



Information about the subject

Degree: Bachelor of Science Degree in Veterinary Medicine

Faculty: Faculty of Veterinary Medicine and Experimental Sciences

Code: 1261103 **Name:** Anthropology

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

Module: Module of Science and Society

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

Field of knowledge: Ciencias Sociales y Jurídicas

Department: Basic and Cross-disciplinary Sciences

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1261A	<u>Enrique Eduardo Burquete Miguel</u> (Responsible Lecturer)	enrique.burquete@ucv.es
1261B	<u>Enrique Eduardo Burquete Miguel</u> (Responsible Lecturer)	enrique.burquete@ucv.es



Module organization

Module of Science and Society

Subject Matter	ECTS	Subject	ECTS	Year/semester
Science and Society	6,00	Science, Reason and Faith	6,00	2/2
Modern Language	6,00	English	6,00	2/1
Anthropology	6,00	Anthropology	6,00	1/1



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 enable a broad and integrated vision of the human being rather than a reduced one.
- R3 The student knows how to differentiate the essential human capacities (intelligence, will, affectivity) that make personal self-development possible and contribute to improving personality.
- R4 The student knows how to identify the fundamental notes of the human being that manifest his or her dignity, freedom of self-determination, sociability and openness to transcendence.
- R5 The student is able to elaborate analyses and syntheses with anthropological arguments about the existential realities of the person and the limits of life, using academic texts, audiovisual materials, the press or the Internet as sources.
- 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 compare socio-cultural anthropological proposals with the contributions of other kinds of knowledge about man, especially psychology, economics, law, philosophy and theology.
- R8 The student is able to locate 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
CB1	Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced text books, includes also some aspects that involve knowledge belonging to the vanguard of their field of study.			X	
CB3	Capacity to gather and interpret relevant data usually within their specific field of study and capacity to make judgments that include reflection on relevant social, scientific or ethical issues.			X	
CB4	Capacity to communicate information, ideas, problems and solutions at specialist and non-specialist levels.		X		
CB5	Capacity to develop those learning skills needed to undertake further studies with a high degree of autonomy.	X			
GENERAL		Weighting			
		1	2	3	4
CG0	Capacity to speak well in public.		X		
CG6	Developing professional practice, acquiring skills related to teamwork, with an efficient use of resources and quality management.	X			
TRANSVERSAL		Weighting			
		1	2	3	4
T1	Capacity of analysis, synthesis, implementation of knowledge for problem-solving and decision-making.			X	



T4	Mastering fluency in oral and written mother tongue communication, listening and responding effectively using a language appropriate to audience and context.	x		
T7	Ability to adapt to new situations, self-critical ability, being aware of personal limitations and understanding when and where seeking and obtaining advice and professional help.		x	
T9	Keeping an ethical behaviour in the exercise of given responsibilities toward the profession and society.		x	
T10	Ability to learn, to research, and to be aware of the need to keep knowledge updated, and attending training programs.	x		
T12	Understanding and analyzing the diversity of people, cultures and lifestyles.		x	
T13	Knowing and analysing the various sources of Western thought.		x	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Written assessment of acquired knowledge and skills. The test may consist of a series of open-ended questions or multiple-choice questions about the theoretical contents of the module and/or practical exercises (problem-solving).
	15,00%	Evaluation of the use of the practical lessons in the classroom, of problems or computer science, seminars and tutorials, by means of participation, computer-supported problem solving and the elaboration of the corresponding reports.
	10,00%	Evaluation of group work through a system of continuous assessment throughout the course based on the delivery of assignments the objectives and content of which will be proposed by the teacher.
	15,00%	Evaluation of activities in which the student must do some research individually and structure information related to each of the topics through a system of continuous assessment throughout the course based on the delivery of papers, the objectives and contents of which will be proposed by the teacher.

Observations

According to the general evaluation and qualification regulations, the preferred evaluation system will be by means of continuous evaluation and will involve two non-eliminary partial controls, in addition to the final exam. These partial exams will be adapted to the scheme of the final exam, although the number of topics will be restricted to those actually covered up to the date of the test.

Finally, according to article 10 of the current assessment regulations, in the event that it is impossible for students enrolled in a face-to-face degree to attend, they may opt for 'single assessment'. This is an extraordinary and exceptional assessment system available to those students who, in a justified and accredited manner, are unable to undergo the continuous assessment system and request it within the first month of each semester, by the means provided



for this purpose. The Dean of the Faculty shall decide on the admission of the student's request for a single assessment.

The use of tools based on artificial intelligence (AI) is subject to the teacher's criteria, who may establish specific limits or conditions depending on the training or assessment activity.

MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

- M1 On-site training activity aimed primarily at acquiring knowledge acquisition skills. It is characterised by the fact that students are spoken to. Also called master class or exposition, it refers to the oral presentation made by the teacher, (with the support of blackboard, a computer and a projector for the display of texts, graphs, etc.), in front of a group of students. They are expository, explanatory or demonstrative sessions of contents. The size of the group is determined by the limit or physical capacity of the classroom; therefore, it is a single group.
- M2 On-site training activity aimed primarily at obtaining knowledge application and research skills. Knowledge is built through interaction and activities. The activity consists of supervised monographic sessions with shared participation (teachers, students, experts). The size of the group is variable, from one large group to various small groups, with a minimum of 6 students to ensure interaction. The evaluation will be based on follow-up records kept by the teacher. Participation and the development of the capacity to problematize should be taken into account.



- M4 On-site training activity in groups that takes place in the classroom. It includes working with documents and formulating ideas without handling animals, organs, objects, products, or corpses (e.g., work with articles or documents, clinical case studies, diagnostic analyses, etc.). It would correspond to "Animal-free supervised practical work", type e1, from the European evaluation of EAEVE. The size of the group is variable, in a range of 10 to 20 students.
- M5 On-site training activity in groups that takes place in the Computer Lab where the computer is used as support for learning. It includes work with computer models, specific software, Web queries, etc. It would correspond to "Animal-free supervised practical work", type e1, from the European evaluation of EAEVE. The size of the group is variable, in a range of 10 to 20 students.
- M8 A set of on-site training activities carried out by the teacher to provide personalised attention to the student or in small groups with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, carrying out projects, etc. The aim is to ensure a truly comprehensive education of the student rather than a mere transfer of information. It is, therefore, a personalized assistance relationship in which the tutor assists, facilitates and guides one or more students in the learning process.
- M9 Set of processes that attempt to evaluate the learning outcomes of students expressed in terms of acquired knowledge, capacities, skills or abilities developed and manifested attitudes. It covers a wide range of activities that can be developed for students to demonstrate their training (e.g. written, oral and practical tests, projects or assignments). It also includes the Official Calls.
- M10 Autonomous training activity, including activities and coursework, bibliographic searches. The results obtained from unsupervised group and teamwork will be evaluated, with particular attention paid at the time of evaluation to the acquisition of specific knowledge development skills through group work.
- M11 Autonomous training activities related to personal study, or the preparation of individual course assignments. The individual preparation of readings, essays, problem solving, papers, reports, etc. will be evaluated through presentations or submissions during theoretical classes, practical classes, seminars and/or tutorials. The evaluation of the submitted papers will consider the structure of the paper, the quality of the documentation, originality, spelling and presentation.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons (TL) M1	R1, R2, R3, R4, R5, R6, R7, R8	50,00	2,00
Evaluation (Ev) M9	R1, R2, R3, R4, R5, R6, R7, R8	10,00	0,40
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M10	R5, R6	30,00	1,20
Individual work M11	R1, R2, R3, R4, R5, R6, R7, R8	60,00	2,40
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

People, dignity and human rights.

2. Intersubjectivity:

The fundamental forms of intersubjectivity
The fundamental equality of all people
Being with others and for others.
The Church, community of salvation.

3. Corporeality:

The insufficiency of anthropological dualism.
The meaning of the human body.
The fundamental male-female equality.
Sex, gender and personal identity.
Matrimony and family.



3. Existential matters: yearnings, limits and transcendence.

The world as a fundamental dimension of human beings
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 personal fulfillment
Freedom, values and good: ethical relativism.
Natural law and revelation
The new law of love as opposed to the law of precepts
Conscience and sense of sin
Failure and evil as basic problems of man
Vulnerability to suffering and pain. The Christian sense of suffering
The search for meaning in suffering.
Limit situations.
Transhumanism as a refuge from suffering and man.
Death as a fundamental problem of human existence.
Signs of God in Humanity

Temporary organization of learning:

Block of content	Number of sessions	Hours
The anthropological problem: Philosophical and theological approach	7,00	14,00
2. Intersubjectivity:	8,00	16,00
3. Corporeality:	7,00	14,00
3. Existential matters: 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>
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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>
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12. Gevaert, J. (2003). *El problema del hombre. Introducción a la antropología filosófica*. Salamanca: Sígueme
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