

Teaching guide

IDENTIFICATION DETAILS

Degree:	Business Administration and Management		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	INTRODUCTION TO THEOLOGY		
Type:	Compulsory	ECTS credits:	6
Year:	4	Code:	7140
Teaching period:	Seventh semester		
Subject:	Anthropology		
Module:	Business Management and Human Development Tools		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

In this subject, students will ask themselves about the meaning of life or, in a colloquial way, about the 'why all this? ' We will take a tour of the different answers that humanity has given to this question throughout history. Responses that have given rise to the birth of vital philosophies, such as Stoicism and Epicureanism in the West or Buddhism and Tao in the East, and also to the religious phenomenon. Even answers from the 20th century that postulate the absence of a response, such as existentialism. These philosophies and the different religious responses will be analyzed, from primitive religions that divinize the forces of nature, to monotheisms such as the religion of Aton in ancient Egypt, or the religions of the book, Judaism, Christianity and Islam, as well as other religions such as Hinduism. The analysis will end with a critical analysis of the claim of Christianity and of the Catholic Church.

This subject is, in itself, a reflection on the search for meaning in human existence, on the question of God, on man as a naturally religious being and on the importance of the religious fact in human history and culture. It seeks to understand the possible relationship between faith and reason, to obtain basic knowledge of the comparative history of religions and, in particular, to know biblical faith in its sources, the claim of Jesus Christ to be the answer to the question about the meaning of life, and the experience of the Christian faith in the bosom of the Church as a visible institution in and through which the One wanted to give continuity to his message and his promises of salvation in every time and place. In addition, within the context of its general description and taking into account the development of the topics of the program, this subject will address aspects related to the link between economic-business activity and its connection with the religious fact, throughout history, with special attention to the proposal made by Catholic theology in relation to what has been called Catholic social doctrine.

GOAL

Work on the question of the ultimate meaning of life, which leads us to the question of God, and examine the most common answers to this problem, in the orders of reason and religious faith, as well as the implications that follow from it for 21st century man; especially for the student or future professional of the ADE Degree.

The specific aims of the subject are:

Recognize the importance of the question about the meaning of life and its connection with the problem of the question of God

Examine the most important philosophical arguments about the existence of God inherent to agnosticism, atheism, and theism

Define what religion is based on its fundamental elements

To know the theoretical and practical principles of the most important religions and their answer to the question about the meaning of life.

To know the anthropo-theological claim of Jesus of Nazareth as an answer to the question about the meaning of life.

Examine the Catholic Church's claim to be the 'place' where the promises of human salvation offered by Jesus of Nazareth fully subsist

PRIOR KNOWLEDGE

Those acquired in the subjects of the humanistic training plan that the students of the Degree took during the previous years. This course integrates, as a final synthesis, all the humanistic knowledge addressed and acquired over the four courses of the career, in order to promote the expected synthesis of knowledge.

COURSE SYLLABUS

REASON AND MEANING OF THE SUBJECT OF I. THEOLOGY.
THE QUESTION ABOUT THE MEANING OF LIFE.
THE ANSWER FROM REASON.
THE ANSWER FROM THE RELIGIOUS SENSE AND FROM THE RELIGIOUS FAITH.
THE PROPOSAL OF JESUS OF NAZARETH AND THE CHRISTIAN RELIGIOUS FACT.

EDUCATION ACTIVITIES

The following training activities will always seek to maintain a general proactive approach, with absolute respect for the student's freedom of conscience and their moment of life, trying to help them understand the topics covered in the subject; with concrete examples, especially of an experiential nature. Of all the activities mentioned here, the teacher will use those that he considers most methodologically appropriate for the good development of the learning objective of the subject, in each of the groups in which this subject is taught. In this same sense, on the first day of class, when explaining the Teaching Guide for this subject, the teacher will make it completely clear to the students which of all these training activities, mentioned here, are the ones that are going to be carried out in each specific group. In-person activities:

- Renewed master classes (presentation, debate and understanding of the fundamental aspects of the subject's syllabus).
- Individual and/or team research work (cooperative work in small groups).
- Multiple exercises: analysis, criticism and commentary of texts, films, videos, participation in training sessions, round tables, seminars and forums.
- Shared self-observation exercises about one's own life experiences.

Non-face-to-face activities:

- The student's independent study of the contents of the subject's syllabus, with the help of the various existing pedagogical resources.
- Research based on various sources and documents (analysis, data synthesis, development of conclusions and prospects).
- Individual and/or group preparation of the final drafting of research papers and multiple exercises.
- Preparation of individual and/or group exhibitions in class.
- Preparation of individual self-observation exercises on own life experiences.
- Tutoring: their purpose is to provide personalized attention and support to each student in clarifying any doubts that may have arisen in the development of the training activities specified in the GD and in the study of the content of the topics in the course program. For the tutoring celebration, the student and teacher will mark it beforehand, at the end of the class or by email. The student may request all the tutoring he deems necessary. In the same way, students can request group tutoring. The teacher may also organize individual or group tutoring, which is mandatory for the student, if he deems it appropriate. Students will always have the teacher at their complete disposal. These tutorials, if they cannot be carried out in person, can be carried out remotely, using the CANVAS computer tool.
- CANVAS virtual classroom: all students must consult, permanently, the virtual classroom for the subject. There they will find pedagogical resources for the preparation and study of the subject, as well as all the communications and information that the teacher deems appropriate and necessary to give throughout the course, aimed at all the students in the class.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Ability to carry out synthetic and analytical thought.

To raise awareness about social and environmental issues.

To possess a strong work ethic.

General Skills

Ability to carry out synthetic and analytical thought.

To raise awareness about social and environmental issues.

To possess a strong work ethic.

Specific skills

Develop habits of rigorous thinking.

Analyze and synthesize the main ideas and contents of all types of texts; discover the theses contained in them

and the issues they raise, and critically judge their form and content.

Develop attitudes of respect and dialogue with other cultures and religions in the search for truth.

Cultivate an attitude of intellectual concern and the search for truth in all areas of life.

LEARNING RESULTS

It identifies the situation of man in the face of the mystery of his existence.

Discover the religious concern that is inherent to him as the deepest manifestation of his yearning for truth and meaning.

It infers the distinction and complementarity between reason and faith as instruments of approach to truth

Distinguish the different ways of placing oneself before God, the ways of accessing Him and the possible approaches to their relationship with man

Understand what is central to the religious fact

Recognize the essence of the answer that has been given to the question of meaning since the great religions.

Identifies the fundamental elements of the Christian faith; in particular, the value and mission of the Person of Christ and the meaning or role of the Church

Assesses the importance of the transcendent dimension of the person in the framework of an educational project of integral formation

Identify the critical capacity of religious thought in relation to the various economic models that have emerged in different historical societies. With special emphasis on safeguarding the universal virtues of dignity, justice and equity.

LEARNING APPRAISAL SYSTEM

By means of the tests established here, for the proper development of the evaluation, it is possible to know objectively if the student has correctly assimilated the contents of the subject; and, in turn, it allows us to verify if they have achieved the learning results and competencies proposed (or, if on the contrary, they need to go deeper into achieving all this).

ORDINARY CALL (According to academic calendar):

-ORDINARY EVALUATION SYSTEM: First of all, students are reminded that attending face-to-face classes is mandatory at the UFV. As this is a continuous evaluation, in order to obtain a positive grade for class attendance and participation, the student may not have more than 20% of unjustified absences of attendance. If I exceeded them, I would have a 0 in this section.

As established by the Degree in Business Administration and Management, a minimum grade of 4 must be

obtained in order to pass the block of exercises and research.

The student must undergo the following evaluation tests:

- 1.- Final examination of the contents of the syllabus [may be as an objective and/or development test or both at the same time]. It is required to obtain, at least, a 5 in the final exam]: 60%
- 2.- Research work and/or exercises: 30%
- 3.- Attendance and participation (continuous evaluation in the classroom): 10%

-ALTERNATIVE EVALUATION SYSTEM: Students who for any reason that the Degree Management understands as justified (Erasmus, have academic exemption, or some reason of force majeure) cannot attend all or part of the classes, must duly communicate this, and at the beginning of the course, to the teacher of the subject; presenting the relevant JUSTIFICATION. In place of their absence and non-participation in the renewed master classes, they must perform an alternative task that the teacher himself will indicate to them at the beginning of the course. It is the sole and direct responsibility of the student to inform the teacher, at the beginning of the semester, of any of the exceptional situations indicated. In the same way, students enrolled in this evaluation system will have to undergo the full development of the rest of the evaluation tests referenced in the ordinary evaluation system.

NOTE: To ensure meaningful learning, on the part of the student, the delivery dates of the proposed activities, individual and group work will be scrupulously respected.

EXTRAORDINARY CALL (According to the academic calendar): Students who have not passed the subject in the ordinary call must apply to:

- 1.- Final examination of the contents of the syllabus [may be as an objective and/or development test or both at the same time]. It is required to obtain, at least, a sufficient score in the final exam]: 60%
- 2.- Exercises or research work: 40%

Honorary Enrollment: where appropriate and only at the discretion of the teacher, an honor enrollment (for every 20 enrolled students) will be awarded to those students who have obtained the highest final grade of the subject, above 9, and, on the other hand, has/ have shown a particularly significant academic performance both in terms of results and in their attitude in class.

Final note: Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

ANTUÑANO, S., HUVELLE, S., and SÁNCHEZ, F.L., Sense seeks man. Historicity and meaning of the claim of Jesus Christ Francisco de Vitoria University
(ANTUÑANO, S., HUVELLE, S., and SÁNCHEZ, F.L., Sense seeks man. Historicity and meaning of the claim of Jesus Christ Francisco de Vitoria University , 2014||BARRIO, J.M. Anthropology of the religious fact 2006)

GIUSSANI The religious sense 2001

LACALLE, M. Introduction to Theology. The Essential Knowledge of the Catholic Faith 2001

Additional

COFFY, R. The God of Atheists: Marx, Sartre, Camus 1967
(COFFY, R. The God of Atheists: Marx, Sartre, Camus 1967 , ||DÍAZ, C. Manual of the History of Religions 1997)

SALAS PARRILLA, M. The meaning of human life in diverse cultures. 2003