

COURSE TITLE		PATROLOGY				
Code	KBT: 324 ISVU: 82579	Year of study	3			
Course teacher/s	Associate professor Ivan Bodrožić, Ph.D.	Credit (ECTS)	4			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			45			
Course status	Core course	Percentage of e-learning implementation	20%			
COURSE DESCRIPTION						
Course goals	<p>Introduce students with the first seven centuries of Christianity, and the most significant authors who contributed to the presentation of Christian thought and theology development.</p> <p>Acquire knowledge of the main periods of Church's development and also evaluate the importance of certain authors in particular historical context.</p>					
Course enrollment requirements and core competencies						
Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Having successfully completed the course a student should be able to:</p> <ol style="list-style-type: none"> <li>1. Present and interrelate particular historical periods in the Church history and theology.</li> <li>2. Critically evaluate the message and meaning of the Holy Fathers for today's Christian theology.</li> <li>3. Elaborate on relationship between the early Christianity and pagan religions and heresies, and its evangelical and apologetic influence.</li> <li>4. Interpret main theological difficulties and issues and in particular those concerned with the Trinity doctrine and Christology.</li> <li>5. Understand the experiences of the most prominent Christian theologians of the early Church.</li> </ol>					
Detailed course content (weekly class schedule)	<p>Patrology as science, interpretation of concepts, related sciences, characteristics of the Fathers of the Church, general overview of the teaching materials (1).</p> <p>Apostolic Fathers: Didache, Clement of Rome, Barnabas, Ignatius, Polycarp and Shepherd (2).</p> <p>Christian apologetics of the second century (Justin, Athenagoras, Theophilus of Antioch, Aristides, Tatian) (3).</p> <p>Heresies of the second century and antiheretic literature. Holy Irenaeus as the most significant writer against heresy (3).</p> <p>The meaning of Alexandrian School and its most significant representatives (Clement of Alexandria and Origen) (3).</p> <p>The origin of Christian Latin literature in Africa. The most relevant authors: Tertulian and Cyprian (2).</p> <p>Latin literature in Rome (Novatian), and Latin literature in the period of transition (Lactantius) (2).</p> <p>The first most significant period of Arian Crisis, starting from the Council of Nicaea to 362, and the most significant pillars of orthodoxy: Athanasius in the East and Hilarius in the West (3).</p> <p>The second period of Arian Crisis starts with Cappadocian fathers (Basil the Great, Gregory from Nyssa and Gregory from Nazianzus) as the most prominent fighters for orthodoxy (4).</p> <p>Palestinian writers : Cyril from Jerusalem and Eusebius (2).</p> <p>Antiochian writers: Theodore of Mopsuestia and John Chrysostom (2).</p> <p>Great Latin writers: Ambrosius of Milan, Jerome (3).</p> <p>Augustine (4).</p> <p>Council of Ephesus and Cyril of Alexandria (2).</p> <p>Council of Chalcedon and Theodorus of Cyrene (2).</p> <p>Monophysitism, monoenergism and monotheletism. Maximus the Confessor as the</p>					

	most important representative of Orthodoxy against mentioned theological deviations (2). Gregory the Great and Isidore of Seville. The end of the patristic period in the West (2). Iconoclastic issue and John Damascene. The end of the patristic period in the East (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 checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Attend classes and actively participate 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)	Class attendance	1,5	Research		Practical training	
	Experimental work		Written representation	0,5	Reading the Works of the Fathers	0,5
	Essay		Seminar essay		(Other)	
	Mid-term exams	0,5	Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Term- paper – 20% Two mid-term exams – 40% Final exam – 40%					
Obligatory literature (available in the library or via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Juraj Pavić - Tomislav Zdenko Tenšek, <i>Patrologija</i> , Zagreb, 1993., 1-345.				2	
	Teaching materials on the personal web page: <a href="http://www.patrologija.com">www.patrologija.com</a>					
Supplementary literature	Tomislav J. Šagi – Bunić, <i>Povijest kršćanske literature</i> , Zagreb, Kršćanska sadašnjost, 1976., 3-512.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Students will actively participate in class by making presentations of their written works. Students' work and progress will be assessed through mid-term exams.					
Other (according to the opinion of education provider)						