

Teaching guide

IDENTIFICATION DETAILS

Degree:	Architecture		
Scope	Architecture, construction, building and urban planning, and civil engineering		
Faculty/School:	Higher Polytechnic School		
Course:	INTRODUCTION TO THEOLOGY		
Type:	Compulsory	ECTS credits:	6
Year:	5	Code:	3756
Teaching period:	Tenth semester		
Subject:	Anthropology		
Module:	Direction and Leadership		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

It is a reflection on the meaning of human existence, of man as a naturally religious being and the importance of the religious fact in human culture, on the basis that an Architecture centered on the person must take into consideration all dimensions or facets of the human being, including the transcendent dimension. It seeks to understand the possible relationship between faith and reason, to obtain basic knowledge of the comparative history of religions, to assess the importance of religious freedom and tolerance and, in particular, to know the biblical faith in its sources and the foundations of Christian doctrine. We will try to see how all of this has been reflected in the architectural language of different eras and cultures.

Faced with limitations, suffering, death... man seeks answers and looks up, devising philosophies and building religions. Throughout the syllabus, we will see how philosophers deal with the question of God, although it is

something that concerns all men. Then we will analyze how other cultures present different religions. In short: man seeks God. Will he succeed in this quest or will he crash into God's silence? Will God be the one who has to "move the chip"? God is looking for man. Finally, does God have something to do with us, with man, with me? Jesus of Nazareth, Jesus Christ, the Church.

ADAPTING TO ARCHITECTURE: Man as a 'naturally religious' being and creator of sacred spaces to relate to the divine CLAIMS that an Architecture centered on the person must take into consideration all dimensions or facets of the human being, including the transcendent dimension. It seeks to understand the possible relationship between faith and reason, to obtain basic knowledge of the comparative history of religions, to assess the importance of religious freedom and tolerance and, in particular, to know the biblical faith in its sources and the theological foundations of Christianity consolidated in culture and architecture in particular.

There will be a journey through philosophical and atheistic and religious answers to the problem of meaning, limitations, suffering, death... Then we will analyze how other cultures present their spatial and temporal relationship with the transcendent. Finally, through the work of great architects who have built Catholic temples, we will present the theological foundations of the faith.

GOAL

To pose the question of the ultimate meaning of life that leads us to the question of transcendence and of God, examining the most common answers to this problem and the implications that follow from it for 21st century man, especially for the architect and for those with whom he can relate.

PRIOR KNOWLEDGE

No specific knowledge is needed other than that of the degree.

COURSE SYLLABUS

-SYLLABUS

I. Philosophy's question ABOUT MEANING

Introduction: From myth to logos...

- 1.1. The Man in the Face of the Mystery
- 1.2. The search for meaning
- 1.3. The religious dimension of the atheist man: Camus and Caligula.
- 1.4. The metaphysical dilemma between mystery and absurdity: from Wittgenstein to Sartre
- 1.5. Atheism as an answer.

2. Religions. The origin of religions and cultures.

1. Theories about the sacred.
2. The Girard system.
- 3 Judaism.
- 4 Islam.
- 5 Eastern Religions

3. The specificity of Christianity.

1. Singularity
2. Universality
3. Christ as hermeneut of history and culture.
4. Ecclesiology.
 1. Uniqueness of the Church?
 2. Universality?
 3. The Church as an offering of salvation. Comments to LG16.

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EDUCATION ACTIVITIES

-Exhibition classes. The teacher will present the topics synoptically through master lessons. -Participatory classes: After the master presentation of each topic, the teacher and the students will discuss and analyze it as a group. -Conference-Face-to-face computer support activity: Projection-exhibition-debate of a film to be chosen based on the analyses carried out. -Presentation of work: Students must prepare a work that will consist of relating a book, a film, a building, an object or a topic (free choice) to architecture and to any of the points of the subject's syllabus, and presenting it in class. In addition, on the same day of the exhibition and within class hours, they must submit to the teacher a computer-generated report within the indicated deadline (just before the presentation of the work in class). The student who is not present on the day of the exhibition will not get the percentage for this section. Audiovisual support can be used in the work, but if it cannot be screened on the day of the exhibition, it will not be taken into account for the final grade. -Personalized tutoring: Individual and group tutoring. -Final evaluation: the student must demonstrate understanding of what they have learned throughout the semester through theoretical and theoretical-practical exercises that show if they have achieved the objectives and competencies set out in the subject. AUTONOMOUS WORK: -Theoretical study of the contents of the subject. - Compulsory reading of a bibliography book. -Complementary Activities: .Guided commentary on compulsory reading texts. .Work on a religious building and its architect. Analysis of theological elements. CANVAS virtual classroom (tutoring, content, self-evaluation activities).

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 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.

General Skills

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

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.

Specific skills

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

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

Ability to detect the link between the current world and historical events and recognize the need to locate the historical framework of any event in order to understand it.

Capacity to develop attitudes of respect and dialogue towards other cultures and religions in the search for truth.

Ability to identify the roots of Christian humanism and the meaning of the anthropo-theological claim of Jesus of Nazareth.

LEARNING RESULTS

Discover the religious concern that is inherent to him as the deepest manifestation of his yearning for truth and of meaning.

-Assimilate the distinction and complementarity between reason and faith as instruments of approach to truth.

-Recognize the different ways of placing oneself before God, the ways of accessing Him and the possible approaches to His

relationship with man and critically judge the main answers that man has given to the big questions throughout the history and how they have been expressed in the social sphere.

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-Cultivate the specific attitudes of university students: intellectual concern, taste for knowledge and culture, critical judgment,
personal commitment and intellectual and professional service to society.

-LEARN to detect and reason the philosophical and theological thinking that underlies architecture.

apply to religious architecture the knowledge derived from the philosophical and theological analysis of Christian symbols and meanings.

LEARNING APPRAISAL SYSTEM

The exams of the official calls will be carried out in person.

CONTINUOUS EVALUATION SYSTEM: -Objective content test, text commentary: 55% -Individual work and its exposure in the classroom: 30% -Continuous evaluation system: Observation and monitoring technique: 15% (1. Attendance and active participation in class and in the virtual classroom: 5%)
2. Taking advantage of personal and group tutoring: 10%) Attendance at expository classes is 80% mandatory and an indispensable condition for continuous evaluation. The proposed exercises, case studies and papers are delivered on the prescribed date. S The criteria for continuous evaluation will not be required in the extraordinary call. It will only consist of a written examination of the contents developed throughout the course. 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

Fabrice Hadjadj The Luck of Being Born in Our Time New Beginning, Granada, 2019
(Fabrice Hadjadj The Luck of Being Born in Our Time New Beginning, Granada, 2019 , ||Angel Barahona, Love in Unbelieving Times, Encuentro, Madrid 2023.)

Angel Barahona, What Can't Be Talked About, New Start, Granada, 2019

Additional

Byung Chul Han The Herder Tiredness Society; Barcelona.