

Teaching guide

IDENTIFICATION DETAILS

Degree:	Architecture		
Scope	Architecture, construction, building and urban planning, and civil engineering		
Faculty/School:	Higher Polytechnic School		
Course:	FUNDAMENTALS OF ANTHROPOLOGY		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	3731
Teaching period:	Fifth semester		
Subject:	Anthropology		
Module:	Direction and Leadership		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

It aims to accompany students in discovering their vocation, which means knowing their mission at the University, the role of the architect in the contemporary world and acquiring a series of attitudes, skills and competencies for the performance of their work and the leadership to which they are called.

This course reviews the intellectual and moral assumptions on which contemporary culture is based and proposes an explanation for the question about man and his meaning.

When we speak of vocation, we refer explicitly to the first vocation, that is to say to one's own as a person, in which the professional vocation as an architect is later incorporated.

GOAL

The course aims to enable students to know and be able to identify those realities that integrate them as a person. Be part of the answer to the question who am I? , who is the human being? to then consider how it is possible to achieve a meaningful life. That the student questions what anthropology underlies postmodern culture and that they become aware that in every human action, there is an implicit anthropology, also in architecture.

PRIOR KNOWLEDGE

Those corresponding to the 1st and 2nd degree Humanities subjects

COURSE SYLLABUS

INTRODUCTION: presentation of the subject and the methodology. HISTORICAL BLOCK: Philosophical Anthropology: Who is the human being? Who am I? The image of the human being in Postmodernity. REFLECTIVE BLOCK: The human being as an incarnated spirit. Person and human dignity. The human being as a qualitatively different being. The difference between man and animal. Human knowledge. Human desire: will and freedom. Affectivity: feelings, emotions and passions. The person as a being of encounter The experience of "disagreement" and forgiveness. The demands and fruits of the existential block encounter: Human love The dynamism of human growth. The mystery of suffering. The love of great ideals. Sense and fullness. Openness to transcendence.

EDUCATION ACTIVITIES

This course will combine the master lessons in which the teacher will present the topics synoptically, with case studies, film screenings, debates and practical exercises, always based on an experiential methodology.

Within this space, individual tutoring is designed in which the student will have to present to the teacher their personal reflection on the topics raised in class: who is the human being, what is the meaning of human life, how to face suffering.

Teamwork and class exhibition on the anthropology implicit in the architectural work chosen by each group.

Theoretical study of the contents of the subject; analysis of the contents of the theoretical classes, the compulsory reading book, the texts to comment on and the personal and group research work itself.

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.

General Skills

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

Specific skills

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 critically judge the different answers that man has given to big questions throughout history.

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 one's own personal maturation process and the goals to be achieved, organizing an action plan aimed at achieving them.

LEARNING RESULTS

Achieve a greater knowledge of the human being and of his own reality.

He assesses the pros and cons of the different actions he performs in his daily life from a vision oriented to his own realization as a human being.

It asks and responds creatively to fundamental questions about who the human being is and what is their existential meaning

It identifies the image of the human being offered to us by Postmodernity

It transmits values based on the search for truth, respect for human dignity and the common good.

LEARNING APPRAISAL SYSTEM

In this course there will be a continuous evaluation system, the requirements to pass it are: 1. Have successfully attended the classes of the subject. 2. Have attended tutoring. 3. Having done the presentation of the topic working as a team in class. 4. Have obtained a minimum score of 5 out of 10 in the final exam. Continuous Evaluation Weighting: Objective Content Test: 50%. Presentation of the topic researched as a team in the classroom: 10% Tutoring and presentation of individual work: 30% Creative participation in class: 10% Those students who do not attend class will have to do a different job, which they will agree with the teacher on a tutoring, in order to take the final exam. Students who apply for EXTRAORDINARY CALL will have to talk to the teacher before the exam. 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. 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

Viktor E. Frankl; with a preface by Gordon W. Allport. Man in search of meaning/10th ed. Barcelona:Herder, 1989.