



Information about the subject

Degree: Official Master's Degree in Marriage and Family Sciences

Faculty: Faculty of Philosophy, Letters and Humanities

Code: 1740009 **Name:** Family Ethics

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: Teology and Family

Subject Matter: Family Ethics **Type:** Compulsory

Department:

Type of learning: Blended

Languages in which it is taught: Spanish

Lecturer/-s:

MATRIM [Eduardo Ortiz Llueca](#) (**Responsible Lecturer**)

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Module organization

Teology and Family

Subject Matter	ECTS	Subject	ECTS	Year/semester
Family and Theology	6,00	Family and Theology	6,00	1/1
Family Ethics	6,00	Family Ethics	6,00	1/1
Ethics of sexuality	6,00	Ethics and Sexuality	6,00	1/1

Prerequisites

1. Truth and relativism.

Veritas, Fides et Ratio. Truth and Language. Realism yesterday and today. Unrealistic conceptions of truth. Truth and action. Relativism and cultural relativism.

Theology of action.

Morality between crisis and renewal. The Christian moral conscience and its formation in the Church. The moral absolutes under discussion.

3. The ethics of the good life.

Ethics as a doctrine of the good life. The passions and affections in the moral life. Practical rationality and the virtues.



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 To know the philosophical current of realism
- R2 Knowing how to describe relativism and analyse its fundamental elements
- R3 Mastering the techniques of refutation of relativism
- R4 Recognizing the fundamental elements of consciousness
- R5 Expressing the fundamental elements of consciousness
- R6 Knowing moral absolutes: characteristics, principles and defensive features
- R7 Relating ethics to the concept of the good life
- R8 Define the passions and put them in relation to the moral life
- R9 Differentiating between values and virtues
- R10 Knowing how to connect practical rationality with virtues



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
CB6	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context		X		
CB7	Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study		X		
CB9	Students should be able to communicate their findings and the ultimate knowledge and reasons behind them to specialist and non-specialist audiences in a clear and unambiguous manner				X

GENERAL		Weighting			
		1	2	3	4
CG1	Training on all the structural elements of marriage and the family that provides an integral vision of the person, marriage and the family from an interdisciplinary perspective			X	
CG2	To instruct in a methodology that enables to interpret, educate and guide the essentially human experience in the conjugal and family environment from the equal dignity of men and women.		X		
CG4	To know, analyze and understand the influence of marriage and family in the field of culture from the promotion of the values of a culture of peace, non-discrimination and equal opportunities.			X	
CG5	To know, understand and deepen the proper anthropology of marriage and family				X

SPECIFIC		Weighting			
		1	2	3	4



CE2 To analyze the affective dynamism for the understanding of the theory of human action in order to realize the truth of the person.

x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	40,00%	Objective tests
	20,00%	Class attendance and participation.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	40,00%	Written assignments and questionnaires

Observations

Learning activities

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

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom
- M3 presentation and analysis of case studies
- M4 Reading of texts and analysis of them.
- M5 written reflection about the contents worked on in class



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person class M1, M3	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	30,00	1,20
Individual coaching	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00	0,80
Evaluation M5	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	30,00	1,20
TOTAL		80,00	3,20

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work of the student M4, M5	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	70,00	2,80
TOTAL		70,00	2,80



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Truth and Relativism	Truth and Faith/Rason and Faith (Believe to understand. Understand to believe). Current currents of thought from the perspective of the unity of faith and reason. Relativism. Pluralism
Action Theology	Morality between crisis and renewal. Moral conscience and their formation in the Church. The moral absolutes in Discussion
Ethics of the Good Life	Ethics as a doctrine of the good life. Stages and types of the love. The passions and affections in the moral life The practical rationality and the virtues

Temporary organization of learning:

Block of content	Number of sessions	Hours
Truth and Relativism	12,00	24,00
Action Theology	12,00	24,00
Ethics of the Good Life	16,00	32,00



References

- Aristóteles, *Ética a Nicómaco*, Madrid, Instituto de Estudios Políticos, 1989, 5ª ed.
- Sto. Tomás de Aquino, *Suma de Teología*, I-II, II-II (a), t.2 y 3, Madrid, BAC, 1988.
- Catecismo de la Iglesia Católica. Nueva edición conforme al texto latino oficial, Madrid, Asociación de editores del Catecismo 1999.
- Foot, Ph. *Bondad Natural*, Barcelona, Paidós, 2002.
- Frankfurt, Harry, *Las razones del amor*, Barcelona, Paidós, 2005.
- Frankfurt, Harry G., *Sobre la charlatanería. Sobre la verdad*. Paidós Contextos, Barcelona, 2013.
- Juan Pablo II, *Fides et ratio*, BAC, Madrid, 1998
- Juan Pablo II, *Veritatis splendor*, BAC, 1993.
- Llano, A., *Gnoseología*, Pamplona, EUNSA, 1988.
- Melina, L., *Moral entre la crisis y la renovación*, Barcelona, EIUNSA, 1996.
- Ratzinger, J., *Fe, verdad y tolerancia*, Salamanca, Sígueme, 2005.
- Rodríguez Duplá, L., *Ética de la vida buena*, Bilbao, Desclée de Brouwer, 2006.
- Scola, A. – Melina, L. "Profezia del mistero nuziale. Tesi sull'insegnamento dell' *Humanae vitae*" en *Anthropotes* 14/2(1998) 155-172
- Spaemann, R., *Felicidad y Benevolencia*, Rialp, Madrid, 1991
- Wadell, P.J., *La primacía del amor. Una introducción a la ética de Tomás de Aquino*, Palabra, Madrid, 2002.
- Wojtyła, K., *Amor y responsabilidad*, Palabra, Madrid, 2015, 5ª ed.
- Brewer, T., *The Retrieval of Ethics*, Oxford, Oxford University Press, 2009
- Grisez, G. "The First Principle of Practical Reason: A Commentary on the *Summa theologiae*, 1-2, Question 94, Article 2", *Natural Law Forum*, 10 (1965) 168-201.
- López Moratalla, N. "Ethical principles in research related to regenerative therapy", *Cuad.Bioet*, 19 (2008) 195-210.



Melina, L. – Noriega, J. – Pérez-Soba, J.J., Caminar a la luz del amor. Los fundamentos de la moral cristiana, Madrid, Palabra 2007.

Ortiz, E. “Acerca del lugar del amor en la acción humana”, en Melina, L.-Noriega, J. (eds.), Camminare nella Luce. Prospettive della teologia morale a partire da Veritatis Splendor, Roma, Lateran University Press, 2004, 715-725.

Ortiz, E., “Bienes básicos y relaciones interpersonales. Respuesta al Profesor Oderberg”, SCIO 2 (2007) 51-68.

Pinckaers, S., Las fuentes de la moral cristiana. Su método, su contenido, su historia, Pamplona: Eunsa 1988

Ratzinger, J. – Von Balthasar, H.U. – Schürmman, H., Principios de Moral Cristiana compendio, Valencia, Edicep 1999



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
- Blackboard Collaborate Ultra
- 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
- Blackboard Collaborate Ultra
- 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

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

Comments to the Assessment System: