



Course Code:	1512QCA
Course Name:	Introduction to Design History
Semester:	Trimester 2, 2017
Program:	Diploma of Design
	Diploma of Graphic Design
Credit Points:	10
Course Coordinator:	Christine Moulder
Document modified:	27 <sup>th</sup> March 2017

### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Christine Moulder	<a href="mailto:christine.moulder@staff.griffithcollege.edu.au">christine.moulder@staff.griffithcollege.edu.au</a>
Nasan Pather	<a href="mailto:nasan.pather@staff.griffithcollege.edu.au">nasan.pather@staff.griffithcollege.edu.au</a>

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### Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times.  
Times that your lecturer/tutor will be available for consultation will be given in the first week

of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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### Prerequisites

There are no prerequisites for this course

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### Brief Course Description

Design history has typically been dominated by a history of style. This course goes well beyond such an approach. After critically examining the conventional account, a broader narrative will be presented that will include pre-industrial, non-Western cultures, the anonymous (designed objects by unknown designers), and the history of design in Australia. In so doing, the relation between design and its place in history will be examined. The course will reveal why the designer needs such knowledge and how they need to employ it.

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### Aims

The aim of this course is to explore the processes by which history is written, gain a critical perspective on the canons of design history, and learn how studying "design in history" liberates us from the narrow parameters of the "history of design".

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### Learning Outcomes

Upon successful completion of this course students will be able to.

- 1 Read, comprehend and critique histories and meta-histories.
  - 2 Present synopses, critically argue and defend a position on history.
  - 3 Work effectively in a research and debate team.
  - 4 Demonstrate an ability to imaginatively explore further a question raised in a lecture or text.
  - 5 Demonstrate an understanding of design's legacy of defuturing, and its potential to instigate change.
  - 6 Appreciate the exclusionary legacy of historical canons and recognise the importance of alternative histories.
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### Texts and Supporting Materials

## Recommended Resources

### Books

Adas, Michael. 1989. *Machines as the Measure of Men*.  
Crouch, Christopher. 1999. *Modernism in Art Design and Architecture*  
Drucker, Johanna and Emily McVarish. *Graphic Design History: A Critical Guide*. Prentice Hall 2009  
Fallan, Kjetil. 2010. *Design History: Understanding Theory and Method*.  
Fry, Tony. 1988. *Design History Australia*. Hale & Iremonger  
Fry, Tony. 1999. *A New Design Philosophy*  
Giedion, Siegfried. 1948. *Mechanization Takes Command*.  
Henthorn, Cynthia. *From Submarines to Suburbs: Selling a Better America*. Ohio University Press, 2006  
Lees-Maffei, Grace & Rebecca Houze. *Design History Reader*. UK: Berg 2010  
Meikle, Jeffrey. *Twentieth Century Limited: Industrial Design in America 1925-1939*. Philadelphia : Temple University Press, 1979.

### Essays

Dilnot, Clive. *The State of Design History 1: Mapping the Field*. *Design Issues* Volume 1, no1 1999  
Dilnot, Clive. *The State of Design History 2: Problems and Possibilities*. In *Design Discourse: Theory, History Criticism*. Edited by Victor Margolin. pp 233-250  
Hall, Peter. 2009. *True Cost Button Pushing*. *Design Philosophy Papers* 1  
Harley, JB. *Maps, Knowledge and Power*. *The New Nature of Maps*. Edited by Paul Laxton. Baltimore and London: Johns Hopkins University Press, 2001  
Riley, Terence and Edward Eigen, *"Between the Museum and the Marketplace: Selling Good Design"* *The Museum of Modern Art at Mid-Century: At Home and Abroad* (MoMA, 1994) pp. 151-179.  
Tonkinwise, Cameron. 2006. *"Is Design Finished? Dematerialisation and Changing Things"* *Design Philosophy Papers* 3 (2).  
Wigley, Mark. *Planetary Homeboy*, *ANY* Vol 17, 1997 p160

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## Organisation and Teaching Strategies

### *Class Contact Summary*

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## Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	“What is wrong with design history?”	Lecture	Crouch ; Serres
	Review of lecture content and readings	Tutorial	
2	“What is Anonymous Design (and why is it useful)?”	Lecture	Fry 2012 ; Giedion
	Review of lecture content and readings	Tutorial	
3	“How has the way we measure shaped the way we are?”	Lecture	Adas; Hall
	Review of lecture content and readings.	Tutorial	
4	“How is design related to War?”	Lecture	Fry; Lees-Maffei
	Review of lecture content and readings.	Tutorial	
5	“What is Good Design?”	Lecture	Lees-Maffei ; Riley
	Review of lecture content and readings.	Tutorial	
6	“What is the design legacy of colonialism”	Lecture	Fry 1988 ; Fry 2012 ; Lees-Maffei
	Review of lecture content and readings.	Tutorial	
7	“How do maps make up the world?”	Lecture	Fry 1988 ; Wigley ; Harley
	Review of lecture content and readings.	Tutorial	
8	Standing Reserve	Lecture	Fry 2012
	Review of lecture content and readings.	Tutorial	
9	“How does design perpetuate obsolescence “	Lecture	Crouch ; Lees-Maffei ; Meikle ; Henthorn

	Review of lecture content and readings.	Tutorial	
10	“What is defuturing?”	Lecture	Fry 2012
	Review of lecture content and readings.	Tutorial	
11	Televisual Design	Lecture	Baudrillard ; Drucker ; Wigley ; Fry
	Review of lecture content and readings.	Tutorial	
12	Rethinking design history and design education (Semester Review)	Lecture	Crouch ; Drucker ; Lees-Maffei ; Margolin
	Review of lecture content and readings.	Tutorial	

## Assessment

This section sets out the assessment requirements for this course.

### *Summary of Assessment*

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Reading Report	30%	1,2,4,5,6	5
2	Research Assignment: Develop a lecture question	40%	1,2,4,5,6	9
3	Group Debate	30%	1,2,3,4,5,6	12

### *Assessment Details*

### **Reading report**

**Type:** Assignment - Written Assignment Learning Outcomes Assessed: 1, 2, 4, 5, 6

**Due Date:** Week 5 hand in during class **Weight:** 30% Task Description:

Reading report assigned from reading list during 2/3rd tutorial. 1,500 words

Write a reading report about your selected text, demonstrating an understanding of the author's intention, the content of the book and a critical perspective on the text, relating it to the course content and supported with appropriate research.

#### **Criteria & Marking:**

Demonstrate:

1. an understanding of the author's intention
2. a grasp of content
3. a critical perspective (not simply based on opinion)

#### **Submission:**

Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessments of their learning students must attend 80% of all tutorials and lectures in this course.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity

### **Research Assignment: Develop a lecture question**

**Type:** Assignment - Research-based Assignment **Learning Outcomes Assessed:** 1, 2, 4, 5, 6

**Due Date:** Week 9 hand in during class **Weight:** 40% Task Description: 2000 words

Develop further a leading question from a lecture, bringing new material from your research to develop and support your position. This is a research essay so appropriate academic research is required. Include 5-10 resources. Essay must also demonstrate student's critical ability.

#### **Criteria & Marking:**

The essay must show:

1. research effort
2. imagination
3. coherence and clarity of expression

#### **Submission:**

Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessments of their learning students must attend 80% of all tutorials and lectures in this course.

This assessment item:

- is a school based activity
- is an individual activity
- includes a self assessment activity

### **Group Debate**

**Type:** Exam - oral Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6

**Due Date:** Week 12 Presented during class **Weight:** 30% Duration: 20 minutes Format:

Open Book Task Description:

With you team, research and present for debate a position on a topic given in week 9. Teams

will debate opposing sides of the topic with another group with each team presenting 3 speakers with 5 minutes each (15 minutes total per team). Time will also be allocated for students to respond to and re-butt arguments presented by the opposing team in order to demonstrate a strong position.

Criteria & Marking:

Clarity of argument (logos)

Credibility of argument (ethos)

Persuasive power of argument (pathos)

Submission:

Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessments of their learning students must attend 80% of all tutorials and lectures in this course.

This assessment item:

-is a school based activity

-is an individual activity

-does not include a self assessment activity

#### *Submission and Return of Assessment Items*

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

#### *Extensions*

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

#### *Assessment Feedback*

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	
Team Work		Yes	Yes
Cultural Intelligence		Yes	
English Language Proficiency		Yes	Yes

### *Additional Course Generic Skills*

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## Additional Course Information

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### Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and



show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

*Risk Assessment Statement*

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