

Religion, Culture and Values

Code: 102017
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	2
2500798 Primary Education	OT	4	2

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

External teachers

Joan Carles Montserrat Pulido

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://www.conferenciaepiscopal.es/deca/>

Objectives and Contextualisation

The purpose of this subject is to allow access to become a teacher of religion in public, chartered and private schools.

Demand is currently very high and there are constantly vacancies to be filled in all Territorial Services. They are usually difficult to cover places.

It is part of a body of 4 subjects, of which we teach one at the UAB since our Faculty was founded.

Of the students who have taken it, many currently work as permanent workers in public or charter schools. Being a teacher of religion is also compatible with being a teacher of everything that the qualification itself entitles you to.

The subject "Religion, culture and values" is connected to a block of three others that can be taken online to complete the entire module. And with two of them approved, you can currently become a teacher with a provisional assignment until you finish the entire module.

OBJECTIVES

1. To present the religious fact from the broader vision in relation to culture and values.
2. To train and prepare future teachers of school religious education, in the field of EI and EP, who guarantee a quality Catholic religious and moral training, offered to students with respect for their own freedom.
3. To contextualize the religious fact in today's educational world, taking into account the diversity and plurality of students.
4. To facilitate access to the reading of the great religious texts and the Bible and the understanding of their symbolic world: symbols, literary genres, contexts and religious intention.
5. To 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, the Incarnate Word.
6. To 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.
7. To provide the appropriate articulation of faith with all knowledge.
8. To deepen the moral dimension of the person in the light of the Christian message.

Competences

Early Childhood Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Systematically observe learning and coexistence contexts and learn to reflect on them.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.

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. Explain the explicit or implicit code of practice of one's own area of knowledge.
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. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.

Content

In this subject we approach an essential fact for many people: faith. And faith as a vehicle of culture, which has generated a way of living, understanding the world, the values that derive from it, the festivals and events of people's lives, place names...

How to bring these concepts to the classroom? How to reflect from the large number of options? How to assume, deepen one's faith while valuing respectful and kind coexistence with others who do not share our worldview? From a knowledge of one's own roots, a path of approach can be made to each person we meet at school and in life.

The most relevant contents are the following: Christian religion in the context of the great religions of humanity. The world of faith, religious sense of life, contemporary atheisms. Proposals of transcendence. Introduction to biblical culture, handling and reading 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 openness to transcendence: meaning of life, suffering, death, life beyond life. Purpose and meaning of religious education.

And they are specified as follows:

1. The identity of the area of religion and morality in the school world.

Nature and purpose of school religious education. - Legitimacy of religious training in school - Current legislation in Catalonia, Spain, Europe. Specific nature of religious education at school. Various modes of presence of the religious fact in the school, public and organized.

2. The religious fact in history and in the structure of the human being.

The religious experience: anthropological reality. - The Religious Event and its different social, moral, cultural and artistic manifestations. - The Religious Event today. Main religious traditions and beliefs present in our society: Christianity, Judaism, Islam, Buddhism, other beliefs. The world of disbelief

3. The 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 the current culture - The task of the ERE: to insert the gospel into the heart of the culture. - Influence of Christianity on our cultural heritage - Intercultural and interreligious dialogue in the construction of citizen 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 school reality - The humanizing value of religion. Evangelism and personal development - Main difficulties for evangelism in the school

5. The human person.

Creation, vocation, human condition, ultimate meaning of life.

6. The message that the Bible wants to convey

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. The account of creation in the Bible and Science.

Creator and Provident God: Narratives from the book of Genesis about Creation and the origin of the world. The dignity of the human being. Self-esteem and assessment. Education of self-esteem and freedom. Love and respect of all human beings: the other as a brother. Man's relationship with nature. The cultivation of sensitivity and the care of nature. - Revelation of the salvific truth: God's plan for man. Man's brokenness: sin. God's Faithfulness: promise and hope of salvation.

8. The Covenant of God with his people.

God's Revelation in History: Religious Meaning of Israel's History. - Account of the history of salvation 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 attentive 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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Work in the classroom to explain the proposed syllabus with active participation of the students. Participation of experts. Knowledge of Caritas-Mans Unides, Sagrada Família, places of cultural-religious interest, visit to a parish community	45	1.8	4, 3, 1
Type: Supervised			
Didactic work on a topic of culture or values in relation to faith, in group	11	0.44	4, 3, 1
Type: Autonomous			
Personal work on faith-science-values-culture	26	1.04	4, 3, 1
Reading texts, viewing videos	26	1.04	4, 3, 1

Assessment

Assessment is the process established to assess the achievement of learning outcomes based on the evidence defined in the subject guide.

The evaluation of the subject will be carried out throughout the academic year through the proposed activities (the program given at the beginning of the subject will specify the activities and assignments to be carried out). It is essential that the student demonstrates that he is responsible and rigorous in his independent work, participates actively in classes, shows critical thinking and behaviors that favor a kind and positive, democratic environment where differences are respected.

Communication skills

In order to pass this subject, the student must demonstrate, in the activities proposed, good general communication skills, both orally and in writing, and a good command of the language or languages listed in the teaching guide. This competence is a requirement. In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

Copying and plagiarism

Copying and plagiarism are intellectual theft and therefore constitute a crime that will be sanctioned with the grade "zero". In the case of copying between two students, if it is not possible to know who copied who, the penalty will be applied to both students. Fraudulent use of artificial intelligence will result in the evaluation activity being considered suspended with a 0.

presence

Attendance at face-to-face classes of the subject is mandatory at 80%, in order to be able to carry out the continuous assessment. The supporting documents that are sometimes presented in case of absence serve only to explain the absence, in no case are they an exemption from attendance. If someone cannot meet the percentage of attendance established, they cannot take part in the continuous assessment, and they will have to attend the recovery, as long as they have previously submitted 66% of the assessment activities.

Evaluation

In this subject, 3 assessment activities must be carried out. They will explain and justify themselves on the first day of class. Recoverable activities are those that have been suspended. The maximum rating (in recovery) that can be obtained is 5 out of 10.

The deadlines for the teaching staff to return, return or grade assessment activities are established between 15 and 20 working days, approximately.

Evaluation dates:

- Critical commentary on texts on: faith, science, culture and values (individual): end of March.
- Analysis of a case/example coexistence in the classroom of various religious traditions and beliefs (individual): end of May.
- Classroom work proposal in one of the three areas (religion, culture and values) related to volunteering, cooperation with the third world, the reality of the fourth world, among others (group): 20 June 2024

Unique assessment

The single assessment must be requested within the deadlines and according to the mechanisms that the Faculty of Education Sciences has planned (consult the faculty website).

This subject foresees the single assessment. In this case, attendance is essential for the evaluation. If someone does not fulfill it, they can present themselves at the recovery call, as long as they present 66% of the assessment activities by the established date. All evaluation activities must be presented, but the rating for each of them will not exceed 5 out of 10.

The delivery date at the end of June (in the program of the first day will be specified). The assessment activities are:

- Critical commentary on texts on: faith, science, culture and values (individual): 20%
- Analysis of a case/example coexistence in the classroom of various religious traditions and beliefs (individual): 20%
- Classroom work proposal in one of the three axes (religion, culture and values) related to volunteering, cooperation with the third world, the reality of the fourth world, among others (individual): 45%
- Evaluation interview: 15% (time and place will be specified).

The recovery date (for both continuous and single assessment) is: July 4, 2024.

Gender perspective

During the sessions, the gender perspective will be taken into account through the review of androcentric biases, the questioning of gender assumptions and hidden gender stereotypes, the incorporation of knowledge produced by women, and the critical perspectives that uncover androcentric conceptualizations and put clearly the social and cultural causes and mechanisms that underpin gender inequalities.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of a case/example coexistence in the classroom of different	25%	10	0.4	4, 2, 3, 5,

religious traditions and beliefs (individual)				1
Classroom work proposal in one of the three axes (religion, culture and values) related to volunteering, cooperation with the third world, the reality of the fourth world, among others (group)	50%	22	0.88	2, 3, 5, 1
Critical commentary on texts on: faith, science, culture and values (individual)	25%	10	0.4	4, 3, 5, 1

Bibliography

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https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_nostra-aetate.htm

(*) As we can see, part of the bibliography does not mention specific authors because they are texts belonging to the bimillennial ecclesial tradition, the work of women and men who compiled the basic texts that enrich the faith of believers, and allow the approach to the same faith, as scholars, to those who do not share it in part or in whole.

Software

It is not required