### COURSE TITLE

<table>
<thead>
<tr>
<th>Code</th>
<th>KBF: 204 ISVU: 82148</th>
<th>Year of study</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course teacher/s</td>
<td>Associate professor Ivan Bodrožić, Ph.D.</td>
<td>Credit (ECTS)</td>
<td>6</td>
</tr>
<tr>
<td>Assistants</td>
<td></td>
<td>Type of instruction (number of hours per semester)</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60</td>
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<tr>
<td>Course status</td>
<td>Core course</td>
<td>Percentage of e-learning implementation</td>
<td>20%</td>
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### COURSE DESCRIPTION

**Course goals**

Students should gain knowledge on the first seven centuries of Christianity, and in particular most prominent authors who contributed to the Christian thought spread and development of theology. Basics in the Church historical development and evaluation of certain authors' significance within particular historical context.

**Course enrollment requirements and core competencies**

Having successfully completed the course a student should be able to:

1. Differentiate particular historical period in the Church history and theology.
2. Recognize the importance of the Holy Fathers for contemporary Christian theology.
3. Explain how early Christianity dealt with pagan religiousness and heresies and clarify its evangelizational and apologetic activity.
4. Interpret main theological difficulties and problems, particularly those concerning the Trinity doctrine and Christology and acquire skills through the experience of the greatest theologians of the early Church.

**Expected learning outcomes at the course level (4-10 learning outcomes)**

Patrology as science, interpretation of concepts, related sciences, characteristics of the Fathers, general overview of the course content (1).

Christianity and Judaism, Judeo-Christianity (ebionites) (1).


Apocryphal literature (1).

Christian apologetics of the second century (Justin, Athenagoras, Theopilus of Antioch, Aristides, Tatian) (3).

Literature on martyrs (1).

Heresies of the second century and the antiheretical literature; confession of faith, canon (2).

Antitheretical literature. Holy Irenaeus as the most significant writer against heresy; Hippolyte of Rome (3).

The meaning of Alexandrian school and its most significant representatives (Clement of Alexandria and Origen) (4).

The origin of Christian Latin literature in Africa. The most relevant authors: Tertulian and Cyprian (2).

Latin literature in Rome (Novatian), and Latin literature in the period of transition (Lactantius) (2).

The first most significant period of Arian crisis, begining with the Council of Nicaea to 362, and the most significant pillars of Orthodoxy: Athanasius in the East and Hilarius in the West (3).

The second period of Arian Crisis: Pneumatomachians and Appolinarism (1).

Cappadocian Fathers (Basil the Great, Gregory from Nyssa and Gregory from Nazianzus) as the most prominent fighters for Orthodoxy in this period (4).

Palestinian writers: Cyril from Jerusalem and Eusebius from Salamis (3).

Syrian writers (1).

Antiochian writers: Theodore of Mopsuestia and John Chrysostom (3).
Theological issues of the West in the 4th and 5th ct. (1).
Great Latin writers: Ambrosius of Milan, Jerome (3).
Augustine (4).
The Church writers in Galatia (2).
The Council of Ephesus and Cyril of Alexandria (2).
The Council of Chalcedon, Theodorus of Cyrene and Leo the Great (3).
Monophysitism, Monoenergism and Monotheletism. Maximus the Confessor as the most important representative of Orthodoxy against mentioned theological deviations (2).
Boethius, Cassiodorus, Gregory the Great and Isidore of Seville. The end of the Patristic Period in the West (3).
Iconoclastic issue and John Damascene. The end of the Patristic period in the East (2).

Format of course instruction:
☑ lectures
☐ seminars and workshops
☐ exercises
☐ on line entirely
☐ combined e-learning
☐ field instruction
☒ individual tasks
☐ multimedia
☐ laboratory
☐ mentorship work
☐ (other)

Student obligations
Class attendance and active participation in lectures by preparing Written representations.

Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Credits</th>
<th>Class attendance</th>
<th>Experimental work</th>
<th>Essay</th>
<th>Mid-term exams</th>
<th>Written exam</th>
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<tbody>
<tr>
<td>Class attendance</td>
<td>2,0</td>
<td>Research</td>
<td>Written representation</td>
<td>Seminar essay</td>
<td>Oral exam</td>
<td>Project</td>
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<tr>
<td>Practical training</td>
<td></td>
<td></td>
<td>0,5</td>
<td>(Other)</td>
<td>1,0</td>
<td>(Other)</td>
</tr>
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Grading and evaluation of student work in class and at the final exam
Written representation – 20%
Two mid-term exams – 40%
Final exam – 40%

Obligatory literature (available in the library or via other media)
Teaching materials on the personal web page: www.patrologija.com

Supplementary literature

Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes
Students are expected to actively participate in the class by making presentation of their essays. Their work and progress will be monitored and tested through mid-term exams.

Other (according to the opinion of education provider)