DES M101H: HONORS: DESIGN HISTORY

Originator
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Co-Contributor(s)

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College
Moorpark College

Discipline (CB01A)
DES - Design

Course Number (CB01B)
M101H

Course Title (CB02)
Honors: Design History

Banner/Short Title
Honors: Design History

Credit Type
Credit

Start Term
Fall 2022

Formerly
GR M11H - Honors: Design History

Catalog Course Description
Examines the major issues in twentieth century design and identifies possible future trends. Focuses on the period beginning with the Arts and Crafts Movement of the late nineteenth century and continuing through the modern and postmodern design movements of the twentieth and twenty-first centuries. Explores relationships with history, culture, technology, art, and social values. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.
Course Credit Limitations: Credit will not be awarded for both the honors and regular version of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Moorpark College Honors Program requires a letter grade.

Taxonomy of Programs (TOP) Code (CB03)
1030.00 - *Graphic Art and Design

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
D - Possibly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
(L) Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105.00
Maximum Outside-of-Class Hours
105.00

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	identify, compare and contrast significant movements in the history of graphic design.
2	develop a foundation for the pursuit of design research.
3	apply historical design aesthetic to solve contemporary design problems.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	analyze how design, culture and technology affected each other throughout history.
2	identify, compare and contrast significant movements in the history of design.
3	identify the styles and themes of historical design works.
4	apply historical design styles to solve contemporary design problems.
5	evaluate and critique how the designer's environment and historical context affect the subject matter, media and style of their work.
6	exhibit familiarity with vocabulary, processes,and ideas in the history of design.

7	identify and apply criteria for forming students' own ideas and critical thinking skills in relation to design.
8	identify and analyze, in writing and discussion, design characteristics related to aesthetic and technical processes particular to the cultural and historical periods from which they come.
9	Honors: present a historical or contemporary design manifesto within the context of a design theme determined with the instructor (using at least one primary source, research).
10	Honors: explore different ways of visualizing design history, by building an opinionated database of commentary on images of design based on reading and discussion of key texts.
11	Honors: analyze how design history is made and re-made through the framing, mining, analysis, and arraying of information in compelling forms (using at least one primary source).

Course Content

Lecture/Course Content

(10%) 1. Towards the Twentieth Century
- Arts and Crafts Movement
- Art Nouveau
- Vienna Secession
- Wiener Werkstatte
- Jugendstil

(10%) 2. The Origins of Typography and Graphic Design
- Introduction: From Gutenberg to Bodoni

(10%) 3. The Avant-Garde and the Origins of Modernism
- Futurism
- Cubism
- Purism
- Expressionism
- Constructivism
- Suprematism
- Dada
- De Stijl
- Modernism

(10%) 4. The Bauhaus and the New Typography
- German Expressionism
- Weimar Bauhaus
- Dessau Bauhaus
- Berlin Bauhaus
- The New Typography

(5%) 5. Design and National Identity
- France
- Britain
- Germany
- Italy
- United States

(10%) 6. Commerce, Consumerism and Design
- Art Deco in France
- Paris Exhibitions 1925 and 1937
- Industrial Design in the United States
- New York World Fair 1939/1940

(5%) 7. The Second World War: Reconstruction and Affluence
- The American Editorial Design
- Propaganda Posters
- State Initiatives in Design Promotion

(10%) 8. International Style, Multinational Corporations and Global Products

- Design and the Multinational Corporation after 1945
- Modernism and The Museum of Modern Art, New York (MoMA)
- "Swiss Style"
- International Style
- Corporate Identity

(10%) 9. Pop to Postmodernism: Changing Values
- Pop Culture in Britain
- Cultural Pluralism
- The Italian Avant-Garde
- Postmodernism
- Punk
- Deconstructivism

(10%) 10. Contemporary Graphic Design
- Eclectic Experiments
- The Technology Aesthetic
- Wed Design 1.0: Beginnings
- Web 2.0: Interactivity
- Motion Graphics
- Contemporary Typography

(10%) 11. Design and Social Responsibility
- Consumer Awareness and Design
- Sustainable Design
- Design It Yourself
- The "Citizen Designer"

Laboratory or Activity Content
None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Journals
Oral analysis/critiques
Oral presentations
Quizzes
Research papers
Written analyses
Classroom Discussion
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Case studies
Class activities
Class discussions
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Internet research
Lecture
Readings
Web-based presentations

Describe specific examples of the methods the instructor will use:
Through the use of audio-visual presentations, assigned readings, and exploration of design galleries, the instructor will introduce students to the role of design in society. The students will then reflect upon the materials in online group discussions, internet research, reflection writings and quizzes, on which the instructor will give feedback.

Representative Course Assignments

Writing Assignments
- Honors: Write a creative research paper, using at least one primary source, on a historical or contemporary Design Manifesto.
- Honors: Find an example of a contemporary product that borrows a 19th century concept in its design or advertising; write a paragraph that describes the product, explains what 19th century strategy was used to make or promote it, and summarizes why it was borrowed today.
- Research and write a paper on an historical designer, describing her/his influence on the history of the medium and her/his contribution to the field.
- Write a 3-5 page paper with a strong focus on comparative analytical skills; for example, examine the influence of the Bauhaus movement on current design trends in the fields of graphic and industrial design.
- Write a journal/collection of reaction essays on weekly topics relative to design history.

Critical Thinking Assignments

- Honors: explore and research how design history is made and re-made through the framing, mining, analysis, and arraying of information, and create compelling visual infographic forms to showcase the findings.
- Honors: conduct in-depth research, including primary sources, to formulate written analysis and/or oral presentation about the significance of designer's vision, voice, and use of design as an agent of change against the common design practice and culture at that time, such as Arts and Crafts founder William Morris.
- Prepare oral presentations of research papers on historical designers.
- Research and write a paper about Constructivism, from 1910-1920, as reflected in graphic design such as propaganda posters.
- Evaluate the historic role of new media in communication design and write a 3-5 page essay on the topic.

Reading Assignments
- Honors: Read "A Manifesto for Decolonising Design" and analyze it using the CATTt method.
- Honors: Read "The Founding and Manifesto of Futurism" by F.T. Marinetti and analyze it using the CATTt method.
- Read about the influence of typography on society and be prepared to compare Futurist and Deconstructivist traditions in typographic design.
- Read Chapter 4: Design and National Identity from "Twentieth Century Design" (1997) by Jonathan Woodham in preparation for the class discussion about the national identities in design.

Outside Assignments

Representative Outside Assignments
- Honors: Make a product based on the 19th century design strategy.
- Honors: Build an opinionated database of commentary on images of design based on our reading and discussion of key texts.
- Honors: Research the legacy of the female pioneers of the Bauhaus, often neglected by design historians; curate a physical or digital design show to showcase your findings.
- Explore the Discover Design section at the Design Museum website to get familiar with the design research method focused on power, technology, influence, and form.
- Collect and organize articles and news items focusing on the subject of design, arrange chronologically, and establish an historical framework around them.
- Keep a journal to record thoughts on assigned weekly topic.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Los Angeles	ART 2370	History of Design	3
UC Davis	DESIGN 40A	Energy, Materials, Design	4

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Palomar College	GC 101	History of Graphic Communications	3
San Diego City College	ARTG 118	Graphic Design History	3
Mission College	ART/GDS 11	The History of Modern Design	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C1. Fine/Performing Arts
Approved

Effective term:
Fall 2020

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
Fall 2020

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C1 Arts: Arts, Cinema, Dance, Music, Theater
Approved

Effective term:
Fall 2020

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

Effective term:
Fall 2020

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3A: Arts
Approved

Effective term:
Fall 2020

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Eskilson, Stephen. *Graphic Design: A New History*. 3rd ed., Yale UP, 2019.

Resource Type
Textbook

Description
Drucker, Johanna, and Emily McVarish. *Graphic Design History.* 2nd ed. Pearson, 2012.

Resource Type
Textbook

Description
Wilhide, Elizabeth. *Design: The Whole Story*. Prestel, 2016.

Resource Type
Textbook

Description
Hollis, Richard. *Graphic Design: A Concise History*. 2nd ed., Thames & Hudson, 2002.

Resource Type
Textbook

Description
Woodham, Jonathan. *Twentieth-Century Design*. Oxford UP, 1997.

Resource Type
Textbook

Description
Meggs, Philip B., and Alston Purvis. *Meggs' History of Graphic Design*. 6th ed., Wiley, 2016.

Library Resources

Assignments requiring library resources
Research, using the Library's print and online resources, the background, philosophy, and influence of historical and contemporary designers.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Honors: conduct in-depth research, including primary sources, to formulate written analysis and/or oral presentation about the significance of designer's vision, voice, and use of design as an agent of change against the common design practice and culture at that time, such as Arts and Crafts founder William Morris.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.
E-mail	Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.
Other DE (e.g., recorded lectures)	The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.
E-mail	Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.
Other DE (e.g., recorded lectures)	The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.
E-mail	Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.
Other DE (e.g., recorded lectures)	The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

Examinations

Hybrid (1%–50% online) Modality
Online

Hybrid (51%–99% online) Modality
Online

Primary Minimum Qualification
GRAPHIC ARTS

Additional Minimum Qualifications

Minimum Qualifications
Art
Multimedia

Review and Approval Dates

Department Chair
05/05/2021

Dean
05/07/2021

Technical Review
09/16/2021

Curriculum Committee
10/19/2021

DTRW-I
10/28/2021

Curriculum Committee
MM/DD/YYYY

Board
12/14/2021

CCCCO
MM/DD/YYYY

DOE/accreditation approval date
MM/DD/YYYY