



Information about the subject

Degree: Bachelor of Science Degree in Marine Sciences

Faculty: Faculty of Veterinary Medicine and Experimental Sciences

Code: 274005 **Name:** Social Moral - Deontology

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Professional Anthropology and Deontology

Subject Matter: Ethics and Professional Deontology **Type:** Compulsory

Department: Theology, Social Doctrine of the Church and Deontology or Professional Ethics

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

274A Oscar Díaz Ruiz (**Responsible Lecturer**)

oscar.diaz@ucv.es



Module organization

Professional Anthropology and Deontology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anthropology	6,00	Anthropology	6,00	1/2
Social Doctrine of the Church	6,00	Science, Reason and Faith	6,00	2/2
Ethics and Professional Deontology	6,00	Social Moral - Deontology	6,00	4/2

Recommended knowledge

a. To explain to the student the contents of Social Morality so that they have a vision of it and of the service it gives to humanity - not exclusively to Catholics. b. To promote knowledge and concepts that allow the student to apply the methodology of "seeing, judging and acting" in today's society in the light of the Gospel. c. To enable the student so that they can recognize the fundamental problems of today's society and analyze them from the point of view of Social Morality. d. To sensitize the students to these problems and to analyze how they would act morally before them. e. To ensure that students acquire knowledge of the great principles, values and moral virtues that guide their social dimension. f. To help students to recognize the greatness of the human person in its social dimension, that is to say, in its family, work and community dimension. g. To know, understand and value the contribution that the thought and action of the Catholic Church offer to society. h. To discover the attention that the Catholic Church pays to questions related to the subject matter of the grade that the student is studying. i. Evaluate the different moral and ecological theories by adopting a critical stance. j. To value the care of the environment and to value an investigation for the balance between the scientific advances and the care of the person and his/her environment. k. To respond adequately to the ethical duties related to the profession. To elaborate the deontological code.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student is able to identify the specific elements of Catholic social morality as opposed to other moral proposals.
- R2 The student knows how to analyze a specialized text and relate it to the main topics of Social Morality and Deontology.
- R3 The student handles the basic doctrinal and documentary sources according to the methodology of Social Morality and Deontology.
- R4 The student solves practical cases of morality in accordance with social moral teaching and Deontology.
- R5 The student knows how to dialogue with other moral and deontological proposals.
- R6 The student knows the different schools and ethical attitudes throughout history and knows how to apply them to the different aspects of modern society.
- R7 The student reads, understands and analyzes the texts of the encyclicals with social content.
- R8 The student understands the importance of virtues in the formation of the person and in a responsible professional application.
- R9 The student values the care of the environment and the research for the balance between scientific advances and the care of the person and the environment.
- R10 The student responds adequately to the ethical duties related to oceanography. He/she can elaborate the deontological code.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB2	Students are able to apply knowledge to their work in a professional way and have the competences enabling them to state and defend views and opinions as well as perform problem-solving tasks in their field of study.			X	
CB4	Command of a foreign language			X	
CB5	Students develop the necessary learning skills to undertake further studies with a high level of autonomy.			X	

GENERAL		Weighting			
		1	2	3	4
CG1	Capacity to analyze and synthesize				X
CG2	Capacity to organize and plan			X	
CG3	Mastering Spanish oral and written communication				X
CG6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)				X
CG7	Decision making				X
CG8	Capacity to work in interdisciplinary and multidisciplinary team			X	
CG9	Interpersonal skills				X
CG10	Critical and self-critical capacity			X	
CG11	Capacity to learn				X



CG12	Capacity to adapt to new situations				X
CG13	Capacity to produce new ideas (creativity)			X	
CG14	Leadership abilities.			X	
CG18	Sensibility to environmental issues.				X

SPECIFIC		Weighting			
		1	2	3	4
CE8	Identifying and analyzing new problems and proposing solution strategies			X	
CE17	Developing training programs for marine and coastal areas		X		
CE19	Deeply understanding operating systems of maritime orientated companies, identifying their problems and proposing solutions		X		
CE20	Mastering practical use of models, including new data for validation, improvement and development of models		X		

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Understanding multicultural and diverse environment			X	
CT2	Ethics				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	40,00%	Written test with theoretical and practical questions
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	40,00%	Delivery of guided assignments, whose objectives and contents will be proposed by the teacher
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00%	Oral presentation

Observations

Assessment criteria: in order to pass this course it will be essential to obtain a grade equal to or higher than 5.00 (50%) in all the assessment items. Award Criteria for Distinction of Honor: Distinction of Honor will be awarded to students who have obtained a grade equal to or higher than 9.00. The number of distinctions awarded may not exceed 5% of the students enrolled in the corresponding academic year unless registration is less than 20 students, in which case only one distinction may be awarded. (cf. Royal Decree 1125/2003) Group S (second-chance enrolments): inf the student did not pass the course in the first enrolment, the student will keep the grades of the works and presentations (in the case that these have a grade higher than 5.00), being necessary to pass the exam in the call in which it is presented. The grades will be kept for one academic year, being necessary to resubmit the papers for the third registration.

MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
- M2 Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.
- M6 Personalized and small group attention. Period of instruction and/or guidance carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.
- M8 Set of oral and/or written tests used in initial, formative or additive assessment of the student.
- M9 Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc. to be presented or submitted in theoretical, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)
- M10 Student's study: Individual preparation of readings, essays, problem-solving, seminars, papers, reports, etc. to be presented or submitted in theoretical, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es).



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS M1	R1, R2, R4, R5	25,00	1,00
PRACTICAL CLASSES M2, M10	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	30,00	1,20
TUTORIAL M6	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	5,00	0,20
ASSESSMENT M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,00	0,08
TOTAL		62,00	2,48

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	25,00	1,00
INDEPENDENT WORK M10	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	63,00	2,52
TOTAL		88,00	3,52



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Didactic Unit 1. The design of God's Love for the humanity. Social Morals: history and concept	<ul style="list-style-type: none">· Historical evolution of Social Morals.· Towards a definition of Social Morals.
Didactic Unit 2. The mission of the Church and Social Morals	<ul style="list-style-type: none">· Source of Social Morals.· Legitimacy of Social Morals.
Didactic Unit 3. The human person	<ul style="list-style-type: none">· The human person, Imago Dei.· The marriage.· The family.· The society.
Didactic Unit 4. Principles of Social Moral	<ul style="list-style-type: none">· Introduction to principles of Social Moral.· Subsidiarity.· Participation.· Solidarity.· Universal destination of goods.· The common good.
Didactic Unit 5. Values of Social Moral	<ul style="list-style-type: none">· Relationship between principles, values and virtues.· The truth.· Freedom.· Justice.· Charity.
Didactic Unit 6. The Right	<ul style="list-style-type: none">· Human Rights.· Natural Law.· The Right of religious freedom.
Didactic Unit 7. Human work	<ul style="list-style-type: none">· The Bible and the work.· The dignity of work.· The right to work.



Didactic Unit 8. The economic life

- Economic life
 - Biblical aspects.
 - Morality and economy.
 - Private initiative and socialism.
 - Economic institutions at the human service.
- Valuation of economic systems
 - Criticism of marxism.
 - Criticism of capitalism.
 - The class struggle.

Didactic Unit 9. The political community

- Biblical aspects.
- The foundation and purpose of the political community.
- The political authority.
- The democracy system.
- The political community at the service of civil society.
- The State and religious communities.

Didactic Unit 10. Safeguarding the environment

- Biblical aspects
- The humanity and the univers of things.
- The crisis in the humanity - environment relationship.
- A common responsibility.
- Laudato si.

Didactic Unit 11. Basic ideas in Ethics.

Basic ideas in Ethics and how to apply them into the Marine Science Profession: investigation and formation, manage of the marine environment coast, administration and companies.

Didactic Unit 12. Actual Ethical Codes in those fields

Analysis of the current ethical codes, the principles of professional ethics and the good practices of the professionals of Marine Sciences.

Didactic Unit 13. To write up a specific ethical code of Marine Science professional

The student will prepare a Code of Ethics professional of Marine Sciences.

Didactic Unit 14. Environment Ethics

Theories and ethical problems related to the care of the environment.



Organization of the practical activities:

	Content	Place	Hours
PR1.	Technical Visit	Technical visit	2,00
PR2.	Directed work	Lecture room	20,00
PR3.	Oral presentation	Lecture room	8,00



Temporary organization of learning:

Block of content	Number of sessions	Hours
Didactic Unit 1. The design of God's Love for the humanity. Social Morals: history and concept	2,00	4,00
Didactic Unit 2. The mission of the Church and Social Morals	1,00	2,00
Didactic Unit 3. The human person	3,00	6,00
Didactic Unit 4. Principles of Social Moral	2,00	4,00
Didactic Unit 5. Values of Social Moral	2,00	4,00
Didactic Unit 6. The Right	2,00	4,00
Didactic Unit 7. Human work	2,00	4,00
Didactic Unit 8. The economic life	2,00	4,00
Didactic Unit 9. The political community	1,00	2,00
Didactic Unit 10. Safeguarding the environment	2,00	4,00
Didactic Unit 11. Basic ideas in Ethics.	4,00	8,00
Didactic Unit 12. Actual Ethical Codes in those fields	2,00	4,00
Didactic Unit 13. To write up a specific ethical code of Marine Science professional	2,00	4,00
Didactic Unit 14. Environment Ethics	4,00	8,00



References

Basic references:

- BENSON, J. Environmental Ethics: An Introduction with Readings, London: Routledge, 2000
- BUTTIGLIONE, R. Y OTROS, La doctrina Social Cristiana, Encuentro, Madrid 1990.
- CALLICOTT, J.B.; WARREN, K.J. In Defense of the Land Ethic: Essays in Environmental Philosophy, Albany: SUNY Press Series in Philosophy and Biology, 1989.
- COLOM COSTA, E. Curso de doctrina social de la Iglesia, Ediciones Palabra, Madrid, 2001.
- Concilio Vaticano II. Constituciones, Decretos, Declaraciones, Legislación posconciliar, BAC. Madrid. 1970.
- Doctrina Social de la Iglesia (Manual del Instituto Superior de Ciencias Religiosas a Distancia "San Agustín"), Instituto Superior de Ciencias Religiosas a Distancia "San Agustín", Madrid, 1998
- FERRETE SARRÍA, C. La ética ecológica como ética aplicada. Un enfoque desde la ética discursiva, Ed. Universitat Jaume I de Castelló, 2005.
- FLECHA, C. Ecología y Ecoética, Salamanca: Universidad Pontificia de Salamanca, 2011.
- GUERRA, M.J. Breve introducción a la ética ecológica, Madrid, Antonio Machado Libros, 2001.
- GUTIERREZ GARCÍA, J.L. Introducción a la Doctrina Social de la Iglesia. Parte General, Estudio Teológico de San Idelfonso de Toledo, Toledo, 1993.
- JONAS, H. El principio de responsabilidad: ensayo de una ética para la civilización tecnológica, Barcelona, Herder, 1995.
- MELÉ, D. Cristianos en la sociedad: Introducción a la doctrina social de la Iglesia, Ediciones Rialp, Madrid, 2000.
- PONTIFICIO CONSEJO "JUSTICIA Y PAZ", Compendio de la Doctrina Social de la Iglesia, BAC-Planeta, Madrid 2005.
- SCHOONYANS, M. La enseñanza social de la Iglesia: síntesis, actualización y nuevos retos, Ediciones Palabra, Madrid, 2006.

Complementary references:

- TRIGO. T. Ecología y virtudes, EUNSA, Pamplona, 2006.
- VELAYOS, C. La dimensión moral del medio ambiente. ¿Necesitamos una nueva ética?, Comares, Granada, 1996.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
Prueba escrita con preguntas teóricas y prácticas	50%	Prueba oral con preguntas teóricas y prácticas	Microsoft Teams

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: