



Universidad
**Católica de
Valencia**
San Vicente Mártir



Course Guide Rationalism & Empiricism
PHILOSOPHY DEGREE (OnLine)

COURSE GUIDE
RATIONALISM & EMPIRICISM
2nd Year

Academic Year 2025-2026



COURSE GUIDE

		ECTS
COURSE NAME: Rationalism & Empiricism		6
Module Name: Module 9- History of Philosophy and Philosophy Current Trends		42
Type of Learning: Obligatory Formation	YEAR: 2 Semester: 1º	
Lecturer: Dra. Gloria Casanova Mayordomo	Department:	
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SUBJECT ORGANIZATION

RATIONALISM & EMPIRICISM			Nº ECTS 6	
Duration and temporal location within the study plan: It is part of the "History of Philosophy and Current Trends in Philosophy" module, which contains four matters 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.				
Matters and Subjects				
Matter	ECTS	SUBJECT	ECTS	Year/ semester
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

SPECIFIC COMPETENCIES	Competencie weighting			
	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
26. To be able to construct philosophical arguments.				X
30. To be able to examine and apply philosophical methods.				X



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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 categorial 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. The student evaluates and dialogues with the texts and problems of the modern epistemological tradition.	[GC2,3,12 y SC25,30,35]
LO 3. The student is able to identify the terminology used by each author and uses it correctly.	[GC 2 y SC37]
LO 4. The student builds a philosophical discourse in which conceptual clarity and critical evaluation of arguments prevail.	[GC2,3,6 y SC17, 27]
LO 5. The student introduces himself in the practice of cooperative research and patient discussion of philosophical issues.	[GC2,6, y SC32]
LO 6. The student explores and recognizes the possibilities offered by the philosophical tradition in order to understand epistemological terms that are current in our time.	[GC2,7,12, 35 y SC26,30]



SYNCHRONOUS LEARNING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology and its relationship with the Module Competencies according to the Degree Report	Relation to Learning Outcomes	ECTS ¹
VIRTUAL SESSION	Presentation of content by the teacher, analysis of competences, explanation and demonstration of abilities, skills and knowledge in the virtual classroom. GC1, GC3, SC17	LO1, LO6	0,7
PRACTICAL VIRTUAL SESSION	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. GC6, SC17	LO4, LO5	0,3
VIRTUAL SEMINAR AND VIDEO CONFERENCE	Monographic sessions though the semester, which will be aimed at current aspects and applications of the subject. GC12	LO6	0,2
VIRTUAL ASSESSMENT	Set of written or oral tests used for the initial, formative or cumulative assessment of the student. GC11, SC37	LO2, LO3	0,1
TOTAL			1,30

¹The 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 and its relationship with the Module Competencies according to the Degree Report	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.	LO2, LO4	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.	LO2, LO6	0,1
CONTINUOUS ASSESMENT ACTIVITIES	Team work: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. Discussion Forums: 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.	LO4, LO5	2,3
TOTAL			4,70



COMPETENCIES ACQUISITION ASSESSMENT SYSTEM		
Assessment instrument	OUTCOME LEARNINGS ACQUISITION ASSESSMENT and its relationship with the Module Competencies according to the Degree Report	Assigned percentage awarded
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%

CRITERIA FOR GRANTING DISTINCTION ON THIS SUBJECT:

According to article 22 of the Regulations for the Evaluation and Qualification of UCV Subjects, the mention of "Honors" may be awarded by the professor responsible for the subject to students who have obtained the grade of "Outstanding". The number of "Honors" mentions that can be awarded may not exceed five percent of the students included in the same official subject record, unless this is less than 20, in which case a single "Honor Registration" may be granted.

- This subject does not offer a single assessment, as it requires mandatory practical activities with active student participation.
- This course does not consider the possibility of using AI in carrying out the requested activities, beyond its use as an information searching tool.



DESCRIPTION OF COURSE CONTENTS	COMPETENCIES
<ul style="list-style-type: none">• 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 difficulties science (Bacon, Descartes, Hobbes and Pascal).	GC7,11 y SC 17,35, 41
<ul style="list-style-type: none">• The gap between Continental rationalism and British phenomenism (Spinoza and Berkeley)	GC 11, SC 23, 25, 26, 30, 32
<ul style="list-style-type: none">• “More geometric” deductive Metaphysics versus inductive Philosophy of Nature; Locke-Leibniz contrast.	GC 11, SC 23, 26, 30, 32, 37
<ul style="list-style-type: none">• Empiricism and skepticism in David Hume.	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. (Not required; not available in english language)
- J. HIRSBCHBERGER (2018). History of Philosophy (Classic Reprint). London. Forgotten Books
- F. COPLESTON (2003). History of Philosophy. United Kindom. Continuum International Publishing Group.

- R. DESCARTES (2018) Discourse on Method and Metaphysical Meditations (Classic Reprint) London. Forgotten Books.
- J. LOCKE (2019) An Essay Concerning Human Understanding. Lector House.
- D. HUME (2007) An Enquiry Concerning Human Understanding. Edited by Stephen Buckle. Cambridge University Press.
- G.W. LEIBNIZ (Online publication date: June 2012) New Essays on Human Understanding. Cambridge University Press.
- G. BERKELEY (2023) Three Dialogues Between Hylas and Philonous, Classy Publishing. Vrindavan, India.
- B. SPINOZA (2028) Ethics: Proved in Geometrical Order - Cambridge Texts in the History of Philosophy Matthew J. Kisner (Author) Michael Silverthorne (Author) Cambridge University Press.

- Selection of specialized papers.



TEMPORAL ORGANIZATION OF LEARNING:		
	BLOCK OF CONTENT/DIDACTIC UNIT	Nº of sessions
DU1	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
DU2	The beginning of modern rationalism: Descartes.	2
DU3	The gap between Continental rationalism and British phenomenism (Spinoza and Berkeley).	2
DU4	“More geometric” deductive Metaphysics versus inductive Philosophy of Nature; Locke-Leibniz contrast.	3
DU5	Empiricism and skepticism in David Hume.	2