

COURSE TITLE		SOCIAL DOCTRINE OF THE CHURCH					
Code	KBT: 325 ISVU: 82580	Year of study		III			
Course teacher/s	Assistant professor Marijo Volarević, Ph.D.	Credit (ECTS)		4			
Assistants		Type of instruction (number of hours per semester)		L	S	E	F
				30			
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the development of the social doctrine of the Church, particularly its basic content within the Catholic social teaching documents. Raise the awareness on the importance of the Catholic social teaching and practice in the Church and social life.						
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"> 1. Argue on the historical and social factors that influenced the development of the Church's social doctrine. 2. Support and classify basic principles and guidelines of the social doctrine of the Church . 3. Explain the connection between the social doctrine of the Church and its evangelical mission. 4. Implement acquired knowledge in catechising and other Church and social activities. 						
Detailed course content (weekly class schedule)	<p>Introductory lecture (1). Historical and social causes of the origin of the social doctrine of the Church (2). The social doctrine of the Church - nature and meaning (2). The beginning of the organized social doctrine of the Church – pope Leo XIII and encyclical <i>Rerum novarum</i> (1891) (1). The Catholic social teaching documents and the main figures up to the Second Vatican Council (2). Pope John XIII and the Second Vatican Council – changes in the social doctrine of the Church (2). Post-council social doctrine (3). Main principles of the social doctrine of the Church (3). Law and justice (2). Family in the light of the social doctrine of the Church (4). Profession and work in the light of the social doctrine of the Church (2). The Church and state (2). Ethics and economy (2). Compendium of the social doctrine of the Church (2).</p>						
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"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular and active participation in class and reading the required literature.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total</i>)	Class attendance	1,5	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		

<i>number of ECTS credits corresponds to the ECTS credit value of the course)</i>	Mid-term exams	1,0	Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Class activity – 10% Mid-term exam – 40% Written exam – 50%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Tomislav Jozić, <i>Društveno teološka etika: U svijetlu katoličke moralne antropologije</i> , Sarajevo, 2000.			3		
	Ivan Pavao II., <i>Centesimus annus – Stota godina enciklika</i> , Zagreb, 1991.			3		
Supplementary literature	<p>Marijan Valković (ur.), <i>Socijalni dokumenti Crkve. Stota godina katoličkog socijalnog nauka</i>, Zagreb, 1991.</p> <p>Papinsko Vijeće "Iustitia et pax", <i>Kompendij socijalnog nauka Crkve</i>, Zagreb, 2005.</p> <p>Rudolf Weiler, <i>Uvod u Katolički socijalni nauk</i>, Zagreb, 1995.</p> <p>Stjepan Baloban-Gordan Črpčić (ur.), <i>Socijalni kompendij: izazov i nadahnuće</i>, Zagreb, 2007.</p>					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Anonymous questionnaire.					
Other (according to the opinion of education provider)						