



Universidad
de Navarra

CORE - Anthropology I (TECNUN)

Guía docente 2025-26

PRESENTATION

Brief description:

Qualification (Module/Subject):

- Industrial Technologies Engineering (Personal and Social Training/Anthropology and Ethics)
- Mechanical Engineering (Personal and Social Training/Anthropology and Ethics)
- Electrical Engineering (Personal and Social Training/Anthropology and Ethics)
- Industrial Electronics Engineering (Personal and Social Training/Anthropology and Ethics)
- Telecommunication Systems Engineering (Personal and Social Training/Anthropology and Ethics)
- Industrial Organisation Engineering (Personal and Social Training / Anthropology and Ethics)
- Industrial Design and Product Development Engineering (Personal and Social Training / Anthropology and Ethics)
- Biomedical Engineering (Personal and Social Training / Anthropology and Ethics)
- Artificial Intelligence Engineering (Personal and Social Training /Anthropology and Ethics)

Details:

- **ECTS:** 2 ECTS
- **Year, semester:** 1st year, 1st semester
- **Character:** Compulsory
- **Language:** Spanish

Lecturers in the subject:

- Guibert Elizalde, María

COMPETENCES/LEARNING OUTCOMES FOR THE BACHELOR'S DEGREE THAT NEED TO BE ATTAINED ON THIS COURSE

INDUSTRIAL TECHNOLOGIES ENGINEERING

GC14 - Promote development of the personality in all its dimensions - scientific, cultural, human, etc. - in such a way that this may be reflected in greater development of critical capacity and awareness of problems, leading to an exercise of freedom which, while respecting legitimate pluralism, is sensitive to manifestations of solidarity and fraternity and helps to build spaces for equality, coexistence and friendship.

GC15 - Promote the social values of a peaceful culture, contributing to democratic coexistence, respect for human rights and fundamental principles such as equality and non-discrimination.



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TC1 - Understand that it is part of the university spirit to critically and reflectively confront the study of one's own discipline in relation to other aspects of knowledge.

TC2 - Identify the most relevant questions of human existence present in the great religious, humanistic and scientific creations and adopt a reasoned personal stance on them.

TC3 - Discover and judge the anthropological assumptions and ethical implications of one's own discipline.

MECHANICAL ENGINEERING

GC12 - Promote development of the personality in all its dimensions - scientific, cultural, human, etc. - in such a way that this may be reflected in greater development of critical capacity and awareness of problems, leading to an exercise of freedom which, while respecting legitimate pluralism, is sensitive to manifestations of solidarity and fraternity and helps to build spaces for equality, coexistence and friendship.

GC13 - Promote the social values of a peaceful culture, contributing to democratic coexistence, respect for human rights and fundamental principles such as equality and non-discrimination.

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ELECTRICAL ENGINEERING

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INDUSTRIAL ELECTRONICS ENGINEERING

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TELECOMMUNICATION SYSTEMS ENGINEERING

R26 - Promote development of the personality in all its dimensions - scientific, cultural, human, etc. - in such a way that this may be reflected in greater development of critical capacity and awareness of problems, leading to an exercise of freedom which, while respecting legitimate pluralism, is sensitive to manifestations of solidarity and fraternity and helps to build spaces for equality, coexistence and friendship. (Type: Competences)

R27 - Promote the social values of a peaceful culture, contributing to democratic coexistence, respect for human rights and fundamental principles. (Type: Competences)

R28 - Understand that it is part of the university spirit to critically and reflectively confront the study of one's own discipline in relation to other aspects of knowledge. (Type: Competences)

R29 - Identify the most relevant questions of human existence present in the great religious, humanistic and scientific creations and adopt a reasoned personal stance on them. (Type: Competences)

R30 - Discover and judge the anthropological assumptions and ethical implications of one's own discipline. (Type: Competences)

INDUSTRIAL ORGANISATION ENGINEERING

GC13 - Promote development of the personality in all its dimensions - scientific, cultural, human, etc. - in such a way that this may be reflected in greater development of critical capacity and awareness of problems, leading to an exercise of freedom which, while respecting legitimate pluralism, is sensitive to manifestations of solidarity and fraternity and helps to build spaces for equality, coexistence and friendship.

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TC2 - Identify the most relevant questions of human existence present in the great religious, humanistic and scientific creations and adopt a reasoned personal stance on them.



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TC3 - Discover and judge the anthropological assumptions and ethical implications of one's own discipline.

INDUSTRIAL DESIGN AND PRODUCT DEVELOPMENT ENGINEERING

GC6 - Promote development of the personality in all its dimensions - scientific, cultural, human, etc. - in such a way that this may be reflected in greater development of critical capacity and awareness of problems, leading to an exercise of freedom which, while respecting legitimate pluralism, is sensitive to manifestations of solidarity and fraternity and helps to build spaces for equality, coexistence and friendship.

GC7 - Promote the social values of a peaceful culture, contributing to democratic coexistence, respect for human rights and fundamental principles such as equality and non-discrimination.

TC1 - Understand that it is part of the university spirit to critically and reflectively confront the study of one's own discipline in relation to other aspects of knowledge.

TC2 - Identify the most relevant questions of human existence present in the great religious, humanistic and scientific creations and adopt a reasoned personal stance on them.

TC3 - Discover and judge the anthropological assumptions and ethical implications of one's own discipline.

BIOMEDICAL ENGINEERING

GC10 - Promote development of the personality in all its dimensions - scientific, cultural, human, etc. - in such a way that this may be reflected in greater development of critical capacity and awareness of problems, leading to an exercise of freedom which, while respecting legitimate pluralism, is sensitive to manifestations of solidarity and fraternity and helps to build spaces for equality, coexistence and friendship.

GC11 - Promote the social values of a peaceful culture, contributing to democratic coexistence, respect for human rights and fundamental principles such as equality and non-discrimination.

TC1 - Understand that it is part of the university spirit to critically and reflectively confront the study of one's own discipline in relation to other aspects of knowledge.

TC2 - Identify the most relevant questions of human existence present in the great religious, humanistic and scientific creations and adopt a reasoned personal stance on them.

TC3 - Discover and judge the anthropological assumptions and ethical implications of one's own discipline.

ARTIFICIAL INTELLIGENCE ENGINEERING

R22- Interpret the information obtained from one's own discipline in relation to other knowledge, assessing its relevance and scope from a critical perspective. (Type: Competences).

R25 - Identify the underlying problem in its scientific and human dimension, gathering the necessary information and selecting the relevant elements for an objective understanding. (Type: Competences)

R26 - Identify values and ethical principles related to a peaceful culture, democratic coexistence, respect for human rights, equality and non-discrimination. (Type: Competences)



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R27 - Identify the most relevant questions of human existence present in the great religious, humanistic and scientific creations and adopt a reasoned personal stance on them. (Type: Competences)

R28 - Judge the anthropological assumptions and ethical implications of one's discipline. (Type: Competences)

COURSE CONTENT

Class 1. Introduction

- a) What does philosophical anthropology consist of? Interest in studying it as part of an Engineering degree.
- b) Methodology and development used in class.
- c) Some examples: Intro to *Trainspotting*, text by CS Lewis "The Closed Circle", text by Sándor Márai.

Class 2.

This is water by David Foster Wallace:

Conference analysis. Specific contribution of the humanities. Critical awareness. Self-knowledge.

Article by Tomás Baviera: "What is literature good for in the case of an engineer".

Class 3

Analysis of the film *Good Will Hunting* by Gus Van Sant. First session.

Class 4

Analysis of the film *Good Will Hunting* by Gus Van Sant.

Second session: the role of friendship in its various forms (friends, girlfriend, mentor). Theoretical knowledge versus experiential or existential knowledge. Freedom and its relationship with the personal project, security or uncertainty.

Class 5, 6 and 7

Analysis of Plato's *Apology of Socrates*.

Presentation of the work in its context. Reflection on the proposal of a life model put forward by Socrates based on his own example. Connection between learned ignorance and the enlightened critical project embodied in the intellectual sphere by Kant.

To express one's opinion, to believe, to know. Critical project. Self-knowledge. Dialogue. Truth.

Reading of the newspaper article *Acrobacias en la cama* by Irene Vallejo.

Class 8



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Analysis of the film *The Matrix* (1999) by the Wachowski brothers.

Class 9

Human relations, personal identity.

Class 10

Analysis of the film *Patch Adams* by Tom Shadyac

Class 11

Work, study, professional life.

Class 12

Recap and final test.

TRAINING ACTIVITIES

The course is designed in such a way that each week the student carries out a task at home as instructed by the lecturer, who will also indicate the material to be used to develop the following day's class.

The programme specifies the subject that will be covered in each session, and the texts to be worked on will be found in the Contents folder.

The first type of activity to be carried out at home and for which the student will set aside two hours is to watch some films attentively.

The second activity involves reading essays, articles or books in such a way that the weeks of the activity do not exceed 3 or 4 hours.

Finally, students will be asked to write short papers on a specific topic covered in class. These will form part of the assessment.

The reading of one novel from a choice of four will also form part of the mark. These are as indicated in the Evaluation section together with their corresponding mark.

EVALUATION

ORDINARY EXAMINATION SESSION

- Tests on the reading of texts or on films to be watched, as well as other tasks that will be given during the four-month period. These will consist of short multiple-choice tests or short written exams on a given topic. Each one will account for 10% or 20% of the mark, for a total of 40% of the final mark.
- Creation of a logbook or diary. The idea is for the pupil to write a sheet of paper by hand each day so that they may gain practice in the task of linguistically



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articulating their own ideas, reflections or simply recounting what happens in their day-to-day life. The aim is thus for students to get to know themselves and to verbalise their own experience. This work will be assessed as 20% of the mark.

- The other 40% of the mark will be assessed by reading one of the following books. Each one has a different mark depending on its complexity. After reading each student will have a discussion about the book with the lecturer. The aim is for the student to understand what they have read and to take notes so that they may engage in a fluent conversation with the lecturer:
 - *Don Quixote of La Mancha (first part)*. Adaptation by Andrés Trapiello. 4 points
 - *Never Let Me Go*. Kazuo Ishiguro. Editorial Anagrama. 3 points
 - *Lady in Red on a Grey Background*. Miguel Delibes. 2 points.
 - *The Final Meeting*. Sándor Márai. 1 point.
- If a student wishes to obtain a higher mark, they may undertake a written assignment of 2,000 words on any of the issues covered on the course. This will be assessed with a maximum 1 point, which will be added to the extra mark. This is an extra option, and so the student will need to talk to the lecturer if they wish to pursue this option so that the latter may give their approval and set the topic.
- Students who are unable to attend class may be assessed in a non-attendance-based assessment. To do so, they must work carefully on the selection of texts included in the folder entitled *Non-attendance assessment*, which can be found in Contents. They will be examined on these contents, and this will account for 40% of the mark. The other 60% will, like the rest, be based on the reading of one of the four books proposed and completion of the logbook.

EXTRAORDINARY EXAMINATION SESSION (RESITS)

- This will consist of an exam based on the same selection of texts as in the case of the non-attendance assessment, which will be assessed out of a maximum 6 points, and the compulsory reading of one of the four books proposed in the ordinary examination session.

OFFICE HOURS

Dr. Javier Gómez (jgmartin@unav.es)

- Office S05 Ibaeta Building. First floor
- Tutoring hours: Wednesday 15:30 - 18:30 or email the lecturer to arrange another option.

BIBLIOGRAPHY

AUGUSTINE OF HIPPO: *The Confessions*, (Ed. Palabra, 2011) [Find it in the library](#)

ARREGUI, J.V. and CHOZA, J: *Filosofía del hombre. Una Antropología de la intimidad* (Ed. Rialp. 1992) [Find it in the library](#)



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ARANGUREN ECHEVARRÍA, Javier: *Antropología Filosófica*, (Ed. McGraw-Hill, Madrid, 2003)

[Find it in the library](#)

AYLLÓN, José Ramón: *Antropología*, (Ed. Ariel, Barcelona, 2011) [Find it in the library](#)

DE CERVANTES, Miguel: *Don Quixote de la Mancha*. Adapted into modern Spanish by Andrés Trapiello. Editorial Austral [Find it in the library](#)

DELIBES, Miguel: *Señora de rojo sobre fondo gris*, (Ed. Destino, 1991) [Find it in the library](#)

FOSTER WALLACE, David: *This is water. Some thoughts, delivered on a significant occasion, about living a compassionate life* (Ed. Little Brown & Company, 2009). [Find it in the library](#)

ISHIGURO, KAZUO: *Never Let Me Go*. Editorial Anagrama [Find it in the library](#)

LEWIS, C.S.: *The Closed Circle*, contained in the collection of essays: *The Devil Proposes a Toast*, (Ed. Rialp, 2017) [Find it in the Library](#)

MÁRAI, Sándor: *The Final Meeting*, (Ed. Emecé 1999) [Find it in the library](#)

PLATO: *Apology of Socrates* (Ed. Colihue Clásica. Translation and notes by Alejandro Vigo, 2018) [Find it in the library](#)

YEPES STORK, Ricardo: *Fundamentos de Antropología. Un ideal de la existencia humana* (Ed. EUNSA, Pamplona, 1996) [Find it in the library](#)