



Social doctrine of the church
PCA-27-F-01 Ed.00

TEACHING GUIDE
SOCIAL DOCTRINE OF THE CHURCH
MULTIMEDIA AND DIGITAL ARTS
CATHOLIC UNIVERSITY OF VALENCIA
“SAINT VINCENT MARTYR”
Course 2024-2025

Course 2024-25



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	



SPECIFIC COMPETENCES				
	1	two	3	4
CE11 Ability 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
R02 Know 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. <i>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.</i>	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, <i>Videoforums (projection and commentary of films and documentaries appropriate to the subject)</i> , etc. Significant construction of knowledge through student interaction and activity. Supervised monographic sessions with shared participation	R1-R7	0'6



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*)



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.

Mandatory attendance: In accordance with the development guidelines of the General Regulations for the Evaluation and Qualification of Official Teachings and Own Degrees of the UCV, in-person degrees will require class attendance with a minimum of 80% of the sessions of each subject as a requirement to be evaluated. This means that, if a student does not attend the sessions of each subject, in a percentage greater than 20%, he/she will not be able to be evaluated, neither in the first nor in the second call, unless the person responsible for the subject, with the approval of the person responsible for degree, in view of duly justified exceptional circumstances, exempt from the minimum attendance percentage. The same criterion will be applicable for hybrid or virtual degrees in which teachers must maintain the same percentage in the requirement of “presence” in the different training activities, if any, even if these are carried out in virtual environments. If any student has any difficulty (Erasmus, Mundus, Illness, Work, etc.) that prevents attendance, they will have to contact the subject teacher and communicate their situation during the first month and they will proceed through the channels determined. the same University. In no case can these situations be appealed by default or at the end of the subject to violate the rule. On the other hand, the teacher can establish repeated lateness, lack of attention in the classroom (use of cell phones without authorization, lack of participation, etc.) as non-attendance criteria, which can be added to the general non-attendance count and consequently contribute to exceed the limit that prevents taking the exam as well as affect the percentage established in the teaching guide for attendance and participation. This standard is complementary to the evaluation percentages of non-attendance and participation, as well as the evaluation and completion of work or cases in the classroom or during the course that will follow their own evaluation criteria. Both percentages are included in this teaching guide.

Single evaluation: In accordance with article 9 of the General Regulations for the Evaluation and Qualification of Official Teachings and Own Degrees of the UCV, the continuous evaluation system is the



preferred evaluation system at the UCV. The art. 10 allows, however, for those students who in a justified and accredited manner express their inability to attend in person (or to synchronous communication activities for virtual and/or hybrid teaching modalities), their evaluation on an extraordinary basis in the so-called single evaluation. Said single evaluation must be requested within the first month of each semester to the Dean of Faculty through the Vice-Deaneries or Master's Directorates, with the express decision on the admission of said request from the student concerned being the responsibility of the latter. For the subject of Social Doctrine of the Church, the evidence to be presented and/or the test/s to be carried out in the single evaluation by the student that are established are: Carrying out theoretical-practical activities 40% (with the delivery of all the works indicated during the semester and delivery, on the date and delivery method indicated) and Final exam 60%.

Criteria for granting Honor Certificates

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

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. <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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:

	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



3		
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
eleven	SAFEGUARD THE ENVIRONMENT	1

BIBLIOGRAPHY

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.
- Wojtyła, 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, Pamplona⁶ 2003.

M. Artigas - D. Turbón, *Origin of man. Science, philosophy and religion*, EUNSA. Pamplona 2007

J. Ratzinger, *Creation and sin*, EUNSA, Pamplona 2005

F. García, *The Pentateuch*, Divine Word, Estella 2003

JM Rianza Morales, *La Iglesia in 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. Curso Basic Law of Canon Law*, Pamplona 2004

A. Sarmiento, *Christian marriage*, Pamplona² 2001.

VVAA, *Controversy about the origin and universality of the family*, Anagrama, Barcelona⁷ 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 Rianza Morales, *La Iglesia in 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*