



Information about the subject

Degree: Bachelor of Science Degree in Criminology

Faculty: Faculty of Legal, Economic and Social Sciences

Code: 1300211 **Name:** Science, Razón and Faith

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

Module: Transversal knowledge and techniques in criminology

Subject Matter: Philosophy **Type:** Compulsory

Field of knowledge: Arts and Humanities

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1302A Monica Aroca Bernabeu (**Responsible Lecturer**)

monica.aroca@ucv.es



Module organization

Transversal knowledge and techniques in criminology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Philosophy	18,00	Anthropology	6,00	1/1
		Science, Razón and Faith	6,00	2/2
		Social Morality-Deontology	6,00	4/1
Modern Language	6,00	Criminological English	6,00	1/2

Recommended knowledge

not required.



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 Describing with ease the characteristics of the different forms of knowledge (technical, scientific, philosophical, theological) that allow a broad and integrated vision of the human being and not a limited one.
- R2 Adequate assessment of the person and the factors that constitute his or her nature: physical, psychic, rational and spiritual.
- R3 Recognizing the social nature of the person and the primacy of love in human relations, valuing the foundations of solidary action.
- R4 Understanding the dynamics of freedom and its implications: moral responsibility.
- R5 The acquisition of the basic notions of science and the processes of hominization and humanization.
- R6 Reflection and reasoning on existential issues: longings, limits and transcendence.
- R7 Identifying the place of affection and emotions in the person.
- R8 Sharpening the sense of faith in order to be able to establish a fruitful dialogue with today's mindset and culture regarding the human condition and its fundamental problems.
- R9 Being able to go deeper into the reasons for their hope.
- R10 The ability to be receptive to all those theories and thoughts that do not convince the student by being respectful to those who hold or have held them.
- R11 The ability to explain the complexity of justice, the common good and the configuration of political society and the State.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Showing a command and understanding of knowledge in an area of study that is based on the general secondary education and that is usually at a level that implies the support on advanced textbooks but also the inclusion of knowledge from the cutting edge of their field of study.			X	
CB2	Being able to apply their knowledge to their jobs or vocational activities professionally and holding the competences that are demonstrated through the elaboration and defence of arguments as well as the solution of problems within their area of study.				X
CB3	The ability to gather and interpret relevant data (normally within their area of study) so as to make judgements that include a reflection on relevant social, scientific or ethical issues.			X	
CB4	Being able to convey information, ideas, problems and solutions to a specialised or non-specialised public.			X	
CB5	Having developed the learning abilities necessary to pursue postgraduate studies with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
CG1	Understanding and integrating the different theories and scientific knowledge developed by Social, Legal and Behavioural Sciences through a critical lens in order to understand the sociocultural and personal context of all the elements that integrate the crime sphere.				X
CG2	Being able to assess the complexity and diversity of the criminal phenomenon in a global context.			X	



CG3	The capacity to apply the knowledge, skills and abilities acquired from an ethical and intellectually upright perspective with the aim of achieving a society whose fundamental pillars are Freedom, Justice, Pluralism and Equality.				X
CG10	Showing command of criminological terms in English.			X	
CG12	The capacity to analyse and synthesize relevant data within the area of Criminology in order to make judgements that include a reflection on relevant social, scientific or ethical issues.			X	
CG17	Having a critical awareness of social reality and associated problems respecting the principles of equality, human rights, peace and universal access.			X	

SPECIFIC		Weighting			
		1	2	3	4
CE1	Understanding the importance of the Law as a system that regulates social relationships and adopting Ethics and intellectual integrity as essential values of the professional practice with the acquisition of ethical values and principles.				X
CE2	Knowing the social basis of norms, fundamental values of Law, their origin, organization, functioning, and application in the recognition of fundamental rights, public liberties and others enshrined in our legal system.			X	
CE10	Explanatory management from a socio-anthropological perspective of the concepts of violence, inequality and difference, delinquency, crime, social control, stigmatisation, and social deviation.			X	
CE25	Acquisition of necessary criminology concepts in English to understand and give a basic speech on criminology in that language.			X	



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	20,00%	Analysis and resolution of case studies.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	20,00%	Attendance and participation in class.
R1, R2, R3, R4, R5	60,00%	Exam or objective test to measure obtained competences.

Observations

- To pass the subject in the 1st call, it will be necessary to obtain a 4 in the exam so that the percentages obtained from the marks of the practical part can be applied, as well as the mark obtained by attendance and participation in class and, obtain Thus, the final grade for the course, which obviously must be equal to or greater than 5.
- On second call, the only item that will be considered in the evaluation will be the exam, in which a grade equal to or greater than 5 will have to be obtained to pass the course.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	60,00%	Final test and/or final work
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	20,00%	Participation in programmed activities
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	20,00%	Presentation of works and projects

Observations

- To pass the subject in the 1st call, it will be necessary to obtain a 4 in the exam so that the percentages obtained from the marks of the practical part can be applied, as well as the mark obtained by attendance and participation in class and, obtain Thus, the final grade for the course, which obviously must be equal to or greater than 5.
- On second call, the only item that will be considered in the evaluation will be the exam, in which a grade equal to or greater than 5 will have to be obtained to pass the course.



MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

Learning activities

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

- M1 Presentation of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Specific instructions about group and individual assignments for each topic.
- M3 Group work sessions supervised by the teacher. Study of legal cases, both real and fictitious, analysis, diagnosis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity. Critical analysis on values and social commitment.
- M4 Application of interdisciplinary knowledge.
- M5 Supervised monographic sessions with shared participation
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Group preparation of readings, assumptions and problem -olving to present, discuss or deliver in class or tutorial.
- M9 Student's study: Individual reading preparation, case studies, jurisprudence. Writings and papers to be presented or delivered in the classes or tutorials.



- M17 Expository Method /Master Class
- M18 Exercise and problem solving
- M19 Case method
- M20 Course works and tasks
- M21 Project-oriented learning
- M22 Guided Practice through debates, resolution of problems and exercises in the virtual classroom.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person class M1	R1, R2, R3, R4, R5	15,00	0,60
Practical class M2, M3, M4	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	30,00	1,20
Seminar M3, M5	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	2,50	0,10
Group work presentation M2, M3, M4, M7, M8	R1, R2, R3, R4, R8	5,00	0,20
Tutorial M2, M3, M6	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	5,00	0,20
Evaluation M7	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M4, M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	35,00	1,40
Individual work M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	55,00	2,20
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Master Class M17	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	15,00	0,60
Practical activity M18	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	25,00	1,00
Tutorial M22	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	10,00	0,40
TOTAL		50,00	2,00

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual or group work of students M20	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	90,00	3,60
Activities through virtual resources M22	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	2,50	0,10
Access and research on complementary contents M21	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	5,00	0,20
Individual study M19	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	2,50	0,10
TOTAL		100,00	4,00



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Science and Religion.	1. Science and Religion. 2. Scientific knowledge and religious knowledge. 3. Relationships between Science and Religion.
Scientific materialism.	4. Scientific materialism.
History of the science-faith relationship	5. Science and Faith. The Saint Fathers and the Middle Ages. 6. The birth of the Modern Science. 7. The Galileo Case. 8. Cosmology and Creation. 9. Darwin and the Evolution Theory. 10. The beginning of the life and human person. 11. The actual scientist and the question about God.
Dialogue between science and faith	12. Science and Ethics. 13. Science, Religion and the Environment.
The Christianity and the other Religions.	14. The Christianity and the other Religions.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Science and Religion.	8,00	16,00
Scientific materialism.	3,00	6,00
History of the science-faith relationship	13,00	26,00
Dialogue between science and faith	4,00	8,00
The Christianity and the other Religions.	2,00	4,00



References

basic bibliography

· Artigas, M. (1983). *Ciencia, razón y fe. Iniciación filosófica*. Editorial EUNSA: Pamplona (Navarra)

· Escudero, E. (2002). *Creer es razonable: fenomenología y filosofía de la religión*. Ediciones Siquem: Valencia

· Pablo VI. (1965). *Gaudium et spes*. Recuperado de:
http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_sp.html

· Papa Francisco. (2013). *Lumen fidei*. Recuperado de:
http://w2.vatican.va/content/francesco/es/encyclicals/documents/papa-francesco_20130629_enciclica-lumen-fidei.html

· Papa Francisco. (2015). *Laudato si*. Recuperado de:
http://w2.vatican.va/content/francesco/es/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

· Pío XII. (1950). *Humani generis*. Recuperado de
http://w2.vatican.va/content/pius-xii/es/encyclicals/documents/hf_p-xii_enc_12081950_humani-generis.html

· Ratzinger, J. (2011). *Fe y ciencia. Un diálogo necesario*. Editorial Sal terrae: Maliaño (Cantabria)

· San Juan Pablo II. (1995). *Evangelium vitae*.
http://w2.vatican.va/content/john-paul-ii/es/encyclicals/documents/hf_jp-ii_enc_25031995_evangelium-vitae.html

· San Juan Pablo II. (1998). *Fides et ratio*. Recuperado de:
<https://www.google.es/search?q=Fides+et+ratio&oq=Fides+et+ratio&aqs=chrome..69j57j0l5.4791j0j4&sourceid=chrome&ie=UTF-8>

· Udías, A. (2010). *Ciencia y religión. Dos visiones del mundo*. Editorial Sal terrae: Maliaño (Cantabria)

· Rosas, A. (2019). *Los fósiles de nuestra evolución*. Ariel. Barcelona



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



And how will online participation be valued? In many different ways, such as the following:

- 1) Taking into account the interventions of the students in the online classes themselves, with the corresponding records or notes.
- 2) Considering virtual tutorials through the UCVnet virtual Campus or online sessions through Teams developed as a group or individual tutorial.
- 3) Taking into account the interventions in the forum created on the UCVnet platform to raise and answer questions on the agenda.
- 4) Considering the emails or messages received raising questions about the subject's agenda.