



Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

Passeig Santa Eulàlia 25
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ANÀLISI I CRÍTICA

Lara García Díaz

Supervising Teacher: Lara García Díaz

Group: 3

Code: 105751

Credits: 3 ECTS

Course: 4

Semester: 1

Typology: Obligatory

Subject: Design Culture

Schedules:

Group	Schedules	Teacher
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Subject Presentation

Brief Description:

This subject of Analysis and Criticism aims to encourage students' interest in exploring and strengthening critical skills in relation to the design of spaces and their link with society. A main objective is to refine the knowledge of the theoretical and critical parameters involved in the development of the design of spaces.

The subject is presented as an analytical and critical seminar, with the prominent presence of reading, debate and group discussion, with the aim of unraveling current issues.

The subject focuses on the theoretical trends that distinguish current design, in order to identify and frame the dominant postulates and ideologies, as well as introducing the practical techniques of criticism. The subject aims to serve as a stimulus and provides experimental situations for the development of TFG research.

Training Objectives:

The subject is designed to promote techniques, methodologies and approaches that favor critical positions related to the design of spaces. The aim is to encourage students to develop their own reflections and analyzes from experimental scenarios. Situations and work processes will be generated that serve to test relevant research by the TFG, as well as stimulate its development for each student.

Recommendations

The students of this subject will have the following skills and knowledge as prerequisites for their adequate development: Capacity for observation and visual description Capacity for analysis and synthesis Cultural concerns Knowledge of the antecedents of Universal History Ability to manage information, communication and the speech Oral and written communication skills. Ability to relate between ideologies, movements, trends, periods and cultures.

Contents and Methodology

Brief Description:

1. Introduction. Analysis versus Criticism.
 - 1.1. Expository observation and description.
 - 1.2. Content and continent in the analysis of space.
 - 1.3. Symbolism and critical judgment.
2. The crisis of modernity
 - 2.1. Preambles on modernity
 - 2.2. Alternatives to German Orthodoxy
 - 2.3. Postmodernity: utopias and speculations
 - 2.4. Contemporaneity: paradigm shift and retrospective
3. The philosophical critical model.
 - 3.1. Introduction to the problem of criticism. the beginnings
 - 3.2. The critical judgment.
 - 3.3. The objectives of criticism.
 - 3.4. The critical exercise.
4. The variables in the perception of space
 - 4.1. Symbolic variables
 - 4.2. Sensory variables
 - 4.3. Ethical-moral variables
 - 4.4. Contextual variables
5. The importance of context in project identification
 - 5.1. The project identity.
 - 5.2. Space as a finite place. the being-in-the-place.
 - 5.3. Critical regionalism.
 - 5.4. Conclusions and final reflections.

Teaching methodology:

Presentations by the teacher.

Supporting material and documentation: readings, visual documentation, library resources (documentaries, magazines)

Practical-theoretical work in classes: group work, debates, practical exercises.

Oral presentations to promote knowledge of topics and collaborative work.

External visits when possible.

Independent work through written and practical work.

Training activities:

Attendance, participation and involvement in the subject: 10%

Descriptive report of a space: 20%

Critical Essay: 35%

Review of a reading: 35%

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.

Each subject will define the use of generative AI tools in assessed activities according to one of the following three levels: use not permitted; use restricted to specific tasks indicated by the teaching staff; or use permitted as part of the working process, provided that it is declared and justified.

When AI has played a significant role in an assessed activity, the student must declare which tool they used, for what purpose, at which stage of the work, and what subsequent review, selection or transformation they carried out.

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.

Review process

The subject cannot be approved if all the assignments are not approved.



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