



## Information about the subject

**Degree:** Bachelor of Science Degree in Business Administration and Management

**Faculty:** Faculty of Legal, Economic and Social Sciences

**Code:** 300207 **Name:** Science, Reason and Faith

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 2

**Module:** Humanities

**Subject Matter:** Ethics **Type:** Compulsory

**Department:** Accounting, Finance, and Management Control

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** English, Spanish

### Lecturer/-s:

302A	<u>Santiago Emilio Vidal Tormo</u> ( <b>Responsible Lecturer</b> )	santiago.vidal@ucv.es
302B	<u>Santiago Emilio Vidal Tormo</u> ( <b>Responsible Lecturer</b> )	santiago.vidal@ucv.es
302C	Julen Alexandre Carreño Aguado ( <b>Profesor responsable</b> )	ja.carreno@ucv.es
30GI2	<u>Jose Manuel Hernández Castellón</u> ( <b>English Responsible Lecturer</b> )	jm.hernandez@ucv.es



## Module organization

### Humanities

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anthropology	6,00	Anthropology	6,00	1/1
Ethics	12,00	Ethics and Deontology	6,00	3/2
		Science, Reason and Faith	6,00	2/2

## Recommended knowledge

No specific prior knowledge is required beyond a completed high school level.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Demonstrate possession and understanding of knowledge in a field of study that builds upon general secondary education, typically reaching a level supported by advanced textbooks and including aspects that involve knowledge from the forefront of the field. [RAB1]
- R2 Be able to convey information, ideas, problems, and solutions to both specialized and non-specialized audiences in both Spanish and English. [RAB4]
- R3 Demonstrate a high degree of autonomy in learning. [RAB5]
- R4 Develop theoretical-practical responses based on the sincere pursuit of complete truth and the integration of all dimensions of the human being in the face of life's big questions. [RAT1]
- R5 Apply the principles derived from the concept of integral ecology in their proposals or actions, regardless of the scope, area of knowledge, or contexts in which they are proposed. [RAT2]



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3	15,00%	Objective Tests
R1, R2, R5	25,00%	Completion of Theoretical-Practical Activities
R3, R4	10,00%	Class Attendance and Participation
R1, R2, R3, R5	50,00%	Final Exam
R2, R3	10,00%	Participation in Synchronous Communication Activities
R1, R5	15,00%	Deliverable Activities
R2, R5	15,00%	Periodic Evaluations Through Online Questionnaires
R1, R3, R5	10,00%	Participation in Discussion Forums
R1, R3, R5	50,00%	Final evaluation with essay questions and practical scenarios (In-person activity)

### Observations

there is no

### MENTION OF DISTINCTION:

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Lecture of contents by the teacher, analysis of competencies, explanation, and demonstration of abilities, skills, and knowledge in the classroom.
- M3 Supervised group work sessions led by the teacher. Study of economic-business cases, both real and fictitious. Meaningful construction of knowledge through student interaction and activity. Critical analysis of values and social commitment.
- M4 Supervised monographic sessions with shared participation.
- M5 Application of interdisciplinary knowledge.
- M6 Personalized and small-group attention. Instruction and/or guidance period conducted by a tutor with the aim of reviewing and discussing materials and topics presented in classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative, or summative assessment of the student.
- M9 Group preparation of readings, essays, problem-solving, seminars, assignments, reports, etc., to present or submit in theoretical classes, practical classes, and/or small-group tutorials.
- M10 Student study: individual preparation of readings, essays, problem-solving, seminars, assignments, reports, etc., to present or submit in theoretical classes, practical classes, and/or small-group tutorials.
- M11 Presentation of content by the teacher, analysis of competencies, explanation, and demonstration of skills, abilities, and knowledge in the virtual classroom.
- M12 Group work sessions via moderated chat led by the teacher. Study of economic-business cases, both real and fictitious, to construct knowledge through student interaction and activity. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.



- M14 Problem-solving, comments, reports, to be submitted at deadlines throughout the course.
- M15 Individual attention for monitoring and guidance of the learning process, conducted by a tutor with the objective of reviewing and discussing materials, topics, seminars, readings, completion of assignments, etc.
- M16 Participation and contributions to discussion forums related to the subject, moderated by the course instructor.
- M17 Set of tests, written or oral, used in the initial, formative, or summative assessment of the student.
- M19 Group preparation of readings, essays, problem-solving, seminars, assignments, reports, etc., for dissemination or submission.
- M20 Student study: individual preparation of readings, essays, problem-solving, seminars, assignments, reports, etc., for discussion or submission in electronic format.



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
On-campus Class M1, M4	R1, R2, R3	45,00	1,80
Practical Class M4, M9	R1, R3, R5	30,00	1,20
Seminar M10	R1, R2	9,00	0,36
Group Project Presentation M4, M9	R5	12,00	0,48
Tutoring M6	R5	12,00	0,48
Evaluation M5	R1, R2, R5	2,00	0,08
<b>TOTAL</b>		<b>110,00</b>	<b>4,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group Work M3	R1, R2, R5	25,00	1,00
Individual Work M7	R2, R5	15,00	0,60
<b>TOTAL</b>		<b>40,00</b>	<b>1,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Synchronous Virtual Session M14, M16	R2, R3	8,00	0,32
Synchronous Virtual Practical Session M12, M13	R3	8,00	0,32
Synchronous Virtual Seminar and Videoconference M19	R1, R2, R3, R5	8,00	0,32
In-person Assessment M17, M20	R2, R3	2,00	0,08
Group Work M19	R5	15,00	0,60
Individual Work M17, M20	R2, R3	50,00	2,00
<b>TOTAL</b>		<b>91,00</b>	<b>3,64</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual Tutoring M15	R1, R2	10,00	0,40
Discussion Forums M12, M13	R5	19,00	0,76
Continuous Assessment Activities M17	R5	30,00	1,20
<b>TOTAL</b>		<b>59,00</b>	<b>2,36</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block

Contents



## Contents

**UD 1. Science and Religion.** This unit presents science and religion as two major worldviews called to complement each other through the mediation of philosophy. It addresses different types of religiosity, as well as the two main forms of non-religiosity: atheism and agnosticism.

**UD 2. Scientific Knowledge and Religious**

**Knowledge.** This unit explores the epistemological characteristics of scientific and religious knowledge: principles, object, methodology, scope, and limits. It highlights the need for both types of knowledge to achieve an adequate understanding of reality.

**UD 3. Relationships between Science and**

**Religion.** This unit addresses the types of relationships that can occur—and have historically occurred—between science and religion as human activities: conflict, independence, dialogue, complementarity, integration.

**UD 4. Scientific Materialism.** This unit explains the nature of scientific materialism and its implications for the understanding of the human being in relation to the characteristics of intelligence and freedom. Concepts such as matter, spirit, scientism, determinism, indeterminacy, freedom, mind, and brain are studied.

**UD 5. Science and Faith.** Reception of scientific knowledge from antiquity in Christian culture.

**UD 6. Church Fathers and the Middle Ages.** This unit addresses the role of the Church Fathers in preserving knowledge in Europe after the fall of the Roman Empire, as well as the Church's significant contribution to the promotion of culture: medieval manuscripts, libraries, and the creation of universities.

**UD 7. The Birth of Modern Science.** This unit explores the origins of the scientific revolution: the nature of modern science, its most representative figures, and its precursors in the Middle Ages.

**UD 8. The Galileo Case.** The historical figure of Galileo: the trial against him, the Church's position then and now. Contrast with the figure of Copernicus.

**UD 9. Cosmology and Creation.** The origin of the universe. Review of the main scientific theories about the origin and expansion of the universe. Interpretation of the religious



proposal of creation. The relationship between both views.

**UD 10. Darwin and the Theory of Evolution.**The historical figure of Darwin. How his theory of evolution developed. The Church's position on it: divine Creation and Providence, and human uniqueness. Developments of Darwinian evolutionary theory. The difference between evolutionary theory and radical evolutionism.

**UD 11. The Origin of Life and of Humanity.**Main scientific theories on the origin of life and humanity. Human dispersion. Specificity of *Homo sapiens sapiens*.

**UD 12. Modern Scientists and the Question of God.**Overview of various relevant figures in modern science, considering their positions on the question of God: believing scientists, agnostics, and atheists. This shows that science neither affirms nor denies God; rather, religious belief constitutes a human experience irreducible to mere scientific knowledge, which lacks the capacity to refute it.

**UD 13. Science and Ethics.**The ethical nature of the human being. Main ethical paradigms. The essential character of the ethical dimension in professional practice. The social dimension of ethics.

**UD 14. Science, Religion, and the Environment.**Integral ecology. Pope Francis' proposal to care for our common home.

**UD 15. Christianity and the History of Religions.**Specificity and originality of the Christian religion in contrast with the other four major religions (Judaism, Hinduism, Islam, Buddhism).

## Temporary organization of learning:

Block of content

Number of sessions

Hours

Contents

55,00

110,00



## References

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