

BACHELOR'S DEGREE IN DESIGN AND INNOVATION

SUBJECT TEACHING PLAN DESIGN HISTORIES

ACADEMIC YEAR: 2026-27
COURSE: 1st
CHARACTER: Basic Training
SEMESTER: 2nd
ECTS: 6
TEACHING HOURS: 45
HOURS OF SELF-EMPLOYMENT: 105
TOTAL HOURS: 150
LANGUAGE/S: Spanish/Catalan
CODE: 16975

TEACHING TEAM: Paolo Sustersic psustersic@elisava.net

PRESENTATION OF SUBJECT / OBJECTIVES

Know significant designs; designs that have changed the history of design and our ways of living and being in the world. Learn to articulate critical discourses. Study of theories and designs in relation to their historical context (art, culture, society, etc.) to better understand the present and thus be able to propose a project for the future.



SUSTAINABLE DEVELOPMENT GOALS (SDGS)

This subject specifically incorporates the following SDG and its target:

Goal 5: Gender equality.

5.1 End all forms of discrimination against all women and girls everywhere.

CONTENTS

- Study of specific historical cases and their context: rigorous analysis of the project, interrogation of its aesthetic and social sense, understanding of its design logic.
- Linking design with the main artistic and philosophical currents: the idea of the nineteenth-century artist, the breakdown of the avant-garde, the pedagogical framework of modern design (Bauhaus, Ulm); the influence of cybernetics on creative processes, the role of women in the history of art and design, etc.
- Understanding of the current context from those design concepts especially linked to the industrial-mechanical paradigm and the cybernetic-informational paradigm.
- Familiarization with non-specific design terminology: industrialization, mass production, Taylorism, consumerism, metropolis, identity, brand, marketing, corporation, offshoring, mass media, globalization, etc.

TEACHING METHODOLOGIES

- Work sessions with the whole group, class with the teacher. (PA)

COMPETENCIES

- Students must have demonstrated that they possess and understand knowledge in an area of study that is based on general secondary education, and is usually at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study. (CB1)
- To act with a spirit and critical reflection in the face of knowledge in all its dimensions, showing intellectual, cultural and scientific concern and commitment to rigour and quality in professional demand. (T1)
- Exercise active citizenship and individual responsibility with a commitment to democratic values, sustainability and universal design, based on practices based on learning, service and social inclusion. (T5)
- To become the main actor in the training process itself with a view to personal and professional improvement and the acquisition of a comprehensive training that allows learning and living together in a context that respects linguistic diversity, with diverse social, cultural, gender and economic realities. (T7)
- Use and generate research tools appropriate to the needs of each project. (E9)

LEARNING OUTCOMES

- Acquire and demonstrate advanced knowledge of the theoretical and practical aspects and the working methodology in the field of design.
- Shows skills for critical reflection in the processes linked to the exercise of the profession.
- Shows skills for the analysis of situations from a global and comprehensive perspective, relating social, cultural, economic and gender elements, as appropriate.
- Demonstrates a critical attitude in the design process in relation to social responsibility and implications in design practice.
- Evaluate and use the appropriate research tools according to the needs of the context.
- Critically analyse and interpret information to draw personal conclusions.

TRAINING ACTIVITIES

Each subject will present at the beginning of the course its WORK PLAN where the didactic activities per week / session / autonomous work are recorded.

EVALUATION

EVALUATION SYSTEMS

The evaluation of the subject will be based on continuous monitoring of the student's academic work throughout the course.

EVALUATION SYSTEM	MINIMUM WEIGHTING	MAXIMUM WEIGHTING	FINAL WEIGHTING
P2-Follow-up of the work done	5	10	10
P3-Reports from the students themselves, External Tutors, Tribunal	25	35	25
P4-Specific assessment tests: Exams	30	35	35
P5-Carrying out work or projects Required	10	50	30

EVALUATION CRITERIA

The final grade of the subject will be the weighted average of the grades of the assessable activities according to the following table:

ASSESSABLE ACTIVITY	WEIGHT	RETRIEVABLE (up to 50%)	EVALUATION SYSTEM
Activity-1 Participation	10%	NO	P-2
Activity-2 Exam	35%	YES*	P-4
Activity-3 Research (process)	25%	NO	P-3
Activity-4 Research (final submission)	30%	YES*	P-5

Students will have the option of retaking the retake tests. The retake tests will be carried out in the period of the semester allocated to this function, not being able to recover more than 50% of the subject.

* If the Recoverable Assessable Activities exceed 50%, the student body may choose, up to a limit of 50%. The unjustified non-submission of any assessable activity implies a grade of 0, even if the activity has been classified as Recoverable.

Recoverable Activities can only be recovered when they have been submitted by the student body on the indicated date and with a grade equal to or greater than 3.

If access to the retake test is waived, the grade achieved in the first instance will be maintained.

In case of taking the recovery, the grade obtained will be the last, even if it is lower than the first.

Plagiarism or copying of other people's work is penalised in all universities and, according to the Rules of Coexistence of the University of Vic-Central University of Catalonia, they constitute serious or very serious offences. That is why in the course of this subject any indication of plagiarism or misappropriation of texts or ideas other people ([What is considered plagiarism?](#)) as well as the improper or undeclared use of Artificial Intelligence in an activity, automatically translates into a suspension and/or other disciplinary measures ([Normes de Convivència de la Universitat de Vic-Universitat Central de Catalunya](#)).

For any questions or queries, see the ([Academic Regulations of the Bachelor's Degree of the Faculty of Design and Engineering Elisava UVic-UCC](#)).

Facultat de Disseny i Enginyeria
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BIBLIOGRAPHY AND TEACHING RESOURCES

- Alonso, Luis Enrique y Conde, Fernando. 1994. *La historia del consumo en España: una aproximación a sus orígenes y primer desarrollo*. Madrid: Debate,
- Benjamin, Walter. 2012. *Escritos políticos*. Madrid: Abada.
- Céline, Louis Ferdinand. 2011. *Viaje al fin de la noche*. Madrid: Edhasa.
- Fusco, Renato de. 2005. *Historia del diseño*. Barcelona: Santa & Cole.
- Freud, Sigmund. 2015. *El malestar en la cultura*. Madrid: Alianza editorial.
- Galbraith, John Kenneth. 2001. *La sociedad opulenta*. Barcelona: Austral.
- Giddens, Anthony y Sutton, Philip W. 2015. *Conceptos esenciales de sociología*. Madrid: Alianza editorial.
- Munari, Bruno. 2016. *¿Cómo nacen los objetos?: Apuntes para una metodología proyectual*. Barcelona: Gustavo Gili.
- Sparke, Penny. 2011. *Diseño y cultura, una introducción: desde 1900 hasta la actualidad*. Barcelona: Editorial Gustavo Gili.
- Stearns, Peter N. 2001. *Consumerism In World History: The Global Transformation Of Desire*. Routledge.

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