

Teaching guide

IDENTIFICATION DETAILS

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|--------------------------------------|--|---------------|------|
| Degree: | Architecture | | |
| Scope | Architecture, construction, building and urban planning, and civil engineering | | |
| Faculty/School: | Higher Polytechnic School | | |
| Course: | APPLIED PHILOSOPHY | | |
| Type: | Compulsory | ECTS credits: | 6 |
| Year: | 1 | Code: | 3712 |
| Teaching period: | First semester | | |
| Subject: | Anthropology | | |
| Module: | Direction and Leadership | | |
| Teaching type: | Classroom-based | | |
| Language: | Spanish | | |
| Total number of student study hours: | 150 | | |

SUBJECT DESCRIPTION

'Applied Philosophy' aims to help students to enter university culture, through the development of habits of rigorous thinking and the specific attitudes of the university student.

As it is a humanistic subject within an eminently technical degree, one of its basic objectives is for the student to distinguish between technical questions (the 'how') and the humanistic ones (the 'what', 'for what' and 'why') and to understand that a truly comprehensive education must address both types of questions, which are those open to the whole person. A subject like this is, therefore, fundamental to a 'person-centered architecture'.

The course 'Applied Philosophy' is the first of a series of subjects called 'humanistic', which Page 1 student must take during their university years. Part of the academic curriculum of students at the Francisco de Vitoria University, regardless of the career they study, is made up of these types of subjects that seek to deepen a series

of knowledge that, at least indirectly, all disciplines share. Thus, there are university, anthropological, historical, social, ethical and theological issues that every particular science, and every individual student, must address. We are aware that any discipline addresses issues that it cannot fully resolve on its own. An architecture student, for example, will not be well trained if they are not able to understand the social reality in which they will practice their profession, or if they are alien to the historical evolution of economic thought, or if they do not delve into the meaning of social responsibility. All your (so necessary) technical knowledge is explained by why and why to make some decisions or others, to design a specific project or to use some materials or others.

GOAL

PURPOSE

This course will present the intrinsic relationship that exists between Architecture and Humanities, insofar as Architecture studies are closely related to Social Sciences. It will also delve into the meaning of 'being a university student', knowing what the university institution is. Finally, we will analyze the different types of reality that man (and therefore the student) has before him and the different modalities available to him for understanding its meaning.

CRITERIA

The purpose of the architecture career at the Francisco de Vitoria University is to discover the profound meaning of an architecture that should not be limited to reductionist and one-dimensional conceptions, which reduce space to a kind of checkerboard where economist logics are confronted. The Francisco de Vitoria University seeks to deepen the authenticity of architecture, turning teaching and research into means to generate:

HORIZON

- Architects capable of assuming their work as a great social responsibility that commits them to leading processes of change for a permanent improvement of the spaces and cities that are inhabited today and for generations to come. The specific purposes of the course are:
- Reflect on the concept, thought and discourse of utilities, firmitas and venustas and their relationship with Philosophy.
- Understand the architect's relationship with his cultural context.
- Analyze what virtues, skills and competencies the architect must acquire to creatively develop his work.

PRIOR KNOWLEDGE

Being a subject for the first semester of the first year, no previous knowledge is required. In any case, the students' educational background will be considered, indicating, if necessary, some extra material to accompany the first steps of the subject.

COURSE SYLLABUS

TOPIC 1

University and Man: The Shipwreck of Knowledge and the Need for a New Cultural Rebellion

§ 1 The university today: the crisis of knowledge

§ 2 What is the university?

§ 3 What is the study?

THEME 2

The adventure of knowledge: the epistemological question

§ 4 Reality and Forms of Knowledge

§ 5 The problem of truth and reality

§ 6 The architect cannot be relativist

THEME 3

Human Person and Architecture: The Anthropological Question

§ 7 The human person as a subject and not as an object

§ 8 The human person and the body: dualism or duality?

§ 9 The human person and his principle of operations

§ 10 Rationality: Reason and Will

§ 11 Freedom: A Fundamental Ingredient

§ 12 The human person: social being that inhabits space

THEME 4

Good Architecture and Good Architecture: The Ethical Question

§ 13 Ethics and Deontology: An Introduction

§ 14 The End of Man's Life and the End of Architecture

§ 15 What is 'good' in Architecture?

TOPIC 5

What do we do Architecture for: the question about meaning

§ 16 Desire to remain and expiry

§ 17 The Epiphany of the Sacred as a central criterion for the organization of human space

§ 18 Openness to Transcendence

EDUCATION ACTIVITIES

Training activities, as well as the distribution of working hours, can be modified and adapted according to the different scenarios established following the instructions of the health authorities.

The face-to-face work methodology will be structured around the teacher's explanation in master classes and the carrying out of various activities in the classroom (commenting on texts, solving problems and proposing discussions). The non-face-to-face work will be structured around the study of notes and bibliography, and the carrying out of tasks - individual and/or group - assigned by the teacher.

The face-to-face activities will be of two types:

-Expository: (the teacher will present the subject, summarizing the notes found in the virtual classroom and/or the pages of the fundamental bibliography texts)

-“Text” comments. By text we understand any document that can be subject to study or analysis.

The study and evaluation will be carried out in three ways:

- Randomly, some students will be invited to present their analysis of the text in class (which, depending on their characteristics, will have been studied individually or in a group)

- The spontaneous intervention of students in the class

- The submission of a written comment will sometimes be requested in advance and, at other times, a question will be asked at the end of the session. If the problems raised are carried out in a group, the rating will be the same for all members of the group

The number of these evaluable activities will depend on the size of the classes, which does not imply that activities

are not carried out and are solved in the classroom, regardless of whether they are individually graded. The main non-face-to-face activity that students must carry out is the theoretical study of the subject, for which they will be provided, both in the classroom and in the virtual classroom, with the necessary indications, the supporting materials and the minimum bibliography. In the same way, any student who requests it will be personally attended to in tutoring. The evaluations obtained during the course will not, under any circumstances, exempt the completion of a final oral exam and, only by passing it, will the subject be passed and the activities previously developed will be considered for evaluation purposes. The student must be clear that all these activities, rather than providing partial grades, are designed to prepare them to pass the final exam and, therefore, the 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

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Sufficient knowledge of the basic principles and postulates of the human sciences.

Aptitude to create architectural projects that meet both aesthetic and technical requirements.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

Ability to appreciate the architect's profession and its function in society, particularly with regard to the design of projects that involve social factors.

General Skills

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Specific skills

Ability to identify the university's mission.

Ability to cultivate an attitude of intellectual concern and search for truth in all areas of life.

Ability to develop habits of rigorous thinking.

Ability to develop oral and written communication habits.

Ability to describe and exercise the content and proceed from the tools of university work: text commentary, analysis, synthesis and preparation of a research paper.

Ability to identify technical vocabulary related to different disciplines.

Ability to analyze and synthesize the main ideas and contents of all types of texts; to discover the theses contained in them and the issues they raise, and to judge critically about their form and content.

LEARNING RESULTS

It understands the different methods of approaching an object of study.
Explain the historical and current meaning of the University as a social agent.
It identifies university and pedagogical models.
It deduces the relationship between human actions and the thought models that drive them.
Judge the veracity or falsehood of arguments.
It discriminates between social and personal ideas and beliefs.
Build judgments based on conveniently constructed concepts.
It extracts concepts and plot lines from academic texts.
Difference between inductive and deductive arguments.
It presents concepts in a spatial way.
He expresses his ideas in a fluid way.

LEARNING APPRAISAL SYSTEM

ORDINARY EVALUATION SYSTEM:

The final grade will be obtained considering that the final exam represents 60% of this grade, active and relevant participation in classes 10% and all activities evaluated throughout the course the remaining 30%. Even so, the student must keep in mind that it is mandatory to pass both the course (evaluation of the activities carried out during classes) and the final exam.

ALTERNATIVE EVALUATION SYSTEM:

This system is intended for repeat students who do not take advantage of the ordinary evaluation system because they cannot attend classes on a regular basis. Students in second or subsequent enrollment must contact the teacher to request to take advantage of this system. The final grade will be obtained considering that the final exam represents 65% of this grade and the remaining 35% will depend on the completion of a written work whose content will be agreed with the teacher.

Remarks:

- 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.
- All activities, evaluated or not evaluated, can only be carried out on the specified dates.
- Written texts must be comprehensible and this implies that expository incoherence, grammatical errors and misspellings will be evaluated negatively and very negatively.
- In group activities, the rating will be exactly the same for all members of the group.
- Non-attending students (less than 80% of attendance) will have to study the books in the basic bibliography plus two other texts to choose from those in the complementary bibliography. The chosen texts must be agreed with the teacher.
- The extraordinary call will be identical for all students: Oral exam.

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/).
- 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

ORTEGA Y GASSET, J. Mission of the Alianza Editorial University, Madrid, 1999
 (ORTEGA Y GASSET, J. Mission of the Alianza Editorial University, Madrid, 1999 , ||AA.VV. IDEARY OF THE DEGREE IN ARCHITECTURE AT UFV)

ARISTOTLE Metaphysics, Book A (any edition)

DESCARTES Metaphysical Meditations (any edition)

ROTH LELAND M. Understanding Architecture. Its elements, history and meaning, Editorial Gustavo Gili, Barcelona, 1993

RANDLE, G., Man, Sense of Architecture and Urbanism, Nobuko, Buenos Aires, 2008

Additional

ORTEGA Y GASSET, J. Ideas and Beliefs (any edition)

NIETZSCHE F., On Truth and Lies in an Extramoral Sense (Any Edition)
 (NIETZSCHE F., On Truth and Lies in an Extramoral Sense (Any Edition) , ||ELIOT T.S., The Unity of European Culture: Notes for the Definition of Culture Madrid, Encuentro, 2003)