

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: | HISTORY OF ARCHITECTURAL THOUGHT | | |
| Type: | Compulsory | ECTS credits: | 6 |
| Year: | 2 | Code: | 3722 |
| Teaching period: | Third semester | | |
| Subject: | Composition | | |
| Module: | Projectual | | |
| Teaching type: | Classroom-based | | |
| Language: | Spanish | | |
| Total number of student study hours: | 150 | | |

SUBJECT DESCRIPTION

The subject of 'History of Architectural Thought' studies the origin, genesis, structure and development of the ideas of contemporary culture and their relationship with architecture, and urban planning, so that students acquire a framework for understanding and integrating their degree studies.

This subject arises from the question of how architecture materializes the worldview of an era. It is proposed that this materialization is therefore a consequence of man's thinking and concerns. Through a journey through the history of Western architecture, the main currents of thought (mythical, philosophical and aesthetic) that characterize different cultures at different times are analyzed, with the objective of having an image of the world of antiquity, modernity and today. The itinerary begins with the Greco-Roman world, and continues with the Middle Ages, the paradigm shift of the Renaissance, Baroque, Neoclassicism, Eclecticism, and ends with the beginning of

the avant-gardes of the 20th century. The idea of worldview, which underpins the entire course, combines the study of a specific idea of man, of the world and of the transcendent.

GOAL

The student will acquire an adequate level of knowledge by carrying out a synthesis of the theory and history of architecture and urban planning from Classical Antiquity to the 21st century, and its link with the distinctive features of the different historical moments.

The student will learn to understand the city as the sum of strata created in successive periods, which respond to the sociocultural circumstances of each period. In addition, you will be able to recognize the different urban structures in relation to the historical events that led to them.

PRIOR KNOWLEDGE

Basic knowledge about the history of Western culture. It is advisable to have passed the subject of History of Architecture I.

COURSE SYLLABUS

Introduction to the History of Architectural Thought

What is history? What is their function? What do we mean by thought? What is architecture?

Key questions (core ideas of the course)

Architecture and worldview

The classic in architecture. The meaning of tradition

The paradigm shift of modernity

Other cross-cutting ideas:

The Sacred and the Profane

Ideal city

Man, nature and the world

Mimesis

Architecture in Western European culture

Picture of the ancient world: Greece, Rome and the Middle Ages

Picture of the Modern World: Renaissance, Baroque, Neoclassicism, Eclecticism and Vanguards

EDUCATION ACTIVITIES

FACE-TO-FACE ACTIVITY

Expository classes and carrying out exercises in class
Evaluation of the knowledge acquired

NON-FACE-TO-FACE ACTIVITY

Theoretical-practical study
Individual or group work

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.

Ability to solve problems and to take decisions.

Ability to apply procedures.

General Skills

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

Ability to solve problems and to take decisions.

Ability to apply procedures.

Specific skills

Ability to practice architectural criticism.

Adequate knowledge of general theories of form, composition and architectural types.

Adequate knowledge of the general history of architecture.

Adequate knowledge of aesthetics and the theory and history of fine and applied arts.

Adequate knowledge of the relationship between cultural patterns and the architect's social responsibilities.

Adequate knowledge of urban sociology, theory, economics and history.

LEARNING RESULTS

It identifies the different historical strata in the city as a result of the society, technology and thought of each era.

Carry out rigorous analyses of the topics addressed.

Know and master the main terms common questions of thought and main authors that shape the history of thought and architecture.

He argues with his own judgment on current issues, based on knowledge of his historical structure.

Relate architectural interventions to the thought and culture of each era.

It expresses orally and in writing the aesthetic and philosophical ideas that motivate the work of architecture with the clarity and precision typical of a university student.

LEARNING APPRAISAL SYSTEM

Ordinary call:

The student must demonstrate the knowledge acquired about the general history of architectural thought, through oral and written tests. These tests will also assess the student's ability to communicate and express their ideas in an orderly and clear way, using language correctly. In addition, their ability to understand the relationships of the most relevant ideas and architectural proposals will be evaluated through individual or group practices, always taking into account the care of the presentation and the timeliness of the delivery. Your ability to search for information regarding the proposed topics and the selection of sources will be especially valued.

The learning assessment will be broken down as follows:

Oral exam: 60%
3 group internships: 35%
Active class participation: 5%

The internships will take place during the presentation of each topic and will be delivered at the end of the topic. In addition, students must make an oral presentation of the work. The exam will consist of summarizing the course based on some of the general ideas raised in the development of the sessions. Recurrent misspellings will be penalized when correcting papers.

Extraordinary call: the requirements in terms of submissions and examination for the extraordinary call will be the same as for the continuous evaluation.

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/).
- 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

Delgado Martos, Emilio What is Architecture? Madrid: Editorial UFV, 2025

Higinio Marín. Mundus: A Philosophical Archaeology of Existence/Granada: New Beginning, 2019.

John Summerson. The classical language of architecture: from J. B. Alberti to Le Corbusier/Barcelona:Gustavo Gili, 2006.

Jacinto Choza. Philosophy of culture/2nd edition. Seville: Editorial Thémata, 2013.