COURSE TITLE	SEXUAL, MARRIAGE AND FAMILY MORALITY					
Code	KBF: 403 ISVU: 82532	Year of study		IV		
Course teacher/s	Assistant professor Šimun Bilokapić, Ph.D.	Credit (ECTS)		5		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			60			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Familiarise students to fundamental anthropological, theological and moral views on Christian's speech on sexuality, marriage and family. Understand and acquire knowledge on these moral views. Independently and critically reflect on general and particular issues related to sexuality, marriage and family. Develop competences for grounded and reasonable arguments for personal views and challenge opposing views, values and reflections on these important components of human and social life.					
Course enrollment requirements and core competencies	Competences acquired from the course *Fundamental Moral Theology*.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Explain the purpose and meaning of human sexuality, marriage and family. 2. Interpret and adequately evaluate the importance of love and sexuality in marriage and love and fertility in a family. 3. Offer solutions to concrete moral problems and dilemmas concerning sexuality, marriage and family. 4. Provide arguments for Christian's attitudes discussed with an interlocutor of different worldviews and beliefs.					
Detailed course content (weekly class schedule)	Anthropology of human sexuality (10). Sexuality in the context of Christian mystery (6). Sexual morality in general (4). Specific sexual morality (6). Marriage in the Bible and in the Church history (4). Premarital period (2). Anthropology and the moral of matrimonial love (4). Extramarital sexual relations (2). Crisis of the institution of marriage (2). Stability of marriage and divorce (2). Meaning and task of family (4). Moral attitudes and values of family life (2). Responsible birthing (4). Sexual upbringing (4). Religious upbringing (2).					
Format of course instruction:	☒ lectures		☐ (other)			
Student obligations	Regular class attendance, mid-term exam, preparation and taking of an exam.					

Screening student work (specify *portion in ECTS credits per each activity so that total*	Class attendance	2,0	Research		Practical training	
	Experimental work		Written representation		(Other)	
	Essay		Seminar essay		(Other)	

number of ECTS credits corresponds to the ECTS credit value of the course	Mid-term exams	1,0	Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	

Grading and evaluation of student work in class and at the final exam	Final exam – 70% Mid-term exam – 15% Class attendance – 10% Active participation in discussions – 5%

Obligatory literature (available in the library or via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Drugi vatikanski sabor, Pastoralna konstitucija *Gaudium et spes* o Crkvi u suvremenom svijetu, KS Zagreb, 1986., br. 47-52.	2	
	Papa Pavao VI., *Humanae vitae*. Enciklika o ispravnoj regulaciji poroda, KS, Zagreb, 1968., str. 1-31.	8	
	Kongregacija za nauk vjere, *Persona humana*. Izjava Kongregacije za nauk vjere o nekim pitanjima seksualne etike, KS, Zagreb, 1976., str. 1-24.	3	
	Ivan Pavao II., *Obiteljska zajednica – Familiaris consortio*, KS, Zagreb, 1981., str. 1-130.	4	
	Ivan Pavao II., *Ljudska spolnost: istina i značenje*. Odgojne smjernice u obitelji, KS, Zagreb, 1997., str. 1-108.	3	
	Sveti zbor za katolički odgoj, *Odgojne smjernice o ljudskoj ljubavi. Obrisi spolnoga odgoja*, KS, Zagreb, 1996., str. 1-65.	5	

Supplementary literature	Ivan Fuček, *Moralno duhovni život. Predbračna ljubav, bračna ljubav*, Verbum, Split, 2005., str. 1-411. Ivan Fuček, *Moralno duhovni život. Roditelji, djeca*, Verbum, Split, 2008., str. 1-340. Petar Šolić, *Moralni aspekti ljudske seksualnosti*, CuS, Split, 2002., str.1-265.

Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, mid-term exams, active participation in discussions, questionnaire, discussion.

Other (according to the opinion of education provider)	