Course description: This course will provide an historical analysis of visual communication with emphasis on the development of the profession of graphic design and the relationship of commerce and technology to the history of graphic design. Course format will include lectures, field trips, discussion, activities, video, and course readings. There will be three formal writing assignments, a number of informal writing experiences, one visual design project, a mid-term and an end-term exam. Active participation is essential to your success in this course.

University of Minnesota Student Learning Outcomes
This course satisfies the following outcomes:
1. Students in this course will be able to locate and critically evaluate information as they develop their historiography paper. Students will need to find appropriate historical documents and then critically analyze them and describe how these resources inform our view of history. Students will also visit a number of collections within the UM library system and will learn how to work with archived materials of historic value.
2. Students will have mastered a body of knowledge and mode of inquiry through the study of the history of design. Students will increase their knowledge of communication symbol systems and the technological and social influences upon human communication. They will work with basic research methods common to the areas of history and design.
3. Diverse philosophies will be examined in the course during the unit on early 20th century art and design. Students will compare the tenets of art and design innovators in France, Russia, Italy, and England. Students will examine these philosophies and discuss the implications for design today.
4. Students will improve their written and oral communication skills through papers and class writing exercises. Small groups of students will lead one class lecture section. They will work on visual communication through the development of a web-based exhibition.

Course goals Upon completion of this course students will:
1. have gained an understanding of the role that graphic communications play as part of material culture—part of the designed human environment.
2. have gained experience investigating the historiography in the history of design.
3. have completed essays and projects that explore issues in design history.
4. have an awareness of the historical, economic, and professional contexts of graphic design.
5. have an understanding of influences (i.e. technology, capitalism, aesthetics) on visual communication and graphic design.
6. have an understanding of the development of the profession of graphic design.

Course objectives During this course students will:
1. recognize the canonical pieces of visual communication and graphic design.
2. identify cultural, technological, and aesthetic influences on graphic design.
3. define important terms, concepts, and ideas, and recall information about designers and their work.
4. express ideas on various concepts through writing-to-learn assignments.
5. critique their own and their colleagues’ work in peer review sessions.
6. complete assignments as listed in the course syllabus.
History and writing:
History is constructed through writing, and the materials used to construct history are themselves often written documents. Primary, historical sources include narrative accounts of events; interpretations and reinterpretations of these accounts; analyses of similarities, differences, causes, and effects; governmental and religious records, and so on. So, when we study history, we engage in the practice of history-making. That is, we write, often about others’ written documents, as a way of making sense of the factual and interpretive data we find, and as a way of persuading others of the interpretations behind these data.

During the first six weeks of the semester we will be working with a form of analysis called historiography. This analysis examines the way history is written and how this influences our perception of history. By reading several sources that describe the same phenomenon you will compare and contrast these different presentations of the same historical event. What do we learn from each? What are the particular uses and limitations of each resource? What is different? Why might his author have presented the information in this way? Three historiography papers will provide you with repeated practice in this type of analysis.

In our study of scripts and writing you will be working with primary sources to learn about how the letterforms were created, the impact of the tool on the letterform, and relate this information to the values of the culture that produced the specific type of writing. You will learn how to determine the various types of letterforms through hands-on work with letters and the analysis of ancient letterforms.

Finally, you will have the opportunity to develop an on-line exhibition or timeline that explores a particular topic in visual communication history. Having examined historical resources through the historiography assignment you will now create a resource. How will your exhibition or timeline influence what people understand about history? What will you include and why? How will your text and images contribute to the body of knowledge about human visual communication?

Why?
Why do we do all this? What we learn in this class about the history of visual communication will inform your understanding and use of communication media as you progress through your life as a designer and as a citizen. As you consider how to develop meaningful and helpful visual communications, the methods and forms studied in this class will provide the foundation for a lifetime of exploring how communication influences our daily lives and impacts global social and economic systems. By understanding communication developments across time and across cultures you become aware of the ethical responsibilities inherent in the making of messages. Finally, you learn to appreciate the diversity of human message-making and the complex issues involved in visual communication.
Resources:

Course materials on Moodle: Many of the materials for this course will be available on the Internet through the UM Moodle interface. To access the web site go to “My U” portal at umn.edu and the course should appear in your course list. You will need to use your x500 user name and password (the same ones you use for e-mail and to access your scholastic records).

Classroom conduct:
• Be respectful of the classroom as a learning environment, and act responsibly and courteously to others.
• Students whose behavior is disruptive either to me or to other students will be asked to leave. This includes chatting and talking/texting on cell phones during lectures. Turn cell phones off during class.
• If you use your cell phone or it rings during a exam you will be asked to leave the class and will be given a grade of “0” for the exam.
• Students whose behavior may violate the University Student Conduct Code may be referred to the Director of the University Counseling Office.
• The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help.
• It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact me (via e-mail or office hours) to discuss their individual needs for accommodations. You will also need to work with the Office of Disabilities Services, 12 Johnston Hall.

Expectations of students:
• students are responsible for all class meetings and materials, including all information contained in the syllabus
• students are responsible for being on time and preparing for all class sessions
• students are responsible for meeting all course requirements and observing deadlines
• students are responsible for seeking help when needed
• students who need special accommodations are responsible for working with the instructor and the relevant University offices
• students may not make commercial use of their notes of lectures or University-provided materials without the express written consent of the instructor

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate forms of expression in this class.

How to get the most out of this class:
1. Attend class sessions.
2. If you have a question or concern please schedule a time to meet with the instructor.
3. Participate actively in class discussions and in the group activities. Staying engaged with the course material will help you to learn more and think more deeply about the various topics.
4. Use the Moodle resources.
5. Make use of the library; librarians are eager to help you do research for your projects.
6. Use writing to learn. Our informal writing in class will get you started, but learn to use writing as a tool to help you think and develop ideas.
Grading policies and evaluation

Students are expected to complete all class assignments and exams and to participate in discussion sessions. Final course grades will be distributed on a point/percentage system:

Grading Scale:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Point</th>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(92%)</td>
<td>460-500</td>
<td>superior</td>
</tr>
<tr>
<td>A -</td>
<td>(89%)</td>
<td>445-459</td>
<td>outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>(85%)</td>
<td>425-444</td>
<td>very good</td>
</tr>
<tr>
<td>B</td>
<td>(80%)</td>
<td>400-424</td>
<td>good</td>
</tr>
<tr>
<td>B -</td>
<td>(75%)</td>
<td>375-399</td>
<td>pretty good</td>
</tr>
<tr>
<td>C+</td>
<td>(70%)</td>
<td>350-374</td>
<td>better than average</td>
</tr>
<tr>
<td>C</td>
<td>(65%)</td>
<td>325-349</td>
<td>average; meets of all standards for the course assignments</td>
</tr>
<tr>
<td>C -</td>
<td>(60%)</td>
<td>300-324</td>
<td>less than average</td>
</tr>
<tr>
<td>D</td>
<td>(55%)</td>
<td>275-299</td>
<td>not adequate, still deserves credit</td>
</tr>
<tr>
<td>F</td>
<td>(&lt;55%)</td>
<td>274-0</td>
<td>poor, not deserving credit</td>
</tr>
</tbody>
</table>

University grading policies

A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit, though it fails to meet fully the course requirements.

S - achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).

F (or N) Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

The grade of I/incomplete will be given only in the case of a documented medical emergency. Requires a written agreement between instructor and student.

If you wish to dispute the grade assigned to a paper, project, or exam, you must do so IN WRITING within 48 hours after the quiz or paper has been returned. You must include a specific rationale for why your answer is correct, or why you think the paper deserves a higher grade. “I think I deserve a better grade” does NOT constitute a rationale.

All assignments must be submitted on the stated date and time. Late work will be penalized 20% of the grade earned and must be turned in within three days of the deadline. Late work will not be accepted after three days past the due date. Students are expected to take exams at the times scheduled in the syllabus. Make-up exams will be given only in the case of an emergency with official documentation (medical or other official evidence needed).

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to an including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.
GD 4131 History of Graphic Design Assignments

Complete descriptions and grading criteria will be distributed in class

500 pts total

Formal Writing: Historiography

Group historiography on ancient writing forms 25
Due Friday, Sept.23 at 5:00 p.m. to Moodle

Solo historiography 50
Due Friday, October 15 at 5:00 p.m. to Moodle

Solo Visual historiography 50
Due Friday, November 12, at 5:00 p.m. to Moodle

Note: Minus 5 pts. for improper labeling of digital assignment files

Design and Writing

Exhibition or Visual Timeline 120
Project should be burned on a CD; due on Tuesday December 13
Grading:
Content and scope (content = 60% of grade)
Visual form (form = 40% of grade)

Exams

Eight weekly Moodle quizzes (out of ten given; two will be dropped) 80
Mid-term exam October 27 in class 50
End-term (non-cumulative) exam December 15 in class 50

Participation 75
• Exploration Pecha Kucha Reports 15 pts.
Fourteen groups will be randomly formed on the first day of class and these will be your writing groups and also your presentation groups. Each group will contribute to the weekly lecture for their assigned chapter(s).
• Points may be earned via information writing activities:
  • hands on learning: calligraphy 10 pts.
  • reflections: Day Pictures were Born (DVD) 5 pts.
  • reflections: Art of Persuasion (DVD) 5 pts.
  • reflections: A World Inscribed (DVD) 5 pts.
  • reflections: early writing and books(visit) 5 pts.
  • reflections: Libraries of Timbuktu (DVD) 5 pts.
  • reflections: typography and printing(visit) 5 pts.
  • reflections: art and design journals (visit) 5 pts.
  • reflections: Bauhaus (DVD) 5 pts.
  • reflections: world war posters (visit) 5 pts.
  • reflections: 1950s-60s designers (visit) 5 pts.
  • reflections: Postmodernism (DVD) 5 pts.

Note: five extra reflections points are included in total. This allows for missing one or, if all are completed, five bonus points.
# GD 4131 History of Graphic Design Class Schedule

Readings must be completed before coming to class each day. Late assignments will lose 20% of grade earned and must be turned in within three days of deadline, otherwise a zero will be given for the assignment.

<table>
<thead>
<tr>
<th>Topics/Readings</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Tasks and deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td></td>
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<tr>
<td><strong>Week 1: 9/8</strong></td>
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<tr>
<td>Skim through textbook to get an overview of class topics.</td>
<td>Labor Day</td>
<td>Intro to class. Intro to writing historiographies. Intro Exhibition or Timeline Assign writing groups. Assign weekly topic groups</td>
<td>• Acquaint yourself with class schedule and textbook. Log due dates into your personal planner. • Take on-line practice quiz on Moodle. • Read chapter 1 and watch lectures before next class.</td>
</tr>
<tr>
<td><strong>Week 2: 9/13—9/15</strong></td>
<td>Meggs: Ch. 1, Invention of Writing</td>
<td>8:30 Exploration Reports 9:15 Discussion of early communications. Video: Day Pictures were Born</td>
<td>8:30 Writers’s workshop on historiography. 9:30 group work on historiography.</td>
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<tr>
<td>Meggs Ch. 2, Alphabets And Ch. 3, The Asian Contribution</td>
<td>8:30 Exploration Reports 9:30 Group work on historiography Video: Art of Persuasion</td>
<td>Field Trip: Early Writing and Books Wilson Library (West Bank) 4th Floor, James Ford Bell Library</td>
<td>• Group Historiography due Friday 9/23 by 5 p.m.; submit to Moodle site. • Make sure you have a calligraphy marker by next Monday’s class. • Read Chapter 4 before next class. • Take on-line quiz on Moodle.</td>
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<tr>
<td><strong>Week 3: 9/20—9/22</strong></td>
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<tr>
<td>Textbook: Ch. 4, Illuminated Manuscripts</td>
<td>8:30 Exploration Reports 9:30 Hands-on Calligraphy session. Bring calligraphy marker.</td>
<td>8:30 Video: A World Inscibed. 9:30 Introduce Solo Historiography</td>
<td>• Begin Solo Historiography • Complete calligraphy activity; turn in Monday Oct. 4, 8:30 in class. • Read Chapters 5-7 before next class. • Take on-line quiz on Moodle.</td>
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<tr>
<td>October</td>
<td>Readings</td>
<td>Monday</td>
<td>Wednesday</td>
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| Week 5: 10/4—10/6 | Meggs: Ch. 5, Printing, Ch. 6, German Ill. Book, & Ch. 7, Renaissance Design | 8:30 Exploration Reports | Video: The Lost Libraries of Timbuktu | • Calligraphy activity due Monday Oct. 4, 8:30 a.m.  
• Read Chapter 8 before next class.  
• Take on-line quiz on Moodle. |
| Week 6: 11/11—10/13 | Meggs: Ch. 8 Modern Typography | 8:30 Exploration Reports | Field Trip: Printing and Typography  
Wilson Library (West Bank) 4th Floor, James Ford Bell Library | • Solo historiography due Friday 10/15 by 5 p.m.  
• Take on-line quiz on Moodle.  
• Read Chapter 8 before next class. |
| Week 7: 10/18—10/20 | Meggs: Ch. 9, Industrial Revolution and Ch. 10, Arts and Crafts | 8:30 Exploration Reports  
10:00 intro to the visual historiography assignment | Field Trip: Turn-of-Century Art and Design Journals  
Wilson Library (West Bank) 4th Floor, James Ford Bell Library | • Take on-line quiz on Moodle.  
• Read Chapters 11 & 12 before next class. |
<p>| Week 8: 10/25—10/27 | Meggs: Ch. 11, Art Nouveau and Ch. 12, Genesis of 20th Century Design. | 8:30 Exploration Reports | Mid-term Exam on readings, videos, field trips, and lectures up through Oct. 25. | • Read Chapters 13 and 14 before next class. |</p>
<table>
<thead>
<tr>
<th>November</th>
<th>Readings</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Tasks and deadlines</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 9: 11/1—11/3</strong></td>
<td>Meggs: Ch. 13, Influence of Modern Art and Ch. 14, Pictorial Modernism</td>
<td>8:30 Exploration Reports</td>
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<td>• Take on-line quiz on Moodle.</td>
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<td>• Read Chapters 15 &amp; 16 before next class.</td>
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<td><strong>Week 10: 11/8—11/10</strong></td>
<td>Meggs: Ch. 15, New Language of Form, and Ch. 16, Bauhaus and New Typography.</td>
<td>8:30 Exploration Reports</td>
<td>Video: Bauhaus</td>
<td>• Visual historiography due Friday 11/12 by 5 p.m.</td>
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<td>• Take on-line quiz on Moodle.</td>
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<td>• Read Chapters 17 &amp; 18 before next class.</td>
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<td><strong>Week 11: 11/15—11/17</strong></td>
<td>Meggs: Ch. 17, Modern Movement in America and Ch. 18, International Type Style</td>
<td>8:30 Exploration Reports</td>
<td>Field Trip: WWII posters</td>
<td>• Take on-line quiz on Moodle.</td>
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<td>Andersen Library (West Bank) Room 120 C.</td>
<td>• Read Chapters 19 &amp; 20 before next class.</td>
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<tr>
<td><strong>Week 12: 11/22—11/24</strong></td>
<td>Meggs: Ch. 19, New York School and Ch. 20, Corporate Identity</td>
<td>8:30 Exploration Reports</td>
<td>No whole class meeting.</td>
<td>• Take on-line quiz on Moodle.</td>
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<td>Individual meetings with students about</td>
<td>• Read Chapters 21 &amp; 22 before next class.</td>
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<td>timelines/exhibitions.</td>
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<td><strong>Week 13: 11/29—12/1</strong></td>
<td>Meggs: Ch. 21, The Conceptual Image and Ch. 22, National Visions, Global Dialogue.</td>
<td>8:30 Exploration Reports</td>
<td>Field Trip: Goldstein Museum of Design</td>
<td>• Take on-line quiz on Moodle.</td>
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<td>In our classroom.</td>
<td>• Read Chapter 23 before next class.</td>
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<tr>
<td>December</td>
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</table>
| **Week 14: 12/6—12/8** | Meggs: Ch. 23 Postmodern Design | 8:30 Exploration Reports | Video: Postmodernism. | • Take on-line quiz on Moodle.  
• Read Chapter 24 before next class. |
| **Week 15: 12/13—12/15** | Meggs: Ch. 24, Digital Revolution | 8:30 Exploration Reports  
Timelines or Exhibitions due. | End-term exam on material from Nov. 1 – Dec. 13. | Note: your final exhibition or timeline may be turned in earlier than the deadline. |
| **Finals Week:** |  |  |  | No meeting this week |