

## 320138 - ED - Aesthetics and Design

Coordinating unit: 205 - ESEIAAT - Terrassa School of Industrial, Aerospace and Audiovisual Engineering  
Teaching unit: 717 - EGE - Department of Engineering Presentation  
Academic year: 2019  
Degree: BACHELOR'S DEGREE IN INDUSTRIAL DESIGN AND PRODUCT DEVELOPMENT ENGINEERING (Syllabus 2010). (Teaching unit Compulsory)  
ECTS credits: 6 Teaching languages: Catalan, Spanish

### Teaching staff

Coordinator: JOAQUIM MARQUÈS CALVO, JOSEFINA PÀMIES

### Degree competences to which the subject contributes

#### Specific:

1. DES: Knowledge of aesthetics.
2. DES: Knowledge of the historical evolution of products.
3. DES: Knowledge of technical evolution.
4. DES: Knowledge of art history.
5. DES: Ability to detect changes in society.
6. DES: Ability to identify the language of shapes, their values and their relations with the cultural setting.
13. DES: Capability for analyze the impact that products generate.
12. DES: Capacity needs to get to know and understand the User and Market.

#### Transversal:

7. ENTREPRENEURSHIP AND INNOVATION - Level 2. Taking initiatives that give rise to opportunities and to new products and solutions, doing so with a vision of process implementation and market understanding, and involving others in projects that have to be carried out.
8. EFFICIENT ORAL AND WRITTEN COMMUNICATION - Level 2. Using strategies for preparing and giving oral presentations. Writing texts and documents whose content is coherent, well structured and free of spelling and grammatical errors.
9. TEAMWORK - Level 2. Contributing to the consolidation of a team by planning targets and working efficiently to favor communication, task assignment and cohesion.
10. EFFECTIVE USE OF INFORMATION RESOURCES - Level 2. Designing and executing a good strategy for advanced searches using specialized information resources, once the various parts of an academic document have been identified and bibliographical references provided. Choosing suitable information based on its relevance and quality.
11. SELF-DIRECTED LEARNING - Level 2: Completing set tasks based on the guidelines set by lecturers. Devoting the time needed to complete each task, including personal contributions and expanding on the recommended information sources.

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### Teaching methodology

- Theoretical sessions. The professor will explain the concepts that define the program.
- Sessions of application. Exhibition by students, individually and group work, lectures, discussions and reflections.
- Individual work.
- Work in group. In which students, in groups of 2 people, prepare presentations of practical sessions.

### Learning objectives of the subject

Equip students with basic humanistic training related to their future careers.

Introduce abstract concepts from this branch of philosophy in the study of the history of industrial design.

Understand how these ideas evolved and their relationship with the social context in which they developed as the basis for an analysis of the objects that were produced.

Teaching methods:

- Face-to-face lecture sessions. The lecturer will introduce the concepts corresponding to the topics defining the syllabus.
- Applied face-to-face sessions. Students will present and debate their work, reading and thoughts individually and in groups with a view to exploring the topics covered by the content description. The lecturer will act as moderator and as tutor for the proposed assignments, for which a minimum number of presentations will be prescribed.
- Independent learning. Students will be expected to use this time to learn concepts, complete the set assignments and prepare class work.
- Group work. Students, in pairs, will prepare presentations of the face-to-face practical sessions.

### Study load

Total learning time: 150h	Hours large group:	30h	20.00%
	Hours medium group:	0h	0.00%
	Hours small group:	30h	20.00%
	Guided activities:	0h	0.00%
	Self study:	90h	60.00%

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### Content

<p>TOPIC 1: First steps</p>	<p>Learning time: 20h Theory classes: 4h Laboratory classes: 4h Self study : 12h</p>
<p>Description:</p> <ol style="list-style-type: none"> <li>1.1. What industrial design is (and is not). A changing concept.</li> <li>1.2. Concepts for reflection:             <ol style="list-style-type: none"> <li>1.2.1. Art and nature.</li> <li>1.2.2. The aesthetic experience.</li> <li>1.2.3. Creativity.</li> </ol> </li> <li>1.3. Design and the Industrial Revolution.</li> <li>1.4. Different perspectives on the history of design: aesthetic, technological, commercial and social.</li> </ol> <p>Related activities:</p> <p>AV1: Explanation of the activity, creation of groups and product selection.</p> <p>Specific objectives:</p> <p>For students to:</p> <ul style="list-style-type: none"> <li>Understand the basic concepts of aesthetics, departing from Baumgarten.</li> <li>Reflect upon aesthetic concepts and the creative process.</li> <li>Focus on the topic on industrial design.</li> </ul>	
<p>TOPIC 2: The Industrial Revolution</p>	<p>Learning time: 10h Theory classes: 2h Laboratory classes: 2h Self study : 6h</p>
<p>Description:</p> <ol style="list-style-type: none"> <li>2.1. Design before the Industrial Revolution.</li> <li>2.2. The Industrial Revolution.             <ol style="list-style-type: none"> <li>2.2.1. Capital accumulation.</li> <li>2.2.2. Inventions.</li> <li>2.2.3. Mass production.</li> </ol> </li> <li>2.3. The great international exhibitions of the 19th century.</li> <li>2.4. Turn-of-the-century eclecticism. The need for a new aesthetics.</li> </ol> <p>Related activities:</p> <p>AV1: Product analysis of an object from the early stages of the Industrial Revolution.</p> <p>Specific objectives:</p> <p>Assimilation of the socioeconomic changes reflecting the Industrial Revolution. Impact on manufactured objects.</p>	

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<p>TOPIC 3: The search for a new aesthetics</p>	<p>Learning time: 10h Theory classes: 2h Laboratory classes: 2h Self study : 6h</p>
<p>Description: 3.1. William Morris. 3.2. Precursors to functionalism.</p>	
<p>TOPIC 4: Straddling two centuries</p>	<p>Learning time: 10h Theory classes: 2h Laboratory classes: 2h Self study : 6h</p>
<p>Description: 4.1 Art Nouveau, Jugendstil, Modernism. 4.1.1. Great Britain, Belgium, France, Catalonia. 4.2. Austerity and abstraction. 4.2.1. Scotland, Germany, Austria.</p> <p>Related activities: AV1: Analysis of an object representing each thread.</p> <p>Specific objectives: For students to understand the two main threads of art and culture to the end of the century.</p>	
<p>TOPIC 5: The early decades of the 20th century</p>	<p>Learning time: 10h Theory classes: 2h Laboratory classes: 2h Self study : 6h</p>
<p>Description: 5.1 Germany. 5.1.1. Industrial innovation. 5.1.2. The Deutscher Werkbund. 5.1.3. Behrens and AEG. 5.2. Product rationalisation. Standardisation.</p> <p>Related activities: AV1: First assignment (AV1a)</p> <p>Specific objectives: To introduce students to rationalism and the machine culture of the turn of the century.</p>	

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<p>TOPIC 6: Influence of the artistic vanguard on design</p>	<p>Learning time: 10h Theory classes: 2h Laboratory classes: 2h Self study : 6h</p>
<p>Description:</p> <ul style="list-style-type: none"> <li>6.1 Painting as the spearhead of the artistic vanguard. <ul style="list-style-type: none"> <li>6.1.1. Cubism.</li> <li>6.1.2. Futurism.</li> <li>6.1.3. Dadaism.</li> <li>6.1.4. Expressionism.</li> </ul> </li> <li>6.2. De Stijl and neoplasticism.</li> <li>6.3. The Soviet revolution and constructivism</li> </ul> <p>Related activities:</p> <p>AV1: Analysis of an object seeking (if possible) its relationship with the pictorial production of the vanguard.</p> <p>Specific objectives:</p> <p>For students to understand the influence of the vanguard movements of the early 20th century on art and society.</p>	
<p>TOPIC 7: The new pedagogy</p>	<p>Learning time: 10h Theory classes: 2h Laboratory classes: 2h Self study : 6h</p>
<p>Description:</p> <ul style="list-style-type: none"> <li>7.1. Russia and the sociopolitical function of art, design and architecture.</li> <li>7.2. Bauhaus: more than just design. <ul style="list-style-type: none"> <li>7.2.1. Stages.</li> <li>7.2.2. Courses.</li> <li>7.2.3. Workshops.</li> <li>7.2.4. Specialisations.</li> </ul> </li> </ul> <p>Related activities:</p> <p>AV1: Analysis of the products of this period by making critical comparisons with routine Bauhaus and Vjutemas objects and the pictorial production of the vanguard.</p> <p>Specific objectives:</p> <p>For students to understand the institutions that laid the bases for industrial design as we know it today.</p>	

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<p>TOPIC 8: Rationalism</p>	<p>Learning time: 20h Theory classes: 4h Laboratory classes: 4h Self study : 12h</p>
<p>Description: 8.1. From artistic design to industrial design. 8.2. Three landmarks: Le Corbusier, Gropius, Mies van der Rohe.</p> <p>Related activities: AV1: Conclude the study of the product in the age of rationalism.</p> <p>Specific objectives: For students to assimilate the consolidation of design as an industrial discipline.</p>	
<p>TOPIC 9: Art deco versus the Esprit Nouveau</p>	<p>Learning time: 10h Theory classes: 2h Practical classes: 2h Self study : 6h</p>
<p>Description: 9.1. The aesthetics of fascism. 9.2. The Wall Street Crash of 1929. The world looks to New York. 9.3. Design in the USA. 9.3.1. Fordism versus aerodynamics. 9.3.2. Promotion of the product. 9.3.3. Consumer society. 9.3.4. Styling. 9.4. International design.</p> <p>Related activities: AV1: Second assignment (AV1b)</p> <p>Specific objectives: For students to identify the differences between European and US design.</p>	

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<p>TOPIC 10: World War II</p>	<p>Learning time: 20h Theory classes: 4h Laboratory classes: 4h Self study : 12h</p>
<p>Description: 10.1. Design during the war and reconstruction. 10.2. Organic design. 10.3. Germany, Great Britain, Scandinavia, Italy, Japan, France.</p> <p>Related activities: AV1: Evolution of the industrial product in this period.</p> <p>Specific objectives: For students to understand the major changes caused by World War II in the West and the power shift from Europe to the USA, and their consequences for industrial design.</p>	
<p>TOPIC 11: Design today</p>	<p>Learning time: 10h Theory classes: 2h Laboratory classes: 2h Self study : 6h</p>
<p>Description: 11.1. Pop art, anti-design and kitsch. 11.2. From postmodernism to eco-design. 11.3. Current trends.</p> <p>Related activities: AV1: Take the evolution of product analysed over the course into today.</p> <p>Specific objectives: For students to understand current and future trends.</p>	

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TOPIC 12: Catalan and Spanish design	Learning time: 10h Theory classes: 2h Laboratory classes: 2h Self study : 6h
Description: 12.1. Catalan and Spanish design. Their evolution, current situation and future.	
Related activities: AV1: Third assignment (AV1c)	
Specific objectives: For students to understand the evolution of industrial design in Catalonia and Spain and the links with international movements.	

### Planning of activities

AV1: APPLICATION OF THEORETICAL CONTENTS IN THE CREATION OF OBJECTS	Hours: 75h Laboratory classes: 30h Self study: 45h
AV2 FIRST EVALUATION	Hours: 3h Theory classes: 3h
AV3 SECOND EVALUATION	Hours: 3h Theory classes: 3h

### Qualification system

- 1st exam: 25%
- 2nd exam: 35%
- Laboratory : 40%

For those students who meet the requirements and submit to the reevaluation examination, the grade of the reevaluation exam will replace the grades of all the on-site written evaluation acts (tests, midterm and final exams) and the grades obtained during the course for lab practices, works, projects and presentations will be kept.

If the final grade after reevaluation is lower than 5.0, it will replace the initial one only if it is higher. If the final grade after reevaluation is greater or equal to 5.0, the final grade of the subject will be pass 5.0.



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### Bibliography

#### Basic:

- Campi i Valls, Isabel. Diseño y nostalgia: el consumo de la historia. Barcelona: Santa & Cole, 2007. ISBN 9788493462673.
- Campi i Valls, Isabel. La idea y la materia. Barcelona: Gustavo Gili, 2007. ISBN 9788425221408.
- Gay, Aquiles; Samar, Lidia. El diseño industrial en la historia. 2ª ed. Córdoba: TEC, 2004. ISBN 987215970X.
- Heskett, John. Breve historia del diseño industrial. Barcelona: Ediciones del Serbal, 1985. ISBN 8485800982.
- Pevsner, Nikolaus. Pioneros del diseño moderno: de William Morris a Walter Gropius. 4ª ed. Buenos Aires: Infinito, 2003. ISBN 9879393031.
- Campi i Valls, Isabel. Iniciació a la història del disseny industrial. 2a ed. Barcelona: Edicions 62, 1994. ISBN 8429726357.
- Bürdek, Bernhard E. Diseño : historia, teoría y práctica del diseño industrial. Barcelona: Gustavo Gili, DL 1994. ISBN 9788425216190.

#### Complementary:

- Savater, Fernando. Las preguntas de la vida. Barcelona: Ariel, 2008. ISBN 9788434453630.
- Estrada, David. Estética. Barcelona: Herder, 1988. ISBN 9788425416293.
- Tatarkiewicz, W. Historia de seis ideas: arte, belleza, forma, creatividad, mimesis, experiencia estética. Madrid: Tecnos, 1987. ISBN 8430915184.