



CAMOSUN COLLEGE

School of Arts & Science
Department of Visual Arts

ART-175-D01
Design History
Winter 2021

COURSE OUTLINE

The course description is online @

<http://camosun.ca/learn/calendar/current/web/art.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

- (a) **Instructor** Joseph Hoh
- (b) **Office hours** Office hours: MWF 2:30 – 3:30PM, TuTh 12:30 – 1:30pm
- (c) **Location** Young 101c
- (d) **Phone** 250-370-3456
- (e) **E-mail** hoh@camosun.bc.ca
- (f) **Website** 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 Guides (on D2L)
- (b) Recommended: A History of Graphic Design 5th ed., Phillip B. Meggs & Alston W. Purvis
- (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.

Quizzes

There will be about a dozen low-stake quizzes for each unit. Each quiz is about 5 questions long, is open, and can be re-taken twice.

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.

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 D2L for **Design History Essay rubric**.
- 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 will include images of topic related **artefacts**, an **Image List** of said artefacts, and a **Timeline**. Examples can be found in the course D2L.
- If your English is a second language 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.
- Upload your essay into the D2L Assignment. Keep your filename simple. D2L will timestamp and add your name to the file.

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. Details for the presentation can be found in the Study and Lecture Guide.

- 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. Keep it **simple** like TED Talks
- Break down your ideas into **points** to elaborate on the **images** and **timeline** used in your essay
- **Conclusion**
- Upload your presentation into the D2L Assignment a day prior to presentation. Keep your filename simple. D2L will timestamp and add your name to the file.

Lecture schedule

Subject to change without notice

January 13	Introduction: course Arts and Crafts	April 9	International Style
January 15	Arts and Crafts	April 14	Helvetica video
January 20	Proto-Art Nouveau	April 16	Closing
January 22	Art Nouveau		
January 27	Library orientation TBA Chicago Style & Bibliographies		Reading break February 15 – 19 Withdrawal w/o academic penalty March 16 Easter holidays April 2 – 5 Last day of classes for most courses April 17 Exams April 19 – 27 Spring Semester starts May 3
January 29	Work day		
February 3	CR Macintosh video clips Essay topic & Bibliography due		
February 5	Glasgow 4 List of Images & Timelines		
February 10	The Vienna <i>Sezessionstil</i>		
February 12	The Vienna <i>Sezessionstil</i> List of Images due		
February 17	Reading Break		
February 19	Reading Break		
February 24	List of Images due Timeline due		
February 26	Frank Lloyd Wright & video clips		
March 3	Behrens		
March 5	The alphabet and early scripts		
March 10	Illuminated manuscripts		
March 12	Incunabula & Typographic manuscripts		
March 17	Industrial Age Graphics & the Essays due with bonus		
March 19	Victorian Era UVic Special Collections visit?		
March 24	Essays due		
March 26	<i>Plakatstil</i> and the War Poster Presentations begin		
March 31	The New Form		
April 2	Art Deco		
April 7	Bauhaus & video clips		

5. Basis of Student Assessment (Weighting)

- A. A research essay (30%)
- B. Quizzes (30%)
- C. A series of small research assignments and a presentation

Evaluation: ^(40%) (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.

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 if it. He or she lacks the writing or commination 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.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

See bibliography on D2L

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), SEEK HELP. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the STUDENT SERVICES link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

A. Grading Systems

<http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> for 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	<i>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.