

# COLLEGE OF DESIGN

UNIVERSITY OF MINNESOTA

## Syllabus Overview

|              |                           |
|--------------|---------------------------|
| Course Title | History of Graphic Design |
|--------------|---------------------------|

|                   |       |                   |           |
|-------------------|-------|-------------------|-----------|
| Course Designator | GDes  | Section Number    | 01        |
| Course Number     | 4131W | Semester and Year | Fall 2017 |

|  |                                    |
|--|------------------------------------|
| Class Meeting Days & Time  | Monday and Wednesday 9:35 to 11:30 |
| Classroom  | McNeal Hall room 33 (auditorium)   |
| Number of Credits  | 4                                  |
| Final Exam Date & Time<br><i>(Also state if there is NO final)</i> | No final exam                      |

### Instructor's Information

|   |                   |                 |
|---|-------------------|-----------------|
| Name  | Barbara Martinson | Andie           |
| Office Location   | 362 McNeal Hall   | hermo08@umn.edu |
| Office Phone  |                   |                 |
| Email   | bmartins@umn.edu  |                 |
| Office Hours  | Monday 1:00-2:00  | By appointment  |
| Course Prerequisites: art or design history class recommended |                   |                 |
|   |                   |                 |

### Course Information and Instructor's Expectations

#### 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 formal writing assignments, a number of informal writing experiences, and one visual design project. Active participation is essential to your success in this course.

#### Required and Recommended Materials:

##### Textbook:

Meggs & Purvis, Meggs History of Graphic Design. Available in UM Bookstore

You will need to take notes so bring supplies that help you capture course content. You will also need your design materials/print or other process for the Timeline project.

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).

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THE UNIVERSITY OF CHICAGO

2

DEPARTMENT OF CHEMISTRY

1950

REPORT OF THE

COMMISSIONERS OF THE

BOARD OF EDUCATION

FOR THE

SCHOOL YEAR 1949-1950

CHICAGO, ILLINOIS

3

CHICAGO, ILLINOIS

1950

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

1950

4

You will need a black calligraphy marker during week 3.

**Established Course Goals:**

*Upon completion of the course the student will have:*

1. gained an understanding of the role that graphic communications play in material culture
2. gained experience in examining history through the development of an historiography
3. completed formal and informal writing exploring design history
4. an awareness of the social contexts of graphic design
5. an understanding of the aesthetic and technological influences on graphic design
6. an understanding of the development of the profession of graphic design

**Established Course Objectives:**

*Upon completion of the course students will:*

1. recognize the canonical pieces of graphic design
2. identify cultural, technological, and aesthetic influences on graphic design
3. define important terms, concepts, and ideas about design and designers
4. expressed ideas on various concepts through writing-to-learn assignments
5. understand the methods of historiography as used in examining how history is formed
6. have developed a timeline that portrays a theme or thread through the history of design
7. have participated in class leadership during the Big Ideas Jams



Student Learning Outcomes following course completion: *(must identify from the list at least one outcome and how it relates to this course how it will be addressed and how it will be assessed, <http://www.slo.umn.edu/>)*

#### 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 timeline.

#### Release of Work Statement:

Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

#### Attendance:

- students are responsible for all class meetings and reading materials
- 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



You are expected to be attentive during class, to ask questions if you do not understand something, and to offer your opinion in discussions. 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. Ask questions during class, especially when prompted by the instructor.
2. If you have any concerns 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 complete 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.
7. Eat healthy food, drink plenty of water, and exercise. You should also get enough sleep. You will have the rest of your life to party and explore a variety of social contexts. You are only in college for four years—make the most of your studies!

**Workload:**

University policy states that one credit equals three hours of work per week. As this is a four credit course, you can expect to spend twelve hours per week on graphic design history to achieve a passing grade. Four hours will be spent in class and eight hours will be spent on readings and assignments per week.

**Writing Intensive Course: 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 three 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? Two 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 timeline that explores a particular topic in visual communication history. Having examined historical resources through the historiography assignment you will now create a history resource. How will your 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?

**Grading Structure:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

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:**

| <i>Letter Point</i> | <i>Range</i> | <i>Descriptor</i>     |
|---------------------|--------------|-----------------------|
| A (92%)             | 828-900      | superior              |
| A - (89%)           | 801-827      | outstanding           |
| B+ (85%)            | 765- 800     | very good             |
| B (80%)             | 720-764      | good                  |
| B - (75%)           | 675-719      | pretty good           |
| C+ (70%)            | 630-674      | better than average   |
| C (65%)             | 585-629      | average; meets standa |
| C - (60%)           | 540- 581     | less than average     |
| D (55%)             | 495          |                       |
| F (495%)            | 495-         |                       |

**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 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.

**Accepting and Returning Assignments:**

All assignments will either be turned in during class or will be submitted to Moodle in the appropriate assignment dropbox. You may not turn in your assignments to the instructor's mailbox. Impromptu writing assignments and unit tests will be returned to you in class; assignments submitted via Moodle will be returned via Moodle.

**Grading Late Work:**

All assignments must be submitted on the stated date and time. Late work will be penalized 25% of the grade earned and must be turned in within three days of the deadline. Late work will not be accepted after three days beyond the due date.

**Policy for Missed Exams:**

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).

**Make Up Work for Legitimate Absences:**

<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Notify the instructor as soon as you realize you will be absent. You will have one week to complete the missed assignment. As seven out of ten impromptu writing are included in your final grade there will be no make-up opportunities.

**Extra Credit Options:**

none

**University Policies**

**Personal Electronic Devices in Classroom:**

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Please review the entire policy using the above link.

Cellphones should be turned off and stowed during each entire class. If a cell phone rings during



a unit test you will be asked to leave the classroom and you will receive zero points for the test.

Laptops and tablets may be used to take notes during class. You should not be viewing Facebook, e-mail, or non-course related sites during class, nor should you be working on assignments for another class.

**Use of Class Notes and Materials:**

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

Students may not make digital or commercial use of their notes of lectures or course materials without the express written consent of the instructor. Please read the extended policy using the link above.

**Scholastic Dishonesty and Student Conduct Code:**

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment:**

<http://policy.umn.edu/hr/sexualharassment>

**Statement on Climate of Inclusivity:**

(or refer to

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)

**Academic Freedom and Responsibility:**

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic\\_Freedom.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf)

**Availability of Disability and Mental Health Services:**

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu).
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu) or contact Counseling/Consulting Services at 612-624-3323.



**Academic Services:**

If you would like additional help, please contact one of the offices listed below.

|                                  |   |              |
|----------------------------------|---|--------------|
| Center for Writing               | 10 Nicholson Hall, Mpls                             | 612-626-7579 |
| Student Academic Success Service | 340 Appleby Hall, Mpls<br>199 Coffey Hall, St. Paul | 612-624-3323 |





## GDes 4131W: Assignments

Complete instructions and grading criteria will be distributed in class

|                           |  |                           |   |
|---------------------------|--|---------------------------|---|
| <b>Historiography</b>     | Group Historiography worksheet on ancient writing.   | 30                        | Due Wednesday 9/20 in class;<br>Submit one worksheet per group  |
|                           | Solo Historiography of images.   | 50                        | Due Wednesday 10/11<br>5:00 p.m. via Moodle Dropbox   |
| <b>Impromptu Writing</b>  | 15 writing activities (out of 20 given; lowest five are dropped).<br>Grading: 15pts/8pts/0 | 15 points each; total 225 |   |
| <b>Weekly Quizzes</b>     | 14 weekly quizzes; lowest four will be dropped.  | 100                       |   |
| <b>Leadership</b>         | Big Idea Jam; course content presentations by groups.                                      | 75                        | Each group has an assigned day.   |
| <b>Writing and Design</b> | Hands on Calligraphy<br>Grading:<br>60pts/40pts/20pts/0                                    | 60                        | In-class activity on<br>Due on Monday 9/25 in class   |
|                           | Diagramatic Writing  | 60                        | Due 10/25; 5:00 p.m. via Moodle dropbox   |
|                           | Exhibition Proposal  | 100                       | Draft due on Wednesday 11/13 by 5:00 p.m. via Moodle dropbox.<br>Final proposal due 13/6 by 5:00 p.m. via Moodle Dropbox. |
|                           | Design History Timeline  | 200                       | Presentations on 12/11 and 12/13.   |
|                           |  |                           | Submit final timeline and citation document by 5:00 p.m. on 12/15 via our class Google site.                              |
|                           | <b>Total points:</b>   | <b>900</b>                |   |



# History of Graphic Design: Class Schedule Fall 2017

Readings should be completed before coming to class each day.  
Late assignments will lose 25% of grade earned and must be turned in within three days of deadline.

|   | Monday   | Wednesday   | Tasks and deadlines  |
|---|--|---|--|
| <b>September</b>  |  |   |  |
| <b>Week 1: 9/4 -9/6</b><br>Skim through textbook to get an overview of topics.  | Labor Day  | Intro to class.<br>Invention of visual communication  | <ul style="list-style-type: none"> <li>Acquaint yourself with class schedule and textbook.</li> </ul>  |
| <b>Unit 1</b><br>Meggs:<br>Ch. 1, Invention of Writing  |  | Meet Big Idea Jam team.<br><br>Meet Unit 1 work partners.   | <ul style="list-style-type: none"> <li>Log due dates into your personal planner.</li> <li>Read chapters 1, 2, and 3.</li> </ul>  |
| <b>Week 2: 9/11—9/13</b><br>Meggs Ch. 2, Alphabets And Ch. 3, The Asian Contribution                                      | 9:35 Big Idea Jam<br><br>10:30<br><b>Assignment 1: Introduction to writing historiographies.</b>                   | 9:35 Writing workshop on historiography.<br><br>10:30 group work on historiography.                                       | <ul style="list-style-type: none"> <li>Start work on historiography – read source materials</li> <li>Take on-line quiz on Moodle.</li> <li>Make sure you have a calligraphy marker by next Monday's class.</li> <li>Read chapter 4 before next class.</li> </ul>   |
| <b>Week 3: 9/18—9/20</b><br>Textbook: Ch. 4, Illuminated Manuscripts<br>Bring a calligraphy marker!                       | 9:305 Big Idea Jam<br><br>Calligraphy movie<br><br>Need calligraphy marker for Wednesday session.                  | <b>Assignment 1: Group Historiography worksheet due at beginning of class.</b><br><br>10:30 Hands-on Calligraphy session. | <p><b>Group Historiography due Wednesday 9/20. Turn in hard copy (1 per group) in class.</b></p> <p>Take on-line quiz on Moodle.</p> <ul style="list-style-type: none"> <li>Complete calligraphy activity; turn in Monday Sept. 25 8:30 in class.</li> <li>Read Chapters 5-7 before next class.</li> </ul> |
| <b>Week 4: 9/25—9/27</b><br><b>Unit 2</b><br>Meggs: Ch. 5, Printing, Ch. 6, German III. Book, & Ch. 7, Renaissance Design | 9:35: Video: <i>The Lost Libraries of Timbuktu</i><br><br>10:35 Big Idea Jam<br><br><b>Calligraphy project due</b> | <b>Assignment 2: Solo Visual Historiography</b><br><br>Development of printing  | <p><b>Calligraphy project due in class 9/25</b></p> <ul style="list-style-type: none"> <li>Take on-line quiz on Moodle.</li> <li>Read Chapter 8 before next class.</li> </ul>  |



|  | Monday   | Wednesday   | Tasks and deadlines   |
|--|--|---|---|
| <b>October</b><br><b>Week 5: 10/2—10/4</b><br>Meggs: Ch. 8<br>Typographic Genius   | 9:35 Big Idea Jam<br>10: 30 Typography   | Work day for solo historiography project<br>I will be in the classroom to answer questions regarding this assignment. | Take on-line quiz on Moodle.<br>Read Chapters 9-10 before next class.   |
| <b>Week 6: 10/9—19/11</b><br><b>Unit 3</b><br>Meggs: Ch. 9, Industrial Revolution and Ch. 10, Arts and Crafts, Ch. 11, Art Nouveau | 10:30 Big Idea Jam<br>Arts and Craft ideals.   | Art Nouveau<br><b>Assignment: Diagrammatic Writing: Group Assignment</b><br>Work time for groups                      | <b>Solo Visual Historiography worksheet Due Wednesday, 10/11 at 5:00 p.m. to Moodle dropbox.</b><br>Take on-line quiz on Moodle.<br>Read Chapters 11-12 before next class.    |
| <b>Week 7: 10/16—10/18</b><br>Meggs: Ch. 12, Genesis of 20 <sup>th</sup> Century Design.   | <b>Field Trip:</b><br>Wilson Library (West Bank)<br>4 <sup>th</sup> Floor, James Ford Bell Library | 9:35 Big Idea Jam<br>10:30 Jugendstil, Secession, and Italian Pictorial style   | <ul style="list-style-type: none"> <li>• Take on-line quiz on Moodle.</li> <li>• Read Chapters 13-14 before next class.</li> </ul>  |
| <b>Week 8: 10/23—10/25</b><br><b>Unit 4</b><br>Meggs: Ch. 13, Influence of Modern Art and Ch. 14, Pictorial Modernism.             | 9:35: Big Idea Jam<br>10:30 Modern Art and Pictorial Modernism                                     | <b>Introduce Final Assignments: Exhibition Proposal and Timeline</b>  | <ul style="list-style-type: none"> <li>• Read Chapters 15-16 before next class.</li> </ul> <b>Diagrammatic Writing due Due Wednesday 10/25 at 5:00 p.m. to Moodle dropbox</b> |



|  | Monday   | Wednesday  | Tasks and deadlines   |
|--|--|--|---|
| <b>Nov./Dec.</b>   |  |  |   |
| <b>Week 19: 10/30—11/1</b><br>Meggs: Ch. 15, New Language of Form and Ch. 16, Bauhaus and New Typography | 9:35 Big Idea Jam<br>Bauhaus or New Type<br>10:30 Bauhaus or New Type                                | Video: Bauhaus<br><br>Check in on timeline                               | <ul style="list-style-type: none"> <li>• Take on-line quiz on Moodle</li> <li>• Read Chapters 17 before next class.</li> </ul>  |
| <b>Week 10: 11/6—11/8</b><br>Meggs: Ch. 17, Modern Movement in America                                   | 9:35 Big Idea Jam<br>Modernism in America<br>10:30 Info graphics                                     | Group reviews of timeline projects in process                            | <ul style="list-style-type: none"> <li>• Take on-line quiz on Moodle.</li> <li>• Read Chapters 18 &amp; 19 before next class.</li> </ul>  |
| <b>Week 11: 11/13—11/15</b><br>Unit 5<br>Meggs Ch. 18, International Type Style: Ch. 19, New York School | 9: Big Idea Jam<br><br>New York School   | Field Trip: WWII posters<br><br>Andersen Library (West Bank) Room 120 C. | <p><b>Unit 4</b><br/><b>Exhibition Proposal: Due Monday, 11/14 at 5:00 p.m. to Moodle dropbox.</b></p> <ul style="list-style-type: none"> <li>• Take on-line quiz on Moodle.</li> <li>• Read Chapter 20 before next class.</li> </ul> |
| <b>Week 12: 11/20—11/22</b><br>Ch. 20, Corporate Identity  | 9:35 Big Idea Jam<br>10:30 Identity<br><b>Draft of Exhibition Proposal Due By Wed. 11/20 5:00 pm</b> | <b>Thanksgiving travel</b><br><br><b>No class</b>                        | <ul style="list-style-type: none"> <li>• Take on-line quiz on Moodle.</li> <li>• Read Chapters 21 &amp; 22 before next class</li> </ul>   |
| <b>Week 13: 11/27—11/29</b><br>Meggs: Ch. 21, The Conceptual Image and Ch. 22, Postmodern Design         | Field Trip: mid-20 <sup>th</sup> designer's journals at Goldstein Museum o Design                    | 9:35 Big Idea Jam<br>10:30 Video: Postmodernism                          | <ul style="list-style-type: none"> <li>• Take on-line quiz on Moodle.</li> <li>• Read Chapter 23 and 24 before next class.</li> <li>• .</li> <li>• .</li> </ul>   |





|  | Monday   | Wednesday                                     | Tasks and deadlines  |
|--|--|---|--|
| <b>December</b>  |  |   |  |
| <b>Week 14: 12/4—12/6</b><br>Meggs: Ch. 23 National Visions within a Global Dialogue and Ch. 24 Digital Revolution | 9:35 Postmodern Type<br>10:50 Big Idea Jam Global Design | 9:35 Big Idea Jam Digital Design<br>10:30 TBD | <ul style="list-style-type: none"> <li>• Take on-line quiz on Moodle.</li> <li>• Read Chapter 24 before next class.</li> </ul> |
| <b>Week 15: 12/11 — 12/13</b>  | 35 Timeline presentations                                | 35 Timeline presentations                     |  |
| <b>Finals Week:</b><br><i>Submit via class Google Doc site by 12/15</i>  |  |   |  |

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