



Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

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SEMINARI D'ESTUDIS CRÍTICS

Elena Castro Córdoba

Supervising Teacher: Elena Castro Córdoba

Group: 1,2,3,4

Code: 105752

Credits: 3 ECTS

Course: 4

Semester: 2

Typology: Obligatory

Subject: Design Culture

Schedules:

Group	Schedules	Teacher
1	08:30 - 10:00	Elena Castro Córdoba
2	10:15 - 11:45	Elena Castro Córdoba
3	Dilluns 08:30 - 10:00	Elena Castro Córdoba
4	Dilluns 10:15 - 11:45	Elena Castro Córdoba



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Subject Presentation

Brief Description:

Critical Studies Seminar is a mandatory 4th year subject that expands the Design Analysis and Criticism subject (taken the previous semester) by working from texts not directly linked to design theory and criticism. In this way, the theoretical and analytical panorama of students is opened up from readings from other areas of knowledge such as posthumanities, ecology, neuroscience, anthropology or sociology.

Training Objectives:

Develop close reading skills, especially focusing on the development of concepts and theoretical frameworks of a certain complexity.

Acquire presentation and discussion habits typical of academic debate and, therefore, different from those that characterize the presentation of commercially oriented design projects.

Recognize the conventions of academic publications.

Establish links between critical approaches to current design and those originating in other academic environments in the humanities and social sciences.

Acquire skills that allow students to refine their reasoning when considering their own projects.

Recommendations

Although it is not a requirement, it is recommended to have taken Design Analysis and Criticism and be working on the Final Degree Project.

Contents and Methodology

Brief Description:

The subject will revolve around a specific thematic framework that will be developed and worked on based on the reading of a book and several articles that will complement, confront or question it. The readings will be mandatory and will be read throughout the course in relation to the development of the seminar program.

The seminar program will offer particular interpretations of the thematic framework, based on reading, the configuration of work and analysis tools, observation resources and/or research methodologies, from the perspective of their own research. Starting from the perspectives and research approaches of the teachers themselves, the aim is to encourage students to integrate the content, skills and learning outcomes acquired during the seminar into their own research processes and from art and design.

The main theme of the seminar program will be chosen based on the relevance of its contribution to the field of philosophy and social sciences and on the relevance of its arguments for the development of a discussion from the perspective of current art and design.

Teaching methodology:

The sessions will include seminar and workshop dynamics, which will consist of an initial presentation by the teacher, followed by the generation of a debate space, analysis laboratory or discussion methodology from which to address the issues that will be developed throughout the seminar through the readings.

Each session will open with a presentation by the teacher introducing the framework of each session, followed by the dynamics/methodology/exercise used in each case. In this sense, the student will be required to carry out independent preparatory work for each of the sessions; work that will be informed by the teacher to the students with the necessary time.

The autonomous work may consist of the prior reading of the texts/book chapters that will be worked on during each of the sessions or the carrying out of analysis exercises and/or observation methodologies from which to address the seminar topic in each case.

This independent work of a variable nature and the exercises proposed during the seminar sessions will serve as support material for the student and as evaluable material during their participation in the seminar.

Training activities:

1. PREPARATION OF ONE OF THE SESSIONS_ [30%]. Group Test.

To carry out this activity it will be mandatory for the group to have a

Tutorial with the teacher where the general approach is explained.

Test NOT re-evaluable

2. PROJECT 2 - ESSAY_ [30%] Individual

Personal reflection essay in article format on the TFG in relation to content, readings and/or methodologies related to the seminar program. Specific guidelines will be provided on the extent and nature of this essay. Re-evaluable test.

3. CRITICAL REPORT OF ONE OF THE SESSIONS [20%] Individual

This text will consist of a critical review of one of the sessions in a format workshop carried out by colleagues.

4. PARTICIPATION AND ATTENDANCE [20%]

Given the participatory nature of the subject, it will be included in this percentage from reading the chapters designated for each session, the interventions in class and the completion of specific exercises established during the different sessions.

(anyone who does not reach 80% attendance cannot pass)

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 review can be requested from the teacher and will be carried out according to the school calendar.

To be able to participate in the reassessment, students must have achieved a grade equal to or greater than 3.5 in the continuous assessment. Otherwise, the subject will be considered failed.

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

Design a strategy for the dissemination and promoting design culture. (CT06)

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.

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.



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Bibliography and Resources

Throughout the seminar, mandatory and complementary resources will be shared with students depending on the book chosen and the topics that appear in the presentations and debates.