

# Syllabus

## *Course Description*

<b>Course Title</b>	History of Design
<b>Course Code</b>	97114
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	CEAR-08/D
<b>Language</b>	English
<b>Degree Course</b>	Bachelor in Design and Art - Major in Design
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	dr. Andrea Facchetti, Andrea.Facchetti@unibz.it <a href="https://www.unibz.it/en/faculties/design-art/academic-staff/person/38327">https://www.unibz.it/en/faculties/design-art/academic-staff/person/38327</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	1st
<b>CP</b>	6
<b>Teaching Hours</b>	30
<b>Lab Hours</b>	0
<b>Individual Study Hours</b>	120
<b>Planned Office Hours</b>	18
<b>Contents Summary</b>	The course introduces a selection of the most significant milestones in the history of international design, with a focus on design culture in relation to industrial development and production, aesthetics, cultural and symbolic achievements, as well as social and economic evolution and results.
<b>Course Topics</b>	<p>The course will be split in 10 classes.</p> <p>1. During the first class, methodological issues surrounding the concept of historiography applied to design will be discussed.</p>

	<p>2. The second lecture will discuss the birth of the discipline in relation to the industrial revolution (the role of technology, division of labour, the relationship between design and craftsmanship) and adverse reactions.</p> <p>3. The third lesson will be devoted to the birth of mass production and the media society, and the emergence of the idea of design as a total art form.</p> <p>4. The fourth lecture will be devoted to the relationship between design and historical avant-garde movements, with a particular focus on the Bauhaus. The birth of modernist design and its political and social connections will also be discussed.</p> <p>5. The fifth lesson will address the period of the Second World War (focusing on one hand on the relationship between designers and industrial patronage and on the other on the relation with nation-state).</p> <p>6. The sixth lesson will focus on post-war design in Italy (the birth of Made in Italy, the special relationship between design and industry, the convergence between design and the arts).</p> <p>7. The seventh lesson will be devoted to the transformation of early modernist design after the Second World War (the birth of the International Style, design as a total system and its contradictions).</p> <p>8. The eighth lesson will be devoted to the political, social and cultural movements that emerged between the 1960s and 1970s (the dialectic between culture and counterculture, design as a subversive force, the abandonment of the modernist utopian project).</p> <p>9-10. The ninth and tenth lessons will be devoted to the late modernity and the contemporary. In particular, we will focus on the collapse of avant-garde experiences and the birth of postmodernity.</p>
<b>Keywords</b>	Design history, industrialization, utopia, modernity, postmodernity.

<b>Recommended Prerequisites</b>	none
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Classroom lectures and discussions.
<b>Mandatory Attendance</b>	Not compulsory but recommended.
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> <li>- have acquired the basic knowledge to be able to turn a critical eye to their own work and to deal with contemporary complexity</li> <li>- have acquired the basic knowledge necessary for further Master's studies in all components of project culture as well as in scientific and theoretical subjects.</li> </ul> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> <li>- recognise the main phenomena of contemporary society, to observe them critically, also from an ethical and social point of view, and to elaborate appropriate solutions at the level of a design proposal/response.</li> <li>- make use of the skills acquired during the course of study in the event of continuing studies in a Master's degree programme in the field of design and to develop them further.</li> </ul> <p>Transversal competence and soft skills</p> <p>Making judgements</p> <ul style="list-style-type: none"> <li>- Be able to make independent judgements, both in the critical evaluation of their own work and in their ability to use the right interpretative tools in those contexts in which they will work professionally in design and/or continue their studies, also considering ethical and social aspects.</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>- to professionally communicate and substantiate their own decisions and justify them from a theoretical point of view.</li> </ul> <p>Learning skills</p> <ul style="list-style-type: none"> <li>- have acquired basic knowledge in theoretical subjects as well as a study methodology suitable for continuing studies with a Master's degree programme.</li> </ul>
<b>Specific Educational Objectives and Learning</b>	

Outcomes (additional info.)	
<b>Assessment</b>	<p>The examination will consist of a written exam. The questions will cover the content of the classroom lectures (available-even for non-attending students-through the pdf files in the teaching materials), the content of the texts listed as required readings.</p> <p><b>N.B. ALL THE STUDENTS ATTENDING THE EXAM AS "OPT" OR AS NON-ATTENDING STUDENTS MUST AGREE UPON THE CONTENTS WITH THE TEACHER.</b></p>
<b>Evaluation Criteria</b>	<p>The following evaluation criteria will be followed:</p> <ul style="list-style-type: none"> <li>- the correctness of answers</li> <li>- clarity of answers</li> <li>- mastery of the language and terminology of the course</li> <li>- demonstration of knowledge and understanding</li> <li>- the ability to synthesize, evaluate and establish relationships among topics (ability to contextualize)</li> <li>- critical thinking skills</li> <li>- the ability to summarize in one's own words.</li> </ul>
<b>Required Readings</b>	Dardi, D., & Pasca, V. (2019). Design history handbook. Silvana.
<b>Supplementary Readings</b>	Any other supplementary texts will be indicated during the lessons.
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Quality education