

Course description

General information		
Instructor	Lidija Matošević, Adjunct professor	
Course title	Ecumenical Theology	
Study Programme	University Undergraduate Programme in Protestant theology	
Type of course	Mandatory	
Year of study	First	
Number of credits and class hours	ECTS credits	4
	Class hours (L+E+S)	3+0+0

<p>1. COURSE DESCRIPTION</p> <p><i>1.1. Course Objectives</i></p> <p>The objectives of this course are to introduce students to:</p> <ol style="list-style-type: none"> 1. the basic concepts, themes, and processes related to the issue of the separation of Christian Churches during history and today; 2. the wider context of the efforts of Christian Churches during history to overcome the controversial issues; 3. the achievements, scope, and limitations of contemporary ecumenical dialogue.
<p><i>1.2. Prerequisite</i></p> <p>There are no prerequisites for this course.</p>
<p><i>1.3. Learning outcomes for the Programme the course belongs to</i></p> <ol style="list-style-type: none"> 1. Put forward substantiated arguments and propose solutions to problems related to ecumenical and interreligious dialogue. 2. Critically evaluate the causes and consequences of individual currents in the history of the Church and theology. 3. Assess, based on the acquired knowledge, the significance and relevance of Christianity in the interreligious context, as well as in its relationship to the society, culture, and science. 4. Reach conclusions, based on the acquired knowledge, about the significance of Protestantism in the contexts of Christian ecumenism and interreligious dialogue, as well as about the relationship of Protestantism to society, culture, and science. 5. Clearly and expertly present the acquired knowledge in an essayistic form. 6. Independently and jointly with other experts and participants, put forward ideas and propose solutions in one's ecclesial and/or social community.
<p><i>1.4. Learning Outcomes</i></p>

Upon completion of the course, the student will be able to:

1. identify the major concepts and themes of ecumenical theology;
2. interpret the major concepts and themes of ecumenical theology;
3. analyze the major units of the subject matter of ecumenical theology, and identify their interrelationships;
4. describe the historical-theological processes that led to the creation of particular segments of ecumenical issues, and identify their causes and consequences;
5. identify recurring patterns in the creation and development of ecumenical issues;
6. expertly describe the mutual similarities and differences in the patterns of the creation and development of ecumenical issues.

1.5. *Course Content:*

1. Introduction to the course, the resources, the requirements, and the grading structure
2. Panorama/map of Christian Churches/communities of today
3. Panorama/map of Christian Churches/communities in Croatia today
4. The concept and manifestations of the unity of the Church in early Christianity, and the methods for resolving disputes (common confession/common apostolic doctrines, sharing of goods, one Scripture, one baptism, communion around the Lord's table, mutual recognition of ministers, Apostolic Council)
5. Crises related to the influence of so-called heresies in the second, third, and fourth centuries (e.g. Gnosticism, Arianism), and the measures taken to resolve them (canonization, creation of the ecumenical creeds, development of ecclesial structures)
6. Historical-theological and socio-political context of the causes, course, and consequences of the schism that occurred during the so-called Christological discussions in the fifth and sixth century
7. Historical-theological and socio-political context of the causes, course and consequences of the so-called Great Schism of 1054, and the (problematic) attempts to overcome it
8. The impaired unity of Western Christendom from the so-called Great Schism until the eve of the Reformation (so-called Western Schism, dissident movements, pre-reformation movements)
9. The historical-theological and socio-political context of the reformation as a movement for the renewal of the Church
10. The Reformation as a new schism in Western Christendom, and confessionalization – the Reformers' efforts to overcome the controversial issues in theology and Church praxis on a wide ecumenical platform, which included the appeal for a so-called free ecumenical council
11. The historical-theological and socio-political context of unification efforts from the post-reformation period to the creation of the modern ecumenical movement
12. The historical-theological and socio-political context of the creation and development of the modern ecumenical movement
13. The major achievements, documents, and unresolved issues of the modern ecumenical movement (the ecumenical contributions of particular churches, and their various concepts of Church unity)
14. The distinctiveness of contemporary ecumenical issues in Croatia
15. Final discussion

1.6. Modes of Teaching								<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field teaching	<input type="checkbox"/> homework assignments <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory work <input type="checkbox"/> mentored work <input type="checkbox"/> other <hr/>
1.7. Comments									
1.8. Course Requirements									
Active participation in discussions during class, regular reading assignments.									
1.9. Course Assessment ¹									
Class attendance		Active participation in class		Term paper		Experimental work			
Written exam		Oral exam	4	Essay		Research			
Project		Quizzes		Written report		Practical work			
Portfolio									
1.10. Grading structure during lectures and on the final exam									
Students' participation will be monitored during the course of the semester. Attendance is mandatory. The final exam is in oral form.									
1.11. Mandatory Resources									
<ol style="list-style-type: none"> 1) R. FRIELING, <i>Put ekumenske misli</i>, Zagreb, Teološki fakultet Matija Vlačić Ilirik, 2009., str. 16-152; 183-222. 2) B. MOELLER, <i>Ekumenska povijest Crkve</i>, sv. 3, Teološki fakultet Matija Vlačić Ilirik, Zagreb, 2008, str. 309-329. 3) L. MATOŠEVIĆ, „Tko želi pronaći Krista, mora najprije pronaći Crkvu. Protestanti i Koncil u povijesno-teološkoj perspektivi“, u: <i>50. Obilježnica svečanog otvaranja i početka Drugog</i> 									

1) ¹ **IMPORTANT:** Along with every mode of Course Assessment an adequate number of ECTS credits needs to be given, so that the total number of ECTS credits matches the number for the course. Empty fields can be used for additional activities.

vatikanskog koncila (zbornik radova s teološkog simpozija), Sveučilište u Zagrebu i Katolički bogoslovni fakultet, Zagreb, 2015, str. 241-276.

1.12. *Additional Resources*

- 1) *Growth in Agreement* I-III, (sv. I – Paulist Press, 1982; sv. II - Wm. B. Eerdmans, 2001.; sv. III - Wm. B. Eerdmans, 2008.)
- 2) "Dekret o ekumenizmu" u: *Drugi vatikanski koncil. Dokumenti*, Kršćanska sadašnjost, Zagreb, 2002.
- 3) J. KOLARIĆ, *Ekumenska trilogija: istočni kršćani, pravoslavni, protestanti*, Prometej, Zagreb, 2005. (select chapters).

1.13. *Number of copies of mandatory resources relative to the number of students currently enrolled*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
R. Frieling, <i>Put ekumenske misli</i> , Zagreb, Teološki fakultet Matija Vlačić Ilirik, 2009., str. 16-152; 183-222.	5	9
B. Moeller, <i>Ekumenska povijest Crkve</i> , sv. 3, Zagreb, Teološki fakultet Matija Vlačić Ilirik, 2008., str. 309-329.	5	9
L. Matošević, „Tko želi pronaći Krista, mora najprije pronaći Crkvu. Protestanti i Koncil u povijesno-teološkoj perspektivi“, u: <i>50. Obljetnica svečanog otvaranja i početka Drugog vatikanskog koncila (zbornik radova s teološkog simpozija)</i> , Sveučilište u Zagrebu i Katolički bogoslovni fakultet, Zagreb, 2015, str. 241-276.	Available to students in electronic form.	9

1.14. *Modes of quality control that ensure acquisition of knowledge, skills and competences*

Discussions with students during class, and final exam.