

Religion, Culture and Values

Code: 102017
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

Prerequisites for this subject are not required.

Anyone who is in the condition of being enrolled in a third or fourth year subject of the Degree in Educational Sciences may be a student. This subject is part of a block or module of 4 subjects: the "Theology and its pedagogy", which once completed enable students to teach the subject Catholic Religion in elementary and primary education.

We can find it all on the website of the Spanish Episcopal Conference:

https://conferenciaepiscopal.es/wp-content/uploads/2013/04/comisiones_ensenanza_DECaprogramainfantil.pdf

and also in: www.religio.cat

Objectives and Contextualisation

1º To train and prepare future teachers of religious scholastic education, in the field of Infant Education and Primary Education, which guarantee a high quality Catholic religious and moral education, offered to students from respect for their own freedom and in the academic sphere

2º Promote biblical reading and the use of biblical texts: symbols, literary genres, contexts, religious intentions of texts

3º Present a basic biblical theology based on the great themes of the history of Salvation and help the understanding of the progressive revelation of God that culminates in Jesus Christ, Incarnate Word

4º Offer an updated synthesis of the essential contents of the Christian faith and the necessary synthesis between faith and culture, faith and science, especially in the subjects where there may be more risk of misunderstanding

5º Provide the appropriate articulation of the faith with the whole of the knowledge

6º Deepening the moral dimension of man in the light of the Christian message

Competences

Early Childhood Education

- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Reflect in groups on the acceptance of rules and respect for others.
- Respect the diversity and plurality of ideas, people and situations.
- Systematically observe learning and coexistence contexts and learn to reflect on them.

Primary Education

- Know about religion throughout history and its relationship with culture.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Respect the diversity and the plurality of ideas, people and situations.

Learning Outcomes

1. Assessing the value of actual social situations that occur in the immediate social environment, and encouraging responses to these situations that promote respect for human rights.
2. Defend, modify and rebuild ones own ideas and convictions through acceptance and appreciation of different opinions and judgments.
3. Interpreting systematically the practice of religion in different cultures and its social, ethical and cultural influence, in order to acquire respectful conducts towards other religions and cultures.
4. Know about religion throughout history and its relationship with culture.
5. Produce materials and sequences that facilitate the understanding of different beliefs, emphasizing the common aspects of these beliefs.

Content

RELIGION, CULTURE AND VALUES

Character: optional Credits: 6

The Christian religion in the context of the great religions of humanity. The world of faith, religious sense of life, contemporary atheism. Proposals of transcendence. Introduction to biblical culture, the handling and reading of the Bible and the discovery of its rich religious, human and social message. Presence of faith in the different areas of our culture and current life. Moments of overture to transcendence: meaning of life, suffering, death, life beyond life. Purpose and meaning of religious teaching.

1. Identity of the area of religion and morality in the school. - Nature and purpose of school religious education. - Legitimacy of religious formation in the school - Current legislation in Catalonia, Spain, Europe. Specific character of religious education in school. Different modes of presence of the religious fact in the school, public and concerted.

2. The religious fact in the history and structure of the human being - Religious experience: anthropological reality. - The Religious Fact and its different social, moral, cultural, artistic manifestations. - The Religious Fact today. Main traditions and religious beliefs present in our society: Christianity, Judaism, Islam, Buddhism, other beliefs. The world of unbelief

3. Christian religious fact and culture - Evangelization and inculturation of the faith - The Church and culture. The relationship between faith and reason - Man in search of God. Religion and culture - Christian roots of

the culture of our land - The challenges of today's culture - The task of the ERE: to insert the gospel into the heart of culture. - Influence of Christianity on our cultural heritage - Intercultural and interreligious dialogue in the construction of civic coexistence.

4. The Gospel and the new evangelization - The search for meaning and the freedom of faith. - The good news in the transmission of culture - Essential contents of the new evangelization applied to the school reality - The humanizing value of the religious. Evangelization and personal development - Main difficulties for evangelization in school

5. The human person - Creation, vocation, human condition, ultimate meaning of life

6. What message does the Bible want to convey to us? Introduction to the knowledge of the Bible - Structure and Books that make up the Bible. - Origin and formation of the Old Testament and the New Testament. - Most common literary genres. - The concept of history in Judaism, Christianity and Islam - The Bible word of God. - The revelation of God in the Bible. - The Bible, human word.

7. Is it possible to reconcile the story of the creation of the Bible with Science?

God Creator and provident: Narrations of the book of Genesis on Creation and the origin of the world. The dignity of the human being. Appreciation and appreciation of oneself. Education of self-esteem and freedom. Appreciation and respect for all human beings: the other as a brother. Relationship of man with nature. The cultivation of sensitivity and care of nature. - Revelation of the salvific truth: The design of God on man. Rupture of man: sin. The Faithfulness of God: promise and hope of salvation.

8. The Covenant of God with his people - The revelation of God in history: religious significance of the history of Israel. - Story of salvation history in the Old Testament. - Great biblical themes and their religious and social significance: Exodus, Alliance, The Prophets. - Biblical characters and their meaning in the believing experience of Israel and in the Christian experience. - Values that stand out in the Alliance The value of careful listening. Promises and commitments, their importance in social life. The value of loyalty, responsibility, fidelity.

Methodology

Explanation in the classroom, use of audiovisual materials and internet resources, and personal and team work.

Classroom work is done with the presence of teachers, teamwork or group, autonomously but is evaluated individually or in classroom exposition.

Throughout the course we have scheduled a guided visit to the "Sagrada Família", as a synthesis of faith and culture in modernism and contemporary art in Catalonia. There is also a visit to the diocesan Caritas of Terrassa and / or the visit to a parish of the Diocese. A session is scheduled with professors or teachers of Catholic Religion at the public school, preferably, to learn more from praxis to school.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Work in the classroom. Visits.	45	1.8	4, 2, 5, 3, 1
Type: Supervised			
Didactical job in group	10	0.4	4, 5, 3, 1
Type: Autonomous			

Biblical work	28	1.12	4, 5, 3, 1
Other readings	10	0.4	4, 2, 5, 3, 1
Reading texts, viewing videos, Faith and science	15	0.6	4, 2, 5, 3, 1

Assessment

The evaluation consists of individual and team work, with the weighting reflected in the annexed table. The most important part, biblical work (delivered no later than June 20, 2019), can be recovered during the last week of June (June 27, 2019). The delivery of written works can be done until June 20, 2019.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Biblical - cultural - value work	45%	22	0.88	4, 2, 5, 3, 1
Didactical work	25%	10	0.4	5, 3, 1
Faith and science	30%	10	0.4	4, 2, 5, 3, 1

Bibliography

1. Bíblia Catalana. Traducció interconfessional, Barcelona, 2005
2. La Sagrada Biblia, Conferencia Episcopal Española, 2010
3. Catecisme de l'Església Catòlica, Coeditors catalans del Catecisme, Barcelona, 2005
4. *Catecismo de la Iglesia Católica*, Asociación de Editores del Catecismo, Madrid 1997
5. Catecisme de l'Església Catòlica, Coeditors Catalans del Catecisme, Barcelona 1998
6. *YOUCAT, Catecisme jove de l'Església Catòlica*, Ediciones Encuentro, Madrid 2011.
7. CONCILIO VATICANO II; *Constitució DEI VERBUM*, *Constitució D. LUMEN GENTIUM*, *Const. past. GAUDIUM ET SPES*.
8. Escaffre, Bernadette; Evangelio de Jesucristo según San Juan, Cuadernos bíblicos 145-146; Estella (Navarra), 2017
9. Raynier, Chantal; Para leer a San Pablo; Verbo Divino, Estella, 2009
10. SAYÉS, JOSÉ ANTONIO; *Teología para nuestro tiempo*. Madrid, 1995
11. Fides et ratio, Juan Pablo II

The first seven bibliographical resources exist in the English language. The Bible in English recommended is the Jerusalem version of the Bible.