# Syllabus Overview

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Design and its Discontents: Design, Society, Economy, and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Designator</td>
<td>GDES</td>
</tr>
<tr>
<td>Course Number</td>
<td>2399W/V</td>
</tr>
<tr>
<td>Section Number</td>
<td>1</td>
</tr>
<tr>
<td>Semester and Year</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Class Meeting Days &amp; Time</td>
<td>Tuesday and Thursday 3:00p – 4:15p</td>
</tr>
<tr>
<td>Classroom</td>
<td>McNeal 316</td>
</tr>
<tr>
<td>Number of Credits</td>
<td>3</td>
</tr>
<tr>
<td>Final Exam Date &amp; Time</td>
<td>No Final Exam</td>
</tr>
</tbody>
</table>

## Instructor’s Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Ron Ott</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>McNeal 346</td>
</tr>
<tr>
<td>Office Phone</td>
<td>N/A Personal Phone is best: 612-669-9890</td>
</tr>
<tr>
<td>Email</td>
<td>ottx0027 @umn.edu</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesday and Thursdays 1:30p – 2:30p</td>
</tr>
</tbody>
</table>

## Course Information and Instructor’s Expectations

**Course Description:** Design and its Discontents: Design, Society, Economy and Culture is a mid-career lecture + studio course in the Graphic Design program. It is designated as a “Writing Intensive” course, and meets those requirements. It is a thesis preparatory experience that will provide students with the opportunity to complete a series of in-depth research papers and supporting design projects. The success of these comprehensive graphic design projects will depend on good research, reasoned and well-conceived proposals, a rigorous design process and impeccable presentation skills.

This Writing Intensive course will be a combination of lecture, research and studio production. Through our work we will redefine the boundaries of what it means to write, seamlessly integrating writing processes with hands-on studio production in the form of project proposals, project reflections, process blogging and first person phenomenological research.

**Course Prerequisites:** No prerequisite
**Required and Recommended Materials:** All reading materials provided. Students must have a camera in most every instance, a personal mobile phone is sufficient. Some containers or zip-lock bags for storage of collectable items pertaining to personal consumption.

**Established Course Objectives:** Ideas explored in the readings will be discussed at great length in the classroom. In addition, each student, either individually or with a group, will have the opportunity to lead the discussion for the readings on a given day and topic. Writing is an important component of this course. Writing assignments will require the student to use penetrating cognitive and analytical skills as well as insightful emotional and volitional processes. Some of the writing will be “low-stakes” assignments that will engage one’s intuition and ability to deconstruct and “read” their environment. At least one writing project will be much more in depth and require the student to gather data, resources and experiences over a prolonged period of time and synthesize that information into a cohesive and compelling research paper and presentation. The students will be expected to maintain a blog centered around the themes of the class.

There will be a series of research activities that will be performed both in class and in the field. The duration of some activities will be a few hours while others will last several weeks. Throughout the semester students will be required to analyze, internalize, synthesize and realize. Meaning, most class activities will eventually lead to or be used to inform the production of some type of deliverable; whether it be a written paper, a presentation, an exhibition or even an object.

The course structure and content are framed using a holistic approach wherein all activities are intended to develop sensitivity and build awareness of the student’s own personal relationship within a consumer-centric economy and culture as well as their roles and responsibilities within society as designers. Students will be required to think critically and analytically to make broader connections exploring the personal via the universal and the universal via the personal experience. With this in mind, the phenomenological model of research and exposition will be vigorously embraced in all assignments.
Student Learning Outcomes following course completion: (must identify from the list at least one outcome and how it relates to this course how it will be addressed and how it will be assessed, Student Learning Outcomes)

1. Can identify, define, and solve problems
2. Can locate and critically evaluate information
3. Have mastered a body of knowledge and a mode of inquiry
4. Understand diverse philosophies and cultures within and across societies
5. Can communicate effectively
6. Understand the role of creativity, innovation, discovery, and expression across disciplines
7. Have acquired skills for effective citizenship and life-long learning

In GDES 2399W and on a more academic level in GDES 2399V students will have the following outcomes and be able to complete the following:

» Develop and implement an integrated research and design project
» Deepen students’ awareness of their role as creators and consumers of visual and material culture
» Investigate issues of both professional and personal ethics including broader global contexts of environment, economy and culture.
» Examine the role of the designer as a citizen in society, including rights and responsibilities
» Demonstrate ability to integrate investigative, analytical, and creative
» Demonstrate problem solving and critical thinking skills in assessment and analysis of course content in the form of assigned readings, presentations and lectures.

Release of Work Statement:
Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

Attendance: Attendance is required to learn the course material and will be taken daily. Two unexcused absences are the maximum allowed before the final grade is lowered by one letter grade. Excused absences are for substantiated medical and personal emergencies only, with documentation. Tardiness beyond ten minutes counts as an absence.

Workload: For undergraduate courses, one credit is defined as an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom.

Grading Structure: Permanent Grades for Academic Work: The University of Minnesota Senate
"Uniform Grading Policy"

1. There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript. A-B-C-D-F grades include pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

2. These definitions apply to grades awarded to students who are not enrolled in graduate programs, but the grade points are the same no matter the level or course of enrollment.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Represents achievement that is outstanding relative to the level necessary to meet course requirements.

Represents achievement that is significantly above the level necessary to meet course requirements.

Represents achievement that meets the course requirements in every respect.

Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

For more information about Grading Structure please visit:
https://policy.umn.edu/education/gradingtranscripts

*University Grading and Transcript policy*

**Accepting and Returning Assignments:** Assignment sheets will be handed out for each project, describing the project parameters in detail and providing interim and final due dates. Pay attention to the constraints of the assignment, so that your time and effort are used effectively.

If you have a problem completing the work on schedule, please see your instructor about alternative means of meeting your course obligation. Should such arrangements be made, it does not release you from any of the assignments required by this course. You will be given as much class time as possible to work on your assignments with your instructor in class.

**Grading Late Work:** The student is required to complete all class assignments, and present them on time. Projects, which are one class period late, will be marked down one letter grade point (i.e., an A becomes a B). After that time, projects will not be graded except for extraordinary circumstances. Work not presented at critique will be considered late. Late work will be accepted at the class meeting immediately following the initial deadline only. Please note that thumbnail sketches, digital comps, journal entries, or other work that is not presented on time will also be deemed late.
**Policy for Missed Exams:** Going into this class I want to avoid giving exams. In lieu of testing I have assigned weekly reading presentations. These will be group activities assigned and scheduled on the first day of class. It is the student responsibility to participate in these presentations. If you are absent on the day of your group presentation, there is no alternative for make-up and you will forfeit a large part of your participation grade.

**Make Up Work for Legitimate Absences:** If you are not able to attend class on presentation dates you must present me with a doctor’s note (or other official notice) and a make-up project will be determined.

*Making Up Missed Coursework policy*  https://policy.umn.edu/education/studentwork

**Extra Credit Options:** There is no option for extra credit in this course, meeting or exceeding the course deliverables can be discussed with the instructor if a student finds it necessary to go over and above a research project to achieve a higher graded, this would be determined on an individual, case to case, project to project basis.

**University Policies**

**Personal Electronic Devices in Classroom:** Using Electronic Devices in Class

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [http://policy.umn.edu/education/studentresp](http://policy.umn.edu/education/studentresp).

For GDES 2399W/V Students must be respectful with the use of electronic devices and refrain from their use during lectures, discussions and presentations.

**Use of Class Notes and Materials:** Using Class notes

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [http://policy.umn.edu/education/studentresp](http://policy.umn.edu/education/studentresp).

**Scholastic Dishonesty and Student Conduct Code:** Student Responsibility and Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in
unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/education/instructorresp.

Sexual Harassment: Sexual Harassment policy
“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting.

Statement on Climate of Inclusivity:
You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help. or download the policy at Equity and Diversity

Academic Freedom and Responsibility:
download the policy at Academic Freedom

Availability of Disability and Mental Health Services:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

For additional information please visit: https://diversity.umn.edu/disability/

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.
Course Schedule: Please refer to the Course Schedule as it appears on Moodle (TBD). Occasionally situations may arise (weather, illness) where scheduled events need to be changed. If this happens the Course Schedule will be updated and a new schedule will be e-mailed to each student as well as a change posted on Moodle.

Each project comes with a timeline of deliverables which students are introduced to when the assignment is introduced both verbally and through course handouts as well as published on Moodle. A forthcoming outline of course assignments will be published by 2/6/2018.

Academic Services:

If you would like additional help, please contact one of the offices listed below.

Student Writing Support http://writing.umn.edu/sws/index.html
Student Academic Success Service http://www.uccs.umn.edu/