

Syllabus

Course description

Course title	History of Design 2
Course code	97052 (opt for students enrolled before 2018/19) - 97115
Scientific sector	ICAR/13
Degree	Bachelor in Design and Art (L-4)
Semester	Summer semester 2018/19
Year	1 st , 2 nd , 3 rd
Credits	5 CP
Modular	No

Teaching language	English
Total lecturing hours	45
Total hours of self-study and / or other individual educational activities	about 80
Attendance	not compulsory but recommended
Prerequisites	For students of the curriculum in Design enrolled from 2018/19 onwards: have passed the exam of History of Design 1

Specific educational objectives	<p><i>From 2018/19 onward, the course belongs to the class "affine o integrativa" in the curriculum in Design.</i></p> <p>Course description:</p> <p>In any concern with history, important aspects are regarding not only the chosen topics and focuses but also the approach to what is historically experienced and learned, i.e. the question which benefits and applications result from historical studies. In his magnum opus 'The Principle of Hope' Ernst Bloch stated: "Only that kind of remembering is fruitful that also remembers what still has to be done." The US-American physicist John Archibald Wheeler likewise underlined the relationship between past and present, stating that "the past only exists insofar as it is present in the records of today. What those records are is determined by what questions we ask."</p> <p>Taking these assumptions into account, the course offers a thorough exploration and discussion of selected topics in design history. An inter- and transdisciplinary approach will connect evolutions in product design and visual communication with attempts and visions in architecture and urbanism, socio-cultural and socio-economic developments. Path-breaking innovations will be contextualized in relation to the times of their emergence</p>
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	<p>(social, economic and cultural environments and circumstances) and examined in their relevance for our own present times. While doing so, it will be helpful to look at and analyze developments and performances that arise simultaneously in the visual arts, in literature or in film-making.</p> <p>With the aid of selected readings and working examples the arc will be spanned to the present, discussing which topics, methodological approaches and courses of action are characterizing design practice today. Constantly under observation and consideration will be questions of possible/probable/desirable (design) futures.</p> <p>The course offers scientific methods and contents in the field of design history related to professional skills and knowledge.</p> <p>Educational objectives:</p> <ul style="list-style-type: none"> • acquisition of advanced knowledge in theory and history of design • acquisition of advanced knowledge concerning design culture • acquisition of advanced knowledge concerning relationships between design theory/history and design practice • acquisition of advanced knowledge concerning relationships between past and present • acquisition of advanced knowledge concerning the contextualization of design approaches in the framework of social, economic and cultural environments • acquisition of advanced knowledge in design thinking
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Lecturer	Hans Leo Höger office F2.04, e-mail: hans.hoeger@unibz.it , tel. +39 0471 015.194, webpage: https://www.unibz.it/en/faculties/design-art/academic-staff/person/891-hans-leo-hoeger
Scientific sector of the lecturer	ICAR/13
Teaching language	English
Office hours	monday-friday (by appointment)
List of topics covered	common misconceptions in the history of design, origins of modern design (Golden Section, Shakers, etc.), pathbreaking companies in the history of design (e.g. AEG, Alessi, Apple, Braun, Danese, IBM, Muji, Olivetti, Thonet, Vitra, Vitsoe, Wilkhahn, Tesla), tours through selected geo-cultural design landscapes (Germany, Great

	Britain, Italy, Japan, Scandinavia, USA), modern-postmodern-postindustrial design (synopsis), anonymous design, design & crafts, innovative products and graphic design works, design thinking & design practice: the new role of design in a changing world
Teaching format	classroom lectures, field trip, audiovisual media (documentaries etc.)

Expected learning outcomes	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • The expected learning outcome is that students will have been enabled to demonstrate a systematic understanding of the field of design history. • A further expected learning outcome is that students will have developed conceptual insight and ability of analysis (focusing on research skills, theoretical and analytical methods and on how they are applied). <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • The expected learning outcome is that students will have been enabled to apply their knowledge and understanding in those professional situations in which design history expertise is necessary and required or, in any case, useful and inspiring. <p>Making judgements</p> <ul style="list-style-type: none"> • The expected learning outcome is that students will have been enabled to gather and interpret relevant sources, information and documentations from the field of design history, with reference to design or design study topics (e.g. in the concept and research state of projects). • A further expected learning outcome is that students will have been enabled to contextualize historical and contemporary design projects and realizations in the framework of social, economic and cultural environments and circumstances. <p>Communication skills</p> <ul style="list-style-type: none"> • The expected learning outcome is that students will have been enabled to communicate to both specialist and non-specialist audiences clearly and unambiguously - with confidence and originality - information, ideas, problems and solutions related to questions and topics of design history. <p>Ability to learn (learning skills)</p> <ul style="list-style-type: none"> • The expected learning outcome is that students will have developed those learning skills that are necessary for them to continue to undertake further study of
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Assessment	<p>design history with a high degree of autonomy. The exam will consist in a written test. The related questions will concern</p> <ul style="list-style-type: none"> • the content of the classroom lectures • the content of the 2 textbooks (required readings)
Assessment language	<p>The same as the teaching language</p>
Evaluation criteria and criteria for awarding marks	<ul style="list-style-type: none"> • correctness of answers • clarity of answers • mastery of course-related language and terminology • demonstration of knowledge and understanding • ability to summarize, evaluate, and establish relationships between topics (ability of contextualization) • skills in critical thinking • ability to summarize in own words
Required readings	<p>Stephen Bayley, Terence Conran. Design - Intelligence Made Visible. Firefly Books, Richmond (Canada), 2007</p> <p>Alice Rawsthorn. Design as an Attitude. JRP/Ringier, Zurich 2018</p>
Supplementary readings	<p>Supplementary readings will be announced during the course and integrated in our digital Reserve Collection.</p>