San José State University  
Department of Design / Industrial Design Program  
DSID 122, Critical and Contextual Studies: Industrial Design,  
Section 1, Fall 2014

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Josh Nelson</th>
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<tr>
<td>Office Location:</td>
<td>Art 213</td>
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<tr>
<td>Telephone:</td>
<td>(408) 924-4340</td>
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<td>Email:</td>
<td><a href="mailto:Joshua.nelson@sjsu.edu">Joshua.nelson@sjsu.edu</a></td>
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<tr>
<td>Office Hours:</td>
<td>Monday &amp; Wednesday 10:00am – 11:00am</td>
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<td>Class Days/Time:</td>
<td>Monday &amp; Wednesday 8:30am – 9:50am</td>
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<td>Classroom:</td>
<td>Industrial Studies 118</td>
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<tr>
<td>Prerequisites:</td>
<td>DSGN 072 and DSGN 100w completed or enrolled in during same term.</td>
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<td>Course Fees:</td>
<td>None</td>
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**Canvas Course Management Website**

Copies of the course materials such as the syllabus, assignment handouts, grading, etc. may be found on the course Canvas website. You may find your link to this website on MySJSU, along with your login/password info. You are responsible for regularly checking with the messaging system in Canvas for course updates, assignments, etc.

**Course Description**

This course is organized thematically, offering readings in Industrial Design theory, considers specific applications intended to highlight problems in contemporary practice, and is divided into five modules. Module 1 grounds students with an understanding of the evolution of Industrial Design as a specialized field of practice. Module 2 offers topics and related readings that address the factors that shape the production and valuation of works of design. These assignments are intended to enhance students’ critical analytical and writing skills. Module 3 asks students to consider industrial design as it enhances human potential, bodily. Module 4 charges students to acquaint themselves collectively with the major actors in their field,
internationally. Module 5 addresses philanthropic and socially responsible factors in contemporary practice. As with each Contextual and Critical Studies course, the specific content and examples will be selected to complement the studio courses offered in Industrial Design each term, so the individual cases will vary from semester to semester.

**Course Goals and Student Learning Objectives**

Upon successful completion of this course, students will be able to:

LO1 Describe the major social, economical, political, and technological factors that gave rise to mass production in comparison with similar/different activities in current culture.

LO2 Compare and contrast the background and work of important designers and analyze how their work influences culture.

LO3 Employ research methods to source information about key designers, their work and their philosophy and approach to the design challenges.

LO4 Explain how objects communicate their cultural, functional, and human values through design and how these values can vary by culture and time.

LO5 Identify a range of global influences on industrial design including regional, national, and international movements.

LO6 Discuss, critique, engage, and write actively about each student’s own work in the context of current culture and in contrast to work done in the professional environment.

**Course Content & Structure**

The course will be structured with lectures, videos, discussions, writing assignments, student presentations and projects. These will be supported by readings from the textbook and other supplemental reading materials. Field trips, videos and other activities will reinforce what is learned in the classroom. Students will be required to do research, write a paper and present their findings. To better understand the context of design work students will write in a journal regularly, create a project, perform research as a group and present as a group. Lastly, a final paper will be required at the end of the semester.

The course will be structured in Five Modules:

1. Introduction: Defining the Field of Practice.
2. Hermeneutics: Decoding Design.
4. Industrial Design as a Global Phenomenon.
5. Industrial Design as an Agency for Change.
Required Texts/Readings

Textbooks (Required by 2nd class meeting)


Other Recommended Readings


These texts above will be supplemented by e-reserve readings on the course website and through links at given online resources. The textbooks will be available at the Spartan Bookstore.

Library Liaison

Rebecca Feind, Associate Librarian for Design Department
Email: Rebecca.Feind@sjsu.edu
Phone: 408.808-2007
Blog: http://sjsuartlibrarian.blogspot.com/

Classroom Protocol

Active participation in class activities is a significant factor in a student’s success in the Industrial Design program. Active learning facilitates mental growth, skill enhancement, creates a life long learner and improves the goals of becoming a good designer. Students are expected to be on time to class and when a class discussion is planned. Students are to be respectful of the professor and their peers and any disruptive activities in the classroom will result in the student being asked to leave the class. Arriving late to class without prior arrangement and approval from the professor is considered disruptive. If the student cannot be in the classroom by the start of class, please do not interrupt the class in session by entering the classroom. If a student encounters any problems that inhibit their ability to participate in the class, please provide as much advance notice as possible to the instructor so that he/she may respond and inform the student in a timely manner. Students are expected to leave the classroom in a clean condition at the end of each class meeting so that the next class has an organized, clean room waiting for them.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at
Assignments and Grading Policy

Students will be engaged in lectures, discussions, presentations and group work during class meeting times (LO 1, 2, 4, 6). Students will have homework assignments to do outside of class (up to 6 hours per week) that include reading, research, writing and creative projects (LO 3-5). They will be required to turn in several developmental stages of their term paper (proposal, bibliography, outline and draft) in order to be able to achieve a full grade on the final paper (LO 6). Grading will follow the standard SJSU A-F system.

A+, A, A- / 100+ - 91% / Excellent
B+, B, B- / 90 – 81% / Above Average
C+, C, C- / 80-71% / Average
D / 70-61% / Below Average
F / Below 61% / Failure

Grading is weighted as follows:
Research Project: 10%
Contextual Studies: 15%
Participation: 15% *
Quizzes: 20%
Critical Studies: 20%

All assignments are due on time. **No late work is accepted.** Extra credit is not possible in this course as the workload is significant enough. *The Participation grade in this course will be determined by each student’s involvement in activities that will be made available each week. These activities could include small assignments, writing critical responses to readings, engaging in online discussions and/or classroom exercises.

**Paper submission policies and requirements**

*Papers that fail to observe any of the following requirements will be subject to grade reductions, and will not be graded until the missing requirements are submitted.*

Type all assignments with one-inch margins and a 12-point typeface. Double-space, use page numbers on all pages, and put your name, title and assignment on a cover page (see writing
guides available on Canvas). Cite all outside sources as footnotes (Chicago Style format required); papers lacking source information will be returned ungraded for revision and will receive an automatic 10% grade reduction. Use a separate page for each captioned illustration or image of featured works and include these pages at the end of the paper. Staple all pages together at the upper left-hand corner. You will be required to turn in the outline AND draft versions with the final paper.

Students must submit both electronic and hard copies of all papers. For staged writing assignments, or assignments that require revisions, all versions of the assignment must be handed in together so that the revisions are clear and the progress made is evident.

Papers must fulfill the stated length requirements. Papers that fail to meet the minimum word count specified in the assignment will result in a grade reduction. Please consult instructor about the problems you are having in advance so she/he can help you avoid such issues before the due date.

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Though it is not anticipated that you will need any of this for this class, computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on
the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

**SJSU Writing Center (IMPORTANT)**

The SJSU Writing Center is located in Room 126 in Clark Hall. Professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges operate this center. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/. Because there is a great demand for the Writing Center services, please plan ahead and make an appointment since it’s not very easy to obtain drop-in assistance the day before assignments are due.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the University Accessible Education Center (AEC) at http://www.sjsu.edu/aec/ to establish a record of their disability.
### DSID 122
**Critical and Contextual Studies: Industrial Design, Fall 2013, Course Schedule**

*Schedule is subject to change with fair notice (one week) in class or via notice on Canvas.*

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>No class</td>
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| 2    | 8/25 | Review of syllabus, course content, assignment structure, course expectations and assignments.  
**Assignment:** Research Project and Contextual Studies Journal  
|      | 8/27 | Module 1  
Defining the Field of Practice: What is Industrial Design?  
**For Discussion:** What is design? and The great exhibition  
**Reading:** Design: 28-69; *The Industrial Design Reader, Program of the Staatliche Bauhaus in Weimar*, pages 97-101 |
| 3    | 9/1  | *Labor Day – No Class, Campus Closed*    |
| 4    | 9/3  | Game Changers of Industrial Design: People & Events.  
**Reading:** Design: 367-384; *The Industrial Design Reader, The Art and Craft of the Machine*, pages 55-61  
**For Discussion:** What is good design? |
|      | 9/8  | Game Changers of Industrial Design: Architecture & Design.  
**Special Quiz:** SJSU Plagiarism Quiz |
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<tr>
<th>Date</th>
<th>Activity</th>
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| 9/10  | **Special Activity:** Meet at King Library, room 217 with Rebecca Feind at 9:00am.  
**Due:** Research Paper  
**Reading:** *The Industrial Design Reader, Craftsmanship in Competitive Industry*, pages 65-70 |
| 9/15  | **Demo:** Research Presentation on Walter Dorwin Teague  
Production and Labor as Factors that Shape Industrial Design.  
| 9/17  | Production and Labor as Factors that Shape Industrial Design.  
**Assignment:** Critical Studies Project  
**Reading:** *Design*, pages 244-251 |
| 9/22  | **Module 2**  
Hermeneutics: Decoding design.  
**For Discussion:** What is hermeneutics?  
**Reading:** *Designing Things*, Ch. 5; *The Industrial Design Reader, What Consumer Engineering Really Is*, pages 129-132 |
| 9/24  | Consumption & Distribution. Materiality and value. The rise of the celebrity designer.  
**Reading:** Lloyd & Snelders (2003) *What was Philippe Starck Thinking of?* 200-206 (available on Canvas); *The Industrial Design Reader, The Maya Stage*, pages 155-159 |
| 9/29  | Consumption & Distribution. Materiality and value. The rise of the celebrity designer.  
**Due:** Critical Studies Paper Proposal  
**Reading:** *Design*, pages 233-244 |
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<th>Date</th>
<th>Reading</th>
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| 10/1 | Culture, Taste, Value, Semiotics, and Signifiers.  
**Reading:** Design, pages 322-342, The Industrial Design Reader,  
Product Semantics: Exploring the Symbolic Qualities of Form, pages 201-204 |
| 8    | Culture, Taste, Value, Semiotics, and Signifiers.  
**Due:** Critical Studies Paper Bibliography  
| 10/8 | Module 3  
Human Factors, Technology and Expansion of Bodily Potential.  
**Reading:** The Industrial Design Reader, The Americans with Disabilities Act, pages 215-217 |
| 9    | Comfort, Public and Private Space, and Diversity.  
**Due:** Critical Studies Paper Outline  
**Assignment:** Contextual Studies Group Project  
**Reading:** The Industrial Design Reader, The Product as Illusion, pages 214-215, Statement: The Designing Women, pages 177-180  
**For Discussion:** Erica Eden of Smart Design lecture at IIT lectures on gender and design (2010), [http://vimeo.com/12024110](http://vimeo.com/12024110). |
| 10/15 | Comfort, Public and Private Space, and Diversity.  
**Reading:** Contextual Studies Group Project assignments from Design |
| 10   | Module 4  
Industrial Design as a Global Phenomenon.  
**Assignment:** Contextual Studies Project  
**Due:** Contextual Studies Group Project (presentation session 1) |
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>10/22</td>
<td>Industrial Design as a Global Phenomenon.</td>
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<td><strong>Due:</strong> Contextual Studies Group Project (presentation session 2)</td>
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<tr>
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<td><strong>Reading:</strong> Bick &amp; Chiper (2007), <em>Swoosh Identity: Recontextualizations in Haiti and Romania</em>; The Industrial Design Reader, Global Products, pages 217-220</td>
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<tr>
<td>10/27</td>
<td>Industrial Design as a Global Phenomenon.</td>
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<td><strong>Discussion:</strong> Design and Cultural Difference.</td>
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<td><strong>Reading:</strong> Design for Society, pages 158-170</td>
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<tr>
<td>10/29</td>
<td><strong>Module 5</strong></td>
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<td>Industrial Design as an Agency for Change.</td>
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<td><strong>Reading:</strong> The Industrial Design Reader, <em>Time for a Change: Design in the Post-Disciplinary Era</em>, pages 230-232</td>
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<tr>
<td>11/3</td>
<td>Industrial Design as an Agency for Change.</td>
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<td><strong>Due:</strong> Contextual Studies Project</td>
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<td></td>
<td><strong>Reading:</strong> The Key to Sustainable Product Creation (eReading)</td>
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<tr>
<td>11/5</td>
<td><strong>Module 5</strong></td>
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<td>Universal Design, accessibility, sustainability, social design.</td>
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<td><strong>Reading:</strong> Human Dignity &amp; Human Rights (eReading); The Industrial Design Reader, Design for the Real World, pages 188-190</td>
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<tr>
<td>11/10</td>
<td>Universal Design, accessibility, sustainability, social design.</td>
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<td>11/12</td>
<td>Work Day</td>
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<td>11/17</td>
<td><strong>Due:</strong> First draft of term paper due</td>
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<td><strong>Due:</strong> Individual Critical Studies Presentations (session 1)</td>
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<td>Date</td>
<td>Due/Activity</td>
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<tr>
<td>11/19</td>
<td><strong>Due:</strong> Individual Critical Studies Presentations (session 2)</td>
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<td>15</td>
<td>11/24 <strong>Due:</strong> Individual Critical Studies Presentations (session 3)</td>
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<td>11/26 <strong>Due:</strong> Individual Critical Studies Presentations (session 4)</td>
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<tr>
<td>16</td>
<td>12/1 <strong>Activity:</strong> Writing 1x1 Workshops (session 1)</td>
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<tr>
<td></td>
<td>12/3 <strong>Activity:</strong> Writing 1x1 Workshops (session 2)</td>
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<tr>
<td>17</td>
<td>12/8 Work Day</td>
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<tr>
<td></td>
<td>12/10 Work Day</td>
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<tr>
<td>18</td>
<td>12/16 <strong>FINAL:</strong> Thursday, December 16 from 7:15am – 9:30am <strong>Due:</strong></td>
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<td>Critical Studies Paper and Contextual Studies Journal</td>
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