maturità dell'esperienza di fede</i> , Rome – Torino, 2010 Vilim Keilbach, <i>Duhovno bogoslovlje</i> , Zagreb, 1950		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Stjepan Baloban, PhD		1.6. Year of the study programme	2
1.2. Name of the course	The Christian Caritas and Social Advocacy		1.7. Credits (ECTS)	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	To familiarise students with the role and place of the Christian caritas in the Church and society and on possibilities of "social advocacy" in the activity of the Caritas.			
2.2. Enrolment requirements and/or entry competences required for the course	Interest for finding new forms of caritative activity and social engagement in the Croatian society and the Church			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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 newer movements in relation to the activity of caritative organisations in the Church. Understand and interpret the role of "social advocacy" in relation to concrete caritative activity as specificity in activity of Caritas in recent decades. Analyse concrete caritative-social work in individual (arch)diocese and parish. Apply acquired knowledge in pastoral work and in other ecclesial and social areas of work. Define the role and place of Christian caritas in the ecclesial life. Interpret via the social discourse of the Church the difference between Christian-caritative activity and social activity in the society in general. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course: the relation between Christian caritas and social advocacy 2. The social dimension of faith as a constituent part of Christian life 3. The origins and founding of Christian caritas in the historical perspective 4. Organised caritative work of the Catholic Church from the end of the 19th century 5. The social teaching of the Church as motivation for caritative work 6. The difference between Christian caritas and social work and social policy 7. The founding and meaning of the first organised Caritas in Croatia: Karitas of the Archdiocese of Zagreb (1933) 8. The journal "Karitas" and caritative activities of priests and Archbishop Alojzije Stepinac 9. The prohibition of work of Karitas of the Archdiocese of Zagreb (1946) and its re-activation in the sixties of the 20th century 10. The structure and work of the Croatian Caritas and Caritas of individual Croatian (arch)dioceses 11. Solidarity in the perspective of Caritas 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		12. Social advocacy: the concept, origin and attempt to apply in the German-speaking area								
		13. Caritas in the social teaching of Benedict XVI								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> 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.								
2.9. Monitoring student work	Class attendance	YES		Research	YES		Practical work	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		Oral Exam	YES		(Other)	YES	NO	
	Written exam	YES	NO	Project	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., <i>Deus caritas est. Bog je ljubav</i> , KS dokumenti 143, Zagreb, 2006., 33-69-									
	Đuro ZALAR, <i>Caritas – put Crkve. Kršćansko služenje svijetu</i> , Zagreb, 2006.									
	Christian BECK, <i>Anwaltschaft: Begriff und ethischer Auftrag</i> , Freiburg, 2003.									
2.11. Optional literature	Kardinal Gerhard Ludwig MÜLLER, <i>Siromaštvo. Izazov za vjeru</i> , KS, Zagreb, 2015.									
	Stjepan BALOBAN – Gordan ČRPIĆ (eds.), <i>Kultura nedjelje i dostojanstvo radnika</i> , Zagreb, 2005.									
	Stjepan BALOBAN – Gordan ČRPIĆ (eds.), <i>Socijalni Kompendij: izazov i nadahnuće</i> , Zagreb, 2007.									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Anto Barišić, PhD		1.6. Year of the study	1.-5.
1.2. Name of the course	Arius and the Council of Nicaea		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	30L + 15E
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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
2. COUSE DESCRIPTION				
2.1. Course objectives	Analysing the causes and consequences of Arian controversy. Presentation of the way to overcome the new situation in the Church, which for the first time faced the need to organize a general council in Nicaea in 325 AD. The repercussion of the crisis outside Alexandria and its spread in Palestine and Asia Minor. The influence of emperor Constantine I in solving it. The relation between Constantine and Arius. Consideration of the role and meaning of the term homoousios. The Nicæan symbol and the reaction to it. The role of St. Athanasius the Great and his contribution in the post-council period.			
2.2. Enrolment requirements and/or entry competences required for the course	Basic knowledge of general Church history, especially of its IV century.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present and explain the origin, development and life of the Church throughout history and to explain its impact on world events - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After the completion of the course, the students are expected to be able to:</p> <ul style="list-style-type: none"> • Independently analyse and critically evaluate Arian controversy and similar crises which the Church went through in the later history up until today • Independently be ready for detection and appearance of all types and forms of neo-Arian tendencies which are appearing in the modern world in different forms of neo-Gnostic movements, religions, philosophies and scientific ideologies within which Christ is not seen as the real Son of God, but just a regular creature, a role model of wisemen, ethical role model or just a plain fraud • Acquire a stronger feeling for the importance and role of Church Teaching which, as in the case of Arius, so in the case of modern distorted, atheistic, agnostic and other opinions about Christ proclaims truths which are important for every Christian 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> • Genesis of the Arian controversy and its spread • Arius's presence in the council of Nicaea in 325 AD • Decisions, sanctions and canons of the council of Nicaea • Post-Nicæan events: the relation between Constantine I and Arius • The role of Athanasius the Great in refuting the Arian heresy • Local councils between Nicaea [325] and Constantinople [381] • The role of the Roman bishop in solving the crisis 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		• The twilight of Arianism								
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 of lectures and active participation during the classes in discussions.							
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 the library and/or via other media)		Title					Number of copies in the library		Availability via other media	
		Manlio Simonetti, <i>La crisi Ariana nell IV. secolo</i> , Roma 1975.								
2.11. Optional literature	<ul style="list-style-type: none"> • J. Pavić -T. Z. Tenšek, <i>Patrologija</i>, KS., Zagreb 1993. • Thomislaus Šagi- Bunić, »<i>Duo Perfecta</i>« et »<i>Duae Naturae</i>« in <i>definitione dogmatica Chalcedonensi</i>. Laurentianum, Roma 1964.; • Harry Austrin Wolfson, <i>La filosofia dei padri della Chiesa</i>, Paideia, Brescia, 1978. 									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Vanda Kraft Soić, PhD		1.6. Year of the study	2
1.2. Name of the course	Historical-Theological Presuppositions of the Schism of Ephesus (431) according to T. J. Šagi-Bunić		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - to familiarise students with unpublished and published literary heritage of T. J. Šagi-Bunić in the area of Christology of the 5th century - to familiarise students with Šagi-Bunić's original reflections on historical-theological presuppositions of the Schism of Ephesus (431) with a special emphasis on the fact that to understand the conflict between the Christological School of Antioch and the Christological School of Alexandria in Ephesus the relation between the two schools towards the Arian and the Apolinarian Christological heresy needs to be studied - to familiarise students with Arian, Apolinarian, Antiochian, and Alexandrian (Cyril's) Christological teachings and to familiarise them with how these Christological speculations influenced each other - to make students capable of argumentative evaluation of Šagi-Bunić's specific contribution to research on Christological controversy of Ephesus 			
2.2. Enrolment requirements and/or entry competences required for the course	-familiarisation with fundamental Christological concepts, being interested in theological reflection			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present and explain the origin, development and life of the Church throughout history and to explain its impact on world events - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - after successfully completing the course, students will be able to: - differentiate between orthodox and heretical Christological speculations of the 4th and the 5th century - define and argumentatively present characteristics of the Antiochian and Alexandrian (Cyril's) Christology - define and argumentatively present characteristics of Christological dualism - interpret Šagi-Bunić's convictions on reasons of Christological controversy between the Antiochian and Alexandrian schools - evaluate Šagi-Bunić's specific approach and contribution to research on Ephesian Christological controversy 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> - Introduction to the course; introduction to life and work of T. J. Šagi-Bunić - Šagi-Bunić's unpublished and published Christological heritage - Essential points of Arian Christology - Arian Christological heresy as a challenge to Antiochian Christology - Essential points of Apolinarian Christology 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none"> - Apollinarian Christology as a challenge to Antiochian Christology - Traits of Antiochian Christology - Nestorius – the bishop of Constantinople - The beginning of Cyril-Antiochian controversy - Nestorius and Cyril of Alexandria - Traits of Cyril's Christology - The dispute over Cyril's work <i>Capitula</i> - The council of Ephesus (431) 								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (add other)	2.7. Comments:						
2.8. Student responsibilities	Regular class attendance and active participation in classes, studying of obligatory and optional literature, preliminary exam, passing of the final oral exam.								
2.9. Monitoring student work	Class attendance	YES		Research	YES		Practical work	YES	NO
	Experiments	YES	NO	Report	YES	NO	(add other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(add other)	YES	NO
	Preliminary exam	YES		Oral exam	YES		(add other)	YES	NO
	Written exam	YES	NO	Project	YES	NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and via other media)	Title						Number of copies in the library	Availability via other media	
	- F. ŠANJEK, Pedeset godina znanstvenog i literarnog rada Tomislava J. Šagi-Bunića (1939-1989), in: <i>Croatica christiana periodica</i> , 13 (1989), 23, 105-140								
	- T. Z. TENŠEK, Tomislav Janko Šagi-Bunić (2. veljače 1923. – 21. srpnja 1999.), in: <i>Bogoslovska smotra</i> , 70 (2000) 3-4, 918-924								
	- T. J. ŠAGI-BUNIĆ, <i>Kristologija Prokla Carigradskog</i> , Zagreb, 2009.								
	- T. J. ŠAGI-BUNIĆ, „Formula „istobitan nama“ u apolinarističkim borbama“, in: <i>Kačić</i> , 3 (1970), 55-76								
	- J. PAVIĆ – T. Z. TENŠEK, <i>Patrologija</i> , Zagreb, 1993.								
	- Teodoret CIRSKI, <i>Izabrani spisi</i> , Split, 2003.								
	- Ćiril ALEKSANDRIJSKI, <i>Utjelovljenje Jedinorođenca – jedan Krist</i> , Makarska, 2001.								
- Teodor MOPSUESTIJSKI, <i>Katehetske homilije</i> , Zagreb, 2004.									
- A. FILIĆ, „Povijesno-teološki kontekst razvoja kalcedonske diofiziske formule“, in: I. RAGUŽ (ed.), „ <i>Multorum fratrum vehementissima postulatione et maxime tua iussione compulsus</i> “, Zbornik radova u čast prof. dr. sc. Marijanu Mandacu prigodom 70. obljetnice života, Split, 2010., 101-134									
2.11. Optional literature (at the	- T. J. ŠAGI-BUNIĆ, „ <i>Duo perfecta</i> “ et „ <i>duae naturae</i> “ in <i>definitione dogmatica chalcedonensi</i> , Roma, 1964.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

time of submission of study programme proposal)	-T. J. ŠAGI-BUNIĆ, „ <i>Deus perfectus et homo perfectus</i> “ a concilio Ephesino (a. 431) ad Chalcedonense (a. 451), Romae – Friburgi Br. – Barcinonae, 1965.
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
1.2. Name of the course	Bioethics		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	<p>Get familiarised with the causes of the emergence of bioethics</p> <p>Get familiarised with the pioneers of bioethics, the main ideas and thought directions in bioethical discourse</p> <p>Get familiarised with the epistemological status of bioethics as a philosophical discipline</p> <p>Get familiarised with the relationship between ethics and bioethics</p> <p>Get familiarised with the relationship between (bio)ethics and (bio)technology</p> <p>Get familiarised with the relationship between bioethics and theology</p> <p>Get familiarised with cognitive and value relations bios-ethos-logos in bioethics</p> <p>Get familiarised with the relationship between bioethics and humanities, social, natural, biomedical and (bio)technical sciences</p> <p>Get familiarised with the main bioethical paradigms</p> <p>Get familiarised with the requirements and the nature of interdisciplinarity in bioethical discourse</p> <p>Get familiarised with academic and social institutionalization of bioethics</p> <p>Get familiarised with the possibilities and implications of bioethical discourse on the scientific and social plan</p> <p>Get familiarised with bioethical thinking and bioethical evaluation</p>			
2.2. Enrolment requirements and/or entry competences required for the course	<p>Enrolment requirements: enrolled in the second year of study</p> <p>Entry competencies: knowledge of basic philosophical concepts; ability to critically think; openness to a different critical opinion</p>			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>Know the historical and current causes of the emergence of bioethics</p> <p>Know the nature, purpose, and position of bioethics as a philosophical discipline</p> <p>Know basic concepts of bioethical discipline</p> <p>Learn the main bioethical paradigms</p> <p>Knowledge of bioethics as a meeting place and a dialogue between humanities and natural sciences</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		Master the interdisciplinary method Learn the place and role of bioethics in the scientific and social environment										
2.5. Course content (syllabus)	Introduction to the neologism "bioethics". History and causes of the emergence of bioethics. The term and definition of bioethics. Bios-ethos-logos in bioethics. Establishing bioethics as a philosophical discipline. Bioethics as a part of practical philosophy. The relationship between bioethics and ethics. Relationship between (bio)ethics and (bio)technology. The object of bioethics. The method of bioethics. Meta-bioethics. Bioethical paradigms. Academic and social relevance of bioethics. Bioethical institutes and bioethical education. Bioethics in interdisciplinary dialogue: bioethics and theology; bioethics and medicine; bioethics and biology; bioethics and law; bioethics and politics.											
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		Attending lectures; reading literature; participation in group discussions; consultations with the course teacher; 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 (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, T., <i>Bioetika</i> , Zagreb, 32012.								YES		
		Matulić, T., <i>Oblikovanje identiteta bioetičke discipline: vodič kroz bioetiku I</i> , Zagreb, 2011.								YES		
		Michele, A., <i>Uvod u bioetiku</i> , Zagreb, 2009.								YES		
		Nova medicinska etika (bioetika), u: <i>Društvena istraživanja</i> , vol. 4 (1996), no. 2-3, 519-762.								YES		
2.11. Optional literature		Jonsen, A. R., <i>The Birth of Bioethics</i> , New York, 1998. Beauchamp, T. L. – Childress, J. F., <i>Principles of Biomedical Ethics</i> , New York, 1994. Demmer, K., <i>Leben in Menschenhand. Grundlagen des bioethischen Gesprächs</i> , Freiburg – Wien, 1987.										
2.12. Other (as the proposer wishes to add)												



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Taras Barščevski, PhD		1.6. Year of the study	3
1.2. Name of the course	Patristic Exegesis of the New Testament		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	The principles and methodology of the Patristic exegesis of the New Testament.			
2.2. Enrolment requirements and/or entry competences required for the course	General introduction to the Holy Scripture and the adequate knowledge of the methodology of scientific work.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to elaborate the importance and explain the methods, models and possibilities of achieving an inter-Christian dialogue and church unity with the aim of supporting coexistence in a social environment with pluralistic views on the world - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to name and explain the basic contents of systematic Trinitarian theology - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand the principles of Patristic exegesis - differentiate between various methodological approaches of the Patristic to exegesis - present the comment of one New Testament passage in the light of the Patristic exegesis - use the results of the Patristic exegesis in the theological reflection 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Getting to know the students 2. Explanation and agreement about the individual assignments and the rules of evaluation 3. The Holy Scripture: Word of God as the mystery and revelation 4. The Word of God in the book entrusted to the Church 5. Principles of reading the Holy Scripture 6. Approaches and methods in the interpretation of the Holy Scripture 7. The role of the reader in reading 8. Synoptic Gospels: Jesus' parables in the Patristic exegesis 9. Gospel of John in the exegesis of Greek Fathers 10. Gospel of John in the exegesis of Saint Augustine 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		11. Paul: charismas in the Patristic exegesis 12. Paul: justification in the Patristic exegesis 13. The Book of Revelation in the Patristic exegesis									
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, working on individual assignments.									
2.9. Monitoring student work		Class attendance	YES		Research	YES		Oral exam	YES		
		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		NO	ECTS (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	
		Ante POPOVIĆ, <i>Načela i metode za tumačenje Biblije</i> , Zagreb 2005						12			
		Papinska biblijska komisija, <i>Tumačenje Biblije u životu Crkve</i> , Zagreb 2005.						12			
		Biblia patristica: Index des citations et allusions bibliques dans la littérature patristique								online	
2.11. Optional literature		Maria CAMPATELLI, <i>Leggere la Bibbia con i Padri</i> , Roma 2009. La Bibbia nei Padri della Chiesa. <i>Il Nuovo Testamento</i> , ur. Mario NALDINI, Bologna 2000. Manlio SIMONETTI, <i>Lettera e/o allegoria. Un contributo alla storia dell'esegesi patristica</i> , Roma 1985. Innocenzo GARGANO, La metodologia esegetica dei Padri, u: <i>Metodologia dell'Antico Testamento</i> , ed. SIMIAN-YOFRE, Bologna 2002, 197-222. <i>A History of Biblical Interpretation</i> , eds. Alan J. HAUSER and Duane F. WATSON, Grand Rapids 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. Andrea Filić, PhD		1.6. Year of the study	2
1.2. Name of the course	The History of Theology		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - To provide students with an insight into the historical course of the development of Christian theology as science, pointing out how theology developed in certain periods of Christianity, from the very beginning to the most recent days - to provide students with an insight into the development of scientific methods in certain periods and the essential contents to which theology devoted particular attention at a particular historical moment - to equip students for critical theological reflection 			
2.2. Enrolment requirements and/or entry competences required for the course	- general conditions for enrolment at the Catholic Faculty of Theology of the University of Zagreb			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to identify and explain the correct and incorrect ways of reaching conclusions, as well as to argue and critically discuss philosophical and theological topics - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	After successfully mastering the course, students will be able to: <ul style="list-style-type: none"> - Critically present the developmental path of theology as a science - Distinguish between individual periods of Christian thought - Analyse the most important theological methods used by theologians throughout history - Define the meaning of theology in specific historical circumstances - Critically present different theological schools and directions - Analyse the contribution of theology to the development of society and human thought 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> • Theology in the patristic period (until the 7th century in the West and the 9th century in the East) • Theology between the patristic period and scholasticism (10th-11th century). • Theology in the Middle Ages, especially the Dominican and Franciscan School (from the 12th to the 14th century) • Theology in the Renaissance (15th and 16th centuries) • Theology in the Reformation and the Counterreformation Period (1500 - 1750) • Theology in the Modern period. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

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 <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:						
2.8. Student responsibilities		Attendance and active participation in classes - 30%; Preliminary exam - 10%; Individual research - 10%; Final exam - 50%							
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		Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS (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.-Y. LACOSTE (ed.), <i>Povijest teologije</i> , Zagreb, 2013.								
2.11. Optional literature	A. McGRATH, <i>Uvod u kršćansku teologiju</i> , Rijeka, 2007. M. F. B BROCCHERI – M. PARODI, <i>Povijest srednjovjekovne filozofije</i> , Zagreb, 2013. R. GIBELLINI, <i>Teologija dvadesetoga stoljeća</i> , Zagreb, 1999. J. PAVIĆ – T. Z. TENŠEK, <i>Patrologija</i> , Zagreb, 1993. A. DI BERNARDINO – B. STUDER, <i>Storia della teologia I</i> , Casale Monferrato, 1993. E. VILANOVA, <i>Storia della teologia</i> , Roma, 1991.								
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	3
1.2. Name of the course	Christocentricity of Moral Theology		1.7. ECTS credits	3
1.3. Associate teachers	Ante Bekavac, PhD		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	<p>Get familiarised with the main ethical requirements of the Gospel</p> <p>Get familiarised with New Testament development of Christian morality</p> <p>Get familiarised with the causes of the contemporary crisis of moral theology</p> <p>Get familiarised with the requirements and contents of the renewal of moral theology of the Second Vatican Council</p> <p>Get familiarised with the “Christological credo” of the Second Vatican Council</p> <p>Get familiarised with the Christological implications of Christian anthropology</p> <p>Get familiarised with the necessity and value of the Christocentricity in moral theology</p> <p>Get familiarised with the most specific and the most crucial characteristics of Christian morality</p> <p>Get familiarised with the Christian call in Jesus Christ</p> <p>Get familiarised with the new law of the Spirit as a call and life in Jesus Christ</p> <p>Get familiarised with the new law of love and freedom in Jesus Christ</p> <p>Get familiarised with the size of Christological humanism</p> <p>Get familiarised with the fundamental and central concrete moral norm of Christian morality</p> <p>Get familiarised with the requirements of the ethics of following Jesus Christ</p>			
2.2. Enrolment requirements and/or entry competences required for the course	<p>Enrolment requirements: enrolled in the third year of study</p> <p>Entry competencies: knowledge of basic theological concepts; ability to think critically; openness to deepening the meaning and significance of Christian moral teaching.</p>			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain New Testament Christology and the Christological tradition of church councils, but also to identify and critically present contemporary interpretations of the faith in Jesus Christ - to identify and explain the basic concepts of the theological understanding of man (creation, grace, eschatology) - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>Being familiarised with the specific ethical requirements of the message of the New Testament</p> <p>Being familiarised with the contemporary causes of the crisis of moral theology</p> <p>Know the contribution of the Second Vatican Council to the renewal of moral theology</p> <p>Learn the main emphases of the “Christological credo” of the Second Vatican Council</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		Learn the meaning, significance, and contents of the Christpcentricity of moral theology Get familiarised with the main emphases and directions of the post conciliar renewal of moral theology Know the application of Christocentricity to Christian moral evaluation and action Know how to distinguish humanistic ethics from Christian ethics Learn the ethical dimensions of following the person of Jesus Christ										
2.5. Course content (syllabus)	Introduction to the course. An overview of the main ethical highlights of the New Testament message. Presentation of the causes and consequences of the contemporary crisis of moral theology. Getting to know the call of the Second Vatican Council for the renewal of moral theology. Contents of the Council's "Christological Credo". The Christocentric formulation of moral theology during the post conciliar renewal until today. The main elements of Cristocentricity of moral theology: the person of Jesus Christ, the most concrete and universal norm of Christian morality. A Christian call in the Holy Spirit. Adoption in the Son. The new creation in Jesus Christ. Christ's law of love and freedom. The specificity of Christian ethics starting with the person of Jesus Christ. Ethics of following and universal call to holiness. The Christocentric implications of moral valuation and activity.											
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 <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
		Reading selected texts and a group discussion about them.										
2.8. Student responsibilities		Attending lectures; reading literature; participation in group discussions; consultations with the course teacher; 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 vaticanski koncil, <i>Dokumenti</i> . VII. popravljeno i dopunjeno izdanje, Zagreb, 2008.							YES			
		Häring, B., <i>Kristov zakon I. Opća kršćanska moralna teologija</i> , Zagreb, 1973.							YES			
		Balthasar, H. U., <i>Devet teza za kršćansku etiku</i> , u: <i>Bogoslovska smotra</i> , vol. 45 (1975), no. 4, 467-478.							YES			
		Fuček, I., <i>Krist - konkretna norma morala</i> , u: <i>Obnovljeni život</i> , vol. 31 (1976), no. 5, 421-435.							YES			
		Rahner, K., <i>U čemu je trajno značenje Drugoga vaticanskog sabora?</i> , u: <i>Obnovljeni život</i> , vol. 40 (1985), no. 3-4, 318-328.							YES			
2.11. Optional literature		Kasper, W., <i>Narav - milost - kultura</i> , in: <i>Crkva u svijetu</i> , vol. 39 (2004), no. 4, 459-476.							YES			
		Ivan Pavao II., <i>Redemptor hominis – Otkupitelj čovjeka</i> (4. ožujka 1979.). Nastupna enciklika, Zagreb, 21997.										
		Schnackenburg, R., <i>Osoba Isusa Krista u četiri evanđelja</i> , Zagreb, 1997.										
		Ivan Pavao II., <i>Veritatis splendor – Sjaj istine</i> (6. kolovoza 1993.). Enciklika o nekim temeljnim pitanjima moralnog naučavanja Crkve, Zagreb, 1998.										
		Papinska biblijska komisija, <i>Biblija i moral. Biblijski korijeni kršćanskoga djelovanja</i> (11. svibnja 2008.), Zagreb, 2010.										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Papinska biblijska komisija, <i>Biblija i kristologija</i> (1984.), Zagreb, 2006. International theological commission, <i>Communion and Stewardship. Human Person Created in the Image of God</i>, (2004.). International theological commission, <i>In Search of a Universal Ethic. A New Look at the Natural Law</i>, (2009.). Baloban, S., Moralno-etički izazovi četrdeset godina nakon Koncila, u: <i>Bogoslovska smotra</i>, vol. 75 (2005.), br. 3, 793-815. Lujčić, B., <i>Isusova otvorena antropologija</i>, Zagreb, 2005. Cifrak, M., <i>Ta u vjeri hodimo, ne u gledanju. Egzegetski doprinos moralnoj poruci Novoga zavjeta</i>, Zagreb, 2013.</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		1.6. Year of the study	3
1.2. Name of the course	Confessional Theology		1.7. ECTS credits	3 ECTS
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L25 + e-learning: 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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
2. COURSE 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"> - to elaborate the importance and explain the methods, models and possibilities of achieving an inter-Christian dialogue and church unity with the aim of supporting coexistence in a social environment with pluralistic views on the world - to explain New Testament Christology and the Christological tradition of church councils, but also to identify and critically present contemporary interpretations of the faith in Jesus Christ - to name and explain the basic concepts of ecclesiology and to critically evaluate sources studying the Church - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 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. All the meanings of “confession”, theology and ecclesiology, legal, architectural, colloquial meanings. 3. Confession as an expression of belief, faith (credo): religious confession in the New Testament, Nicene creed, Nicene-Constantinople creed, Apostolic faith, Quicumque (Atanasius). 4. Gennadius Scolarius’ confession, confession of Peter Mogila. 5. The Augsburg confession, The Czech confession, Tetrapolitan confession. 6. The first Helvetic confession, Second Helvetic confession, Schleithem confession, Creed of the people of God (Pope Paul VI), and so on. 7. Confession as a community of the faithful and its sub-groups: in Christianity; 8. In Judaism and Islam; 9. In Hinduism and Buddhism. 			



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<p>10. Statistical data about religion, confessions, churches, denominations and other religious communities in the world. 11. Confessional situation in Croatia: mono-confessional or multi-confessional society? 12. Statistical data about religion, confessions, churches, denominations and other religious communities in Croatia. 13. Inter-confessional institutions in the world, Europe and Croatia. 14. The World Council of Churches (ecumenical). 15. Conference of European Churches (CEC). 16. Ecumenical coordination committee in Croatia. 17. Emergence and disappearance of confessions, causes and reasons, "centrifugal" and "centripetal" processes. 18. Confessional syncretism or confessional identity? Inter-cultural or melting pot of differences? Who is being saved? 19. Catholic relations toward multi-confessionalism in the world: 20. Declaration on the freedom of religion "Dignitatis humanae" and recent Church documents.</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"/> on line 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		Research	YES	NO	Practical training	YES	NO
		Experimental work		YES	NO	Report	YES	NO	Literature	YES	
		Essay		YES	NO	Seminar essay	YES		(other)	YES	NO
		Tests		YES	NO	Oral exam	YES		(other)	YES	NO
		Written exam		YES	NO	Project	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 vjervovanja</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).									
2.11. Optional literature		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.									
		<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.									
2.12. Other (as the proposer wishes to add)		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.									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Andrea Filić, PhD		1.6. Year of the study	3
1.2. Name of the course	Council of Chalcedon (451)		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)	Undergraduate, two-subject		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	<ul style="list-style-type: none"> - provide knowledge of the historical circumstances and theological preoccupations in the period between Council of Ephesus (431) and the Council of Chalcedon (451) - provide the insight into the fundamental Christological deliberations which have preceded the Council of Chalcedon (451) - introduce the main Christological questions and problems to the students, which affected the convocation of the Council of Chalcedon and shaping of the Chalcedonian dogmatic definition - introduce students into the course of the event at the Council of Chalcedon - provide students with the insight into the documentation of the Council of Chalcedon with particular emphasis on the Chalcedonian dogmatic definition - train students for sovereign knowledge and understanding of the Chalcedonian Christology - train students to critically think about the relation between the Chalcedonian Christology and contemporary Christological emphases 			
2.2. Enrolment requirements and/or entry competences required for the course	Fulfilled 3 rd year enrolment requirements.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present and explain the origin, development and life of the Church throughout history and to explain its impact on world events - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After successfully passing the course, students will be able to:</p> <ul style="list-style-type: none"> - differentiate between the orthodox and heretical Christological speculations in the 5th century - define and argumentatively present the fundamental theses of Nestorianism and Monophysitism - understand and interpret the flow of Christological deliberations, their interdependences and mutual impacts from the Council of Ephesus until the Council of Chalcedon - define and argumentatively present the features of Chalcedonian Christology - independently analyse the Chalcedonian dogmatic definition 			
2.5. Course content (syllabus)	<ul style="list-style-type: none"> • Introduction to the course • Council of Ephesus (431): fundamental emphases and differences between the Antiochian and Alexandrian Christology 			



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		<ul style="list-style-type: none"> • Union of Antioch, Cyril's letter to John of Antioch in peace, Laetentur coeli • Reactions of the Antiochian and Alexandrian theologians to the Laetentur coeli • Proclus of Constantinople • Synod of Constantinople in 448 (condemnation of Eutyches and Eutyches' teaching) • Synod of Ephesus in 449 (thugs' council, rehabilitation of Eutyches) • Leo the Great, Tomus ad Flavianum • The flow of sessions of the Council of Chalcedon • The sources of Chalcedonian definition • Christology of the Chalcedonian definition 											
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 <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:					
2.8. Student responsibilities		Regular attendance of the classes and active participation in the class, studying required and optional literature, preliminary exam, passing the final oral exam.											
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		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	
		- T. J. ŠAGI-BUNIĆ, <i>Kristologija Prokla Carigradskog</i> , Zagreb, 2009.											
		-Teodoret CIRSKI, <i>Izabrani spisi</i> , Split, 2003.											
		-Ćiril ALEKSANDRIJSKI, <i>Utjelovljenje Jedinorođenca – jedan Krist</i> , Makarska, 2001.											
		-Andrea FILIĆ, <i>Efeška kristološka kontroverzija prema djelima T. J. Šagi-Bunića – od raskola (431.) do sjedinjenja (433.)</i> , Zagreb, 2016.											
		-H. DENZINGER – P. HUNERMANN (eds.), <i>Zbirka sažetaka vjerovanja, definicija i izjava o vjeri i ćudoređu</i> , Đakovo, 2002.											
2.11. Optional literature		-A. FILIĆ, <i>Povijesno-teološki kontekst razvoja kalcedonske diofiziske formule</i> , in: I. RAGUŽ (ed.), „ <i>Multorum fratrum vehementissima postulatione et maxime tua iussione compulsus</i> “, Zbornik radova u čast prof. dr. sc. Marijanu Mandacu prigodom 70. obljetnice života, Split, 2010., 101-134											
		-P.-Th. Camelot, <i>Éphèse et Chalcedoine. 432 et 451. Histoire des conciles œcuméniques</i> , Paris, 2006.											
		-A. GRILLMEIER, <i>Christ in Christian Tradition. I. From the Apostolic Age to Chalcedon (451.)</i> , London, Oxford, 1975.											



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	-T. J. ŠAGI-BUNIĆ, „ <i>Duo perfecta</i> “ et „ <i>duae naturae</i> “ in <i>definitione dogmatica chalcedonensi</i> , Roma, 1964. -T. J. ŠAGI-BUNIĆ, „ <i>Deus perfectus et homo perfectus</i> “ a concilio Ephesino (a. 431) ad Chalcedonense (a. 451), Romae – Friburgi Br. – Barcinonae, 1965.
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	3
1.2. Name of the course	Trinitarian Iconography		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
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	Additionally get to know the fundamental Christian mystery of Triune God through elements of Trinitarian iconography.			
2.2. Enrolment requirements and/or entry competences required for the course	The knowledge of Trinitarian theology is both assumed and preferable.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the place that God's revelation holds in theology and to explain it as the starting point of Christian theology - to name and explain the basic contents of systematic Trinitarian theology - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>Students should:</p> <ul style="list-style-type: none"> - understand the fundamental elements of Trinitarian iconography as the specific expression of the mystery of Triune God, - understand the relation of the theological word and images of the Holy Trinity, - know, differentiate between, and be able to interpret the content of the main and typical images of the Holy Trinity in the Eastern and Western Church - recognise the contextual and theological content of various types or particular images of the Holy Trinity 			
2.5. Course content (syllabus)	<p>The Holy Trinity is the term which marks the unity of the divine being and the trinity of the persons of Father, Son, and Holy Spirit in the Christian faith and theology. The dogma of the Holy Trinity was formed during the first four centuries of the Church, but understanding and expression of its meaning is always current and lasts throughout all centuries of the Church and theology. The Christian teaching about the Triune God is the Christian answer to the perennial human question about God and salvation. Such teachings and expression are not easy, nor unambiguous; it is, in fact, some of the most difficult content of the Christian faith. This is evident through the Trinitarian iconography which has, through centuries, followed the Christian theology in its own way while also corresponding to the context of the different times and cultures. This course offers the insight into the fundamental challenges and attempts of the artistic expression of the Holy Trinity and its relevance for the Christian faith and the human being in general, starting from the oldest symbolical, allegorical, through the various Biblical, folk and anthropomorphic images, all the way to the contemporary art and its expressions.</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"/> 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		Regular class attendance and active participation (by asking questions, discussing, taking notes), working on individual assignments and passing the final exam.								
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	NO	Practical work	YES	NO	(other)	YES	NO
		Project	YES	NO	Written exam	YES	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	
	M. Pehar, Otajstvo Trojedinoga Boga u slikovnom izričaju, Zagreb, 2016.							Available		
	A. Badurina, Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva, Zagreb, 2006.							Available		
2.11. Optional literature		J. Sudbrack, Der göttliche Abgrund. Bilder vom dreifaltigen Leben Gottes, Würzburg 1991. P. Ebenbauer/E. Reinhart (eds.), Trinität: Die Drei-Einheit Gottes im theologischen und künstlerischen Diskurs, Graz 2012. L. Müller, Die Dreifaltigkeitsikone des Andrej Rubljow, München, 1990.								
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	3 rd
1.2. Name of the course	Theology of Christian Testimony		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	<p>Introduce the question of Christian apology as a context for the development of a reflection on the category of testimony in the context of Christian revelation and credibility. To show how the criticism of the supernatural character of revelation gradually marginalized the theme of the testimony and that today, due to the spirit of renewal of the Second Vatican Council, it is put into the centre of theological interest. To show how the category of testimony emerges from the basic structure of the human person and the language. After that, students will be systematically introduced to the reflection of the Scriptural, Christian, and theological foundations of the discourse on Christian testimony. This will be followed by a concrete commitment to witnessing the faith, approached through the mission of the Church ad intra and ad extra. The particularity of the present situation and the need for Christian practice is specified.</p> <p>Through personal work, students will be familiarized with the sources that speak about testimony and they will become capable of recognising certain specific issues related to the concept of ecclesial testimony such as: the question of faith, credibility of the revelation, Christian identity in pluralist society, testimony as a fundamental category of Christian theology and the question of the credibility of the Church recognized as a sign of salvation.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	The course is recommended to those students who have already completed the course on Christian revelation.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to elaborate the importance and explain the methods, models and possibilities of achieving an inter-Christian dialogue and church unity with the aim of supporting coexistence in a social environment with pluralistic views on the world - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<ul style="list-style-type: none"> - to observe and be able to critically access the notion of faith, revelation, and credibility of the revelation through the category of testimony - to apply acquired knowledge and skills in study and catechesis - to identify the features of Christian testimony - to link the category of testimony with other notions and theological concepts - applicability of theological knowledge and concepts in practical life - to dialogue with other Christian denominations in ecumenical dialogue and dialogue with other religions - to use the provided literature for further study 			
2.5. Course	1. Introduction: The method and concept of testimony as a fundamental category of transmission of faith			



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content (syllabus)	<p>2. The testimony as a target of modern criticism of the credibility of the revelation and Christianity: the historical-critical development of the problem. Circularity between intellectus and confessio fidei. Criticism of the revelation and marginalisation of testimony. Towards the new discovery of testimony.</p> <p>3. Testimony as a fundamental anthropological act. What testimony are we talking about? The human being as a witness to the truth. Meaning of testimony and hermeneutics of the subject. Testimony in the context of language</p> <p>4. "I have come to testify for the Truth" (John 18:37) - The Christo-centricity of the testimony. Jesus's singular humanity: The Father's testimony in the Spirit - the testimony of God's Truth in the Paschal mystery</p> <p>5. "You will be my witnesses" (Acts 1,8): From a "faithful witness" to Christian testimony. Testimony, faith, and credibility. Self-transmission of Christ's testimony. Elements of Christian testimony. Exalted forms of Christian testimony: virginity and martyrdom</p> <p>6. Christo-practice as a proposal of modern approach to the theological category of testimony.</p> <p>7. Conclusion</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	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 (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. U. von BALTHASAR, <i>Istina je simfonična</i> , Zagreb, 2010.								
	C. DOTOLO, <i>Moguće kršćanstvo</i> , Zagreb, 2011.								
	R. LATOURELLE, <i>Kršćansko svjedočenje</i> , Đakovo, 1990.								
	B. MURIĆ, Kršćanstvo kao živa tradition kršćanske vjere i objave, u: <i>Mnogolikost vjere. Različiti pristupi istoj stvarnosti</i> , Rim, 2012, 41-66								
	J. PIEPER, O vjeri. <i>Filozofska rasprava</i> , Zagreb, 2012.								
	K. RAHNER, <i>Temelji kršćanske vjere: uvod u pojam kršćanstva</i> , Rijeka 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	Assist. prof. Tomislav Kovač, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Interreligious and Intercultural 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)	Undergraduate, two-subject		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. 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"> - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to elaborate the importance and explain the methods, models and possibilities of achieving an inter-Christian dialogue and church unity with the aim of supporting coexistence in a social environment with pluralistic views on the world - to identify and explain the correct and incorrect ways of reaching conclusions, as well as to argue and critically discuss philosophical and theological topics - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: <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) <ol style="list-style-type: none"> 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) 			



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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:		
	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)	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 Nostra aetate o odnosu Crkve prema nekršćanskim religijama (28.X.1965.), in: DRUGI VATIKANSKI KONCIL, Dokumenti, Zagreb, Kršćanska sadašnjost, 72008.</i>						10		
	<i>GIRA, Denis, S onu strane tolerancije: susret religija, Zagreb, AGM, 2008.</i>						10		
	<i>KONGREGACIJA ZA KATOLIČKI ODGOJ, Odgajati za međukulturalni dijalog u Katoličkoj školi. Živjeti zajedno za civilizaciju ljubavi, Zagreb, Kršćanska sadašnjost, 2016.</i>						5		
	<i>PAPINSKO VIJEĆE ZA MEĐURELIGIJSKI DIJALOG – ZBOR ZA EVANGELIZACIJU NARODA / ARINZE, Francis – TOMKO, Josef, Dijalog i navještaj. Razmišljanja i upute o međuvjerskom dijalogu i o naviještanju Isusa Krista (19.V.1991.), Sarajevo, Misijska centrala, 1992.</i>						3		
	<i>ZOVKIĆ, Mato, Mogućnost ekumenizma i religijskog dijaloga u Hrvatskoj te Bosni i Hercegovini, in: Bogoslovska smotra, 70 (2000.) 3-4, 635-655.</i>						10	Hrčak	
2.11. Optional literature	<i>a) 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 (7. XII. 1990.)</i> , Zagreb, Kršćanska sadašnjost, 1991, no. 55-57. PAVAO VI., <i>Ecclesiam suam. Enciklika o putovima kojima Katolička crkva treba da izvršuje u naše doba svoju zadaću (6. VIII. 1964.)</i> , Zagreb, Kršćanska sadašnjost, 1979. 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.								
	<i>b) Books and articles</i> BASSET, Jean-Claude, <i>Le dialogue interreligieux. Histoire et avenir</i> , Paris, Editions du Cerf, 1996.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>BIŽACA, Nikola, <i>Ogledi iz teologije religija</i>, Zagreb, Kršćanska sadašnjost, 2008, especially 13-31, 55-107.</p> <p>BIŽACA, Nikola, <i>Prema bratskom putovanju. Temelji i dijaloške perspektive teologije religija</i>, Zagreb, Kršćanska sadašnjost, 2013, 149-168.</p> <p>BLAŽEVIĆ, Josip (ed.), <i>Zbornik radova Tjedna međureligijskog dijaloga povodom 25 godina duha Asiza, Zagreb, 21.-27. listopada 2011.</i>, Zagreb, Hrvatski areopag, 2012.</p> <p>BORRMANS, Maurice, Poslanje i dijalog, in: <i>Crkva i misije</i>, Sarajevo, Nacionalna uprava Papinskih misijskih djela Bosne i Hercegovine, 2009, 341-367.</p> <p>COMMUNAUTÉ DE SANT'EGIDIO, <i>Assise: par les religions la paix est possible</i>, Paris, Desclée de Brouwer, 2014.</p> <p>DOGAN, Nikola, Pristup religijskoj problematici na temelju saborskih smjernica i današnjega razvoja, in: <i>Bogoslovska smotra</i>, 75 (2005) 3, 875-903.</p> <p>GRANNEC, Christophe – LANDRON, Olivier – TRIGEAUD, Sophie-Hélène, <i>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</i>, Paris, Parole et silence, 2014.</p> <p>JOZIĆ, Branko – MIHALJEVIĆ, Vine – TADIĆ, Stipe, Od (ne)tolerancije do dijaloga i zajedništva, in: <i>Društvena istraživanja.</i>, 14 (2005) 77, 545-565.</p> <p>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.</p> <p>MIŠIĆ, Anto, Međureligijski dijalog – prinos općoj kulturi dijaloga, in: <i>Obnovljeni život</i>, 57 (2002) 4, 455-467.</p> <p>VUKOJA, Nikola, Duh Asiza: proročka gesta pape Ivana Pavla II., in: SABOTIĆ, Ines – TANJIĆ, Željko – ČRPIĆ, Gordan, <i>Ivan Pavao II.: Poslanje i djelovanje</i>, 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.</p> <p>ZOVKIĆ, Mato, <i>Međureligijski dijalog iz katoličke perspektive u Bosni i Hercegovini</i>, Sarajevo, Vrhbosanska katolička teologija, 1998.</p> <p>ZOVKIĆ, Mato, <i>Pozitivna recipročnost u međureligijskim odnosima</i>, Sarajevo, HKD Napredak, 2015.</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. Nedjeljka s. Valerija Kovač, PhD		1.6. Year of the study	3
1.2. Name of the course	The Question of the Soul in the Anthropological and Eschatological Context		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> • deeper knowledge of anthropological, theological and eschatological teachings about the human being's soul based on Biblical, theological and interdisciplinary approaches • ability for critical evaluation and application of acquired theological insights in personal life and in activities in different areas of church life • ability to recognize challenges to theological understanding of the soul in interdisciplinary dialogue with other contemporary scientific and religious concepts of the human being 			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of the basic Biblical and philosophical-theological discourse on the human being and his/her relationship to God, others and the world. Motivation for deeper study of theological discourse on the human being, especially from the perspective of the soul, and its importance for contemporary anthropological and eschatological questions.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to name and explain the basic concepts of ecclesiology and to critically evaluate sources studying the Church - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • know and independently present the meaning and content of the concept of soul in the Scripture • know and critically evaluate different theological theories about the soul and to formulate their own conclusion about them • identify contemporary interdisciplinary challenges regarding the question of soul and find appropriate solutions from the theological-eschatological perspective, particularly in the field of natural science and neuroscience • perceive and explain differences in the understanding of the soul in Christianity and other religions/philosophies • understand and present Christian hileomorphic understanding of the human being in relation to the dualistic concept of some modern sciences • know how to explain teachings about creation and immortality of the soul • understand the image of the human being and his/her relationship to God, on which the Christian understating of the soul is based • argumentatively explain the relevancy of the concept of the soul for a complete understanding of the human being from different points of view in research 			
2.5. Course content (syllabus)	1. Introduction to the course. The need for a discourse on the human being's soul.			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		2. The semantic diversity of ideas and the notion of "soul" 3-4. The Bible – the specific origin of the Christian notion of soul 5-6. The theological development of the concept of the human being's soul 7. The Magisterium on the human being's soul. 8. Hilemorphism vs. dualism 9. Creation of the human being's soul 10. "Immortality of the soul" and eschatological issues 11. Natural sciences and neurosciences as a challenge to the theological understanding of the human being's soul 12. Soul, brain, consciousness 13. Meaning and place of the human being's soul in other religions 14. The relevancy of the notion of the soul for a complete understanding of the human being and his/her relationship to God											
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 X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor X discussion			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	Assignments		YES		(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	NO	ECTS (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/Joseph Ratzinger, <i>Eshatologija. Smrt i vječni život</i> , Verbum, Split, 2017.								1			
		A. Scola – G. Marengo – J. Prades López, <i>Čovjek kao osoba. Teološka antropologija</i> , KS, Zagreb, 2003., 132-137. 145-152.								3			
		Philip A. Rolnick, <i>Osoba, milost, Bog</i> , KS, Zagreb, 2012., 263-280.								2			
		C. Molari, Anima, u: G. Barbaglio – G. Bof – S. Dianich (eds.), <i>Teologia</i> , Edizioni San Paolo, Cinisello Balsamo, 2002., 46-72.								1			
2.11. Optional literature		<ul style="list-style-type: none"> • Toma Akvinski, <i>Summa theologiae</i>, I, qq. 75-83. • Wolfgang Beinert, <i>Die Leib-Seele-Problematik in der Theologie</i>, Karl Rahner Akademie, Köln, 2002. • Scientific articles that will be added for specific thematic areas and issues 											
2.12. Other (as the proposer wishes to add)													



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Martina s. Ana Begić, PhD		1.6. Year of the study	3
1.2. Name of the course	Human Life and Christian Virtues		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	20L+10E
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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%)	x
2. COURSE DESCRIPTION				
2.1. Course objectives	To enable students to get familiarised with traditional and contemporary discussions on Christian virtues, based on the philosophical and theological guidelines and to train them to be able to evaluate those.			
2.2. Enrolment requirements and/or entry competences required for the course	Understanding and 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"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Define, analyse, and critically present the concept of virtues based on the New Testament faith and the faith of the Church. Know the key determinants of the understanding of Christian virtues, as well as changes in their understanding in the modern age. Get familiarised with the true meaning of Christian virtues in relation to the existence of the human being and his/her life. Get familiarised with the places where virtues are learned and realised.			
2.5. Course content (syllabus)	Introduction to the course (getting to know the matter of the course, presentation of the conduction plan, the literature and student responsibilities) A detailed and definition-based explanation and deepening of the concept of Christian virtues The concept of virtues based on the New Testament faith and the faith of the original Church Philosophical and theological aspect of virtues Theological virtues – the foundation of human life Cardinal virtues and their implementation in everyday life The virtues of justice and veracity in human life Changes in the understanding of Christian virtues in the modern world Relatedness of the discourse on virtues and vices Freedom in the light of Christian virtues Presentation of students' essay assignments Conclusion			
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 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"/> 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 (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, Zagreb, 2008.								
	Katekizam Katoličke Crkve, Zagreb, 1994.								
	Bernhard Häring, Kristov Zakon II., Kršćanska Sadašnjost, Zagreb, 1980.								
	William E. May, An introduction to moral theology, Huntington-USA, 2003.								
	Joseph De Finance S. J., An ethical inquiry, Gregorian Biblical Press, Roma, 1990.								
2.11. Optional literature	Tonči Matulić, Metamorfoze kulture, Glas Koncila, Zagreb, 2008.								
	Marciano Vidal, Kršćanska etika, UPT, Đakovo, 2001.								
	Ivan Koprek, Vrline i poslovna etika, Filozofski-teološki institut Družbe Isusove, Zagreb, 2015.								
	Josip Grbac, Kršćanin u javnom životu – nekada i danas, <i>Diaconvensia</i> , 14 (2004) 2, 303 – 314.								
	Ivan Fuček, Krepostan čovjek, <i>Crkva u svijetu</i> , 14 (1979) 3, pp. 235-250.								
Jordan Kuničić, Valoriziranje sticanja kreposti, <i>Bogoslovska Smotra</i> , 40 (1970) 2 – 3, 218 – 233.									
Ivan Fuček, Možemo li još govoriti o kreposti?, <i>Obnovljeni Život</i> , 32 (1977) 1, 44 – 51.									
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	3
1.2. Name of the course	Central Theological Themes of Teresa of Avila and Therese of Lisieux		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - to familiarise students with the above-mentioned teachers of the Church: to situate them in their historical contexts, to get in touch with their experience, texts, and key theological content; - to train students to critically analyse and evaluate the contemporary spiritual tendencies in the light of their teachings and experience; - through analysis of the texts students will learn that the theological truths can be expressed by using non-academic vocabulary; - to train students for comparative study. 			
2.2. Enrolment requirements and/or entry competences required for the course	- interest in the content of the course, motivation, as well as basic knowledge of the theological terminology.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain New Testament Christology and the Christological tradition of church councils, but also to identify and critically present contemporary interpretations of the faith in Jesus Christ - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<ul style="list-style-type: none"> - know, understand, and present the experience and the central theological themes of the two teachers of the Church; - train students to theologically analyse their charismatic life and experience and make it an object of their reflection and studying; - analyse a particular text and understand it in the light of their whole teachings; - discern between the secondary – that which is related to the concepts of their epoch – and the primary: that which God has realized through them and is the general Christian message; - based on their experience, point out the challenges to and possibilities of contemporary Christian spirituality; - know, understand, be able to present the internal connection between their teachings and the knowledge gained in other courses of systematic theology; - reveal and encourage the dynamism of grace and human cooperation in the Christian existence; - apply the knowledge of the chosen theological topics in planning and conducting religious education classes. 			
2.5. Course content (syllabus)	1. The importance of life and teachings of the saints according to Von Balthasar. Introduction to the structure of the course and its meaning in the wholeness of the theological study. 2. Teresa of Avila. Biographical data.			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Bibliography about the scientific-professional works; Teresa in the historical and ecclesial context: spiritual directions and movements of her time. Teresa's texts as the existential theology: autographs, origins, writing style. Introduction to the works, especially: „The Book of my Life“, „The Way of Perfection“ and „The Interior Castle“. Theological topics: Christology, anthropology, mercy, hamartiology. Theology of prayer and its pedagogy. The dynamic aspect of spiritual life. Virtues she preferred. Mystical experience and mystical phenomena. An analysis of the chosen texts. 3. Therese of Lisieux. Biographical data. Introduction into her texts, especially „The Story of a Soul“. Theological existence of Terese of Lisieux according to Von Balthasar. Theological life. Theology of mercy. Therese and John of the Cross: similarities and differences. An analysis of chosen texts. 4. A comparison of the two teachers.</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 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 active participation in them; individual work in the form of reading and further researching the material.									
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 (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	
	Terezija Avilska, <i>Sabrana djela</i> , sv.1, Zagreb, 2015.							2		
	Sveta Terezija od Djetete Isusa, <i>Povijest jedne duše</i> , Zagreb, 2005.							2		
	Hans Urs Von Balthasar, <i>Sestre u duhu. Terezija iz Lisieuxa i Elizabeta iz Dijona</i> , Zagreb, 2009.							2		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.11. Optional literature	
2.12. Other (as the proposer wishes to add)	- relevant articles in Croatian



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assoc. Prof. Ante Crnčević, PhD		1.6. Year of the study	3
1.2. Name of the course	The Sacrament: A Gift and the Form		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	22+4+4
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	To elucidate discussions about the relationship between the ritual form and mystery in the liturgical sacramentology from the Second Vatican Council until today.			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to name and explain the basic concepts of ecclesiology and to critically evaluate sources studying the Church - to explain the basic dogmatic and theological interpretations of the sacraments - to explain the basic concepts and directions of liturgical theology, the historical development of liturgy, and to discuss liturgy as a context and theological criterion for understanding the mystery of Christ - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>A systematic evaluation of the rites in the indivisibility from the celebrated mystery. Understanding the contemporary crisis of the rituals as well as the tendency to return to old ritual forms. Insight into the post-conciliar theological reflection on 'sacraments' without rituals. Getting acquainted with current tendencies in liturgical sacramentology.</p>			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The sacrament: the relation between the rite and mystery through historical-theological paradigms 2. Mysterion and sacramentum: difficulties related to the diversity of approaches 3. Biblical typology in understanding sacraments 4. The anthropological turn and the new discovery of the rite in the 20th century 5. The rite as a supporting element for understanding the truth of the sacrament 6. Rejection of rituality and crisis of understanding of sacraments 7. Returning to old ritual forms as a "new crisis" 8. Sacrament and the "form of faith". (Form formans) 9. Fides et ratio - fides et corpus 10. Intellectus fidei et intellectus ritus 11. New trust in the rite 			
2.6. Format of instruction:	X lectures	X 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 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 (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. Crnčević, Obredna forma vjere, in: <i>Communio</i> , 2013, no. 116.										
	F. Cassingena-Trévedy, Liturgijska obrednost: prostor slobode, in: <i>Communio</i> , 2013., no. 116.										
	L Girardi, Kršćanska posebnost obreda: njegovi kristološki i pneumatološki smisao, in: <i>Communio</i> , 2013., no. 116.										
2.11. Optional literature		F. RIVA – P. SEQUERI, <i>Segni della destinazione. L'ethos occidentale e il sacramento</i> , Cittadella Ed., Assisi 2009. G. BONACCORSO, <i>Il dono efficace. Rito e sacramento</i> , Cittadella, Assisi 2010.									
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.6. Course teacher	Assoc. Prof. Silvija Migles, PhD		1.11. Year of the study	3
1.7. Name of the course	The Social Teaching of the Church in the Life of Lay Persons		1.12. ECTS credits	3
1.6. Associate teachers			1.13. Type of instruction (number of hours L + E + S + e-learning)	30L
1.7. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		1.14. Expected enrolment in the course	20
1.8. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.15. 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 familiarise students more thoroughly with contents of the social teaching the Church in relation to the life of lay persons - to equip students for implementation of fundamental principles of the social teaching of the Church in social life - to equip students for dialogue with other people, with contemporary culture, and with the world in general - to offer students the possibility to develop the skill of "contextualisation" and critical-ethical application of the message of the social teaching of the Church on the level of personal, family, and public life of lay persons, on the theoretical-practical level, i.e., on the level of theological-religious culture and on the level of existential testimony 			
2.2. Enrolment requirements and/or entry competences required for the course	<ul style="list-style-type: none"> - being motivated for the role and place of lay persons in social and ecclesial life - being interested in theological 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"> - to elaborate the importance and explain the methods, models and possibilities of achieving an inter-Christian dialogue and church unity with the aim of supporting coexistence in a social environment with pluralistic views on the world - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
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 argumentatively present basic terms such as: social teaching of the Church, laity, identity of a lay believer, social evangelisation, social pastoral, social spirituality - to analyse the concrete situation in the Church and society on the basis of principles of the social teaching of the Church and the method: see, judge, act. - to understand the position of the social teaching of the Church in the ecclesial and social mission of Christians - to critically present fundamental contemporary challenges to theoretical and practical area of the social dimension of faith - to know and present essential determinants of the engagement and testimony of lay persons in terms of the ecclesial-social context - to analyse and argumentatively present fundamental challenges and possibilities of implementation of the social teaching of the Church in the area of social evangelisation and in the area of proclamation of the Gospel on worldly matters: family, culture, economy, politics, media. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to contents of the Course. 2. Christians in the world, the worldly nature of following Christ. 3. The identity of lay persons. 4. The place of the social teaching of the Church in the formation of Christians, especially lay persons. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		5. Social spirituality of lay believers and “practical wisdom”. 6. The social teaching of the Church as a means of communication and dialogue. 7. The social teaching of the Church and social pastoral. 8. The social teaching of the Church and formational activity. 9. Service in various areas of social life. 9.1 The human person. 9.2 Culture. 9.3 Economy. 9.4 Politics. 9.5 Media.											
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			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory x individual tasks <input type="checkbox"/> (other)			2.7. Comments:					
2.8. Student responsibilities		Regular class attendance; active participation in classes; studying of obligatory and optional literature, preliminary exam, oral exam.											
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)		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 PAVAO II., <i>Christifedele laici – vjernici laici. O pozivu i poslanju laika u Crkvi i u svijetu</i> , Zagreb, 1990.											
		VIJEĆE ZA LAIKE HBK, <i>Zbor hrvatskih vjernika laika. Zagreb, 16.-18. listopada 1992. Obnoviti lice zemlje</i> , Stjepan BALOBAN (ed), GK-KS, Zagreb, 1993.											
		VIJEĆE ZA LAIKE HBK, <i>Mogućnosti organiziranog djelovanja vjernika laika u Hrvatskoj</i> , Đuro HRANIĆ (ed.), KS, Zagreb, 2002.											
		PAPINSKO VIJEĆE 'PRAVDA I MIR', <i>Kompendij socijalnog nauka Crkve</i> , Zagreb, 2005.											
HRVATSKA BISKUPSKA KONFERENCIJA, <i>Za život svijeta. Pastoralne smjernice za apostolat vjernika laika u Crkvi i društvu u Hrvatskoj</i> , 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	Assoc. Prof. Jasna Šego, PhD		1.6. Year of the study programme	1.-3
1.2. Name of the course	Religious Themes in Literature		1.7. Credits (ECTS)	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	15L+5 E+10S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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	Define fundamental concepts of literary theory; To gain competencies to soundly analyse scientific writing; To capacitate students to analyse and interpret literary art texts; To comprehend the correlation between literature and theology; To introduce students to major Croatian and world literature that deals with religious themes and religious issues; To argumentatively discuss literature theory writing; Offer a poly-perspective to observe literature works.			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	- to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will have competencies to: <ul style="list-style-type: none"> • Recognise and present religious themes in selected Croatian and world literary works; • Establish the correlation between literature and theology in selected works on the reading list; • Argumentatively analyse and interpret literary art texts; • Write essays on selected topics; • Comprehend and define fundamental concepts of literary theory. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The correlation between literature and theology. 2. Fundamental definitions in concepts in literary theory. 3. Analysis and interpretation of literary writing. 4. The following are student according to theme units (in selected Croatian and world literature): 5. System of life values; 6. Evil in the world; 7. The problem of tolerance and suffering; 8. Temptation, sin and conversion; 9. In search for the truth and meaning; 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	10. Love toward God and toward man; 11. Biblical extracts in selected literary works; 12. Doubt in fundamental morally-religious postulates; 13. Reconciliation with mean and God.								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line 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	Regular attendance to lectures and active participation during classes; Reading prescribed literature Oral analysis of selected topics (essay); Preparing for examinations								
2.9. Monitoring student work	Class attendance	YES		Research		NO	Practical training		NO
	Experimental work		NO	Report	YES		(other)		
	Essay	YES		Seminar essay		NO	(other)		
	Tests	YES		Oral exam	YES		(other)		
	Written exam		NO	Project		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	
	Solar, M., <i>Teorija književnosti</i> . Školska knjiga, Zagreb, 2001.								
	Solar, M., <i>Književni leksikon</i> . Matica hrvatska, Zagreb, 2007.								
	Šestak, I., <i>Religijske teme u književnosti</i> . Zbornik radova međunarodnog simpozija održanog u Zagrebu 9. prosinca 2000., Filozofsko-teološki institut Družbe Isusove. Zagreb, 2001.								
2.11. Optional literature (at the time of submission of study programme proposal)	Deissler, A., <i>Psalmi</i> , Kršćanska sadašnjost, Zagreb, 2009. Glazier, M, Hellwig, K. M. (ur.), <i>Suvremena katolička enciklopedija</i> , Marjan tisak, Split, 2005. Popović, A., <i>Biblijske teme</i> . Egzegetsko-teološka analiza odabranih tekstova Staroga i Novoga zavjeta s Dodatkom, Kršćanska sadašnjost, Zagreb, 2004. McGrath, A.E., <i>Christian Literature. An Anthology</i> , Malden, Oxford, 2001.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. OPĆE INFORMACIJE				
1.1. Course teacher	Prof. Ružica Razum, PhD		1.6. Year of the study programme	1.-3.
1.2. Name of the course	Catechesi e cultura contemporanea		1.7. Credits (ECTS)	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	Lezioni
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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
2. OPIS PREDMETA				
2.1. Course objectives	Comprendere la trasmissione della fede a una nuova generazione di cristiani. Comprendere i tratti fondamentali di una catechesi autentica.			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> • comprendere e utilizzare termini fondamentali riguardanti cultura contemporanea e catechesi • comprendere e descrivere caratteristiche della trasmissione della fede nel contesto contemporaneo • identificare e descrivere sfide catechistiche della società contemporanea • distinguere e esplicitare problemi generali della catechesi di fronte alla cultura • distinguere e valutare alcuni problemi specifici della catechesi di fronte alla cultura 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Cultura e inculturazione: termini e problemi 2. Catechesi e inculturazione 3. La cultura occidentale moderna come contesto di catechesi 4. Diversa collocazione della religione nel mondo secolarizzato 5. Pluralismo religioso e ideologico 6. La trasmissione della fede nel contesto della cultura contemporanea 7. Problemi generali della catechesi di fronte alla cultura 8. Il problema dell'analfabetismo religioso 9. Moralizzare o insegnare la fede 10. La proposta del Vangelo a confronto con l'individualismo 11. L'idea di identità dottrinale 12. Complessità del linguaggio della catechesi 13. Alcuni orientamenti per il linguaggio catechistico 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line 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:	



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		Research	YES		Practical training		NO
	Experimental work		NO	Report		NO	(other)		
	Essay		NO	Seminar essay	YES		(other)		
	Tests		NO	Oral exam	YES		(other)		
	Written exam		NO	Project		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 Gevaert, <i>Catechesi e cultura contemporanea</i> , LDC, Torino, 1993.								
	Hervé Carrier, <i>Dizionario della cultura. Per l'analisi culturale e l'inculturazione</i> , Libreria editrice Vaticana, 1997. (parti selezionate)								
2.11. Optional literature	J. Gevaert, <i>Ljudsko iskustvo i kateheza</i> , Zagreb 1980. R. Razum, <i>Vjeronauk između tradicije i znakova vremena</i> , GK, Zagreb 2008. (parti selezionate)								
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 programme
1.2. Name of the course	Grenzfragen zwischen Religion und Naturwissenschaften		1.7. Credits (ECTS)
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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	Die Studenten sollten die Fähigkeit für den Dialog mit der zeitgenössischen geistigen und naturwissenschaftlichen Bewegungen aus der Position des christlichen Glaubens gewinnen.		
2.2. Enrolment requirements and/or entry competences required for the course	Das Vordiplomstudium der Religionspädagogik und Katechetik. Grundwissen der Philosophie. Wünschenswert die Kenntnisse von Grundbegriffen der Theologie.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to present the specifics, as well as the complexity of human personality development in its dimensions and to explain the possibility of interdisciplinary dialogue (general psychology, pedagogy, medicine, religious education, psychopathology) - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Erläutern den Ursprung der Probleme zwischen Religion und Naturwissenschaften. Erklären die Entwicklung und Verselbständigung der Natuwissenschaften im Kontext der Theologie. Darstellen die Rolle von Galileo Galilei für die Beziehung zwischen dem christlichen Glauben und den Naturwissenschaften. Interpretieren die gängige naturwissenschaftliche Theorien von der Entstehung und Entwicklung des Weltalls (Big Bang). Interpretieren die gängige naturwissenschaftliche Theorien von der Entstehung und Entwicklung des Menschen (Evolution). Darstellen und erklären die faktische und offizielle Position der Katholischen Kirche zu genannten Wirklichkeiten.</p>		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Einleitung. Problem, Begriff und Inhalt von Grenzfragen. 2. Die Entwicklung des Verständnisses von Wissenschaft. 3. Wissenschaft und Naturwissenschaft. 4. Die Sprachen von Theologie und von Naturwissenschaften. 5. Methodenfrage. Symbol- und Modellsprache. 6. Die Rolle der Philosophie. 7. Galillei und Streit mit der Kirche. 8. Big Bang und/oder? Schöpfung der Welt. 9. Das Leben. Evolution und Schöpfung. 10. Die Frage der Hominisation – naturwissenschaftlich, philosophisch und theologisch gesehen. 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	11. Die Seele und künstliche Intelligenz. 12. Die Naturwissenschaften und moderner Atheismus. 13. Zeitgenössische Stellung der Katholischen Kirche zu den Naturwissenschaften. 14. Ethische Fragen als Knotenpunkt zwischen Theologie und Naturwissenschaften.								
2.6. Format of instruction:	X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line 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 <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	Practical training		NO
	Experimental work		NO	Report	YES		(other)		
	Essay		NO	Seminar essay		NO	(other)		
	Tests		NO	Oral exam	YES		(other)		
	Written exam		NO	Project		NO	ECTS credits (total)	3	
2.10. Required literature (available in the library and via other media)	Title						Number of copies in the library	Availability via other media	
	Reiner Koltermann, Universum, Mensch, Gott. Styria, 1996.						1		
	Ian G. Barbour, Naturwissenschaft trifft Religion. Gegner, Fremde, Partner? Vandenhoeck&Ruprecht 2010.							3	
	S. O. Horn – S. Wiednhofer, Schöpfung und Evolution. Sankt Ulrich 2007.						1		
	Arthur Peacocke, Gottes Wirken in der Welt: Theologie im Zeitalter der Naturwissenschaften. Matthias-Grünwald, 1998.						1		
2.11. Optional literature (at the time of submission of study programme proposal)	Vjekoslav Bajsić, Granična pitanja religije i znanosti. Kršćanska sadašnjost, 1998. M. Crvenka, Prirodne znanosti i religija. Kršćanska sadašnjost, 2010. S. Hawking, A Brief History of Time. Bantam Books, 1996. R. Dawkins, The God delusion. Black Swan 2007. Hans Küng, Der Anfang aller Dinge. Naturwissenschaft und Religion. Piper 2006.								
2.12. Other (as the proposer wishes to add)	Auseinandersetzung mit dem Tod.								



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION									
1.1. Course teacher		Assoc. Prof. Nenad Malović, PhD			1.6. Year of the study			2 nd	
1.2. Name of the course		Theory of Cognition seminar			1.7. ECTS credits			3	
1.3. Associate teachers					1.8. Type of instruction (number of hours L + S + E + e-learning)			S 30	
1.4. Study programme (undergraduate, graduate, integrated)		Undergraduate, two-subject			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. COURSE DESCRIPTION									
2.1. Course objectives		Deepening of the lectures of the course „Logic and Theory of Cognition“, based on reading original texts.							
2.2. Enrolment requirements and/or entry competences required for the course		Enrolment requirement for this seminar is previous attendance of the mandatory course „Logic and Theory of Cognition“.							
2.3. Learning outcomes at the level of the programme to which the course contributes		<ul style="list-style-type: none"> - to identify and explain the correct and incorrect ways of reaching conclusions, as well as to argue and critically discuss philosophical and theological topics - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 							
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)		Students will: <ul style="list-style-type: none"> - adopt philosophical methods through the examples of texts about the philosophy of cognition - read the original texts in philosophy of cognition with understanding - critically comment and construct arguments on the basis of read texts 							
2.5. Course content (syllabus)		<ul style="list-style-type: none"> - Plato, Theaetetus - Aristotle, On the Soul; Metaphysics - Thomas Aquinas, a selection from works - Descartes, Meditations on First Philosophy - Hume, An Enquiry Concerning Human Understanding - Kant, Critique of Pure Reason 							
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									
2.9. Monitoring student work		Class attendance		YES		Research		YES	
		Experimental work			NO	Report		YES	
						Oral exam			NO
						(other)		YES	NO



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	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		
	Title							Number of copies in the library	Availability via other media	
2.10. Required literature (available in the library and/or via other media)	Platon, Fileb/Teetet, Zagreb, 1996.							YES	YES	
	Aristotel, O duši, Zagreb, 1996.							YES	YES	
	Toma Akvinski, Izabrano djelo, Zagreb, 2005.							YES	YES	
	René Descartes, Metafizičke meditacije, Zagreb, 1994.							YES	YES	
	YESvid Hume, Istraživanje o ljudskom razumu, Zagreb, 1978.							YES	YES	
	Immanuel Kant, Kritika čistoga uma, Zagreb, 1984.							YES	YES	
2.11. Optional literature	<ul style="list-style-type: none"> - Edmund Husserl, Kriza evropskih znanosti i transcendentalna fenomenologija, Zagreb, 1990. - Pavao Vuk-Pavlović, Spoznaja i spoznajna teorija, Zagreb, 2009. - Marijan Cipra, Spoznajna teorija, Zagreb, 2007. 									
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Taras Barščevski, PhD		1.6. Year of the study	2
1.2. Name of the course	Narratives of the Miracles in the New testament		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	Jesus´ miracles, New Testament methodology			
2.2. Enrolment requirements and/or entry competences required for the course	Introduction and Exegesis of Synoptic Gospels Knowledge of the Greek language			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand gospel stories about Jesus´ miracles - differentiate between and apply exegetical methods - present the exegesis of a chosen pericope - use the exegetical result in theological reflection 			
2.5. Course content (syllabus)	1. General introduction into the seminar (2 hours) 2. The concept of miracle (2 hours) 3. Historical and religious context (2 hours) 4. Tradition of Jesus´ miracles (2 hours) 5. Jesus as the healer (2 hours) 6. Miracles in the early Christianity (2 hours) 7. Critic of the miracles in the gospels (2 hours) 8. Hermeneutics of the miracles (2 hours) 9. Students´ presentations (14 hours)			
2.6. Format of instruction:	<input type="checkbox"/> lectures	<input 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 type="checkbox"/> (other)		



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	<input type="checkbox"/> field work								
2.8. Student responsibilities	<ul style="list-style-type: none"> - regular class attendance and consultations - research - 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 (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>Novum Testamentum Graece</i> , Stuttgart 2012.						1	Yes	
	Popović, A., <i>Načela i metode za tumačenje Biblije</i> –, Zagreb 2005						1		
	Papinska biblijska komisija, <i>Tumačenje Biblije u životu Crkve</i> , Zagreb ² 2005.						1		
2.11. Optional literature	Brown, R. E., <i>Uvod u Novi zavjet</i> , Zagreb 2008. Limbeck, M., <i>Markovo evanđelje</i> , Zagreb 1999. Limbeck, M., <i>Matejevo evanđelje</i> , Zagreb 2009. Müller, P.-G., <i>Lukino evanđelje</i> , Zagreb 1996. Kliesch, K., <i>Djela apostolska</i> , Zagreb 1993.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Doc. Vanda Kraft Soić, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Topics in Letters of St. Jerome in Croatian translation		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	4L+26S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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	<ul style="list-style-type: none"> • Instruct students in methodology of writing scientific/professional work through practice • Enable students to independently find literature related to a certain topic, its critical evaluation, use it in accordance with methodology of writing scientific work and for independent written processing of a certain aspect of the seminar topic • Enable students to get to know the person, life and work of St. Jerome • Enable students to get acquainted with the most important topics and content (autobiographical, biographical, ascetic, biblical-exegetical and dogmatic-polemical, etc. character) of the Letters of St. Jerome through research • Enable students to meet people who the Letters of St. Jerome refer to through research • Enable students to deepen their knowledge related to topics which they deal with, especially the theological ones, through research • Enable students to connect the knowledge gained through the research on the Letters with the knowledge acquired through other courses • Enable students to see the meaning of the Letters of St. Jerome for Christianity, general culture and knowledge of his time • Enable students to learn about the contribution and meaning of St. Jerome for Christianity in general through independent work 			
2.2. Enrolment requirements and/or entry competences required for the course	Motivation and interest in the field, research skills and ability to work independently.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	After successfully completing the course, students will: <ul style="list-style-type: none"> • Gain insight into methodology of scientific/professional work through practical work • Be able to find literature related to the selected topic, evaluate it critically and use it in accordance with the methods of writing a scientific/professional work • Be able to discuss the chosen topic with arguments • Know and present with arguments key topics and content and present people from the Letters of St. Jerome • Be able to write and present a seminar paper 			
2.5. Course content (syllabus)	Introducing students to the goals and purpose of the course Introducing seminar participants to the person, activities, deeds and meaning of St. Jerome			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Message of the Letters of St. Jerome in Croatian translation through individual, group and mentoring work Oral presentation of research results Writing the final seminar paper Oral presentation of seminar paper								
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	- class attendance; study of the given literature and preparation for active participation in lectures - independent finding and studying of literature related to the topic; - writing of the final written seminar paper and its oral presentation								
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	
	SVETI JERONIM, <i>Izabrane poslanice</i> (prev. Ivan Marković, prir. i bilj. sastavio Josip Bratulić), Književni krug, Split, 1990.								
	<i>Izabrane poslanice sv. Jeronima</i> , Hrvatsko katoličko tiskovno društvo, 2 sv., 1908.								
2.11. Optional literature	Marijan MANDAC, Sveti Jeronim Dalmatinac, Služba Božja, Makarska, 1995. Andrew CAIN, The Letters of Jerome. Ascetism, Biblical Exegesis, and the Construction of Christian Authority in Late Antiquity, Oxford University Press, New York, 2009. Barbara CONRING, Hieronimus als Briefschreiber. Ein Beitrag zur Spätantiken Epistolographie, Tübingen, 2001. Stefan REBENICH, Jerome, Routledge, London – New York, 2002. Jean STEINMANN, St. Jerome, Les Editions du Cerf, Paris, 1986. Ferdinand CAVALLERA, Saint Jerome. Sa vie et son oeuvre, I-II, Louvain-Paris, 1922. John N. D. KELLY, Jerome. His Life, Writings, and Controversies, Westminster, 1980. The Letters of St. Jerome, I, Newman Press, New York – Mahwah, 1963. GIROLAMO, Le Lettere, C. Moreschini – R. Palla (ur.), Rizzoli, Milano, 1989. The Principal Works of St. Jerome, NPNF 2-VI, T&T Clark, Edinburgh Valery LARBAUD, Pod okriljem sv. Jeronima, zaštitnika prevoditelja, Kršćanska sadašnjost, Zagreb, 2006.								
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	2
1.2. Name of the course	A Theological-Pedagogical Approach to Christian Meditation		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - Introduce students to Christian meditation; - Experimental-practical introduction to six Christian methods of meditation; - Train students to be animators of meditative meetings. 			
2.2. Enrolment requirements and/or entry competences required for the course	<ul style="list-style-type: none"> - a sincere intention for acquiring new theoretical-practical knowledge; - knowledge of basics of Christian theology. 			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<ul style="list-style-type: none"> - to be able to distinguish between the basic starting points related to meditation and to argumentatively discuss them within the frame of evangelization and catechesis; - to observe the specificity of Christian meditation in relation to other religious traditions; - evaluate and use professional literature in the field of meditation; - adoption of scientific and professional terminology; - be able to animate practically the chosen meditation method. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. What is meditation: meditation in Bible and tradition. 2. The need for meditation today. 3. Contemporary tendencies in meditation. 4. Specificity of Christian meditation. 5. Methods of meditation. 6. Prayer expressions: oral prayer, meditation and contemplation. 7. "Lectio divina". 8. The method of striking prayer. 9. Ignatian contemplation. 10. Focus prayer of Theresa of Avila. 			
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:	



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	<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 (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	
	Franjo Podgorelec, <i>Odabrane metode kršćanske meditacije. Povijest, teologija i pedagogija</i> , Zagreb, 2017.						2		
	Romano Guardini, <i>Uvod u meditaciju</i> , Zagreb, 1969.						2		
2.11. Optional literature	Klemens Tilmann, <i>Uvod u meditaciju</i> , 1, Kršćanska sadašnjost, Zagreb 1981.								
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Martina s. Ana Begić, PhD		1.6. Year of the study	2
1.2. Name of the course	The Loss of the Sense of Sin		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	15 L + 15 S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	To familiarise students with the concept of sin, as well as its actualisation in contemporary society in order to emphasise the basis of Christian behaviour and acting.			
2.2. Enrolment requirements and/or entry competences required for the course	Understanding and knowledge of English language.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Understand and argumentatively interpret the content of seminar work; Know and critically present the issues related to the understanding of sin; Do research work during the preparation and presentation of seminar assignments; Learn the basic communication skills during the presentation of and discourse on assignments; Analyse and argumentatively present the fundamental challenges coming from the research work.			
2.5. Course content (syllabus)	Introduction to seminar (getting to know the matter of seminar, presentation of the conduction plan, literature and student responsibilities) Introductory lecture – the general discourse on sin The concept of sin in the light of Christian revelation The Semitic and the Old Testament understanding of evil and sin The New Testament understanding of evil and sin The teaching of the Catholic Church about evil and sin Anthropological and moral aspects of sin Understanding of sin today and its presence in the society The relationship between sin and temptation Differences between sins /grave/venial sin Education for the recognition of sin and growth in virtues Responsibility to God, yourself and your neighbour Presentation of students' seminar assignments			



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 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 (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, Zagreb, 2008.									
	Katekizam Katoličke Crkve, Zagreb, 1994.									
	Tonči Matulić, Metamorfoze kulture, Glas Koncila, Zagreb, 2008.									
	Joseph De Finance S. J., An ethical inquiry, Gregorian Biblical Press, Roma, 1990.									
	Vjekoslav Bajsić, Osobni grijeh i grijeh grupe, <i>Bogoslovska smotra</i> , 46 (1976) 1-2, 59-70.									
2.11. Optional literature	M. John Fowler, Grijeh, <i>Biblijski pogledi</i> , 9 (2001) 1-2, 37-38.									
	Andreas Laun, Aktualni problemi moralne teologije, Đakovo, 1999.									
	Ivica Musa, Grijeh, krivnja i odgovornost u grčkoj i kršćanskoj tragediji, <i>Obnovljeni život</i> , 59 (2004) 1, 61-74.									
	Irena Avesnik Nabergoj, Neki aspekti shvaćanja grijeha, krivnje i kazne u Svetom pismu Staroga zavjeta, <i>Bogoslovska smotra</i> , 76 (2006) 4, 817-830.									
	Josip Planinić, Problem zla u svijetu, <i>Obnovljeni život</i> , 66 (2011) 3, 343-360.									
Ivan Tadić, O zlu u misli sv. Tome Akvinskoga, <i>Crkva u svijetu</i> , 39 (2004) 1, 6-38.										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Anđelo Maly, PhD		1.6. Year of the study	3
1.2. Name of the course	Exegetical Methods and Approaches to the Biblical Text		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	28 (4L+24S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	Application of different exegetical methods and approaches to the Biblical text.			
2.2. Enrolment requirements and/or entry competences required for the course	Completed introductory seminar requirements and completed Methodology of Scientific Work exam. Knowledge of Hebrew and Greek languages. Preferable knowledge of at least one foreign language (English, German, Italian, French, Spanish).			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - critically evaluate difficulties in Scriptural/Biblical text - scientifically approach methodology of Scriptural/Biblical exegesis - better understand the development of the Scriptural text with the help of literary criticism - apply different exegetical methods and approaches - use acquired knowledge interdisciplinary - better understand the importance of Biblical languages for exegesis 			
2.5. Course content (syllabus)	Thorough analysis of the document by Pontifical Biblical commission <i>The Interpretation of the Bible in the Church</i> The text of the Bible and its transmission Literary genres in the Bible Selected exegetical methods and approaches, an analysis of Biblical texts with active application Intertextuality Use of the Bible in the life of the Church			
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 checked="" type="checkbox"/> multimedia and the internet		
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory		
	<input type="checkbox"/> online in entirety	<input checked="" type="checkbox"/> work with mentor		
	<input checked="" type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)		
	<input type="checkbox"/> field work			



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2.8. Student responsibilities	Regular and mandatory attendance to the classes and writing of weekly assignments. Writing the final seminar paper in the form of a scientific paper (min. one quire of the text 16x1,800 characters).									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other) Weekly 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 (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>Biblia Hebraica Stuttgartensia</i>									
	Septuaginta, Id est Vetus Testamentum graece juxta LXX interpretes (ed. A. RAHLFS), Stuttgart, 2006.									
	<i>Novum Testamentum Graece</i>									
	PAPINSKA BIBLIJSKA KOMISIJA, <i>Tumačenje Biblije u Crkvi</i> (1993)									
	PAPINSKA BIBLIJSKA KOMISIJA, <i>Nadahnuće i istina Svetog pisma</i> (2016)									
2.11. Optional literature	A. GRABNER-HAIDER (eds.), <i>Praktični biblijski leksikon</i> , Zagreb, 1997.									
	E.KAUTZSCH – A.E.COWLEY, <i>Geseniu's Hebrew Grammar</i> , New York, 2006.									
	X. LEON-DUFOUR, <i>Praktični biblijski leksikon</i> , Zagreb, 1993.									
	BAGARIĆ, I., <i>Kumranski rukopisi i Novi zavjet</i> , Tomislavgrad, 1996.									
	FABRIS, R., <i>Introduzione generale alla Bibbia</i> , Torino, 1999.									
	SIMIAN-YOFRE, H., <i>Metodologia dell'Antico testamento</i> , Bologna, 1995.									
WILLIAMSON, P., <i>Catholic Principles for Interpreting Scripture</i> , Roma, 2001.										
Program <i>Bible Works</i>										
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION										
1.1. Course teacher	Assoc. Prof. Božidar Mrakovčić, PhD			1.6. Year of the study	3					
1.2. Name of the course	The Narrative Approach to the Bible			1.7. ECTS credits	3					
1.3. Associate teachers				1.8. Type of instruction (number of hours L + S + E + e-learning)	10L+10E+10S					
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject			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. COURSE DESCRIPTION										
2.1. Course objectives	The objective of this course is to introduce students to the narrative approach to the Bible both theoretically and practically.									
2.2. Enrolment requirements and/or entry competences required for the course	This course presumes completion of Biblical courses in this 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 the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 									
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	After completing this course, students will understand various elements of the narrative approach to the Bible and notice their value in understanding the Biblical text. They will be able to read Biblical commentaries written on the basis of this approach with understanding and independently analyse									
2.5. Course content (syllabus)	Fundamental elements of narratology (the structure of narrative text, time, plot, narrator, and reader, focalisation, character characterisation, narrative techniques for presenting the state of mind) and their application to selected Biblical texts.									
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 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 (total)	3		
2.10. Required literature (available in the library)	Title						Number of copies in the library		Availability via other media	



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and/or via other media)	PAPINSKA BIBLIJSKA KOMISIJA, Tumačenje Biblije u Crkvi. Biblija i Kristologija, Zagreb, 1995.		
	Anto POPOVIĆ, Načela i metode za tumačenje Biblije. Komentar papina govora i dokumenta biblijske komisije Tumačenje Biblije u Crkvi, Zagreb, 2005.		
	Maša GRDEŠIĆ, Uvod u naratologiju, Zagreb, 2015.		
2.11. Optional literature	<p>Jean Louis SKA, „Our Fathers Have Told Us“. Introduction to the Analysis of Hebrew Narratives, Roma, 2000. Jan P. FOKKELMAN, <i>Come leggere un racconto biblico. Guida pratica alla Narrativa biblica</i>, Bologna, 2003. Daniel MARGUERAT-Yvan BOURQUIN, <i>Per leggere i racconti biblici</i>, Roma, 2001. Daniel MARGUERAT-André WÉNIN, <i>Sapori del racconto biblico. Una nuova guida a testi millenari</i>, Bologna, 2013. Robert ALTER, <i>L'arte della narrativa biblica</i>, Brescia, 1990. Jean-Noël ALETTI, <i>L'arte di raccontare Gesù Cristo. La scrittura narrativa del vangelo di Luca</i>, Brescia, 1991.</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 Oslić, PhD		1.6. Year of the study	2
1.2. Name of the course	Ethics seminar		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)	Undergraduate, two-subject		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	<i>Objective</i> of this course is for students to obtain fundamental theoretical and practical knowledge about the topics and problems of Kant's work <i>Critique of Practical Reason</i> .			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	After finishing and successfully passing the course students will acquire fundamental knowledge of history of modern and contemporary philosophy and they will: <ol style="list-style-type: none"> 1. Develop critical philosophical thinking, 2. Adopt the fundamental modern and contemporary philosophical concepts, 3. Understand and critically evaluate the fundamental positions of the main modern and contemporary philosophers, 4. Get to know the fundamental works of modern and contemporary philosophy, 5. Implement philosophical insights into their own life and professional theory and practice. 			
2.5. Course content (syllabus)	After finishing and successfully passing the course student will acquire fundamental knowledge of ethics and they will: <ol style="list-style-type: none"> 1. Develop critical philosophical thinking, 2. Know and understand the fundamental concepts of the „Critique of Practical Reason“, 3. Know, understand, and be able to present the main topics of the „Critique of Practical Reason“, 4. Know and understand the context of the creation of „Critique of Practical Reason“, 5. Improve their knowledge of philosophy of I. Kant in general. 			
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"/> 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 type="checkbox"/> field work		<input type="checkbox"/> (other)						
2.8. Student responsibilities		Regular class attendance, writing an essay, participating in class 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)	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. Kant, <i>Kritika praktičkog uma</i> , Zagreb 1990.									
	I.Kant, <i>Metafizika čudoređa</i> , Zagreb 1999. (selected parts)									
2.11. Optional literature	J. Oslić, <i>Izvor budućnosti</i> , Zagreb 2002. J. Talanga, <i>Uvod u etiku</i> , Zagreb 1999.									
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
1.2. Name of the course	Philosophy of Religion Seminar		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	S 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	Produbljanje predavanja iz kolegija „Filozofija religije“ i „Teodiceja i filozofija religije“ na temelju čitanja izvornih tekstova. Deepening insights acquired during the courses “Philosophy of Religion” and “Theodicy and Philosophy of Religion” based on reading of the original texts.			
2.2. Enrolment requirements and/or entry competences required for the course	Uvjet za upis seminara je prethodno ili paralelno pohađanje obveznog kolegija „Filozofija religije“ (FTS) ili „Teodiceja i filozofija religije“ (IRZ). The requirement of enrolment into seminar is prior or parallel attendance of the obligatory course “Philosophy of Religion” (FTS) or “Theodicy and Philosophy of Religion” (IRZ).			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	The student will be able to: <ul style="list-style-type: none"> - adopt philosophical methods in analysis of texts on philosophy of religion - read original texts on philosophy of religion with understanding - critically comment and argue on the basis of read texts 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Kant and the idea of “reason’s faith” in the work “Religion within the Bounds of Pure Reason” 2. Schleiermacher and religion as the “sense and taste for infinity” according to “On Religion” 3. An analysis of the main topics of Hegel’s “Lectures on the Philosophy of Religion” 4. R. Otto and G. van der Leeuw: the phenomenological approach to religions (an analysis of the works “The Idea of the Holy” and “Phänomenologie der Religion” 5. J. Hick and the challenges of pluralistic hypotheses for religious traditions, according to the work “An Interpretation of Religion” 			
2.6. Format of instruction:	<input type="checkbox"/> lectures	<input 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 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 (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. Kant, <i>Religija unutar granica pukog uma</i> , Zagreb, 2012.										
		G.W. F. Hegel, <i>Predavanja o filozofiji religije</i> , Zagreb, 2009.										
		F. D. E. Schleiermacher, <i>O religiji</i> , Zagreb, 2011.										
		R. Otto, <i>Sveto</i> , Zagreb, 2006.										
		G. van der Leeuw, <i>Phänomenologie der Religion</i> , Tübingen, 1933. (or the extended English edition <i>Religion in Essence and Manifestation</i> , New York, 1969.)										
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	2 nd
1.2. Name of the course	Theodicy Seminar		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	S 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	The deepening of the lectures of the course „Theodicy“, based on the reading of original texts.			
2.2. Enrolment requirements and/or entry competences required for the course	The requirement for enrolment to this seminar is to previously complete or be currently enrolled into the obligatory-elective course „Theodicy“.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - adopt the philosophical methods using the examples of texts on theodicy - read the original texts from the area of theodicy with understanding - critically comment and construct arguments based on the read texts 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. The research on God with the help of the natural light of reason 2. Stage one: faith 3. Stage two: rational notoriety 4. Stage three: soul and life 5. Stage four: sensory cognition 6. Stage five: rational cognition 7. The search for God with the help of will 8. Christian freedom 9. Evil and free will 10. Grace and freedom 11. Will and love 12. Creation and time 13. Matter and forms 14. The Christian mission 15. The Christian society? 16. Final inferences 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		17. Freedom as a challenge								
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		Regular participation at seminar presentations and discussions following independent research and reading of literature, as well as writing a 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 (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	
	AUGUSTIN, Aurelije, <i>Govori-2</i> , Marijan Mandac (ed.), Makarska, 1993.									
	AUGUSTIN, Aurelije, <i>Ispovijesti</i> , Zagreb, 2010.									
	AUGUSTIN, Aurelije, <i>O državi Božjoj – De civitate Dei</i> , II, Zagreb, 1995.									
	AUGUSTIN, Aurelije, <i>Poučavanje neupućenih</i> , Marko Babić (ed.), Makarska, 1988.									
	AUGUSTIN, Aurelije, <i>Rukovet</i> , Marijan Mandac (ed.), Makarska, 1990.									
	AUGUSTIN, Aurelije, <i>Trojstvo</i> , Marijan Mandac (ed.), Split, 2009.									
	BENEDIKT XVI., <i>Crkveni oci, Od Klementa Rimskoga do Augustina</i> , Split, 2011.									
	KERN, W. – NIEMANN, F., <i>Nauka o teološkoj spoznaji</i> , Zagreb, 1994.									
	PAVIĆ, Juraj – TENŠEK, Tomislav Zdenko, <i>Patrologija</i> , Zagreb, 1993.									
VUCO, Božo, <i>Razumsko utemeljenje religije</i> , Đakovo, 2002.										
2.11. Optional literature	BODROŽIĆ, Ivan, Augustinov hod od ljubavi prema filozofiji do filozofije ljubavi, u: <i>Filozofska istraživanja</i> , 27 (2007) n. 3, 581-593. DANIÉLOU, Jean, <i>Bog i mi</i> , Zagreb, 2012. DANIÉLOU, Jean, <i>Vjera kroz vjekove i čovjek današnjice</i> , Zagreb, 1975. DEVČIĆ, Ivan, <i>Bog i filozofija</i> , Zagreb, 2003. DOGAN, Nikola, Kršćanstvo na koncu dvadesetoga stoljeća, <i>Diacovensia</i> , 8 (2000) n.1, pp DRUGI VATIKANSKI KONCIL, <i>Gaudium et spes. Pastoralna konstitucija o Crkvi u suvremenom svijetu (7.XII.1965.)</i> , in: <i>Dokumenti</i> , Zagreb, 1972. FABRIS, Adriano, <i>Teologija i filozofija</i> , Zagreb, 2011. GOLUB, Ivan, <i>Prisutni. Misterij Boga u Bibliji</i> , Zagreb, 1995.									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	IVAN PAVAO II., <i>Fides et ratio – Vjera i razum</i> (14.IX.1998.), Zagreb, 2013. HRVATSKA BISKUPSKA KONFERENCIJA, <i>Katekizam katoličke Crkve</i> (11.X.1992.), Zagreb, 1994. KERN, W. – NIEMANN, F., <i>Nauka o teološkoj spoznaji</i> , Zagreb, 1994. PAVIĆ, Juraj – TENŠEK, Tomislav Zdenko, <i>Patrologija</i> , Zagreb, 1993. VUCO, Božo, <i>Razumsko utemeljenje religije</i> , Đakovo, 2002.
2.12. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Ivan Dodlek, PhD		1.6. Year of the study	2 nd
1.2. Name of the course	Aesthetics Seminar		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	S 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	Deepening of insights acquired in the course „Aesthetics“, based on readings of original texts.			
2.2. Enrolment requirements and/or entry competences required for the course	Enrolment requirement for this seminar is previous or parallel enrolment into the obligatory-elective course „Aesthetics“			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and present the main authors and topics of the philosophy of man, philosophical anthropology, ethics, theodicy and philosophy of religion - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - adopt philosophical methods on the examples of texts from the area of philosophical aesthetics - read original texts from the area of philosophical aesthetics with understanding - critically comment and argue on the basis of read texts 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. What is art? 2. The concept and the idea of beauty. 3. The cognitive dimension of art – aesthetics from above and aesthetics from below. 4. Aesthetical experience – the relation between reason, memory, imagination, and emotion in the art. 5. Symbolical wisdom of art. 6. Play as an aesthetical problem. 7. Aesthetical concept of the genius. 8. The educational dimension of art and the education for art. 9. Tragedy and tragic. 10. Comedy and comic. 11. Art on the path to truth. 12. Critic of the work of art. 13. The principle of art is life. 14. The meaning of art for the society. 15. The path of beauty – preferential path of evangelization and dialogue. 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

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 type="checkbox"/> (other)							
	<input type="checkbox"/> field work								
2.8. Student responsibilities	Regular attendance on the seminar presentations and discussions, along with independent research and reading of the literature, as well as 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	
	Aristotel, <i>Organon</i> , Kultura, Beograd, 1970.								
	Aristotel, <i>O pjesničkom umijeću</i> (chapters VI-XV.), Školska knjiga, Zagreb, 2005.								
	Aristotel, <i>Retorika</i> , Naprijed, Zagreb, 1989.								
	Bloch, Ernst, <i>O umjetnosti. Izabrani tekstovi</i> , Školska knjiga, Zagreb, 1981.								
	Croce, Benedetto, <i>Brevijar estetike</i> , Ljevak, Zagreb, 2003.								
	Eliot, Thomas Stearns, <i>Tradicija, vrijednosti i književna kritika</i> , Matica hrvatska, Zagreb, 1999.								
	Gadamer, Hans-Georg, <i>Čitanka</i> , Matica hrvatska, Zagreb, 2002.								
	Gadamer, Hans-Georg, <i>Ogledi o filozofiji umjetnosti</i> , AGM, Zagreb, 2003.								
	Hegel, Georg Wilhelm Friedrich, <i>Predavanja iz estetike</i> , Demetra, Zagreb, 2011.								
	Heidegger, Martin, <i>O biti umjetnosti</i> , Mladost, Zagreb, 1959.								
	IVAN PAVAO II., <i>Pismo umjetnicima</i> , Glas Koncila, Zagreb, 2004.								
	Kant, Immanuel, <i>Kritika moći suđenja</i> , Naprijed, Zagreb, 1976.								
	Kierkegaard, Søren, <i>Ili – ili, Veselin Masleša: Svjetlost</i> , Sarajevo, 1990.								
	Kupareo, Rajmund, <i>Čovjek i umjetnost</i> , Kršćanska sadašnjost, Zagreb, 1993.								
	Kupareo, Rajmund, <i>Govor umjetnosti</i> , Kršćanska sadašnjost, Zagreb, 1987.								
	Kupareo, Rajmund, <i>Um i umjetnost</i> , Glas Koncila, Zagreb, 2007.								
	Kupareo, Rajmund, <i>Umjetnik i zagonetka života</i> , Kršćanska sadašnjost, Zagreb, 1982.								
Nietzsche, F. W., <i>Rođenje tragedije</i> , Matica hrvatska, Zagreb, 1997.									
PAPINSKO VIJEĆE ZA KULTURU, <i>Via pulchritudinis – povlašeni put evangelizacije i dijaloga</i> , HKD									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Napredak, Sarajevo, 2007.		
	Platon, <i>Država</i> (X. book), Naklada Jurčić, Zagreb, 2004.		
	Platon, <i>Gozba</i> (chapters XVIII-XXX.), Mono & Mana Press, Beograd, 2002.		
	Platon, <i>Ion, Lahet, Meneksen</i> , Hrvatski studiji, Zagreb, 1998.		
	Platon, <i>Teetet, Fileb</i> , Naprijed, Zagreb, 1979.		
	Platon, <i>Zakoni</i> (VII. book), Naprijed, Zagreb, 1974.		
	Schelling, Friedrich W. J., <i>Filozofija umjetnosti</i> , Hrvatska sveučilišna naklada, Zagreb, 2008.		
	Schiller, Friedrich, <i>O estetskom odgoju čovjeka u nizu pisama</i> , Scarabeus-naklada, Zagreb, 2006.		
	Tolstoj, L. N., <i>Šta je umjetnost</i> , Štamparija Privrednik Živ. D. Blagojevića, Beograd, 1936.		
	Šiler, Fridrih, <i>O lepom</i> , Kultura, Beograd, 1967.		
2.11. Optional literature	Bižaca, Nikola – Garmaz, Jadranka (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. Bubner, Rüdiger, <i>Estetsko iskustvo</i> , Matica hrvatska, Zagreb, 1997. Everet Gilbert, Katarina – Kun, Helmut, <i>Istorija Estetike</i> , Kultura, Beograd, 1969. Finci, Predrag, <i>Čitatelj Hegelove estetike</i> , Naklada Breza, Zagreb, 2014. Grlić, Danko, <i>Estetika I-IV</i> , Naprijed, Zagreb, 1983. Hühn, Lore, <i>Filozofija tragičnog: Schelling – Schopenhauer – Kierkegaard</i> , Matica hrvatska, Zagreb, 2014. Kolečnik, Ljiljana (ed.), <i>Umjetničko djelo kao društvena činjenica. Perspektive kritičke povijesti umjetnosti</i> , Institut za povijest umjetnosti, Zagreb, 2005. Tatarkjevič, Vladislav, <i>Istorija šest pojmova. Umetnost, lepo, forma, stvaralaštvo, podražavanje, estetski doživljaj</i> , Nolit, Beograd, 1980.		
2.12. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Anto Barišić, PhD		1.6. Year of the study	2
1.2. Name of the course	Augustine's Trinitarian Theology		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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
2. COURSE DESCRIPTION				
2.1. Course objectives	Enable students to work individually on patristic texts, taking as an example St. Augustine. Encourage them to uncover the essence of Trinitarian discussions in the 4 th and 5 th centuries. Also refer them to Augustine's theological method and the peculiarity of his Trinitarian theology.			
2.2. Enrolment requirements and/or entry competences required for the course	General conditions for enrolment at KBF University of Zagreb.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to enumerate and explain the most significant events and authors of the first millennium that contributed to the spread of Christian faith and thought, as well as to the development of theology and European culture - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Read and critically interpret the texts of St. Augustine - Observe the main theological misconceptions about the Trinity in the first Church. - Weight the theological presuppositions of heretics of the first Church - Study sources of Augustine's thought - Make critical conclusions about Augustine's Trinitarian theology in the light of contemporary research. - Show in a professional way in the written form Augustine's Trinitarian themes. 			
2.5. Course content (syllabus)	First, the students are in the general terms lectured about Augustine's work De Trinitate as well as the circumstances in which it was created. Along with the structure of the work, the student is then warned of many links with the theologians who worked before him, as well as of the theological particularities that Augustine gave to the theology of his time. At the same time, the legacy that remained behind Augustine for later generations until our day will be pointed out to students.			
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:



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	
	Sveti Augustin, Trojstve, Split, 2009. (translation and notes by M. Mandac)								
2.11. Optional literature (name the title)									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Mario Cifrak, PhD		1.6. Year of the study programme	2
1.2. Name of the course	The Acts of Apostles and Paul		1.7. Credits (ECTS)	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	The character of Paul, the New Testament methodology			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of the Greek language			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the origin and nature of biblical texts and identify and present the writings of the Old Testament and the New Testament, providing appropriate exegetical interpretations - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand the character of Paul - differentiate between and apply exegetical methods - present exegesis of a selected passage - use exegetical results in theological reflection 			
2.5. Course content (syllabus)	1. Introduction 2.3. Paul's baptism 4.5. Paul in Antioch 6.7. Paul the apostle 8.9. The first missionary journey (Acts 13 - 14) 10.11. The second missionary journey (Acts 15:36 – 18:22) 12.13. The third missionary journey (Acts 18:23 – 21:17) 14.15. On the journey to Rome (Acts 21:28 – 28:31) 16 th – 30 th students' presentations			
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and net <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		Class attendance and consultations; research; writing of the seminar paper							
2.9. Monitoring student work	Class attendance	YES		Research	YES		Practical work	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	Oral Exam	YES	NO	(other)	YES	NO
	Written exam	YES	NO	Project	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	
	Novum Testamentum Graece, Stuttgart 2012.						1		
	Papinska biblijska komisija, Tumačenje Biblije u životu Crkve, Zagreb 2005.						1		
	Popović, A., Načela i metode za tumačenje Biblije, Zagreb 2005.						1		
2.11. Optional literature	Brown, R. E., <i>Uvod u Novi zavjet</i> , Zagreb 2008.								
	Cifrak, M., „Pavlov govor u Ateni (Dj 17,22-31). Stjecište evanđelja i helenizma“, <i>Bogoslovska smotra</i> 77 (2007) 103-119.								
	Cifrak, M., "Duhovi - događaj i navještaj. Petrov(i) govor(i) u Djelima apostolskim", <i>Dometi</i> 22 (2012) 164-189.								
	Dugandžić, I., <i>Bog - sve u svemu</i> , Zagreb 1996.								
	Dugandžić, I., <i>Pavao - svjedok i apostol Isusa Krista</i> , Zagreb 2002.								
	Harrington, D.J. i dr., <i>Komentar evanđelja i Djela apostolskih</i> , Sarajevo 1997.								
Kliesch, K., <i>Djela apostolska</i> , Zagreb 1993.									
2.12. Other (as the proposer wishes to add)									



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Nedjeljka s. Valerija Kovač, PhD		1.6. Year of the study	2
1.2. Name of the course	Eschatological Themes of Joseph Ratzinger/Benedict XVI		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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%)	x
2. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> • Students gain deeper knowledge of some themes of individual and collective eschatology from the perspective of theology of Joseph Ratzinger. • They are trained to analyse and evaluate certain theological opinions about eschatological questions and their accommodation in the theology and doctrine of the Church as a whole. • They are trained for independent scientific study and use of theological literature for certain questions in eschatology and anthropology. 			
2.2. Enrolment requirements and/or entry competences required for the course	Knowledge of basic Biblical and philosophical-theological discourse on the human being and his/her relationship to God, others and world. Motivation for the deeper theological understanding of the human being and the world, especially from the eschatological perspective.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to identify and explain the basic concepts of the theological understanding of man (creation, grace, eschatology) - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • Know and independently present the main directions of the eschatology of Joseph Ratzinger • Understand and present Ratzinger's specific interpretations of individual questions of individual and collective eschatology • On the basis of Ratzinger's thought offer their own view of the current issues of the human being and his/her eschatological determination • Independently apply the principles of scientific methodology in writing papers • Know how to actively and committedly listen to presentations of other students and understand their message • Formulate questions and commenters focused on the topic of discussion in individual presentations • Independently find and use literature relevant to eschatological issues 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the seminar theme: its importance, student responsibilities and seminar goals 2. Eschatology as an actualized theological discipline 3. Eschatology of Joseph Ratzinger on the background of his overall theological thought 4. Questions of individual eschatology in Joseph Ratzinger's thought 5. Historical, cosmic and universal perspective of eschatology in Joseph Ratzinger's thought 6. Presenting the results of individual tasks during the seminar 			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		7.-11. Students' papers on selected topic of seminar research and discussion 12. Review of seminar papers and on the overall participation in the seminar 13. Concluding remarks on the subject of seminar and its elaboration by both the teacher and students								
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 checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> paper			2.7. Comments:			
							X			
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		Individual assignments	YES		
	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 (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./Joseph Ratzinger, <i>Eshatologija. Smrt i vječni život</i> , Verbum, Split, 2017.						1			
	Benedikt XVI., <i>Spe salvi</i> , KS, Zagreb, 2008.						6			
	Gerhard Nachtwei, <i>Dialogische Unsterblichkeit. Eine Untersuchung zu Joseph Ratzingers Eschatologie und Theologie</i> , St. Benno Verlag, 1986.						0		Privately in possession of the course teacher	
Gerhard Nachtwei (ed.), <i>Hoffnung auf Vollendung. Zur Eschatologie von Joseph Ratzinger</i> , Verlag Friedrich Pustet, Regensburg, 2015.						0		Privately in possession of the course teacher		
2.11. Optional literature		Students will individually research and find additional relevant literature for their chosen theme in the seminar.								
2.12. Other (as the proposer wishes to add)										



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	Assist. Prof. Mislav Kutleša, PhD		1.6. Year of the study	2
1.2. Name of the course	The Metamorphosis of the Person		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 S
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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. COURSE DESCRIPTION				
2.1. Course objectives	The goal of this seminar is to familiarise students with bioethical challenges and discussions which are being conducted about the concepts of person and human being.			
2.2. Enrolment requirements and/or entry competences required for the course	None			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to explain the structure of man as a moral being, to explain the theological foundations of morality, the basics of moral and Christian principles - to analytically, critically and normatively explain the present and future church and social religious practices - to apply scientific methodologies while developing written academic texts - to use professional literature in Croatian and one world language 			
2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)	<p>Students will acquire fundamental knowledge about the relations between person/human being/subject and they will:</p> <ol style="list-style-type: none"> 1. Develop the ability for critical moral-theological thinking about the human person in the light of ethics of sanctity of life. 2. Acquire the ability of philosophical-theological analysis of ethics of the inviolability of life. 3. Apply new moral and theological insights in personal and social life. 4. Get to know the modern representatives of the lay bioethics. 5. Acquire the ability of critical evaluation of the documents of the Catholic Church related to the sanctity and inviolability of human life. 			
2.5. Course content (syllabus)	<p>1st week: Introduction to the seminar. 2nd week: The concept of person/human being in the modern scientific-technical world. 3rd week: The autonomy of the person and the natural order. 4th week: Engelhardt's radical dualism. 5th week: Singer and Tooley: person as the subject of lust. 6th week: Regan and Rachels: does the primacy belong to <i>Homo sapiens</i> today? 7th week: Person as the set of relationships. 8th week: Person as the human being. 9th week: Towards the post-human world. 10th week: Presentation of the students' individual papers. 11th week: Presentation of the students' individual papers. 12th week: Presentation of the students' individual papers. 13th week: Presentation of the students' individual papers.</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		14th week: Presentation of the students' individual papers. 15th week: Conclusion.											
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 seminar attendance, writing the paper, participating in the discussion during classes.											
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		(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	
		Papa Ivan Pavao II, <i>Evangelium vitae</i>											
		Tonči Matulić, <i>Bioetika</i>											
		Tomislav Žigmanov, <i>Filozofijska recepcija problema odnosa religioznosti i pojmova osoba i ličnost</i>											
		Ivan Koprek, <i>Treba li u bioetici govoriti o čovjeku ili o osobi?</i>											
		Luka Tomašević, <i>Ontološko i funkcionalističko shvaćanje osobe: bioetička rasprava</i>											
2.11. Optional literature		Students will individually research and find additional relevant literature for their chosen theme in the seminar.											
2.12. Other (as the proposer wishes to add)													



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION				
1.1. Course teacher	teachers – mentors		1.6. Year of the study	3
1.2. Name of the course	Final thesis		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, two-subject		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 train students for independently research the chosen topic by consulting the relevant scientific literature - to train students for independently use library catalogs and databases - to train students for writing a final thesis with appropriately applying the methodology of scientific work 			
2.2. Enrolment requirements and/or entry competences required for the course	Regularly enrolled in the 3rd year of study. Mentor`s consent for mentoring and the topic of the final thesis. The mentor signs the consent on the prescribed form.			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - to recognize and explain correct and incorrect methods of reasoning, discuss and critically debate about philosophical and theological topics - to appropriately apply methodology of scientific work in the preparation of written papers - to use of professional literature in Croatian and one world language Other learning outcomes depend on the chosen topic of the final thesis.			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Expected learning outcomes contribute to the learning outcomes of the study program, depending on the chosen topic of the final thesis.			
2.5. Course content (syllabus)	<p>The student works on the final thesis in collaboration with a previously selected mentor. The topic and the mentor of the final thesis, with the consent of the mentor, the student registers in the Secretariat/Student Service of the Faculty by the end of the 5th semester, and the paper is be compiled by the end of the 6th semester of study.</p> <p>In accordance with the chosen topic and the working title, the student works on the preparation of the final thesis. The student consults lexicons, dictionaries, collects books and articles that cover the field of paper. In the collecting of literature, it is advisable to use library catalogs and databases. The main part of the final thesis consists of an introduction, elaboration of the topic by chapters, and conclusion, with the accompanying scientific apparatus. Other parts of the final thesis are content, summary in Croatian and another language, keywords in Croatian and another language, literature and various appendices.</p> <p>The final thesis by its content have to show the student`s understanding of the topic, his ability of independently use the literature and appropriately applying the scientific methodology.</p> <p>The student is required to write a paper that is the result of his own work.</p> <p>The topic of the final thesis is approved from the teaching courses within the study program.</p> <p>The student can choose the topic of the paper from the published list of topics and titles of final thesis (where such a list exists), but he can also propose and define the topic in agreement with the mentor. In both cases, it is necessary to take care of the student's prior knowledge and interest in a particular</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>area and of the available literature in Croatian and other languages. In the proposal of the topic and the working title, the student also lists the known literature that he intends to use in the paper. After accepting the topic of final thesis, the mentor is obliged to meet regularly with the student, monitoring his work and advising him (mentoring work) in the preparation of the paper. According to its scope, the final thesis paper must have at least 25 cards (card = 1800 characters: characters with spaces). The final thesis paper student submits in the student service, in printed form, in two copies (one hardcover and one spirally bound). The mentor gives the evaluation of the final thesis work. The student graded insufficient (1) did not defend the final thesis. The student who is graded insufficient (1) must submit a new topic of the final thesis in the next academic year.</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			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:		
The student writes the final thesis paper under the guidance of a mentor or two mentors or co-mentors.											
2.8. Student responsibilities											
2.9. Monitoring student work											
Class attendance		YES	NO	Research		YES	Oral exam		YES	NO	
Experimental work		YES	NO	Report		YES	NO	regular consultations		YES	
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	
2.11. Optional literature											
2.12. Other (as the proposer wishes to add)											



DETAILED PROPOSAL OF THE STUDY PROGRAMME

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

*As needed, the table can be copied

**As needed, rows can be added to the table

LIST OF COURSES/MODULES										
Year of study: 1.										
Semester: winter										
MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective	
	Introduction to Philosophy and Theology	Assoc. prof. Danijel Tolvajčić, PhD / Jakov Rađa, PhD	I.	30				2	R	
	General Introduction to the Holy Scriptures	Assist. Prof. Anđelo Maly, PhD	I.	30				2	R	
	Church History	Prof. Slavko Slišković, PhD	I.	45				4	R	
	Methodology of Scientific Paper	Assist. Prof. Daniel Patafta, PhD	I.	30				2	R	
	English for Academic Purposes 1 & 2	Assoc. Prof. Jasna Šego, PhD / Emanuel Maloča	I.	30				2	R	
	Physical and Health Education	Davorin Babić	I.			30		1*	R	
	Elective courses		I.	30				3	E	
								UKUPNO:	16	
Semestar: summer										
	The Christian Thought and the Late Antique Society	Assist. Prof. Anto Barišić, PhD	II.	45				4	R	
	Old Testament (introduction and exegesis)	Assoc. Prof. Božidar Mrakovčić, PhD	II.	45				4	R	
	English for Academic Purposes 1 & 2	Assoc. Prof. Jasna Šego, PhD / Emanuel Maloča	II.	30				2	R	
	Proseminar	Prof. Ružica Razum, PhD	II.		30			2	R	
	Physical and Health Education	Davorin Babić	II.			30		1*	R	
	Elective courses		II.	30				3	E	
								UKUPNO:	15	

2 ECTS in Physical and Health Education enrol in a load of 1 ECTS within the points on Catholic Faculty of Theology and 1 ECTS within the points on Catholic University of Croatia.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES									
Year of study: 2.									
Semester: winter									
MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Require d/lective
	Anthropology and Ethics	Prof. Josip Oslić, PhD / Assoc. Prof. Danijel Tolvajčić, PhD	III.	45				4	R
	Introduction to and Exegesis of the New Testament I. (Synoptic Gospels, Acts of the Apostles, Gospel of John, Epistles)	Assist. Prof. Taras Barščevski, PhD	III.	45				4	R
	Fundamental Theology	Assist. Prof. Branko Murić, PhD / Jakov Rađa, PhD	III.	45				4	R
	Introduction to Psychology	Prof. Josip Oslić, PhD / Sanda Smoljo-Dobrovoljski, PhD	III.	30				3	R
	Physical and Health Education	Davorin Babić	I.			30		1*	E
UKUPNO:								15	
Semestar: summer									
	Theodicy and Philosophy of Religion	Assoc. Prof. Alojz Čubelić, PhD / Assoc. Prof. Danijel Tolvajčić, PhD	IV.	45				4	R
	Introduction to and Exegesis of the New Testament II. (Paul's and Other Epistles, the Book of Revelation)	Prof. Mario Cifrak, PhD	IV.	30				3	R
	Christianity and Religions	Assist. prof. Tomislav Kovač, PhD	IV.	45				4	R
	Seminars		IV.		30			3	E
	Physical and Health Education	Davorin Babić	IV.			30		1*	R
UKUPNO:								15	

2 ECTS in Physical and Health Education enrol in a load of 1 ECTS within the points on Catholic Faculty of Theology and 1 ECTS within the points on Catholic University of Croatia.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES										
Year of study: 3.										
Semester: winter										
MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Require d/ective	
	Mystery of the Triune God and Christology	Full prof. Ivan Karlič, PhD / Assoc. Prof. Marija Pehar, PhD	V.	45				4	R	
	Basic Moral Theology I and II	Prof. Tonči Matulić, PhD / Ante Bekavac, PhD	V.	45				4	R	
	Developmental Psychology	Assoc. Prof. Nenad Malović, PhD / Sanda Smoljo-Dobrovoljski, PhD	V.	45				4	R	
	Elective courses		V.	30				3	E	
UKUPNO:								15		
Semestar: summer										
	Theological Antropology	Assist. Prof. Nedjeljka s. Valerija Kovač, PhD / Assist. Prof. Iva Mršić Felbar, PhD	VI.	45				4	R	
	Liturgical Theology	Prof. Ante Crnčević, PhD / Milan Dančuo, MS	VI.	45				4	R	
	Canon Law	Prof. Josip Šalković, PhD / Assist. Prof. Lucija Boljat, PhD	VI.	30				3	R	
	Final Thesis		VI.					4	R	
UKUPNO:								15		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

LIST OF COURSES/MODULES										
Year of study: 1 – 3 - Elective courses										
Semester: I – VI										
MODULE	COURSE	COURSE TEACHER	From n to x semes ter	L	S	E	e- lea rni ng	ECTS	Requ ired/ electi ve	
1 st Year	Philosophy and Christian Thought	Prof. Josip Oslić, PhD / Assoc. Prof. Alojz Čubelić, PhD	I	30				3	E	
	Latin Language I	Prof. Petar Bašić, PhD	I	30				3	E	
	Philosophy and the Modern Culture	Assoc. Prof. Nenad Malović, PhD / Assist. Prof. Ivan Dodlek, PhD	II	30				3	E	
	Religion and Science	Assoc. Prof. Nenad Malović, PhD	II	30				3	E	
	Biblical Archeology	Assoc. Prof. Božidar Mrakovčić, PhD	II	30				3	E	
2 nd Year	Croatian Neo-Scholasticism	Prof. Josip Oslić, PhD	III	30				3	E	
	Aesthetics	Assist. Prof. Ivan Dodlek, PhD	III	30				3	E	
	Hermeneutics of the Old Testament in the New Testament	Prof. Mario Cifrak, PhD	III	30				3	E	
	Dynamics of a Spiritual Life	Assoc. Prof. Franjo Podgorelec, PhD	III	30				3	E	
	The Christian Caritas and Social Advocacy	Prof. Stjepan Baloban, PhD	III	30				3	E	
	Arius and the Council of Nicaea	Assist. Prof. Anto Barišić, PhD	III	30				3	E	
	Historical-Theological Presuppositions of the Schism of Ephesus (431) according to T. J. Šagi-Bunić	Assist. Prof. Vanda Kraft Soić, PhD	IV	30				3	E	
	Bioethics	Prof. Tonči Matulić, PhD	IV	30				3	E	
	Patristic Exegesis of the New Testament	Assist. Prof. Taras Barščevski, PhD	IV	30				3	E	
	The History of Theology	Assist. Prof. Andrea Filić, PhD	IV	30				3	E	
3 rd Year	Christocentricity of Moral Theology	Prof. Tonči Matulić, PhD / Ante Bekavac, PhD	V	30				3	E	
	Confessional Theology	Prof. Juro Zečević-Božić, PhD	V	30				3	E	
	Council of Chalcedon (451)	Assist. Prof. Andrea Filić, PhD	V	30				3	E	
	Trinitarian Iconography	Assoc. prof. Marija Pehar, PhD	VI	30				3	E	
	Theology of Christian Testimony	Assist. Prof. Branko Murić, PhD	VI	30				3	E	
	Interreligious and Intercultural Dialogue	Assist. prof. Tomislav Kovač, PhD	VI	30				3	E	
	The Question of the Soul in the Anthropological and Eschatological Context	Assist. Prof. Nedjeljka s. Valerija Kovač, PhD	VI	30				3	E	
	Human Life and Christian Virtues	Assist. Prof. Martina s. Ana Begić, PhD	VI	30				3	E	



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	Central Theological Themes of Teresa of Avila and Therese of Lisieux	Assoc. Prof. Franjo Podgorelec, PhD	VI	30				3	E
	The Sacrament: A Gift and the Form	Assoc. Prof. Ante Crnčević, PhD	VI	30				3	E
	The Social Teaching of the Church in the Life of Lay Persons	Assoc. Prof. Silvija Migles, PhD	VI	30				3	E
Izborni na stranom jeziku	Religious themes in literature	Assoc. Prof. Jasna Šego, PhD	I-VI	30				3	E
	Catechesi e cultura contemporanea	Prof. Ružica Razum, PhD	I-VI	30				3	E
	Grenzfragen zwischen Religion und Naturwissenschaften	Assoc. Prof. Nenad Malović, PhD	I-VI	30				3	E

LIST OF COURSES/MODULES										
Year of study: 2 - Seminars										
Semester: III – IV										
MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required /elective	
2 nd Year	Theory of Cognition seminar	Assoc. Prof. Nenad Malović, PhD	III		30			3	E	
	Narratives of the Miracles in the New testament	Assist. Prof. Taras Barščevski, PhD	III		30			3	E	
	Topics in Letters of St. Jerome in Croatian translation	Assist. Prof. Vanda Kraft Soić, PhD	III		30			3	E	
	A Theological-Pedagogical Approach to Christian Meditation	Assoc. Prof. Franjo Podgorelec, PhD	III		30			3	E	
	The Loss of the Sense of Sin	Assist. Prof. Martina s. Ana Begić, PhD	III		30			3	E	
	Exegetical Methods and Approaches to the Biblical Text	Assist. Prof. Anđelo Maly, PhD	III		30			3	E	
	The Narrative Approach to the Bible	Assoc. Prof. Božidar Mrakovčić, PhD	III		30			3	E	
	Ethics seminar	Prof. Josip Oslić, PhD	IV		30			3	E	
	Philosophy of Religion Seminar	Assoc. Prof. Danijel Tolvajčić, PhD	IV		30			3	E	
	Theodicy Seminar	Assoc. Prof. Alojz Čubelić, PhD	IV		30			3	E	
	Aesthetics Seminar	Assist. Prof. Ivan Dodlek, PhD	IV		30			3	E	
	Augustine's Trinitarian Theology	Assist. Prof. Anto Barišić, PhD	IV		30			3	E	
	The Acts of Apostles and Paul	Prof. Mario Cifrak, PhD	IV		30			3	E	
	Eschatological Themes of Joseph Ratzinger/Benedict XVI	Assist. Prof. Nedjeljka s. Valerija Kovač, PhD	IV		30			3	E	
The Metamorphosis of the Person	Assist. Prof. Mislav Kutleša, PhD	IV		30			3	E		