

DISSENY PER A L'IDENTITAT

Mariona Bros Ardevol, Elena Castro Cordoba

Supervising Teacher: Elena Castro Cordoba

Group: 1,2,101,102,201,202

Code: 105755

Credits: 6 ECTS

Course: 2

Semester: 2

Typology: Obligatory

Subject: Design Culture

Schedules:

Group	Schedules	Teacher
1	Dimecres 11:45 - 13:15	Mariona Bros Ardevol
		Elena Castro Cordoba
2	Dimecres 08:30 - 10:00	Mariona Bros Ardevol
		Elena Castro Cordoba
101	Dijous 14:00 - 15:30	Elena Castro Cordoba
102	Dimecres 13:30 - 15:00	Elena Castro Cordoba
201	Divendres 13:45 - 15:15	Elena Castro Cordoba
202	Dimecres 10:15 - 11:45	Elena Castro Cordoba



Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

Passeig Santa Eulàlia 25
08017 Barcelona T+34 932 030 923
info@eina.cat www.eina.cat

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Subject Presentation

Brief Description:

The subject "Design for Identity" announces the study of a space of relationship between "design" and "identity" based on the servitude of one towards the other, but will also propose spaces where to reflect on and activate other relationships between both aspects, such as: design "around" identity, design "in response to" identity or design "despite" identity.

The approach to these relationships will be made by focusing on the individual, the territory and the collectivity, and based on intersectional, decolonial or mutualist perspectives.

The final objective is to be able to produce small manifestations, which provide sustainable transformations for specific contexts, through formalization strategies typical of design, such as: spatial, objectual, graphic, audiovisual or performative.

Training Objectives:

1. Develop a critical positioning towards the identity environment in relation to design.
2. Recognize, within the different design expertise environments, patterns, codes and identity-transmitting conventions.
3. Make the latent identity visible in objects, images, narratives and spaces that surround humans.
4. Detect and differentiate situations of identity mediation in unconventional contexts: those images that project identity in unexpected places.
5. Design images that project identity in different formats and for different contexts

Recommendations

Contents and Methodology

Brief Description:

The subject "Design for Identity" announces the study of a space of relationship between "design" and "identity" based on servitude to each other, but will also propose spaces where to reflect and activate other relationships between both aspects, such as: design "around" the identity, design "in response to" the identity or design "despite" the identity.

The approach to these relationships will be made by focusing on the individual, the territory and collectivity, and based on intersectional, decolonial perspectives or mutualist.

The ultimate goal is to be able to produce small manifestations that bring about transformations. sustainable for specific contexts, through formalization strategies specific to the design, such as: spatial, object, graphic, audiovisual or performative.

Teaching methodology:

The teaching methodology proposed by the subject is based on abolishing the traditional separation between theory and practice, making foundation and action appear in the same space-time with the desire to achieve the same purpose. That is why throughout the subject different challenges and exercises will be suggested. In order to solve them, students will need the acquisition of certain knowledge – through teaching, reading, viewing, from external visits or guests in the classroom – but also through self-production of the knowledge they consider necessary, and of the ability to design.

Similarly, the subject suggests altering the uses attributed to formats academics from "plenary / theoretical-masterclass" and "seminar / practical-debate class "critical" to use them to solve the challenges and exercises posed based on strategies designs suitable for each situation.

Training activities:

The training activities proposed are structured around each of the blocks. In total, there will be 6 short exercises and 3 design challenges. The short exercises will be individually and the design challenges will be solved in groups. All the training activities will take place divided between the "plenary" format and the "group" format "seminar".

Block 1: Detect, report, point out, demonstrate and testify

2 short exercises + 1 design challenge

Block 2: Moving away from anthropocentrism through: de-essentializing, de-naturalize, de-familiarize, de-re-virtualize.

2 short exercises + 1 design challenge

Block 3: alienate, displace, re-situate, vernacularize.

2 short exercises + 1 design challenge

Evaluation

General evaluation regulations

A student will be considered "Not Assessable" (NA) if they have not submitted all the learning evidences or have not attended 80% of the classes without justifying their absences. In case of a justified absence, the student must contact the teacher at the time of rejoining to determine the recovery of the activities they missed.

If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, that evaluation act will be graded with 0, regardless of the disciplinary process that may be initiated. If several irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

Continuous evaluation system

The evaluation system of EINA and UAB is a continuous assessment system, the objective of which is for the student to know their academic progress throughout their educational process to allow them to improve it.

The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

_Short exercises (individual): each of them will count 5% in the final grade.

_Design challenges (in groups): each of them will count for 20% of the final grade.

_Attendance and level of participation and involvement of each student: will count for one 10% in the final grade.

In order to be able to make the final average, you will need to have passed with a 5, both the plenary part like the seminar part.

Review process

The review can be requested from the teaching staff and will be carried out according to the school calendar.

Learning outcomes of the subject

Knowledge

Detail the common features and specificities of design disciplines through critical analysis of historical styles and current trends. (KT01)

Skills

Apply basic concepts of design history and theory by critically analyzing objects, discourses, and practices using bibliographic sources. (ST10)

Critically discuss the canons and evaluation criteria established in design culture, with particular attention to the gender perspective. (ST12)

Competencies

Write an essay based on a well-founded research question related to design culture, integrating argumentative skills, structured content, and appropriate use of references. (CT06)

Learning outcomes of the degree program

Knowledge

Respond to global issues related to the fields of design and art, cultural industries, their institutional environments, and the agents involved.

Correctly reference documentary sources, the necessary bibliography and knowledge of the heritage environment both for the projection and for the analysis and reasoned criticism of design and/or art.

Describe the legal framework and the ethical and deontological values of the design profession, along with the contexts and agents that apply them, with

Skills

Identify design problems through the analysis of objects, graphic communication elements, and spaces, from a perspective rooted in contemporaneity, universal accessibility, and equal opportunities.

Apply ethical and aesthetic criteria and values to design practice, taking into account the formal dimensions of environments and their diversity.

Adapt visual languages, media, and artistic techniques to the communicative goals of each design project.

Make value judgments about design projects by interpreting data and justifying critical analysis using

knowledge of graphic communication, space, objects, and reference texts.

Conduct research with a critical spirit in the field of design and related disciplines, considering innovation, experimentation, and the ongoing renewal of the cultural industries, while promoting equality and democratic values.

Synthesize knowledge from diverse sources—studies, fieldwork, literature, direct observation, or practical experience—in the field of design and related disciplines within the cultural industries.

Evaluate the social, economic, environmental, and technological feasibility of a design project, incorporating gender and diversity perspectives, and ensuring respect for sustainability, democratic values, and fundamental rights.

Competencies

Propose creative, socially and environmentally sustainable design solutions, aligned with the Sustainable Development Goals (SDGs).

Manage design-related tasks autonomously, planning and organising time and processes in professional and/or academic settings.

Apply acquired knowledge to the execution of design and art projects with professional standards, considering user and audience diversity.

Produce academic and professional reports related to design, the arts, and their supporting disciplines.

Bibliography and Resources

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