

GD220 ~~HISTORIES~~ OF DESIGN SYLLABUS

Histories of Design

GD220 Spring Quarter 2022

DePaul University

CDM | School of Design

Thu 5:45pm – 9:00pm

Daley 209 (Face-to-Face)

Christopher G Leather

cleather@uchicago.edu

312.498.8735

Introduction

Histories of Design are an evolution in aesthetics, technology, style, and visual communication. The class will encompass a survey of major movements in the field of design, notable designers, and design materials. The nature of changing methods, materials, technologies, and values are examined in the context of the social and political realities that shape communication. The course will include the historical shift from print to multimedia design methodologies.

This course interrogates the diverse cultural definitions and functions of design across time and place. This introduction to broad movements in style and approach in global and diverse movements range from Western European to essential intersections with Black, Latinx, Asian, Indigenous, and LGBTQIA+ movements—acknowledging the historical exclusion of globally diverse artifacts, practices, practitioners, and users. Readings, screenings, presentations, discussions, as well as student critical research and projects focus on how design functions in specific cultures and how global histories can empower contemporary design research and practice. Histories of Design recognizes the responsibility to understand how design functions in specific societies, how historical global contexts enrich contemporary design practice, social responsibility, and empowerment.

DECOLONIZING DESIGN STATEMENT

Our objective in Graphic Design 220 | Histories of Design is to transform the terms of design studies and research. Designers must use their skills and thinking to design futures aimed at advancing ecological, social, and technological conditions where histories, multiple worlds, and bodies of knowledge can build on one another—it is not just about diversity, but about changing the way we think and dismantling our dependence on the patriarchal, capitalist, and modernist modes of being and doing that underpin our society. Decolonization is not an option or approach. It is an imperative of all design actions and studies. We seek to embrace and extend the inclusion and diversity of all cultures, particularly Black, Latinx, Asian, Indigenous, Women, and LGBTQIA+.

QUICK LINKS + INFO

Class Sessions	Thursdays, 5:45 – 9:00pm, Daley 209
Final Session	Thursday, June 9, 5:45 – 9:00pm
Office Hours	Mondays and Wednesdays, 8:00 – 9:00pm by appointment only. Schedule an appointment by email (cleather@uchicago.edu) Office Meetings will be held remotely via Zoom (https://uchicago.zoom.us/my/mr.leather)
Course Text	There is no required text for this course. Excerpts will be provided from various sources, including film, documentaries, and other digital sources.
D2L	Course materials, resources, announcements, work submission instructions, and information will be provided through D2L.
Basic Supplies	Somewhere to take notes (i.e, notebook or sketchbook), something to take notes with (i.e., pen or pencil), back-up method for work, Word Processing Software (Microsoft Word, Pages, or Google Docs), Presentation Platforms (Powerpoint, Keynote, Google Slides), Adobe CreativeSuite (possibly), Zoom (as needed).
Important Dates	Friday, April 8 — last day to drop classes Friday, May 13 — last day to withdraw See DePaul 2022 Academic Calendar for up-to-date information: https://academics.depaul.edu/calendar/Pages/default.aspx

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COURSE SCHEDULE

We will attempt to follow this schedule as closely as possible, but like with anything in life, we may have to alter our plans.

week 01	What is History? / Design? 03/31 Methodologies of History Making Readings: A World of Many Worlds (de la Cadena and Blaser); “Can We Teach History Without the Cult of the Hero Workshop” (Toppins) Watch: The Missing Chapters: Some History About Black Women Designers (Tasheka Arceneaux-Sutton) Reflection 01 — What is Design? (due week 02)
week 02	The Design Artifact 04/07 How do designed objects reveal history, context, and ideology? Reading: Excerpts from Writing for the Design Mind (Ilyin); Start Somewhere (Lynam); and How to Write a Thesis (Eco) Reflection 02 — How do we conduct rigorous and responsible research? (due week 03) Project 01 (Artifact Genealogy) — Browse PGDA to select an artifact
week 03	Writing Systems, Language + Type 04/14 Histories of Communication Watch: Graphic Means Watch: Pecha Kucha: Latinx Diaspora in America Project 01 (Artifact Genealogy) — Phase 1: Research

<p> Histories of Design GD220 Spring Quarter 2022 DePaul University CDM School of Design Thu 5:45pm – 9:00pm Daley 209 (Face-to-Face) Christopher G Leather cleather@uchicago.edu 312.498.8735 </p>	week 04	<p>Publishing / Revolution</p> <p>04/21 Histories of Communication</p> <p>Watch: Afrikan Alphabets & African Diasporic Design Lineage</p> <p>Reading: Excerpt A History of Arabic Graphic Design (Shehab & Nawar)</p> <p>Project 01 (Artifact Genealogy) — Phase 2: Writing</p>
	week 05	<p>Technology + Politics</p> <p>04/28 What do we mean when we say all design is political? How are the histories of tech and design intertwined?</p> <p>Project 01 (Artifact Genealogy) — Phase 2.5: Refining</p>
	week 06	<p>Midterm Review</p> <p>05/05 Student Interviews + Peer Review</p> <p>Reading: The Global Style, Mr. Keedy; Excerpts from CAPS LOCK: How Capitalism took Hold of Graphic Design and How to Escape from It (Ruben Pater)</p> <p>Reflection 03</p> <p>Project 01 (Artifact Genealogy) — Peer Review</p>
	week 07	<p>Globalism / Capitalism & the Rise of the Brand</p> <p>05/12 How has globalism affected design? What does design outside of capitalism look like?</p> <p>Project 01 (Artifact Genealogy) — FINAL DRAFT</p>
	week 08	<p>Protest, Resistance & Activism</p> <p>Project 01 (Artifact Genealogy) — FINAL DRAFT DUE</p> <p>Watch: Urgentcraft: Radical Publishing During a Crisis (Paul Soulellis); Designing Emancipation (Pierre Bowins)</p> <p>05/19 Broad­sides, Posters, and Urgent/Radical Publications</p> <p>Project 02 (Micro-Histories)</p>
	week 09	<p>Deconstructing Design</p> <p>05/26 Postmodernism + Digital Design</p> <p>Project 02 (Micro-Histories)</p>
	week 10	<p>Working Session</p> <p>06/02 Student Interviews + Work on Final Project</p> <p>Exercise: Work on Project 02</p>
	week 11	<p>Final</p> <p>06/09 Final Project Due</p>

COURSE OVERVIEW

LEARNING GOALS

In the context of this class, design is about communicating to diverse and specific audiences. Design utilizes different rhetorical strategies, and the study of such strategies constitutes a major focus of the class. The goals of design are to inform (e.g., directions to the airport), educate (e.g., learning how to read), persuade (e.g., support a specific candidate or belief system), or take action (the act of voting or buying a product or creating new design histories).

Writing Expectation: A minimum of 5 – 7 pages of writing for courses in the Arts and Literature domain (including studio courses) is required.

LEARNING OUTCOMES

Throughout the course students will:

1. Understand design as reflective of the historical moment in which it was produced.
2. Articulate the outcomes of social, cultural, technological and economic developments on design.
3. Understand and use a critical vocabulary in discussing and practicing graphic design.
4. Think critically and understand that history, place, culture, politics, form, user, context and meaning intersect in visual communication.
5. Understand the interaction between graphic design, visual culture, and world history to build global engagement.

CLASSROOM ETIQUETTE

This class environment values inclusiveness and the maintenance of a safe and accountable space for all participants.

Maintaining a safe and accountable environment means that we commit to treating each other with respect and care. It also means that it's understandable to make mistakes, and that we hold each other and ourselves accountable as we grow, by acknowledging and appreciating the diversity of voices and experiences within our community and commit to ensuring that all are welcome in this learning classroom.

We have in this space a boundary for behavior that steps on, infringes on, and or specifically harms the mental and emotional wellbeing of all participants in this class (students and teachers) and when such things appear, we will stop, when able, to address.

I ask that you keep in mind:

- _ We come from many cultural and linguistic backgrounds, have different political and religious beliefs, and have many learning styles. Please be mindful of differences as you negotiate both our physical and virtual classroom spaces.
- _ Ask respectful questions if you do not understand or are unsure or unfamiliar with a term someone is using to describe their experience, but always allow people to disclose only whatever information they wish to share.
- _ Do not use language that could be harmful to someone based on difference in identity and lived experience. This includes speech that is racist, sexist, homophobic, classist (read about class privilege), transphobic (denying one's personhood based on their gender identity), or ableist (discriminates in favor of able-bodied people; or mocks or disregards for the experience of person's with disabilities).
- _ As a responsible member of our community, per DePaul's Covid19 policies, please wear your mask while in shared classroom spaces.
- _ I ask that you do not eat in class, unless medically necessary—we will take breaks (I will need them too). Drinking is OK, please be mindful about adjusting your masks after quenching your thirst.

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Attendance Policy

GENERAL STRUCTURE

Attendance is mandatory. Active engagement (this includes both listening and participation) is a significant component of our learning experience for this course. I will do a roll-call at the beginning of class. If you walk-in late, it is your responsibility to check-in with me during a class break or at the end of class to ensure I've marked your attendance.

ABSENCES

You have two freebie/no-questions-asked absences; these will not affect your grade. Beyond this, if you require additional absences, you need to:

- _ Reach out to me via email to discuss an excused absence. (These may be requested for medical emergencies, mental health emergencies or concerns, personal crises, or significant life events. Please note, vacation plans or travel issues are not considered significant life events and will not be excused.)
- _ Unless you've made other arrangements with me, missing over 40% of class periods (4 classes) will result in a failing grade. If you've missed class (whether freebie or excused), you will be responsible for:
 - _ Catching up on course material and assignments. (Use D2L and ask your classmates. I can not re-teach an entire class once it has passed, nor should you expect me to.)
 - _ Reaching out to me via email if you need an assignment extension.
 - _ Requesting make-up assignment for missed in-class group work.

FINAL

Attending our Final is mandatory. Missing the Final will result in a full letter-grade deduction for the course.

Course Structure

WEEKLY PARTICIPATION

Our class meets for 3 hours once a week. During that time, you may expect:

1. **Lecture** — Lectures, demonstrations, videos, or case studies that relate to the week's theme.
2. **Resources** — Most weeks will include a selection of readings or digital materials (recorded talks, films, blogs, etc.) that supplement the lectures and materials for the week. They will be linked to your weekly outline on D2L.
3. **Exercise(s)** — Most weeks will include an exercise, these may include writing, independent research, and/or you may also be developing your Project work. You should plan to work for a minimum of 5 hours per week outside of class time.
4. **Workshops** — In lieu or in combination with lectures, we may be running in-class workshops. These may be brainstorming sessions, peer review/critique, short exercises, or discussion of readings/course material.

Weekly outlines will be posted to D2L and linked to your Course Schedule in your syllabus. Your weekly engagement with the course will account for 60% of your final grade (see "Grading" section for more information).

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PROJECTS

In addition to weekly activities, you will be working on two overarching projects this quarter accounting for 40% of your final grade:

1. Project 01 — Artifact Genealogy Project (20%)

Brief forthcoming. Through individual and group research, this project will examine how designed objects act as artifacts that reveal history, context, and ideologies of society, place, and culture. We will also hone our academic research and writing skills by taking on the role of Design Historians.

2. Project 02 — Research Project & Presentation (20%)

Brief forthcoming. This project will entail scholarly research and writing.

TURNING IN YOUR WORK

- _ Submission criteria will always be clearly defined in each project brief.
- _ Assignments are due—submitted to D2L—at the date and time noted on each assignment brief. If your work is not posted on time the assignment will be considered late. (See “Late Work Policy” under “Grading” section for more information.)
- _ It is essential that you label any digital (or physical file):
Lastname-Firstinitial-AssignmentName_week#.pdf
- _ Unless I specify differently, all of your work should be submitted in PDF format using the following requirements:
 - If there are multiple components to your work (sketches, images, iterations, research, etc) they should be merged into a single, multi-page PDF which is labelled appropriately. Take advantage of services like **ilovepdf.com**
 - Submitting your work in separate parts (i.e., 20 different jpegs, scans, or what have you) will result in a ZERO until you resubmit.
 - I do not accept zipped files. Submitting a zipped file will result in a ZERO until you resubmit.
 - I do not accept native Adobe Suite Files (i.e., InDesign, Illustrator or Photoshop files). Submitting native Adobe Suite files will result in a ZERO until you resubmit.
 - Not labelling your work correctly, will result in a ZERO until you resubmit.
 - You will have 24 hours to resubmit your work for full credit, otherwise your work will be treated as a late submission.

EXTENSIONS

Extensions will be granted on a case-by-case basis. If a significant life-event prevents you from completing an assignment or you have a documented emergency, please reach out to me via email or text. For extensions, please notify me within 48 hours (before or after) a deadline. See Attendance Policy.

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LATE WORK

By definition, late work is work submitted after the deadline without an approved extension. I do accept late work. Turning in a late assignment is far better than not turning it in at all—some points are better than none. Late work will be graded as follows:

Unexcused late work is accepted and will be penalized as follows:

- Submitted within 2 weeks of the original deadline:

Your grade will receive a 10% deduction.

- Submitted by Wednesday, June 1:

I will accept late work (after the 2 weeks from original deadline) anytime from its original due date through Wednesday, June 1 at midnight for credit.

Late work may not be graded until the end of the quarter. It is absolutely necessary that you notify me once you've submitted late work. I do not go back to check past submission folders once the initial grading period has passed. If you do not notify me, your grade will not be rectified.

BACK UP!

You are responsible for the frequent and methodical back-up of your class work over the course of the quarter. Data loss—from a lost or stolen flash drive, satanic software, or bad internet—is not typically an excuse for late or missing work.

However, we are in an unprecedented situation (in the midst of a global pandemic, political turmoil, and social upheaval). Should this happen to you, perhaps it is a good time to reach out for an extension! You will still be responsible for re-creating any required files that go missing, but your grade will not be penalized. I suggest signing up for Dropbox, using Google Drive, or purchasing an external hard drive.

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Grading

EVALUATION

Your work this quarter will be graded as follows:

1. Weekly Participation (60%)

Weekly participation comprises engagement with the material, attendance and contribution to class (participation in discussions, feedback, and/or workshops whether verbally or written dialogue), and completion of exercises.

There are 10 weeks in a quarter; each week is worth 6% (totalling 60% of your grade). The point breakdown will be as follows:

3% — Attendance and active participation in class.

3% — Completion of weekly exercises.

2. Projects (40%)

While requirements will vary from project to project, I will be evaluating your work based on five main criteria (see full rubric here):

Critical — Consideration of class discussions/multiple perspectives, Thinking depth of research, and development of your ideas, thoughts, and point-of-view.

Knowledge — Depth of knowledge on your chosen topic/material and integration of research to support your conclusions.

Writing — Your ideas are communicated with care, attention to detail, and, when necessary, correctly cited following academic writing conventions.

Process — Did you push yourself? (Strong research, planning, and development.) And then did you push yourself further?

Execution — Did you read the instructions and follow them? Did you hand in your work on time?

I do not look for perfection or the best writing. I look for students who take risks, keep exploring, try new things, and go back to improve projects after we review them. I want my students to develop a love for design, history, and inquiry. This course is meant to inspire you to discover your own interests in design and the world around you. I expect you to work hard.

GRADE SCALE

Grades a reflection of the effort put forth as stated below:

Excellence

A 100 – 93

A- 92 – 90

Good Work

B+ 89 – 88

B 87 – 83

B- 82 – 80

Satisfactory

C+ 79 – 78

C 77 – 73

C- 72 – 70

Somewhat Unsatisfactory

D+ 69 – 68

D 67 – 63

D- 62 – 60

Substantially Unsatisfactory

F 59 – 0

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INCOMPLETE GRADE

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptional cases will receive such approval.

Information about the Incomplete Grades policy can be found at:

<http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

WITHDRAW

Students who withdraw from the course do so by using Campus Connect. Withdrawals processed via this system are effective the day on which they were made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalties.

Software + Tech

LAPTOP LOANER PROGRAM

To help students who need a computer to effectively participate in academic activities, CDM is offering a Laptop Loaner Program for the 2021 – 22 year. A limited number of laptops available for loan include 15-inch and 16-inch MacBook Pro computers. Requests received after the priority deadline will be considered on a rolling basis depending on availability. To request just complete the CDM Laptop Program Request Form.

ZOOM

Please note that students don't need Zoom accounts in order to join Zoom meetings. If students would like pro accounts to host meetings of their own, they can follow these steps.

- _ Go to **depaul.zoom.us** and sign in with your campus connect credentials.
- _ Visit **zoom.us/download** to download the Zoom Client for Meetings. You can also download the mobile and desktop apps from this site.
- _ When using the apps, log in using your new username@depaul.edu email address and existing Campus Connect password. Choose the "Sign in with SSO" option and specify the "**depaul.zoom.us**" domain, if prompted.

ADOBE CREATIVE CLOUD

Our use of Adobe CC software for this course is contingent on accessibility. Alternatives will be provided if it becomes necessary (see "Alternative Software" below). All work for this course can be completed with or without the use of Adobe CC; in fact if it comes down to it, we can have a lot of fun learning about and experimenting with different tools and software. This experience will equip you with the flexibility and dexterity to create successful work free of the limitations of particular software—a skill that will benefit you for life.

Access Adobe CC: Click Here for Instructions

Beginning Fall quarter 2020, DePaul is providing students free access to Adobe Creative Cloud for their home computers (access will be limited to the duration of the term). You will need to use your @depaul.edu email address to get access to the Creative Cloud at home option. You will be redirected to a Campus Connect login screen—use your campus connect credentials to login.

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ADOBE TYPE KIT

As a student, you have access to the Adobe TypeKit type library, a great resource for quality typefaces (we will be discussing quality and what that means throughout the quarter).

Access Adobe Typekit: You can access TypeKit through the Creative Cloud launcher, located in the top left corner of your desktop menu bar. Once in the launcher, select “Manage Fonts” from the sidebar menu.

ALTERNATIVE SOFTWARE

Completing your coursework successfully does not hinge on access to Adobe CC. In other words, having or not having Adobe CC is not an excuse to not complete assignments or projects and will not hinder your ability to learn everything you need to learn from this course. While we traditionally have used Adobe CC, there are a myriad of great alternatives available to you and we can work together to find a solution that works best for you, these include:

Inkscape: A powerful, free, and professional quality vector graphics software (comparable to Illustrator) which runs on Linux, Mac OS X and Windows desktop computers.

Gimp: A free and open source image editor (comparable to Photoshop).

ProCreate: A powerful and intuitive digital illustration app available for iPad.

Scribus: An free and open source desktop publishing software.

While I want you to develop the skills in Adobe CC throughout your career, I am not particular about which tools you use in this course. Instead I care that you achieve the desired outcomes for each of your assignments and projects. You do not have to ask permission to use a tool if you think it will do what you need it to do, but please feel free to reach out at any point for advice, to brainstorm, or to discuss what options are available to you.

LINKEDIN LEARNING

LinkedIn Learning, free with your DePaul student emails, offers a wealth of extensive tutorials on software—can not recommend this resource enough. For info on how to access your free account **click here**.

IT SUPPORT

For any tech support questions, SoD faculty and students may contact the following email. Staff will handle your questions or direct to the appropriate person/department.

Email: scaavsupport@depaul.edu

Hours: Monday – Friday, 8:30am – 8:30pm; Saturday, 10am – 6pm; Sunday, 12pm – 6pm

Knowledgebase: Additionally, you can find answers to commonly asked questions and issues here:

<https://depaulscaavsupport.groovehq.com/help>

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Resources

COVID-19 RESOURCES

DePaul has put together a FAQ page and a resources page to help us navigate through this unprecedented and sometimes rapidly changing situation:

- **CDM Covid-19 FAQ**
- **DePaul's Covid-19 Updates & Guidance Website**
- **Take Care DePaul: Student Guidebook**

DEPAUL STUDENT COUNSELING

Full-time and part-time students may schedule appointments with the University Counseling Service, info here:

<https://offices.depaul.edu/student-affairs/support-services/counseling/Pages/default.aspx>

The front desk staff is working remotely and will answer your call directly. If they are taking another call, please leave a message and your call will be returned within a business day. If you would like to be contacted by a counselor, please call (773) 325-7779 or (312) 362-6923.

OFFICE OF HEALTH PROMOTION AND WELLNESS

Health Promotion and Wellness (HPW) provides holistic education, support and resources for individuals to establish and sustain long-term, healthy behaviors.

In light of the COVID-19 impact on the University, the Office of Health Promotion and Wellness programs and services remain open and can be accessible to students remotely. Students can meet with a staff member via Zoom. Appointments can be requested by calling 773-325-7129 or completing this **online intake form**.

CSD VIRTUAL OFFICE HOURS

The CSD (Center for Student Disabilities) is offering virtual office hours from 10am – 2pm (CST) Monday through Friday. You may get in touch using the link below!

CSD Virtual Office — The link will direct you straight to a Zoom session with them, similar to drop-in hours.

DEPAUL CAREER CENTER

In the absence of face-to-face contact, the Career Center has developed a few easy ways for you to access information and navigate your career search:

Virtual Advising & Résumé Review — virtual advising, drop-in hours, and email résumé review services.

Career Resources & Video Library — a collection of over 50 new handouts and supplemental videos on a wide variety of career topics.

ADDITIONAL RESOURCES EXTERNAL TO DEPAUL

National Suicide Prevention Lifeline

Phone: 1-800-273-8255

Online chat feature: **<https://suicidepreventionlifeline.org/chat/>**

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National Domestic Violence Hotline

Available 24/7. Offers help in more than 200 languages. All calls are free and confidential.

Phone: 1-800-799-7233

Chat online with someone: <https://www.thehotline.org/>

The Trevor Project

For young LGBTQ persons in crisis or in need of someone to talk to:

Phone: 1-866-488-7386

Text: START to 678678

Chat online by visiting: <https://www.thetrevorproject.org/get-help-now/>

Trans Lifeline

A peer support hotline run by trans people for trans people.

Phone: 877-565-8860

Policies

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted on D2L, and sent via email.

EMAIL POLICY

Please direct your emails to my University of Chicago email address (cleather@uchicago.edu). I will try to respond to all emails received from students within 48-hours, to the best of my ability; please note there is no guarantee that I will be able to respond within this timeframe. Email received on Saturdays and Sundays may not be reviewed until the following Monday. The best way to ensure response to feedback or questions is to sign-up for weekly office hours.

COVID-19 HEALTH & SAFETY PRECAUTIONS

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask as required at all times while indoors on campus; (2) refrain, if possible, from eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

DIVERSITY & INCLUSION

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

CIVIL DISCOURSE

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

ONLINE COURSE EVALUATIONS

Evaluations are a way for students to provide valuable feedback regarding their instructors and courses. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. For additional information, please see:

<https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx>

ACADEMIC INTEGRITY & PLAGIARISM

This course will be subject to the university's academic integrity policy. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity. More information can be found at:

<https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>

Posting work on online sites, such as Hero:

All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

Histories of Design

GD220 Spring Quarter 2022

DePaul University

CDM | School of Design

Thu 5:45pm – 9:00pm

Daley 209 (Face-to-Face)

Christopher G Leather

cleather@uchicago.edu

312.498.8735

ACADEMIC POLICIES

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incomplete grades can be found at:

<http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

PREFERRED NAME & GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy:

<http://policies.depaul.edu/policy/policy.aspx?pid=332>

STUDENTS WITH DISABILITIES

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

Loop Campus: Lewis Center #1420 – (312) 362-8002

Lincoln Park Campus: Student Center #370 – (773) 325-1677

Email: csd@depaul.edu

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gergory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

For Services and Contact information please see:

<https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>

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