

Doctoral Study Programme
THEOLOGY
University of Ljubljana, Faculty of Theology

1. Study Programme Details

The doctoral study programme in theology – third level – integrates the scientific fields of "Theology" and "Marital and Family Therapy" and, like the two previous doctoral programmes of the Faculty of Theology at the University of Ljubljana, enables the student to acquire the title of Doctor of Science in the above fields.

The programme comprises 180 ECTS. Out of that number, 60 points are intended for organized forms of work and 120 for individual research work to be concluded with presentation of original scientific findings in a doctoral dissertation and a defence of thesis.

2. Basic Goals of the Programme and General Competences

The basic goals of the doctoral study programme in theology are as follows:

- to train the applicant for: first-class, independent, critical-reflexive, interdisciplinary and polyvalent research work, for development of new skills and methodologies, for solving the most abstract and complex issues through testing and improving the already known solutions and discovering new ones, and for interpretation of new skills;
- to qualify the applicant for participation in the most complex scientific research projects in the field of the relevant professional science, for implementation of such projects and possible involvement in educational and research work at the academic level;
- to train the applicant for development of transfer of research achievements into practice, for consulting and mediation in the domain of the most demanding spiritual, ethical, (inter)religious, marital and family issues in the modern multicultural society;
- to train the applicant for analysis/interpretation of mutual relationships between the faith and the culture from the theological, religiological, psychotherapeutical, socio-cultural and praxeological aspect;
- to direct the applicant during methodologically complex preparation of an original contribution toward the progress of the relevant field of science, to enable him/her to verify the validity of his/her comprehension in the team within the scope of the programme and at international scientific meetings, and to encourage him/her to complete the work in the envisaged period and to currently publish the results of his/her research in scientific media.

Competences acquired by the student in the course of study shall be as follows:

- *Hermeneutic competences*: capacity to comprehend the selected research field and the manner of its integration into the broader area of humanities or social sciences; capacity to comprehend the most complex social, cultural and religious problems, their contexts, differences and relationships as well as contemporary plurality; capacity to comprehend religious and ethical texts and works of art, and their force

- of expression; dialogue as a way of approaching the truth together; alternatives and realistic solutions; comprehension of the ethical and legal frameworks of research;
- *Scientific theoretical-methodological competences*: ability to perform independent, creative, scientific research work, formation of scientific hypotheses, analytical and synthetic holistic thinking, application and development of research methods; aptitude for top-class, theoretical-methodological, critical and self-critical consideration of an issue; ability to acquire, record, document, apply and assess sources of knowledge and information; making use of scientific apparatus and ability to develop the same; use of information technology;
 - *Social competences*: generous sense of humanistic values; aptitude for social feeling and reacting, capacity to feel the needs of the environment and analyze situations, capacity for autonomy and self-initiative; a sense of group dynamics, participation and integration in group research in home and alien environment, capacity for team work direction in the domain of the humanities and social sciences; capacity for dialogue as the sole means of resolution of conflicts;
 - *Practical competences*: capacity for project-oriented, strategic thinking and independent performance, management and organization of research; ability to apply the acquired hermeneutical-theoretical competences in practical circumstances; aptitude for intercultural and interreligious mediation; participation in scientific application projects, coordination between different domains of humanities and social sciences;
 - *Communication competences*: ability to present scientific discoveries at a variety of levels (popular, professional, scientific) in different ways (through written, audio-visual and other media); ability to use media dynamics in presenting humanistic contents; use of audio-visual means in public appearances; use of information tools in communication media; ability to lead scientific-research teams; aptitude for coordinating differing interests and resolution of conflicts by means of argument.

3. Terms of Enrolment and Selection Criteria in the Event of Limited Enrolment

Pursuant to Articles 38.a, 38.b and 41 of the Higher Education Act, Article 16 of the Act Amending the Higher Education Act and Articles 120 and 121 of the Statutes of the University of Ljubljana, the following applicants shall be eligible for enrolment in the doctoral study programme of theology:

1. Graduates of the second-level courses;
2. Graduates of the previous study programmes for acquisition of university education;
3. Graduates of the previous study programmes for acquisition of specialization, who had, prior to that, completed the professional programme at the university level and completed study obligations: prior to enrolment, they have to pass differential exams and gain 33 ECTS from second-level courses of Theology and 30 ECTS from second-level courses of Marital and Family Studies;
4. Graduates of the previous study programmes for acquisition of the Master of Science degree and/or specialization after the completed study programme for acquisition of university education in the relevant fields, whereby the Doctoral Studies Commission of the Faculty of Theology, University of Ljubljana, shall give recognition, for the

enrolment in the third level doctoral study programmes, for a minimum of 60 credit points worth of study obligations;

5. Single cycle masters' study programmes, that educate for professions regulated with EU directives, if obligations of the study programme are credited with 300 ECTS.

Selection criteria in the event of limited enrolment

If the number of applicants for enrolment in the programme exceeds the number of available enrolment places, the Doctoral Studies Commission shall, at the proposal of the coordinator responsible for doctoral studies in the relevant field, adopt a resolution on limitation of enrolment, whereupon the applicants shall be selected according to:

1. achievement in the studies of second level (average grade, Master's thesis grade) – 30% of total points
2. research conducted by the applicant and the ensuing results – 30% of total points
3. recommendations of university teachers, researchers or experts from the appropriate field – 10% of total points
4. results of an interview with the coordinator of the relevant field – 30% of total points.

There are 25 enrolment places provided for the participants in the studies (both regular and extramural).

4. Criteria for Recognition of Knowledge and Skills Acquired prior to Enrolment in the Programme

Should it be agreed so in advance in the form of a study agreement, the provisions concerning recognition of knowledge and skills acquired prior to enrolment in the present study programme shall be taken, *mutatis mutandis*, into consideration in recognition of the knowledge and skills deliverable in the course of the programme.

Knowledge, qualifications and competences which were acquired by an applicant prior to enrolment in various forms of formal and informal education and which, in their contents and complexity, conform in full or in part to the general competences or competences specific for the relevant course, as laid down by the study programme.

The procedure of recognition of informally acquired knowledge and skills is harmonized with the *Rules on procedure and criteria of informally acquired knowledge and skills*, adopted on 29 May 2007 by the Senate of the University of Ljubljana.

Students shall prove their knowledge and skills acquired in various forms of formal and informal education and learning from experience (portfolio, projects, publications of author's works etc.) by presenting certificates and other evidence proving the substance and scope of work the student has invested.

Graduates of the previous study programmes for acquisition of the title of Master of Science or specialization in the relevant field after graduation from a study programme for acquisition of university education may be given recognition, in the present new doctoral study programme of third level, for study obligations up to 90 ECTS. The forms of study to be recognized shall be determined, at the proposal of the coordinator, by the Doctoral Study Commission of the Faculty of Theology, University of Ljubljana. In that event, the student shall apply for the topic of a doctoral dissertation and submit a draft to the

Doctoral Study Commission. Enrolment in the third academic year shall be subject to an approval of the topic of a doctoral dissertation at the University of Ljubljana.

An application for recognition of informally acquired knowledge and skills shall include:

- certificates;
- other documents (various documents issued by an employer, which serve as evidence of experience, certificates of participation in seminars and trainings and similar);
- a portfolio in which the applicant presents his/her biography with data on education, employment and other experience and skills obtained in the past;
- other evidence (products, services, publications and other author's works of the applicants; projects, inventions, patents and similar).

The recognized knowledge, qualifications and competences may be considered as study obligations fulfilled within any part of the study programme. It is, however, imperative that both the substance and the scope of work invested by the applicant are clearly evident, so as to enable evaluation by means of credit points. On the basis of individual documented applications by the students, recognition and evaluation of knowledge, qualifications and competences obtained in such manner shall be decided upon by the Doctoral Study Commission at the proposal of the coordinator. In the course of the process, the Commission shall observe the *Rules on procedure and criteria of informally acquired knowledge and skills*, adopted on 29 May 2007 by the Senate of the University of Ljubljana, other provisions of the *Statutes of the University of Ljubljana*, and the rules of the *Faculty of Theology of the University of Ljubljana*.

5. Programme Progress Requirements

Obligations of the doctoral study programme in theology shall be distributed over three academic years, for which each year shall be assigned 60 ECTS.

A)

In the first year of the programme 60 ECTS are evenly distributed between the organized and non-organized forms of study (30 : 30).

30 ECTS of organized forms of study involve:

- 1 mandatory general subject (5 ECTS);
- 1 mandatory specific subject (10 ECTS);
- 3 optional specific subjects (3 X 5 ECTS).

30 ECTS of non-organized forms of work are intended for:

- individual study and research (searching for sources, creation of a hypothesis and/or a research plan, preparation of the relevant topic and draft of the doctoral dissertation, initial processing of sources etc.).

The applicant may enrol in the second year of the study programme after having satisfied the following obligations:

- examination – mandatory general subject;
- examination – mandatory specific subject;
- examination – 2 optional specific subjects;
- by 20 August, submission of a topic and a draft of his/her doctoral dissertation drawn-up under the guidance of the mentor to the Doctoral Study Commission, and approval of the same by the Senate of the Faculty at the proposal of the Commission;
- by 20 August, submission of a report on individual study and research, and positive assessment of the same by the Commission (in the report, the applicant shall describe and substantiate the assignment of 30 ECTS (= 900 hours of research and study).

In order to enrol in the second year, the applicant shall obtain 25 ECTS out of organized forms of work and justify 30 ECTS out of individual research and study.

B)

In the second year, 25 ECTS shall be assigned to organized forms of study and research, and 35 ECTS to non-organized ones.

25 ECTS of organized forms of work shall include:

- 2 optional specific subjects (2 X 5 ECTS);
- optional general subject(s) (10 ECTS)
- obligations in the form of publishing scientific texts and participation in conferences (5 ECTS)

35 ECTS of non-organized forms of work shall be assigned to:

- Individual study and research (continuation of search for sources, conducting an empirical study, if any, and processing of sources by individual modules, consultations with the mentor etc.

The applicant may enrol in the third year of the study programme after having satisfied the following obligations:

- all the obligations from the first year;

- examination – 1 optional specific subject;
- at least 5 ECTS obtained out of the optional general subject;
- 5 ECTS obtained out of the obligations in the form of publishing scientific texts and participation in conferences;
- provided that, after the Senate of the Faculty of Theology, University of Ljubljana has approved the topic and draft of his/her doctoral dissertation, the applicant has likewise acquired the approval of the topic and draft of his/her doctoral dissertation from the Senate of the University of Ljubljana;
- by 20 August, submission a report on individual study and research, and positive assessment of the same by the Commission (in the report, the applicant shall describe and substantiate the assignment of 35 ECTS (= 1050 hours of research and study)).

In order to enrol in the third year, the applicant shall fulfil all the obligations from the first year, obtain at least 15 ECTS out of organized forms of work and justify 35 ECTS out of individual research and study in the second year.

C)

Prior to submission of his/her doctoral dissertation, the applicant should have satisfied all the obligations, both from the field of organized and in the field of non-organized forms of work.

Preparation of Doctoral Dissertation

The purpose of individual study and research all the way from the first year on is the preparation of doctoral dissertation. The aim of this work is to prepare an original scientific contribution in the selected field of science, which is presented by the applicant in his/her doctoral dissertation and is successfully defended. Individual study and research shall be performed by the applicant under the guidance of the mentor confirmed, at the proposal of the applicant himself/herself, by the Doctoral Study Commission of the Faculty as early as upon his/her enrolment in the study programme (at the wish of the applicant or at the Commission's own discretion, the Commission may likewise appoint a co-mentor), the final confirmation is made by the Senate of the University of Ljubljana. Drawing-up a dissertation shall be based upon independent scientific and research work which consistently follows the use of a suitable scientific methodology, leading to a new, important and original scientific discovery that is intended to represent a contribution towards development of knowledge and methodology in the selected field. A successful defence of a doctoral dissertation shall result in the title of doctor of Science in the selected field. Individual forms of study comprise compiling materials, study of sources, setting up a hypothesis – i.e. selection and definition of a problem and research topic –, processing of the compiled materials and, finally, elaboration and defence of the thesis. the dissertation shall cover 200 to 300 pages, i.e. from 600,000 to 900,000 characters including blanks. It can be published, in part or in full, prior to the defence, and shall be written in the Slovenian language. At the proposal of a member state, the Senate of the University of Ljubljana may permit preparation of a dissertation in a foreign language. It may be considered that individual study and research leading towards the preparation of the doctoral dissertation can also comprise all the study and research carried out by the student individually within the framework of organized forms of study and research (preparation for the term paper, research, search for sources, reading etc.).

6. Prerequisites for Completion of Studies

No.	Code of subject	Lecturer	Course	Organized work	Σ hours of student workload	Σ credits
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In order to complete the studies, the applicant shall perform all the obligations laid down under the programme, both in the form of organized and non-organized study and research, whereupon the applicant shall successfully defend his/her doctoral dissertation. Pursuant to the resolution of the Senate of the University of Ljubljana (28th session of the Senate of the University of Ljubljana, 10 May 2005), the prerequisite for the completion of studies shall also be publication of at least one scientific paper. Thereby the applicant shall fulfil all the obligations of the study programme credited with 180 ECTS.

7. Transfers between the Study Programmes

In accordance with the *Criteria Applicable to Transfers between Study Programmes* (Official Gazette of RS, No 45/94), the *Amendment of Criteria for Transfers between Study Programmes* (Official Gazette of RS, No 78/98) and the *Statutes of the University of Ljubljana*, a transfer between the programmes shall be deemed to be a cessation of education in the study programme in which the student has enrolled and a continuation of education in a third level study programme in theology and religious and family studies, where all or at least a half of fulfilled obligations from the first programme are recognized as fulfilled in the second programme.

This shall be subject to the following criteria:

- fulfilment of conditions for enrolment in the new study programme;
- number of available enrolment places;
- academic years or semesters in the previous study programme, in the course of which the student completed all obligations and which may be recognized in full;
- minimum number of academic years or semesters which the student should pass in order to complete the studies in the new programme;
- examinations and other study obligations from the previous programme which may be recognized, and differential examinations and other study obligations which the student shall additionally fulfil if he/she desires to complete his/her studies in the new programme.

Requests by the applicants for transfer to doctoral studies shall be dealt with, on the authority of the Senate of the Faculty, by the Doctoral Study Commission in accordance with the statutes of the University of Ljubljana.

8. Modes of Assessment

Knowledge of students shall be verified and assessed by individual subjects and other forms of teaching, as provided for in the relevant curriculum. The doctoral dissertation and defence shall likewise be subject to assessment. Knowledge shall be assessed by grades specified in the Statutes of the University of Ljubljana (Article 138).

9. List of subjects with specified lecturers

»Theology«

				lectures	Seminar exercises	consultations	Σ contact hours		
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Mandatory General Subject

1.	PR 04	Juhant	Theological, Religio-theoretical and Psychological-therapeutic View on Man	60			60	150	5
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*differently from the obligatory and optional field subjects (10 ECTS = 60 contact hours) obligatory-general subject has more contact hours (5 ECTS = 60 contact hours). In both cases the remaining percentage is intended for the student's individual work.

Mandatory Specific Subjects

2.	D 21	Krašovec, Sorč	theology	Methodology of research in sources and traditions of Christian theology	30	30		60	300	10
3.	PS 09	Gostečnik	ZDT	Basic concepts and research in marital and family therapy	30	30		60	300	10
4.	PS 10	Musek	ZDT	Problems and methods in interpersonal relationship research	30	30		60	300	10

Optional – Specific Subjects (Theology)

5.	F 25	Petkovšek	Christian Philosophy	5	20	5	30	150	5
6.	F 26	Klun	Postmodern Philosophy and the Question of God	5	20	5	30	150	5
7.	F 27	Juhant	Aristotle - Aquinas	5	20	5	30	150	5
8.	F 28	Juhant	Neo-Scholastic in Slovenia	5	20	5	30	150	5
9.	F 29	Kovač	How many new gods or the new Nietzsche's religious thought	5	20	5	30	150	5
10.	F 30	Kovač	The New Intellectuality of Levinas	5	20	5	30	150	5
11.	F 31	Juhant	Dialog	5	20	5	30	150	5
12.	F 32	Klun	Phenomenology of Religious Life	5	20	5	30	150	5
13.	F 33	Petkovšek	Religion in the Light of the Reason	5	20	5	30	150	5
14.	F 34	Žalec	Religion and public life	5	20	5	30	150	5
15.	F 35	Zorec	Science and Religion	5	20	5	30	150	5
16.	F 36	Chalier	The Questions of Judaism	5	20	5	30	150	5
17.	F 37	Milčinski	Chinese and Japanese religions	5	20	5	30	150	5
18.	ZC 13	Ambrožič	A Diocese and Parish's Network Development in Slovenia region	5	20	5	30	150	5
19.	ZC 14	Kolar	Religious Orders in the	5	20	5	30	150	5

			History of Church in Slovenia						
20.	ZC 15	Kolar	The Role of the Catholic Church in the History of the Slovenian Emigration	5	20	5	30	150	5
21.	ZC 17	Kolar	Development of the Organizational Structures in the Catholic Church		20	5	30	150	5
22.	ZC 18	Špelič	Development of theological themes and biblical exegesis in patristic times	5	20	5	30	150	5
23.	SP 29	Avsenik-Nabergoj	The World of Myths and comparative Studies about Biblical Motifs in Literature	5	20	5	30	150	5
24.	SP 30	Matjaž	The Concept of History, Kingdom, Righteousness, Justification and Salvation in the Old and New Testaments	5	20	5	30	150	5
25.	SP 31	Špelič	Influences of Hellenistic culture on the interpretation of Bible in early Christianity	5	20	5	30	150	5
26.	SP 32	Filipič	Semantics of Old Testament Theological Concepts in the New Testament	5	20	5	30	150	5
27.	SP 33	Večko	Sin, Forgiveness and Liturgical Penitential Prayers in the Old Testament	5	20	5	30	150	5
28.	SP 34	Krašovec	History and principles of the interpretation of the Bible in Judaism and in Christianity	5	20	5	30	150	5
29.	SP 35	Krašovec	Anthropological and theological issues in the wisdom literature	5	20	5	30	150	5
30.	OB 31	Dolenc	The Role of Democracy and Democratic Procedures in the Practice of Christian Churches	5	20	5	30	150	5
31.	OB 32	Ocvirk	Indigenous religions of Africa and Oceania	5	20	5	30	150	5
32.	OB 33	Ocvirk	Islam	5	20	5	30	150	5
33.	OB 35	Dolenc	Ecumenical Movement - a Model of Dialogue Approach to Religious and Confessional Plurality	5	20	5	30	150	5
34.	OB 36	Dolenc	Ambivalent Aspects of New Religious Movements	5	20	5	30	150	5
35.	D 15	Lah	Trinitary anthropological vision in the Post-Council theology	5	20	5	30	150	5
36.	D 16	Štrukelj	The problems in the Contemporary Christology	5	20	5	30	150	5
37.	D 17	Sorč	God for us: Shekhinah – Kenosis - Perichoresis	5	20	5	30	150	5
38.	D 18	Lah	The concept of God and the ethical autonomy of a human being	5	20	5	30	150	5
39.	D 19	Lah	The concept of man's likeness to God in different religions	5	20	5	30	150	5
40.	D 20	Štrukelj	The Redemption between different cultures and civilisations	5	20	5	30	150	5

41.	M 09	Štuhec	Autonomy in morality on probation	5	20	5	30	150	5
42.	M 10	Štuhec	Universality of Moral Contents in the World Religions	5	20	5	30	150	5
43.	M 11	Platovnjak	Central position of spiritual experience in spirituality	5	20	5	30	150	5
44.	M 12	Platovnjak	Relationship between spiritual accompaniment and psychology	5	20	5	30	150	5
45.	M 13	Platovnjak	Spirituality in Slovenian institutes of consecrated life for women	5	20	5	30	150	5
46.	CP 08	Košir	Ecclesiology of II. Vatican Council and 2nd Book of Code of Canon law (The People of God)	5	20	5	30	150	5
47.	CP 09	Košir	The hierarhical constitution of the Church in comparison to contemporary democratic society	5	20	5	30	150	5
48.	CP 10	Košir	Property, possession (ownership) and administration of Church property	5	20	5	30	150	5
49.	CP 11	Košir	Legal regulation of missionary activity in Church	5	20	5	30	150	5
50.	CP 12	Košir	Relationship between supreme Church authority and particular Churches	5	20	5	30	150	5
51.	CP 13	Košir	Religious freedom in Church documents	5	20	5	30	150	5
52.	L 11	Krajnc	Slovene liturgical components and Slovene terminology in books of ritual from the Tridentine to the Second Vatican ecumenical council	5	20	5	30	150	5
53.	L 12	Krajnc	Special issues in pastoral liturgics	5	20	5	30	150	5
54.	L 13	Debevec	Contemporary sacral architecture in Slovenia	5	20	5	30	150	5
55.	L 14	Krajnc	The role of sacral music in Church in Slovenia	5	20	5	30	150	5
56.	L 15	Krajnc	Wedding ceremonies and rituals in different cultures	5	20	5	30	150	5
57.	L 16	Debevec	Archetypes of Christian places of Worship	5	20	5	30	150	5
58.	L 17	Krajnc	The influence of ritual music on the religiousness of man	5	20	5	30	150	5
59.	O 18	Vodičar	Philosophy of Education	5	20	5	30	150	5
60.	O 19	Gerjolj	Religious education in European school systems	5	20	5	30	150	5
61.	O 20	Gerjolj	Alternative pedagogies	5	20	5	30	150	5
62.	O 21	Gerjolj	Education and personality growth	5	20	5	30	150	5
63.	O 22	Vodičar	Globalization and education (intercultural, interreligious and ecumenical education)	5	20	5	30	150	5
64.	O 23	Vodičar	Contemporary challenges of	5	20	5	30	150	5

			family pedagogy						
65.	P 06	Kvaternik	The state of affairs and the temporal dimension in the pastorship of Slovene Church in the 20 th century	5	20	5	30	150	5
66.	P 07	Valenčič	Promotion of marriage and family- obligation of society and the Church	5	20	5	30	150	5
67.	P 08	Valenčič	Man - the basic value of society and the Church	5	20	5	30	150	5
68.	P 09	Kvaternik	Holistic and organic pastorate as the pre-conditions for the accomplishment of the mission of the Church	5	20	5	30	150	5
69.	P 10	Kvaternik	The democratic principle within the Church and its ambivalence	5	20	5	30	150	5
70.	P 11	Kvaternik	Parish councils - a model of synodality	5	20	5	30	150	5
71.	P 12	Kvaternik	The media culture within the Church and society	5	20	5	30	150	5
72.	P 13	Valenčič	Charity work– contribution of the Church to a humane world	5	20	5	30	150	5
73.	PS 07	Potočnik	Christianity in contemporary Europe	5	20	5	30	150	5
74.	PS 08	Gostečnik	Modern research on the psychoanalysis of the sacral	5	20	5	30	150	5

Optional – Specific Subjects (Marital and Family Therapy)

75.	PS 11	Tavčar	Research topics in psychiatry and neuropsychiatry	5	20	5	30	150	5
76.	PS 12	Erzar, Jacobsen	Change process research in marital and family therapy, supervision and training	5	20	5	30	150	5
77.	PS 13	Gostečnik	Research of violence in the family	5	20	5	30	150	5
78.	PS 14	Gostečnik	Relational marital concepts, theories and models	5	20	5	30	150	5
79.	PS 15	Musek, Liotti	Modern research on trauma and stress in the family	5	20	5	30	150	5
80.	PS 16	Kompan-Erzar, Pirtošek	Research Seminar in Intergenerational Transmission of Attachment Patterns and Development of Regulative Functions	5	20	5	30	150	5

Legend:

CP – Canon law
D – Dogmatics
F – Philosophy
L – Liturgy
M – Moral theology
O – Catechesis
OB – Fundamental Theology
PR – Propedeutic subjects

PS – Psychology and Sociology
SP – Bible
ZC – Church History

10. External lectures and mobility possibilities

External lectures

Doctoral programme in Theology allows to students to choose at least 10 ECTS at other Universities.

Mobility

Student mobility of is mostly in the context of the Socrates/Erasmus programme that promotes trans-national co-operation projects among universities across Europe.

Otherwise Faculty of Theology has many bilateral contracts which allow student and staff mobility for work and study. We have bilateral contracts with: Graz, Innsbruck, Regensburg, Leuven and we collaborate with catholic theological faculty in Zagreb and with evangelical Theological Faculty from Osijek.

11. Short presentation of each subject

Code No.	Lecturer	Title	Credits
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Obligatory – General Subject

PR 04	Juhant	Theological, Religio-theoretical and Psycholocal-terapeutical View on Man	5
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Students get acquainted with the methodological and theoretical grounds of the approach to man; with the consideration of man as a religious being from the point of view of science of religion, of theology and of psychological therapy. Through the texts belonging to the science of religion, theology and psychology he will be qualified for dealing with man hermeneutically, and for critical consideration of other scientific and common views on man as an open and free being.

Students will be qualified for the basic scientific and research tasks in the area of the science of religion, theology and marriage and family therapy. The subject enables students for critical access to different aspects of the comprehension of man. They will be qualified for the connecting of different aspects of man into an integral approach to man.

Obligatory – Field Subjects

D 21	Krašovec, Sorč	Methodology of research in sources and traditions of Christian theology	10
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Dimensions of hermeneutics in Judaism and Christianity: Traditional hermeneutical principles in Judaism and Christianity; modern exegetical approaches; literary genres in the Bible and its impacts on world literature. *Relationship between natural order and revelation:* Natural order and the creation presupposition; anthropological facts and the way to faith in revelation; human sinfulness, freedom and grace. *Relationship between revelation and tradition:* The role of the Bible in Judaism and Christianity; the origin of the Church and its historical dimension; the challenges of the time and the aspects of ecumenical theology. *Dimensions of Christian personalism:* personalism in the theology of the Holy Trinity; personalism and eschatological dimensions of Christian theology. *Competences:* Recognition of the relationship between science and faith; examination of the relationship between experience and logical principles lying outside the world of facts; judgement on justice, rational benevolence, and liberty in relation to the experience of the unconditional; the knowledge of relationship between logical principles and the moral imperative.

PS 09	Gostečnik	Basic concepts and research in marital and family therapy	10
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Seminar schedules three modules including: a) attachment theory, neuropsychology and development of relationships in family; b) relational, systemic and relational-systemic theories and models, c) psychopathology in family and couples therapy. Students must successfully complete two out of three modules, each awarded 5 credit points (according to ETCS), thus earning altogether 10 credits points required for the course. In the first module, student gain advanced knowledge on affective and developmental dynamics in families and will be able to discuss, design and evaluate research on biopsychosocial factors of attachment functioning. The second module enables students to conceptualize therapeutic work in terms of traditional and current therapy models, and develop an integrative model of this work. The third module covers themes and topics from current research in psychopathology and enables students to design individual research projects in this field.

PS 10	Musek	Problems and methods in interpersonal relationship research	10
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In the course, students will have the opportunity to discuss, analyze and evaluate epistemological, methodological and conceptual issues regarding quantitative and qualitative research in the field of interpersonal and family relationships. Students will be able to present, discuss and critically evaluate relevant research findings and conduct individual research in this field.

Optional – Field Subjects (Theology)

F 25	Petkovšek	Christian Philosophy	5
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In the first part of the course, the candidate is introduced to the idea of Christian philosophy and the place which the idea had in different stages of philosophical development: in antiquity (Justin Martyr), in medieval philosophy (monasticism) and in European humanism of 16th century (Erasmus Desiderius, Reformation, catholic philosophy). The concept of Christian philosophy has also played an important role in development of modern thought (protestant “Schulphilosophie“, Mosaic philosophy, German idealism, new-scholasticism etc.). In the 20th

century, the reception of the concept of Christian philosophy was, on one hand, positive (Scheler, Newman, Maritain, Gilson, Marcel, Blondel, Weil, Mounier, Christian personalism, Christian existentialism etc.). On the other hand, it was negative (Barth, Heidegger etc.). Special attention will be paid to the “theological turn of phenomenology” (Janicaud).

Seminar classes are reserved for getting acquainted with texts of selected representatives of different branches, such as, for example, Guardini, Stein, Henry, Marion and others). The applicant acquires hermeneutical awareness of differences developed in the history of Christian self-interpretation in the field of philosophy. He/she becomes familiar with the main texts from the tradition of Christian philosophy, obtains ability of comparison and critical evaluation of their adequacy with Christian faith.

F 26	Klun	Postmodern Philosophy and the Question of God	5
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The main goal of the course is to enable the applicant to apply postmodern methods in the field of philosophical and theological discourse about God. The applicant develops a critical judgment about the relationship between postmodern thought and Christianity. Another competence gained through the course is the ability to enter into dialogue with the contemporary culture, which is characterized by postmodern elements.

F 27	Juhant	Aristotle - Aquinas	5
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Students get acquainted with the basic Western European synthesis of Aristotle and Aquinas under Islamic influence in the 13th century, which is a ground for philosophical, theological and scientific research and thinking in modern times.

Students will be qualified for the understanding of the science in the Middle Ages and its influence for the development of philosophy, theology and science in modern times.

F 28	Juhant	Neo-Scholastic in Slovenia	5
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Students get acquainted with the grounds of the neo-scholastic philosophy in Slovenia and with the importance of the neo-scholastic thinkers for the philosophical, ideological, religious, cultural, social, political and economical development in Slovenia in the time of the maturing of the Slovene nation.

Students will be qualified for the understanding of the importance of the Slovene neo-scholastic thinkers for the development of the Slovene nation.

F 29	Kovač	How many new gods or the new Nietzsche's religious thought	5
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At first to illuminate the turn of Nietzsche from Socrates towards the harmony between the arts and the philosophy. To indicate his independence on Schopenhauer in his first works. To analyze the religious thinking which incessantly separate itself from the moral one. To check what possibility the philosophy of Nietzsche gives for the divinization of the human body outside of the Christianity. To investigate the meaning of the esthetization of the Nietzsche's religiosity, that finishes as the apophatic mystical experience.

F 30	Kovač	The New Intellectuality of Levinas	5
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To uncover double sources of Levinas' thought and conceptions: the tradition of Talmud and Phenomenological method of Husserl. To analyze deeply the new concepts: visage (face), creation, intrigue with Other, the prophetic responsibility, epiphany and eschatology of the goodness. To demonstrate the consequences of the new concepts and the new intellectuality and the new way of thinking for the personal rising, for social ethics and for religious thought.

F 31	Juhant	Dialog	5
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Students get acquainted with the theoretical grounds of the dialogue on the basis of Christian tradition and contemporary hermeneutical accesses.

Students will be practically qualifying for the dialogical and critical respectively for the hermeneutical access in philosophy, in other subjects and in daily praxis.

O 21	Klun	Phenomenology of Religious Life	5
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The aim of the course is the knowledge of the phenomenological-existential *method* which enables the applicant to analyze different religious phenomena in various religions. Among the competences obtained by the course are hermeneutical awareness, contextual analysis and critical judgment.

F 33	Petkovšek	Religion in the Light of the Reason	5
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The origin of the philosophy of religion in 18th century, its development, and survey of interpretations of religion in the light of different paradigms: speculative paradigm (Schleiermacher, Hegel, Schelling, Rosenzweig, Rahner); 'critical' paradigm (Kant, Troeltsch, Tillich); phenomenological paradigm (Husserl, Otto, Scheler, Eliade) with particular emphasis on the "theological turn of phenomenology" (Chrétien, Lacoste, Marion, Henry); 'analytic' paradigm (Wittgenstein, James); hermeneutical paradigm (Gadamer, Heidegger, Ricoeur, Caputo). At the end of the lecture classes, a short introduction to the logic of religion (Bochenski). Seminar classes are reserved for getting acquainted with texts of some selected representatives of different paradigms. The applicant is enabled to differentiate between the logic of religion and the logic of "pure reason". He/she develops hermeneutical awareness of different models developed in the philosophy of religion. He/she also becomes familiar with the central texts of the modern philosophy of religion.

F 34	Žalec	Religion and public life	5
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Foundations of democracy and the question of the relationship between church and state; religion and civil society; Christianity and democracy; reason and freedom; freedom of faith, rights and liberties; the question of religious neutrality of democracy; religion and theory of citizenship (civic virtues); religion, social consensus, and communicational reason (the question of argumentation in public space, reflexive equilibrium, religious believes, and secular reasons, the role of religious believes in public discourse, the role of religious arguments in liberal democracy); religious commitment and obligations, activities of the citizen and the question of the privacy of religion, religion and fundamentalism; religion and

liberalism; multiculturalism; pluralism and religion, religion in the context of the European integration and globalization; religion and common good.

The course enables students to better scientifically understand the relationship between religion and society, to analyze the particular and concrete situations, to cultivate a sound argumentation in discussion regarding the problems and topics the course deals with, to avoid the pitfalls of already theoretically overridden views on religion and society, to recognize the dangers threatening the democracy from several religious or antireligious movements, to understand (the importance of) the relevant civic virtues for democracy and possibilities of contribution of religion(s) to their cultivation in society.

F 35	Zorec	Science and Religion	5
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Science and faith; origin of the Universe: beginning or continuing creation, creation or material chance; the laws of Nature: causality and determinism, explanation and probability, the direction of time, chaos; mathematics and reality, classic and modern physics: relativity and quantum mechanics, elementary particles; indeterminism, incompleteness of the mathematical approach; infinitely small and infinitely large: evolution of the Universe, inflation, symmetries, strings, branes; creation on evolution: complexification and self-awareness, creationism vs. evolutionism; determinism and freedom; relation between mind and body; science and Christianity.

F 36	Chalier	The Questions of Judaism	5
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To understand the concept of Auschwitz like turn of the thinking which require the new language of God and the new basis of the ethics. From the philosophy of Spinoza and Maimonides demonstrate the relationship between theology and socio-political questions. To uncover the way of thinking of Franz Rozenzweig, from whom the biblical revelation is the source of the new intellectual life and the new philosophy life.

F 37	Milčinski	Chinese and Japanese religions	5
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The introduction to the study of Asian religions and their placing in the historical context. Putting under the question of treating of Asian philosophies as "thoughts" and connecting them with religious praxis. Main directions of Chinese religious streams and daoic conception of nature Daoic thinking of nature, the techniques of retreat, the importance of cultivation and the role of self-changing in Asian religious contents and Confucian social praxis. The importance of classics. The meaning of classics. The ethical and cosmological interpretations of Shinto and Zen Buddhism in Japan. The visions of the Ultimate reality and cultivating of the relations between cosmos and man. The ways of transformation and the role of education and ritual. The question of mysticism. The historical inheritance of Japanese ideas: kami, Japanese variant of Dao and the way of transformation in the frame of Shinto and Zen Buddhism.

ZC 13	Ambrožič	A Diocese and Parish's Network Development in Slovenia region	5
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A theme from antiquity, medieval, modern times and modern period will give circumstances and principles to form diocese and parish's network in Slovenia in different historical period and also their historic significance for the life of nation and local history.

The subject qualifies a student for critical-scientific approach to study adequate material (archaeological) and written (archival) sources, which at independent scientific-research activity will help him to form objective interpretation of theme connected key questions and evaluation of historic and geographic context according to individual historic periods.

ZC 14	Kolar	Religious Orders in the History of Church in Slovenia	5
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Besides the specific knowledge on the presence and development of the religious orders in the history of the Latin Christianity (the beginning of the asceticism, the importance of the Irish monasticism, the 'vita evangelica et apostolica' movement) the student gets professional skills for the evaluation of the socio-historic context in which the orders began; the student gets acquainted with the way how to judge the originality and specific features of each community, its settlement in time and place as well as their dependence on the particular socio-cultural, religious and political context. More attention will be given to the survey of the above said factors for the Slovenian context along with the consideration of the connection with the wider ecclesiastical framework. A particular analysis will be paid to the international relations contributed to the Slovenian social context by the religious orders (e.g. consequences of the rationalism and other intellectual streams on the orders in the 17th and 18th centuries). The course should help students to get a critical approach of the new forms of religious life, brought about by the industrialization in the 19th century as well as by the spirit of renewal incited by the Second Vatican Council. The subject should enable students to get familiar with the basic legal documents which served as the guidelines for the main religious groups in the development of the religious orders and a critical evaluation of their originality. Taking into account specific interest of each student a specific attention will be paid to a particular period or to a particular religious order.

ZC 15	Kolar	The Role of the Catholic Church in the History of the Slovenian Emigration	5
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As a part of the larger overview of the Slovenian emigration history a student attending this course will get the basic knowledge of the institutions in the course of history created to tackle the problem of emigration (ethnic parishes, special offices in the diocesan administration, St. Raphael's Society), institutions working among them (religious orders, individual priests, bishops) and the fundamental legal documents regulating this field e.g. Ne temere, Exul familia... An analysis of the publishing activities of the Slovenian immigrants and the press for them will be elaborated. More attention will be given to the analysis of the reasons for the emigration and the consequences for the Slovenian ethnic community. Along the reasons for emigration, common to other European nations, political motivation and framework should be considered in Slovenia. A doctoral student attending this course should be enabled to understand the migration as such, the attitude of the Catholic Church towards the phenomenon and the legal situation of the people on move, both in the country of their origin as well as in the country they move to, and to evaluate the Church's role in maintaining Slovene ethnic consciousness.

ZC 17	Kolar	Development of the Organizational Structures	5
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	in the Catholic Church	
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The fundamental goal of the course is to offer to doctoral students a comprehensive basic knowledge regarding the organization of the Christian structures from the beginning (in the framework of the Roman civitas), conditions for creating new ones with the accent on the first millenium of the Christianity (parish, deanery, archdeaconate) and to make them acquainted with the criteria for the evaluation of their temporal and local setting. Students will be introduced to the theological educational system (schools of theology, seminaries). A particular investigation will be dedicated to the analysis of the ties between the expansion of the Christianity and the creating of new structures (missions, dioceses, metropolitans and senior metropolitans), of the role of metropolitan and ecumenical councils, synods and other forms of the collective leadership. Special attention will be dedicated to the development of the role and significance of the Rome primate. At the same time, the students will be enabled to comprehend the basic documents created during specific periods. Taking into account the general principles for creating new structures students will get acquainted with the development of the Church structures in Slovenia. A detailed evaluation will be dedicated to Slovenia if and to what extent the Church organizational structures have been original or depending completely on the neighbouring countries.

ZC 18	Špelič	Development of theological themes and biblical exegesis in patristic times	5
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Selected theological themes, that offer an overview from patristic to modern times. Besides trinitarian theology and christology the choice may point to pneumatology, mariology, moral theology, pastoral approaches, homiletics; and specially exegetical and hermeneutic questions (the role of literal interpretation, allegory, typology, anagogy) Monographical overview of certain important authors and/or their works (Augustine, Irenaeus, Origen).

The student acquires the competence in searching and finding theological contents, being enabled to investigate deep in their texts to provide material for a further theological analysis and research.

SP 29	Avsenik-Nabergoj	The World of Myths and comparative Studies about Biblical Motifs in Literature	5
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The world of myths in literature, the fine arts and music, and their place in religion; acceptance and rejection of myths in the Holy Scripture; the ethical and theological message of narrative texts in the Old Testament and their mediated and immediate influence on creativity in the world and Slovene literature; the motif of longing and temptation/trial in the Bible and in the world literature: the Babylonian epic of Gilgamesh, extraordinary echoes of Biblical stories of Adam and Eve, Joseph of Egypt, Samson and Dalilah, and other biblical stories in the world and Slovene literature.

SP 30	Matjaž	The Concepts of History, Kingdom, Righteousness, Justification and Salvation in the Old and New Testaments	5
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The research of the distinctive theological interpretation of history in the Bible as a movement of events towards a goal in the framework of a "linear" concept of time; investigation of the central role of theological concepts of kingdom, righteousness, justification and salvation within sacred history (Heilsgeschichte); analysis of the concept of "kingdom" as

“historicization” of the revelation and the place of theological continuation between the Old and the New Testament; development of sensitivity for the distinction between “event” and “fact”, between history and interpretation of history; critical evaluation of methods used in historiography; actualization of Old Testament history in the New Testament by means of the method of typological interpretation of the Old Testament in inner-biblical exegesis.

The subject qualifies for critical evaluation of the methods of historiography and for the scientific interpretation of the Bible; for establishing relationships between basic biblical-theological and anthropological themes; for critical consideration of the principles of righteousness, justification, salvation and freedom in relationship with the experience of the absolute; for study of the relationships between logical principles and moral imperative.

SP 31	Špelič	Influences of Hellenistic culture on the interpretation of Bible in early Christianity	5
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The subject offers insights on origin, development, typical expressions and downfall of Hellenism (included Alexandrian philology), introduces into reading of Greek translation of Bible (Septuagint) with a special attention on origin, characteristics and influence of Hellenistic literature in its ideological and literary structure. Students acquire competences for a comparative research of Homeric and Biblical interpretations and for research in mutual interferences on various semantic fields and levels; they are introduced to gnostic and orthodox exegesis with special stress on Origen.

SP 32	Filipič	Semantics of Old Testament Theological Concepts in the New Testament	5
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The search for newness or distinctiveness of the New Testament, written in Hellenistic Greek, by considering longer combinations of words, longer sentences and still longer literary structures; study of transcultural translation of biblical concepts as they reflect the relations achieved between the Christian community and the surrounding culture; critical assessment of synthetic method of biblical theology by quality literary criticism, by greater use of the categories of oral tradition, and by an appreciation of the totality of religious consciousness; research into the typological function of crucial biblical events (such as Creation, the Fall of Adam and Eve, the Flood, Sacrifice, the Tower of Babel, the Plagues of Egypt, Passover and Exodus, The Song of the Sea, the Decalogue, the Sealing of the Covenant, the Golden Calf, the Renewal of the Covenant, etc.) by considering recognizable biblical styles and the Hebrew concept of time and history in the span between the concepts of promise and fulfillment.

SP 33	Večko	Sin, Forgiveness and Liturgical Penitential Prayers in the Old Testament	5
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A complete literary-critical analysis of selected texts from the Pentateuch and the Prophets, in which the main theme is the drama of sin and the path to forgiveness and reconciliation; analysis of reconciliation prayers (Ezra 9:6-15; Neh 1:5-11; 9:5-37; Add Dan 3:26-45; Dan 9:4-19, 20-27; Bar 1:15-3:8); synthetic treatment of basic theological principles that are constitutive of this literary genre.

SP 34	Krašovec	History and principles of the interpretation of the Bible in Judaism and in Christianity	5
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Inner-biblical interpretation and the early Jewish interpretation as attested in the Dead Sea Scrolls, in other intertestamental writings, in the New Testament, in patristics, in rabbinic exegesis and in mediaeval commentaries; four senses of the Scriptures in the mediaeval exegesis; development of the modern critical exegesis: textual criticism, biblical archaeology, historical criticism, literary criticism, canonical criticism. *Competences:* Study of historical problems and challenges in interpretation of the Bible; evaluation of textual criticism, biblical archaeology, form criticism and the rest of methods as a discipline in its own right; investigation of common points and differences in approaches in Judaism and in Christianity; discovery of plurality of methods in the interpretation of the Bible from antiquity until today.

SP 35	Krašovec	Anthropological and theological issues in the wisdom literature	5
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Research into basic anthropological questions (life and death, the meaning of suffering, the role of the sage) in wisdom literatures of ancient Israel, Egypt, Mesopotamia and Greece; understanding of specific theological questions in wisdom literature (with an emphasis on the question of prayer in the book of Sirach) in relation to older traditions and to Hellenistic literature; presentation of biblical wisdom books (Proverbs, Job, Ecclesiastes, Sirach, Wisdom); study of text variants in traditions and translations. *Competences:* The objective is to become familiar with properties and the background of the biblical wisdom literature and of its interactive relationship to the wisdom of the ancient Near East; the object of study will be the knowledge of the properties of the content and literary forms of the biblical wisdom books in the larger framework of the wisdom literature of the ancient Near East; assessment of the relationship between the wisdom texts of the Bible and the Jewish, Hellenistic and Christian traditions; a deeper knowledge of the relationship between anthropological and theological presuppositions of the wisdom literature in Israel and that of the ancient Near East; the understanding of the influence of ancient wisdom streams on biblical texts and the perception of distinctiveness of biblical wisdom.

OB 31	Dolenc	The Role of Democracy and Democratic Procedures in the Practice of Christian Churches	5
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Biblical and early Church fundamentals of understanding of spiritual authority in Christian Churches (the God-given authorization; authority viewed as service); Christian Churches and their relation to human rights in the history; the role of Protestant Movement for the realization of democratic elements in the Church life (accentuation of the individual, of his freedom; desacralization of institution); developments in the 20.th Century towards a stronger consideration of lay people, of their rights and their participation in the ecclesial life; specific accentuations in the understanding of spiritual authority in traditional Churches, free Churches and New religious movements; »democratic« procedures and elements in the pastoral activity of the Catholic Church; application of democratic models in the ecclesial life, their limits and ambivalence.

OB 32	Ocvirk	Indigenous religions of Africa and Oceania	5
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First part presents religious and ethical image of Africa and Oceania and exposes not only particularistic but also universalistic religions. In the second part the focus is on indigenous/traditional religions of Africa and Oceania and on their ethic. Third part is dedicated to relations between particularistic and universalistic religions presented on case study: voodoo and Christianity. The last part deals with indigenous religions of Africa and Oceania in European space.

OB	Ocvirk	Islam	5
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First part deals with activity and message of Prophet Mohammed, founder of Islam. The second part focuses on Prophet Mohammed successors and their split over disputes about succession and their digressions from his teaching. The third part presents formation of Islam: doctrinal, political and collective development. Later on the focus is on development and changes in Islam in last two centuries. The last part deals with contemporary situation and with Islam in EU and Slovenia.

OB 35	Dolenc	Ecumenical Movement - a Model of Dialogue Approach to Religious and Confessional Plurality	5
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The origins of the Ecumenical Movement in the context of missionary activities and modern theology; Catholic principles of ecumenism as proposed by the decrees of the II. Vatican council and by post-conciliar documents; the practice of ecumenism in various Christian Churches: bilateral, multilatera dialogues and their achievements; dialogue as a leading idea of the Council and an instrument for discovering the truth and improving interpersonal relations; the principle of recognizing truth and spiritual gifts evidenced within non-Catholic Churches and confessions; examples of anti-dialogue approach in the fundamentalist streams within Christianity; the future of the Ecumenical Movement and its importance for the building of the culture of peace, tolerance and respect for differences.

OB 36	Dolenc	Ambivalent Aspects of New Religious Movements	5
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Phenomena of heterodox streams (heresies, sects) in history of Christianity and the relation of the Church towards them (doctrinal controversies, Ecumenical Councils, schisms, excommunication, religious wars and crusades, persecutions); the proliferation of NRM in the 20.th Century in the western world evidencing a crisis of the scientific-technical civilization; New Age as a cultural stream and a network of alternative doctrines and practices; points in common with Christianity and their fundamental incompatibility; sects, dangerous and destructive cults; questionable methods of recruitment of new adherents and menaces to their freedom; the relation of traditional Churches to sects and NRM (information, counselling, help); NRM and state legislation: in the world, in Europe and with us (Law on Religious Freedom); results of Parliamentary Enquete Commissions on dangerous sects and cults; the presence and activity of NRM in Slovenia.

D 15	Lah	Trinitary anthropological vision in the Post-Council theology	5
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Defining and evaluating the variety of meanings of the trinity concept in anthropology. Discussing important anthropological topics through the concept of trinity; among those: a person's uniqueness in their physical, emotional and spiritual identity, the human's likeness to God, Sonship of God, discovering new ways of understanding and shaping the existing and potential forms of social and communal life according to trinitary relationality, reviewing the consumer approach to nature and finding a more personal way of relating to nature.

D 16	Štrukelj	The problems in the Contemporary Christology	5
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The fundamental knowledge of different streams in the Christology of today. The deepening of the defined doctrine at the first Ecumenical Councils and of the following development of Christian doctrine. The Ecumenical dialogue with other religions.

D 17	Sorč	God for us: Shekhinah – Kenosis - Perichoresis	5
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The God of revelation is “God with us” and “God for us”. God’s interest in man is referred to with the term “shekhinah” in the Old Testament, “kenosis” in the New Testament (especially Paul’s letters), and “perichoresis” in theology (especially Eastern, resting on st. John’s theology). Recently, the last two terms have gained an important place in Christian theology, what represents a great ecumenical contribution. In each of the above mentioned terms one meets the God of revelation in his relationship to the creation, the human, the history and the future. What all three of them have in common is that they all present a God who is not apathetical, but involved and interested in mankind and the world.

D 18	Lah	The concept of God and the ethical autonomy of a human being	5
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God is not an indifferent factor in a human being’s ethical and moral principles. The image of God is a precondition for a person’s moral activities and vice versa, therefore the understanding of autonomous or theonomous ethics and morale is based on a study of Biblical and theological traditions. According to the Second Vatican Council and its perception of “the autonomy of earthly existence” God is regarded by people as an unobtainable foundation of ethical creativity and responsibility. The aim of the research is to show which images of God encourage a person’s ethical autonomy and co-responsibility and which of them produce the opposite effect.

D 19	Lah	The concept of man’s likeness to God in different religions	5
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Identifying the presence and absence of common concepts and themes associated with man's likeness to God by analyzing basic anthropological texts of individual religious systems. Understanding and incorporating the semantic convergence and divergence of concepts, and their inclusion in the wide spectrum of the cultural and religious system. Researching and evaluating the possibilities of supplementing and upgrading concepts of man for establishing the means for interreligious dialogue.

D 20	Štrukelj	The Redemption between different cultures and civilisations	5
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The fundamental knowledge of different streams in the Christology of today. The deepening of the defined doctrine at the first Ecumenical Councils and of the following development of Christian doctrine. The Ecumenical dialogue with other religions.

M 09	Štuhec	Autonomy in morality on probation	5
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Different understanding of the notion of »autonomy« influences the methodological instrument used by authors in the field of moral judgement. Their closeness or remoteness are conditioned by an anthropological paradigm. A question of Christian specifics in the field of

morality has been exposed and all classical notions of moral theology are being redefined, such as natural law, conscience, moral decision, sin and others. Above all the relation between standard and subject is exposed and through this also the methods of argumentation about moral questions and dilemmas in the field of concrete decisions, be it in bioethics or when dealing with social questions.

M 10	Štuhec	Universality of Moral Contents in the World Religions	5
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The development of moral legislation of the Old Testament and its transfer and completion in the New Testament speaks in favour of the thesis that a certain critical acceptance of notions, standards and ethical attitudes has always existed. Thus, the contemporary intercultural and interreligious dialogue does not represent a complete novelty. Similarities and differences, acceptance and refusal of ethical questions and their solutions represent a historical process including a certain extent of transcendence and timelessness or universality, as goes the maxim: what you do not want others to do to you, do not do it to others. The entire human race has never faced such burning issues as atomic weapon, ecological catastrophes, manipulation with human cells and others. Therefore questions about a world ethos as the minimum consensus of all world's actors have been raised again.

M 11	Platovnjak	Central position of spiritual experience in spirituality	5
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This course enables participants to gain a deeper knowledge of various spiritual experiences within Christian spirituality as well as within spirituality of other religions and modern spiritual movements and thus widening space for a respectful dialogue among them. Participants will be qualified for a critical scientific analysis of various spiritual experiences and of creating a constructive dialogue among various spiritual movements originating from basic spiritual experience.

M 12	Platovnjak	Relationship between spiritual accompaniment and psychology	5
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The course leads participants to a more holistic knowledge and use of criteria of a healthy relationship between spiritual accompaniment and various psychological schools and therapies. It deals with a critical scientific analysis of the existing models integrating spiritual accompaniment and various psychological schools; critical assessment of the criteria they use, the outcomes that such integrations bring as well as the course tries to find new ways of integration. Participants will be qualified for a critical scientific assessment of criteria for complementary cooperation between spiritual accompaniment and psychology and look for new ways of fruitful integration and constructive dialogue between psychological and spiritual help.

M 13	Platovnjak	Spirituality in Slovenian institutes of consecrated life for women	5
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The course enables a deeper insight into Slovenian institutes of consecrated life for women and their spirituality. By critical scientific analysis of (auto) biographies and writings of their establishers, constitutions and other documents which represent the basis of their spirituality the course aims to discover specific and common elements of various institutes of consecrated

life for women as well as evaluate them in the light of analysis of after-council Church documents and their encouragements for consecrated life for women. Participants will be qualified for an analytical and critical approach to the sources of spirituality of consecrated life and find basic elements of their spirituality. They will gain a constructive insight into consecrated women, their way of expressing themselves in spirituality and their role within Slovene Church as well as in the society in general.

CP 08	Košir	Ecclesiology of II. Vatican Council and 2nd Book of Code of Canon law (The People of God)	5
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Study and comparison of pre-council and council ecclesiology in comparison to the legal solutions of Book II of the 1983 Code of Canon Law. Detailed analysis of selected canons and their implementation in ecclesiological and wider theological field.

CP 09	Košir	The hierarhical constitution of the Church in comparison to contemporary democratic society	5
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Study of biblical and theological texts and their explanations and solutions legally governed by the 1983 Code of Canon Law. Comparison between the 1917 Code of Canon Law and the 1983 Code of Canon Law.

CP 10	Košir	Property, possession (ownership) and administration of Church property	5
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Study of 5th book of Code of Canon Law 983 (The temporal goods of the Church). Definitions of terms: property, ownership, administration of property, which derive from Roman law, which Canon law summarize. Legitimacy and meaning of property in Church, way of administration of this property regarding to property of individual juridic persons in Church. Intended use of Church property and responsibility of administrators to superiors – hierarchy of administration regarding to Church property. Intended use of Church to its own property and way of use.

CP 11	Košir	Legal regulation of missionary activity in Church	5
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Study of Council documents on the missionary activity. Paralleling the Council's doctrine to the legal clauses of Book III – Canon Law, mainly Title II (Cann. 781-792) which directly regulate the missionary activity of the Church. Comparative study of other clauses of the 1983 Code which directly or indirectly regulate the missionary activity and its carriers. Study of mission organizational structures from their establishment as particular Churches in making to the foundation of missionary dioceses. Comparison of legal regulation of missionary activity in the old and the new Code of Canon Law.

CP 12	Košir	Relationship between supreme Church authority and particular Churches	5
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Study of biblical and theological text and their explanations and solutions which depends on foundation, establishment and activity universal in particular Churches. Legal system of this

relationship has reaffirmed Code of Canon Law 1983. Comparison of Code of Canon Law 1917 and Code of Canon Law 1983 on hierarchical regulation between Church and community, universal Church and individual particular Churches, between pope and local bishops.

CP 13	Košir	Religious freedom in Church documents	5
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Study of the texts of Vatican II which directly or indirectly refer to the doctrine of religious freedom. Comparison of Council texts and the Canon law. Comparison of the Old and New Codes of Canon Law on the doctrine of religious freedom. Study of parallel texts in international documents on human rights and religious freedom.

L 11	Krajnc	Slovene liturgical components and Slovene terminology in books of ritual from the Tridentine to the Second Vatican ecumenical council	5
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The main subject is focused on the analysis of translations of the Slovene ritual texts in Latin liturgical books, exploring the translation diversity of the liturgical terminology and theological assessment of their adequacy according to the original texts; profound learning of the ritual liturgical elements, specific for our territory.

The applicant will be engaged in the study of presence of Slovene language in Latin liturgical books; will discover the particularities of Slovene liturgical terminology and learn about the Slovene ritual customs and the attempts of inculturation of Roman worship.

L 12	Krajnc	Special issues in pastoral liturgics	5
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The main subject is focused on specific issues in the field of pastoral liturgy, where students meet proper and improper in the worship communion and look for appropriate and creative ways to a more fruitful pastoral action.

The applicant will find the answers to particular issues in the field of pastoral liturgy, especially to the current issues in today's communion of worship and will recognize the primary work fields of a pastoral worker and point to the methods of experiencing the communion in worship.

L 13	Debevec	Contemporary sacral architecture in Slovenia	5
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Developmental characteristics of Christian sacral architecture in Slovenia up to the end of the 19th century; sacral architecture in Slovenia from the 19th century to World War II; sacral architecture in Slovenia from the end of World War II to the Second Vatican Council; sacral architecture after the Second Vatican Council; sacral architecture in Slovenia in the future?

L 14	Krajnc	The role of sacral music in Church in Slovenia	5
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This subject helps students to broaden the knowledge about the particularities of church singing from the first records until today, to recognize the reciprocal influence of catholic and

protestant church songs, to evaluate the meaning of church choir singing from the liturgical-pastoral and sociological point of view and to discover the characteristics of modern forms of church music and to explore the psychological aspect of rejecting church folk songs among the young and the need to producing new.

The student will research the foundations of the Slovene melody of church songs and the specifics of the lyrics; look for Slovene particularities of catholic church songs and compare them with the protestant church songs and the development of church songs of other nations; evaluate the appropriateness of the new forms of modern Christian music for catholic worship.

L 15	Krajnc	Wedding ceremonies and rituals in different cultures	5
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This subject helps students to recognize the specifics of wedding ceremonies and rituals of a particular culture, to look for certain common patterns of wedding ceremonies and analyze their deeper meaning and to analyze the details of wedding rituals (engagement, birth, purification of mothers after giving birth...)

The student will analyze the elements of wedding ceremonies and rituals of some larger cultures; recognize certain common elements of all communions and deduce their 'archetypical nature'; connect these rituals with our culture and search for common or opposite ways of 'communion' in our culture.

L 16	Debevec	Archetypes of Christian places of Worship	5
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The nature of the sacred; architecture as a way of visualization of the sacred; the nature of the archetype; the structure of the archetypes in visualization of the sacred; the »wrapping« method; developmental characteristics of each »wrapper«.

L 17	Krajnc	The influence of ritual music on the religiousness of man	5
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Study of this subject helps to the students to analyze the influence of music on human mind, to recognize positive and negative influences (subliminal messages) of the ritual music and to substantiate the importance of ritual music in the catholic and other worships

The student will with the help of acquired knowledges from other studies (philosophy, psychology of music ...), discuss the role of music in a person's life ; profoundly learn about the role of ritual music in the catholic and other worships.

O 18	Vodičar	Philosophy of Education	5
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Through the history of philosophy we follow the development of educational ideas. In light of history of religions we make a comparison to the development of philosophic and institutional ideas. We sociologically place them in European society and compare them with modern demands of school system. We separately discuss the process of globalization and the demand of school system reforms. In the process, we consider the critical views of modern philosophers and the tendency to protect the old educational system. While doing that, we also include the support and strength that religion has in this area. We are especially interested in how ethic and religious education are connected. We face this with the thesis that moral principles cannot be taught, which is connected with a possibility of religious education.

O 19	Gerjolj	Religious education in European school	5
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Overview of upbringing and educational (especially school) systems in European states. Historical review of religious teaching and contemporary challenges of religious education in plural Europe. Overview of models of religious teaching in European countries with regard to content and “authorization” (confessional, interconfessional/ecumenical, interreligious; non confessional etc. lessons). Overview of models of religious teaching in European countries with regard to status of lesson/lessons that refer to religious teaching (obligatory, obligatory-optional, facultative lesson/lessons). Examples of intersubject, empirical and project teaching in the field of religious education – as well in connection with religious communities and other civil associations. Religious lessons and ethical lessons. Challenges of religious education in plural Europe – tradition and contemporary challenges.

O 20	Gerjolj	Alternative pedagogies	5
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Challenges and trends in contemporary pedagogy – praxes and theories. Origin, history, evaluation and meaning of “alternative” pedagogy for development of pedagogic science. Study of singular “alternative” pedagogies, especially: Waldorf pedagogy, Montessori’s pedagogy, Jesuit pedagogy, Don Bosco pedagogy, “Glasser’s” pedagogy, Freire pedagogy, Gestalt pedagogy, Logo pedagogy.
Role of “alternative” pedagogies in development of integrative and inclusive pedagogic in connection with contemporary understanding of holistic pedagogy, including ethical and religious dimension of education.

O 21	Gerjolj	Education and personality growth	5
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The course will present the findings of the psychoanalytical approach, constructivism and the discipline of psychoeducation. The course will examine human personality growth at the levels of its corporal, performing, individual, psychosexual, psychosocial, and spiritual identities. The course will enable the students to discover human personality growth from the viewpoint of their life energies and their fragility.

O 23	Vodičar	Globalization and education (intercultural, interreligious and ecumenical education)	5
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Through the history of educational techniques in different religions we develop modern techniques that reflect globalization and the increasing confrontations of different cultures. In that we follow modern theories of globalization and certain occurrences in different religions, which reflect this world phenomenon. We pay special attention to modern challenges of abuse of religion in the sense of terrorism, fundamentalism, and political systems. Combined with different experiments to solve these global dangers, which are rooted in cultures and religious differences, with education, we learn the possibilities for constructive and human-friendly use of religious education in the sense of dialogue and pluralist world. By studying actual experiments in education, we explore possibilities for positive use of different religious and cultural backgrounds, traditions, and comprehensions as a contribution to social solidarity of a global human community.

O 23	Vodičar	Contemporary challenges of family pedagogy	5
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Estimating the role of the family pedagogy and her role in a concept of a lifelong learning; the process of an individualization; preadolescence, early adolescence, late adolescence, after adolescence; the theory of psychical development and fundamentally factors of personal development; communicating valuableness in former times and this days; fundamentally andragogical principles and methods and shapes of adults education and their qualifying for family life. Review of different cultural family models in a contemporary global society. Religious influence on the family institution. Contemporary Church teachings in a relation with family problems.

P 06	Kvaternik	The state of affairs and the temporal dimension in the pastorship of Slovene Church in the 20th century	5
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This subject provides an overview of the main cultural and socio-political movements existing in 20th century in the area of Slovenia; special attention is paid to the movements from the period of Communism and to the evaluation of the influence (in various dimensions such as time and place, main characteristics, functions and methodology) that the movements discussed exerted on the activities of the Church during the period mentioned. The students learn how to critically evaluate the circumstances and the period in which the pastorate of the Church was being performed. By employing scientific methods of research the students are able to evaluate all the circumstances that significantly influenced the activities within the Slovene Church in 20th century, especially as regards the general cultural environment, various relations within the structure of the Church, and the characteristics of the period which presupposed and determined the relations mentioned.

P 07	Valenčič	Promotion of marriage and family- obligation of society and the Church	5
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A detailed study of the most significant social and church documents dealing with family-related issues and discussion about the current position of family in the Church and society, with a special emphasis on the situation in Slovenia in the second half of the 20th and 21st centuries.

P 08	Valenčič	Man - the basic value of society and the Church	5
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Presentation of specific anthropological and theological underpinnings vital for the comprehension of the concept of man. Students learn about the characteristics of God's concept of man which reaches its potential with man's endeavours in society and with his participation in the activities within the Church. All the institutions serve mankind. This subject examines the approach to man within the "categorical pastorship" and evaluates the importance of this type of categorization for society and the Church.

P 09	Kvaternik	Holistic and organic pastorate as the pre-conditions for the accomplishment of the mission of the Church	5
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Via the examination of the pre- and post- Vatican II. documents on ecclesiology the subject stresses the importance of the participation between all the main components of the pastorate of the Church (i.e. evangelisation, liturgy, diaconry and communion) and the synergy between them - this can, of course, only be achieved if an appropriate ratio of each of the components in question has been assured. The subject also introduces the global role of the Church, i.e. the Church *ab intra* and *ad extra*. Various pastoral activities are viewed as a means a self-actualisation of the Church, its image and its global mission. The theological and the social aspects of the self-actualisation in question are presented as well. By employing various scientific methods of research the students learn that pastorate activities are to be approached holistically and they, also, try to explore the various ways in which this , holistically-oriented approach can be incorporated; by employing the approach in question the students learn that all the activities of the Church should be perceived as a single, organic entity. The students also learn how to identify the mission of the Church as precisely and clearly as possible. By employing scientific methods of research the students learn how to predict the activities that presuppose the successful accomplishment of the mission of the Church.

P 10	Kvaternik	The democratic principle within the Church and its ambivalence	5
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The subject presents various current and past models of lay and theological democracy and the evangelical approach to the type of rule in question. Although the Church has remained strongly clerical, the laity is gaining its place within the Church since, after Vatican II, the latter appear have been entrusted with various positions which enable them to (at least partially) participate in the important decisions about the activities of the Church. There is another major issue, i.e. the role of women within the structure of the Church. The subject explores and prepares concrete proposals as to how the democratic principle could be enhanced within the Church. The students learn to identify the level of democracy within the teachings and, particularly, within the activities of the Church. By employing scientific methods of research the students are able to determine how the teachings of the Church agree with the concrete, everyday activities the institution in question engages in; the students also compare these with the level of the »actual« democracy within the civil (i.e. secular) society. The students learn how to identify the positive as well as the negative aspects of the »enhanced« democratic principle within the, essentially hierarchical, structure of the Church.

P 11	Kvaternik	Parish councils – a model of sinodality	5
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The students theoretically examine the level of sinodality within various pastoral councils throughout Slovenia and they ,also, learn how to practically evaluate the actual new models and approaches employed in certain parish communities. The post-Vatican reformation, in fact, presupposes the reformation of individuals as well as various institutions. Can management, in fact, perform the pastorate of the Church or not? The subject also presents the necessary stages involved in the evaluation of pastoral plans. By employing scientific methods of evaluation the students learn how to identify the extent to which the democratic principles are being incorporated into the structure of the Church Church, i.e. into individual parish communities as well as into the higher levels of its hierarchically-based structure. The level of sinodality can be determined via the evaluation of the extent to which both the democratic and the hierarchical principles are incorporated into the activities of individual parishes.

P	Kvaternik	The media culture within the Church and	5
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The subject provides an overview of the latest instructions of the Church regarding the media and the culture of reporting; the latter are compared with the concrete activities within the Slovene church and society. The students learn how to analyse the circumstances behind the current state of affairs and they, also, try to prepare a set of concrete proposals as to how the existing media culture could be improved. By employing scientific methods of research the students identify the general as well as the specific components of the media culture currently existing within the civil (i.e. the secular) society and, also, within the Church. Students learn how to identify the types of media existing in the contemporary civil society as well as the extent to which these have already been incorporated into the activities of the Church. By employing scientific methods of research the students are able to examine the specificities of the media culture in Slovenia and they, also, learn how to identify the specific ways that the culture in question employs to influence the general culture of the Slovene society.

P 13	Valenčič	Charity work – contribution of the Church to a humane world	5
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Theological view on Church' activities in the light of Christ Biblical paradigm and light of detection of poverty. Church foundations and Social foundations: cooperation or separation? Methods, principles of their work.

PS 07	Potočnik	Christianity in contemporary Europe	5
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The main goal of the course is to qualify students to deeper understanding of the theoretical and methodological concepts of the contemporary religion/religiosity and so to attain more adequate understanding of (the European and Slovene) Christianity. The course is based on the reflection of dissonances in interpretations of surveys data and comparison of theoretical approaches. The course enable students to interpret religious (qualitative and quantitative) data both on the basis of contemporary theoretical perspectives and on being aware of the postmodern socio-cultural context of religion and confrontation of Christianity with its phenomena. Slovene situation is investigated in the context of (Central-)European perspective. The course enable students to analytical use of surveys data (Aufbruch I. and II, EVS) and to so to develop new knowledge and interpretation.

PS 07	Gostečnik	Modern research on the psychoanalysis of the sacral	5
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Historical and conceptual foundations of the psychoanalysis of religion. The beginnings of psychoanalysis and religion as an obsessive neurosis. Religion as a reflection of the pathology of an individual in further psychoanalysis. Psychoanalysis and religious experience in modern theories. Self-psychology and sacral experience. Mutual sacral potential space. Object-relations theory, interpersonal analysis and other relational views on the sacral mutual space. Modern studies of religion and psychoanalysis. The salvational process in psychotherapy. Phenomenological - psychoanalytic evidence that God exists.

PS 11	Tavčar	Research topics in psychiatry and neuropsychiatry	5
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Seminar encompasses discussions and presentations of current research on neurological functioning of human brain, its impact on behavior, cognitive and emotional functioning of individuals, and methods of discovering and treating neuropsychiatric disorders. Students will grasp and be able to evaluate findings from various field of research: neurochemistry, neuroanatomy, behavioral neurology, neurophysiology, neuropsychopharmacology, neuroendocrinology, and cognitive neuroscience.

PS 12	Erzar, Jacobsen	Change process research in marital and family therapy, supervision and training	5
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In the course, students learn about the process of change in family and couples therapy and are able to evaluate, design and use process research methods. Upon completion of the course, students will be able to investigate change processes in various therapeutic settings, use coding programs and procedures, and recognize verbal expression of underlying affective dynamics.

PS 13	Gostečnik	Research of violence in the family	5
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The course offers knowledge on and presents results of research on violence in families and intimate relationships. Students will be competent to recognize traumatizing experience, design and evaluate therapeutic strategies to stop violence and investigate current relational models for preventing violence and treating victims of violence.

PS 14	Gostečnik	Relational marital concepts, theories and models	5
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In-depth contents regarding interpersonal dysfunctional behavior and pathologies will be presented and discussed in the course. Student will have the opportunity to learn how to recognize and therapeutically evaluate current relational models for treating intimate relationships.

PS 15	Musek, Liotti	Modern research on trauma and stress in the family	5
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The course includes in-depth analysis of modern conceptualizations on trauma and retraumatization in families and couples. At the end of the course, students will be able to critically evaluate and design therapeutic approach to trauma-related problems, as well as design original research in this area.

PS 16	Kompan- Erzar, Pirtošek	Research Seminar in Intergenerational Transmission of Attachment Patterns and Development of Regulative Functions	5
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In the course, students will learn about up-to-date issues and problems concerning observational methods in developmental science; they will be able to use and evaluate them, as well as design their own observational methods. Upon completion of the course, students will know how to use various observational and qualitative methods for tracking developmental changes in families and children.