



<b>Unit Title</b>	<b>Historical Contexts</b>
<b>FHEQ Level</b>	4
<b>Unit Code</b>	ABD18103
<b>Credit Value</b>	15 credits
<b>Unit Type</b>	Subject

<b>Learning Hours</b>			
<b>Staff – Student Contact Hours</b>		<b>Independent Study Hours</b>	
Classes	45	Independent Study	50
Supervised access to resources	0	Preparation for Assessment	20
		Unsupervised Access to Resources	35
<b>Total</b>			<b>150</b>

**Unit Description**

This unit is designed to provide you with a foundation knowledge of the historical and contextual development of the Design and Advertising across the twentieth century. It introduces key ideas and concepts through an examination of the social, political and cultural influences that have shaped the discipline. You will examine a range of ideas and approaches and we will introduce you to methods that will inspire you to be critical of the work of others and to evaluate your own ideas as informed by a critical context. You will communicate your ideas in written form using relevant visual material and publish this material online using the blog format. Through this process you will also develop your research skills and learn how to articulate an informed and intelligent opinion. We will also highlight for you the importance of academic integrity, i.e. not misrepresenting the work of others as your own, and introduce you to some of the academic conventions that you will utilise during the rest of the programme.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

## Unit Indicative Content

- Lectures and seminars examining the historical development of advertising and brand design.
- Seminars that examine the social, political and cultural influences that have shaped the discipline.
- Understanding of how these ideas have informed and influenced the contemporary industry
- Workshops examining research skills and how to define relevant and original reference points.
- Use of Moodle and reflection on material provided using a blog

## Unit Aims (what we want the students to achieve)

- To develop academic research skills
- To articulate informed ideas in writing
- To demonstrate an understanding of how historical developments have informed the development of the discipline.
- To understand academic conventions
- To publish ideas using online platforms
- To develop contextual knowledge and understanding to feed ideas.

## Unit Learning Outcomes

### Level Four

#### LO 1 Research/Inspiration

Demonstrate your capacity for information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

**Related Principle: ORIGINATE**

#### LO 2 Concept/Ideation

Generate first concept ideas or strategic project themes drawing upon reference to acquired research materials

**Related Principle: ORIGINATE**

#### LO 5 Presentation /Storytelling For Influence

Evidence effective communication of projects, whether in visual, oral or written form.

**Related Principle: ADVOCATE**

#### LO 6 Critical and creative mindsets

Demonstrate enquiry into what makes good practice - both creatively and academically

**Related Principle: ORIGINATE**

## Learning and Teaching Methods

Directed activity will enable students to establish core skills and an understanding of key concepts. Lectures provide a key tool of directed learning, but activities will also include workshop tasks and directed peer discussion. Specified tasks will also be required for completion outside of formal classes, and independent study and unsupervised access to resources form an important element of student learning. Critique, group discussion and tutorial provide opportunities for directed analysis, examination, exploration and evaluation. Students will receive feedback on their work during tutorials and group discussion. Peer review and feedback are also valuable within our assessment strategy. Formal feedback against learning outcomes and assessment is provided at the midpoint of the unit, alongside formative guidance. At the end of the unit summative assessment will take place in response to the submission of specified assessment evidence.

## Assessment methods and tasks

### Brief description of assessment methods

Assessment tasks	Weighting (%) ( <i>one grade or multi-grade unit</i> )
A blog evidencing reflection and evaluation related to each of the Historical Contexts lectures.	100% (all work marked holistically)

## Indicative Assessment Criteria

- Provide evidence of academic research skills. LO1
- Demonstrate an ability to articulate informed ideas in writing. LO5
- Demonstrate an understanding of how historical developments have informed the development of the discipline. LO2
- Provide evidence of an understanding of academic conventions, such as Harvard referencing system? LO6
- Demonstrate an ability to publish ideas using online platforms LO5
- Evidence of contextual knowledge and understanding to support opinion. LO5, LO1  
LO1, LO2, LO5, LO6

## Essential Reading list

1. Armstrong, Helen. *Graphic Design Theory: Readings from the Field*. Princeton. 2009
2. Curtis, A., *the Century of the Self* (available on Vimeo).
3. Heller, Steven. *Iron Fists. Branding the Totalitarian State*.
4. Helvetica. *The movie*.
5. McLuhun, M & Fiore, Q. *The Medium is the Massage*. Penguin
6. Roberts. C. *Graphic Design Visionaries*. Laurence King

**\*Other reading matter and reference points will be specified within the project briefs that make up this Unit**