



Art 175 Design History

School of Arts & Science: Visual Arts
Winter 2010

Course Outline

The Approved Course Description is available on the web
http://www.camosun.bc.ca/calendar/current/pdf_version/a-b.pdf p.150 (6 of 13)

Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

1. Instructor Information

Instructor: Joseph Hoh
Office Hours: Tues. 1:00 – 2:00 PM, Wed 2 – 3:30 PM, Mon & Fri by appointment
Location: Young 101c
Phone: 250-370-3456
Email: Hoh@camsoun.bc.ca
Online material: <http://online.camosun.ca/>

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify design milestones in the history of design.
2. Describe the conceptual and technological evolution in design.

3. Required Materials

- (a) **Art 175 Design History Lecture and Study Guide** 2010/e (on instructor's website)
- (b) Recommended: *A History of Graphic Design* 4th ed., Phillip B Meggs
- (c) Optional: *Thinking and Writing about Art History*

4. Course Content and Schedule

A survey of the history of western design and material culture from the industrial revolution to the present, including the development of graphic design, architecture, interiors, functional and decorative objects, furniture design, product design and art. Key movements, figures and works will be examined in relevant historical and cultural contexts.

Students would have a strong understanding of the design history timeline and the related social and technological changes that accompany the evolution of design.

Exams

Midterm and final examinations are based on a combination of lecture notes and material from assigned readings. The format of the exams can include definitions, diagrams, and/or short answer questions; slide identifications with specific questions; essay length questions.

If you miss an exam due to illness or extenuating circumstances, notify the instructor immediately (voice mail and e-mail are acceptable). Written medical certification must be produced within three days of the missed exam before alternate testing will be arranged; otherwise a grade of 0 will be issued for that exam. The make up exam will then be scheduled as quickly as possible within a week. Make up exams are completely essay based and usually consist of four different essays, each approximately eight to ten paragraphs long; the questions may or may not reflect the reviews done in class.

Do not book flights during the final exam week.

Essay

This is an academic exploration of a design history topic or a specific piece of design. You are encouraged to create your own essay topic based on your interests or on a piece of design (including fashion and architecture). If you are unable to generate your own topic you may certainly discuss this with me. The essay topics *must* fall within the cultures and time periods we cover in this course.

All topics must be approved before commencing your research. Give me in writing a synopsis of what you hope to do on the Essay Cover Sheet. Include this same Essay Cover Sheet with your submitted essay. Topics to avoid are general expositions especially on Aubrey Beardsley, Art Nouveau, & Frank Lloyd Wright.

Research and write a 2000-2500 word (of essay text) essay. Use one-half line spacing with a clear *serif* typeface in 11 or 12 point; I will not mark hand written papers. Do not forget to include your name, and staple your essay pages together. Avoid binders or folders.

Research Essay expectations

- The essay must contextualize your topic within the society/culture, which created the art. For example: if you wish to discuss the human scale of Wright's architecture as a factor in his non-residential designs, your essay would examine the context behind Wright's design philosophy, as well as examining a specific piece. You would describe the piece; analyze and discuss from various points-of-view how these affect the designs; and how viewer would interpret the piece.
- Your topic is well researched and information comes from a variety of strong academic sources. Use official web information from **EBSCO, Art Index** or something similar. It is very likely that you will also use the UVic main (McPherson) library in addition to the College library.
- The topic is discussed and presented in a logical, coherent, and clear manner. See attached **Marking Guide for Design History Essays** on page six.
- The essay must use the proper format for a research paper. This is the "packaging and presentation".
- Source material must be cited. **Use footnotes in the Chicago style** (examples can be found towards the end of the Lecture and Study Guide). There must be a **bibliography** at the end of the essay. Essays without footnotes and a bibliography will receive a failing grade. Not citing your sources in your essays is a form of plagiarism and therefore cannot receive a passing grade. Consult a style manual about when and how to cite your sources if you are unsure. The library call number is 2Z53 U69 1993
- You are highly encouraged to use a tutor or editor to proof and edit your paper. Resources are available at the Learning Skills Centre.
- Essays must be given to me in person. Remember that I am not always around in the office; make all effort to hand in papers during assigned times. They are always due first thing during classes. I would prefer that you attend a lecture than skip a class to print a late assignment.
- Early essays are given a bonus of up to 5%. If you wish to have me do a pre-read, please submit your work two weeks prior to the first dateline. Late essays will be penalized 3% per weekday from the essay grade. Assignments will not be accepted after seven days from the due date unless prior arrangements have been made.

Presentations

These are essentially abstracts of your essays. They will take five minutes each with a question and answer period on conclusion for another five minutes.

- Just like your essays, it must have an introduction to the topic and what you are presenting
- Include your images; use PowerPoint or equivalent software
- Break down your ideas into points to elaborate on the images
- Conclusion
- Provide your instructor with printed abstract and PowerPoint (or equivalent) presentation prior to presentation

Assigning Essay Grades (this is not the same as your course grade)

A+ 95-100%	A paper of this level displays a mastery of the information and the theoretical context in which it is presented. It contains original thought expressed fluently and written with a style distinguished by its freshness and clarity. The argument/idea is sound, substantive, organized, introduces other points of views and uses proper sources effectively. One is impressed by the author's contribution to the understanding of the topic and where the subject is going.
A 90-94	
A- 85-89	
B+ 80-84	The author demonstrates a substantial knowledge of the information and theoretical knowledge of the information and theoretical concepts associated with the subject. The paper is well written and presented with no serious flaws, a good use of sources and a clear thesis. The argument is above average in organization and analysis and brings in points to support the thesis. There is an awareness of different points of view. The conclusion is sound but not original. Generally, the paper is competent but not extraordinary.
B 75-79	
B- 70-74	
C+ 65-69	The author demonstrates an acceptable grasp of the material and awareness of the sources and general theory. The organization is logical and the style follows proper form, although there might be lapses in each aspect. The paper would best be described as descriptive because it lacks any substantial analysis, and demonstrates a modest ability to work with the material critically. One senses the author does not fully understand the issues of the subject because ideas are shallow, undeveloped, and tend to stray from the subject.
C 60-64	
D 50-59	The author shows a familiarity with the subject, but not an understanding of it. He or she lacks the writing or communication skill to intelligibly relate what knowledge has been comprehended. The paper is disorganized, lacks structure, and the ideas are underdeveloped. There is no evidence of substantial thought.
E <50	The author is without any writing skill. Grammar and spelling errors dominate and disguise the lack of organization. The ideas are unrelated to the subject and reveal a complete misunderstanding of the task.
F	

Assignments

Descriptions of assignments are in your study guide. Some assignments are potentially worth 3-10% of your term mark. You will need to have these **typed** and ready to hand beginning of class. These assignments are small and do require some research but they are designed to help you make design historical connections to society, politics, etc.; and again **you will have to cite sources**. No late assignment will be accepted without a doctor's note.

You may view some past student papers during my office hours.

Lecture schedule

Subject to change without notice

January 6	Introduction: course & Design, Arts and Craft	March 1	Illuminated manuscripts Pre-read dateline
January 11	Proto-Art Nouveau	March 3	Development of Typography & Typographic manuscripts
January 13	Library orientation		
January 18	Art Nouveau	March 8	Industrial Age Graphics & the Victorian Era Essays due with bonus
January 20	Art Nouveau		
January 25	CR Macintosh video	March 10	Influence of Modern Art
January 27	Glasgow 4 Last day for essay topics	March 15	<i>Plakatstil</i> and the War Poster
February 1	The Vienna <i>Sezessionstil</i>	March 17	The New Form Essays due
February 3	The Vienna <i>Sezessionstil</i>	March 22	Bauhaus video Presentations begin
February 8	Frank Lloyd Wright video	March 24	Bauhaus
February 10	Frank Lloyd Wright	March 29	International Style
February 15	Behrens	March 31	Slides review
February 17	Slide and mid-term review	April 5	Easter Monday
February 22	Mid-term exam	April 7	Slides review and exam review
February 24	The alphabet and early scripts	TBA	Final exam

Reading break February 18 – 19

Last day for withdrawal March 10

Last day of classes April 9

Easter holidays April 2 – 5

Exams April 12 – 20

5. Basis of Student Assessment (Weighting)

- A. A research essay (30%)
- B. A mid-term examination (20%), and a final examination (30%)
- C. A series of small research assignments and a presentation (20%)

Evaluation: (includes learning activities, assignments and evaluation methods/systems)

Each student will be expected to complete the assignments set by the instructor, and to follow directives that illustrates increased skill and understanding as the course progresses. Students must submit their work within the predetermined time limitations to be considered for evaluation and are required to attend and contribute at group discussions. Class attendance and participation is essential.

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	Compulsory Withdrawal: <i>A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.</i>

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Some of these texts are held at the Lansdowne Library:

- *1000 Chairs*, Charlotte & Peter Fiell: NK 2715 F47 1997
- *A history of design from the Victorian era to the present...*, Ann Frebee: NK 1370 F47
- *A History Of Graphic Design*, 2nd ed., Phillip B Meggs: Z 244.5 M42 1992
- *Art Nouveau* by Stephen Escritt. Interurban N 6465 A7 E737 2000
- *Art Nouveau 1890-1914*, Paul Greenhalg NK 775.5 A7 A785 2000
- *Bauhaus 1919-1928*, Walter Gropius: N 332 G33 B357 1938
- *Design History: A Students' Handbook*, edited by Hazel Conway: NK 1510 D473 1987
- *Design of the 20th century*, Charlotte Fiell Interurban NK 1390 F475 2001
- *Design Museum Book of 20th century Design*, Catherine McDermott NK 1390 M36 1998
- *Designer's Guide To Furniture Styles*, Treena Crochet: NK 2235 C76
- *Dictionary Of 20th-Century Design*, John Pile: Reference NK 1390 P53 1994
- *Dictionary of Art*, Jane Turner, ed. The essential reference for art history in the reference section. This is a logical place to start looking for information for your research. Reference
- *Frank Lloyd Wright: The Masterworks*, Bruce Pfeiffer: NA 737 W7 F72 1993
- *Furniture: A Concise History*, Edward Lucie-Smith: NK 2270 L82 1979
- *Masterpieces of furniture: in photographs and measured drawings*, V. Salomonsky Interurban TT 196 S25 1974
- *Modernism: Modernist Design 1880-1940*, Alistair Duncan NK 1370 D85 1998
- *The Arts & Crafts Movement*, E. Cumming NK 1140 C85 1991
- *The history of furniture: twenty-five centuries of style and design in the Western tradition*, John Morley Interurban NK 2270 M67 1999
- *The Thames And Hudson Dictionary Of 20th Century Design And Designers*, Guy Julier: Ref NK 1390 J85 1993
- *Twentieth Century Design*, Jonathan M. Woodham: NK 1390 W59 1997
- *Victoria Modern: investigating postwar architecture and design on southern Vancouver Island*, Instructor copy 50858

There are more books available at the College Library. Further reading material can also be found at your local public library.

Learning Support and Services For Students

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

Student Conduct Policy

There is a Student Conduct Policy, which **includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Design History Research Paper Cover Sheet

Attach this to your essay

Name:

Student number:

Course and Section number:

Due date as announced:

Date submitted:

Check and complete one of the following statements:

- The problem this discussion identifies and attempts to resolve is:
- The question this discussion attempts to answer is:
- The thesis this discussions presents is:

Remember to state this in your essay

Checklist to be completed by student and stapled to essay

I have double-checked the following:

- My objectives are identified
- My descriptions are thorough and clear
- My conclusions are logical
- The length is appropriate. Word count: _____
- This paper is based on my own observations. I have written it and have cited the sources of specific information and interpretation used in the text.
- I have formatted this essay according to specifications: Serif body-text, 11 or 12 point, 1½ or double spaced
- I have run the essay through a “spell-check”
- I have e-mailed my instructor a digital copy of my essay

Signature:

Marking Guide for Design History Essays

Attach this to your essay

Introduction & Thesis Clear presentation of topic, explicit statement of thesis that clearly states what the author will attempt to discuss	15%
Structure There is a coherent pattern and a logical progression in the presentation of the material that supports the essay	8%
Relevance Each point furthers the argument or observation	8%
Coverage Covers all relevant points needed to support the thesis/essay, but does not include irrelevant background information	10%
Content Each of the supporting arguments is sufficiently backed with relevant data, sources are adequate in quantity and number	25%
Illustrations & Images Relevant illustrations & images are clear and of an appropriate size, captioning clarifies points made, sources cited	5%
Conclusion Summarizes the main points/arguments, reviews the points made in a general way, and perhaps discuss broader implications, restate thesis	10%
Style Grammar, spelling, eloquence, the ideas in the essay is expressed clearly	10%
Paragraphs One point per paragraph, paragraphs are neither too long nor too short	4%
Mechanics Footnotes, bibliography, title page, essay cover sheet and marking guide as provided by your instructor, digital copy etc.	5%
	100%
<i>Instructors comments</i>	