



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1512QCA
<b>Course Name:</b>	Introduction to Design History
<b>Trimester:</b>	Trimester 3, 2019
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Naomi Hay
<b>Document modified:</b>	08/09/2019

### 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.

### Assumed Knowledge

There are no prerequisites for this course

### 1.2 Teaching Team

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

Name	Email
Naomi Hay	naomi.hay@staff.griffithcollege.edu.au

## 1.3 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 "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course 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".

### 2.2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Reflect upon the key theories underpinning historical and contemporary design culture.
2. Present research findings in verbal, visual and written form to meet academic standards.
3. Critically defend a position on history supported by the theories and literature of design.
4. Contribute effectively to a research and debate team.

### 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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

## 3. Learning Resources

### 3.1 Required Resources

Required readings will be posted on My Study.

### 3.2 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

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Learning Information

#### **Attendance**

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### **Preparation and Participation in Class**

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### **Course Materials**

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

#### **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class

time for each of your courses.

## Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

## Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	"What is wrong with design history?"	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
2	"What is Anonymous Design (and why is it useful)?"	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
3	"How has the way we measure shaped the way we are?"	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
4	"How is design related to War?"	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
5	"What is Good Design?"	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
6	"What is the design legacy of colonialism?"	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
7	"How do maps make up the world?"	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
8	Standing Reserve	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
9	"How does design perpetuate obsolescence?"	Lecture		1,2,3
	Review of lecture content and readings. Individual and group activities.	Tutorial	Provided in class and on portal	
10	"What is defuturing?"	Lecture		1,2,3,4
	Review of lecture content and readings. Group debate preparation.	Tutorial	Provided in class and on portal	
11	Televisual Design	Lecture		1,2,3,4
	Review of lecture content and readings. Group debate preparation.	Tutorial	Provided in class and on portal	
12	Rethinking design history and design education (Trimester Review)	Lecture		1,2,3,4

	Review of lecture content. Group debate in class.	<i>Tutorial</i>		
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## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Design in Context Worksheets and Pecha Kucha	30%	1,2,3	Wk5
2	Research Assignment: Develop a Lecture Question Research Essay	40%	1,2,3	Wk9
3	Group Debate	30%	1,2,3,4	Wk12

### 5.2 Assessment Detail

#### **Design in Context Worksheets and Pecha Kucha**

**Type:** Assignment - Research-based Assignment

**Learning Outcomes Assessed:** 1, 2, 3

**Due Date:** Week 5 present Pecha Kucha in class. Submit worksheets online via Turnitin

**Weight:** 30%

#### **Task Description:**

This course requires you to undertake secondary research of design within a historical, theoretical and critical context. You will engage with the lecture series throughout the trimester and chose 3 areas of interest from the following select lecture topics.

1. What is wrong with design history?
2. What is anonymous design (and why is it useful)?
3. How has the way we measure shaped the way we are?
4. How is war related to design?
5. What is good design?
6. What is the design legacy of colonialism?
7. How do maps make up the world?
8. How does design perpetuate obsolescence?

- Provide 3 x individual sets of Design in Context Worksheets, which examine and critique your 3 selected areas of interest from the above lecture topics. This worksheet provides a starting point from which to build your knowledge of your chosen topics. Conduct information research using reference books, publications, journals and the internet.

- Participate and deliver a Pecha Kucha style 20x20 Presentation in-class during Week 5. Each of your 3 areas of interest (drawn from the information populated on your worksheets) should be delivered to the class in 20 slides that are shown for 20 seconds each (6 minutes and 40

seconds in total). Each slide must be set and automatically timed to the 20-second duration in PowerPoint prior to the presentation delivery. Each slide should contain one image only - no text, titles or other content.

**Criteria & Marking:**

1. Reflect upon the key theories underpinning historical and contemporary design culture.
2. Present research findings in verbal, visual and written form to meet academic standards.
3. Critically defend a position on history supported by the theories and literature of design.

Refer to assessment marking rubric for additional detail

**Research Assignment: Develop a Lecture Question Research Essay**

**Type:** Assignment - Research-based Assignment

**Learning Outcomes Assessed:** 1, 2, 3

**Due Date:** Week 9 submit online via Turnitin

**Weight:** 40%

**Task Description:** 1500 words

Develop further a leading question from one of the select lecture topics, 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 academic resources. Essay must also demonstrate student's critical ability.

**Criteria & Marking:**

1. Reflect upon the key theories underpinning historical and contemporary design culture.
2. Present research findings in visual and written form to meet academic standards.
3. Critically defend a position on history supported by the theories and literature of design.

Refer to assessment marking rubric for additional detail

**Group Debate**

**Type:** Exam - oral

**Learning Outcomes Assessed:** 1,2,3,4

**Due Date:** Week 12 Presented during class. Submit group script online via Turnitin

**Weight:** 30%

**Task Description:**

With your team, research and present for debate a position on one of the select lecture topics determined in week 9. Teams will debate opposing sides of the topic with another group. Each team member will present for 3 minutes. Time will then 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:**

1. Reflect upon the key theories underpinning historical and contemporary design culture.
2. Present research findings in verbal, visual and written form to meet academic standards.
3. Critically defend a position on history supported by the theories and literature of design.
4. Contribute effectively to a research and debate team.

Refer to assessment marking rubric for additional detail

### 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of

the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## 5.4 Other Assessment Information

### 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.

### Requests for extension

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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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