

IDS 208

Sustainability & Design

Spring 2020
Tuesday & Thursday 9:40-11:10AM
PLH 202

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Office Hours: By Appointment

Overview

This course is an introduction to concepts of sustainability and an introduction to design praxis. Therefore, this class will emphasize critical reading, discussion, presentations, collaboration, and process of design. Your engagement is essential to the success of this course. Texts will be both theoretical and practical. Class time will include close readings, discussion, presentations, and design praxis.

Goals

Goals for this course include

- Your ability to engage (read and think about texts)
- Your ability to contribute positively to seminar discussions
- Your ability to think critically
- Your ability to present clearly and concisely
- Your ability to take creative and intellectual risks
- Your ability to develop and design concept(s) in a collaborative environment

Credit Hour Compliance

Students will spend 3 hours on homework and outside assignments for every hour in class. Simply stated, expect to work 9 hours/week on homework and co-curricular activities.

Grading Policy

Attendance: Due to the way in which this course is taught, class attendance is mandatory. A missed class will constitute a severe drop in one's grade. Prompt attendance is also required. Tardiness and absences are considered synonymous. Lateness is defined by (1) not in class at appointed time or (2) come to class after I arrive – whichever is later.

Participation: Active participation in class discussion and presentations is expected and will be a factor in each student's grade. The participation grade will be based on thoughtful contributions and discussion, presentations, and class exercises. Note that class participation does not simply entail speaking, but also listening in an engaged and respectful manner. All in-class projects will have a group critique attached to the

Texts and Materials

Two of the primary texts may be found at the University Bookstore, online, or by order at your local bookstore

- Boehnert, Joanna. *Design, Ecology, Politics: Towards the Ecocene*. New York: Bloomsbury, 2018. **(JB)**
- Mayer, Doron. *Workflow: A Practical Guide to the Creative Process*. Florida: CRC Press, 2018 **(DM)**

Other supporting texts will also be located on WISE and are meant to aid in the process of learning and study.

Final Project Deadlines

Thursday,

Discuss parameters of the final project.
Look at the Final Project Worksheet.

Thursday,

Develop Final Project working groups.

Tuesday,

Final Projects Presentations, Day 1

Thursday,

Final Project Presentations, Day 2

Monday, May 11, 2020

Final Projects are due at 11AM

the assignments. Each student is required to participate in group critiques. Active participation in group critiques will count as a significant part of the assignment as well as participation credit for the day.

Group critiques are fundamental to the process of collaborating. At their heart, the group critiques come from a place of openness and generosity. Asking hard questions is an important part of the process, however mean spirited critiques will not be tolerated. Each student is asked to participate in each critique so that the work grows. Students will have the opportunity to adjust work based on the critiques given in class.

Reading Assignments: This is a seminar/design class not a lecture course. We are going to be talking and listening to one another. engaging in collective enterprise and exploration. We will be discussing concepts in sustainability and design that are central to our personal identities and aesthetics. Accordingly, we can and should expect that we will not all agree with one another regarding the topics we will be discussing. This course should neither be seen as an opportunity to compel others to “achieve” a proper stance, nor as a space for trying to impress people. Vital to the success of this class is the commitment we make to listening and speaking with one another with respect and thoughtfulness.

You are required to *thoughtfully* read every text. When I say that you are required to read, I do not mean that you should mechanically scan every page, but you should *grapple with the ideas*. I expect you to *read for comprehension* rather than read for completion. I want you to *ponder every idea* rather than looking at every word. This means that you may need to read and reread sections of the articles/chapters. Reading means *engaging yourself with the ideas of the texts*.

Presentations: Presentations are fundamental to this course. You will be presenting an average of once a week in either design or theory. For the most part, these will be group presentations. Presentations should be well prepared, concise, and clear. Evaluations for presentations will include: content, collaboration, clarity, critiques (given and received), organization, creativity, risk.

The workload will be quite heavy at times. To stay afloat, plan for sufficient amount of time to complete assignments. Remember to make use of your resources: meet with me outside of class, form design groups with your classmates, TALK TO ONE ANOTHER!

Forums: For each class with a viewing and/or reading assignment, you are to prepare one (1) compelling question that could be used in class discussion. A compelling question is one that challenges all of us to think critically about the text – what it means, its relationship to objects/events/relations in our daily lives, theatre, art, etc. The questions are not simply journalistic-type questions about “facts” in the text themselves; rather the questions are engaging in the material that may be personal, experiential, synthesis within texts, as well as finding the AND. Forums ARE NOT synopsis of the texts.

In addition, you are to compose a short paragraph (at least 150 words) in which you will begin to answer your compelling question. You do not have to answer the question completely, but you must demonstrate that you have thought about where the answer might lie (or, at a minimum, where a discussion of the answer would begin). The goal is to demonstrate you are reading closely and critically, and beginning to engage and synthesize texts with your experiences and beliefs.

Your compelling questions and short paragraphs must be posted to the Forum tab on our course WISE site by 8:30AM THE DAY OF CLASS. Late postings will not be evaluated and may be considered in class discussion.

Workdays: Work days are designed to bring ideas, challenges, and questions to the studio. These will revolve around your projects. You will be expected to bring materials and tools for exploring your design concepts to class. YOU WILL NOT BE GIVEN THE TIME TO GO GET MATERIALS DURING CLASS. The Studio will be available during work-times to aid in your exploration.

Assignments: Projects will be due at the beginning of class. Late projects will be levied -10% per day. To be clear, materials for in-class presentations must be uploaded to the appropriate assignment on WISE prior to the beginning of class. *All assignments must be uploaded to WISE.*

An “A” assignment actively seeks and follows through on appropriate yet untested and potentially risky directions/approaches to the design question. It has a transparent process and communicates clearly to both artistic and production collaborators. It incorporates new directions/approaches into the design project while supporting the directions/approaches with thoughtful and creative evidence and analysis. An “A” assignment considers the intended audience and is distinctive, furthering the designer’s choices.

A **“B” assignment** incorporates new directions/approaches to the project within the design question. It selects a consistent plan and communicates amongst collaborators. It considers alternative directions/approaches to the design project while supporting the directions/approaches. A “B” assignment is relatively clear and error free. It grasps the significance of its intended audience and its connection to designer’s choices.

A **“C” assignment** has a direction/approach to the design question but does not take creative risks in its development. It may fail to develop a consistent process and may be ineffective in its communication amongst collaborators. In addition, an assignment will receive a “C” if it does not have supporting material for design choices/decisions, lacks a sense of audience, and is stylistically unsophisticated.

A **“D” assignment** fails to present a direction/approach to the design question. It lacks process and communication amongst collaborators. Additionally, a plethora of mistakes may turn any assignment into a “D” if such lapses significantly affect the project’s process, final product, and/or “readability”.

An **“F” assignment** results when the designer neglects to hand in the assignment; refuses to address the assignment’s topic; or violates common standards of decency. Additionally, plagiarism will result in an assignment grade of “F”.

The following is the grading breakdown for this semester:

Attendance: 20%

Class Participation: 20%

Forums: 20%

Presentations/Assignments: 20%

Final Project: 20%

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, ability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics.

We will be analyzing multiple standpoints and, at times, we may encounter individual resistance to the text(s). At times, such resistance may provoke unexpected responses. In such cases, please take personal care. Support services are available through Bishop Wellness and the Chaplain’s office. I will always be available to assist as desired/needed.

Plagiarism will not be tolerated in this class. The OED defines plagiarism as, “the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own.” Willamette University plagiarism policy can be found in the College of Liberal Arts Catalog. Plagiarism may take many forms, but the common denominator is presenting someone else’s words or ideas as your own. If you have any doubt about what constitutes plagiarism, I encourage you to err on the side of caution and to seek advice from me. Students found guilty of plagiarism will receive a zero for the assignment and be reported to the honor’s council.

Commitment to Positive Sexual Ethics Willamette is a community committed to fostering safe, productive learning environments, and we value ethical sexual behaviors and standards. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including discrimination, harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success, and we encourage affected students to talk to someone about their experiences and get the support they need. Please be aware that as a mandatory reporter I am required to report any instances you disclose to Willamette’s Title IX Coordinator. If you would rather share information with a confidential employee who does not have this responsibility, please contact our confidential advocate at confidential-advocate@willamette.edu. Confidential support also can be found with SARAs and at the GRAC (503-851-4245); and at WUTalk - a 24-hour telephone crisis counseling support line (503-375-5353). If you are in immediate danger, please call campus safety at 503-370-6911.

DACA/Undocumented Student Advocate Willamette is committed to supporting our DACA/Undocumented students in a variety of ways. This year, Professor Michael Niño is the contact person for all DACA/undocumented students can provide those students with a number of

external and internal resources that are available. His contact information is email: mdnino@willamette.edu, Office: Smullin 213, Phone: 503-370-6643.

Diversity and Disability Statement Willamette University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal is to create a learning environment that is usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify me as soon as possible. Students with disabilities are also encouraged to contact the Accessible Education Services office in Matthews 103 at 503-370-6737 or Accessible-info@willamette.edu to discuss a range of options to removing barriers in the course, including accommodations.

Religious Practice Religious Practice: Willamette University recognizes the value of religious practice and strives to accommodate students' commitment to their religious traditions whenever possible. Please let me know within the first two weeks of the semester if a conflict between holy days or other religious practice and full participation in the course is anticipated. I will do my best to work with you to determine a reasonable accommodation.

SOAR Center Offerings: Food, Clothing, and School Materials. The Students Organizing for Access to Resources (SOAR) Center strives to create equitable access to food, professional clothing, commencement regalia, and scholarly resources for WU and Willamette Academy students. The SOAR Center is located in the Putnam University Center's third floor (in the former Women's Resource Center and across from the Harrison Conference Room). The space houses the Bearcat Pantry, Clothing Share, and First-Generation Book Drive and is maintained by committed students and staff and faculty advisers. Hours of operation are M-F, 9am-5pm and weekends from 12-2pm.

Trans Inclusive Classroom Space: I will gladly honor your request to address you by your affirmed name and gender pronoun. Please advise me of this at any point in the semester so that I may make appropriate changes to my records

Class Schedule

Tuesday 1/21	HANDOUT: Design Activism: Challenging the Paradigm by Dissensus, Consensus, and Transitional Practices by Alastair Fuad-Luke	Please begin by introducing yourselves and answering why you are taking this course (15 minutes). Then take 30 minutes to read the article and then break into small groups of 5-6/group (30 minutes). Discuss any new vocabular and concepts that you may not have encountered; analyze the arguments in terms of their relationship to design and sustainability. What might be added to the argument? What might a post-industrial revolution economy look like? What is the role of the designer in the production process? What is the role of the designer in the developing sustainable practices? After 30 minutes, bring your groups together into a larger group discussion of the article (remainder of the class)
Thursday 1/23	WISE: Design Sleepwalking: Critical Inquiry in Design by Craig Badke & Stuart Walker	Please use the questions and inquiries from our forums to begin small group discussions – a different group of 5-6 students (30 minutes). Really dig into the nature of objects and what it means to be critical in design practice. After 30 minutes, come together to share findings, discuss vocabulary and new concepts. Please begin to incorporate the reading from day one into your discussions (remainder of class).
Tuesday 1/28	JB: Introduction, CH 1, CH 1, CH 2, CH 3	Discuss Critical Response & Presentations Worksheets
Thursday 1/30	Roadtrip: Roth's Market on Lancaster Road and South Commercial	We will be carpooling. Please meet in the lobby of the Playhouse. Please be prompt.

Tuesday 2/3	Group Presentations: establish distinctions between the two stores theorize as to why the differences exist. In what ways do the stores support white, middle class, heteronormative behavior? It what ways do they resist? Develop presentations from a design perspective. Who is the intended audience for each store? What solutions did the designers offer? What design opportunities were missed? What do the designs of the stores value about the audiences? What stereotypes are highlighted? What stereotypes were adverted through design choices?	Group Presentations should be no longer than 10 minutes/group. Each member must participate in the presentations. The presentations may take on any form and should support the concepts being presented. Presentations will be capped at 10 minutes/group.
Thursday 2/6	DM: Section 1 & Section 2	Bring one image from the fieldtrip to the grocery stores to class. Please print it out (can be black and white if desired).
Tuesday 2/11	JB: CH 4, CH 5, & CH 6	Group Presentations: explore one area of design (architecture, theatre, graphic, etc) and define one element of sustainability. Present Pros & Cons to the element. Why does it work? Where does it not work? Where does it conform to normative values and/or exploit other geographies/sites/etc. Presentations will be capped at 10 minutes/group.
Thursday 2/13	DM: Section 3	
Tuesday 2/18	JB: CH 7, CH 8, & CH 9	Group Presentations: ARTIFACTS! Each group brings an artifact to class for presentation. Where did it come from? What does it mean? Initial reactions? Contemporary reactions? Reflections. Presentations will be capped at 10 minutes/group.
Thursday 2/20	DM: Section 4	
Tuesday 2/25	JB: CH 10 & CH 11	Group Presentations: BIODIVERSITY LOSS! Each group defines a biodiversity loss that has taken place in the last two years (since 2018). What were the direct contributors to the loss (be specific)? What have we learned from this loss? What are the impacts of this loss? What are specific ways in which can mediate the loss moving forward? Presentations will be capped at 10 minutes/group.
Thursday 2/27	DM: Section 5	
Tuesday 3/3	JB: CH 12 & CH 13	Group Presentations: Each group defines a service that may be turned into a product. What works in the transition? What does not work in the transition? What can be taken from the transition to be used in your projects later? Presentations will be capped at 10 minutes/group.
Thursday 3/5	WISE: What's in a Story (CH 9) by Anne Bogart WISE: Designing Together (CH 5) by Alastair Fuad-Luke	Establish Groups for final project
Tuesday 3/10	JB: CH 14, CH 15, & Conclusion	Group Presentations: TECHNOLOGY! Define one piece of technology that your group considers vital to concepts of sustainability. Support your claim with specific analysis. Provide at least one counter narrative to the technology and present support for that narrative. Presentations will be capped at 10 minutes/group.
Thursday 3/12	DM: Section 6	
Tuesday 3/17	Work Day: THIS IS AN IN CLASS WORK DAY	I will present the design challenge and then each group will begin the design process starting with how the design challenge affects the following: Willamette, Salem, Marion County, and the State of Oregon. Who are the stakeholders? Who are the actors? Why might this issue be urgent and important?

Thursday 3/19	Work Day: THIS IS AN IN CLASS WORK DAY	Work in your final project group. Complete Steps One and Two.
Tuesday 3/24	SPRING BREAK	
Thursday 3/26	SPRING BREAK	
Tuesday 3/31	DM: Section 7	
Thursday 4/2	DM: CH 28	
Tuesday 4/7	Final Project Proposals *Please upload the answers to Step One and Step Two to WISE as individuals (although answered in groups).	Group Presentations: Each group will present their final project proposals which should answer Steps One and Two of the final project sheet. Presentations will be capped at 15 minutes/group.
Thursday 4/9	Work Day: Meet in class. Work on Final Projects in preparation for presentations. May use this time to connect with stakeholders, actors, vendors, etc.	Please bring your final project materials to class. We will also make time for groups to reconnect and work towards next steps.
Tuesday 4/14	WISE: Sustainability, Consumption, and the Throwaway Culture by Tim Cooper WISE: Emerging Directions by Tony Fry	Group Presentations: present a group response to the Fry Reading. Be decisive. Embrace the article with a yes, and. What is your AND? What is the urgent conversations and engagements in sustainability? What do you place the most value in (education, environment, equity, economics)? How might they work together? Where might they fall apart? Presentations will be capped at 10 minutes/group.
Thursday 4/16	Work Day: Meet in class. Work on Final Projects in preparation for presentations. May use this time to connect with stakeholders, actors, vendors, etc.	Please bring your final project materials to class. We will also make time for groups to reconnect and work towards next steps.
Tuesday 4/21	WISE: A Case for Distributive Justice in Design by Earl Tai	Group Presentations: present a sustainable design that “closes the loop”. Be sure to highlight the elements of the design that work as well as where the project fails. What are the implications for the future? How might others use it as a model? Be sure to include how this project thinks about the larger concepts of sustainability: education, equity, environment, and economics. Lastly, how does this project open up normative values of western culture and design? Presentations will be capped at 10 minutes/group.
Thursday 4/23	Work Day: In class work day to finalize presentations, discuss concerns, check-ins, etc.	Please bring your final project materials to class. We will also make time for groups to reconnect and work towards next steps.
Tuesday 4/28	Presentation of Final Projects	Day one of Group Presentations for Final Project. Present entire project, schedule, process, goals, and how one will measure results. Presentations will be capped at 20 minutes/group.
Thursday 4/30	Presentation of Final Projects	Day two of Group Presentations for Final Project. Present entire project, schedule, process, goals, and how one will measure results. Presentations will be capped at 20 minutes/group.
Monday, 5/11	FINAL PROJECTS DUE TO WISE BY 11AM *Please follow the instructions on the handout located on WISE.	