

Teaching guide

IDENTIFICATION DETAILS

Degree:	Biotechnology		
Scope	Biology and Genetics		
Faculty/School:	Experimental Sciences		
Course:	WESTERN HISTORY		
Type:	Optional	ECTS credits:	3
Year:	4	Code:	2056
Teaching period:	Seventh semester		
Subject:	History of Science		
Module:	Social, Historical and Economic Aspects of Biotechnology		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

SUBJECT DESCRIPTION

We intend to bring the student closer to the cultural history of the West, understanding culture as a whole that covers human life over time and analyzes the spiritual values assumed by human creations. These creations form a process that, due to the need for method, we divide into stages, studying in each of them the connections between religion, thought, art, literature, politics, law, ways of life, techniques, economics and the expression of mentalities and representations; taking into account the dialectic between permanence (continuity) and change (discontinuity) and insisting on how values create links between the different component sectors of Culture.

If the Francisco de Vitoria University aims to train people capable of improving the world, offering creative answers to their needs, to do so its students must critically reflect on society and man, what meaning they have in the

current historical context and how to fully develop their vocation. Along with more specific vocational training, it is advisable to articulate modules to train students in the distinction between historical events and events and their relationship with mentalities, as well as to understand contemporary political thought and the framework of international relations. On the other hand, the course will serve to empower students to face the challenges posed by globalization, providing a global reflection on what and who man is, what culture is, what original contributions our Western culture provides to the current globalized world, what is the social context in which he will develop his vocation - his problems, his challenges, etc. - and what virtues, skills and competencies he must acquire to develop his identity.

This subject provides perspectives that accompany the student in their training, before which they have to position themselves or define themselves, and which they can then use. It is therefore a subject that relates to all the others in the career, and not only to disciplines coming from the humanities. With History of the West, we intend to build a cultural history of the West, including Europe and the entire American continent, and understanding culture as a whole that covers human life over time and analyzes the spiritual values assumed by human creations. These creations form a process that, due to the need for method, we divide into stages, studying in each of them the connections between religion, thought, art, literature, politics, law, ways of life, techniques, economics and the expression of mentalities and representations; taking into account the dialectic between permanence (continuity) and change (discontinuity) and insisting on how values create links between the different component sectors of Culture.

At the same time, maintaining a clear thematic unit throughout the course must help to facilitate explanations, to gain the student's attention, to develop a clear procedural structure that allows us to capture the proper meaning of history and, in other respects, to achieve the most formative and less theoretical objectives, such as managing sources and managing information, acquiring capacity for analysis, synthesis, evaluation and critical reasoning, learning independently or judging critically.

GOAL

To verify in historical events and processes the constitutive and nuclear elements (culture, values, thought, etc.) of Western civilization.

PRIOR KNOWLEDGE

Those corresponding to the grade

COURSE SYLLABUS

Western History consists of a detailed explanation of the process by virtue of which the classical and Christian foundations of Western civilization, inherent to a unitary sense of human existence unfolded in all dimensions of it, were questioned and transformed by two fundamental historical experiences: the modern and the postmodern.

The syllabus of the subject will be divided into nine topics whose internal organization is guided by the distinction mentioned above:

I. THE CLASSICAL AND CHRISTIAN FOUNDATIONS OF WESTERN CIVILIZATION: AN INTEGRAL IDEA OF

MAN AND SOCIETY

Topic 1. The Greek Polis and the Ideal of Civic Virtue: Political Freedom and Participation. Man as a political animal.

Theme 2. The Medieval World and the Sovereignty of Duties: The Religious Background of Duties. The institutional articulation of duties: Christian monarchy and society. The Christian meaning of Western civilization.

II. THE HISTORICAL EXPERIENCE OF MODERNITY: FROM UNITY TO THE FRAGMENTATION OF WESTERN CIVILIZATION

Theme 3. The philosophical-historical project of modernity and its contradictions: Community versus society. Mechanical solidarity versus organic solidarity. Religion versus secularization. Virtue versus interests. Hierarchy versus equality.

Topic 4. The Enlightened Foundations of Modern Civilization: Wars of Religion and the Enlightenment. Reformed Absolutism and Freedom of Thought. The Naive Capitalism of the Enlightenment: Trade, Work, and Sociability.

Topic 5. The historical deployment of democracy and its political, social and cultural significance: The French Revolution and the American Revolution: two different notions of modern democracy. The procedural and regulatory meaning of democracy. Principles and constituent elements of a representative democracy. Public sphere, public opinion and political elites. Pluralism versus multiculturalism: a current controversy over the meaning of democracy.

Theme 6. Capitalism and its historical evolution: from industrial society to post-industrial society: Homo Faber: the West as a civilization of work. Theories about capitalism. Work and Life in Capitalist Societies: Between Utilitarianism and Professionalism.

Topic 7. The totalitarian phenomenon or the barbarism of virtue: The First World War and the historic eruption of the masses. Totalitarian regimes as ideocracies. A new concept of politics: from bourgeois pragmatism to totalitarian authenticity. The moral heritage of the 20th century.

III. POSTMODERNITY AS A SIEGE OF WESTERN CIVILIZATION: FROM FRAGMENTATION TO RELATIVISM

Topic 8. The question of relativism and hedonism in postmodern society: The romantic revolution and the origin of relativism. The contrast between Western tradition and relativism. The relationship between democracy and relativism: foundation or threat? Hedonism as a lifestyle: welfare state and hyperconsumer society.

Topic 9. Science in a free society: Rationalism as a scientific method and as a hegemonic culture. The Role of Science in the West: From Emancipatory Activity to Controlling Force. The ambiguous relationship between science and democracy.

EDUCATION ACTIVITIES

FACE-TO-FACE ACTIVITIES:

- Participatory exhibition classes. The teacher will present each of the topics: what will be covered, the mandatory readings and activities, the complementary bibliography and the evaluation and self-evaluation exercises; the student must plan their learning of each topic.
- Practical classes, case studies: Analysis of relevant texts from the history of Western thought that will help the teacher to establish theoretical knowledge through debate and discussion about them.
- Round tables: Throughout the course, a specialist in a topic of the program will be invited for presentation and subsequent colloquium.
- Seminars: I work in small groups to delve into some relevant author or historical-intellectual event.
- Presentation of group work: The teacher will supervise and control the assimilation of the contents of the subject, of the texts explained and discussed and of the compulsory readings by carrying out internships in class. These will consist of oral and/or written tests where students must record their argumentative and rhetorical competencies, their conceptual capacity in the expression of thoughts, ideas, etc.
- Personalized tutoring:
 - a) Individual tutoring: three throughout the course. In each of them, as a necessary complement to the expository classes, master and practical lessons, the following will be addressed: issues related to the progress of the course that the student wants to pose and to compulsory reading texts.
 - b) Group tutoring: At the discretion of the working groups formed to do the internships in class.
- Final evaluation: the student must demonstrate understanding of what they have learned throughout the semester through theoretical and theoretical-practical exercises that show if they have achieved the objectives and competencies set out in the subject

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general

secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To acquire firm theoretical, practical, technological and humanistic training needed to develop professional activity.

To understand the social, economic and environmental implications of professional activity.

To understand the ethical implications of professional and personal activity.

To have acquired the ability for analytical, synthetic, reflective, critical, theoretical and practical thought.

To foster a concern for knowledge as a key tool in the personal and professional growth process of a student.

To develop capacity for and a commitment to learning and personal development.

General Skills

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To understand the social, economic and environmental implications of professional activity.

To understand the ethical implications of professional and personal activity.

To have acquired the ability for analytical, synthetic, reflective, critical, theoretical and practical thought.

To foster a concern for knowledge as a key tool in the personal and professional growth process of a student.

To develop capacity for and a commitment to learning and personal development.

Specific skills

Understand the meaning and foundation of human dignity, the fundamental dimensions of the human being, the evolution of different anthropologies throughout history and their practical implications.

Detect the link between the current world and historical events and recognize the need to locate the historical framework of any event in order to understand it.

Develop habits of rigorous thinking.

Ability to communicate the knowledge acquired orally and in writing.

Cultivate an attitude of intellectual concern and search for truth in all areas of life.

Know how to apply the bases and conceptual tools to establish a dialogue between different positions as a guarantee of healthy civil coexistence.

LEARNING RESULTS

Understand the theoretical foundations of the historical discipline

Identify the origins and development of the secularization process in modern culture.

Reflect on the non-inevitable nature of historical events.

Explain the fundamental characteristics of modern and postmodern cultures: anthropocentrism and secularization scientism bourgeois mentality and mass culture.

Understand current reality as derived from History.

To know the fundamental processes of the History of Humanity.

LEARNING APPRAISAL SYSTEM

The evaluation system of the subject is based on continuous evaluation, and three systems will be established.

1. Ordinary evaluation system.

Students will obtain a percentage grade divided by all the activities constituting the course, including the final exam test where, in order to average, it will be necessary to reach a five.

- Weighting of the continuous evaluation (minimum of five in each part to make the average):
- Creative participation and active class or online attendance (10%).
- Continuous evaluation of each of the proposed activities (15%).
- Written works and oral presentations (25%).
- Final content exam (50%): It will cover the contents of the subject and the texts worked in class and the mandatory readings. It will consist of relationship and development questions. Each of them will have the same value.

2. Alternative evaluation system.

For students in second enrollment and in a situation of academic exemption, they will be evaluated with the same criteria described above, with the same percentages for the qualification of each of the components of the evaluation described above.

Students in second or subsequent enrollment should contact the teacher to request to take advantage of this system and to establish a personal monitoring plan that, without detracting from general evaluation criteria, is flexible enough to adjust to their time availability (both for monitoring face-to-face classes and for carrying out the activities included in continuous evaluation).

PLAGIARISM, as well as the use of illegitimate means in evaluation tests, will be sanctioned to those established in the Evaluation Regulations and the University's Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the

student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Miguel Garcia-Baro. Socrates and Heirs: Introduction to the History of Western Philosophy/Salamanca: Follow me, 2009.

E.H. Gombrich. The History of Art/1st edition of the 16th English edition, published and redesigned by Phaidon Press Limited in 1996. Madrid: Debate; [s.l.] :Circle of Readers, 1997.

Alan Bullock. The humanist tradition in the West/Madrid: Alianza Editorial, 1989.

Jaime Vicens Vives. Modern general history: from the Renaissance to the crisis of the 20th century/11th ed. Barcelona:Montaner and Simon, 1979.

Peter Watson. Intellectual History of the Twentieth Century/Barcelona:Crítica, 2003.