

This syllabus was approved by TnCIS and TBR for Summer 2009

This instructor is SACS qualified to teach this course regularly at his/her TBR Institution

CGT 1510 History of Graphic Design: Dutch Perspectives

Todd Duren, Assistant Professor
Pellissippi State Technical Community College
htduren@pstcc.edu
myopendoor.net

Catalog Course Description:

This course examines major styles, movements, and individuals in graphic design from early man to the present, with particular emphasis on the rich contribution of Dutch graphic designers, type designers, and artists.

Entry Level Standards:

The student is expected to be able to read on a college level, write using correct spelling and grammar, participate in museum excursions and discussions, and be able to conduct research utilizing Internet and pertinent learning resources.

Prerequisites and Corequisites:

None

Textbook and Other Reference Materials:

A History of Graphic Design by Philip B. Meggs

To be successful in this course you will need to:

- Be punctual and fully engaged in class.
- Spend extra time studying, reading, and writing.
- Memorize facts, relate them to other information.
- Participate in studio tours and museum excursions.
- Take good notes.
- Turn in a written paper on deadline.

Computing Grades Grading Scale:

Comprehensive Final Exam: 50% 90 – 100 = A

Museums discussions: 20% 86 – 89 = B+

Term Paper: 30% 80 – 85 = B

75 – 79 = C

60 – 74 = D

Below 60 = F

POLICIES

Attendance: In this TnCIS study abroad program students may not miss any classes.

Roll: Roll will be taken at the beginning of the class period.

Exercises and Projects: All exercises and projects are due at the beginning of class. Late assignments will only be accepted for two days, and will lose 10 points from the project grade.

Exams: As with all colleges and universities, exam attendance is mandatory.

Hours: This course consists of 37.5 instructional hours.

Class Conduct

- Turn cell phones off during class. • Breaks will be announced.
- Do only class work during class time. • Coffee, tea, and water are fine in the classroom.
- Disrespect and disruptive behavior will not be tolerated under any circumstances
- Punctuality indicates success. Endeavor to be on time. Early is even better.

II. Course Objectives*:

- A. Discuss the significant designers of the 20th Century.
- B. Identify the stylistic characteristics of the major design movements of the 19th and 20th Centuries. I.5,
- C. Understand the evolution of the Graphic Design profession.
- D. Be inspired through recognition of the “heroes” of Graphic Design and the aesthetic qualities and functional communications their work incorporates.

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Use critical thinking skills in design evaluation and analysis. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies
2. Articulate graphic design elements and principles. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies
3. Compare and contrast the respective graphic design movements. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies
4. Engage in teamwork by participating in group problem-solving activities and discussions. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies
5. Engage in research of a significant designer’s works. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies
6. Analyze the distinctive design professions to evaluate careers, job descriptions and required attributes. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies
7. Develop an understanding of objective criteria inherent to good design regardless of individual stylistic tendencies. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome,

Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies

8. Recognize the inherent potential of various design media and technology and how it influences graphic design techniques. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies

9. Assimilate graphic design styles and qualities of good design in developing individual portfolios in related studio courses. Communication Outcome, Personal Development Outcome, Problem Solving/ Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Numerical Literacy Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Critically analyze and evaluate the elements and principles of good design.

A, B, C, E, G, H

2. Understand the evolution of technology, materials, and processes as integral to the development of the graphic design discipline.

A, C, E, F, G, H

3. Articulate objective criteria for successful visual communications.

A, B, C, E, G, H

4. Recognize the teamwork essential to design production.

A, C, D, E, F, G, H, I

5. Understand the importance of lateral / creative thinking in problem-solving as it relates to graphic design.

A, C, D, E, F, G, I

6. Evaluate design and recognize its stylistic tendencies: form, content, and context.

A, B, C, D, E, F, G, H

7. Conduct scientific research utilizing various learning resources to include the Internet, college and university (UTK) libraries.

A, B, C, D, E, F, G, H, I

8. Appreciate the global influence of various cultures in the evolution of visual communications.

A, B, C, D, E, F, G, H, I

9. Discuss the distinguishing characteristics of the 19th and 20th Century design movements.

A, B, C, D, E, F, G, H

10. Become familiar with the works of many of the significant designers of the 20th Century.

A, B, C, D, E, F, G, H, I

11. Understand the cultural relevance and social significance of Graphic Design throughout history.
A, B, C, D, E, F, G, H

*Letters after performance expectations reference the course objectives listed above.

-Instructor Availability

The instructor will be sharing living quarters with the students and will be readily available much of the time.

Course Outline

- 10 Orientation: the birth of the word
- 2 Ch 1–4: early alphabets through illuminated manuscripts
- 3 Ch 5: printing comes to Europe
- 4 Ch 6–8: evolution of typography in Europe
- 5 Ch 9: type for an industrial age
- 6 Ch 10–11: photography and Victorian graphics
- 7 Ch 12–13: arts and crafts and art nouveau
- 8 Ch 14–15: the birth of modernism
- 9 Ch 16–17: dada, de stijl, suprematism, constructivism
- 10 Ch 18: bauhaus and the new typography
- 11 Ch 19–20: modernism in America and the international style
- 12 Ch 21–22: New York school, identity and corporate design
- 13 Ch 23–24: conceptual design, international influences
- 14 Ch 25: postmodern design
- 15 Ch 26: the digital revolution
- 16 Comprehensive final exam

NOTE: This schedule may be changed by instructor from time to time.

Amsterdam Excursions

- Rijksmuseum
- Stedelijk Museum
- Van Gogh Museum
- Rembrandt House Museum
- Design Studio Tour

Rotterdam Excursions

- Chabot Museum
- Dutch-Art NL (De Stijl)
- NAI: Netherlands Architectural Institute
- Architectural Walking Tour
- Kunsthal Rotterdam

SIDE TRIP EXCURSIONS

- View Student Design Exhibit at Royal Academy of Arts in The Hague
- Graphic Design Museum, Breda