



## Information about the subject

**Degree:** Bachelor of Arts Degree in Law

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

**Code:** 310209 **Name:** Science, Reason and Faith

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

**Module:** Philosophy and Professional Deontology

**Subject Matter:** Philosophy **Type:** Basic Formation

**Field of knowledge:** Arts and Humanities

**Department:** -

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

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

**Lecturer/-s:**

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## Module organization

### Philosophy and Professional Deontology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Philosophy	12,00	Anthropology	6,00	1/1
		Science, Reason and Faith	6,00	2/2
Philosophy of Law	12,00	Philosophy of Law	6,00	4/1
		Social Morality-Deontology	6,00	4/1

## Recommended knowledge

No knowledge 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 Adequate assessment of the person and the factors that constitute his or her nature: physical, psychic, rational and spiritual.
- R2 Recognizing the social nature of the person and the primacy of love in human relations, valuing the foundations of solidary action.
- R3 Understanding the dynamics of freedom and its implications: moral responsibility.
- R4 The acquisition of the basic notions of science and the processes of hominization and humanization.
- R5 Reflection and reasoning on existential issues: longings, limits and transcendence.
- R6 Identifying the place of affection and emotions in the person.
- R7 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.
- R8 Being able to go deeper into the reasons for their hope.
- R9 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.
- R10 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):

GENERAL		Weighting			
		1	2	3	4
CG1	Knowledge of the Science being studied, in this case of the science of Law, fundamentally of the most practical branches, with their international and economic implications and their specialized language.	X			
CG4	Problem-solving capacity.			X	
CG7	Critical reasoning when analysing information.				X
CG8	Ethical commitment to information management.				X
CG11	Professional relationships: be able to establish and maintain relationships with other relevant professionals and institutions.			X	
CG13	Information management capacity.				X
CG14	Ability to work as a team and collaborate effectively with others.				X
CG15	Ability to work in interdisciplinary teams.				X
CG16	Ability to develop and maintain one's own competencies, skills and knowledge according to the standards of the profession.			X	
SPECIFIC		Weighting			
		1	2	3	4
CE1	To become aware of the Law as an orderly system of legal norms regulating social relations.	X			
CE3	Ability to use constitutional principles and values as a working tool in the interpretation of the legal system.		X		



CE16 Acquisition of a critical conscience in the analysis of the legal system and acquisition of values and ethical principles.

X

CE17 Understanding and knowledge of the anthropological foundations of culture, language and our social environment.

X

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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00%	Practical tests
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00%	Attendance, active participation and favourable attitude in the subject/ course/ module
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	60,00%	Written theoretical tests

### Observations

#### 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 Group work sessions supervised by the teacher. Study of legal cases, both true and fictitious. Significant construction of knowledge through student interaction and activity. Critical analysis of values and social commitment.



- M7 The students must read some specific texts that are connected with the module and be able to present their conclusions.
- M8 Exposition of contents by the teacher, analysis of competences, explanation and demonstration of capacities, skills and knowledge in the classroom.
- M11 Personalised attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M12 Set of written and/or oral tests used in the initial, formative or summative evaluation of the student.
- M13 Group preparation of readings, essays, resolution of problems, seminars, papers, dossiers, etc., to be presented or delivered in theory classes, practical classes, and/or small group tutorials.
- M14 Student's study: individual preparation of readings, essays, problem-solving, seminars, works, reports, etc. to present or deliver in the theoretical classes, practical classes and/or small group tutorials.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Practical cases. M1, M7, M11, M13, M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	10,00	0,40
In-class presentation of readings related to the subject. M7, M13, M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	10,00	0,40
Theoretical classes. M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	22,50	0,90
Tutorial. M11	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	12,50	0,50
Assessment M7, M12, M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work. M1, M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	45,00	1,80
Individual work. M7, M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	45,00	1,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Science and religion. Scientific knowledge and religious knowledge. Relations between science and religion	<ul style="list-style-type: none"><li>-Science, religion, reason and faith</li><li>-Philosophy of science. Philosophy of religion</li><li>-Similarities and differences science-religion</li><li>-Relationships between science and religion</li></ul>
Scientific materialism	<ul style="list-style-type: none"><li>-Materialism. Scientific materialism</li><li>-Consequences of materialism/scientific materialism</li><li>-Criticism of materialism/scientific materialism</li></ul>
History of the Science-Faith relationship	<ul style="list-style-type: none"><li>-Ancient and Middle Ages</li><li>-Birth of modern science</li><li>-The case of Galileo</li><li>-Cosmology. cosmologies. The origin of the universe</li><li>-Darwin and the theory of evolution</li><li>-The origin of life and the human being</li><li>-Contemporary scientists and the question about God</li></ul>
Science and ethics	<ul style="list-style-type: none"><li>-Ethics-ethics. science goal</li><li>-Influence of ethics in science</li><li>-Influence of science on ethics</li></ul>
Science, religion and environment	<ul style="list-style-type: none"><li>-Laudato si</li></ul>
Christianity and history of religions	<ul style="list-style-type: none"><li>-History of a selection of monotheistic and polytheistic religions</li></ul>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Science and religion. Scientific knowledge and religious knowledge. Relations between science and religion	6,00	12,00
Scientific materialism	3,00	6,00
History of the Science-Faith relationship	12,00	24,00
Science and ethics	3,00	6,00
Science, religion and environment	2,00	4,00
Christianity and history of religions	4,00	8,00

## References

- Documentos Concilio Vaticano II. (1965). *Constitución pastoral Gaudium et spes*.
- S. Juan Pablo II. (1995). *Carta encíclica Evangelium vitae*.
- S. Juan Pablo II. (1998). *Carta encíclica Fides et ratio*.
- SS. Francisco. (2013). *Carta encíclica Lumen fidei*.
- SS. Francisco. (2015). *Carta encíclica Laudato si*.
- Artigas, M. (1983). *Ciencia, razón y fe*. EUNSA: Pamplona (Navarra).
- Artigas, M. (2004). *Las fronteras del evolucionismo*. EUNSA: Pamplona (Navarra).
- Escudero, E. (2002). *Creer es razonable: fenomenología y filosofía de la religión*. Ediciones Siquem: Valencia.
- Ratzinger, J. (2001). *Fe y ciencia. Un diálogo necesario*. Sal Terrae: Maliaño (Cantabria).
- Udías, A. (2010). *Ciencia y religión. Dos visiones del mundo*. Sal Terrae: Maliaño (Cantabria).



## 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: