

ID 2202 syllabus
History of Industrial Design, section 1, 3 credits
On-line, fully-remote, asynchronous course

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General Course Information

ID 2202 (History of Industrial Design) surveys the history of design from the Industrial Revolution to our contemporary times. It focuses on general design principles (formal, functional, stylistic and ideological), historical data (influences from politics, science, philosophy), the rise of industrial design as a profession (engineering vs. aesthetic concerns, studio vs. manufacturing plant), principles of mass production (new materials and technologies, product testing, consumer politics), and contemporary issues in design (human factors approaches, sustainable design).

Description

As an on-line course, the primary teaching aid is in the form of videotaped lectures of the instructor presenting the material of the course which are posted on Canvas in the Modules. Each lecture is approximately one hour in length and presents surveyed material about different historical periods, styles and individual designers. Students are expected to view all on-line videos of lecture material to prepare for the tests. The tests will consist of questions derived from these lectures and they will be graded based on how accurately the student summarizes and incorporates the material from the on-line lectures into their answers.

The course material is organized by Stylistic Periods and the course material uploaded as resources in Modules on Canvas will consist of: "lecture videos" of the instructor discussing the topic and "outlines" which list the images shown in the lectures along with important terms.

Course Website: Canvas (<http://canvas.gatech.edu/>) will be the main portal for dissemination of course information. Students are expected to check in on a daily basis.

Learning Outcomes

Students will be able to define and discuss the major stylistic periods in the history of design; recognize the work of the major designers; understand the influence of art, politics, history, philosophy and technology on the evolution of the different design movements; and utilize terminology and interpretive approaches to synthesize all of this material.

Grades and Grading Policies

There will be four tests. These tests are not cumulative and will cover only the material since the last test. (There is no "final exam".) Tests are scheduled on Sundays during the summer semester to accommodate work week schedules for students involved in Internship commitments or part-time employment. Each test will be made available for 24 hours through Honorlock, the proctoring agency overseeing the security of the testing sessions. Each test will

have a testing window of 30 minutes. The tests are in the format of “multiple answer” quizzes constructed on Canvas and will consist of objective questions with “multiple answers” based on the conceptual ideas from the lectures. Scoring of the tests will be based on the ability to correctly identify the characteristics and facts relative to the different stylistic periods covered in the lectures. There are no “extra credit” options for this course. The final grade is based on the average of the scores from the four tests. Each test is worth 25% of the final grade.

Grading Scale: Final grade averages will be calculated as follows:

A: 100-90 (exceeds expectations on all questions)

B: 89.9-80 (adequately meets expectations on the test answers)

C: 79.9-70 (fails to adequately meet some expectations of test answers)

D: 69.9-60 (failure to meet most expectations).

Passing, in the Pass/Fail category, is 60 and above.

Course Policies

Academic Integrity: Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

“Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.”

This is a Core IMPACTS course that is part of the Humanities area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students’ broad academic and career goals. This course should direct students toward a broad Orienting Question: How do I interpret the human experience through creative, linguistic, and philosophical works? Completion of this course should enable students to meet the following Learning Outcome: Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts. Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Ethical Reasoning, Information Literacy, Intercultural Competence.

Student-Faculty Expectations: At Georgia Tech, we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

Accommodations for Individuals with Disabilities: If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404)895-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.