

THE 6930

**Cognizant Design Theory**

Hybrid Course:

Asynchronous via Canvas and Monday 10:40-12:35

**COURSE DESCRIPTION:** Focusing on the intersection of historical, social, and cultural awareness and theatrical design, students will investigate critical social movements in design while examining the impact design choice has on the individual and society. Cognizant Design Theory challenges conventional thinking regarding the nature of design and creativity, empowering meaningful representations of cultures and peoples in theatrical design practice.

**College of the Arts Mission**

The University of Florida College of the Arts intends to be a transformative community, responding to and generating paradigmatic shifts in the arts and beyond. We do so by:

- Embracing the complexity of our evolving human experience and seeking to empower our students and faculty to shape that experience fearlessly through critical study, creative practice, and provocation.
- Collaborating effectively with the forces of change.
- Preparing students to access and unsettle centers of power in a radically changing world.
- Facilitating an arts education that will position emerging artists and researchers as catalysts for equity on local and global levels.

**COURSE STUDENT LEARNING OUTCOMES:**

After completing this course students will:

- be able to have critical and nuanced conversations about history and current social issues.
- understand the intersectionality of design and social environment.
- be able to critically research both in text and visual evidence.
- more fully understand their personal voice.

*This course fulfills designations in General Education student learning outcomes in Humanities and International.*

HUMANITIES (H) 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.

STUDENT LEARNING OUTCOMES (H):

- Identify, describe, and explain the history, underlying theory and methodologies used.
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
- Communicate knowledge, thoughts and reasoning clearly and effectively.

International (N) - this designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses International content and engagement, and it should be a substantial, defining feature of the course.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

STUDENT LEARNING OUTCOMES (N):

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

#### COURSE MATERIALS:

Asynchronous modules will consist of academic readings, videos and exercises. Each module will open one week before it is due. Reviewing asynchronous modules is essential to your understanding of in class lectures and participation in in class discussions.

#### ASSIGNMENTS AND COURSE EXPECTATIONS

##### Participation (30%)

Participation and attendance are required. Please come prepared to each class meeting having completed all online assignments so that you can engage the content of each lecture and/or discussion.

**Attendance Policy:** The success of this course is based on discussion and class participation. Attendance is vital. Only one (1) unexcused absence from class will be permitted without penalty. Each additional unexcused absence will lower your final grade by 5%. Two (2) late arrivals and/or early departures to/from class will count as one (1) absence. Three unexcused absences will result in a failing grade in this class. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/UGRD/academicregulations/attendance-policies/>) and require appropriate documentation.

## Rubric for Assessing Student Participation

	<b>Exemplary (14-15)</b>	<b>Proficient (12-14)</b>	<b>Developing (10-12)</b>	<b>Unacceptable (&lt;10)</b>
<b>Frequency of participation in class</b>	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
<b>Quality of comments</b>	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
<b>Listening Skills</b>	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

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### Module Exercises (30%)

Module Exercises will be completed at the end of each week's asynchronous module. Exercises apply concepts to visual research, concept, and design presentation components. Grading will consider growth of understanding of history and competency throughout the semester.

## This Is Us (40%)

**THIS IS US** is a personal exploration of your identity and the intersection with history and clothing. The goal is to help you answer the question "Who Am I?" by linking yourself to an individual, moment, or period of your ancestry. Each student will select an individual, period, or moment from their own familial history to research the historical, political, economic, and cultural details. Students will then tell the story of their selection visually, verbally, and through writing. This project is completed in parts over the course of the entire semester. Please see Course Calendar for multiple check-in dates.

### **Ancestry: One's family or ethnic descent**

**Family: any individual with whom you share a emotional and values based connection and whose actions have shown commitment resulting in your grounding, growth, or transformation.**

Visual: As a community we will create a website to feature your work. Visual format can include photos, videos, collages, renderings - your imagination is the limit! All images should represent accurate historical details and follow proper research methods.

Writing (4 pages min.): This should be considered a research report. You should use information from your annotated bibliography to tell the history and link the ancestry to your present. You will be evaluated with respect to grammar, punctuation, clarity, coherence, and organization

Past Visual Projects Can be found here:

<https://jendasher.wixsite.com/thisisus>

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GRADING:

The grading scale will be as follows:

A	93.6-100
A-	89.6-93.5
B+	86.6-89.5
B	82.6-86.5
B-	79.6-82.5
C+	76.6-79.5
C	72.6-76.5
C-	69.6-72.5
D	67.6-69.5
E	0-67.5

The university grading policies for assigning grade points may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ONLINE COURSE EVALUATIONS: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students <https://evaluations.ufl.edu/results/>

HONESTY POLICY: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

STUDENTS WITH DISABILITIES: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352- 392-8565, <https://disability.ufl.edu>) by providing appropriate documentation. 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.

#### STUDENT CONCERNS:

*Student Complaints On-Campus:*

[sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/)

*On-Line Students Complaints:*

[distance.ufl.edu/student-complaint-process/](http://distance.ufl.edu/student-complaint-process/)

*Title IX:* <https://titleix.ufl.edu/>

#### HEALTH AND WELLNESS:

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

*Disability Resource Center:* <https://disability.ufl.edu>

*Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) 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 [shcc.ufl.edu/](http://shcc.ufl.edu/).

*University Police Department:* Visit [police.ufl.edu/](http://police.ufl.edu/) 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; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

#### ACADEMIC RESOURCES:

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

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/)

*Library Support:* ask various ways to receive assistance with respect to using the libraries or finding resources. [cms.uflib.ufl.edu/](http://cms.uflib.ufl.edu/)

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. G General study skills and tutoring. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)



## COURSE SCHEDULE (subject to change)

<b>Date</b>	<b>Asynchronous Module Completed</b>	<b>In Class Lecture</b>	<b>Projects Due</b>
8/26	N/A	Syllabus, Project Review Lecture: What is CDT	
9/2	Western Society and Fashion	Western Foundations	
9/9	Western Society and Space	Christianity and Design	
9/16		Utilizing AI	This is Us Proposal Due
9/23	Christianity and Design	Non-western Religion	
9/30	Arab Design	Indigenous Peoples	
10/7	Indigenous Design	Dehumanization Defined	
10/14	African Diaspora	Uyghur – a brief History	
10/21	Uyghur and the Clothing Trade	Economics and Fast Fashion	
10/28		The Holocaust, a primer	This Is Us Check-In
11/4	Design of the Third Reich	Mass Media and Influence	
11/18	TikTok, Influencers, and 24/7 Media	Protest in America	
12/2	Contemporary Protest	Design as Power	
12/10			This is Us Presentation