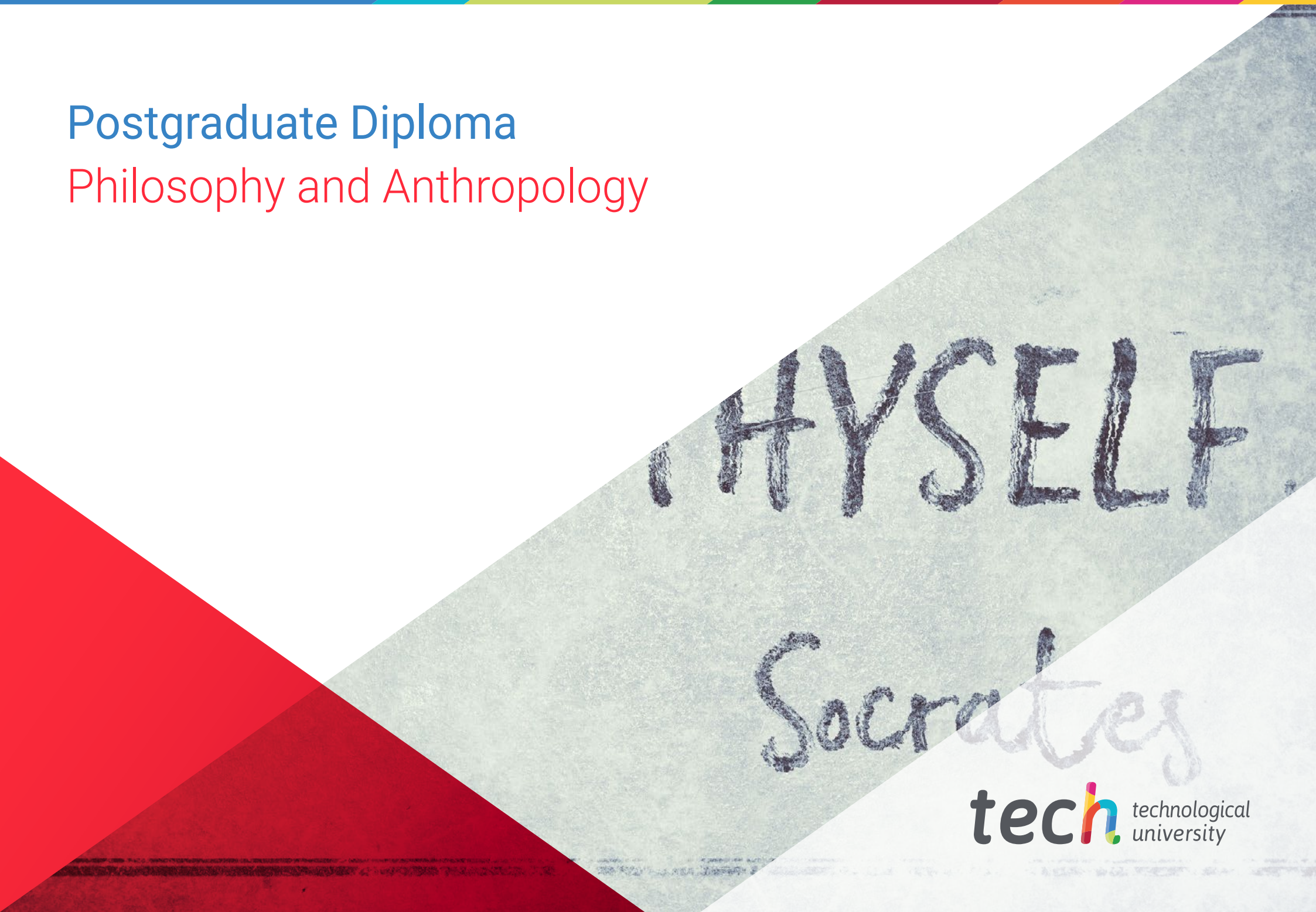
Postgraduate Diploma

Philosophy and Anthropology



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Postgraduate Diploma

Philosophy and Anthropology

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH Technological University**

Official Nº of Hours: **450 h.**

Website: **www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-philosophy-anthropology**

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01

Introduction

Philosophy and Anthropology are both disciplines of thought. A space in which rationality submits life to the relentless scrutiny of the analytical vision of events, paradigms and developments that these fields study. Teaching them is an exciting challenge that professionals must undertake, prepared to transmit passion and interest to their students. This program will enable teachers to understand these subjects in a profound way so as to make them attractive and stimulating for students.

Submerge yourself in the expertise of the great thinkers of our time: "When a human being does not know what to do, the only thing left is to think." (José Ortega and Gasset)"

This program approaches Philosophy and Anthropology from a global perspective, focusing specifically on teaching. Students can expect to gain a complete body of knowledge of the most fundamental philosophical themes, from the most purely theoretical and metaphysical to the most practical and active human issues.

In today's job market, professionals from other fields who complement their training with programs in philosophy are highly valued and sought after. Philosophers' ability to see things from another point of view, to think, as it were: Outside the Box, is a fundamental asset in the world of work.

Philosophy and Anthropology help to see things, as the great Spinoza said: *Aespecie Aeternitatis*. That is to say, under a prism of eternity, knowing that in the great context of the world and the universe our actions are both relevant and insignificant.

The role of Philosophy and Anthropology as consolatory disciplines in the face of the evils and misfortunes in the world have always been fundamental, as they allow us to better understand our nature, our actions, our morality, and our being. In short, Philosophy and Anthropology help us to grow as people, to mature as individuals, to be more responsible citizens and to improve our work performance.

Throughout the program, students will have the opportunity to access the most important developments in Philosophy and Anthropology applied to teaching. Guided by a very complete but very specific syllabus, students will acquire the knowledge and routines required to teach this subject or applicable to other areas of life.

An opportunity created to add enormous value to students' CV.

This **Postgraduate Diploma in Philosophy and Anthropology** contains the most complete and up-to-date program on the market. The most important features include:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practising experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous learning: full compatibility with other occupations
- Practical exercises for self-assessment and learning verification
- Support groups and educational synergies: questions to the expert, debate and knowledge forums
- Communication with the teacher and individual reflection work
- Content that is available from any fixed or portable device with an Internet connection
- Supplementary documentation databases are permanently available, even after the course has finished

A complete and well-developed program that will enable you to include knowledge of Philosophy and Anthropology in your teaching"

Acquire the skills of philosophical thinking and how to transmit this form of development to your students in only a few months"

Through a learning system based on the ABP method, the theoretical knowledge in this Postgraduate Diploma will be used to solve real situations in a practical context.

Our teaching staff is composed of Philosophy and Anthropology professionals who are practising specialists. In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of trained and experienced professionals who will cover the theoretical knowledge in an efficient way, but, above all, who will bring the practical knowledge derived from their own experience to the course: one of the differential qualities of this training program.

The effectiveness of our methodological design enhances mastery of the subject matter. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, students will be able to study with a range of convenient and versatile multimedia tools that will provide them with the operability they need during the program.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, with the help of an innovative, interactive video system, and through telepractice and *Learning From an Expert* systems, students will be able to acquire the knowledge as if they were working on the case in real life. A concept that will allow students to integrate and memorize what they have learnt in a more realistic and permanent way.

Human action, community, rationality... The most complete approaches in Philosophy, imparted in an educational and accessible way.

02

Objectives

The objective of all our teaching programs is to contribute to a quality increase in all educational areas. The Postgraduate Diploma in Philosophy and Anthropology reaches peak excellence in this pursuit as the program has been created to make these subjects the most complete and interesting in any teacher's program. An exclusive opportunity for teachers to study with the most prestigious online university in the world.

Our goal is yours: Provide you with the best online specialization in civics, gender and politics from the point of view Philosophy and Anthropology available on the market today"

General Objectives

- Possess advanced skills delving into research in the different branches of Philosophy, according to the student's choice of specialty
- Develop a high reflective and critical capacity in philosophical questions and topics, both from a historical and systematic point of view, in order to provide students with a clear understanding of the topics within current schools of thought, which will also be useful for research
- Master the methodological bases and knowledge that allow for the integration of multiple bodies of philosophical knowledge in a personal work project
- Have a fluent command of interdisciplinarity, as a basic element of philosophical reflection in its essential openness to other fields of culture and knowledge, and in the development of a reflective understanding of the conceptual foundations of these other fields

Specific Objectives

Module 1. The Nature of Philosophical Activity

- Acquire in-depth knowledge of the most theoretical aspects in philosophy
- Learn about the origins of philosophy

Module 2. Exploring Rationality

- Know the first questions posed by philosophy
- Know the most brilliant answers to philosophical questions
- Learn the philosophical systems of Plato and Aristotle
- Seek philosophical answers to the great questions of humanity

Module 3. Argumentation and Human Rights

- Recognize the rights of humans in society
- Reflect on the problems where individual rights are not respected

A unique, key, and decisive educational experience to boost your professional development"

03

Course Management

In accordance with the concept of total quality, TECH has selected a teaching staff of the highest level, chosen for their proven experience in education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team A unique opportunity to learn from the best.

An impressive teaching staff, made up of professionals from different areas of expertise, will be your professors during the program: A unique opportunity not to be missed"

Management

Dr. Agüero, Gustavo A.

- PhD in Philosophy, National University of Cordoba, Argentina
- Professor of Introduction to Philosophical Thought, Faculty of Languages, UNC
- Director of the Research Group GRASP 08 on Philosophy of Language, Mind and Education Secretariat of Science and Technology, UNC
- Director of the Research Group on Philosophy of Law, National University of San Luis

Professors

Ms. Testa, Ana I.

- Degree in Philosophy, National University of Cordoba, Argentina
- Specialist in the areas of Science, Technology and Society
- Professor of Philosophy of Education and Philosophy Teaching, Faculty of Philosophy and Humanities, UNC
- Member of the Research Group GRASP 08 on Philosophy of Language, Mind and Education (directed by Dr. Gustavo A. Agüero) Secretariat of Science and Technology at UNC

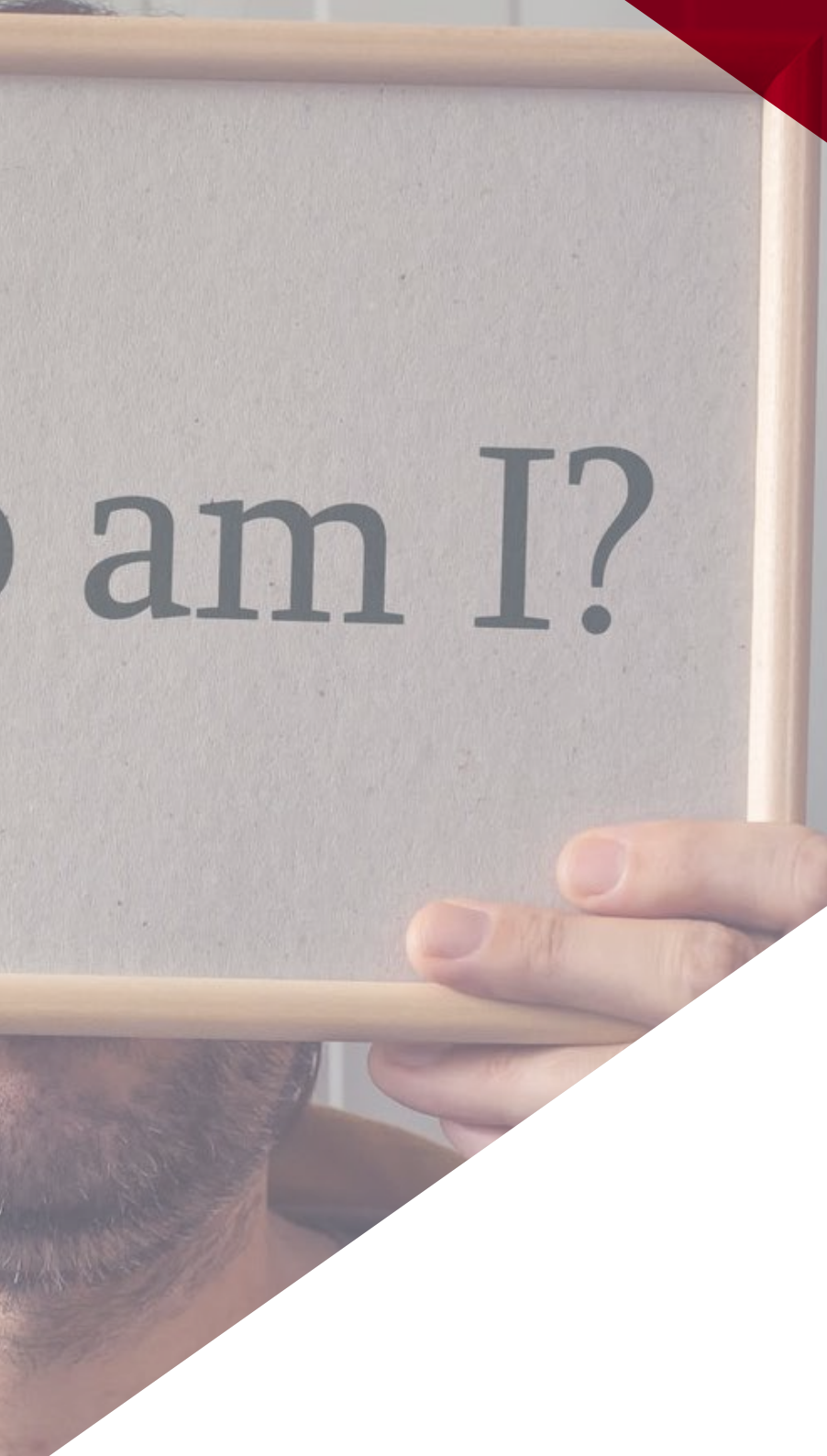
Dr. Amaya, Luis M.

- Degree in Philosophy, National University of Cordoba, Argentina
- Professor of Philosophy, Secondary and Higher Education Institute
- Executive Director, Social and Cultural Research Group, Cordoba, Argentina

04

Structure and Content

The syllabus for this Postgraduate Diploma has been created to gradually cover all the essential topics in the learning of the subject: from the knowledge of theoretical philosophy to the most practical aspects of human beings. Finally, students who enroll in this Postgraduate Diploma will learn the different models of thought and their application in real life. A complete approach, fully focused on its practical application.



A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. The Nature of Philosophical Activity

1.1. Philosophy as an Activity
- 1.1.1. Reflection and Inevitability
- 1.1.2. Philosophy and Community
- 1.1.3. Eternal Discussions
- 1.1.4. Today's Topics
- 1.1.5. Interest and Reflection
- 1.1.6. What Is Philosophy for?
- 1.1.7. Is It Necessary to Prepare for Philosophical Activity?
- 1.1.8. Philosophy and Life
- 1.1.9. Philosophy and Death

1.2. The Need for Philosophy
- 1.2.1. The Socratic Attitude
- 1.2.2. The Forms of Creation
- 1.2.3. Theory and Practice of a Reflective Life
- 1.2.4. The Life of the Wayfarer
- 1.2.5. The Limits of Thought
- 1.2.6. Reflection and Pursuit
- 1.2.7. Means and Ends
- 1.2.8. Virtue and Truth
- 1.2.9. Expression and Mediocrity
- 1.2.10. Art and Science without Philosophy

1.3. Being a Person
- 1.3.1. Delving into Language
- 1.3.2. The Individual and Community
- 1.3.3. Person and Body
- 1.3.4. Mind and the World
- 1.3.5. Meaning
- 1.3.6. Linguistic Communication
- 1.3.7. Concept
- 1.3.8. Understanding and Knowledge
- 1.3.9. Culture: The World of Sense
- 1.3.10. Cultural Diversity and Understanding

1.4. Human Action
- 1.4.1. Rational and Non-Rational Animals
- 1.4.2. Responsibility and Irresponsibility
- 1.4.3. Free Will
- 1.4.4. Knowledge and Reason
- 1.4.5. Theory and Truth
- 1.4.6. Community and Conversation
- 1.4.7. Pluralism and Relativism
- 1.4.8. Ethical Values
- 1.4.9. Action and Responsibility
- 1.4.10. Thought, Individuals and Community

1.5. Language and Reality
- 1.5.1. The Individual and Community
- 1.5.2. The Individual and Person: Nature
- 1.5.3. Community and Person: Society
- 1.5.4. The Egg, The Chicken and The Standard
- 1.5.5. The Content of Thought
- 1.5.6. Learn to Judge
- 1.5.7. Understanding and Education
- 1.5.8. Reality and What We Judge
- 1.5.9. What Can Be Understood
- 1.5.10. Youth and Old Age

1.6. Thought and Reality
- 1.6.1. Belief and Desire
- 1.6.2. What Is Done and What Happens
- 1.6.3. Educating and Educating Oneself
- 1.6.4. Thinking and Transforming Reality
- 1.6.5. The Burden of Reality
- 1.6.6. Philosophy as Scepticism
- 1.6.7. Science and Scepticism
- 1.6.8. Knowledge without Dogmas
- 1.6.9. Thought and Construction
- 1.6.10. Living with and without Beliefs

1.7. Philosophy and Community
- 1.7.1. Thinking with Others
- 1.7.2. Social Representations
- 1.7.3. Thinking in Practice
- 1.7.4. Philosophy as Critical Thought
- 1.7.5. Community Building
- 1.7.6. Recognition of the Other
- 1.7.7. The Right to Think
- 1.7.8. Logic and Rhetoric
- 1.7.9. Philosophy and Communication

1.8. Philosophy and Values
- 1.8.1. Rationality and Assessment
- 1.8.2. Value Judgments in Ethics and Aesthetics
- 1.8.3. Value Concepts
- 1.8.4. Description and Prescription
- 1.8.5. Morals and Sciences
- 1.8.6. The Status of Values
- 1.8.7. Value Cognitivism
- 1.8.8. Moral Scepticism
- 1.8.9. Rules and Sanctions

1.9. Philosophy and Basic Education
- 1.9.1. Education in Children and Adults
- 1.9.2. Education for Life
- 1.9.3. Self-Knowledge
- 1.9.4. Authority and Authoritarianism
- 1.9.5. Education as a Search for Understanding
- 1.9.6. Philosophy as a Search for Wisdom
- 1.9.7. Education and Creativity
- 1.9.8. Education and Expression
- 1.9.9. Philosophy of Education

1.10. Philosophy and Health
- 1.10.1. Understanding and Health
- 1.10.2. Education and Health
- 1.10.3. Mental and Physical Health
- 1.10.4. Self-Care
- 1.10.5. Life in Conflict
- 1.10.6. Emotional Understanding
- 1.10.7. Harmony and Adaptation
- 1.10.8. The Need to Live in Conflict
- 1.10.9. The Need for Improvement

Module 2. Exploring Rationality

2.1. Rational Beings
- 2.1.1. Did We Discover Rationality?
- 2.1.2. What Is the Mental?
- 2.1.3. Mental States
- 2.1.4. Mental Processes
- 2.1.5. Mind and Body: What Controls What?
- 2.1.6. Thought and Speech
- 2.1.7. The Self and the Mind
- 2.1.8. Can What We Think Be Controlled?
- 2.1.9. Thinking without Thinking

2.2. Thought and Action
- 2.2.1. Can We Know Others' Thoughts?
- 2.2.2. Can We Know Our Own Thoughts?
- 2.2.3. Forms of Self-Knowledge
- 2.2.4. Self-Knowledge or Expression?
- 2.2.5. Thoughts and Responsibility
- 2.2.6. Action and Responsibility
- 2.2.7. The Slavery of Thought
- 2.2.8. Doing in order to Think
- 2.2.9. Learning to Converse
- 2.2.10. Feelings and Emotions

2.3. Rationality and Mind
- 2.3.1. The Thinking Brain: Debunking Myths. I
- 2.3.2. The Thinking Mind: Debunking Myths. II
- 2.3.3. What We Believe We Are
- 2.3.4. When Is There a Mind?
- 2.3.5. Biological Machines
- 2.3.6. Biological Machines
- 2.3.7. Person and Meaning
- 2.3.8. People and Machines
- 2.3.9. The Machine of Understanding

2.4. The Content of Thought
- 2.4.1. What We Believe and What Is
- 2.4.2. Thought and Truth
- 2.4.3. Epistemological Falsification
- 2.4.4. Basic Beliefs and Ordinary Language
- 2.4.5. Beliefs and Community
- 2.4.6. Where Is Reality?
- 2.4.7. Reality and Fiction
- 2.4.8. The Value of Narration
- 2.4.9. Building Reality

2.5. The Rules of Thought
- 2.5.1. The Rules of Thought
- 2.5.2. Thought as Intuition
- 2.5.3. Explicit and Implicit Rules
- 2.5.4. Constitutive Rules
- 2.5.5. Thought as Playing
- 2.5.6. Rationality and Rules
- 2.5.7. Learning Rules
- 2.5.8. Teaching Rules
- 2.5.9. Normative Universes
- 2.5.10. What Are Norms?

2.6. Understanding and Meaning
- 2.6.1. Beings that Understand
- 2.6.2. Understanding and Concepts
- 2.6.3. Practical Understanding
- 2.6.4. Degrees of Understanding
- 2.6.5. How Is It Possible to Improve Understanding?
- 2.6.6. Education and Degrees of Understanding
- 2.6.7. Understanding and Coherence
- 2.6.8. Understanding and Meaning
- 2.6.9. Emotional Understanding?

2.7. Thought and Community
- 2.7.1. When Is There a Community?
- 2.7.2. Conditions for Speech
- 2.7.3. Conditions for Thought
- 2.7.4. Community and Practice
- 2.7.5. Institution and Community
- 2.7.6. The Individual and Community: Which Precedes the Other?
- 2.7.7. Ordinary Language
- 2.7.8. Conceptual Specialization
- 2.7.9. Building the Social Fabric

2.8. Perceiving Rationality
- 2.8.1. Seeing What Cannot Be Seen
- 2.8.2. Seeing the Norm
- 2.8.3. Perception and Concepts
- 2.8.4. Perceiving and Discriminating
- 2.8.5. Objectivity and Projection
- 2.8.6. Being and Perceiving
- 2.8.7. The Trained Eye
- 2.8.8. Seeing What Can Be Seen
- 2.8.9. Superficiality
- 2.8.10. Depth
- 3.10.8. Thinking about Exclusion

2.9. Rationality and Value
- 2.9.1. What There Is and What We Project
- 2.9.2. Reflecting and Theorizing
- 2.9.3. Two Modes in Philosophy: Therapy and Theorization
- 2.9.4. Philosophy and Social Science
- 2.9.5. Philosophy and Discourse
- 2.9.6. Philosophy and Daily Life
- 2.9.7. Theorizing about People
- 2.9.8. Empiricism and Rationalism
- 2.9.9. The Place of Philosophy in the Scientific Community

Module 3. Argumentation and Human Rights

3.1. What Is Meant by Logic?
- 3.1.1. Proposition, Validity and Inference
- 3.1.2. Logic in Everyday Speech
- 3.1.3. Formal Logic and Informal Logic
- 3.1.4. Logic in Teaching
- 3.1.5. Logic in Conflict Mediation
- 3.1.6. Ad Hominem Arguments
- 3.1.7. When the Agent Matters in Argument

3.2. Contexts of Argumentation
- 3.2.1. Speaking in Metaphors
- 3.2.2. Appealing to Emotions
- 3.2.3. Detecting Conventions
- 3.2.4. Listening to Those Who Think Differently
- 3.2.5. Changing One's Own Point of View
- 3.2.6. Appealing to Science
- 3.2.7. Appealing to Personal Experience

3.3. Descriptive Concepts and Value Concepts
- 3.3.1. What Is It to Describe?
- 3.3.2. What Is It to Value?
- 3.3.3. Concepts that Both Describe and Value
- 3.3.4. Common Values in Childhood
- 3.3.5. Common Values in Adolescence
- 3.3.6. Common Values in Adulthood
- 3.3.7. Learning to Read Values in Television Series

3.4. Substantiation and Human Rights
- 3.4.1. Rights and Morals
- 3.4.2. Natural Rights and Human Rights
- 3.4.3. Human Rights as a World Fact
- 3.4.4. How Students Perceive their Basic Rights
- 3.4.5. Teaching the Value of Human Rights
- 3.4.6. Teaching Memory Retrieval
- 3.4.7. Orwell and Human Rights
- 3.4.8. Effective Democracy

3.5. Our Link to Nature and the Artificial
- 3.5.1. We Are People
- 3.5.2. First and Third Persons
- 3.5.3. Body as Machine
- 3.5.4. Perceiving Bodies, Perceiving Minds
- 3.5.5. Nature and Values
- 3.5.6. The Concept of the Environment
- 3.5.7. Robotics and People

3.6. Political Concepts and Debate
- 3.6.1. Basic Tools to Understand Politics
- 3.6.2. The End of a Debate
- 3.6.3. Detecting Conflicting Positions
- 3.6.4. The Concept of Corruption
- 3.6.5. The Concept of Dictatorship
- 3.6.6. The Concept of Neoliberalism
- 3.6.7. Abandoning the Debate

3.7. Art and Politics
- 3.7.1. Art and Democracy
- 3.7.2. Art as Social Protest
- 3.7.3. Art and Understanding
- 3.7.4. Art as a Fundamental Experience
- 3.7.5. Art without Authors
- 3.7.6. The Avant-Garde
- 3.7.7. Reproducibility

3.8. Teaching Human Rights
- 3.8.1. Indoctrinating vs. Teaching
- 3.8.2. The Concept of Teaching
- 3.8.3. Contexts Conducive to Teaching Philosophy
- 3.8.4. Networks as a Resource to Promote Philosophy
- 3.8.5. The Uninformed Teacher
- 3.8.6. The Passive Pupil
- 3.8.7. Modalities of Teaching

3.9. Human Rights and Torture
- 3.9.1. Is It Legitimate for the State to Torture?
- 3.9.2. Taking Justice into One's Own Hands
- 3.9.3. The Perception of Prisons
- 3.9.4. Foucault and Punitive Power
- 3.9.5. State Violence vs. Citizen Violence
- 3.9.6. The Power of Violence and Institutions

3.10. Human Rights and War
- 3.10.1. Contemporary Wars
- 3.10.2. The Idea of War to Achieve Peace
- 3.10.3. The Distinction between Power and Violence
- 3.10.4. The Danger of Human Extermination
- 3.10.5. Contemporary Emperors
- 3.10.6. Land Occupation
- 3.10.7. War and Social Networks

A complete program that will take you through the knowledge you need to compete among the best"

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

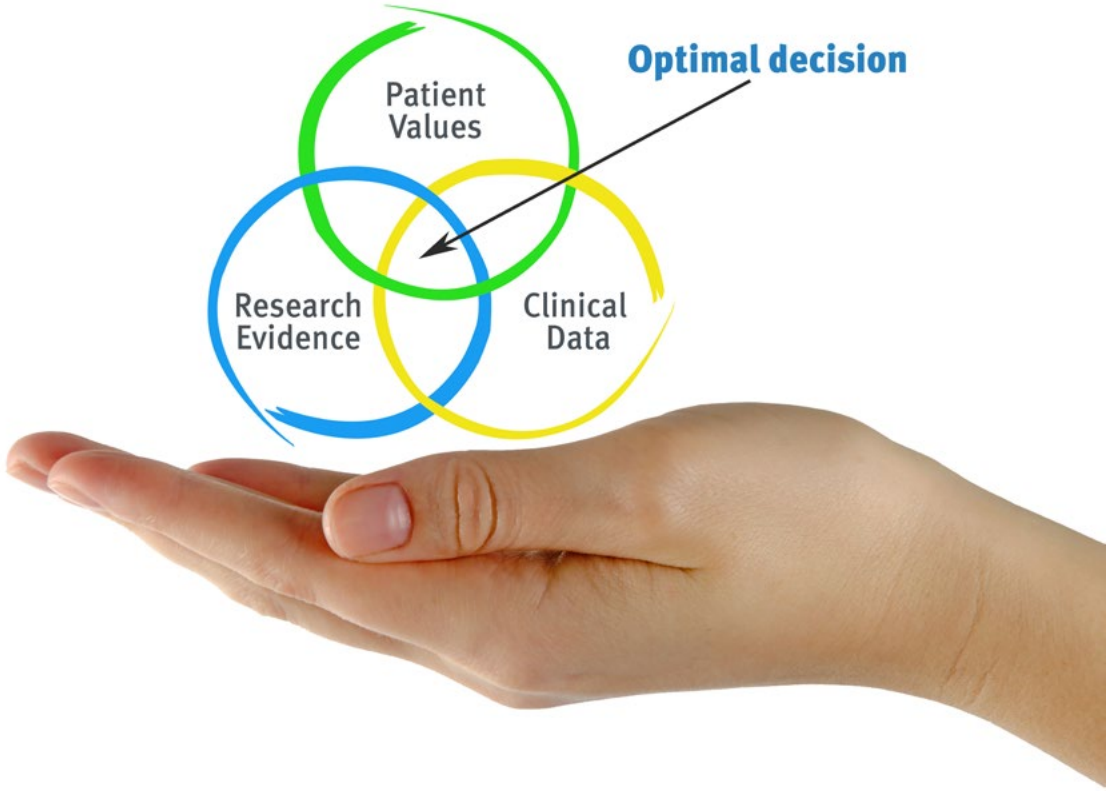
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

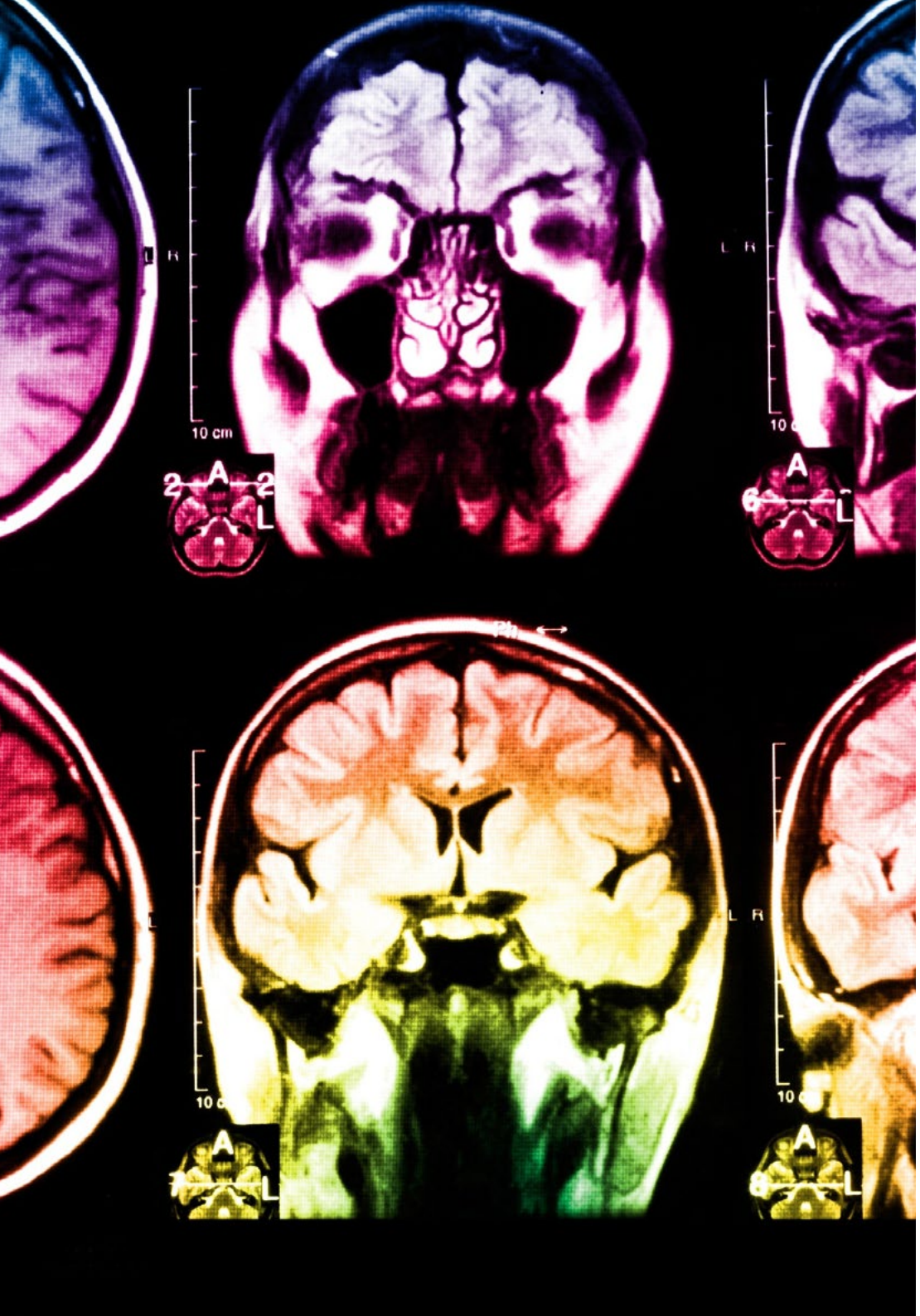
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

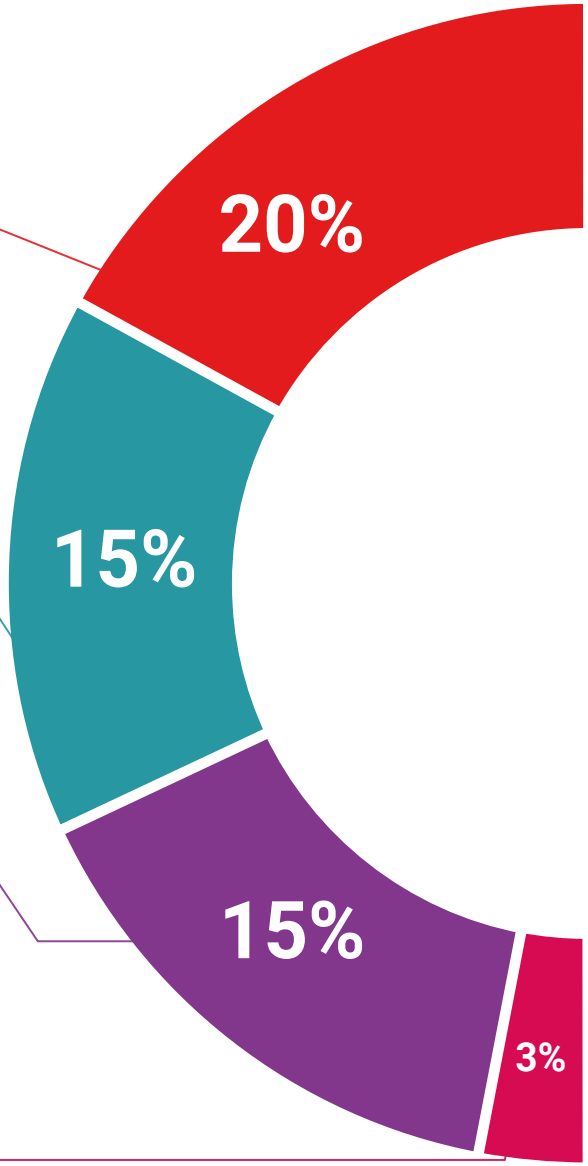
Interactive Summaries

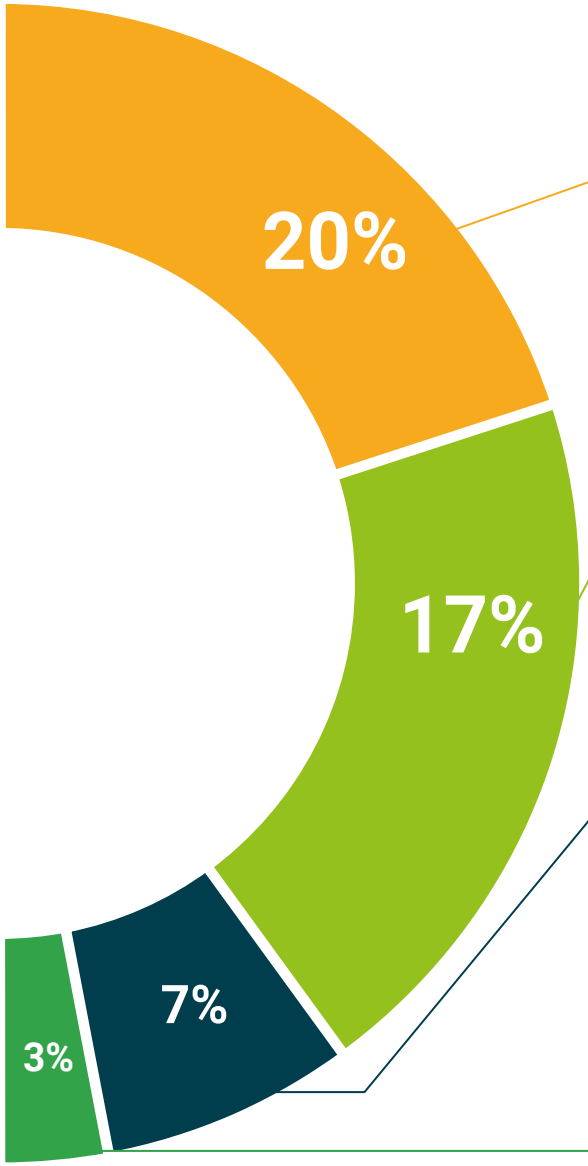
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Diploma in Philosophy and Anthropology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma qualification issued by TECH Technological University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Postgraduate Certificate in Philosophy and Anthropology** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate**, issued by **TECH Technological University** via tracked delivery*.

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Title: **Postgraduate Certificate in Philosophy and Anthropology**

Official Nº of Hours: **450 h.**

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Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Philosophy and Anthropology

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

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*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Diploma

Philosophy and Anthropology

Course Modality: **Online**
Duration: **6 months.**
Certificate: **TECH Technological University**
Official Nº of Hours: **450 h.**

Postgraduate Diploma

Philosophy and Anthropology

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