

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Criminology		
Scope	Law and legal specialties		
Faculty/School:	Law, Business and Government		
Course:	FUNDAMENTALS OF ANTHROPOLOGY		
Type:	Basic Training	ECTS credits:	6
Year:	2	Code:	6129
Teaching period:	Third-Fourth Semester		
Subject:	Anthropology		
Module:	Basic and General Training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

It is a reflection, from a philosophical point of view but based on the knowledge of experimental sciences, on the origin and evolution of the human being, his condition as a being of nature and culture, his personal and social character and the dimensions that constitute him in his own being and that are expressed in the most peculiar spheres of his activity, such as knowing, wanting and loving. It also seeks to deepen the inviolable dignity that is our own and on which our fundamental rights and duties are based. And it also faces our suffering condition and the suffering to which we are exposed since our mortal condition, but also our need for an ultimate meaning that points in a transcendent direction.

Fundamental or philosophical anthropology is the discipline that deals with the human being and what makes him different from other beings. Only human beings are able to know that they exist and to wonder about themselves

and what surrounds them. As Max Scheler asks, for human beings, finding out their place in the cosmos is fundamental and this means asking about their origin and their end. Anthropology answers these questions through reflection and analysis of the data provided by natural sciences (such as biology or physics), social sciences (such as economics or sociology) and cultural sciences (such as history and literature).

## GOAL

The purpose of the course is to introduce the student to the philosophical study of the human being. This means analytically delving into the essential characteristics of the human being. Unlike social or cultural approaches, Philosophical Anthropology does not rely only on empirical data, but bases its theories on reflection and understanding. With this course, students will reinforce their understanding of themselves and their peers, they will better understand their place in the universe that surrounds them, they will strengthen their critical thinking and will be able to evaluate with judgment what is fundamental and what is accessory when it comes to identifying what makes us human.

## PRIOR KNOWLEDGE

Have taken the Humanistic Training courses of the previous year.

## COURSE SYLLABUS

### 1. INTRODUCTION

1.1 What is Anthropology?

1.2 What does Anthropology do?

### 2. CORPORALITY AND DESIRE: OREXIS

2.1. Body, Stimulus and Tendencies

2.2. The basic forms of desire

### 3. THE DIFFERENCE BETWEEN HUMAN AND ANIMAL: LOGOS

3.1 The human being, the animal and the machine

3.2 The differential of the human being

### 4. PAIN AND SUFFERING: HEDONÉ

4.1. Physical Damage and Pain Awareness

4.2. Psychic and Spiritual Suffering

### 5. HUMAN ACTION AND CONSCIENCE: PRAXIS

5.1 Human action and movement in nature

5.2 The difference between good and evil

### 6. SOCIETY, CULTURE AND RELIGION: ETHOS

6.1. The social identity of the human being

6.2. The human being as a being who generates culture

6.3. Religiosity as a constitutive of the human essence

## 7. HUMAN TEMPORALITY AND HISTORICITY: CHRONOS

7.1. The perception of time and its measurement

7.2. The Subjective Time of Consciousness

7.3 The essential temporality and finiteness of the human being

## 8. LOVE AND DEATH: EROS AND THANATOS

8.1. The different forms of human love

8.2. Death and Existential Anguish

## EDUCATION ACTIVITIES

**PARTICIPATORY MASTER LESSON:** Unlike the classic master lesson, in which the burden of teaching falls on the teacher, in the participatory master lesson we seek to move the student from a passive attitude to an active one, encouraging their participation based on the prior preparation of the questions to be discussed and the questions for reflection that are proposed at the end of each lesson.

**READING CONTROLS:** Use of the classroom for training activities in the form of reading controls on texts and books on the subject of the subject. In this way, reading comprehension and the ability to analyze complex texts are developed.

**EXHIBITIONS:** Students will be asked to be able to present, through an audiovisual presentation, a part of the subject's syllabus and relate it to a film or book on the same subject.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To communicate orally and in writing within different contexts.

### **General Skills**

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To communicate orally and in writing within different contexts.

### **Specific skills**

Describe the meaning and foundation of human dignity, the fundamental dimensions of the human being, the evolution of different anthropologies throughout history and their practical implications in the field of criminology

To know the dignity and dimensions of the person in order to understand the man in the criminal phenomenon

## **LEARNING RESULTS**

You will understand the process of searching for meaning proper to human life.

Being able to elucidate what human activity is like and discover the 'possible' anthropological bases that reflect certain actions.

Obtain the bases and foundations to generate critical thinking about the world and at the same time you will be able to develop creative proposals.

It will identify the qualities of the human being in all their breadth, from what configures us as humans to what animalizes us.

You will be able to define the characteristics of current culture from historical and anthropological assumptions.

## **LEARNING APPRAISAL SYSTEM**

### **CONTINUOUS EVALUATION SYSTEM**

Participation (5%). In addition to class attendance, participation will be taken into account through questions, comments or doubts.

Reading tests (20%). Short test-type exam that will be carried out during class time on the content of the text. Random day. Each of the tests has a score of 0.5 on the final grade. There are four in total.

Presentations (15%). Group work consists of watching a film and analyzing it from an anthropological point of view. It is not a question of telling the film, but of asking how it addresses the question of human nature and some specific aspects of it (for example, its rationality or emotions). The use of PPT or a similar platform is mandatory. Minimum 15' of exposure. There will be a rubric for evaluation.

Exam (60%) Short questions about class notes and text commentary on some excerpt of the texts seen in class. If someone wants to apply for the Honorary Enrollment or to submit a grade, they must read, summarize and discuss with the teacher a recommended book.

#### EVALUATION SYSTEM FOR STUDENTS WITH A WAIVER, EXTRAORDINARY CALL, ETC.

For students with 2nd or more enrollment: They can take advantage of the ordinary evaluation system or the alternative evaluation system, with prior agreement with the teacher at the beginning of the course, and provided that the course has been taken in person at least once before.

For Exchange Stay students who do not have the subject validated: They will take advantage of the alternative evaluation system, and it is their obligation to know it.

For students with Academic Exemption: According to UFV regulations, academic exemption implies the authorization of the degree director for a student in first enrollment to undergo the alternative evaluation system. It will be granted on an extraordinary basis in duly justified cases, upon the student's request to the Degree Management. Only for those students who are in the 6th call or call for 'grace': they must take the subject according to the criteria established in this teaching guide for first-time students. In this way, they will be able to ensure the correct continuous evaluation with class attendance, as well as the rest of the criteria established in the evaluation of the subject.

Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

- 1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
  - a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
  - b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
  - c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
  - d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
- 2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
- 3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

## Basic

Yepes Stork, Ricardo. Foundations of Anthropology [electronic resource] :an ideal of human excellence/Pamplona: EUNSA, Ediciones Universidad de Navarra, 2003.

(Yepes Stork, Ricardo. Foundations of Anthropology [electronic resource] :an ideal of human excellence/Pamplona: EUNSA, Ediciones Universidad de Navarra, 2003. , ||Arregui, Jorge V. (1958-) Philosophy of Man: An Anthropology of Intimacy/5th ed. Madrid:Ediciones Rialp, 2002. )

## Additional

Aldous Huxley. A Happy World/Barcelona:Edhasa,2007.

Viktor E. Frankl. The man in search of meaning/ 3rd edition. Barcelona: Herder Editorial, 2015.

Daniele Mencarelli; translation by Marta Graupera Canal. La casa de las miradas/Madrid:Encuentro,2020.

George Orwell. 1984/20th ed. Barcelona:Destino, 2000.

Benedict XVI. God is love: [encyclical letter 'Deus caritas est']/Madrid: Library of Christian Authors, 2006.

Joannes Paulus PP. II. Salvifici Doloris: Human Suffering: Apostolic Letter from His Holiness John Paul II/3rd ed. Madrid:Paulinas, D.L. 1985.