



Information about the subject

Degree: Bachelor of Science Degree in Dentistry

Faculty: Faculty of Medicine and Health Sciences

Code: 481201 **Name:** Anthropology

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

Module: Module 5: Anthropology and Professional Ethics

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

Field of knowledge: Ciencias de la Salud

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

Type of learning: Classroom-based learning

Languages in which it is taught: English, Spanish

Lecturer/-s:

482A	<u>Enrique Eduardo Burguete Miguel</u> (Responsible Lecturer)	enrique.burguete@ucv.es
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Module organization

Module 5: Anthropology and Professional Ethics

Subject Matter	ECTS	Subject	ECTS	Year/semester
ANTHROPOLOGY	6,00	Anthropology	6,00	2/1
SCIENCE, REASON AND FAITH	6,00	Science, Reason and Faith	6,00	1/1
SOCIAL MORAL-DEONTO LOGY	6,00	Social Morality. Deontological Ethics	6,00	3/1

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 Shows a synthetic vision of some central aspects of anthropological thought.
- R2 Knows how to differentiate the essential human capacities (intelligence, will, affectivity) that make possible the personal self-development and contribute to improve the personality.
- R3 Knows how to identify the fundamental notes of the human person that reveal his dignity, his freedom of self-determination, his sociability and his openness to transcendence.
- R4 The student is able to situate the nature, object and 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):

SPECIFIC	Weighting			
	1	2	3	4
CE A 6 Understand the importance of developing a professional practice with respect to patient autonomy, beliefs and culture.		X		

TRANSVERSAL	Weighting			
	1	2	3	4
2. m. Recognition of diversity and multiculturalism	X			
2. n. Critical Reasoning				X
2. o. Ethical commitment				X
3. p. Autonomous learning			X	
3. w. Sensitivity to environmental and socio-health issues		X		



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	OPEN QUESTIONS: Written exam in which basic theory knowledge and the ability to relate, integrate and coherently express it in writing is assessed.
	40,00%	MULTIPLE CHOICE TEST: Multiple choice test with one correct answer. This shows to greater extent the contents acquired by the student.
	20,00%	ASSIGNMENTS: The student, ether individually or in a group, develops a theme which reviews or researches, and he/she presents it, in writing, for assessment by the teacher.

Observations

1. Qualification required to pass: In all the calls and regardless of the enrollment in question, in order to pass it will be necessary to obtain a grade equal to or higher than 5/10 in the average of the grades.
2. Minimum grade in each evaluation tool: In order to be able to average, none of the results obtained with each of the evaluation tools may be less than 3/10. Likewise, in exams with two or more parts, as well as in those organized by blocks according to the typology of the questions, it will be essential to obtain a grade higher than three in each of them in order to be able to average.
3. Grades from previous courses will not be kept.
- 4, Attendance and right to exam: According to the development guidelines of the General Regulations for Evaluation and Grading of Official Studies and UCV degrees, in the face-to-face degrees it will be necessary to attend class with a minimum of 80% of the sessions of each subject as a requirement to be evaluated. This means that, if a student does not attend more than 20% of the sessions of each subject, he/she will not be evaluated, neither in the first nor in the second call, unless the person in charge of the subject, with the approval of the person in charge of the degree, in view of exceptional circumstances duly justified, exempts the minimum percentage of attendance.
5. Honorable Mentions: The mention of "Honorable Mention" may be given to the student for the following reasons



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 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 Lecture.
 Problem Solving.
 Explanation of contents by the teacher.
 Explanation of knowledge and skills.
- M5 Problem and case solving. Written tasks.
 Online activity on the e-learning platform.
 Personal study.
 Compiling information and documentation.
- M6 Discussion and problem solving.
- M8 Oral presentations by students.
- M9 Group work: group work sessions supervised by the teacher.
 Knowledge building through interaction and activity of students.
- M13 Personal preparation of written texts, essays, problem solving, seminars.
- M15 Personalised Attention. Period of instruction and/or guidance carried out by a tutor with the aim of analysing with the student his/her work, activities and evolution in learning of subjects.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORY CLASS M1	R1, R2, R3	56,00	2,24
TUTORING M1	R1, R2, R3	2,00	0,08
EVALUATION M5	R1, R2, R3	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK M5	R1, R2, R3	70,00	2,80
GROUP WORK M5	R1, R2, R3	20,00	0,80
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	Person, dignity, and human rights
Intersubjectivity	<ul style="list-style-type: none">• Fundamental forms of intersubjectivity• Fundamental equality of all persons• Being with others and for others• The Church, a community of salvation
Corporeity	<ul style="list-style-type: none">• Insufficiency of anthropological dualism.• The meaning of the human body.• Fundamental equality of man and woman.• Sex, gender, and personal identity.• Matrimony and family
The world as a fundamental dimension of the human being	<ul style="list-style-type: none">• Insufficiency of materialist anthropologies• Principles of Christian anthropology:• Substantial unity of body and soul• Christ and human perfection• The mystery of knowledge and truth• Word and concept: intelligence and reason• Freedom and human fulfilment• Freedom, values, and the good: ethical relativism.



Temporary organization of learning:

Block of content	Number of sessions	Hours
The anthropological problem: philosophical and theological approach	8,00	16,00
Intersubjectivity	8,00	16,00
Corporeity	7,00	14,00
The world as a fundamental dimension of the human being	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/S1726-569X20200002001652>. Burguete, E. (2023). Valoración de la gestación subrogada desde los principios bioéticos de autonomía y no maleficencia. En Estelles, P (dir); Salar, MJ (coord). *Maternidad subrogada: la nueva esclavitud del siglo XXI. Un análisis ético y jurídico*. (103-138). Tirant lo Blanch. ISBN: 978-84-1147-156-5 · 1 abr. 2023
3. Burguete, E. (2022). Justicia e igualdad en tiempos de pandemia. En VV.AA. Ciencia, razón y verdad: apuntes para la reflexión bioética en el tercer milenio. Un homenaje al profesor Justo Aznar Lucea (Julio Tudela y Ginés Marco, dir). Tirant Humanidades. ISBN: 978-8419286-80-2 · 25 nov. 2022
4. 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-enhancement-neurocognitivo/36430>.
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7. 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/18907>.
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9. 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>
10. 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.
11. 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*



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