



HDCC 105

# PERSPECTIVES ON DESIGN CULTURES & CREATIVITY

SPRING 2019

DR. JASON FARMAN

EMAIL: JASONFARMAN@GMAIL.COM

OFFICE: 0123 PFH

TEL: 301.405.2866

**TUES/THURS**  
**4:00-5:15PM**

UNIVERSITY OF MARYLAND, COLLEGE PARK  
PFH 1105

[WWW.DCC105KAPPA.WORDPRESS.COM](http://WWW.DCC105KAPPA.WORDPRESS.COM)



# HDCC 105

# Perspectives on Design

# Cultures & Creativity

Course Syllabus  
Spring 2019

## DESCRIPTION

As the introductory class to the Design Cultures & Creativity Program, this course familiarizes you with the core concepts in our program: design, cultures, and creativity. Beginning with identifying the ways that design is embedded in nearly every encounter of everyday life, we will develop the skill set to analyze design when we see it and design the world better. We will then shift into looking at the role that culture plays in our lives, our identities, and the key social challenges we are concerned about. We will end by defining creativity and exploring techniques for fostering creative approaches to problem solving. To study these topics, this course will ask you to learn several digital design platforms (WordPress, Photoshop, Adobe XD, Adobe Premiere, and visualization tools) and begin developing your skills on these platforms over the semester. Rather than approaching these design platforms with the goal of mastery over the software, this course approaches our topics through the lens of “making is a mode of thinking.” By making and experimenting with these hands-on projects, this class presents methods for analysis, creative problem solving, and cultural intervention. Some of the hands-on projects we will create this semester include utilizing Photoshop to create a well-designed poster, prototyping software to redesign the DC Metro SmarTrip kiosk, mind mapping software to identify cultural problems and solutions, Adobe Premiere to create short films shot entirely on a mobile device, various design tools to visualize the role that creativity plays in your major, and the use of code to express the relationship between code and the human body in dance.

- Dr. Jason Farman  
E-mail: [jasonfarman@gmail.com](mailto:jasonfarman@gmail.com)  
Office: 0123 Prince Frederick Hall Office  
Phone: 301.405.2866  
Office Hours: by appointment
- Nora O'Reilly  
Email: [nwo50098@gmail.com](mailto:nwo50098@gmail.com)
- Julian Avenilla  
Email: [javenilla98@gmail.com](mailto:javenilla98@gmail.com)

## GRADES

<b>5%</b> Poster	<b>5%</b> Metro Kiosk and Usability Testing	<b>5%</b> Cultural Design Intervention Pitch	<b>5%</b> Cellphone Film	<b>5%</b> Creativity In Your Major	<b>5%</b> Code Dance
<b>5%</b> Active Engagement	<b>10%</b> Quizzes	<b>10%</b> Attendance at Events / Lab Studio Hours	<b>20%</b> WordPress Portfolio	<b>25%</b> End of Year Project or Self-Evaluation Paper	

## ACTIVE ENGAGEMENT

Your active engagement grade is determined by your participation in all lectures, activities, and hands-on workshops. Your participation is crucial to the learning you will experience in this class and absences are weighted accordingly. Because this is a discussion-driven and hands-on class, the quality of the class for everyone is in large part dependent on the quality of preparation and visible engagement of each participant. Please realize that although you may have prepared the readings and assignments and may be listening to others, if you do not actively demonstrate your preparation and ideas in discussion, there is no way to observe and, hence, evaluate the quality of your preparation and participation.

Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. Excused absences must be requested promptly and must be supported by appropriate documentation. Excused absences include those based on medical necessity and religious observation. Students are responsible for meeting with the instructor to discuss appropriate academic accommodation, and are responsible for determining all information and material missed due to absences. Students are expected to inform the instructor in advance of medically necessary absences, and present a self-signed note documenting the date of the missed class(es) and testifying to the need for the absence. It is the student's responsibility to notify the instructor within the first 3 weeks of class regarding any religious observance absence(s) for the entire semester. Active Engagement is worth 5% of your grade.

## REQUIRED READINGS

All readings will be available through online links in the syllabus or posted on Canvas (elms.umd.edu)

LinkedIn Learning Videos can be accessed through the course playlist here:

<http://ter.ps/dcc105kappa>

## QUIZZES

Each week that has readings or videos associated with it in the schedule will have a quiz on that content. These quizzes will cover the material in these materials and cover content from the previous lecture. These quizzes, which are mainly multiple choice, matching, and the occasionally short answer question, are designed only to make sure that you are keeping up with the readings and attending lectures. There are no trick questions; if you have done the readings and taken notes on the lectures throughout the week, you will get a good grade on these quizzes. These quizzes are taken on our ELMS/Canvas site and must be completed prior to lecture each day that has readings/videos. Each quiz will be available on Canvas for 24 hours prior to the lecture. Once lecture begins on these days, the quiz will be closed and cannot be taken if missed. For example, a quiz due by lecture on Tuesday will be available no later than 4pm on Monday and will cover topics discussed in the readings due for that day and will include questions drawn from the previous lecture. Quizzes are worth 10% of your grade.

## ATTENDANCE AT EVENTS AND LAB STUDIO HOURS

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Since we are a living-learning community, much of our learning will take place outside of the traditional classroom environment. As part of your grade for DCC 105, you are required to attend at least 1 Design Camp. You are also required to attend 1 of the following: guest speakers in DCC, approved public lectures across campus, approved art events, or attendance at a film screening and discussion. Lastly, you must log 5 studio hours in the DCC Lab and/or Sound Studio. These events and studio hours are worth 10% of your grade.

## END OF YEAR SELF-EVALUATION/ALTERNATIVE FINAL

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Some researchers have suggested that students will likely only retain about 5% of the material covered in a course after several years have passed. This assignment is geared to help you identify the topics covered in this course that have impacted you and are ideas that you would like to carry with you well after the completion of this course. This written assignment will be a self-evaluation reflecting on the topics studied in this course. You must pick two ideas, terms, or concepts covered at some point in this course and discuss how these ideas have had a meaningful impact on you. You must also connect these topics to your larger interests, major, or career goals. The objective is to trace how an idea evolves through analysis and how that idea can have an impact on areas of your life that are important.

Alternatively, you may choose to do a hands-on design project as your final for HDCC 105. For this alternative final assignment, you will take one of the activities or sections of DCC 105 and expand on it through a creative, hands-on project. Your project must represent your capacity for building on the ideas in the course and demonstrating how making is a mode of thinking through complex ideas. For examples of some possible approaches, please see details on the “Assignments” tab of Canvas. You must first present your idea through a short email proposal to Dr. Farman by 11:59pm on Wednesday, Dec. 5. Please allow yourself enough time to adapt to Dr. Farman’s suggestions or the possibility that your proposal may need to be completely reworked. Projects must be uploaded to the ELMS page under “Assignments” by Tuesday, Dec. 17 at 11:59pm. The Self-Evaluation Paper/Alternative Final is worth 25% of your grade.

## STUDENTS WITH DISABILITIES

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Any student needing accommodation for a disability or accessibility requirement must provide documentation to the professor at the beginning of the course. Such needs must be registered with the Office of Accessibility and Disability Services. Please see:

<https://www.counseling.umd.edu/ads/start/documentation/>

## WORDPRESS PORTFOLIO

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You will sign up for your own WordPress.com website that will be a part of your entire career in DCC. You will use it in this course to post all of your work and to set up a professional web presence that can be used as you apply for internships and jobs. In future DCC classes, you will continue to use this site as a portfolio for your work and, ultimately, as the main site for your Capstone Project. For full details on this aspect of the course, visit “Assignments” on the Canvas page, which will have a full grading rubric and list of expectations.

## DESIGN PROJECTS

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Throughout the semester, we will explore the course ideas and theories through the hands-on creation of several design projects. No prior experience or skills are necessary to succeed at these projects; instead, you are expected to learn the basics of several platforms in order to create a project that reflects the course ideas. We will set aside a significant amount of in-class time to workshop these tools. This, coupled with the LinkedIn Learning video tutorials that we will watch in lieu of readings during certain weeks should prepare everyone in the course to use these tools. These projects seek to demonstrate that making is a mode of thinking and that there are certain ideas/questions that can only be accessed through hands-on creation. Projects should be submitted on ELMS (under Assignments) and also be posted to your WordPress portfolio (which we will set up on the first day of class). Please allow yourself ample time to learn the platform and create your projects. *Late work is not accepted unless approved by the professor ahead of time.*

# SCHEDULE

## SECTION 1: DESIGN

### WEEK 1 COURSE INTRODUCTION DEFINING DESIGN

- AUG 27
  - Introduction
  - Listen: "The Edge Effect" Hidden Brain: <https://www.npr.org/2018/07/02/625426015/the-edge-effect>
- AUG 29
  - Topic: Defining Design
  - In Class: Set up WordPress Portfolios
  - Watch: LinkedIn Learning "WordPress.com Essential Training"

### WEEK 2 GRAPHIC DESIGN & TYPE DESIGN

- SEPT 3
  - Topic: Best practices of graphic and type design
  - Read: *The Non-Designers Design Book*, Ch. 1-6
  - Review: *The Language of Graphic Design*
  - Attend DCC Lab Kickoff Event at 7pm
- SEPT 5
  - In-Class Workshop: Photoshop
  - Watch: LinkedIn Learning "Photoshop CC 2019 Essential Training"
  - Movie Night: Helvetica screening in the DCC Lab, 7pm

### WEEK 3 DESIGNING OUR SPACES

- SEPT 10
  - In Class: Iterative Design Day of Posters
  - Read: *Graphic Design Thinking*, Ch. 2 "How to Get Ideas"
  - After class in the DCC Lab: "Take it from a TA" - Julian on using LinkedIn
- SEPT 12
  - Donald Norman, "The Psychopathology of Everyday Things," chapter 1 in *The Design of Everyday Things*
  - Mark Weiser, "The Computer for the 21st Century" pg. 1-2.
  - Before next class: data collection team starts field notes on DC Metro Kiosks

### WEEK 4 INTERACTION AND USER EXPERIENCE (UX) DESIGN

- SEPT 17
  - Topic: Designing for users
  - Read: *100 Things Every Designer Needs to Know About People*
  - **POSTERS DUE**
- SEPT 19
  - In-Class Workshop: Prototyping with Adobe XD
  - Watch: LinkedIn Learning: "Learning Adobe XD"
  - Data collection teams complete field notes

**WEEK 5**  
INTERFACE DESIGN  
AND CULTURE

- SEPT 24
- In Class: Continue Kiosk Redesign
  - After Class in the DCC Lab: “Take it from a TA” - Nora on the DCC Capstone
  - *Before next class: get three people to test your design, using our usability test guide-*
- SEPT 26
- In Class: Present your Kiosk Redesign
  - **DC METRO KIOSK REDESIGN & USABILITY TEST NOTES DUE**

## SECTION 2: CULTURES

**WEEK 6**  
WHAT DO WE MEAN  
BY “CULTURE”?

- OCT 1
- Topic: Defining culture
  - In Class: Identify your cultures through mind mapping
  - Watch: Cultures, Subcultures and Countercultures: <https://www.youtube.com/watch?v=R-V50AV7-lwc>
  - Watch: Stuart Hall on Representation and the Media [https://www.youtube.com/watch?v=p-Gh64E\\_XiVM](https://www.youtube.com/watch?v=p-Gh64E_XiVM)
  - Watch: Stuart Hall: Race, Class, Gender in the Media: [https://www.youtube.com/watch?v=F-WP\\_N\\_FoW-I](https://www.youtube.com/watch?v=F-WP_N_FoW-I)
- OCT 3
- Topic: Design and cultures: how can design intercede in the challenges faced by certain cultures?
  - In Class: Identify cultural causes you are passionate about (things that affect your cultures)
  - In Class: Organize, Brainstorm, Mind Map: Identifying a cultural problem and ways that design can intercede
  - Read: Lupton, *Graphic Design Thinking*, Ch. 1 “How to Define Problems”
  - Review: “10 Ways Designers Can Support Social Justice” <http://designjusticenetwork.org/blog/2017/2/6/10-ways-designers-can-support-social-justice>
  - Review: <https://colloqate.org/projectsgallery> and <https://designaction.org/>

**WEEK 7**  
CULTURES OF EQUALITY  
AND SOCIAL JUSTICE

- OCT 8
- Read: Safiya Noble, “Challenging the Algorithms of Oppression,” <https://www.youtube.com/watch?v=iRVZozEEWIE> (12:18 min)
  - Listen: 99 Percent Invisible, “Unpleasant Design and Hostile Urban Architecture” <https://99percentinvisible.org/episode/unpleasant-design-hostile-urban-architecture/> (17:08)

**WEEK 8**  
CULTURES OF  
INFORMATION ACCESS

- OCT 10 • In Class: Pitch your Cultural Design Intervention to another group and get feedback. Incorporate feedback into final pitch.
- OCT 15 • Read: Andy Carvin, "Mind the Gap: The Digital Divide as the Civil Rights Issue of the New Millennium" online at: <http://www.infoday.com/MMSchools/Jan00/carvin.htm>
  - Read: Vint Cerf, "Internet Access is Not a Human Right," New York Times, January 4, 2012, <http://nyti.ms/wWTlrC>
  - Read: David Souter, "Inside the Information Society: ICTs, SDGs, and the Future," <https://www.apc.org/en/blog/inside-information-society-icts-sdgs-and-future>
  - After Class in the DCC Lab: "Take it from a TA" - Julina on the DCC Capstone
- OCT 17 • In Class: Digital Divide Design Challenge
  - **CULTURAL DESIGN INTERVENTION PITCH DUE**

**WEEK 9**  
CULTURES OF  
SUSTAINABILITY

- OCT 22 • Topic: Planned Obsolescence and E-Waste
  - Read: Giles Slade, *Made to Break* (Ch. 1, 9)
  - Watch: "We Transformed a Lifetime of Electronic Waste Into Art," (videos 1-4) <https://www.youtube.com/watch?v=HXk-2wcueD6I&list=PLDqtVct9gtn4E7UnDZ-VETTT3qG8L2Hh87>
  - Workshop: Art of Repair (7-8:30pm in Lab)
- OCT 24 • In Class Workshop: Adobe Premiere
  - Watch: LinkedIn Learning, "Premiere Pro CC 2019 Essential Training: The Basics"
  - Workshop: Art of Repair (7-8:30pm in Lab)

**WEEK 10**  
CULTURES OF  
DOCUMENTATION

- OCT 29 • Read: José Van Dijck, *Mediated Memories*, Ch. 1
  - Watch: "Photography, Self Documentation, and Social Media: An Interview with Nathan Jurgenson," <https://www.youtube.com/watch?v=MnPtZ5IKDHo>
- OCT 31 • CELLPHONE FILM FESTIVAL
  - **CELLPHONE FILMS DUE**

## SECTION 3: CREATIVITY

### WEEK 11 DEFINING CREATIVITY

- NOV 5
- Topic: Defining Creativity and the Habits of Creative Practice
  - Read: Twyla Tharp, *The Creative Habit*, ch. 1-2
  - After Class in the DCC Lab: “Take it from a TA” - Nora on using ArcGIS Data Mapping
- NOV 7
- In Class: What does creativity mean in your major? Brainstorm answers and creative ways to express this through the medium of your choice (e.g. a poster, a website, a short video)
  - Watch: Wouter Boon, “Defining Creativity” [https://www.youtube.com/watch?v=jj\\_njNT-V4Qo](https://www.youtube.com/watch?v=jj_njNT-V4Qo)
  - Watch: “Sir Ken Robinson on Creativity at the University” <https://www.youtube.com/watch?v=-m49eF7JVIs>

### WEEK 12 CREATIVE AND CRITICAL MAKING

- NOV 12
- In Class: Iterative Design Day for “Creativity in Your Major(s)” project
  - Read: Richard Sennett, *The Craftsman*, pg.
- NOV 14
- In Class Presentations of “Creativity in Your Major(s)” project
  - Read: Christopher Frayling, “Research in Art and Design”

### WEEK 13 CREATIVE OUTCOMES: PROCESS VS. PRODUCT

- NOV 19
- Read: Doron Mayer, *Workflow: A Practical Guide to the Creative Process*, Section III, “The Concept: From a Blank Page to an Exciting Core Idea”
- NOV 21
- Read: Jonas Michanek and Andréas Breiler, *The Idea Agent* Ch. 3 “Managing Creative Processes”
  - **CREATIVITY IN YOUR MAJOR PROJECT DUE**

### WEEK 14 THANKSGIVING BREAK

- NOV 26
- Thanksgiving Party and Gratitude Project



**WEEK 15**  
**CREATIVE MISUSE**

- DEC 3
- Topic: Misuse as Creative Tactic
  - In Class: Begin work on Code Dance
  - Watch: Austin Kleon, "Steal Like an Artist"  
<https://www.youtube.com/watch?v=oww7o-B9rjgw> (11:14)
- DEC 5
- In Class: Code Dance Presentations
  - End of year party immediately following class
  - **CODE DANCE PRESENTATIONS AND CODE DUE**

**WEEK 16**  
**FINALS WEEK**

- DEC 17
- Tuesday, December 17: Self-evaluation paper or alternative final project due by 11:59pm. Upload to Canvas. No final exam!

***Note on Academic Honesty***

Any source that you draw ideas, quotes, or media (photographs, videos, vectors, schematics, etc.) from must be cited accurately in your writing. If you use any source in your work without correctly citing the work, this constitutes plagiarism. Any intentional plagiarism will result in a failing grade for the assignment and may result in a failing grade for the course and an XF on your transcript. Please see:  
<https://www.studentconduct.umd.edu/academic-dishonesty>

*Please Note: This syllabus is subject to change at any time according to the professor's discretion. The assignments below may also include readings handed out in class, which each student is responsible for completing.*