

Tues/Thurs 11:50-1:05pm
Cummings studio-
309/309A

office hours:
Wed 10am-12pm,
1pm-3:30pm
or by appointment

Professor of Art
Andrea Wollensak
ajwol@conncoll.edu
Cummings 313

Welcome to Design: Public Practice! This course offers an in-depth exploration of methods and processes of public-based (social) design. You will be introduced to creating social change through the power of design thinking. We will explore human-centered design as an approach and method to problem solving and innovation.

There has been a shift in the value equation toward a social responsibility that is fully integrated in design. The term “social design” highlights design-based practices within an extended field in relation to public policy, and includes collaborative and social results, rather than purely commercial objectives.

Ken Friedman’s Foreword from Enzo Manzini’s Design, When Everybody Designs, An Introduction to Design for Social Innovation states “Today, objective changes in the larger world give rise to four substantive challenges that are driving convergence in design practice and research: 1. increasingly ambiguous boundaries between artifacts, structure, and process; 2. increasingly large-scale social, economic, and industrial frames; 3. an increasingly complex environment of needs, requirements, and constraints; and 4. information content that often exceeds the value of physical substance.

These challenges require new frameworks of theory and research to address contemporary problem areas while solving specific cases and problems. Solving projects of this scope requires interdisciplinary teams with a transdisciplinary focus. This semester we will be connecting and collaborating with students from Professor Rotramel’s GWS 312: Feminist Social Research Methods: Engaging Social Change. Our off-campus connected project will be working with the non-profit organization **New London Homeless Hospitality Center** (<http://www.nlhlc.org>).

Overall this course will introduce you to methods, practices and processes of design for social impact and issues effecting the design discipline including new technologies, cultural and environmental implications, user and outcome. Explorations will be project based with research, required readings and writing in order to begin to critically address the discipline. New media and traditional forms of making both object and image will be used throughout the semester.

LEARNING GOALS:

- to collaborate with students from the *GWS 312 Feminist Social Research Methods: Engaging Social Change* course.
- to engage the college community, the New London community, and the *New London Homeless Hospitality Center* to develop collaborative projects
- to explore a methodology for seeing, making and research
- to see and make interdisciplinary connections with form and content
- to immerse yourself in a collaborative design project
- to confront controversy and utilize local resources
- to identify community’s strengths and design with the community’s voice

AREAS OF WORK DURING THIS COURSE INCLUDE:

Readings/Response and Sketchbooks: You will be reading chapters and articles and writing responses in preparation for group discussions and sketching ideas in your sketchbook.

Collaborative projects: There will be group projects created with community partners throughout the semester.

Assigned Readings: You will have to purchase these required readings for this course:

Designing for Social Change, Strategies for Community-Based Graphic Design by Andrew Shea \$16.55 from Amazon.com

The Design Activist's Handbook by Noah Scalin and Michelle Taute \$25.35 from Amazon.com or Kindle price is \$12.99

Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students \$13.71 from Amazon.com

COURSE EXPECTATIONS, REQUIREMENTS AND GRADING:

- You are in charge of what you get out of this class... apply and challenge yourself
- Actively participate
- Be verbally articulate
- Question and assist your peers
- Manage your time
- Look all around you, look at your world
- Read and preserve the information that I give to you
- Maintain high standards in your work
- Be willing to re-work projects
- Take advantage of this time and space and the resources that surround you
- Take pride in maintaining a clean, professional, organized studio

HOW SHOULD I PREPARE FOR CLASS?

- Complete the studio work/reading/writing/sketchbook BEFORE coming to class, expect to work approximately 3 hours outside of class for every hour in class.
- Be prepared to be working on the next project in the classroom BEFORE class begins.
- Read and look through books in the library on design, add this to your sketchbook.

GRADING:

Each project will be reviewed and discussed in a group critique. At the end of each project you will hand in your sketchbook as well as the finished project. I will then grade and comment on the work and process. The grade I give at that time is a “working grade” which means you have the remainder of the semester to rework the project to improve it. All revised projects along with original projects and sketchbooks will be handed in at the end of the semester for final portfolio review. You are required to come to all classes and critiques prepared. You are allowed 3 absences after which your final grade will be lowered by one full letter grade for each subsequent absence. If you miss a class it is your responsibility to obtain any notes and to be prepared.

I WILL BE LOOKING AT THE FOLLOWING CRITERIA FOR GRADING:

- quality of conceptualization as it relates to assignments
- quality of craft and design skills
- degree of practice and grasp of tools, techniques and software skills
- development of writing, concept and drawing skills in sketchbook
- quality of presentation
- mature ability to interact with peers and faculty and receive and act upon critiques
- participation and contribution to the class
- ability to meet all deadlines, attendance and preparation and following all instructions

THE FINAL GRADE WILL BE AN AVERAGE OF THE FOLLOWING COMPONENTS OF THE COURSE:

40% preparatory exercises, readings and writings, 60% projects and documentation of project process and reading responses found in your sketchbooks

THE GRADE SCALE AND EQUIVALENTS GO LIKE THIS:

- A+ Mind-blowingly good.
- A Extremely good.
- A- Very good.
- B+ Good.
- B High-average.
- B- Low-Average.
- C+ Noticeably subpar.
- C Severely subpar.
- C- (and below) Direly poor—we need to talk

THE CONNECTICUT COLLEGE HONOR CODE

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the Honor Council for resolution.

ACADEMIC RESOURCE CENTER

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Our offices are located in Main Street West, The Plex. Please visit us or call 860-439-5294 for more information or to schedule an appointment.

WRITING CENTER

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work before you have to turn it in for a final grade. Visit the Writing Center web page at <http://write.conncoll.edu/>.

OFFICE OF STUDENT ACCESSIBILITY SERVICES

If you have a physical, mental or learning disability, either hidden or visible, which may require classroom, test-taking, or other reasonable modifications, please see me as soon as possible. If you have not already done so, please be sure to register with the Office of Student Accessibility Services. You can do so by going to the Office of Student Accessibility Services, which is located in Crozier Williams, Room 221, or by contacting the Office at campus extensions 5240 or 5428, or by email to barbara.mcllarky@conncoll.edu or lillian.liebenthal@conncoll.edu.

TITLE IX CONFIDENTIALITY/MANDATED REPORTER STATEMENT

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are mandated reporters of any incidents of sexual misconduct. That means that I cannot keep

information about sexual misconduct confidential if you share that information with me. Darcie Folsom, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Darcie can also help you access other resources on campus and in the local community.

You can reach Darcie at x2219 or darcie.folsom@conncoll.edu, she is in Cro 222. The student sexual misconduct policy is in the Student Handbook, which can be found on Camelweb, in the “Documents/Policies” section, under the Student Life section. There you will find the policies, definitions, procedures and resources.

STUDENT HEALTH SERVICES

Student Health Services, located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

STUDENT COUNSELING SERVICES

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services’ goal is to enhance each individual’s ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

- o Evaluation
- o Individual and group counseling
- o Psychopharmacological evaluation and medication management
- o Crisis intervention services
- o Outreach and consultation to the College community
- o Psycho-educational forums
- o Referral to off-campus clinicians for specialized and/or intensive treatment

Connecticut College Student Counseling Services has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.

EMAIL ETIQUETTE:

Please be sure to check your CONN COLL email account regularly, as this will be a common way for me to communicate with everyone in the class. When writing emails, be sure to use the proper ‘netiquette’ by filling in the subject line with an appropriate description.

THERE WILL BE NO CELL PHONE/TEXTING/EMAIL/FACEBOOK ETC. USE DURING CLASS UNLESS FOR USE IN PROJECTS.

SUGGESTED LINKS:

<http://www.livingprinciples.org/about/mission/>

<http://www.impactdesignhub.org/>

<http://designmind.frogdesign.com/>

[http://www.civicdatadesignlab.org/
designobserver.com](http://www.civicdatadesignlab.org/designobserver.com)

<http://designforamerica.com/>

COURSE SCHEDULE (SUBJECT TO CHANGE)**WEEK 1: WHAT IS SOCIAL DESIGN AND COMMUNITY ENGAGEMENT? WHO IS OUR COMMUNITY?**

Reading: Shea, *“Designing for Social Change”* pgs. 6-13 and each chapter front page

Emily Pilloton *“Teaching Design for Change”* www.ted.com

Chimamanda Ngozi Adichie *“Danger of a Single Story”* www.ted.com

Lev Manovich *“Exploring Urban Social Media”*

T 1/26 Introduction to class, readings, projects. GWS to meet us at 12:45

INTRODUCTION TO PROJECT #1: COMMUNITY VOICE: A FIELD GUIDE PROJECT

TH 1/28 Examples of social design. Review readings/response questions. Assign case studies

WEEK 2: SOCIAL DESIGN CASE STUDIES AND DISCUSSION ON DESIGN THINKING

Reading: Janzer and Weinstein, *“Social Design and Neocolonialism”*

“Design Thinking Process Guide” (Stanford d-school)

Rawsthorn, Alice. *“Expanding the Definitions of Design”* in The New York Times (July 15, 2013)

M 2/1 Lev Manovich lecture, 4:30pm Olin 014

T 2/2 Presentations of assigned case studies from Designing for Social Change and readings

TH 2/4 John Nugent (Director of Institutional Research), both classes (Hood 309A)

WEEK 3: DEFINITIONS OF COMMUNITY AND COLLABORATIONS (CC AND NEW LONDON)

Reading: <http://designigniteschange.org/projects>

T 2/9 Studio work/review visual concepts

TH 2/11 Collaboration with GWS 312 (309), review visual iterative concepts

WEEK 4: SMALL GROUP WORKING THROUGH DESIGN THINKING PROCESS

T 2/16 Studio work/build out and refine field guide

TH 2/18 Studio work/review iterations/refine forms/text for project must be complete

WEEK 5: Open All Ports Ammerman Center Symposium

T 2/23 Commissioned Artists' studio visit: Open All Ports 15th Biennial Arts and Technology

TH 2/25 Presentations/critique on COMMUNITY VOICE: A FIELD GUIDE VISUALIZING OUR CC COMMUNITY

WEEK 6: Activism

Reading: Thorpe, *“Defining Design as Activism”*

Wu and Yong, *“5 Things to Keep in Mind When Designing for Social Impact”*

Brownlee, John. *“Can Good Graphic Design Help The Homeless?”* FastCompany (August 14, 2013)

<http://www.freshwatercleveland.com/innovationnews/projectfindo50515.aspx>

<http://www.endhomelessness.org/pages/ten-essentials>

Wisehart, Whatley, Briehl, *“The Effectiveness of the Faces of Homelessness”*

scarf bombing article: <http://www.telegraph.co.uk/wellbeing/warmth-week/scarf-bombing-craze/>

T 3/1 HHCNL meeting with Paula and Barb/both classes Introduction to HHCNL project (on campus)

TH 3/3 Work in class on design development and iterations/ both classes

WEEK 7: PROJECT DEVELOPMENT

T 3/8 Concept development and group goals

TH 3/10 Concept presentations: proposals, ideas and strategies/both classes

March 12-27 Spring Break

WEEK 8: NEW LONDON SITE VISIT AND VISITORS

Reading: Review NLHHC website and “The Effectiveness of the Faces of Homelessness Educational Program on Student Attitudes toward the Homeless”

Palmer, Community, Conflict, and Ways of Knowing

“*SONG - Being an Ally*” southernersonnewground.org

T 3/29 Group work, define parameters, Develop engagement strategies and concepts

TH 3/31 Site Visit, meet with Barb Nagy and colleagues / begin focus groups / student visits

WEEK 9: PARTICIPATORY DESIGN AND THE HOMELESS: ACTIONS AND STRATEGIES

Reading: Stigma, Design Matters

<http://www.endhomelessness.org/library/entry/homelessness-prevention-creating-programs-that-work>,

http://www.rosiesplace.org/who_we_are

<http://hoodline.com/2015/12/people-powered-solutions-to-homelessness>

<http://lavamae.org>

M 4/4 Prof. Butch Rovan lecture 4:30pm in Olin 014

T 4/5 Review iterations and sketches/project check-in with both classes

TH 4/7 Begin prototyping and testing

WEEK 10: ACTIONS AND STRATEGIES REFINEMENT

T 4/12 Refine projects/studio work/print work to printshop and distribute

TH 4/14 walk path for ‘walk to end homelessness’ post/position projects

WEEK 11 PREPARING FOR NLHHC WALK EVENT

T 4/19 Group critique

TH 4/21 Finalizing material for event

Sunday, April 24 Walk to End Homelessness- Mandatory Class Event (2pm and approx 1.5hrs)

WEEK 12: ACTIVIST ART AND STEVE LAMBERT

Reading: <http://visitsteve.com/bio/>

T 4/26 Guest Artist Steve Lambert

TH 4/28 Review of visiting artist

WEEK 13: SUSTAINABILITY AND DESIGN INITIATIVES

T 5/3 Outline overview and develop longterm sustainability strategy/ both classes

TH 5/5 Refine longterm sustainability and strategy

WEEK 14: DOCUMENTATION

T 5/10 Finalize all research/documentation/strategy

TH 5/12 Review semester work

5/16 **9-11am ART/GWS Roundtable CritiquePortfolios due**