



COURSE GUIDE

SOCIAL DOCTRINE OF THE CHURCH

DEGREE IN SOCIAL EDUCATION

Catholic University of Valencia «San Vicente Mártir»

Course 2024-2025



COURSE GUIDE AREA/SUBJECT

		ECTS
SUBJECT: Social Doctrine of the Church		6
Area: Pedagogy of Religion		6
Módulo: Anthropology and Professional Deontology		6
Type of Course: Compulsory	YEAR: 2º Semester: 2º	
Lecturer: Eduardo R. Martínez PhD	Department: Theology, Social Doctrine of the Church, and Professional Deontology or Ethics	
	E-mail: er.martinez@ucv.es	

MODULE ORGANIZATION

Anthropology and Professional Deontology		18 ECTS		
Duration and temporal location within the curriculum : The subject Social Doctrine of the Church belongs to the area called "Pedagogy of Religion" and it will done in the 2 course of the semester				
Course and Subjects				
Course	ECTS	SUBJECT	ECTS	Year/ Semester
ANTHROPOLOGY	6	Anthropology	6	1º / 2S
PEDAGOGY AND TEACHING OF RELIGION	6	Social Doctrine of the Church	6	2º / 2S
ETHICS AND PROFESSIONAL DEONTOLOGY	6	Ethics and Professional Deontology	6	4º / 1S



COURSE GUIDE AREA/SUBJECT: Social Doctrine of the Church

Prerequisites: None

GENERAL OBJECTIVES

- a. To present to the student the contents of the Social Doctrine of the Church in order to give them a view of it and to see its service for the society today —not only for the catholic persons —. Specific reference to the *Campus Capacitas*.
- b. To encourage the knowledge and concepts in order to apply the methodology based in “to see, to decide, to act” in the society from the Evangelic perspective.
- c. To make the student capable to recognize the fundamental problems of the society today and make an analysis of them from the perspective of the Social Doctrine of the Church.
- d. To sensitize the student’s heart in these problems and analyze how they would morally act.
- e. To get the knowledge of the main moral principles, values and virtues in order to guide their social dimension.
- f. To help the student to recognize the importance of the social dimension of the human person, I mean, in his familiar, labour and community dimension.
- g. To know, understand and estimate the knowledge and the contribution of the Catholic Church for the society.
- h. To find the contribution of the Catholic Church to the areas of the educational grade.

SOFT SKILLS	Balancing of the competence			
	1	2	3	4
T1. Capacity for analysis and synthesis			X	
T6. Ability for the conduct of the information			X	
T10. Being able to recognise multicultural and diverse environment			X	
T11. Interpersonal relationship ability			X	



SPECIFIC COMPETENCES				
	1	2	3	4
E1. Understand and identify, socio-political and legislative processes at historic consolidation of the profession and the educational intervention.			X	

LEARNING OUTCOMES	COMPETENCES
R-1. The student defines the nature, object and method of the Social Doctrine of the Church, I mean, he has learned the basic theoretical concepts.	T6, E1
R-2. The student is capable to work with the sources of the social doctrine and work cooperatively.	T1, T6
R-3. The student gain abilities to look for new information in order to extend and personalise the theoretical content. Moreover, he is capable to identify the social problems and analyze and face them from the perspective of the values, methodology and purposes of the SDCH.	T1, T6, T10
R-4. The student is able to expose the Christian anthropologic view as the base of SDCH.	T6, T11



ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relation with learning outcomes of the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R-1, R-2, R-3, R-4	1,52
PRACTICAL CLASSES	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.	R-1, R-2, R-3, R-4	0'64
ASSESSMENT	Group of oral and/or written tests used during initial, formative or additive assessment.	R-1, R-2, R-3, R-4	0'24
Total			(2,4)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning methodology	Relation with learning outcomes of the subject	ECTS
AUTONOMOUS WORK	Student study: Independent preparation of readings and essays, to present or hand at the theoretical, practical and/or small-group sessions.	R-1, R-2, R-3, R-4	3,6
Total			3,6



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment tool	LEARNING OUTCOMES MEASURES	Allocated percentage
Objective exam	R-1, R-2, R-3, R-4	45%
Individual activities	R-1, R-2, R-3, R-4	30%
Team group activities	R-1, R-2, R-3, R-4	20%
Subject monitoring, participation and attitude	R-2, R-3	5%
Observations	The evaluation will include at least one long development question in the final exam and the reading of a book related to the subject.	
<p>* Criteria for granting a grade of a with honors: The mention of Distinction will be awarded to the students who have achieved a score equal or greter than 9.0. The number of distinctions granted will not exceed 5 % of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in wich case only one distinction may be granted. (Royal Decree number 1125/2003)</p> <p>** Single evaluation: Exceptionally, those students who, in a justified and accredited manner, cannot undergo the continuous evaluation system and request it within the first month of each semester from their teacher, will be eligible for this evaluation system.</p> <p>In this case, it will be evaluated as follows: COMPLEXIVE THEORETICAL-PRACTICAL EXAM (includes twice as many theoretical questions as the ordinary exam, as well as a text comment and a practical case, in which the knowledge acquired in the subject).</p> <p>According to the UCV evaluation regulations, the single evaluation consists of a set of works and/or exam(s) that allow the acquisition of all the subject's own competencies on the part of the student, and must be agreed upon by the teaching team of the subject).</p>		



DESCRIPTION OF CONTENTS	COMPETENCES
UD 1. The person: a being created by love and to love <ul style="list-style-type: none">— The person, «imago Dei»: center of SDCH— Human dignity— Love, the core of the human being— The problem of evil and suffering	CG1, CG6, CG10, CE6
UD 2. Concept and history of SDCH <ul style="list-style-type: none">— Concept and characteristics of SDCH— Sources of SDCH— Method of SCHED— Historical evolution of SCHED	CG1, CG6



<p>DU 3. Principles of SDCH</p> <ul style="list-style-type: none"> — Introduction to principles of SDCH — Subsidiarity, participation, solidarity, common good, the universal destination of goods 	CG1, CG6, CE1, CE6
<p>DU 4. Values of SDCH</p> <ul style="list-style-type: none"> — Relationship between principles, values and virtues — Truth, freedom, justice, charity — Faith and sciences 	CG1, CG6, CE1, CE6
<p>DU 5. Integral human development and rights</p> <ul style="list-style-type: none"> — The right and the justice — The human rights — The natural law 	CG1, CG6, CG8, CG10, CG12, CE6
<p>DU 6. Marriage, family and society</p> <ul style="list-style-type: none"> — The marriage / Equality man-woman — The family / The society 	CG1, CG6, CG8, CG10, CG12, CE1, CE4, CE6, CE11
<p>DU 7. Human work</p> <ul style="list-style-type: none"> — Objective and subjective dimension of work — Work in the information society: globalization of indifference and «culture of waste» — The accumulation of wealth and attention to the poor 	CG1, CG6, CG8, CG12, CE1, CE4, CE6, CE11, CE13
<p>DU 8. Poverty</p> <ul style="list-style-type: none"> — Meaning of the poor and poverty — Causes of poverty — Criteria and modes of care — Mental illness and social exclusion 	CG1, CG6, CG8, CG10, CG12, CE1, CE4, CE6, CE11, CE13
<p>DU 9. The political community</p> <ul style="list-style-type: none"> — Individualization and participation — Democracy and charity 	CG1, CG6, CG8, CG10, CG12, CE13
<p>UD 10. The international community and the social peace</p> <ul style="list-style-type: none"> — Immigration from the perspective of SDCH — Globalization and social peace — International cooperation 	CG1, CG6, CG8, CG10, CG12, CE13
<p>DU 11. Safeguarding the environment</p> <ul style="list-style-type: none"> — Integral ecology — The ecological crisis as an anthropological crisis 	CG1, CG6, CG8, CG12, CE1, CE4, CE6, CE13
<p>DU 12. Mass media and social media</p> <ul style="list-style-type: none"> — Mass media — Social media 	CG1, CG6, CG8, CG12, CE1, CE4, CE6, CE13

**TEMPORAL ORGANIZATION OF LEARNING:**

	CONTENT BLOCK / DIDACTIC UNIT	Nº DE SESIONES
1	The person	2
2	Concept and history of SDCH	1
3	Principles of SDCH	2
4	Values of SDCH	2
5	Integral human development and rights	1
6	Marriage, family and society	2
7	Human work	2
8	Poverty	3
9	The political community	2
10	The international community and the social peace	3
11	Safeguarding the environment	2
12	Mass media and social media	1



BIBLIOGRAPHY

BASIC :

- . PONTIFICIO CONSEJO JUSTICIA Y PAZ (2005). *Compendio de la DSI*. Available in: https://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_sp.html
- . DOCAT (2016). *DOCAT, ¿Qué hacer? La Doctrina Social de la Iglesia*. Madrid: Encuentro
- . HÖFFNER, J. (2001). *Doctrina Social Cristiana*. Barcelona: Herder
- . Pontifical documents. Available in www.vaticano.va
- . Dynamic text prepared by Eduardo Martínez PhD

**COMPLEMENTARY:**

- . ALBUERQUERQUE, E. (2016). *El cuidado de la casa común*, Madrid: CCS
 - . ANDRÉS, J. y DOMENCH, R. (2020) *La era de la disrupción digital*. Bilbao: Ediciones Deusto
 - . BAUMAN, Z. (2017) *Trabajo, consumismo y nuevos pobres* (2ª ed.). Barcelona: GEDISA.
 - . BYUNG CHUL HAN. (2020) *La desaparición de los rituales*. Barcelona: Editorial Hermés.
 - . CARBAJO, M. (2016). *Raíces de la Laudato si'*. Navarra: Efeasantzazu.
 - . CHICA ARELLANO, F.; GRANADOS GARCÍA (eds.) (2015). *Loado seas, mi Señor. Comentario a la encíclica Laudato si' del papa Francisco*. BAC: Madrid
 - . COMISIÓN TEOLÓGICA INTERNACIONAL (2009). *Comunión y servicio: La persona humana creada a imagen de Dios*. Madrid: BAC.
 - (2009) *Condición humana y ecología integral*. Madrid: PPC.
 - . CORTINA, A. (2017). *Aporofobia*. Barcelona: Ed. Paidós
 - . DOMINGO MORATALLA, A. (2014) *Democracia y caridad*. Santander: Sal Terrae.
 - (2017) *Condición humana y ecología integral*. Madrid: PPC.
 - . ESCUDERO TORRES, E. (2015). *Síntesis de la Doctrina Social de la Iglesia*. Valencia: Siquem
 - . FUNDACIÓN FOESSA. Informe 2022. Available in www.foessa.es
 - . GALLARDO, S. (ed.) (2016). *Persona, familia y cultura* (2 vol.). Ávila: Universidad Católica de Ávila
 - . LLUCH, E. (2017). *Doctrina Social de la Iglesia y economía*. Madrid: Editorial Perpetuo Socorro.
 - . MARÍAS, J. (1996). *Persona*. Madrid: Alianza Editorial
 - . SOLS, J. (2014). *Pensamiento social cristiano abierto al siglo XXI*. Santander: Sal Terrae
 - . ZAMAGNI, S. (2012). *Por una economía del bien común*. Madrid: Ciudad Nueva
- * Articles chosen by the teacher. They will be delivered through the teaching platform.



ADDITIONAL INFORMATION:

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUCCESSIVE ENROLLMENT:

There will be a special group for students who are not of first registration option will have 6 sessions of monitoring and mentoring of 2 hours each. In each session the skills that each student needs to pass the course will be strengthened.

The assessment contained in the examination will be held fixed in the official calendar for this subject.

These sessions are available on the specific schedule.

The blocks of content and tasks to be developed in each session will be:

TEMPORAL ORGANIZATION OF LEARNING (Students of second or successive enrollment)		
	CONTENT BLOCK / DIDACTIC UNIT	NUMBER OF SESSIONS
1	Standards for delivery of practical activities and theoretical content of DU.1 and DU.2 review	1
2	Revision of theoretical contents DU.3 and DU.4	1
3	Revision of theoretical contents DU.5 and DU.6	1
4	Revision of theoretical contents DU.7 and DU.8	1
5	Revision of theoretical contents DU.9 and DU.10	2