

COURSE TITLE		HISTORY OF DOGMAS				
Code	KBF205 ISVU: 82149	Year of study	II			
Course teacher/s	Full professor Mladen Parlov, Ph.D.	Credit (ECTS)	3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			30			
Course status	Core course	Percentage of e-learning implementation	20%			
COURSE DESCRIPTION						
Course goals	Familiarise and understand the origin and development of Christian dogmas. Acquire knowledge on historical development of Christian faith.					
Course enrollment requirements and core competencies	Have knowledge of the basic philosophical-theological concepts and general knowledge on various periods of the Church history.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Interpret the concept of dogma, its development and history. 2. Interpret the methods by which the Church challenges profound cognitions of religious truth and their interrelation. 3. Discern and evaluate im/proper development of the Christian doctrine. 4. Assess the value of private revelation as compared to the public Revelation. 5. Analyse past and current religious events within the context of the Holy Scripture. 6. Interpret particular segments of the Apostles' Creed.					
Detailed course content (weekly class schedule)	History of the term “dogma” (2). The first Christian expressions about faith (Judeo-Christianity, Gnosticism, apostolic fathers) (2). Tradition and Rule of Faith (4). Keeping the Rules of Faith: Magisterium (2). Content of Tradition: Rule of Faith and Symbols of Faith (1). Confessions of faith in the New Testament and with the apostolic fathers (2). Comparative interpretation of the Apostolic and Nicene-Constantinople Creeds (2). Colloquium Development of dogma. Elements of dogma (1). Consent to dogma (1). Correlation between dogma and Revelation and dogma and Holy Scripture (2). Dogma development and development models (J. E. Kuhn, K. Rahner) (2). Ways of dogma development (2). Factors of dogma development (3). Pluralism and the limits of dogma development (2). Criteria for the authentic development of dogma (2).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			

Student obligations	Regular class attendance and active participation.					
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)	Class attendance	1,0	Research		Practical training	
	Experimental work		Written representation	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	0,5	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	<p>Paper - 30% Colloquium - 30% Final exam - 40% (oral and / or written) The colloquium is held in the 9th or 10th week of classes</p> <p>Numerical scale for assessing student achievement in the colloquium and written exam is based on 100 points: - sufficient (2) - 50-64 points - good (3) - 65-79 points - very good (4) - 80-89 points - excellent (5) 90 and more points The final grade also includes the activity of students in the classroom (class attendance, participation in discussions and written report).</p>					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	J. -Y. Lacoste et al., Povijest teologije, KS, Zagreb, 2013., pp. 7-62.			3		
	Zbor za nauk vjere, Donum veritatis. Smjernica o crkvenom pozivu teologa, CuS, Split, 1997., str. 5-40.			3		
	G. Koch - J. Pretscher (prir.), Objava Boga u Kristu i crkvena dogma, KS, Zagreb, 1984., str. 1-27.			0		
Supplementary literature	<ul style="list-style-type: none">• Bilokapić, "Teološke razlike u nauci istočne i zapadne Crkve", in <i>Crkva u svijetu</i> 17 (1982), pp. 112-122.• Duda, "Teologija u proročkom poslanju Crkve", in: <i>Bogoslovska smotra</i> 49 (1979),pp. 394-400;• Franić, "Dogma - proces ili kočnica misli i života?", in: <i>CuS</i> 17 (1982), pp. 1-8.• Jedin, "Povijest Crkve: teologija ili povijest", in <i>Svesci</i> 36 (1979), pp. 28-31.• Ratzinger, "Teologija i crkvena politika", in: <i>Svesci</i> 40 (1980), pp. 34-39.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, student attendance register, active participation in discussions, written representation, end-of -semester course and teacher evaluation.					
Other (according to the opinion of education provider)						