Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210206 **Name:** Science, Reason and Faith

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: COMPREHENSIVE COURSES (18 ECTS)

Subject Matter: FILOSOFÍA **Type:** Compulsory

Department: Nursing

Type of learning: Classroom-based learning

Languages in which it is taught:

Lecturer/-s:

Module organization

COMPREHENSIVE COURSES (18 ECTS)

Subject Matter	ECTS	Subject	ECTS	Year/semester
ÉTICA	6,00	Social Deontology Morality	6,00	2/2
FILOSOFÍA	6,00	Science, Reason and Faith	6,00	2/1
ANTROPOLOGÍA	6,00	Anthropology	6,00	1/1

Recommended knowledge

The course "Science, Reason and Faith" explores the relationship between scientific knowledge and religious faith, using reason as a bridge. Topics such as the origin of the universe, evolution, human nature and ethics are studied, analyzing how science and faith approach these questions. The perspectives of scientists on the existence of God and the relationship between science and ethics are also examined.
Recommended knowledge to approach this subject:
1. Scientific knowledge:
Scientific method:
It is essential to understand how scientific research is developed, including observation, formulation of hypotheses, experimentation and analysis of results.
Natural sciences:
Having a basic knowledge of physics, chemistry, biology, geology, etc., helps to understand the natural phenomena discussed in the course.
Complexity science:
Understanding concepts such as order, complexity and purpose in natural systems is relevant to the discussion of origin and evolution.
History of science:
Knowing the evolution of scientific theories over time, such as Darwin's theory of evolution, is important for understanding the debates between science and faith.
Philosophical knowledge:
Epistemology:
It is important to understand what knowledge is, its different types (scientific, religious, etc.) and its limits.
Philosophy of science:
Analyze the philosophical foundations of science.

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	R7. Elaborar respuestas teórico-prácticas basadas en la búsqueda sincera de la verdad plena y la integración de todas las dimensiones del ser humano ante las grandes cuestiones de la vida.
R2	R8. Aplicar los principios derivados del concepto de “ecología integral” en sus propuestas o acciones, sea cual sea el alcance y el área de conocimiento y los contextos en las que se planteen.
R3	R75. Distinguir la naturaleza de los límites del método científico, e identificar posiciones ideológicas que no son científicas. Conociendo las relaciones entre ciencia y religión a lo largo de la historia y en la actualidad.
R4	R76. Identificar las construcciones teóricas actuales, referidas al origen y la evolución del universo y de la vida humana.
R5	R77. Mostrar capacidad crítica ante informaciones sobre nuevos avances científicos, con implicaciones filosóficas y teológicas en el ámbito humano, social y ecológico.

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):

	Weighting			
	1	2	3	4

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	80,00%	Written exams
	15,00%	Practical tests and assignments
	5,00%	Attendance and participation

Observations

MENTION OF DISTINCTION:
In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

M1 Presentation, explanation, and demonstration of content by the lecturer, and active listening, elaboration, and formulation of questions that organise the information received

M3 Personalised attention and small-group work. Period of instruction and/or guidance provided by a tutor in order to review and discuss the materials and topics presented in classes, seminars, readings, assignments, etc

M4 Set of oral and/or written tests used in the initial, formative, or summative assessment of the student

M5 Student study: Individual preparation of reading materials, essays, problem-solving activities, seminars, assignments, reports, etc., to be presented or submitted in lectures, practical classes, and/or small-groups. Work carried out on the university platform (https://campusvirtual.ucv.es/)

M6 Group preparation of reading materials, essays, problem-solving activities, assignments, reports, etc., to be presented or submitted in lectures, practical classes, seminars, and/or small-groups. Work carried out on the university platform (https://campusvirtual.ucv.es/)

M7 Group work sessions supervised by the lecturer. Case studies, diagnostic analyses, problem-solving activites, fieldwork, computer lab activities, visits, data searches, online libraries, Internet, etc. Meaningful knowledge construction through student interaction and activity.

M9 Oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to both specialised and non-specialised audience

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Participatory lecture Presentation, explanation, and demonstration of content by the lecturer, along with active listening, and the development and formulation of questions that organise the information received. M1, M4, M6, M9	R1, R2, R3, R4, R5	38,00	1,52
Practical classes Group work sessions supervised by the lecturer. Case studies, diagnostic analyses, problem-solving activities, fieldwork, computer lab activities, visits, data searches, libraries, online resources, Internet, etc. Meaningful knowledge construction through student interaction and activity M1, M3, M4, M5, M6, M7, M9	R1, R2, R3, R4, R5	12,00	0,48
Support sessions Personalised and small-group mentoring. Period of instruction and/or guidance provided by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc M1, M3	R1, R2, R3, R4, R5	4,00	0,16
Assessment Set of oral and/or written tests used in the initial, formative, or summative evaluation of the student M7, M9	R1, R2, R3, R4, R5	2,00	0,08
Work Presentation Oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to both specialised and non-specialised audiences M1, M3	R1, R2, R3, R4, R5	4,00	0,16
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Independent work Individual preparation of reading materials, essays, problem-solving activities, seminars, assignments, reports, etc., to be presented or submitted in lectures, practical classes, and/or small-group sessions. Work carried out on the university platform (www.plataforma.ucv.es). M1, M3, M4, M5, M6, M7, M9	R1, R2, R3, R4, R5	20,00	0,80
Group work Group preparation of reading materials, essays, problem-solving activities, assignments, reports, etc., to be presented or submitted in lectures, practical classes, seminars, and/or small-group tutorials. Work carried out on the university platform (www.plataforma.ucv.es) M3, M4, M6, M7	R1, R2, R3, R4, R5	70,00	2,80
TOTAL		**90,00**	**3,60**

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. RELATIONSHIPS BETWEEN SCIENCE AND RELIGION	SCIENCE AND RELIGION.SCIENTIFIC KNOWLEDGE AND RELIGIOUS KNOWLEDGE.RELATIONSHIPS BETWEEN SCIENCE AND RELIGION
SCIENTIFIC MATERIALISM	SCIENTIFIC MATERIALISM
HISTORY OF THE SCIENCE-FAITH RELATIONSHIP	-ANTIQUE AND MIDDLE AGES-THE BIRTH OF MODERN SCIENCE-THE GALILEO CASE-COSMOLOGY AND CREATION-DARWIN AND THE THEORY OF EVOLUTION-THE ORIGIN OF LIFE AND HUMAN BEINGS-MODERN SCIENTISTS AND THE QUESTION ABOUT GOD
SCIENCE AND ETHICS	SCIENCE AND ETHICS
SCIENCE, RELIGION AND ENVIRONMENT	SCIENCE, RELIGION AND ENVIRONMENT
CHRISTIANITY AND HISTORY OF RELIGIONS	CHRISTIANITY AND HISTORY OF RELIGIONS

Temporary organization of learning:

Block of content	Number of sessions	Hours
SCIENCE AND RELIGION. SCIENTIFIC KNOWLEDGE AND RELIGIOUS KNOWLEDGE. RELATIONSHIPS BETWEEN SCIENCE AND RELIGION	6,00	12,00
SCIENTIFIC MATERIALISM	2,00	4,00
HISTORY OF THE SCIENCE-FAITH RELATIONSHIP	12,00	24,00
SCIENCE AND ETHICS	3,00	6,00
SCIENCE, RELIGION AND ENVIRONMENT	3,00	6,00
CHRISTIANITY AND HISTORY OF RELIGIONS	4,00	8,00

References

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-SS. Francisco. (2013). Carta encíclica Lumen fidei.
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-Artigas, M. (1983). Ciencia, razón y fe. Iniciación filosófica. EUNSA: Pamplona (Navarra).
-Artigas, M: (2004). Las fronteras del evolucionismo. EUNSA: Pamplona (Navarra).
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-Monod, Jacques (1970). El azar y la necesidad. Barral Editores. Barcelona
-Ratzinger, J. (2011). Fe y ciencia. Un diálogo necesario. Sal Terrae: Maliaño (Cantabria).
-Udías, A. (2010). Ciencia y religión. Dos visiones del mundo. Sal Terrae: Maliaño (Cantabria).
-Ziman, John. (1978) La credibilidad de la ciencia. Alianza Editorial. Madrid
-Ziman, John. (2002) ¿Qué es la ciencia?. Cambridge University Press. Madrid