

TECHNICAL COURSE

Course Information	
Name	Christianity and Social Ethics
Subject	Grado in ADE
Course	1º
Dates	Annual
Credit ECTS	6
Character	Mandatory
Department	Teología Moral y Praxis de la Vida Cristiana
Descriptor	The course has two transverse lines : Christian social thought (PSC) and Introduction to religion (IHR) that develop throughout the teaching period and can take various pedagogical expressions.
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DATA SPECIFIC SUBJECT

Course context
Providing professional profile of the degree to.
Human general training. The course promotes the ability to analyze the different social and religious realities. Power coexistence between people of different religious , social and cultural traditions. Strengthens the capacity for dialogue and knowledge of different religions and cultures in the world today.
Prerequisites.
No prerequisites are required.

THEMATIC AND CONTENT

Theme blocks
BLOCK 1: Introduction to religion (IHR) . Christianity.
I. THE RELIGIOUS EXPERIENCIE.
0. Relationship Faith – Science. 1. The Religious Fact and the Current Context. 2. Approach to the Religious Fact.
II. RELIGIOUS PLURALISM.
3. The diversity of Religions. general Typology. 4. Buddhism. 5. Islam.
III. CHRISTIANISM.
6. Introduction to Sacred Scripture. 7. Jesus Christ. 8. The Church.
BLOCK 2 : Christian Social Thought.
Topic I. Epistemology of the Social Doctrine of the Church (DSI).
I.1. Person: a Complex , Relational and Open to the Future Being. I.2 Nature of the Moral Act.

- I.3. Structure of Contrast Systems.
- I.4. The underlying rationale of Catholic contrast.
- I.5. The principles of the Social Doctrine of the Church.

Topic II. Text and context of the social encyclicals . An introduction to the history of SDC (1891-2014).

- II.1. Introduction and preamble.
- II.2. The social commitment of the Church before the French Revolution.
- II.3. First stage of the history of DSI.
- II.4. Second stage of the history of DSI.
- II.5. The teaching of John Paul II (1978-2005) and DSI.
- II.6. Recent times and updating the DSI.
- II.7. Conclusión.

Topic III. Human Righths and SDC.

- III.1. Introduction.
- III.2. Current Situation of Human Rights.
- III.3. What are Human Rights?
- III.4. Foundation of Human Rights : Philosophical and Theological.
- III.5. Three Generations of Human Rights.
- III.6. History of Human Rights.
- III.7. The Attitude of the Church to Human Rights.
- III.8. Mission Church and Human Rights.
- III.9. What Brings the SDC Human Rights.
- III.10. Authority, Common Good and Human Rights.
- III.11. Correlation Between Rights and Duties.

Topic IV. Life and SDC.

- IV.1. Introduction.
- IV.2 . Bioethics and the Need to Defend Life.
- IV.3 . The New Discipline of Bioethics: V.R Potter.
- IV.4. DSI 's Concern for the Problems of Bioethics.
- IV.5. Conclusion.

Topic V. Family and SDC.

- V.1 Introduction.
- V.2 The Concept of Family and its Complex Reality.
- V.3 . The Family as a Basic Social Institution.
- V.4 . The Family as Creator of Social Welfare.
- V.5 Concern ISD by the Family.
- V.6 . Conclusión.

Topic VI. Migration and y SDC.

VI.1. Migration and Dynamic of the Human Race.
VI.2. Migration within the Nation-state-Border.
VI.3. Description of Contemporary Migrations.
VI.4. The Price to Pay: the Ulysses Syndrome.
VI.5. The Migration in the Context of Human Rights.
VI.6. The position of the SDC.

Topic VII. Violence: war and peace.

VII.1. Introduction.
VII.2. Violence: Concept and Causes.
VII.3. Church and Violence.
VII.4. Violent Phenomena.
VII.5. Non-violence.
VII.6. Conclusion.

Topic VIII. Economy, Business and SDC.

VIII.1. Part One: Economy and SDC.
VIII.1.1. Introduction: Economics and Ethics.
VIII.1.2. An Anthropological Perspective.
VIII.1.3. Some Particular Issues.
VIII.2. Part Two: Business and SDC.
VIII.2.1. Business Sense.
VIII.2.2. The Company in SDC.

Topic IX. Church and politic community.

IX.1. Introduction and Starting Point.
IX.2. Historical Forms of Church-State Relations.
IX.3. The Church-State Relationship at Vatican II.
IX.4. The Church-State Relations in Spain.
IX.5. Conclusion.

Topic X. Religious freedom.

X.1. The Controversial and Necessary Experience of Religion.
X.2. The Possibility of Spirituality for Understanding the Individual.
X.3. Search Protection.
X.4. Towards the Recognition of the Right.
X.5. The Catholic Church and Religious Freedom.
X.6. Contemporary Perspective on Religious Freedom.
X.7. Implications of the Right to Religious Freedom.

Competence – Objectives.
Generic Skills-course title.
Instrumentals.
Capacity for analysis and synthesis of the socio-economic and religious reality. Understand and properly structure the knowledge acquired. Organizational skills and planning Ability to manage information: collection, analysis and retrieval of information from different sources.
Interpersonales.
Critical and Self-critical. Ability to Develop Ethical Commitment.
Systemic.
Recognition and Respect for Diversity and Multiculturalism.
Specific Skills - Subject Area.
Conceptual (Knowledge).
<ul style="list-style-type: none"> - Analyze the religious phenomenon in contemporary society as anthropological and cultural (religious sociology approach to) reality. - Describe the religion in his unit (structure of religion) and diversity (Christianity, Islam and Buddhism). - Analyze the most important social, political and cultural events of today's world and its problems. - Recognize the different answers that have been given and continue to give to the various issues raised and, in particular, the proposal of the social doctrine of the Church.
Procedural (know how).
<ul style="list-style-type: none"> - Interpret religious trends apparent in today's society and detect the basic features of contemporary religiosity from an analysis of social reality. Discerning the elements of these various religious manifestations that respond to an authentic religiousness of those who manifest perversions of religion (religious fundamentalism, sectarianism, etc). - Establish a constructive and critical dialogue on the different religious expressions, its social impact, its phenomenological structure and its anthropological and theological foundations. - Analyze texts of scientific character on religious and social issues from a Christian perspective. - Look at contemporary reality critically and from the basic principles of the social doctrine of the Church. - Know how to detect those social contexts marked by a special fragility and difficulty of access to the various areas of social life. - Discerning the large gaps of social injustice present in the different parts of the world and the causes of it. - Be able to discuss economic issues from the approaches of the social doctrine of the Church in dialogue with other alternatives. - Being able to handle the principal documents of Catholic social teaching and to use the basic terminology and methodology of this discipline.
Attitudinal (how to be).
<ul style="list-style-type: none"> - Recognize and accept the diversity of customs, beliefs and existential answers posed to the same subject. - Be able to discuss, to formulate own convictions and listening to others.

- Situate with analytical skills and critical judgment to the socio-economic and religious reality.
- To develop sensitivity to social problems outside, in principle, the subject itself.
- Develop an attitude of responsibility for social injustice.
- Assess the importance of the religious dimension as a configurator fact the identity of the person.

TEACHING METHODOLOGY

General methodological aspects of the subject.

Presencial Methodology: Activities.

- Lectures expository which will provide theoretical explanations and guidance necessary for the study of each topic. In these classes, teachers will develop only the content they consider most important and / or more complicated understanding.
- Following the guidelines of the teacher, the student will complete the explanations with their personal work. To verify that the student meets that obligation, teachers may make previous short exercises to exposure of the issues, or after the class to check the monitoring and understanding by students of different content ("One minute Paper") . Such tests may be made without notice or notifying these before.
- Computer (PowerPoint presentations, Word and Excel), electronic (DVD), slate and any others deemed appropriate: - In explanations of lectures various means will be used.
- Group work and presentation by students of the outcome of their work.

Methodology No face : Activities.

- Study of the theoretical contents of the subject .
- Development of work on some of the topics covered in the course.
- Reading articles and / or books or book chapters to allow greater understanding of the issues discussed.
- Type test exercises on the texts read online or on the topics covered in class.
- Finding information in the media and analyze it from the knowledge provided in the course.
- Group work processing and synthesis of a topic proposed by the teacher.
- Viewing documentaries and / or films related to the contents of the subject.

EVALUATION AND QUALIFICATION CRITERIA

Evaluation criteria

General criteria

The course has an annual character and offers the possibility of eliminating theoretical contents for the final exam of the subject by a four-month examination.

At the end of each quarter will be conducted an examination of the developed content.

The grades averaged to give the final grade. It is necessary to have passed with any of these 5.00 to claim the average.

The course will give the final exam 60% of the final value of the note, in the partial tests and the final count.

The remaining 40% corresponds to the set of practices.

It is necessary to overcome the note 5.00 on the part of the exam in order to claim the average with 40% of the share practical note.

The agenda, in general terms, is the index corresponding to the two manuals with adjustments reflected in this teaching guide.

The extraordinary calls, by their very nature require a consistent evaluation. For this reason not be taken into account practices and notes will not be retained, either, notes partial tests and the student will be examined from all contents of the subject.

Discrepancies between calendars advise that one-week course is designed to resolve questions of the issues as part of the teaching program guide, you may not be developed with equal intensity than others during the sessions. Thus homogeneity evaluation criteria between different groups of the same course is favored.

About 40 % of practices.

We offer four notes corresponding to practices, one per month, so that we can carry out continuous assessment.

The format will be final decision of the teachers. The conventional method consists in the proposal of four exercises that will have a return by the student according to various exercises.

Some teachers prefer various tests, including some in the classroom. In such a case, you are asked to return scores on four notes, in order to be homogenized with the rest of the teachers.

All exercise required shall be returned with an assessment sufficient so that students can correct key skills and work practices face the following term.

The four practices will have been delivered to average the notes, except for those made in the classroom if the student has not attended class that day and if you can not justify the absence. In the latter case, you can propose an "alternative practice."

The practices have a complementary character that permits a note. They are part of the official evaluation.

About 60% of the exam.

The officer and general criterion is that the exam is prepared taking into account all content posted on the books that accompany the subject .

Reading books is necessary for the preparation of the subject condition and therefore the test.

On the test type test.

The test is performed by a multiple-choice test in which the errors deducted note the test. Its value is 70% of the exam .

The type test test consists of 40 questions and try to collect the breadth of content taught .

Each test question test type will have 4 possible answers , of which only one is correct. Every three errors deduct the equivalent of a success value.

On the question of development.

The test " test type " must be accompanied by a question of development to evaluate other skills of pupils . Its value is 30 % of the exam .

two possible sentences to choose one by the student will be offered.

misspellings in the exercise will be penalized in accordance with the criteria established by each faculty or , alternatively , 0.25 each .

They shall not be permitted , on tests , support materials or textbooks , nor electronic devices , including mobile

phones and watches.

May be computed as practices , participation in activities , forums, conferences , as stipulated by the relevant teacher and approval of the Coordinator of identity subject .

Performance criteria in classroom.

It is not allowed to use phones in the classroom.

They can leave 30 % of the hours , ie 14 hours.

If this amount is exceeded , they lose the right to be examined .

If a student is supplanting a signature file open .

Tardiness to class is grounds for expulsion and counts as needed .

attendance and participation in the classroom will be valued .

The use of tablets , laptops and other possible tools in the classroom is at the discretion of the teacher.

SUMMARY STUDENT WORK HOURS			
PRESENCIAL HOURS			
Magistral classes	Practical classes	Academically supervised activities	Evaluation
44	8	4	4
HORAS NO PRESENCIALES			
Independent work on theoretical contents	Independent work on practical content	Conducting collaborative work	Study
30	16	4	40
ECTs CREDITS:			6

REFERENCES AND RESOURCES

Basic references

Books

- J. M. CAAMAÑO, P. CEBOLLADA (eds.), *Pensamiento Social Cristiano*, UPCO, Madrid 2015.
- ÁNGEL CORDOVILLA (ed.), *Cristianismo y Hecho Religioso*, UPCO, Madrid 2013.
- DEPARTAMENTO DE PSC, *Una nueva voz para nuestra época*, UPCO, Madrid 2006.

Chapters in books

- *Youcat, Catecismo joven de la Iglesia Católica*, Ed. Encuentro, Madrid 2011.
- PONTIFICIO CONSEJO JUSTICIA Y PAZ, *Compendio de Doctrina Social de la Iglesia*, BAC, Madrid 2009
- I. CAMACHO, *Creyentes en la vida pública*, San Pablo, Madrid 1995
- I. CAMACHO, *Doctrina social de la Iglesia*, Ed. San Pablo, Madrid 1991.
- L. GONZÁLEZ CARVAJAL, *En defensa de los humillados y ofendidos. Los derechos humanos ante la fe cristiana*, Sal Terrae, Santander 2005
- L. GONZÁLEZ CARVAJAL, *Entre la utopía y la realidad. Curso de Moral Social*, Sal Terrae, Santander 1998
- *Once grandes mensajes*, BAC, Madrid 2002
- J. MASIÁ, *Relectura de las cuatro verdades*, en ID., *Buda y los budismos*, SM, Madrid 1996, 19-27.

Articles

- C. BERNABÉ, “Las primeras comunidades como origen y contexto de los evangelios”: *Frontera* 31 (2004) 11-30.
- P. BERGER, “Las religiones en la era de la globalización”: *Iglesia Viva* 218 (2004) 69-78.
- E. GALINDO, “¿Es el Islam un Peligro?”: *Sal Terrae*, 90/8 (2002) 691-703.
- J. M. MARDONES, “Un vocablo para un fenómeno”: *Imágenes de la fe* 395 (2005) 6-13.
- J. MARTÍNEZ, “La Declaración sobre la libertad religiosa. La importancia excepcional de un documento menor”: *Sal Terrae* 92 (2004) 511-523.

Webs

- Portal de recursos de la asignatura www.upcomillas.es
- www.vatican.va
- www.conferenciaepiscopal.es
- www.webislam/
- www.islamOnline.net
- www.pastoralsj.org (enlace Biblia)

Notes

They will be available on the website of resources.

Others materials

- *Orientaciones para el estudio de la DSI* de la Congregación para la Educación Católica.
- *Declaración Universal de Derechos Humanos*.
- Mensaje del Papa sobre familia y migraciones.
- Selección de artículos facilitados por los profesores.
- CDRom - *Una Nueva Voz para nuestro tiempo*, Universidad Pontificia Comillas, Madrid 2006.

Complementary references

Books

- R. AGUIRRE – C. BERNABÉ – C. GIL, *Qué se sabe de... Jesús de Nazaret*, EVD, 2009.
- J. R. BUSTO SAIZ, *Cristología para empezar*, Sal Terrae (Col. Alcance 43), Santander 1991.
- Pierre CLAVERIE, *Breve introducción al Islam*, San Esteban, Salamanca 2011.
- E. CHARPENTIER, *Para leer la Biblia*, Ed. Verbo Divino (Cuadernos Bíblicos nº 1), Estella (Navarra) 1986.
- SH. KESHAVJEE, *El rey, el Sabio y el Bufón. El gran torneo de las religiones*, Destino Libro, Barcelona 2006.
- J. MARTÍN VELASCO, *Introducción a la Fenomenología de la Religión*, Ed. Trotta, Madrid, 2006.
- X. PICAZA IBARRONDO – A. AYA, *Diccionario de las tres religiones. Judaísmo, cristianismo, Islam*, Ed. Verbo Divino, Estella (Navarra) 2009
- A. SAMUEL, *Para comprender las religiones en nuestro tiempo*, Verbo Divino, Estella (Navarra) 2006.