TEACHING GUIDE
SOCIAL DOCTRINE OF THE CHURCH
MULTIMEDIA AND DIGITAL ARTS
CATHOLIC UNIVERSITY OF VALENCIA
"SAINT VINCENT MARTYR"
Course 2023-2024

Course 2023-24

TEACHING GUIDE OF THE SUBJECT AND/OR SUBJECT

	ECTS
SUBJECT: Social Doctrine of the Church	6
Subject: Social Doctrine of the Church	6
Module : Anthropology and Professional Ethics	18

Training Type: Basic	**YEAR** : 2nd **Semester** : 2nd
Faculty: Montaner Isnardo, Jose Manuel	**Department: Theology, Reason and Catholic Faith and Morality**
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MODULE ORGANIZATION

Anthropology and Professional Ethics	**18 ECTS**

Duration and temporary location within the study plan: The three subjects that make up the module will be taught throughout the entire degree. The subject "Anthropology" (of a basic nature) is taught in the 2nd semester of the first year. "Social Doctrine of the Church" (compulsory) is taught in the 1st semester of the 2nd year, and finally "Ethics and Professional Deontology" (compulsory) is taught in the 2nd semester of the 4th year.

Subjects and Subjects				
Matter	**ECTS**	**COURSE**	**ECTS**	**Grade/ semester**
Anthropology	6	Anthropology	6	1st / 1st
Social doctrine of the church	6	Social doctrine of the church	6	2nd / 4th
Professional Ethics and Deontology	6	Professional Ethics and Deontology	6	4th / 8th

SUBJECT/ SUBJECT TEACHING GUIDE: Social doctrine of the church

Prerequisites: Not set.

GENERAL OBJECTIVES

a. Expose the student to the contents of the Social Doctrine of the Church *so that they have a vision of it and of the service it provides to humanity -not exclusively to Catholics-.*

b. *Promote knowledge and concepts that allow the student to apply the methodology of "see, judge and act" in today's society in the light of the Gospel .*

c. Train the student to know how to recognize the fundamental problems of society today and analyze them from the perspective of the Social Doctrine of the Church.

d. Make students aware of these problems and analyze how they would act morally in the face of them.

e. Ensure that students acquire knowledge of the great principles, values and moral virtues that guide their social dimension.

f. Help students to recognize the greatness of the human person in its social dimension, that is, in its family, work and community dimension.

g. Know, understand and value the contribution that the *thought and action* of the Catholic Church offers to society.

GENERAL COMPETENCIES	Competition Weighting			
	1	two	3	4
CG01 Capacity for analysis and synthesis.			X	
CG03 Oral and written communication in one's own language.				X
CG10 Teamwork.			X	
CG13 Skills in interpersonal relationships.			X	
CG14 Critical reasoning				X
CG15 Ethical commitment.				X
CG16 Ability to assume responsibilities.				X
CG17 Capacity for self-criticism.			X	
CG18 Autonomous learning and motivation for training throughout their professional life				X
CG23 Recognition of diversity and multiculturalism. Knowledge of other cultures and customs. Know the social dimension of the human being considering the historical and sociocultural factors of contemporary society.			X	
CG25 Motivation for quality.			X	
CG28 Sensitivity towards cultural heritage.			X	
CG29 Expression of social commitment.				X
CG30 Show sensitivity towards the problems of humanity.			X	

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SPECIFIC COMPETENCES

	1	two	3	4
CE11Ability to adequately present the results of research in oral, written, audiovisual or digital form, in accordance with the canons of the disciplines of information and communication.			X	
CE13 Ability to contribute to the contemporary debate on digital and multimedia arts and practices.				X
CE14 Understand communication as a process, as well as the different elements that constitute it, understanding the knowledge of the specificity of discourses, as well as the modes of representation typical of the different technological and audiovisual media, while discriminating between the different theories, methods and problems of audiovisual communication and its different languages.	X			
CE18 Know, value and understand the ethical obligations of the multimedia creation professional and the implications that adjusting to them entails in professional performance.		X		
CE19 Global understanding of artistic and multimedia practices and the importance of their relationship with their socioeconomic and cultural context.			X	

LEARNING OUTCOMES (Module)	COMPETENCIES
R01 Conceptualize problems using the most suitable knowledge and management tools, and propose solutions	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
R02Know how to compare different worldviews of the values and areas that influence being a person and their social development. Identify which models of organizational structures provide fullness to the people who work in an organization and which models stand as an obstacle to that fullness.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
R03 Learn to take into consideration and respect opinions and behaviors that differ from their own. Discuss the ethical and social implications of certain business decisions.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30

R04 Detect the different underlying anthropologies in the various social and economic positions and, in this way, be able to face appropriate solutions to the problems that these positions pose or may lead to in their practical application. Commit to what one believes and know how to identify with others or, on the contrary, question and propose alternatives	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
R05 The student has understood the fundamentals, principles and objectives of the DSI	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
R06 The student is able to see current social problems, analyze them and give them a solution from the principles, method and objectives of DSI	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
R07 The student is able to work in a group	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19

TO-FACE WORK TRAINING ACTIVITIES			
EXERCISE	**Teaching-Learning Methodology**	**Relationship with Learning Results of the subject**	**ECTS**
CLASS ATTENDANCE	Presentation of content by the teacher, analysis of skills, explanation and demonstration of skills, abilities and knowledge in the classroom. *Classes will be developed that are participatory, that favor the interaction of the student; making it easier for them to express their opinions and be able to understand other perspectives of the matter.*	**R1-R-7**	1.5
PRACTICAL CLASSES/ SEMINAR	Group work sessions in groups supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, online, Internet, *Videoforums (projection and commentary of films and documentaries appropriate to the subject),* etc. Significant construction of knowledge through student interaction and activity. Supervised monographic sessions with shared participation	**R1-R7**	0'6

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LABORATORY	Activities developed in spaces with specialized equipment.		
TUTORSHIPS	Personalized attention and in a small group. Period of instruction and/or orientation carried out by a tutor in order to review and discuss the materials and topics presented in classes, seminars, readings, work, etc.	**R1-R6**	0'2
EVALUATION	Set of oral and/or written tests used in the initial, formative or additive evaluation of the student.	**R1-R7**	0'1
		Total	(2.4*)

TRAINING ACTIVITIES			
EXERCISE	**Teaching-Learning Methodology**	**Relationship with Learning Results of the subject**	**ECTS**
TEAM WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc., to present or deliver in theoretical classes, practical classes and/or small group tutorials.	**R1-R7**	1´8
AUTONOMOUS WORK	Student study: individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es)	**R1-R6**	1'8
		Total	(3.6*)

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ASSESSMENT SYSTEM FOR THE ACQUISITION OF COMPETENCES AND GRADING SYSTEM		
Evaluation instrument	**EVALUATED LEARNING OUTCOMES**	**Percentage granted**
OBJECTIVE TESTS	**R1-R6**	**10%**
WRITTEN TEXT	**R1, R-2, R4, R-5, R6**	**50%**
REALIZATION OF THEORETICAL-PRACTICAL ACTIVITIES	**R1-R6**	**30%**
ATTENDANCE AND PARTICIPATION	**R1-R7**	**10%**

Evaluation criteria: To pass this subject it will be essential to obtain a grade equal to or greater than 5 (50%) in *all* items.

Regarding non-attendance: By virtue of the regulations governing the evaluation and qualification of UCV subjects in its article 8.1, it is established that the student who has not attended, at least, 50% of the classes of the present subject will not be able to take the exam on the first call. Both excused and unexcused absences will be considered non-attendance.

Excluded from this regulation will be those students who, previously and after informing the teacher of their personal situation, receive permission from the teacher to take the exam on the first call if the teacher considers the absence to be justified, whether for work reasons, coincidences of subjects, second tuition, serious illness, etc. In order to take advantage of this exemption, it is absolutely essential to have discussed it with the professor at the beginning of the course and to have accepted the evaluation procedure that the professor deems most appropriate. In no case may appeal by default or at the end of the subject to these situations to break the rule.

On the other hand, the teacher can establish as non-attendance criteria the repeated delay, the lack of attention in the classroom (use of mobile phones without authorization, lack of participation, etc.) being able to add to the general calculation of non-attendance and consequently contributing to exceed the limit that prevents examination as well as affect the percentage established in the teaching guide for attendance and participation.

This rule is complementary to the evaluation percentages of non-attendance and participation, as well as the evaluation and completion of assignments or cases in the classroom or during the course, which will follow their own evaluation criteria. Both percentages are included in this teaching guide.

Criteria for awarding Honors : Honors will be awarded to students who have obtained a grade equal to or greater than 9'5. The number of distinctions awarded may not exceed 5% of the students enrolled in a subject in the corresponding academic year unless enrollment is less than 20, in which case only one distinction may be awarded. (Royal Decree 1125/2003)

Delivery of Works: The works will be delivered on the indicated date. No work will be accepted if it is

not submitted on the day and at the time indicated. If there was a greater cause, it would have to be justified. The works will be delivered directly to the teacher and in the format indicated. The works cannot be delivered to the custodian but to the teacher directly. Any work that does not meet these requirements will be considered as not delivered.

Criteria for Erasmus students, Mundus, any other mobility or difficulties for family, personal or work reasons
During the first month they will contact the professor of the subject.

To pass the subject in the 1st and 2nd calls it will be essential:

- Get a grade equal to or greater than 50% in all items.

To pass the subject in the 3rd and 4th calls:

- The qualifications of the competencies passed in previous calls will be kept.

To pass the subject in the 5th and successive calls:

- In these calls, the skills already evaluated will not be taken into account (notes from previous calls are not kept), so the student must pass the fundamental skills of the subject through a department exam on an official date.

- The subject will be passed if a grade equal to or greater than 50% of the value of the Department exam is achieved.

DESCRIPTION OF CONTENTS	COMPETENCIES
UD 1. History, Concept and Characters. - Historical evolution of the DSI - Special attention to the Encyclicals of Benedict XVI and Francis. - Towards a definition of the DSI. - ISD Characters	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
UD 2. Sources and Legitimacy of the DSI - ISD sources. - legitimacy of the DSI.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
YOU 3. Person, marriage-family and society. - The human person, Imago Dei, center of the DSI. - The training campus: the Gospel, Tradition, the Magisterium and the vision of A. Macintyre - Marriage - The family - The society.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19

UD 4. Principles of the DSI. - Introduction to the principles of the DSI. - Subsidiarity. - Stake. - Solidarity. - Common benefit. - Universal destination of goods	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
Unit 5. Values of the DSI. - Relationship between Principles, Values and Virtues. - TRUE. - Freedom. - Justice. - Charity. - Values in the digital age.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
UD 6. The Law - The right - Human rights - Natural Law. - The right to religious freedom	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
Unit 7. Work	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
UD 8. The political community.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
UD 9. Economic life.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
YOU. 10. International order and social peace.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19
YOU. 11. Safeguard the environment.	BC 1, 2, 3, 4, 5 CG 1, 3, 10, 13, 14, 15, 16, 17, 18, 23, 25, 28, 29, 30 EC 11, 13, 14, 18, 19

TEMPORAL ORGANIZATION OF LEARNING:

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	BLOCK OF CONTENT/DIDACTIC UNIT	NUMBER OF SESSIONS
1	HISTORY, CONCEPT AND CHARACTERS	4
two	SOURCES AND LEGITIMACY	two
3	PERSON, MARRIAGE-FAMILY AND SOCIETY	3
4	ISD PRINCIPLES	3
5	DSI VALUES	two
6	THE RIGHT	4
7	THE JOB	two
8	THE POLITICAL COMMUNITY	two
9	THE ECONOMIC LIFE	1
10	INTERNATIONAL ORDER AND SOCIAL PEACE	two
eleven	SAFEGUARD THE ENVIRONMENT	1

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3 TEMPORARY LEARNING ORGANIZATION: Third and Fourth Calls		
3		
	BLOCK OF CONTENT/DIDACTIC UNIT	NUMBER OF SESSIONS
1 AND 2	HISTORY, CONCEPT AND CHARACTERS/SOURCES AND LEGITIMACY	1
3 and 4	HUMAN PERSON, MARRIAGE-FAMILY AND SOCIETY/DSI PRINCIPLES	1
5 and 6	DSI VALUES/THE LAW	1
7 and 8	HUMAN WORK/THE POLITICAL COMMUNITY	1
9 and 10	ECONOMIC LIFE/INTERNATIONAL COMMUNITY AND SOCIAL PEACE	1

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eleven	SAFEGUARD THE ENVIRONMENT	**1**

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BASIC :

main sources
- *Documents of the Second Vatican Council. Constitutions, Decrees and Declarations* **,** BAC, Madrid.
- *Eleven great messages* , BAC, Madrid 1991.
- *The Contemporary Pontifical Magisterium I and I ,* BAC, Madrid, 1992.
- Benedict XVI, Encyclical *Caritas in veritate* (2009)

Basic bibliography
- GUTIERREZ, JL, *Introduction to la Doctrina Socialde la Iglesia*, Ariel, Barcelona 2001
- Escudero, E. *Synthesis of the Social Doctrine of the Church* . Shechem Editions. Mislata 2015.
- Guerrero, F. *Social message of the Church* . Editorial New City: Madrid, 2009
- GUTIERREZ, JL, *Introduction to la Doctrina Socialde la Iglesia*, Ariel, Barcelona 2001

- IBÁÑEZ LANGLOIS, JM, *Social Doctrine of la Iglesia*, 2nd Edition, Eunsa, Pamplona 1990
- MELÉ D., *Christians in la Sociedad*, 2nd edition, Rialp, Madrid 2000.
- PONTIFICAL COUNCIL FOR JUSTICE AND PEACE. (2005). *Compendium of the Social Doctrine of the Church* . Editorial BAC-Planeta: Madrid.
- Schlag, M. (2021). *Manual of Social Doctrine of the Church. A Guide for Christians in the World Today* . Editorial Didaskalos: Madrid.
- Sorge, B. *An Introduction to the Social Doctrine of the Church* . EDICEP: Valencia, 2007.
- Wojtyla, K. (1997). *My Vision of Man* . Ed. Word: Madrid.

Further reading
TOPIC 1:
EH Gombrich, A *Brief History of the World* , Peninsula Editions, Barcelona 2007

TOPIC 2:
R. Yepes - J. Aranguren, *Fundamentals of Anthropology. An ideal of human excellence* , EUNSA, Pamplona [6] 2003.
M. Artigas - D. Turbón, *Origin of man. Science, philosophy and religion* , EUNSA. Pamplona 2007
J. Ratzinger, *Creation and sin* , EUNSA, Pamplona 2005

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F. García, *The Pentateuch* , Divine Word, Estella 2003
JM Riaza Morales, *La Iglesiain the history of science* , BAC, Madrid 1999, pp. 190-198.
International Theological Commission, *Communion and service: The human person created in the image of God* , BAC, Madrid 2009.

THEME 4:
D. Cenalmor-J. Miras, *The la Iglesia. CursoBasic Law of Canon Law* , Pamplona 2004

A. Sarmiento, *Christian marriage* , Pamplona [2] 2001.

VVAA, *Controversy about the origin and universality of the family* , Anagrama, Barcelona [7] 1995.

P. Villadrich, *The agony of legal marriage* , Editions University of Navarra, Pamplona 1989.

José Pérez Adán, Javier Ros Codoñer, *Sociology of family and sexuality* , Edicep, Valencia 2004.

TOPIC 5:

J. Gafo, *Ethics and Legislation in Nursing* , Editorial Universitas, Madrid 1994
Emmanuelle Todd - Youssef Courbage, *Meeting of Civilizations* , Ed. Foca

TOPIC 7:
Janne Haaland Matlary, Predated *Human Rights. Towards a dictatorship of relativism* , Ed. Cristiandad, Madrid 2008.

TOPIC 8:
JM Riaza Morales, *La Iglesiain the history of science* , BAC, Madrid 1999
M. Artigas – WR Shea, *The Galileo case. Myth and reality* , Encuentro Editions, Madrid 2009

TOPIC 10:

Apostolic Nunciature in Spain, *The ecological question. Man's Life in the World* , BAC.

AA.VV, *Moral of the person* , EUNSA, Pamplona 2006, pp. 400-450.

TOPIC 11:

International Theological Commission, *In search of a universal ethic: A new perspective on natural law* , BAC, Madrid 2009.

John Paul II, Enc. *evangelium vitae*

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