

MASTER'S DEGREE IN INTERDISCIPLINARY STUDIES IN DESIGN AND COMMUNICATION (MUEIDC)**SYLLABUS****ARTIFACTS AND VISUAL LANGUAGE**

ACADEMIC YEAR: 2025-26

SUBJECT TYPE: Compulsory

SEMESTER: 1st

ECTS: 6

TEACHING HOURS: 45

HOURS OF AUTONOMOUS WORK: 105

TOTAL HOURS: 150

LANGUAGE/S: Spanish

CODE: 16926

TEACHING TEAM: Dr. Raúl Goñi rgonif@elisava.net**PRESENTATION OF SUBJECT / GOALS**

This subject integrates, both in its conception and in its development, two crucial aspects: research on Design and research through Design. The methodological core of the subject is based on *Visual Research* as a research method, in which creation and inquiry merge in a creative way through the analysis of visual and material culture. Through the development of situated visual artifacts that function as catalysts for knowledge, it seeks to explore concepts of cultural criticism, sociology, and critical discourse analysis. The main objective is for students to acquire analytical and creative skills to identify the positions inscribed in the objects, images and spaces of their social environment. Through *Visual Research*, the execution of proposals in the orbit of critical design is encouraged, building committed relationships between artifacts, their languages, people and their particular context. The objective is to articulate a specific argumentation from this perspective to integrate it into the research proposal of the Master's Degree Final Project.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

This subject does not specifically incorporate any SDGs.

CONTENTS**Block I: Exploring Urban Expressions**

- Analysis of everyday design.
- Artifacts and material culture.
- Visual narratives.

Block II: interaction through discursive artifacts.

- Artifacts in context.
- Artifacts they investigate.
- Discursive artifacts and dissemination.

Block III: Manifestation through Critical Design

- Analysis of the culture of design.
- Practical methods.

- Argumentation

TEACHING METHODOLOGIES

- P1-Work sessions with the whole class group with the teacher
- P2-Small group work sessions with the teacher
- P5-Individual Autonomous Work Sessions

COMPETENCIES

- Developing a creative attitude of experimentation, under scientific and humanistic criteria, which favours the exploration of relevant and innovative contributions (G1)
- Possessing and understanding knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context (CB6)
- Students must be able to apply the knowledge acquired and their problem-solving skills in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study (CB7)
- Interacting in global and international contexts to identify needs and new realities that allow knowledge to be transferred to current or emerging areas of professional development, with the capacity for adaptation and self-direction in professional and research processes (T3)
- Showing skills for professional practice in multidisciplinary and complex environments, in coordination with networking teams, either in face-to-face or virtual environments, through the computer and informational use of ICTs (T4)
- Defining a design strategy through methodological scripts in order to sequentially control the phases of diagnosis, definition, development and implementation of a proposal from an interdisciplinary perspective (E1)
- Solving a situation in the field of design and communication, which involves formulating complex problems in dynamic environments, as well as viable proposals for solutions to these problems (E2)
- Understanding in depth research "for" design, "about" design and "through" design (E3)
- Carrying out research proposals in Design, adapting the methodology to the purpose and the means available (E4)

LEARNING OUTCOMES

- Understanding and applying advanced knowledge of theoretical and practical aspects in scientific and technological research contexts. (M1-1)
- Applying and integrating their knowledge to solve creative problems in new environments, including multidisciplinary and specialised contexts, with special attention to the field of design. (M1-2)
- Making decisions considering the complexity of situations and the need to work in a multiprofessional way. (M1-4)
- Clearly distinguishing and identifying the different phases of development of a design project and methodologically plans the development sequence. (M1-5)
- Foreseeing and analysing the impact that our proposed actions may have on a group or organisation from the control of possible responses and repercussions. (M1-6)
- Proposing solution concepts and valid project paths to arrive at appropriate solutions for the design problem in question. (M1-7)
- Showing knowledge of the different codes and operating systems of the images to provide technically viable solutions and/or proposals according to the objectives and constraints of the project. (M1-8)

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.

EXAMINATION**EXAMINATION SYSTEMS**

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

EXAMINATION SYSTEM	MINIMUM WEIGHTING	MAXIMUM WEIGHTING	FINAL WEIGHTING
P2-Follow-up of the work done	15	30	30
P5-Completion of required work or projects	50	90	70

EXAMINATION CRITERIA

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

EXAMINATION ACTIVITY	WEIGHT	RECOVERABLE (up to 50%)	EXAMINATION SYSTEM
Presentation and analysis of visual culture	15 %	NO	P-2
Presentation and analysis of material culture	15%	YES*	P-2
Presentation of the personal vision from the design	20%	NO	P-5
Conceptualisation and formalisation of the communicative artifact	25%	NO	P-5
Contextualisation, documentation and presentation of the located artifact	25%	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.

The Recoverable Activities can only be recovered when the student delivers them on the indicated date and with a grade higher 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.

To obtain a grade in the subject, attendance at 80% of the scheduled teaching-learning activities is required. Otherwise, it will be evaluated as "Not presented".

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 for the Master's Degree at UVic-UCC <https://www.uvic.cat/es/normativa/FEC/master#general>

BIBLIOGRAPHY AND TEACHING RESOURCES

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- Costanza-Chock, S. 2014. *Out of the Shadows, Into the Streets! Transmedia Organizing and the Immigrant Rights Movement*. The MIT Press.
- D. Mignolo, Walter. 2000. *Local Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking*. Princeton University Press.
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- De Vet, A. 2017. *Towards A Political Sensory Design Education*. In A. de Vet (Ed.), *Design Dedication: Adapative Mentalities in design education*. Valiz.
- Escobar, A. 2018. *Designs for The Pluriverse*. Combined Academic Publ.
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- Haraway, D. 2016. *Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective*. In *Space, gender, knowledge: Feminist readings* (pp. 53-72). Routledge.
- Nova, N. 2022. *Investigation-design*. HEAD Publishing.
- Papanek, Viktor. 2021. *Design for the Real World: Human Ecology and Social Change, 1972* Ruben Pater. Thames and Hudson Ltd.
- Santos-Granero, Fernando. 2013. *The Occult Life of Things, Native Amazonian Theories of Materiality and Personhood*. University of Arizona Press.
- Schmelzer, Matthias. 2020. *The Future is Degrowth*. Verso Books.
- Prado de O. Martins, Luiza. 2022. *An Anti-Colonial History of Colors*. Futuress.org.
- Scott, James C. 1998. *Seeing Like A State*. Yale University Press.
- Soper, K. 2023. *Post-Growth Living: For an Alternative Hedonism*. Verse.
- Hester, H., & Srnicek, N. 2023. *After Work: A History of the Home and the Fight for Free Time*. Verso Books.
- Vigoya, M. V. 2016. *Intersectionality: A Situated Approach to Domination*. Feminist Debate, 52, 1-17.
- Watkins, Gloria Jean (Bell hooks). 2000. *Where We Stand: Class Matters*. Routledge.
- Yuderky Espinosa-Miñoso, Maria Lugones & Nelson Maldonado-Torres (ed), 2021. *Decolonial Feminism in Abya Yala*. Bowman & Littlefield.

The teaching staff will provide a specific bibliography at the beginning of the subject, if applicable.