



**UCAM**  
UNIVERSIDAD  
CATÓLICA DE MURCIA

# Teaching Guide 2018/2019

## Social Doctrine of the Church

### **Bachelor in Business Administration**

### **Face-to-face tuition**

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## **Social Doctrine of the Church**

Module: **Integral Education**

Topic: **Theology**

Character: **Obligatory**

ECTS: **3 ECTS**

Time period: **Third Course, 1st semester**

Teacher: **Rainer Gehrig**

Email: [gehrig@ucam.edu](mailto:gehrig@ucam.edu)

Student's attention: **Mo- 17.30 – 18.30**

Module coordinator teacher: **José Manuel García Fernández**

## **Brief Description**

The Social Doctrine of the Church (DSI) is an interdisciplinary matter inserted in the theological, moral and social teaching of the Church, which contributes in an effective way to the integral formation of the person.

Its fundamental aim is to interpret and to guide in the light of the faith, over of the complex human relations and the problems that stem from them, from the family area to international relations. At the same time, The Social Doctrine of the Church (DSI) tries to collaborate in the social transformation of the reality, through the formation of authentic professionals, in order to demonstrate the ethical commitment acquired.

## **Previous Requisites**

There are no previous requisites.

## **Objectives**

1. Describe habits that reveal free, conscious and responsible answers to transform reality and contribute to construct the justice and love civilization.
2. Present the nobility and richness of Christian social thought.

3. Analyze human and social behavior facing world inequalities and injustices as a result of the sin drama.
4. Present ideas and particular Social Doctrine of the Church's approaches barely known currently.
5. Perform a critical analysis applied to the Social Doctrine of the Church's documentary "corpus", in order to know deeply its content.
6. Show sensitivity before world social problems, from the Christian viewpoint.

## Competences

### Cross-curricular subjects

**CT8** Decision making

**CT14** Critical thinking

**CT15** Ethical commitment

**CT24** Capacity of reflection

### Specific Competences

(FE12) Ability to build arguments

(FE16) Ability to take into account ideas and not very common ways of thinking

(FE29) Ability to commit to the interests of everyday life.

(FE30) Sensitivity to the plethora of opinions and ways of life.

(HE2) Knowledge of the great thinking currents.

(HE 10) Knowledge of social and human behaviour.

## Learning results

- Describe the criteria that shape man's behaviour in society.
- Issue sentences and take a critical stance about the diversity of situations in life.
- Know the different documents in the Social Doctrine of the Church.
- Recognize and defend the fundamental rights of any human person.
- Identify essential elements of social Christian thought.
- Know current social problems and show interest in their solution.
- Apply the principle of social justice to the professional practice.

## Methodology

Methodology	Hours	Face-to-face work hours	Non-face-to-face work hours
Master class	18	60 horas (40 %)	
Practice workshops	2		
Assessment	2		
Tutorials	2		
Workshops	6		90 horas (60 %)
Theoretical study	28		
Tasks and presentations	17		
<b>TOTAL</b>	<b>75</b>	<b>30</b>	<b>45</b>

## Syllabus

### Program of Theoretical Teaching

#### Unit I . Introductory issues

#### Lesson 1. Notion, content and reasons that justify the SDC

##### 1.1. Definition of "Social Doctrine of the Church"

#### Lesson 2. SDC subject, object and finality

2.1. Subject of the “Social Doctrine of the Church”

**Lesson 3.** Underlying anthropology in the “Social Doctrine of the Church”

3.1. The man “Image of God”

**Unit II.** Fundamentals of SDC

**Lesson 4.** The common good. The universal destination of goods, solidarity, participation and the subsidiarity principles.

4.1. Common good supremacy over partial or sectorial good.

**Lesson 5.** Fundamental values of social life: Truth, Freedom and Justice.

5.1. Respect to Truth

**Lesson 6.** Charity

6.1. Relationship between Justice and Charity.

**Unit III.** “Documental corpus” (most relevant documents)

**Lesson 7.** Resources and background

7.1. Resources of the Social Doctrine of the Church

**Lesson 8.** Presentation of the most specific documents from “Rerum Novarum” until “Laudato si”.

8.1. Summary table of the documents in SDC “corpus”.

**Unit IV.** SDC specific issues

**Lesson 9.** The family

9.1. The family as basic cell of society

**Lesson 10.** Economic Life

10.1. Economic systems. Description

**Lesson 11.** The Political Community and international relations

11.1. Origin and nature of civil society.

**Practice program**

The program of practice teaching is focused on the workshops offered in the Department of Religious and Social Sciences.

## Connection with other subjects in the study plan

This subject is related in a complementary way with the rest of subjects of the degree, since each knowledge area and its development within work or research environment must lay their foundations in ethical criteria.

## Assessment system

### February/June call

Modality of Continuous Assessment: Written exam:85 %. Practice 15 %)

First mid-term: 35%. Eliminate until September, whenever the attendance to regular classes is equal or higher than 60%.

Global examination: 35%. It includes non –assessed units from the last mid-term exam, and if passed, the student eliminates part of the subject for September. Those students that did not passed the first mid-term exam, want to improve the qualification or do not fulfill attendance criteria, must do an examination again of the contents for the first mid-term exam; this will be the 35% of the final grade.

- Tasks and workshop:30% (Workshop: 15%. Practice tuition)
- To pass an exam it is necessary that the grade obtained is equal or higher than 5 and the minimum grade in the tasks must also be 5.

Second-chance exam: Exam 100%

### September Call:

September call: when the student has followed the subject in the modality of continuous assessment, the assessment system in September will be the same as in the continuous assessment, therefore, the student must pass those parts not passed. In the rest of cases, September exams will be performed according to the second-chance assessment percentages

## Bibliography and reference sources

### Basic bibliography

- Benedicto XVI. (2009). Carta Encíclica *Caritas in Veritate*, sobre el Amor en la Verdad,

- Benedicto XVI. (2005). Carta Encíclica *Deus Caritas Est*, sobre el Amor Cristiano.
- Camacho I. (1998). *Doctrina Social de la Iglesia (una aproximación histórica)*. Madrid: San Pablo. (Temas 4 y 5)
- Fuentes, F. (Coord.) (2013). *Guía para la enseñanza de la Doctrina Social de la Iglesia*. Madrid. PPC. (Temas 6, 7, 8, 9, 10, 11, 12, 14, 15, 16 y 17)
- Pontificio Consejo “Justicia y Paz”. (2005) *Compendio de la Doctrina Social de la Iglesia*. Madrid: B.A.C. (Temas 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 y 17)
- Souto J. (Coord.): (2002). *Doctrina Social de la Iglesia. Manual abreviado*. Madrid: B.A.C.;  
(Temas 1, 2 y 3)

## Bibliografy and reference sources

### Complementary bibliography

- Biffi F. (1992). *Compendio de la Doctrina Social Católica (el compromiso con la justicia Como vocación del laico cristiano. Desde León XIII a Juan Pablo II [1891-1991])*. Valencia: EDICEP C. B.
- Colom E. (2001). *Curso de Doctrina Social de la Iglesia*. Madrid: Palabra
- Chabot JL. (1991). *La Doctrina Social de la Iglesia*. Madrid: Rialp.
- De la Vega-Hazas J. (ed.). (2007). *El mensaje social cristiano*. Pamplona: EUNSA.
- Fundación Universitaria San Pablo CEU. (2003). *Congreso “Católicos y Vida Pública”, Desafíos globales: la Doctrina Social de la Iglesia hoy. Vol. 1 y 2*, Madrid: Fundación Santa María.
- Galindo A. (coord.). (2003). *Enseñar hoy doctrina social de la Iglesia: un reto ante la cultura contemporánea*, Salamanca: Universidad Pontificia de Salamanca.
- Iribarren J, Gutiérrez JL. (Eds). (1993). *Once grandes mensajes. (encíclicas: “Rerum Novarum”, “Quadragesimo Anno”, “Mater et Magistra”, “Pacem in Terris”, “Ecclesiam Suam”, “Populorum Progressio”, “Laborem Exercens”, “Sollicitudo Rei Socialis”, “Centesimus Annus”; Constitución apostólica “Gaudium et Spes” y Carta apostólica “Octogesima Adveniens”*. Madrid: B.A.C.



- Reinhard M, Helge W. (2005). *Ética Social Cristiana. Doctrina Social de la Iglesia*. Valencia: EDICEP.
- Schooyans M. (2006). *La enseñanza social de la Iglesia*. Madrid: Palabra.
- Sierra R. (1997). *Diccionario social de los padres de la Iglesia. Selección de Textos*. Madrid: EDIBESA.

## Webs related

Departamento de Ciencias Humanas y Religiosas:  
<http://www.ucam.edu/evangelizacion/servicios/dchr>

La Santa Sede: [http://www.vatican.va/phome\\_sp.htm](http://www.vatican.va/phome_sp.htm)

Pontificio Consejo "Justicia y Paz":  
[http://www.vatican.va/roman\\_curia/pontifical\\_councils/justpeace/index\\_sp.htm](http://www.vatican.va/roman_curia/pontifical_councils/justpeace/index_sp.htm)

Pontificio Consejo "Cor Unum":  
[http://www.vatican.va/roman\\_curia/pontifical\\_councils/corunum/corunum\\_sp/index\\_sp.htm](http://www.vatican.va/roman_curia/pontifical_councils/corunum/corunum_sp/index_sp.htm)

## Recommendations for future study

We recommend to take into account the teacher at the beginning of the course.

Look up basic and complementary bibliography.

It is important to keep the subject up to date and develop the exercises proposed together with the work of the course in the theoretical part.

## Instructional Material

Following materials are recommended for the correct development of the subject:

1. Writing material
2. [The student will perform personal work with a PC with all the necessary programs installed \(text editor, spreadsheet, presentation tools, etc.\)](#)
3. [Bibliography and recommended reading.](#)

## Tutorials

## Brief description

## Social Doctrine of the Church

These tutorial have the aim of guiding and consolidating knowledge and abilities taught in the classes of the subject, at the same time will help to solve problems and doubts asked by the students. The hours for the tutorials will also be employed to the performance, follow up and assessment of the different tasks in order to contribute to the understanding of the subject methodology and systems of assessment. The tutorials of this subject can complemented with workshops open to students from different degrees, since through the inter-university relationship we can reach the goal of integral education.

The student can also use the timetable offered to students to solve questions and doubts.