



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir



Course Guide Rationalism & Empiricism  
PHILOSOPHY DEGREE (OnLine)

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**COURSE GUIDE**  
**RATIONALISM & EMPIRICISM**  
**2nd Year**

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**Academic Year 2024-2025**



## COURSE GUIDE

		<b>ECTS</b>
<b>COURSE NAME:</b> Rationalism & Empiricism		6
<b>Module Name:</b> Module 9- History of Philosophy and Philosophy Current Trends		42
<b>Type of Learning:</b> Obligatory Formation	<b>YEAR:</b> 2 <b>Semester:</b> 1º	
<b>Lecturer:</b> Dra. Gloria Casanova Mayordomo	<b>Department:</b>	
	<b>E-mail:</b> <a href="mailto:gloria.casanova@ucv.es">gloria.casanova@ucv.es</a>	

## SUBJECT

### ORGANIZATION

RATIONALISM & EMPIRICISM			<b>Nº ECTS 6</b>	
<b>Duration and temporal location within the study plan:</b> It is part of the "History of Philosophy and Current Trends in Philosophy" module, which contains four subjects and seven subjects programmed in the semesters: 3 subjects in the first year Plato and Medieval Augustinianism and Introduction to Philosophy (first semester), Aristotle and Thomas Aquinas (second semester), 3 subjects in the second year Rationalism and Empiricism, Enlightenment and Philosophical Romanticism and Spanish Philosophical Thought (first semester), and a subject of 4rd course and first semester, Contemporary Philosophical Currents.				
<b>Matters and Subjects</b>				
<b>Matter</b>	<b>ECTS</b>	<b>SUBJECT</b>	<b>ECTS</b>	<b>Year/ semester</b>



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Modern Philosophy	6	Rationalism & Empiricism	6	2/1
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GENERAL AND SPECIFIC COMPETENCIES	Competencie weighting			
	1	2	3	4
1. Organization and planification.			X	
2. Basic computer skills.				X
3. Problem resolution.			X	
5. Interpersonal skills.			X	
6. Intra and inter-disciplinary team work.			X	
7. Ability to communicate with non-expert people.				X
11. Ability to learn and teach.			X	
12. Ability to adapt to new situations and generate new ideas.				X

COMPETENCIAS ESPECÍFICAS	Ponderación de la competencia			
	1	2	3	4
17. To be able to pose philosophical questions.				X
18. To be able to relate different philosophical topics.			X	
23. To be able to write philosophical essays and show evidence of analytical and synthetic skills.			X	
25. To be able to understand and evaluate philosophical arguments.				X



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26. To be able to construct philosophical arguments.				X
30. To be able to examine and apply philosophical methods.				X
32. To be able to know how to research, select and cite some specific bibliographical information in philosophy.			X	
35. To be able to interpret texts from different eras or cultural traditions, related to other texts of the same or different times.				X
37. To be able to use specialized philosophical terminology and to recognize categorical errors.				X
41. To be able to recognize and describe stages, figures and central works in philosophical tradition.			X	

LEARNING OUTCOMES	COMPETENCIES
LO 1. The student identifies the relationship between the main philosopher's proposals and the historical and social frame in which they are produced.	[GC2,7,11 y SC 35, 41]
LO 2. Evalúa y dialoga con los textos y problemas de la tradición epistemológica moderna.	[GC2,3,12 y SC25,30,35]
LO 3. Identifica la terminología utilizada por cada autor y la utiliza correctamente.	[GC 2 y SC37]
LO 4. Construye un discurso filosófico en el que prima la claridad conceptual y la evaluación crítica de argumentos.	[GC2,3,6 y SC17, 27]
LO 5. Se introduce en la práctica de la investigación cooperativa y la discusión paciente de cuestiones filosóficas.	[GC2,6, y SC32]
LO 6. Explora y reconoce las posibilidades que ofrece la tradición filosófica para comprender términos epistemológicos vigentes en nuestra época.	[GC2,7,12, 35 y SC26,30]



<b>SYNCHRONOUS LEARNING ACTIVITIES</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relation to Learning Outcomes</b>	<b>ECTS <sup>1</sup></b>
<b>VIRTUAL SESSION</b>	Presentation of content by the teacher, analysis of competences, explanation and demonstration of abilities, skills and knowledge in the virtual classroom.	LO1, RA6	0,7
<b>PRACTICAL VIRTUAL SESSION</b>	Group work sessions through chat moderated by the teacher. Study of cases and questions that specify the content of the subject . Meaningful construction of knowledge through student interaction and activity. Critical analysis of values and social commitment.	LO4, RA5	0,3
<b>VIRTUAL SEMINAR AND VIDEO CONFERENCE</b>	Monographic sessions though the semester, which will be aimed at current aspects and applications of the subject.	LO6	0,2
<b>VIRTUAL ASSESSMENT</b>	Set of written or oral tests used for the initial, formative or cumulative assessment of the student.	LO2, LO3	0,1
<b>TOTAL</b>			<b>1,30</b>

<sup>1</sup>The subject and/or matter is organized in VIRTUAL TEACHING and in AUTONOMOUS STUDENT WORK, with an estimated percentage in ECTS. An adequate distribution is as follows: 40% for TEACHING Training Activities (60 hours) and 60% for tutored Autonomous Work (90 hours) for a 6-credit subject.



ASYNCHRONOUS LEARNING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS
INDIVIDUAL WORK ACTIVITIES	Student work: individual preparation of readings, essays, problem solving, seminars, work, reports, etc. for discussion or delivery in electronic format.	OL2, OL4	2,3
INDIVIDUAL TUTORING	Individual attention for monitoring and orientation of the learning process, carried out by a tutor in order to review and discuss the materials and topics, seminars, readings, completion of work, etc.	OL2, OL6	0,1
CONTINUOUS ASSESMENT ACTIVITIES	<b>Team work:</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. <b>Discussion Forums:</b> Participation and contributions to discussion forums related to the subject, moderated by teacher. Resolution of problems, comments, reports to deliver in deadlines throughout the course, individual o grupal video making, quiz resolutions.	OL4, OL5	2,3
<b>TOTAL</b>			<b>4,70</b>

### COMPETENCIES ACQUISITION ASSESSMENT SYSTEM



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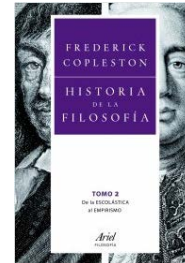
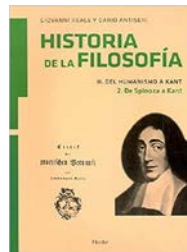
Assessment instrument	OUTCOME LEARNINGS ACQUISITION ASSESSMENT	Porcentaje otorgado
1	Class participation and attendance	10%
2	Activities to deliver	30%
3	Periodic evaluations through questionnaire	20%
4	Final evaluation with development questions and practical assumptions.	40%

DESCRIPTION OF COURSE CONTENTS	COMPETENCIES
<ul style="list-style-type: none"> <li>• Ancient and modern ages. The idea of a new science of Nature and the modern topic of method as a reply to the idola that difficult science (Bacon, Descartes, Hobbes and Pascal).</li> </ul>	GC7,11 y SC 17,35, 41
<ul style="list-style-type: none"> <li>• The gap between Continental rationalism and British phenomenism (Spinoza and Berkeley)</li> </ul>	GC 11, SC 23, 25, 26, 30, 32
<ul style="list-style-type: none"> <li>• “More geometric” deductive Metaphysics versus inductive Philosophy of Nature; Locke-Leibniz contrast.</li> </ul>	GC 11, SC 23, 26, 30, 32, 37
<ul style="list-style-type: none"> <li>• Empiricism and skepticism in David Hume.</li> </ul>	SC 23, 37



## BIBLIOGRAPHY

- Dynamic text of the subject produced by the teacher, Gloria Casanova.
- G. REALE – D. ANTISERI (2010). Historia de la filosofía (vols.2.1 y 2.2.): del Humanismo a Kant. Barcelona: Herder.
- J. HIRSBCHBERGER (2011). Historia de la filosofía II. Barcelona: Herder.
- F. COPLESTON (2011). Historia de la filosofía, tomo 2. Barcelona: Ariel.



- R. DESCARTES Discurso del Método. Meditaciones Metafísicas. Trad. Manuel García Morente. S.L.U. Espasa Libros, Madrid, 2010.



- J. LOCKE Compendio del Ensayo sobre el Entendimiento Humano. Estudio preliminar de Juan José García Norro y Rogelio Rovira. Alianza Editorial, Madrid 2018.



- D. HUME Investigación sobre el conocimiento humano. Trad. J. de Salas Ortueta. Alianza Ed, Madrid





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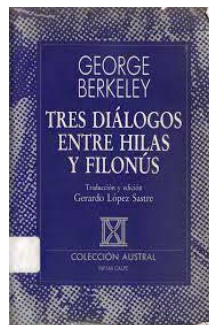
2015.



- G.W. LEIBNIZ Nuevos Ensayos sobre el Entendimiento Humano. Trad. J. Echeverría. Alianza Ed. Madrid 2021.



- G. BERKELEY Tres diálogos entre Hilas y Filonús, Trad. G. López Satre. Colección Austral-Espasa Calpe (23ª ed.) Madrid 1996.



- Selection of specialized papers.



<b>TEMPORAL ORGANIZATION OF LEARNING:</b>		
	<b>BLOCK OF CONTENT/DIDACTIC UNIT</b>	<b>Nº of sessions</b>
T1	From medieval to modern thought. The idea of a new science of Nature. The centrality of the method as a reply to the idola. Bacon, Hobbes, Pascal.	2
T 2	The beginning of modern rationalism: Descartes.	2
T 3	The gap between Continental rationalism and British phenomenism (Spinoza and Berkeley).	2
T4	“More geometric” deductive Metaphysics versus inductive Philosophy of Nature; Locke-Leibniz contrast.	3
T 5	Empiricism and skepticism in David Hume.	2