



FICHA TÉCNICA DE LA ASIGNATURA

Datos de la asignatura	
Nombre completo	Problem of God
Código	E000010707
Nivel	Intercambio
Cuatrimestre	Semestral
Créditos	6,0 ECTS
Carácter	Optativa
Departamento / Área	Departamento de Relaciones Internacionales
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DATOS ESPECÍFICOS DE LA ASIGNATURA

Contextualización de la asignatura
Aportación al perfil profesional de la titulación
<p>The course takes a critical look at philosophical endeavours in the quest for God as well as at religious dimensions and different social realities related to this question. It fosters students' ability to analyse different social and religious realities. It promotes coexistence between people of different religions and social and cultural traditions. It strengthens our capacity for dialogue and our knowledge of the</p>

different religious traditions of the world today.

Prerequisitos

Medium-high level of English.

Rigorous standards of academic honesty will be applied.

Competencias - Objetivos

Competencias

Generic Skills

Instrumentals

- Capacity for analysis and synthesis of the religious reality.
- Understand and properly structure the knowledge acquired.
- Organizational skills and planning.
- Ability to manage information: collection, analysis and retrieval of information from different sources.

Interpersonal

- Critical and Self-critical.
- Ability to Develop Ethical Commitment.
- Ability to dialogue about different ideas and beliefs.

Systemic

- Recognition and Respect for Diversity and Multiculturalism.

Specific Skills

Conceptual (Knowledge)

- Analyze, understand and learn the different proposals in the philosophical debate about God.
- Analyze the religious phenomenon in contemporary society as anthropological and cultural (religious sociology approach to) reality.
- Describe the religion in its unity (structure of religion) and diversity (Christianity, Islam, Hinduism, Judaism, Buddhism).
- Analyze the most important implications of religion in today's world and its problems.
- Recognize the different answers that have been given and continue to give to the various issues raised.

Procedural (know how)

- Critically engage with philosophical problems and give a personal answer regarding the discussed issues.
- Interpret religious trends apparent in today's society and detect the basic features of contemporary religiosity from an analysis of social reality.

- Discerning the elements of these various religious manifestations that respond to an authentic religiousness of those who manifest perversions of religion (religious fundamentalism, sectarianism, etc).
- Establish a constructive and critical dialogue on the different religious expressions, their social impact, their phenomenological structure and their anthropological and theological foundations.
- Compare characteristics of different religions.
- Analyze texts of scientific character on religious and social issues with a critical attitude.
- Watch videos about religions and draw conclusions from them.

Attitudinal (how to be)

- Recognize and accept the diversity of customs, beliefs and existential answers posed to the same subject.
- Be able to discuss, to formulate own convictions and listening to others.
- Situate with analytical skills and critical judgment to the religious reality.
- Assess the importance of the religious dimension as a configurator fact of the identity of the person.

BLOQUES TEMÁTICOS Y CONTENIDOS

Contenidos – Bloques Temáticos

I. FOUNDATIONS OF THE RELIGIOUS PHENOMENON

TOPIC 1: The quest for God linked to the quest for reality and to the quest of human life: 1.1. Mystery of reality and approaches to it; 1.2. Alternative ways of thinking the relation God-World-Self; 1.3. Thinking about God. Why should he exist? Classical and modern arguments; 1.4. Thinking about God. Why should he not exist? Arguments for atheism and problem of evil; 1.5. Man in search for meaning

TOPIC 2: Basic phenomenological and sociological approach to religion: 2.1. Sciences that study religion. Phenomenology of religion; 2.2. Sociological approach to religion today: 2.2.1. Secularization; 2.2.2. Re-enchantment of the world; 2.2.3. The rise of fundamentalisms and sects; 2.2.4. Current topics of discussion

II. PLURALITY OF RELIGION

TOPIC 1: The diversity of religions

TOPIC 2: Hinduism

TOPIC 3: Buddhism

TOPIC 4: Judaism

TOPIC 5: Christianity

TOPIC 6: Islam

METODOLOGÍA DOCENTE

Aspectos metodológicos generales de la asignatura

“En caso necesario, la asignatura se impartiría en el modo bimodal, que combina las actividades síncronas y asíncronas. En el aula se mantendrán las distancias sociales y se seguirán las normas sanitarias indicadas por las autoridades pertinentes”. “This course could combine synchronous and asynchronous learning. Social distancing will be kept in the classroom, as well as all health and safety measures indicated by the relevant authorities”



Metodología Presencial: Actividades

Lectures will provide the theoretical explanations and guidance needed in order to study each topic. In these classes, the teacher will only focus on the most important or complicated areas. Following the teacher's guidelines, students shall complete the explanations.

Exposition of the students about their research.

Seminarwise classes to share analysis and conclusions from the readings.

The lectures will involve the use of computer-based media (PowerPoint, Word and Excel documents), electronic media (DVDs), the whiteboard and any other methods deemed appropriate by the teacher.

Formal and informal debates about issues connected with the lectures.

Metodología No presencial: Actividades

Readings.

Research and preparation of presentations in groups.

Study of the theoretical content of the module.

Watching documentaries and/or movies related to the contents of the module.

Personal reflection and writing about the issues discussed in the class (especially regarding the philosophical part of the course).

RESUMEN HORAS DE TRABAJO DEL ALUMNO

STUDENT WORKLOAD (in hours)

Contact hours	outside classroom	OVERALL
60	90	150

EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

ASSESSMENT

Portfolio: 30% of the grade
Portfolio that includes the student's personal reflections regarding the first part of the subject. Topics that m covered in it will be provided during the lessons.

Project: 20% of the grade
The students will be asked to make a presentation based on a research of their own.

Exam: 50% of the grade
In the exam students are expected to show the understanding and critical engagement with the contents

Calificaciones

- Committing any serious academic misconduct, such as plagiarism of previously published material, or copying in the exam or any other graded activity, will imply not being able to pass the course in the ordinary assessment period.
- The improper use of ChatGPT or other Generative AI will be considered a serious offense, according to the General Regulations of the University, art. 168.2.e: "carrying out actions aimed at falsifying or defrauding the academic performance evaluation systems". The consequences of this will be "temporary expulsion for up to three months or the prohibition to take an exam in the following exams period after the imposition of the sanction, in one or more subjects in which the student is enrolled, [...] in addition to a failing grade (0) in the corresponding subject, [...] [and] the prohibition to take an exam in that subject in the following exams period".
- Misuse will be considered those situations in which certain parts of the work have been developed mostly by ChatGPT or other Generative AI, and those circumstances in which this kind of software has been used without respecting the instructions given by the professor for a specific work. When the student has used Generative AI for any course works that are presented orally or in writing, such as ChatGPT, they must indicate (in the same work if it is in writing, and at the beginning of the oral presentation) how and for what purpose they have used the software, even if it was only used to obtain ideas or lines of research, without converting them into developed text. The same criteria must be applied for images or other types of products. Furthermore, every written content created with Generative AI must be clearly identified as text. The student must also include as additional material (in an annex) the questions and answers of the conversation with Generative AI in order to complete the exercise.
- Tutorials are an essential part of the development of the course, and students may attend tutorials during the course, which could be arranged in advance with the professor.
- Any non-face-to-face learning activity that requires the submission of an assignment/document, etc. will be submitted by the student through Moodle, always in PDF format.
- To be able to take the final exam, students must not have missed more than one third of the classes without justification. If this requirement is not met, the student may lose the right to be assessed both in the ordinary and extraordinary assessment period (art. 93-1 of the General Regulations). Failure to attend to the first hour of a two-hour lecture, means having missed the whole session in terms of attendance, regardless of whether the student attends the second hour.

BIBLIOGRAFÍA Y RECURSOS

Bibliografía Básica

BIBLIOGRAPHY

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OTHER BOOKS AND ARTICLES

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- González, L.; Santos, X. M., "Tourists and pilgrims on their way to Santiago. Motives, Caminos and final destinations", *Journal of Tourism and Cultural Change* 13, 2015, 149- 164.
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BUDDHISM

- *An Introduction to World Religions: Buddhism*, Dublin City University
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CHRISTIANITY



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- World Council of Churches Pontifical Council for Interreligious Dialogue World Evangelical Alliance (s.f) Christian Witness Multi-Religious World.

ISLAM

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WEB RESOURCES

- www.vatican.va (Catholic documents, news, events, press releases)
- www.religion-online.org (religion news and links)
- <https://apnews.com/article/3dc6b0999bf04614b1de21863cbfdd66> Women strive for larger roles in male-dominated religion (Women and religion).
- <https://www.abc.net.au/religion/terrorism,-war-and-the-problem-of-religious-violence/11656464> Terrorism, war and problem of "religious violence" (Religion and violence).
- <https://www.bbc.com/news/world-us-canada-53055632> (US Supreme Court backs protection for LGBT workers) LGBTI RELIGION.
- <https://www.britannica.com/browse/Religious-Beliefs>
- <https://www.britannica.com/topic/Lutheranism/History>
- <https://www.britannica.com/topic/Anglicanism>
- <https://www.britannica.com/topic/Nestorianism>
- <https://www.encyclopedia.com/religion/encyclopedias-almanacs-transcripts-and-maps/christianity-protestantism>
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- <https://www.infoplease.com/encyclopedia/religion>
- <https://catholic-resources.org/Courses/Christianity-Branches.htm>
- <https://www.britannica.com/topic/Christianity/Christianity-and-world-religions>
- <http://www.religionfacts.com/christianity/branches>
- <http://estaticos.elmundo.es/aula/laminas/religiones.pdf>
- <http://estaticos.elmundo.es/aula/laminas/hinduismo.pdf>
- <http://estaticos.elmundo.es/aula/laminas/buda.pdf>
- <http://estaticos.elmundo.es/aula/laminas/islam.pdf>

VIDEO

Monotheism:

- <https://www.youtube.com/watch?v=djFAxvZ20qQ>

Zorotheism:

- <https://www.youtube.com/watch?v=F2tqV9u9vzY>

Hinduism:



- <https://www.youtube.com/watch?v=9EICcU9oN-s>
- <https://www.youtube.com/watch?v=vTko0gJGmcs>
- <https://www.youtube.com/watch?v=INv2gdpfXPQ>
- <https://www.youtube.com/watch?v=UWTdCorvOWU>
- <https://www.youtube.com/watch?v=WhTpJxIj2I>
- <https://www.youtube.com/watch?v=v8sj8pHSFuE>
- https://www.youtube.com/watch?v=16S_XjHqczM

Buddhism:

- <https://www.youtube.com/watch?v=Lxq-RiLb-6M>
- https://www.youtube.com/watch?v=X-_cJU-pFwQ
- <https://www.youtube.com/watch?v=aCA6ioTLw-Q>
- Islam:
 - <https://www.youtube.com/watch?v=SAyY7Cq1V5A>
 - https://www.youtube.com/watch?v=4NT_btkLlho
 - <https://www.youtube.com/watch?v=xoC1fRavjUU>
 - <https://www.youtube.com/watch?v=ojSkGvxFi4M>
 - <https://www.youtube.com/watch?v=sDSTgKIQAzE>

Judaism:

- <https://www.youtube.com/watch?v=OfVy5uwwktA>

Christianity:

- <https://www.youtube.com/watch?v=DQHMB7V9LtE>
- General: <https://www.youtube.com/watch?v=RQjS6NGvlQ0>
- https://www.youtube.com/watch?v=EWQpn8tRBME&feature=emb_logo
- https://www.youtube.com/watch?v=W6bmHWtLqB8&feature=emb_logo
- https://www.youtube.com/watch?v=1o8olELbNx&feature=emb_logo
- https://www.youtube.com/watch?v=xdZcqAss92w&feature=emb_logo

Religion today:

- https://www.youtube.com/watch?v=fzgQOY_usdw
- <https://www.youtube.com/watch?v=g6U0Bvsrn8o>
- <https://www.youtube.com/watch?v=IN3wkG1s4TA>
- https://www.ted.com/talks/alaa_murabit_what_my_religion_really_says_about_women
- <https://www.youtube.com/watch?v=VMb1UkkZsR8>
- https://www.ted.com/talks/sharon_brous_it_s_time_to_reclaim_religion
- <https://www.youtube.com/watch?v=RKdzYmVSMus>
- <https://www.youtube.com/watch?v=IYVfqvXo7WY>