



Information about the subject

Degree: Degree in Design and Narration in Animation and Video games

Faculty: Faculty of Legal, Economic and Social Sciences

Code: 2051106 **Name:** Anthropology

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

Module: HUMANITIES

Subject Matter: ANTHROPOLOGY **Type:** Basic Formation

Field of knowledge: Artes y Humanidades

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Lecturer**)

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Module organization

HUMANITIES

Subject Matter	ECTS	Subject	ECTS	Year/semester
ANTHROPOLOGY	6,00	Anthropology	6,00	1/2
HUMANITIES	12,00	Science, Reason and Faith	6,00	4/1
		Social Morality - Deontology	6,00	4/2

Recommended knowledge

Not required

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 To argue, quoting diverse sources worked on in the subject, which are the essential characteristics of the human being, man and woman, as the target of the productions and creations of the degree in animation and video game projects.
- R2 To compare the different perspectives on the human being offered by the Judeo-Christian tradition with those of other traditions and cultures.
- R3 To analyse, from the anthropology learnt in the subject, the messages that are transmitted implicitly or explicitly in animation and video game projects.



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
B3	Students to be able to gather and interpret relevant data (normally within their area of study) to make judgements including a reflection about relevant topics of social, scientific or ethic nature.				X
B4	Students to transmit information, ideas, problems and solutions to a specialised and non-specialised audience.				X

SPECIFIC		Weighting			
		1	2	3	4
E32	To critically and argumentatively analyse texts from bibliographical sources within the scope of science, reason and faith, related to the design of animation and videogames.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Written tests
	40,00%	Reflection papers (essays, text comments, etc)
	0,00%	Oral tests

Observations

Los alumnos de segunda matrícula se incorporarán al grupo principal, con las mismas condiciones de evaluación.

Los trabajos de reflexión podrán ser sustituidos, si la carga de prácticas de los alumnos así lo aconsejan, por la resolución de preguntas abiertas y de reflexión en la prueba final

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 Flipped classroom
- M2 Participatory master class



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Active listening, summaries, concept maps and/or notes organizing the information and work in small groups (Kagan structures) to process the received information. M2	R1, R2, R3	36,00	1,44
In the flipped classrooms the student will undertake video viewing, web browsing, readings, questions elaboration and class preparation in general, etc (non-on-site work) as well as presentation and debates with all the participants in the class and doubt solving (on-site work). M1	R1, R2, R3	24,00	0,96
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work. Study, memorization, test preparation, practical abilities drilling, elaboration of works, essays, reflections, metacognitions, portfolios elaboration, ... M1, M2	R1, R2, R3	50,00	2,00
In the flipped classrooms the student will undertake video viewing, web browsing, readings, questions elaboration and class preparation in general, etc (non-on-site work) as well as presentation and debates with all the participants in the class and doubt solving (on-site work). M1, M2	R1, R2, R3	40,00	1,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
The anthropological problem: philosophical and theological approach.	"Who" we are the people. The roots of anthropological thought and the transhumanist "promise". Keys to late modern culture: Technologicalization, emotivism, existentialism and post-truth. Foundations of the concept of dignity. Fundamental rights and their consequences in our culture. Ethnocentrism and prejudice. The stereotypes.
Intersubjectivity	Subjectivism and individualism, the result of a process of emancipation in the history of human thought. Collectivisms and the denial of singularity Relationality as a distinctive note of our nature Love and friendship as an epigone of intersubjectivity Other forms of intersubjectivity: justice, conflict and indifference Human groupings and the foundations of social order: social virtues The catholic proposal for the social life



Corporeity

Hylemorphism or the meaning of the human body and its relationship with self-awareness: Monism, dualism and anthropological personalism.
The personifying essence: rationality as power and as act.
The person as an entity, essence and singular substance.
The place of the accidents in the definition of the person.
The ontological personalism.
Corporeality and temperament.
The degrees of biological life: vegetative, sensitive and intellectual.
The appetitive functions and the rational appetites: structuring of the ordo amoris.
The will and mastery of feelings.
The great human longings.
Affective dynamics and psychic harmony. Habits, virtue and happiness.

The great existential questions

Freedom.
Happiness.
The dramatic burden of living.
The problem of suffering.
Keys to make life worthwhile.

Temporary organization of learning:

Block of content	Number of sessions	Hours
The anthropological problem: philosophical and theological approach.	7,00	14,00
Intersubjectivity	8,00	16,00
Corporeity	8,00	16,00
The great existential questions	7,00	14,00



References

1. Aznar, J., Burguete, E. (2020). From Aunstralopithecus 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
- Cortina, A., (2009). *Las Fronteras de la persona. La dignidad de los humanos y el valor de los animales*. Madrid: Taurus
12. 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: