

Teaching guide

IDENTIFICATION DETAILS

Degree:	Architecture		
Scope	Architecture, construction, building and urban planning, and civil engineering		
Faculty/School:	Higher Polytechnic School		
Course:	SOCIAL RESPONSIBILITY		
Type:	Compulsory	ECTS credits:	6
Year:	2	Code:	3729
Teaching period:	Fourth semester		
Subject:	Humanities		
Module:	Direction and Leadership		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

'Social Responsibility' is a peculiar subject insofar as it involves annual participation in a social cooperation institution (NGO, foundation, association, etc...) and theoretical classes. As far as the theoretical part is concerned, it is intended that the student understands basic social needs, something fundamental in an architect who must respond to the real needs of citizens. The classes imply an approach to two realities: the understanding of the university (and the university student) as an agent of social change; and the knowledge of the historical development of the concept of solidarity (which has to do with the historical tradition of recognition and defense of the rights of citizens), that is, of the commitment to the Common Good to which no citizen or professional is alien. How should the architect collaborate with the Common Good? It is the question that beats in the background in a subject that enriches the way of understanding the profession.

'Social Responsibility' in the context of architecture studies:

The Francisco de Vitoria University seeks to deepen the authenticity of architecture, turning both teaching and research into means to generate architects capable of assuming their work as a great social responsibility that commits them to leading processes of change for the permanent improvement of the spaces and cities that are inhabited today and for generations to come. In this way, we want to train architects for whom the responsible assumption of their profession is a way of life.

Perhaps the average university student is not aware of the responsibility of having access to university education. There has been a democratization of access to higher education, to the point where it is barely considered calmly enough that it is not an obligation to attend university after completing secondary education, but rather an option that requires a particular commitment: to make the most of the opportunities for intellectual, volitional and emotional training offered by this institution. This issue is no small matter.

The University is defined as providing students with comprehensive training that includes sincere openness to culture, in-depth knowledge of the professions and basic training for future scientific dedication. Thus, the University cannot forget that it is a social institution and, as such, it cannot turn its back on current events, on an understanding of the functioning of society and of the failures that exist in the social structure in order, from private sciences, permeated by rigorous humanistic training, to provide effective and adequate answers to human needs.

This is the university vocation and, therefore, of the university. Those university students who disregard their responsibility, who settles comfortably in their corner, who looks at their navels and reduces their university stage exclusively to the mediocre goal of obtaining a degree, must not fail to take into account that society will be entitled to hold them to account.

Today's society demands socially committed professionals, that is, trained in social responsibility. The University, faithful to its mission of fully training those who pass through its classrooms, must respond to this urgent need to have people who consider the exercise of their profession based on commitment to others and to their environment.

In this sense, the Francisco de Vitoria University is committed to this subject as a means to promote social commitment and the search for the common good in its students. Through theoretical content taught in the classroom, collaborative practices in a social project and mentoring, we want our students to discover the personal responsibility they have in building a better world, today as university students and tomorrow, as architects.

A socially responsible architect is one who generates spaces that include any human being, every human being, every human being, as someone unique and unrepeatable, with a personal value that must be respected and enhanced... a space centered on the person, that allows personal development, that enables the encounter with the other and that builds from commitment to others and to the environment. An architect who, from the exercise of his profession, is committed to sustainable development, for those of us and for future generations.

GOAL

That the student consider the exercise of their profession as an architect based on social commitment and service to others, in the recognition of the dignity of every person.

The specific aims of the subject are:

Recognize the person in their dignity and as a person of encounter.

Reflect on the foundation and meaning of social responsibility today as a university student and tomorrow as professional.

Verify that one's own personal and professional development is only acquired in the vital commitment to the other and their environment at the service of the common good.

PRIOR KNOWLEDGE

We will start from the contents that were worked on in the first Humanities subjects, directly linking everything that was learned about the nature of the university institution and its reality as an agent of social transformation. At the same time, given the intellectual and group work that must be carried out, it is considered very valuable to have taken the subject of 'Skills and Competencies for Leadership'.

COURSE SYLLABUS

This course seeks to bring university students closer to the area of radiating the value of social commitment and solidarity so that they understand the profound reason for the need to consider the exercise of their profession based on social responsibility, from an inner and personal conviction, which each student can reach through the combination of theoretical reflection and meetings in the classroom based on these themes: Introduction: the view that transforms the one who looks at and who is looked at BLOCK I. Foundation and why of social responsibility 1.1. Why do we have to be socially responsible? 1.2. Human Dignity and Human Rights BLOCK II. Looking at the past: The human being is called to change history 2.1. Origin and definition of solidarity 2.2. Historical development of the concept of solidarity 2.3. Conclusions from the historical analysis: how the change is possible BLOCK III. Looking at the Present: Global Perspective. 3.1. Global Overview and Human Development 3.2. Poverty. Health. Education. Human rights. Woman. BLOCK IV. Look at our closest environment: CLASSROOM MEETINGS 4.1. Disability 4.2. Addictions 4.3. Seniors 4.4. Immigration and refugees 4.5. Domestic violence 4.6. Childhood 4.7. Disease 4.8. Alcoholism 4.9. Prisons 4.10. Homeless people BLOCK V. Looking at others and with others: Principles and values of Social Responsibility. The socially responsible university student today and the future architect committed to sustainable development

EDUCATION ACTIVITIES

The Social Responsibility course is developed in three areas: the classroom, social practices and support. Time-sharing in the classroom The classes aim to provoke in the student a reflection on the meaning of social responsibility based on respect for human dignity. The starting point of the course is to consider the possibility of

changing the world, our world, our personal and professional environment. The challenge is to assume the share of personal responsibility that everyone has in building a better world from their communities of reference. We all have a concern, a yearning, a desire to change the situations of injustice and inequality that we see around us. And we are going to do it from the reflection and study of a series of issues that are directly related to this way of looking, which transforms the one who looks and transforms those who are looked at by it. We are going to have 'Classroom Encounters' with men and women who are experiencing first-hand the social issues we study from theoretical research. Social Practices The objective of the practices is none other than to experience firsthand that it is possible to do something concrete to change the world of many people who are in an unjust situation, of marginalization, loneliness, suffering, abandonment, illness... giving a little of our time and of our person. We want students to approach other realities other than those they live in with that spirit of openness to the universal that must characterize every university student. Open up to the other to meet and to get involved based on personal commitment. To this end, the Department of Social Action assigns to each student a social project in which they participate throughout the course in collaboration with an NGO or social institution. Accompaniment In the personalized support program, we try to:

- Accompany students in their personal growth in the field of service to the university community, through proposals that generate a true relationship of encounter.
- Generate in the student a commitment to their real fields, helping them to realize their personal development of social responsibility.
- Facilitate the transfer of what they have learned in the classroom, on campus and in their life outside the university, through the monitoring and feedback of each of the activities proposals in the subject (individual and group work, debates, presentations, social practices...) The course will combine expository classes in which the teacher will synoptically present the topics, with 'Encounters in the classroom', film screenings, debates and practical exercises. Methods oriented to learning: expository lesson, independent work, learning by solving problems, research, tutoring.

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.

Capacity for interpersonal communication.

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

Capacity to understand the meaning and foundation of human dignity, the fundamental dimensions of the human being, the evolution of different anthropologies throughout history and their practical implications.

Ability to identify the anthropological and metaphysical foundation of ethics and define moral experience, its

specificity and its essential characteristics.

Ability to apply ethical principles and values in personal life and in the professional field and to acquire an ethical commitment to the improvement of society.

Ability to develop criteria for problem solving and decision-making both in the professional and personal spheres.

Ability to cultivate attitudes of leadership and social responsibility in personal and professional performance.

Capacity to jointly develop a specific social project and service.

LEARNING RESULTS

He understands the profound meaning of concepts such as solidarity, dignity and the common good

Analyze the situation of the current landscape in its lights and shadows.

It asks what should be the attitude that a university student should have in the face of today's problems.

Becomes aware of how to orient their behavior towards social responsibility and of the need to be involved in the first person.

The exercise of their profession is based on social commitment and service to others.

Reflect on his personal attitude to the mystery of his own and others' suffering

LEARNING APPRAISAL SYSTEM

This course combines expository classes, with 'Classroom Meetings', book reading, film screenings, debates and sharing. It is expected that each student will be accompanied throughout the semester, through mentoring. FACE-TO-FACE ACTIVITIES: Exhibition classes. The teacher will present each of the topics: what will be covered, the mandatory readings and activities. Memory of social practices: Final evaluation: the student must demonstrate understanding of what they have learned throughout the semester through theoretical exercises that show if they have achieved the objectives and competencies set out in the subject. AUTONOMOUS STUDENT WORK: Social Practices, the student will carry out external internships related to the subject of Education for Social Responsibility in a social project. Theoretical study of the contents of the subject; analysis of the contents of the theoretical classes, the compulsory readings, the research carried out and the personal work itself (memory of social practices). Practical work: planning and elaboration of the memory of practices, of the research work and of the encounter in the classroom. Group work: from research carried out on each of the fields of action in which they carry out social practices. ORDINARY CALL: To pass the subject, it is necessary: 1. Have successfully attended at least 80% of the classes in the subject. 2. Have completed social internships and obtained the APTO qualification. (The practices will be evaluated by the Department of Social Action, which manages and organizes them). 3. Have

attended the accompaniment meetings and obtained the APTO qualification (it will be the mentor who evaluates the accompaniment). 4. Have obtained a minimum score of 5 out of 10 in the theoretical content score. Weighting of continuous evaluation: o Objective content test: 60%. o Social practices and support: APT or Research work and class presentations: 30% or Practice Report: 10% (evaluated by the mentor) Students who, for justified reasons and accepted by the Department of Academic Planning of the degree, cannot attend classes on a regular basis, will request follow-up based on an adapted tutoring plan. In addition, they will be obliged, like the rest of their colleagues, to carry out social practices in the institution assigned to them by the Department of Social Action. EXTRAORDINARY CALL: Students who apply for the extraordinary call must pass the evaluable parts that have not been passed in the ordinary call. Obtaining APT in the internship and APT in the accompanying process is a necessary condition for passing the subject. Those students who fail any of the parts of the subject in the extraordinary call must re-enroll in the subject and complete it (classroom, social practices and mentoring). Alternative evaluation system for students with a waiver: in addition to the exam, they will have to do an extraordinary job after talking to the teacher in personal tutoring. 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

coordinators, Carmen de la Calle Maldonado and Pilar Giménez Armentia; authors, Juan Jesús Álvarez... [et al.]. Socially responsible university students/Madrid: Francisco de Vitoria University Publications, 2016.