Guía Docente

Information about the course

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: HUMANIDADES

Subject Matter: ANTROPOLOGÍA **Type:** Formación Básica

Branch of knowledge:

Department: Multimedia and Digital Arts

Type of learning: Classroom-based learning

Language/-s in which it is given: Spanish

Teachers:

2051A	Enrique Eduardo Burguete Miguel **(Profesor responsable)**	enrique.burguete@ucv.es

Module organization

HUMANIDADES

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

Recommended knowledge

Basic concepBasic concepts of philosophy, ethics and history acquired in high schoolts of philosophy , ethics and history acquired in high school

Learning outcomes

At the end of the course, the student must demonstrate having acquired the following learning outcomes:

R1 - Argue, citing various sources studied in the course, what are the essential characteristics of human beings, men and women, as recipients of the productions and creations of the animation and video game degree programme. RA3.19 / RA4.22 / RA6.31

Learning outcomes of the specified title

Type of AR: Competencias

- Apply the principles derived from the concept of integral ecology to their proposals or actions, regardless of their scope, area of knowledge, and the contexts in which they are presented.

- Be able to collect and interpret relevant data (usually within their area of study) to make judgments that include reflection on important social, scientific, or ethical issues.

R2 - Compare the different perspectives on human beings offered by the Judeo-Christian tradition with those of other traditions and cultures, taking into account the sincere search for the full truth and the integration of all dimensions of the human being in the face of the great questions of life, applying the principles derived from the concept of integral ecology and respecting and putting into practice the ethical principles and proposals for action derived from the objectives for sustainable development. RA3.20 / RA4.23 / / RA6.32 / RA7.31 / RA8.38

Learning outcomes of the specified title

Type of AR: Competencias

- Be able to convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.

- Develop theoretical and practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being in response to life's major questions.

R3 - Analyse, from the anthropology learned in the course, the messages that are conveyed implicitly or explicitly in animation and video game projects, taking into account the sincere search for the full truth and the integration of all dimensions of the human being in the face of life's big questions, applying the principles derived from the concept of integral ecology and respecting and putting into practice the ethical principles and proposals for action derived from the objectives for sustainable development. RA3.21 / RA4.24 / RA6.33 / RA7.32 / RA8.39

Learning outcomes of the specified title

Type of AR: Competencias

- Apply the principles derived from the concept of integral ecology to their proposals or actions, regardless of their scope, area of knowledge, and the contexts in which they are presented.

- Be able to collect and interpret relevant data (usually within their area of study) to make judgments that include reflection on important social, scientific, or ethical issues.

- Be able to convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.

- Develop theoretical and practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being in response to life's major questions.

- Respect and implement the ethical principles and action proposals derived from the Sustainable Development Goals, applying them to all academic and professional activities.

Assessment system

In-person modality

Assessed learning outcomes	Granted percentage	Assessment tool
	60,00%	SE1 – Written exams.
	20,00%	SE4 – Reflective assignments (essays, text commentaries, etc.).
	20,00%	SE5 – Oral exams.

Observations

In the first sessions, and after consulting with the group through their representative, these percentages may vary as follows:

Final theoretical exam: 80% of the final grade, divided into two equally weighted sections: multiple-choice questions with alternative answers and open-ended questions.

The remaining 20% will be non-eliminatory midterm exams, prorated according to the final number of midterm exams.

MENTION OF DISTINCTION:

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

Training activities

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

M1   MD1: Flipped classroom

M2   MD2: Interactive lecture

IN-CLASS TRAINING ACTIVITIES

ACTVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
AF1 – Within the context of the flipped classroom methodology, the student will watch videos, visit websites, complete preliminary readings, and prepare materials.	R2	MD1: Flipped classroom	24,00	0,96
AF2 – Active listening, elaboration and formulation of questions, summaries, concept maps and/or notes that organize the information received, and related work.	R1, R2, R3	MD2: Interactive lecture	36,00	1,44
TOTAL			**60,00**	**2,40**

TRAINING ACTIVITIES OF AUTONOMOUS WORK

ACTVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
AF8 – Independent work. Study, memorization, exam preparation, practice of practical skills, preparation of assignments, essays, reflections, metacognitive activities, portfolio development, etc.	R1, R2, R3	MD2: Interactive lecture	50,00	2,00
AF1 – Within the context of the flipped classroom methodology, the student will watch videos, visit websites, complete preliminary readings, prepare questions, and generally prepare for class (non-presential work), as well as engage in presentations and/or discussions with the professor and classmates in class, resolving doubts, etc.	R1, R2, R3	MD2: Interactive lecture	40,00	1,60
TOTAL			**90,00**	**3,60**

Description of contents

Description of content necessary for the acquisition of learning outcomes.

Theoretical content:

Block of content	Contents
The anthropological question.	"Who" we are as people: our qualities. The roots of anthropological thought and the transhumanist "promise." Keys to late modern culture: Technologization, emotivism, positivism, existentialism, and post-truth. Foundations of human dignity. Fundamental rights and their consequences for our civilization. Ethnocentrism and prejudice. Stereotypes.
Intersubjectivity	Subjectivism and individualism, as a result of a process of emancipation in the history of thought. Collectivism and the denial of singularity Relationality as a distinctive feature of our nature Love, friendship, and other forms of intersubjectivity: justice, conflict, and indifference Human groupings and the foundations of social order: the social virtues The Catholic proposal for social life
Corporeality	The meaning of the human body and its relationship to self-awareness: Monism, dualism, and anthropological personalism. The personifying essence: rationality as potential and as act. The degrees of biological life: vegetative, sensitive, and intellectual. The appetitive functions and rational appetites: structuring the ordo amoris. The will and the mastery of feelings. The great human longings. Affective dynamics and psychic harmony. Habits, virtue, and happiness.

Existential Questions	Freedom. Happiness. The dramatic burden of living. The problem of suffering.

Temporary organization of learning:

Block of content	Sessions	Hours
The anthropological question.	7	14,00
Intersubjectivity	8	16,00
Corporeality	8	16,00
Existential Questions	7	14,00

References

1. Burguete, E., Peydro, L. & Ventura, I. (2025). Bioethical evaluation of methylphenidate and atomoxetine for pediatric ADHD and cognitive enhancement. *Philos Ethics Humanit Med* **20**, 5. https://doi.org/10.1186/s13010-025-00167-1

2. 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

3. Burguete, E. (2024). Sed de eternidad en una cultura de la muerte. En Benavent, E, Burguete, E., Pradier, S., Cerdá, G. Diálogos de Teología el Almudí 2023. Valencia: Biblioteca Sacerdotal Almudí.

4. Burguete, E. (2023). Valoración de la gestación subrogada desde los principios bioéticos de autonomia y no maleficiencia. En Estellés, P (dir.). Maternidad subrogada: la nueva esclavitud del siglo XXI. Un análisis ético y jurídico. (103-138). Tirant lo Blanch. ISBN: 978-84-1147-156-5

5. .Burguete, E. (2021) "Una aproximación al debate sobre el enhancement neurocognitivo". Bioética Press nº 595. https://www.observatoriobioetica.org/2021/07/una-aproximacion-al-debate-sobre-el-enhancement-neurocognitivo/36430

6. .Burguete, E. Gender's post-feminism and transhumanism. 2019. Medicina e morale 68 (2) 197-210

7. Burguete, E. (2021). El estatuto antropológico del embrión humano. En Ramos-Kurí, M. Herrera, F., y Santos, J. El embrión humano Una defensa desde la Antropología, la Bioética, la Biología del Desarrollo y los Derechos Humanos (131-156). Ciudad de México: Tirant lo Blanch. ISBN: 978-84-1313-382-9

8. Spaemann, R. (2000). Personas. Acerca de la distinción entre «algo» y «alguien». Pamplona: Eunsa