

5/6S_ON_Photographic documentary

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Workshop on applications, techniques and resources

Type: Optional

Credits: 3 ECTS

Total hours: 75 h

Course: 3

Hours/week: 4,7 h

Semester: 5/6

Face-to-face hours/week: 2 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 2,7 h

Prerequisites:

1. Presentation of the subject

The Documentary Photography course aims to be an approach to documentary of a social nature. Its objective is to represent an aspect of the immediate reality. Documentary photography can respond to diverse and very broad definitions, from denouncing social and political conflicts: inequality, class struggle, poverty, child exploitation...etc., through the more ethnographic aspect (social customs, habits) and landscape or architectural (unknown and unexplored places in addition to visually virgin places), to the autobiographical documentary, the family album, etc.

The aim is to take a cross-disciplinary tour of this photographic field, for students of all specialties who want to achieve the fundamental theoretical and technical knowledge to develop their photographic projects in an autonomous and coherent way.

From the main historical references to the latest trends, the ultimate goal of the subject is to offer the basic tools and methodologies so that students can observe, evaluate and disseminate facts of current interest using photographic media. The ultimate goal is for students to be able to communicate their own point of view in order to produce images that represent a work of documentary interest.

2. Course contents

The photographic documentary.

Definition and topics.

The main historical references.

Narratives and languages of contemporary documentary photography.

Applications and practical aspects of photographic documentary.

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3. Skills worked on in the subject(Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-01	Organize and plan work in an efficient and motivating way.	X	X
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.	X	X
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.	X	X

General skills		Subject	Subject
CG-02	Master the languages and expressive resources of representation and communication.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-02	Master the formal resources of expression and visual communication.	X	X

4. Subject learning outcomes

RA	Description of the learning outcome	Skills
RA-01	Develop the ability to construct a coherent discourse and its planning.	CT-01 CT-03
RA-02	Adapt the formats of the images, both when taking them and in subsequent digital processing, to the requirements of the graphic application for which they are intended.	CG-02
RA-03	Adapt the formats of the images, both when taking them and in subsequent digital processing, to the requirements of the graphic application for which they are intended.	GRA-02
RA-03	Use different types of photographic editing and presentation to achieve a coherent visual discourse, also taking into account cultural and environmental heritage.	GRA-02 CT-16

5. Teaching methodologies applied to the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	X
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	X
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	X
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience	X

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		and/or the transfer of theoretical knowledge to real or simulated situations.	
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	X
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	X
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	X

6. Training activities of the subject

Code	Description	Duration	Weighting
AF1	The photographic documentary. Definition, main features and themes. Historical references. Photography, truth, fiction.	2 weeks	10%
AF2	Creation of a documentary work to capture one or several stories from different categories.	6-7 weeks	30-40%
AF3	Creation of a photographic story or photographic document to illustrate a topic of personal interest.	8 weeks	50%

7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule.

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The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.

- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and will have to be resubmitted as a recovery.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative must be requested in an argumented and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which must be informed and published in writing at the beginning of the course to all students enrolled in their subject.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

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Specific evaluation criteria within continuous evaluation

Consult the specific criteria in the activities in the teaching guide.

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teaching staff in their teaching guide and classroom schedule within the same semester. In the event that the teaching staff has not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements or modifications on the day established by the teacher, following exactly the same initial requirements and evaluation criteria.

Specific recovery criteria outside of continuous assessment

Students with attendance between 60 and 80%:

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- Written/practical test with an eliminatory nature with the content of the entire subject (10-50%).
- Delivery of the work or pending work with the same initial requirements and evaluation criteria (50-90%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the necessary improvements or modifications with the same initial requirements and evaluation criteria.

In all cases, deliveries and tests will be carried out during the week of recoveries.

end of semester.

Subject recovery instruments outside of continuous assessment

Written/practical tests

Delivery of course activities.

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the

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Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

FONTCUBERTA, J. (2015) 1st Edition. The Kiss of Judas. Photography and Truth. Gustavo Gili Publishing House. FREUND, G. (2017) 2nd Edition. Photography as a Social Document. Barcelona: Gustavo Gili Publishing House. BERGER, J. (2015) Understanding Photography. Barcelona: Gustavo Gili.

PICAUDÉ, V., ARBAÏZAR, P. (2004) The confusion of genres in photography. Barcelona: Editorial Gustavo Gili. NARANJO, J. (Ed.) (2006) Photography, anthropology and colonialism (1845-2006) Barcelona: Editorial Gustavo Gili.

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 2 weeks	Weighting: 10%
Description of the activity		
The photographic documentary. Definition, main features and themes. Historical references. Photography, truth, fiction. Supervised practice in which a series of historical images of the main references of photographic documentary will be shown, to subsequently work on the analysis of an emblematic image of documentary photography. The student will be asked to look for a representative photograph of documentary photography to comment on and analyze it (year, author, theme, formal and technical aspects, etc.) or for the student to carry out a practical activity of an experimental nature (based on the simulation and emulation of different cases).		
Contents		
The photographic documentary. Definition and themes. The main historical references.		
Skills		
CT-01	Organize and plan work in an efficient and motivating way.	
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.	
Applied teaching methodologies		
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD6	Presentations and/ defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

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Learning outcomes

RA1 Develop the ability to construct a coherent discourse and its planning.

Specific evaluation criteria within continuous evaluation

Formal analysis of the photographic image chosen by the student based on some historical reference in documentary photography.

- Research historical references in social documentary photography correctly.
- Identify the expressive and communicative characteristics in the creation of photographic images.
- Presents and analyzes the photographic image in a coherent and orderly way.
- Know and value the photographic image as a communicative expression and documentary source.

Evaluation instruments within continuous evaluation

Rubric

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements or modifications on the day established by the teacher, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

In all cases, deliveries and tests will be carried out during the week of recoveries.
end of semester.

Students with attendance between 60 and 80%:

- Written/practical test with an eliminatory nature with the content of the entire subject (10-50%).
- Delivery of the work or pending work with the same initial requirements and evaluation criteria (50-90%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the necessary improvements or modifications with the same initial requirements and evaluation criteria.

Recovery instruments outside of continuous assessment

Written/practical tests

Delivery of course activities

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ACTIVITY 2	Duration: 6-7 weeks	Weighting: 30-40%
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Description of the activity

Photo essay about a person's daily life

Follow up on a loved one's routine or part of it with images, in different situations and environments that are unique to them. The essay must have a minimum of 8 final photographs and a maximum of 12..

Contents

The photographic documentary. Definition and themes. The main historical references.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CG-02	Master the languages and expressive resources of representation and communication.
GRA2	Master the formal resources of expression and visual communication.

Applied teaching methodologies

MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.
MD6	Presentations and/ defenses	Publicly presenting the results of a work, project or research in front of an audience.

Learning outcomes

RA1	Develop the ability to construct a coherent discourse and its planning.
RA2	Explore the diverse languages, approaches and narratives offered by documentary photography from its beginnings to the present day.
RA3	Adapt the formats of the images, both when taking them and in subsequent digital processing, to the requirements of the graphic application to which they are addressed.

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Specific evaluation criteria within continuous evaluation

- 10-20% - Essay Interest
- 10-20% - The relationship between what is wanted to be explained and the images taken
- 35-45% - The technical and expressive quality of the images
- 25-35% - Narrative thread and visual sequencing
- 10-20% - Quality of oral and written presentation (spelling, syntax and layout), and proper use of terminology

Evaluation instruments within continuous evaluation

Rubrics.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.

Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements or modifications on the day established by the teacher, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

In all cases, deliveries and tests will be carried out during the week of recoveries.
end of semester.

Students with attendance between 60 and 80%:

- Written/practical test with an eliminatory nature with the content of the entire subject (10-50%).
- Delivery of the work or pending work with the same initial requirements and evaluation criteria (50-90%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the necessary improvements or modifications with the same initial requirements and evaluation criteria.

Recovery instruments outside of continuous assessment

Written/practical tests
Delivery of course activities

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ACTIVITY 3	Duration: 8 weeks	Weighting: 50%
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Description of the activity

Creation of a photographic story or photographic document to illustrate a topic of personal interest.

APPLICATIONS

Photographic application in a catalog or photo book in digital PDF format:

1. Digital catalog or book layout (20 pages), with cover and back cover design and inclusion of photographs and texts if applicable.
2. Advertising photography adapted to social networks (static photography) of the book advertisement, a photograph or report (Instagram, etc.).

This work must include close-up portraits, details and still lifes combined with portraits.

FINAL DELIVERY

1. Contact sheet for the photographs taken.
2. Final selection of photographs in a folder and duly retouched with editing software, if applicable: Photoshop or Lightroom.
3. Design of the aforementioned media in digital format (PDF).

Contents

Narratives and languages of contemporary documentary photography.
Applications and practical aspects of photographic documentary.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-02	Master the languages and expressive resources of representation and communication.
GRA2	Master the formal resources of expression and visual communication.

Applied teaching methodologies

MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in
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		the classroom.
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD6	Presentations and/ defenses	Publicly presenting the results of a work, project or research in front of an audience.
MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA1	Develop the ability to construct a coherent discourse and its planning.
RA2	Explore the diverse languages, approaches and narratives offered by documentary photography from its beginnings to the present day.
RA4	Use different types of photographic editing and presentation to achieve a coherent visual discourse, also taking into account cultural and environmental heritage.

Specific evaluation criteria within continuous evaluation

- Link a photograph of a social or historical theme with contemporary events. RA-01 (30%)
- Clearly explains the distinguishing features of the topics raised according to references from documentary photography. RA-02 (15%)
- Identify in a given image the technical means used in its creation, in terms of basic equipment and its support. RA-02 (10%)
- Adapts the characteristics of the images, both during capture and in subsequent digital processing, to the requirements of the graphic application for which they are intended. RA-04 (35%)
- Produces a series of images adapted to the requirements of the main platforms for the dissemination of online work dossiers. RA-04 (15%)

Evaluation instruments within continuous evaluation

Evaluation rubric

Individual and/or group feedback: written or oral.

Observations direct

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Specific recovery criteria within continuous assessment

The work to be recovered must be resubmitted with the necessary improvements or modifications on the day established by the teacher, following exactly the same initial requirements and evaluation criteria.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

In all cases, deliveries and tests will be carried out during the week of recoveries.

end of semester.

Students with attendance between 60 and 80%:

- Written/practical test with an eliminatory nature with the content of the entire subject (10-50%).
- Delivery of the work or pending work with the same initial requirements and evaluation criteria (50-90%).

Students with activities that do not comply with the format and delivery deadline conditions

- Delivery of pending work with the necessary improvements or modifications with the same initial requirements and evaluation criteria.

Recovery instruments outside of continuous assessment

Written/practical tests

Delivery of course activities