WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

<table>
<thead>
<tr>
<th>Department Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>e-mail address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean’s Recommendation</th>
<th>Yes</th>
<th>No*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>11-12-13</td>
<td></td>
</tr>
</tbody>
</table>

*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

<table>
<thead>
<tr>
<th>GEPS Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>12/4/13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A2C2 Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>11/15/2014</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Senate Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vice President Recommendation</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decision of President</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please forward to Registrar.

Registrar | Date entered |
Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]
WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: Art
Course No.: ART 441
Course Name: History of Modern Design
Credits: 3
Prerequisites: Art 222

Date: 11/09/13

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:
  - Writing
  - Oral Communication
  - Mathematics/Statistics
  - 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

***