SYLLABUS
Quest 1: IDS 2935
Design + Identity in Everyday Life
3 credits | Spring 2024 | Jan 8 - Apr 24, 2024

1. COURSE INFO

Hybrid: Asynchronous online instruction + F2F synchronous meetings in person on Mondays.
Sections & Locations: *Make sure to check which section & location you are registered for, you must go to your assigned section.
Mondays:
Section 1IG1 Period 2 (8:30am-9:20am) MAT 0108
Section 1IG2 Period 3 (9:35am-10:25am) MAT 0015
Section 1IG3 Period 4 (10:40am-11:30am) MAT 0105

Quest 1 Theme: Identities
Primary General Education Designation: Humanities (H)

> Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Secondary General Education Designation: N/A
Writing Designation: N/A
*A minimum grade of C is required for general education credit

2. INSTRUCTOR(S) INFO

Victoria Gerson vgerson@ufl.edu
I use she/her/hers pronouns and go by Victoria or Professor Gerson
Office Hours: By appointment, must make the appointment at least 24 hours before.
Office Location: Fine Arts C 317A, or on zoom https://ufl.zoom.us/my/vgerson
Schedule Meetings Here: https://calendly.com/vgerson/office-hours-meeting

3. COURSE DESCRIPTION

This course asks: How does design work as a tool for shaping, understanding, and communicating identity—"the fact of being who or what a person is"—in everyday life? Designed environments, objects, and interfaces allow us to shape the "facts" of how we see ourselves and others. Today, design organizes how we navigate public spaces and digital environments, impacts the way we understand everything from our political positions to our brand preferences, and positions us within both our local communities and the global commodities marketplace. Specific places, times, and cultures influence how humans understand and use design, and knowledge of these environmental contexts allows us to recognize our own context(s) as particular rather than universal. With a diverse and global range of design artifacts as our case studies, we'll interrogate issues related to form (the visual and physical qualities of design), function (what design is used for, and how), and philosophy (the underlying conceptual and ethical frameworks that inform the design process). Readings, viewings, discussions, critical making activities, and design-thinking exercises provide a shared framework for investigation. Through these, we'll seek to understand the interactions between design and identity in order to become more informed and empowered makers and users of design.

4. ATTENDANCE & PARTICIPATION

Attendance is taken promptly at the start of class for F2F meetings and recorded in the Canvas gradebook. Each absence that does not meet university criteria for "excused" will result in a zero for the in class assignment. Keep in mind: credit-earning activities happen in class, and you can't make these up unless your absence is officially excused; you'll miss points offered if you take a personal day.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Participation that's consistent, informed, thoughtful, and considerate is expected through collaborative, in-class design thinking activities. See Canvas for the rubric attached to these in-class design thinking sessions. If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss

alternative modes of participation.

4. COURSEWORK & EVALUATION

ASSIGNMENT	DESCRIPTION	REQUIREMENTS	POINTS	DUE
Blog Post *weekly blog contribution*	For each entry, locate and critically analyze one example of design that shows the relationship between the week's topic (e.g., color) and your individual research theme from the approved themes list (e.g., gender).	1 image of your creation and a brief caption: what we're seeing and why it's important + relevant, from your point of view.	**300** 12 entries, 25 pts each	Fridays @ 11:59pm
Quizzes *weekly, online*	During each unit, you'll take four online, multiple choice quizzes reviewing the week's assigned viewing, listening, and/or reading assignments.	10-12 multiple choice and short answer questions; two chances to take the quiz, highest score automatically kept.	**300** 12 quizzes, 16-25 pts each	Wednesdays @ 11:59pm
Think & Make *weekly, synchronous, in person, collaborative activities*	Each week, you'll participate in a classroom discussion session. Your collaborative small group will engage design thinking and studio making. Earn credit through engaged, active participation that's consistently informed, thoughtful, and considerate; there aren't right or wrong answers, no design skills needed.	Active engagement as described in each session's design thinking & making prompt (rubric attached to prompts).	**120** 12 sessions, 10 pts each	Mondays, during your assigned session time
Gestalt Share-out *synchronous reflection sessions about critique wall contributions*	At the end of each unit, we'll discuss the results of your personal blog post contributions. Before we meet, you'll prepare your summary. In class, you'll reflect on how your observations and analysis connect to your experience of design as a student and how they might inform your experiences of design and identity after you complete your degree.	Self and peer evaluation (rubric attached to assignment).	**30** 3 sessions, 10 pts each	Mondays, during your assigned session time
Essay *analytical essay reflecting on experiential learning assignment*	In an analytical essay, contextualize and evaluate the design elements you observed during your visit to a cultural institution (can be online). Use the critical and observational skills you developed through your critique wall contributions to analyze the form, function, and philosophy of the design choices you encountered. Analyze the role of design choices in shaping and/or dialoguing with visitors' identities, particularly your own.	1000 word analytical essay (rubric attached to assignment).	**200**	TBD
Presentation *share-out of experiential learning results (during final)*	Present and evaluate the results of your experiential learning analysis to peers. Occurs during each section's assigned final exam period.	Self and peer evaluation (rubric attached to assignment).	**50**	During your section's final exam period

		Total:	**1000**	

5. GRADING & EVALUATION
A minimum grade of C is required for general education credit.

Scale:
For information on how UF assigns grade points, visit:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A | 100-94   A- | 93-90   B+ | 89-87   B | 86-84   B- | 83-80 C+ | 79-77
C | 76-74   C- | 73-70   D+ | 69-67   D | 66-64   D- | 63-60 E | 60 and lower

6. QUEST (EMBODIED) LEARNING EXPERIENCE
Bring all of the themes and concepts we explored this semester together in an **embodied learning experience**, best completed about halfway through Unit 3.

Visit a cultural institution of your choice (e.g. museum, gallery, performing arts venue, public park, library, archive—this can be online, or in person following CDC Covid-19 guidelines). Experience that institution's content: an exhibit or live performance, a live public lecture, a self-guided tour of the permanent collection, a physical activity—like checking out a book at a library or using Gainesville's city government website to locate and visit a park's hiking trail, take an outdoor yoga class, or go to a public swimming pool.

Analyze how the design of that experience addresses identity—in general as it relates to your semester's theme, and your personal identity in particular.

Record (notes! photos! anything!) how you, as a person with an identity, experienced the location/site and its content through design. Also ask yourself: how might diverse people relate to this institution through the lens of my semester-long topic (race, class, gender, etc)? In your analytical self-reflection essay, you'll need to address each of the course's three units, so think about them during your visit:

> **Form** – how are typography, color, shape, size, materials, and/or the organization of space impacting your experience? What kind of personal, social, and cultural identities are included or excluded through these formal choices? How and why are you making these evaluations?

> **Function** – what is the design communicating, and what is the function of that message? At a museum, for instance, is the function to reveal beauty in the world around us, teach us about a new language or culture, critique our reliance on fossil fuels? How do you know or infer this? How does your own identity shape your experience of the information being communicated? What tools are the designers using to set up a conversation between the content and the viewer? How successful are these tools at doing their job?

> **Philosophy** – what is the underlying goal or message, beyond immediate content? What design elements reflect the designers' and the institution's intended take home message or aha! moment?

6B – SELF-REFLECTION COMPONENT
Write an analytical, self-reflective essay reponding to your Experiential Learning activity (essay assignment details and rubric on Canvas). How was your experience of a cultural institution impacted by your identity? How did design play a role in this?

Share with 3-5 peers during finals week. They'll respond using an online evaluation tool.
You'll also evaluate your own work with the same rubric (see Canvas). Self- and peer evaluation account for 25% of the assignment grade; the written essay accounts for 75% of the assignment grade (essay rubric on Canvas).

Small print about the analytical self-reflection essay & share-out:
To prepare for the essay and peer sharing session, identify "bullet points" that communicate the main ideas you want to communicate—in

writing (more detail) and during the share-out (less detail).

Briefly describe the venue you chose for the Experiential Learning Component:

What was the location, what was the physical/digital space like?

What did you identify as its overall purpose?

What did you observe when you visited?

By reflecting on and analyzing your own experience, address how your own identity was reflected, or not, in the design you encountered. Using empathy, imagination, and research as appropriate, reflect on how visitors with identities relevant to your semester-long topic (gender, race, class, etc) might experience these same design elements.

Some example questions:

Are there gender-neutral restrooms?

Is there screen-reader capability?

Are texts in multiple languages, or is there translation available?

How expensive is it to attend?

Can you get there via public transit?

Who's shown in the brochures, ads, or other publicity media?

What kind of language is used to describe and contextualize—who does it include/exclude?

Is this a friendly environment for kids? seniors? people who are deaf? color-blind?

What if you use a wheelchair or stroller?

Is there someplace to sit down? Change a diaper? Drink free water?

Using direct observation and imagination, what do these design choices say about the philosophy of the makers?

What does the design of the space say?

What does the selection of items/etc on display say?

What does the design of explanatory texts (walls texts, maps ,way finding signs, digital apps) say?

Refer back to the observational notes you took during your visit as needed. Make sure you analyze the form, function, and philosophy of the design choices you observed. Choose photos (or other documentation) that you can share with your peers and include to illustrate your essay. If they're not your images, be sure to provide maker/date/URL for each.

Example:

At the Florida Museum, you might visit the butterfly pavilion. While you're there, ask yourself how the design of this experience is making assumptions and/or communicating ideas about identity. What is the identity of the intended audience – school children or nature-loving adults, groups or individuals, members of a certain economic class or cultural identity? How do you know or infer this through the design strategies being used – the design of directional and informational signs, the way visitors are guided through the space, the people shown on the website or in the brochure? What do these design choices communicate about the educational philosophy of the Florida Museum? Is your own identity (and that of others, too) being included or excluded? How and why are you, as an individual with a specific identity, making this determination? How does the design of this experience impact your future encounters with – or avoidance of – similar places? Your analytical essay should address these kinds of questions, and others like them as you see fit. You can include up to 3 photos to illustrate your analysis.

7. LEARNING OBJECTIVES

At the end of this course, students will be able to:

Identify, describe, explain, and critique how form, function, and philosophy play a role in the design process as it shapes intersectional personal, socio-cultural, and political identities. We'll evaluate these skills through Design Thinking activities (in class) and Observation Logs (blog posts).

Identify and describe key concepts, themes, and disciplinary vocabulary connected to specific case study examples of the design process and its role in the cultural construction of identity. We'll evaluate these skills through online quizzes and in-class dialogues.

Identify, Analyze, and Evaluate how the form, function, and philosophy of designed artifacts and design practices change relative

to place and time. We'll evaluate these skills through Observation Logs, guided peer and self analysis, and Design Thinking activity outcomes.

Identify, Analyze, and Evaluate how design plays a role in constructing identity relative to an individually selected theme: economic class, race/ethnicity/nationality, gender/sexuality, ability/disability, political power, or religion/spirituality. We'll evaluate these skills through the Design Thinking responses, Observation Logs, Experiential Learning Components, and Self-Reflective Written Responses.

Develop and present critical, personal responses to the diverse examples of design practice encountered in class, in reading/viewing assignments, and in students' ongoing observation logs and dialogues. We'll evaluate these skills through Observation Logs and Self-Reflective Written Responses.

8. POLICIES
SYLLABUS CHANGES
Please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through email & Canvas.

ACCOMMODATIONS
Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/students/get-started/). Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

COURSE EVALUATIONS
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

ACADEMIC INTEGRITY
Academic integrity means that if you use words, images, or ideas that are not your own, you must cite them. Claiming the work of others as your own is a serious breach of professional ethics and will result in a failing grade in this class. The UF Honor Code specifies a number of other behaviors that are in violation of this code and the possible sanctions.

HONESTY POLICY
An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, you are expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. These can include: cheating, copying ideas, plagiarism, bribery, misrepresentation, conspiracy, or fabrication. You can find UF's Student Conduct Code, here.

HARASSMENT
UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty (http://www.hr.ufl.edu/eeo/sexharassment.html).

DISRUPTIVE BEHAVIOR
All member(s) of the University who intentionally act to impair, interfere with, or obstruct the mission, purposes, order, operations, processes, and functions of the University shall be subject to appropriate disciplinary action by University authorities for misconduct, as set forth in the applicable rules of the Board of Regents and the University and state law governing such actions. Be advised that you can and will be dismissed from class if you engage in disruptive behavior. For more information, visit: http://regulations.ufl.edu/wp-content/uploads/2012/09/1008.pdf.

TWELVE-DAY RULE
Students who participate in official athletic or scholastic extracurricular activities are permitted twelve (12) scholastic day absences per semester without penalty. In any case, it is the student's responsibility to maintain

satisfactory academic performance and attendance.

CAMPUS RESOURCES:

HEALTH AND WELLNESS

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process