



## Information about the subject

**Degree:** Licenciatus in Iure Canonico

**Faculty:** Faculty of Canon Law

**Code:** 1280315 **Name:** History of Canonical Institutions

**Credits:** 4,50 **ECTS Year:** 3 **Semester:** 2

**Module:** Historia del Derecho Canónico

**Subject Matter:** Historia de las Instituciones Canónicas **Type:** Compulsory

**Department:** Canon Law

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Historia del Derecho Canónico

Subject Matter	ECTS	Subject	ECTS	Year/semester
Historia de las Instituciones Canónicas	4,50	History of Canonical Institutions	4,50	3/2
Historia de las Fuentes y de la Ciencia Canónica	4,50	History of Sources and of Canonical Science	4,50	3/1

## Recommended knowledge

It would be advisable for them to have passed the subject of History of Sources and Canonical Science, and to have knowledge of Church History.

## 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 R1 Adquirir las habilidades necesarias para buscar información sobre una Institución a lo largo del tiempo
- R2 R2 Distinguir las distintas Instituciones de la Iglesia universal y diocesana
- R3 R3 Situar las Instituciones canónicas en su contexto histórico
- R4 R4 Comentar y ubicar los textos jurídicos en una época histórica



## 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	CB2 - That students know how to apply their knowledge to their vocation and mission in a professional manner and possess the competencies that are typically demonstrated through the development and defense of arguments and problem solving within their area of study.			X	
CB3	CB3 - That students have the ability to gather and interpret relevant data to make judgments that include reflection on relevant ecclesial, social, scientific or ethical issues.			X	
CB4	CB4 - That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
GENERAL		Weighting			
		1	2	3	4
CG1	GC1 - Knowledge of the Science being studied, in this case the science of canon law, fundamentally of the historical and contemporary branches and in its practical dimension, with its implications in the life and ecclesial mission.				X
CG2	GC2 - Capacity of analysis and synthesis.			X	
CG6	GC6 - Knowing how to obtain information effectively from specialized books and journals, and other documentation.			X	
CG7	GC7 - Cultivate and develop critical reasoning in the analysis of information.			X	
CG13	CG13 - Ability to work in teams and collaborate effectively with others.		X		
CG15	GC15 - Ability to develop and keep updated one's competences, skills and knowledge according to the standards of the canon law educators.			X	



SPECIFIC		Weighting			
		1	2	3	4
CE1	CE1 - Understand and assume that canon law is the ecclesial legal system, with its principles and institutes, in the sphere of the universal Church and the local Church.				X
CE4	CE4 - Ability to understand and know the constitutive elements of canonical institutions in their genesis and their functioning in current law.				X
CE5	SC5 - Ability to identify the rights and obligations of the faithful according to their canonical status.			X	
CE9	SC9 - Recognize and deepen the ecclesial function of government.		X		
CE16	SC16 - Ability to read, write and interpret legal texts and to argue juridically.		X		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Theoretical written tests in which the theoretical knowledge acquired will be presented.
	20,00%	Practical tests by means of written tests and with the attendance and presentation of the different practices that will be proposed to the student throughout the course (the reviews of seminars or conferences that have been attended connected with this branch of knowledge and indicated by the professor in each case will also count (without the attendance to the seminars, seminars, or conferences the reviews or memory of the same ones will not be evaluated).
	10,00%	Attendance and active participation in class sessions and seminars. Their evaluation will be done by means of attendance tracking records by the professor.

### Observations

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



## Learning activities

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

- M1 Presentation of content by the teacher, analysis of competencies, explanation and demonstration of skills and knowledge in the classroom, skills and knowledge in the classroom.
- M2 Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, on the net, Internet, etc. Meaningful construction of knowledge through student interaction and activity.
- M3 Personalized and small group attention. Period of instruction and/or orientation by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, assignments, etc.
- M4 A set of oral and/or written tests used in the initial, formative or additive evaluation of the student.
- M5 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in lectures, practical classes and/or small group tutorials. Work done on the university platform (<https://campusvirtual.ucv.es/>).
- M6 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (<https://campusvirtual.ucv.es/>).



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Classes M1	R1, R2, R3, R4	30,00	1,20
Practical Classes M2	R1, R3, R4	13,00	0,52
Assessment M4	R1, R2, R3, R4	2,00	0,08
<b>TOTAL</b>		<b>45,00</b>	<b>1,80</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Work in groups M5	R2, R3	17,50	0,70
Individual work M6	R1, R2, R3, R4	50,00	2,00
<b>TOTAL</b>		<b>67,50</b>	<b>2,70</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block

Contents





## I. Universal dimension of the Church

1. The exercise of the papal primacy
  - 1.1. The origins of the papal Primate.
  - 1.2. The exercise of the Primate in the early Church.
  - 1.3. Historical development of the Primate.
  - 1.4. Medieval Christianity.
  - 1.5. The Primate in the modern and contemporary Church.
2. The pontifical election
  - 2.1. General considerations.
  - 2.2. The Roman-Christian era.
  - 2.3. Confirmation of civil authority.
  - 2.4. The uncertainties of the 'Iron Age'.
  - 2.5. The Gregorian Reform and the papal election.
  - 2.6. The news of the time of Christianity.
  - 2.7. Election in the Modern and Contemporary Church.
3. The central government of the Church
  - 3.1. The precedents of the first Millennium.
  - 3.2. The heritage of medieval Christianity.
  - 3.3. The institutions born of the Catholic Reformation.
  - 3.4. Organization chart of the Roman Curia at the beginning of the 21st century.
4. The Cardinals
  - 4.1. The origins.
  - 4.2. Appointment and origin.
  - 4.3. Composition of the Sacred College.
  - 4.4. Sovereignty claims of the cardinals.
  - 4.5. The "electoral capitulations"
  - 4.6. Functions of cardinals.
5. The external action of the Apostolic See
  - 5.1. The diplomatic representation.
  - 5.2. The concordat system.
6. The conciliar institution
  - 6.1. The councils during the first Millennium.
  - 6.2. Councils in the time of Christianity.
  - 6.3. Councils in the modern and contemporary Church.
  - 6.4. The Synod of Bishops.



## II. Particular dimension of the Church

7. Large supradiocesan ecclesiastical sees and institutions
  - 7.1. The Patriarchates.
  - 7.2. The Primate Sees.
  - 7.3. The ecclesiastical provinces.
  - 7.4. Particular councils and episcopal conferences.
8. Bishops and dioceses
  - 8.1. The appointment of the Bishop.
  - 8.2. The diocesan government.
  - 8.3. Other forms of particular Church and personal Prelatures.
9. The clergy
  - 9.1. The tripartite division of Christian society.
  - 9.2. The Hierarchy of Order and the formation of the clergy.
  - 9.3. The life of the clergy.
10. The religious
  - 10.1. Consecrated life and religious life.
  - 10.2. Christian monasticism.
  - 10.3. Benedictine monasticism.
  - 10.4. The mendicants.
  - 10.5. The religious in modern times.
11. The laity
  - 11.1. The laity in Christian Antiquity.
  - 11.2. Clergy and laity in medieval Christianity.
  - 11.3. In modern times.
12. Some Christian institutions around marriage  
Some institutions are studied throughout history

## Temporary organization of learning:

Block of content	Number of sessions	Hours
I. Universal dimension of the Church	13,00	26,00
II. Particular dimension of the Church	9,50	19,00



## References

### I. MANUALS AND TREATIES

- C. Fantappiè, *Storia del diritto canonico e delle istituzioni della Chiesa*, il Mulino, Bologna, 2011.
- A. García y García, *Historia del Derecho Canónico. I. El primer milenio*, Salamanca 1967.
- J. Gaudemet, *Storia del diritto canonico: Ecclesia et civitas*, San Paolo, Cinisello Balsamo, 1998.
- J. Gaudemet, *El matrimonio en occidente*, Madrid 1993.
- J. Hervada – P. Lombardía, *El Derecho Canónico en la Historia*, en "El Derecho del Pueblo de Dios. Hacia un sistema de Derecho Canónico", vol. I, Pamplona 1970, pp. 59-144.
- H. Jedin, *Manual de Historia de la Iglesia*. Barcelona 1973.
- G. Le Bras – J. Gaudemet, *Historie du Droit et des Institutions de l'Église en Occident*, Paris 1958-1985.
- L. Musselli, *Storia del diritto canonico: introduzione alla storia del diritto e delle Istituzioni ecclesiali*, Giappichelli, Torino, 2007.
- J. Orlandis, *Historia de las Instituciones de la Iglesia Católica*, Eunsa 2005.
- J. Orlandis, *El Pontificado Romano en la Historia*, Palabra 1996.

### II. FURTHER READING

- A. Calasso, *Medio Evo del diritto*, Milano 1954.
- P. Erdö, *Introducción a la historia de la ciencia canónica*, Buenos Aires 1993.
- A. Molina-Mª. E. Olmos, *Derecho Matrimonial Canónico, sustantivo y procesal*, Madrid 1985.
- S. Kuttner, *El Código de Derecho Canónico en la Historia*, en "Revista española de Derecho Canónico" 24 (1968) pp. 301-314.
- J. Otaduy, A. Viana, J. Sedano, ed., *Diccionario General de Derecho Canónico, I-VII*, Pamplona 2012.
- C. Salinas Araneda, *Una aproximación al Derecho Canónico en perspectiva histórica*, en "Revista de Estudios Histórico-Jurídicos" 18 (1996), pp. 289-360.