

Teaching guide

IDENTIFICATION DETAILS

Degree:	Architecture		
Scope	Architecture, construction, building and urban planning, and civil engineering		
Faculty/School:	Higher Polytechnic School		
Course:	LITERARY MASTERPIECES		
Type:	Optional	ECTS credits:	3
Year:	5	Code:	3770
Teaching period:	Tenth semester		
Subject:	Humanities		
Module:	Direction and Leadership		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

SUBJECT DESCRIPTION

The role of Literature in the degree of Architecture

Along with technical training, it is important to articulate subjects that reflect on the concept, thought and discourse of the field of architecture, on man and his situation in the world, on the responsibility of the architect, etc. These subjects provide students with a global understanding of what and who is man, what culture is, what original contributions our Western culture provides to the current globalized world, what is the social context in which he will develop his vocation - his problems, his challenges, etc. - and what virtues, abilities and skills you must acquire to creatively develop your identity as a future architect.

In this group of subjects that far transcend the purely technical, we find the subject of “Great Books” for the degree in architecture, located in the fifth year of the degree, and which is present within the “Management and Leadership” module. Regarding its field of knowledge, “Great Books” is a subject that is included in the subject of “Literature”.

Literature is the forger of civilizations, since it is an ancient art and one of the highest and most complex cultural manifestations of the human being. In literature, as in architecture itself, the degree of development and the way of life of the men who support it are inscribed in some way. Or to put it another way: every literary expression of an era reflects the spirit, the historical event, the desires and concerns of the human beings who live there. In short, literature provides those who approach it through the study of great works, a formidable instrument and a formidable instrument to address the great issues of humanity according to their different eras, nations and languages.

In addition, literature offers innumerable other benefits to those who approach it: for example, it strengthens our critical spirit, allows us to travel to other worlds and remote times, to learn more about the life experiences of other human beings, it provides us with an ocean of knowledge and culture, it develops our sensitivity, our capacity for empathy and transmits deep aesthetic and moral values to us, etc.

However, the subject of “Great Books” is presented to us as a way of bringing architecture students closer to great literature by reading some of their most relevant works (which we know as universal classics) and offering them a series of tools that help them understand and analyze literary work.

The Great Books and Architecture

For university students, it has always been necessary to read and reflect on great authors through their great books, and this is very evident among architecture students, since literature reflects elements that are so common to architects such as: stylistics, harmony, creativity, the ability to express profound thoughts, service to the human being, the beauty of content, etc.

From the outset, the dialogue and collaboration between literature and architectural works have been intimate and necessary. For this reason, “Great Books”, the subject at hand, is a subject designed to stimulate the theoretical and practical learning of literary art through the study of literary essence and some of the main works of all time, and their application (potential or already existing) in the various branches of architectural work. The ultimate goal, therefore, that this subject pursues is that students can enrich themselves professionally with the abundant treasures of literary art and that they can apply them in the future in their professional work.

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GOAL

Understanding Literature as a human need, as a place for searching for truth and beauty and as a source of knowledge about man and the world, discovering in reading a pleasant aesthetic experience and a fundamental instrument for intellectual and artistic development, forging a reflective and critical attitude to the different forms of literary expression that increases the level of literary competence and develops the habit of reading in depth.

PRIOR KNOWLEDGE

Those corresponding to the grade

Those corresponding to the grade

COURSE SYLLABUS

- Topic 1 Introductory Block to Literary Theory

Introduction: Reading: Why, What, and How

Theme 1.-Literature: Nature and Function

- The object problem: What is literature? Classic definitions.
- What is specific to literature?
- Complexity of the literary work.
- On the function of literature.

Topic 2.- Tools for literary analysis. Structure of the literary text: external form and internal form

- Outer form and inner form, literarity and poeticity
- Outer form: The artifices of literary language. Review of the most common terms and figures of speech.
- Inner form: content, ideas and mentalities. Fiction and fantasy. Symbols and myths. Space and time. The sentimental aesthetic component.

- Theme 3 Introduction to the subject of the course: Dystopias in the Twentieth Century

- Theme 4 Analysis work 1
- Theme 5 Analysis work 2
- Theme 6 Work analysis 3

EDUCATION ACTIVITIES

Note:

FACE-TO-FACE ACTIVITIES: Expository classes: The teacher will present the contents of the subject and will propose complementary activities, exercises and bibliography. The student will participate with questions and contributions resulting from their reflections and readings; the student must plan their learning of each topic, must make synthetic notes on what has been said in relation to the content of the subject and to their own training.

Complementary activities: Comments and debates on literary texts. Presentation of works: Students will present an individual and a collective work to the rest of the group. Tutoring: Regulated group tutoring throughout the semester in order to monitor the development of students working in groups. Individual tutoring to customize the student's educational interests and answer questions. Evaluation: The student must demonstrate that they have achieved the objectives and competencies set out in the subject by taking an evaluation test and presenting theoretical-practical exercises. AUTONOMOUS WORK: Group work: Distribution of students into groups that will meet for the preparation and presentation of a theoretical-practical research work related to the content of the subject in order for the student to put into practice the proposed competencies. Theoretical study of the contents of the subject; relationship between the contents of the theoretical classes and of the personal research work itself. Virtual network work for consulting documents, simultaneous work with other colleagues, self-correction of exercises and tutoring.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 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.

General Skills

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

Capacity for oral and written expression.

Capacity for interpersonal communication.

Specific skills

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

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

LEARNING RESULTS

Identify the most relevant aspects about the external and internal form of some texts.

Recognize the importance and influence of some works of universal literature.

Express the causes of the importance and impact of the selected works and authors.

Understand written discourses, recognizing their different purposes and the communication situations in which they occur.

Recognize and analyze the elements and characteristics of literary productions, develop critical attitudes to their messages, valuing the importance of their manifestations in culture.

To benefit and enjoy independently reading and writing as forms of communication and as sources of cultural enrichment and personal pleasure.

LEARNING APPRAISAL SYSTEM

1.- Continuous evaluation: To be eligible for the continuous evaluation system, it is necessary to:

1. Attendance at 80% of classes in person or remotely.
2. Attend two tutorials (face-to-face or remote), carry out and present the results of group research and obtain a minimum score of 5/10.
3. Obtain a minimum score of 5/10 in the continuous evaluation tests of the content-reflection of the subject.

Weighting the continuous evaluation:

1. Creative participation and continuous evaluation of each of the proposed activities (10%)
2. Written works and oral presentations (30%)
3. Final examination of the contents of each subject, using test-type, short-answer and development questions, as well as text comments (60%)

2.- Ordinary call: Students who do not pass the subject through the continuous evaluation system must, in any case:

1. Present research work.
2. Present the final exam of the Basic Bibliography.

Weighting:

1. Research paper: 40%
2. Final exam of the basic bibliography: 60%

Extraordinary call:

1. Present research and creative work
2. Present the final exam of the basic bibliography.

Weighting:

1. Research and creativity work: 40%
2. Final exam of the basic bibliography: 60%

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

Bruno Zevi. Knowing how to see architecture: an essay on the spatial interpretation of architecture/Barcelona:Apostrophe, 1998.

Kenneth Frampton. Critical History of Modern Architecture/8th ed. Barcelona:Gustavo Gili, 1996.

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

Sigfried Giedion; translated and edited by Jorge Sainz. Space, Time and Architecture: Origin and Development of a New Tradition/Barcelona:Reverté, 2009.