

History of Genetics

Code: 103628
ECTS Credits: 3

Degree	Type	Year	Semester
2502442 Medicine	OT	2	2
2502442 Medicine	OT	3	0
2502442 Medicine	OT	4	0
2502442 Medicine	OT	5	0
2502442 Medicine	OT	6	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

There is no prerequisite.

Objectives and Contextualisation

The subject of History of Genetics is studied in the 2nd course of the Degree in Medicine as an optional subject.

The main objectives of the subject are:

To introduce the student to the consideration and experimentation of hist

documentation and scientific popularization, and as a pedagogical tool in the fields of science and medicine.

Within the specific field of the history of genetics, to give the student the necessary tools to identify and critically a

To introduce the student to the historical processes of generation, circula

in sociocultural transformations throughout history.

To introduce the student to the analysis of the role and situation of genet

strategic and economic importance of genetics and genomics in the life sciences, health and society.

And so, to give the student the necessary tools to synthesize, from the historical exploration of genetics, a perspective

Competences

Medicine

- Communicate clearly, orally and in writing, with other professionals and the media.
- Critically assess and use clinical and biomedical information sources to obtain, organise, interpret and present information on science and health.
- Demonstrate basic research skills.
- Demonstrate knowledge of the historical principles underlying health, illness and the medical profession.
- Demonstrate understanding of the importance and the limitations of scientific thought to the study, prevention and management of diseases.
- Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
- Use information and communication technologies in professional practice.

Learning Outcomes

1. Communicate clearly, orally and in writing, with other professionals and the media.
2. Define the factors determining healthcare transition in today's world.
3. Demonstrate a diachronic vision of healthcare institutions and the healthcare strategies implemented.
4. Demonstrate basic research skills.
5. Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
6. Identify changes and continuities in the forms and contents of the medicalisation process.
7. Identify the origins and the institutionalisation of scientific activity, and the epistemological bases of scientific thought in the health sciences.
8. Identify the processes of professionalisation in the field of the health sciences and the tendency towards specialisation.
9. Make correct use of databases and works of reference (bibliographies, encyclopedias, and dictionaries) in the health sciences.
10. Recognise and distinguish the different medical traditions that make up the current health panorama.
11. Recognise health and illness as socially determined constructions that change over time.
12. Recognise the scope and the limitations of scientific thought in the health sciences.
13. Understand medical science as knowledge in construction, subject to constant change, posing new challenges and opportunities.
14. Use information and communication technologies in professional practice.

Content

History as a vehicle for reflection / cultural construction, as a tool for scientific research, documentation and popularisation

of science and medicine.

Within the specific field of the history of genetics, identify and analyze critically the main historiographical currents; Develop a historical vision of genetics, identifying and characterizing the

communication and management of scientific (genetic) knowledge,

as well as its intervention in sociocultural transformations throughout history.

Analysis of the role and situation of genetics and their social relations cul

of genetics and genomics in the life sciences, health and society.

And so, give the student the necessary tools to synthesize, from the historical advance of genetics, a perspective

Distributive blocks

A. Introduction to the history of genetics within the field of the history of s

B. Inheritance throughout history. Concepts and sociocultural relations (L

C. The two cultures and the pillars of contemporary biology (nineteenth c

D. From Mendel to the Synthetic Theory of Evolution. Genetics and the h

E. The development of molecular biology: individuals, society and inform

F. Genetics, genomics, sociobiology: debates and challenges.

Methodology

Directed activities (26.7% = 20 hours): Theoretical classes / discussion sessions with ICT support.

Supervised activities (15% = 11.25 hours): Individual problem solving and

Autonomous activities (53.3% = 40 hours): Individual study, bibliography

Description (directed and supervised activities: theoretical classes and di

Bloc A. Introduction to the history of genetics within the scope of the his

Bloc B. Inheritance throughout history. Concepts and socio-cultural relati

Bloc C. The two cultures and the pillars of contemporary biology (ninete

Bloc D. From Mendel to the Synthetic Theory of Evolution. Genetics and

Bloc E. The development of molecular biology: individual, society and inf

Bloc F. Genetics, genomics, sociobiology: debates and challenges: 1 cla

Deliveries: Final written essay in relation to a specific topic integrated in t

via virtual campus or email.

In the event that activities and tests or exams cannot be taken onsite, they will be adapted to an online format ma

Homework, activities and class participation will be carried out through forums, wikis and/or discussion on TEAM:

Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
THEORY (TE)	20	0.8	14
Type: Supervised			
TUTORIALS	11.25	0.45	14
Type: Autonomous			
TASK DEVELOPMENT / PERSONAL STUDY / PAPER READING / INTEREST REPORTS	40	1.6	14

Assessment

The evaluation of the subject is continuous in relation to:

- Active participation in class discussions, which may include presentation
- The preparation of a brief final written essay (40% of the final grade) on

any subject related to the history of genetics.

For the evaluation to be effective, the students must pass each of the diff

Otherwise, they will be considered as "non-assessable".

Students who have not passed the course may be submitted to a resit.

To participate in the resit the student must have been previously evaluat

whose weight equals a minimum of two thirds of the total grade of the subject.

In addition, to participate in the resit the student must have obtained at le

Students who do not take the theoretical and practical assessment tests

will exhaust the rights of the registration of the subject.

In the event that activities and tests or exams cannot be taken onsite, they will be adapted to an online format me

Homework, activities and class participation will be carried out through forums, wikis and/or discussion on TEAM!

Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in classes and seminars	40%	1.5	0.06	1, 2, 4, 3, 5, 13, 6, 7, 8, 11, 10, 12, 9, 14
Oral presentation of work	20%	0.75	0.03	1, 2, 3, 13, 6, 7, 8, 11, 10, 12, 14
Written evaluation through reports	40%	1.5	0.06	2, 4, 3, 5, 13, 6, 7, 8, 11, 10, 12, 9, 14

Bibliography

Bibliographic sources of digital access will be provided during the semester. However, below are reference works that may also be used.

Essential references

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GLICK, Thomas (ed.) (1988) *The Comparative Reception of Darwinism*. Chicago : The University of Chicago Press (1ª ed. 1974).

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Software

In addition to web and Office tools, such as the campus online, email, Google docs, word, powerpoint and excel,