



## Information about the subject

**Degree:** Bachelor of Science Degree in Marine Sciences

**Faculty:** Faculty of Veterinary Medicine and Experimental Sciences

**Code:** 271101 **Name:** Anthropology

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 2

**Module:** Professional Anthropology and Deontology

**Subject Matter:** Anthropology **Type:** Basic Formation

**Field of knowledge:** Social and Legal Sciences

**Department:** Theology, Social Doctrine of the Church and Deontology or Professional Ethics

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Professional Anthropology and Deontology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anthropology	6,00	Anthropology	6,00	1/2
Social Doctrine of the Church	6,00	Science, Reason and Faith	6,00	2/2
Ethics and Professional Deontology	6,00	Social Moral - Deontology	6,00	4/2



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student is able to acquire a synthetic vision of some central aspects of anthropological thought.
- R2 The student describes with ease the characteristics of the different forms of knowledge (technique, science, philosophy, theology) that allow to have a wide and integrated-and not reduced- vision of the human being.
- R3 The student knows how to differentiate the essential human capacities (intelligence, will, affectivity) that make personal self-development possible and thus contribute to improving personality.
- R4 The student knows how to identify the fundamental traits of the human person that manifest his/her dignity, his/her freedom of self-determination, his/her sociability and his/her openness to transcendence.
- R5 The student is capable of elaborating works of analysis and synthesis with arguments of anthropology about the existential realities of the person and the limits of life, by using as sources academic texts, audiovisual materials, press, media or the Internet.
- R6 The student is able to critically discuss anthropological issues respecting the opinions of others and demonstrating scientific rigor.
- R7 The student knows how to confront socio-cultural anthropological proposals with the contributions of other knowledge about man, especially psychology, economics, law, philosophy and theology.
- R8 The student is able to situate the nature, the object and the method of anthropology.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB2	Students are able to apply knowledge to their work in a professional way and have the competences enabling them to state and defend views and opinions as well as perform problem-solving tasks in their field of study.			X	
CB4	Command of a foreign language			X	
CB5	Students develop the necessary learning skills to undertake further studies with a high level of autonomy.		X		

GENERAL		Weighting			
		1	2	3	4
CG1	Capacity to analyze and synthesize			X	
CG2	Capacity to organize and plan		X		
CG3	Mastering Spanish oral and written communication			X	
CG6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)			X	
CG7	Decision making			X	
CG8	Capacity to work in interdisciplinary and multidisciplinary team	X			
CG9	Interpersonal skills		X		
CG10	Critical and self-critical capacity				X
CG11	Capacity to learn				X



CG12	Capacity to adapt to new situations	X			
CG13	Capacity to produce new ideas (creativity)				X
CG14	Leadership abilities.		X		
CG18	Sensibility to environmental issues.		X		

SPECIFIC		Weighting			
		1	2	3	4
CE8	Identifying and analyzing new problems and proposing solution strategies				X
CE17	Developing training programs for marine and coastal areas	X			
CE19	Deeply understanding operating systems of maritime orientated companies, identifying their problems and proposing solutions	X			
CE20	Mastering practical use of models, including new data for validation, improvement and development of models	X			

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Understanding multicultural and diverse environment				X
CT2	Ethics				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Written test with theoretical and practical questions
	30,00%	Delivery of guided assignments, whose objectives and contents will be proposed by the teacher
	10,00%	Oral presentation

### Observations

#### MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
- M2 Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.



- M6 Personalized and small group attention. Period of instruction and/or guidance carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.
- M8 Set of oral and/or written tests used in initial, formative or additive assessment of the student.
- M9 Group preparation of readings, essays, problem-solving, seminars, papers, reports, etc. to be presented or submitted in theoretical , practical and/or small-group tutoring sessions. Work done on the university e-learning platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es) )
- M10 Student's study: Individual preparation of readings, essays, problem-solving, seminars, papers, reports, etc. to be presented or submitted in theoretical, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( [www.plataforma.ucv.es](http://www.plataforma.ucv.es) ).



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS M1	R1, R2, R3, R4, R5, R6, R7, R8	25,00	1,00
PRACTICAL CLASSES M2	R3, R4, R5, R6	30,00	1,20
TUTORIAL M6	R1, R3, R4, R7, R8	5,00	0,20
ASSESSMENT M8	R1, R2, R3, R4, R5, R6, R7, R8	2,00	0,08
<b>TOTAL</b>		<b>62,00</b>	<b>2,48</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK M9	R5	25,00	1,00
INDEPENDENT WORK M10	R1, R2, R3, R4, R5, R6, R7, R8	63,00	2,52
<b>TOTAL</b>		<b>88,00</b>	<b>3,52</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1. The Antropological problem. A philosophical and theological approach.	The person, dignity and human rights.
2. Intersubjectivity	The fundamental forms of intersubjectivity The fundamental equality of all people To be with others and for others The Church, a community of salvation
3. The corporeality	The insufficiency of anthropological dualism. The meaning of the human body. The fundamental male-female equality. Sex, gender and personal identity Marriage and family
4. Existential questions: yearnings, limits and transcendence.	The world as a fundamental dimension of the human being The insufficiency of anthropological materialism Principles of Christian Anthropology: Substantial Unity of body and soul The mystery of knowledge and truth The word and the concept; Intelligence and reason Freedom and self-fulfilment Freedom, values and good: ethical relativism. Natural law and revelation The new law of love as opposed to the law of precepts Consciousness and sense of sin Failure and Evil as Basic Problems of Man Vulnerability to suffering and pain. The Christian meaning of Suffering The search for meaning in suffering. Borderline situations. Transhumanism as an escape from suffering and an escape from man. Death as a fundamental problem of human existence Signs of God in Humanity



## Organization of the practical activities:

	Content	Place	Hours
PR1.	Ethical dilemmas	Lecture room	15,00
PR2.	Case resolution	Lecture room	15,00

## Temporary organization of learning:

Block of content	Number of sessions	Hours
1. The Antropological problem. A philosophical and teological approach.	7,00	14,00
2. Intersubjectivity	8,00	16,00
3. The corporeality	8,00	16,00
4. Existential questions: yearnings, limits and transcendence.	8,00	16,00



## References

1. Aznar, J., Burguete, E. (2020). From Australopithecus to cyborgs. Are we facing the end of human evolution? *Acta Bioethica* 2020; 26 (2): 165-177. DOI: <http://dx.doi.org/10.4067/S1726-569X2020000200165>
2. Burguete, E. "Una aproximación al debate sobre el enhancement neurocognitivo". *Bioética Press* nº 595. <https://www.observatoriobioetica.org/2021/07/una-aproximacion-al-debate-sobre-el-enhancemen-t-neurocognitivo/36430>.
3. Burguete, E. Gender's post-feminism and transhumanism. *Medicina e morale* 68 (2). Julio 2019: 197-2104. Burguete, E. (2019). Revolución Sexual y neovitalismo. Los servicios gestacionales en la reconfiguración social, como reproductor, del colectivo queer. *Cuadernos de Bioética* 30 (99). Mayo-agosto 2019. Asociación Española de Bioética y Ética Médica: 159-1705. Burguete, E. "El estatuto antropológico del embrión humano". *Bioética Press*, 500. (2017). Disponible en <http://www.observatoriobioetica.org/2017/04/el-estatuto-antropologico-del-embrion-humano/1890>
- 7.6. Burguete, E. Debate bioético sobre el principio de Beneficencia Procreativa". *Bioética Press*, 475. (2016). En <http://www.observatoriobioetica.org/2016/02/principio-de-benefcencia-procreativa/12182>.
7. Burguete, E. "El transhumanismo y la emancipación de la naturaleza. Primeras manifestaciones". Ponencia con motivo de la VIII semana por la vida en el Parlamento europeo. Sede del Parlamento Europeo, Bruselas, 20 de marzo de 2018. Disponible en <https://oneofus.eu/wp-content/uploads/2018/03/Ponencia-Asamblea-One-of-Us-Bruselas-Enrique-Burguete-1.pdf>.
8. Burguete, E. (2018). Aspectos demográficos y sociales en la Carta Encíclica *Humanae Vitae*. En J. Aznar (coord.). *Regulación de la fertilidad humana a la luz de la Carta Encíclica Humanae Vitae*. (88-148). Madrid: SEKOTIA.
9. Burguete, E. (2019). Transhumanismo. Conferencia en el seno de las Jornadas "La vida humana. Ciencia y Verdad. Razones para la Esperanza". Observatorio de Bioética de la UCV y Secretariado Diocesano para la Defensa de la Vida. 14 de mayo de 2019. Disponible en <https://www.youtube.com/watch?v=RniABXQRaMk>
10. Burguete, E. (2021). Las etapas del amor. Conferencia en el marco del I Congreso Virtual "La educación del Corazón. Afectividad y sexualidad en el siglo XXI" organizado por la Universidad Francisco de Vitoria en octubre de 2020. Disponible en [https://www.youtube.com/watch?v=VXnMtgo3t\\_c11](https://www.youtube.com/watch?v=VXnMtgo3t_c11).
- Cortina, A., (2009). *Las Fronteras de la persona. La dignidad de los humanos y el valor de los animales*. Madrid: Taurus.
- Gevaert, J. (2003). *El problema del hombre. Introducción a la antropología filosófica*. Salamanca: Sígueme.
13. Spaemann, R. (2000). *Personas. Acerca de la distinción entre «algo» y «alguien»*. Pamplona: Eunsa



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: