COURSE OVERVIEW
In this seminar we will read and discuss a sampling of texts that articulate contemporary discourses in design: we will reflect and argument about what design and design research are, what they could be, and perhaps what they should be. We will look at design not only as a professional practice but also as a way of producing new knowledge about how humans, artifacts and systems are entangled in and with the world.

In addition to the discussions in class, you will write short papers and sketch design responses that enter into a dialogue with the readings.

The final project in the course will be to write an academic essay that engages two or more peer-reviewed articles, using them as a point of departure for investigating a research question and making a claim or argument of your own.

LEARNING OBJECTIVES
The purpose of the course is for you to:

1. Become familiar with a sampling of writings about design written for scholarly and professional audiences.
2. Grow more adept at careful and critical reading of a wide range of texts of different subject matter and styles.
3. Increase your ability to translate what you learn from your reading into pointed inquiry and discussion.
4. Become more discerning about your sources of information (books, journals, articles); be able to qualify sources for their likely reliability.
5. Expand your capacity to write by engaging what others have written and learn how to better articulate your own point of view.

LEARNING ENVIRONMENT
Consider this class an open forum for ideation and discussion. Debate and dis-agreement are a natural part of design discourse. Sharing ideas and work in progress will benefit everyone. You are expected to produce all work with consistent effort, rigor, and creativity.

Be respectful of your colleagues. Please clean up your space after class sessions. Cell phones should be off during class. Laptops are for class assignments only. Do not surf, email, twitter or facebook during class.

EXPECTATIONS
Please arrive at course meetings on time. Be prepared with the assigned work at every class session. At the graduate level, you are expected to pursue interests independently and to formulate your own research directions. After exploring a series of readings and discussions, you will select and research your own topic for a final paper.
COURSE WEB SITE

Design 581 via Canvas: https://canvas.uw.edu/courses/1319302
Readings and references will be posted weekly. Assignment details and deadlines will be posted on Canvas as well. You will be required to upload all your assignments directly to Canvas.

ASSIGNMENTS

7 responses to readings
In response to the assigned readings each week, you will either (1) write a brief paper, in which you do two things: First, summarize in your own words (preferably with a minimal number of direct quotations) what the reading is about. Second, formulate a response to the readings that either agrees, disagrees, or responds with some mixture of agreement and disagreement. (See the readings in They Say, I Say for guidance.) Be sure to back up your opinions with evidence and reasons. Or (2) sketch a design response that enters in dialogue with the weekly readings. This response can explore, exemplify, contradict, or expand the readings’ arguments. Each sketch will be accompanied by a very short text and a series of questions.

Responses are due no later than 8:30am each Monday before our Tuesday class discussion. Please submit documents in pdf format only in the Canvas assignment for that week.

Lead a discussion
Once during the quarter, you will lead the discussion. You should plan to begin the class discussion with a brief (5-minute) introduction that places the readings in context, before using prompts, examples, and questions to lead the discussion. You will also prepare a cheat sheet about the core concepts of the papers for your colleagues.

Final paper: an academic essay (3,000–5,000 words)
During your studies as a graduate student in design, you will be moving toward formulating a particular question or topic you want to investigate in depth in your final thesis for the Master’s degree. Before that, you should be exploring what possible domains and questions you might be interested in. Writing this paper is one such opportunity.

For your essay, use ONE of the following approaches:

• Select at least two articles you find in one or more peer-reviewed design journals. Your task is to question or challenge assumptions in the articles and possibly offer alternative readings and interpretations. Feel free to introduce your own examples of existing designed work and other articles to support your arguments.
• Choose an issue in design about which there is question, controversy, or debate. Articulate your point of view (or mixed reactions) to the controversy, and support your view(s) and claims with a minimum of two substantial articles.
• Choose a design project or area of design that you have worked on or a domain of design in which you would like to work. Using concrete examples of work from that domain, discuss one major issue or problem in that domain, using a minimum of two substantial articles to support your claims.

Avoid questions that are overly broad. You will need to research some of what is already known about your subject, then determine what you think about it. The summary of what you discover and your response (evaluation and analysis) should form the heart of your paper.
FINAL EXAM
There will not be a final exam. The final deliverable is your final essay, due on December 10th, at 11:59pm on Canvas.

GRADING
Grading is based in equal parts on:
- The depth and extent of your engagement with the research of the topic of your final paper.
- The quality of the writing of the final paper.
- The quality of your written and sketched responses to the readings.
- The energy and thoughtfulness of your participation in class discussions and leading of one discussion.

Grade breakdown:
[25% of total grade] 6 responses to readings
4 papers and 3 design sketches: 10 points each
For the class during which you lead the discussion, you are excused of writing a reading response.

[25% of total grade] Discussion and participation
Lead a discussion and prepare cheat sheet: 25 points
In class participation: 25 points

[50% of total grade] Final paper
Research question: 5 points
Working hypothesis and substantive outline: 10 points
First draft: 10 points
Second draft: 10 points
Draft of the abstract: 5 points
In class presentation: 10 points
Final paper: 50 points

The following criteria is used when determining grades:
- A 3.8–4.0 is given to a student who has exhibited the highest possible performance in all aspects of the course—final projects, design process and participation are excellent. This student independently seeks out additional information on design and is highly committed/passionate about their work.
- A 3.4–3.7 is given to a student who exhibits superior performance in all aspects of the course—the final projects, design process, and participation are uniformly of high quality. This student has a thorough understanding of all concepts presented, and is motivated to improve and succeed.
- A 2.9–3.3 is given to a student who has good performance in most aspects of the course. This student follows a thorough design process, has good design work, and consistent participation that reflects a clear understanding of almost all concepts being presented.
- A 2.5–2.8 is given to a student who has fair performance in the course. The final work is adequate, with a design process that reflects the minimum needed to complete assignments. Participation and motivation are moderate.
- A 0.0–2.4 is given to a student with poor performance in the course. Projects are incorrectly prepared, incomplete or missing. This student does not understand the majority of concepts presented and rarely participates in class. This student is not prepared for subsequent courses in design.
COURSE READINGS

Required reading:

Recommended readings:

WEEKLY READINGS

Week 2: Design canons—What is design?

Week 3: Design canons—Design process

Week 4: Design as provocation—Discursive Design

Week 5: Design responsibility: Attending to non-humans in design

Week 6: Design as method: Revisiting methods in design

Week 7: Sustainable design—Design and the Anthropocene
Week 8: Design as inquiry—Design Research


* Note that more optional readings, additional media, and resources will be added weekly to Canvas.

LAPTOPS/FILE STORAGE
It is strongly recommended to regularly backup your work — use a jump drive, buy a portable hard drive, subscribe to a backup service (Crash Plan), use UW server space or iCloud.

EMAIL + CORRESPONDENCE
Class announcements are sent to registered students via the course email list. Check your UW email daily. For all e-mail communication, please observe normal business etiquette with formal salutations to instructors and colleagues, written in proper English without acronyms or abbreviations. Please note that emails will not be answered on weekends, evenings, or holidays.

As a matter of policy, no assignments will be critiqued through email. Use your colleagues, class time, or office hours for feedback on papers. Note: office hours are a not a substitute for missing class.

PERMISSIONS
Unless you notify me otherwise, I assume that you are willing to allow me to use samples from your work in this course in future instructional settings (e.g., excerpts or examples in presentations). I will remove all identifying information from the work so that it is anonymous.

ACCOMMODATIONS
If you need to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, 543–8924. If you have a letter from Disabled Student Services indicating you need academic accommodations, please present it to me so we can discuss what you might need for the class.

PLAGIARISM
Plagiarism is defined as using in your own work the creations, ideas, words, inventions, or work of someone else without formally acknowledging them through the use of quotation marks, footnotes, bibliography, or other reference. Please check with me if you have questions about what constitutes plagiarism. Instances of plagiarism will be referred to the Vice Provost/Special Assistant to the President for Student Relations and may lead to disciplinary action.
VIOLENCE AWARENESS + PREVENTION

- Preventing violence is everyone’s responsibility. If you’re concerned, tell someone.
- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources.
- TTY or VP callers, please call through your preferred relay service.
- Don’t walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert.
- Register your mobile number to receive instant notification of campus emergencies via text and voice messaging.
- Sign up online at www.washington.edu/alert.
- For more information visit the SafeCampus website at www.washington.edu/safecampus.

RELIGIOUS ACCOMMODATIONS POLICY

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities.

The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (Links to an external site.).

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/) (Links to an external site.)
**DES 581 Graduate Seminar / Autumn 2019**

Assistant Professor Audrey Desjardins (adesjard@uw.edu)  
**Class:** Tuesdays 8:30-11:20am, Art 247  
**Faculty Office Hours:** By appointment, Art 255

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<th>Week 1 - Perspectives in design</th>
<th>Week 7 - Design and the anthropocene</th>
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<td>10.01</td>
<td>11.12</td>
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<tr>
<td>Class introduction</td>
<td>Discuss readings (Light et al. / Escobar)</td>
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<td>In class exercise</td>
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<th>Week 2 - What is design?</th>
<th>Week 8 - Design as inquiry</th>
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<tr>
<td>10.08</td>
<td>11.19</td>
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<td>Discuss readings (Cross / Rittel &amp; Webber)</td>
<td>Discuss readings (Wallace et al. / Bowers / Fallman)</td>
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<th>Week 3 - Design process</th>
<th>Week 9 - Writing workshop</th>
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<tr>
<td>10.15</td>
<td>11.26</td>
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<tr>
<td>Discuss readings (Schön / Sanders &amp; Stappers)</td>
<td>Submit second draft of final paper</td>
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<td><em>Submit list of preliminary topics</em></td>
<td>Submit draft of abstract</td>
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<th>Week 4 - Discursive design</th>
<th>Week 10 - Final paper presentations</th>
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<tr>
<td>10.22</td>
<td>12.03</td>
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<tr>
<td>Discuss readings (Tharp &amp; Tharp / DiSalvo)</td>
<td>Final paper presentations</td>
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<td><em>Submit topic and research question</em></td>
<td>Guided group reflection</td>
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<th>Week 5 - Non-humans in design</th>
<th>Finals Week</th>
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| 10.29                           | Final paper is due on : 12.10 at 11:59pm.  
| Discuss readings (Bennett / Latour) | Submit to Canvas. Attendance is not required. |

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<th>Week 6 - Design as method</th>
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<td>11.05</td>
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<tr>
<td>Discuss readings (Bennett &amp; Rosner / Avle et al.)</td>
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<td><em>Submit substantive outline</em></td>
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* Schedule subject to change.