

**WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course ART 441

<b>Department Approval</b>		
<u>Asplummer</u> Department Chair	<u>12 Nov</u> Date	<u>asplummer@winona.edu</u> e-mail address
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u> Dean of College	<u>11-12-13</u> Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
<b>GEPS Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<u>[Signature]</u> Chair, General Education Program Subcommittee	<u>12/4/13</u> Date	
<b>A2C2 Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<u>[Signature]</u> Chair of A2C2	<u>11/15/2014</u> Date	
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President of Faculty Senate	_____ Date	
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Academic Vice President	_____ Date	
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President	_____ Date	
Please forward to Registrar.		
Registrar	_____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Art

Date 11/09/13

ART 441  
Course No.

History of Modern Design  
Course Name

3  
Credits

Prerequisites Art 222

GEP Goal Area(s):\*

**CORE GOAL AREAS**

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

**THEME GOAL AREAS**

- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

Intensive:

- 1. Writing
- 2. Oral Communication
- 3a. Mathematics/Statistics
- 3b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

Adrian Barr  
Name (please print)

5529  
Phone

ABarr@winona.edu  
e-mail address

[Revised 9-6-11]

## **ART 441: Rationale for Writing Flag.**

Art 441 utilizes a number of strategies that make it suitable for the writing intensive designation. The course is assessed via a 10% class participation grade, two research essays, worth 20% and 35% respectively, and a long-answer final exam, worth 35%. This answers to the requirement that 'writing will comprise a significant portion of the student's final course grade.'

In the first week of classes, a class will be devoted to discussing academic and critical writing, and how it pertains to the discipline of art and design history. Research methods, essay structure, citation procedure, and academic language will all be addressed at length. Students will also be given a small guide to essay writing that I am currently preparing. This answers to the requirement that 'clear guidance and criteria' be given for the writing assignments.

The first research essay, of 1500 words, will be due at mid-term break. This answers to the requirement that a significant amount of writing be distributed throughout the semester. Essays will be returned with extensive comments highlighting things done well, and areas where students need to improve. In addition, I will make myself available to meet with individual students to discuss their essays. This answers to the requirements that students be given clear feedback for the writing assignments and that students will be given opportunities to incorporate readers' critiques of their writing.

The second essay, with an expected length of 2500 words and due on the last day of class, is significantly longer and worth more of the course grade. Students will be expected to demonstrate a clear improvement in their research, critical thought, and writing skills. This expectation will be made clear when the first essays are returned to the class.

Two weeks before each essay is submitted, a class will be dedicated to student peer reviews of their own essay plans. The essay plan, a page-long synopsis of research, structure, and main points, will be included in the course syllabus as a requirement, and notification will be given to students to in prior classes to ensure this is ready for review. This will provide students with peer feedback on their writing plans, and also enable them to examine critically the work of their peers.

The final exam will consist of 4 images of design objects (with name and dates given), and a short question asking students to relate course learning to the object. 15 minutes will be given per question, with an additional 15 minutes at the end for students to revise or expand there answers. This exam will test students' ability to fashion a cogent, learned, and articulate response to questions under significant time pressures. Significant feedback will be given on both the final essay and the exams, and students will be encouraged to pick these up as soon as grades are posted.

**Student competencies. Students will be able to:**

- Practice the processes and procedures for creating and completing successful writing in their fields. **Assessed by:** research essays, final exam.
- Understand the main features and uses of writing in their fields. **Assessed by:** class discussions, research essays, final exam.
- Adapt their writing to the general expectations of readers in their fields. **Assessed by:** research essays.
- Make use of the technologies commonly used for research and writing in their fields. **Assessed by:** research essays.
- Learn the conventions of evidence, format, usage, and documentation in their fields. **Assessed by:** Class discussions, research essays.

## Course Outline

### I. What is Design?

- i. Design and craft
- ii. Design as products, technology, and process
- iii. Design and modernity

### II. Rococo, Neoclassicism, and the golden age of print

- i. Guilds, the Monarchy and the market
- ii. The Neoclassical revolution
- iii. Designing for the marketplace: the emerging public sphere

### III. The Machine Age: the first industrial revolution

- i. New reproduction processes and the invention of photography
- ii. Historicism and Victorian Eclecticism
- iii. The Gothic Revival
- iv. The Great Exhibition and the Arts and Crafts movement
- v. The lithograph, the telegraph, electrification, and the great growth of advertising

### IV. A new style for a new world: Art Nouveau

- i. Japonisme and Orientalism
- ii. Art Nouveau and the Gesamtkunstwerk
- iii. Jugendstil and the Vienna Secession
- iv. The 1900 Exposition Universelle and the fin de siècle

### V. High and Radical Modernism

- i. The Jugendstil and the New Objectivity
- ii. Futurism and design
- iii. Dada, collage, and photomontage
- iv. Constructivism in Russia
- v. De Stijl, The Bauhaus, and die neue typographie
- vii. The propaganda poster

### VI. Modernism and Modernity

- i. Art Deco and the American century
- ii. Consumer advertising and the graphic design profession
- iii. The New York School and the international typographic style
- iv. Global modernisms: Scandinavia, Japan, Australasia, California...

#### VII. The 1960s onward: Globalization and Post-Modernism

- i. Pop Art as design
- ii. Plastics and the shift to postmodernism
- iii. Postmodern architecture and its influence
- iv. Counterculture, deconstruction, punk
- v. Design as a global discipline

#### VIII. Design in the Digital Age

- i. The democracy of technology (Apple, Adobe, and design for all)
- ii. Graphic design in a digital age
- iii. Photography (and craft) go digital
- iv. Beyond the object: designing virtual realities
- v. Towards the future

\*\*\*