Course description

General information		
Instructor	Zoran Grozdanov, Assistant professor	
Course title	Triune God	
Study Programme	University Graduate Programme in Protestant theology	
Type of course	Mandatory	
Year of study	First	
Number of credits and class hours	ECTS credits	5
	Class hours (L+E+S)	1+0+1

1. COURSE DESCRIPTION
1.1. *Course Objectives*   The objective of this course is to introduce students to the major concepts, authors and theological directions that shaped the doctrine of the Trinity in the early Church, and to the theologians who interpreted the doctrine in different ways during the history of theology.
1.2. *Prerequisite*   There are no prerequisites for this course.
1.3. *Learning outcomes for the Programme the course belongs to*   1. Identify and analyze various theological concepts in the contexts of ecumenical and interreligious dialogue, and the dialogue between Christian theology and the contemporary society.   2. Design and create forms of applying various theological concepts in the contexts of ecumenical and interreligious dialogue, and the dialogue between Christian theology, philosophy, culture, and science.   3. Critically and objectively evaluate the applicability of theological knowledge in a constructive contribution to the quality of ecclesial life and Christian engagement in the contemporary society.   4. Develop the skills necessary for interdisciplinary research and for finding research-based answers to the common questions of theology and other scholarly disciplines.   5. Critically and objectively evaluate the contributions of various segments of Protestantism, as well as their influence on ecumenical and interreligious dialogue, as well as on social and political processes at the global and local levels.   6. Present models of constructive action in the fields of ecumenical, interreligious, and intercultural dialogue.   7. Professionally and popularly present the religious doctrines and practices of various Christian confessions and denominations.

8. Integrate the existing knowledge with new insights and produce new ideas.
9. Analyze and evaluate the contributions of various segments of Protestantism and implement them in solving specific questions in the fields of ecumenical and interreligious dialogue, and the dialogue between Christian theology, philosophy, culture, and science.
10. Present and explain the importance of theological contribution to the discussion on important contemporary ethical, social, political, and cultural issues.

1.4. *Learning Outcomes*

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

1. identify the major concepts and theologians that shaped the doctrine of the Trinity;
2. interpret the differences between the eastern and western model of the understanding of the relationship between Persons and essences within the Trinity;
3. explain the relationship between God's oneness and triunity;
4. critically confront various models of the Trinity in its relation towards creation;
5. expertly and in detail present particular proponents of the Roman Catholic, Eastern Orthodox, and Protestant understanding of the doctrine of the Triune God;
6. integrate the knowledge acquired in this course with other knowledge, especially knowledge of systematic theology.

1.5. *Course Content:*

1. Introduction to the course and its objectives
2. New Testament roots of the discourse on the Triune God
3. The development of the doctrine of the Triune God in the early Church
4. The Council of Nicaea and the formation of the doctrine of the Trinity
5. Eastern Orthodox doctrine of the Triune God I: Cappadocian Fathers
6. Eastern Orthodox doctrine of the Triune God II: John Zizioulas
7. The concepts of person and essence
8. Augustine and Thomas Aquinas on the doctrine of the Triune God
9. The doctrine of the Triune God during the Reformation and Protestant Orthodoxy
10. Renewal of the doctrine of the Trinity in the 20th century – causes
11. J. Moltmann and the social doctrine of the Triune God
12. Economic and immanent Trinity – Karl Rahner
13. Contemporary contextualization of the doctrine of the Trinity: feminist theology
14. Final discussion and review

1.6. *Modes of Teaching*	x lectures ☐ seminaries and workshops ☐ exercises x remote learning	☐ homework assignments x multimedia and internet ☐ laboratory work ☐ mentored work

							□ field teaching	□ other _____

1.7. *Comments*	

1.8. *Course Requirements*

Active participation in discussions during class, regular reading assignments. The students are required to write a term paper. The subject of the paper needs to be approved by the instructor.

1.9. *Course Assessment[1]*

Class attendance		Active participation in class		Term paper	2	Experimental work	
Written exam		Oral exam	3	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. In order to take the final exam, the students are required to hand in their term paper.

1.11. *Mandatory Resources*

1) J. MOLTMANN, *The Trinity and the Kingdom of God*, Fortress Press, 1991.
2) J. ZIZIOULAS, *Being as Communion*, St Vladimir's Seminary Press, 1986.
3) K. RAHNER, „Napomene uz dogmatski traktat „De Trinitate"", u: isti, *Teološki spisi: izbor*, FTI, Zagreb, 2008., str. 77-109.

1.12. *Additional Resources*

1) W. KASPER, *Bog Isusa Krista*, UPT, Đakovo, 1994.
2) C. M. LACUGNA, *God For Us*, Harper, San Francisco, 1993.
3) G. O'COLLINS, *The Tripersonal God*, Geoffrey Chapman, London, 1999.

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

Title	*Number of copies*	*Number of students*

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[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.

Resources are available to students in electronic form.		
1.14. *Modes of quality control that ensure acquisition of knowledge, skills and competences*		
Discussions with students during class, and final exam.		