

RE·ID

REDESIGNING OUR IDENTITY: BRANDING A MASCOT FOR AN INCLUSIVE AND VISIONARY FUTURE

WINTER 2023

Digital + Media

Experimental & Foundation Studies | Rhode Island School of Design

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Class meetings: TBD

Location: [WHAT CHEER 101](#)

Office hours: TBA, by appointment

Course Google Drive [Folder](#)

Social Media Account: @RE_ID_RISD

COURSE DESCRIPTION

Harnessing the irreverent humor of RISD's unofficial mascot this studio class will engage students to develop the "brand" or identity of a potential school mascot. Everything from the logo, the physical mascot costume, the backstory will all be developed in class together through interdisciplinary collaboration. As

we look to create a fully inclusive representation for the university, participation in this course will teach students important collaboration skills, how to execute social research, and how to produce dynamic and engaging presentations to share the work of the class. It will further develop cross-disciplinary skills, support mutually successful outcomes during creative disagreements, and ultimately build a strong community amongst the class. The mascots developed during this course may be reviewed by the University.

COURSE GOALS

- Students will learn the full identity design process
- Execute a successful marketing campaign for their mascot
- Students will learn how to work in collaborative groups at a quick pace
- Execute social research for product development
- Students will develop a deeper trust of their creative instincts
- Students will gain experience in social practice and public design
- Students will have documentation of their work that is of portfolio quality

STUDENT LEARNING OUTCOMES

In completing **RE-ID**, students will be able to:

- Work successfully in group environments through thoughtful collaboration and respectful critiques of the work
- Rapidly develop prototypes, concepts, and engaging communication methods as well as all assets for a branding campaign
- Implement social research to gain necessary feedback from the community
- Engage in critical discourse regarding representation, identity, social practice, and the ethics of community representation
- More easily present ideas and engage in public speaking

MATERIALS & RESOURCES

Readings

Readings will be assigned throughout the session to support the course work required. These will be available on the course website.

Presentations

All presentations will be available on the course google drive after they are presented.

ESTIMATED COST OF MATERIALS

Estimated costs for students will be \$100. Students will need to assume the cost for materials and other associated costs to their individual projects.

REQUIREMENTS

Assignments & projects

Your work this semester will be guided by a series of assignments and a final project. Please see the schedule in this document for provisional due dates. Updates to the schedule will be announced in class and posted on the course website. It is your responsibility to take notes during lessons, discussions, and critiques. It is expected that you will utilize feedback given during critique to improve both the technical and conceptual aspects of your work throughout the semester.

Assignments

Outside of class, you are required to complete assignments. This includes readings, social research and interviews, and progress on projects. Please budget your time wisely; due dates are strict.

Be prepared

Be ready to workshop in class. Bring all necessary materials.

Attention

Your full attention is required. Evidence of your attention includes maintaining focus during work sessions, participating in critiques and discussions, taking notes, and asking questions. Please refrain from phone calls, text messaging, and the use of social media sites (i.e. Tiktok, instagram, etc.) during class time. During discussions laptops must be put away.

ORGANIZATION & INSTRUCTION

This is a studio course. Class sessions are 5 hours and will be primarily used for demos/workshops, creation, assistance, and critique. Breaks will be announced depending on the plans for the day. Please be on time for the start of class and when returning from breaks.

DIVERSITY AND INCLUSION

RISD is committed to Social Equality and Inclusion and has a newly-created campus initiative to support this (SEI). Our intent is that students from all diverse backgrounds and perspectives will be well-served by this course, that students' needs will be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.

Our intent is to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are *encouraged* and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students in the class.

See RISD's non-discrimination policies at titleix.risd.edu

Our community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, we must preserve the freedom of thought and expression of all members. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of that obligation implies the responsibility of each member of the RISD community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.

[Chosen Name Policy](#) and [Policy on Gender Identity and Expression](#) and link to [The Office of Intercultural Student Engagement \(ISE\)](#)

LAND ACKNOWLEDGEMENT

Rhode Island School of Design is built on what is now called College Hill, part of the ancestral homelands of the Narragansett Nation. Indigenous people from many nations—near and far—live, study and work in Providence today. The amplification of Native voices and histories is crucial to rectifying the many violent legacies of colonialism, and we gratefully acknowledge the ongoing critical contributions of Indigenous people across our state, region and nation.

GRADING

Process and product will both be evaluated together. Students will be evaluated for their participation (through their work and their verbal engagement) in every studio session. Students are expected to respond to prompts provided in each assignment brief as well as those offered through in class discussion and critique. A robust discussion is an inherent part of this project. Please come

ready to share your ideas. Final grades are based on your attendance and participation, engagement with course material, contributions to discussions and critique, assignment completion, and a final project.

FINAL GRADE CALCULATION

FACTOR	PERCENTAGE
Attendance	10%
Participation	20%
Presentations (Mascot Options, Anticipation)	15%
Midterm	25%
Final Critique and Documentation	30%

Be aware that completing all assignments on time and having perfect attendance is expected and only assures you of a passing grade. In order for you to earn high grades, it will require intense commitment to your work. Experiment, work diligently, and make progress.

There are several factors taken into consideration to determine grading:

- Response to the guidelines and goals of assignments (20%)
- Troubleshooting, experimentation, creativity- consider how you can answer the question in your own unique way (20%)
- Effort, technique, craft, and care for your work's presentation (20%)
- Demonstrated physical and conceptual progress (20%)
- Meeting deadlines, submitting work properly and on time (20%)

OUR CLASSROOM

This is a collaborative group project that may represent our fellow students for years to come. It's imperative that we work as a team, support one another, and make space for all viewpoints and perspectives. For this, the following concepts are required:

Critical Engagement with the Course Materials & Community

At RISD you will learn how to contextualize your views, ideas, feelings about particular issues by engaging relevant theories and cultural debates and practicing close reading and formal analysis. In the classroom, our emphasis must be on engaging in the mutual exploration of issues as they pertain to the context of the course, rather than in defending ideas or making broad points that are not directly applicable/relevant to the class topic. While it is the instructor's responsibility to clearly and effectively frame the course work and explain why particular works are being addressed, it is the students' responsibility to engage those works even when they do not particularly care for them. In fact, this is an opportunity to take responsibility for what can sometimes be reflex assessments and learn how to articulate detailed and informed critiques. A refusal to engage will make the project less successful overall.

Cultivation of mutual respect

We are a diverse, international community, and are approaching work from a range of different cultural, educational, and evaluative frameworks. Please be aware and respectful of each other's different frames of reference. If you don't understand how someone came to a particular idea or assessment of a work, ask for clarification. We won't learn from each other if we don't communicate clearly and directly.

Reciprocity

Our responsibilities in the classroom are threefold: to listen, contribute, and critically engage. Just as we expect others to listen attentively to us, so we ought to listen attentively to others. Be sensitive to the time you take up in class, and make sure to draw on what has been already shared as you make your own contributions to the discussion.

Reasoned disagreement

While disagreement and the challenging of ideas in a supportive and positive manner is encouraged, "call-outs" in the form of shaming, scolding, shouting down, or socially isolating someone for an offensive remark is counterproductive to the goal of promoting mutual understanding. Always assume that any offense was unintended or made out of ignorance and that it can be addressed in the classroom by educating each other about the particular issue.

Responsibility for your ideas

While you should always feel free to speak your mind and express unpopular opinions or beliefs, you should also be prepared to explain these ideas/beliefs in a convincing way (by using appropriate forms of evidence, for example, or linking to course content; etc.).

POLICIES AND COURSE CONDUCT

Please familiarize yourself with RISD policies which can be found online at:
<https://policies.risd.edu>

Attendance policy

All aspects of this course are critically important and participation in workshops, group meetings, visiting artist events, and critiques provide the context for you to achieve the stated learning objectives. Absences mean that you are not fulfilling course requirements and will result in grade reductions.

- Attendance is mandatory for in-person and online components of the course. There is not an allowed number of absences. Consequences of absences are determined at the discretion of faculty. If you need to be absent for any reason, please give your faculty advance notice (e.g. an hour before class is not sufficient). A student with 1 absence for any reason can be withdrawn from class. If not withdrawn, students should expect a consequence in grading.
- On-time arrival to class is expected. Arriving at class late (tardiness) is not acceptable. Returning late after breaks is also considered tardiness. Tardiness can be marked as a full or partial absence. This is particularly important in a collaborative class, please respect the time of your fellow classmates and professors.

- Reasonable accommodations can be made for missed class because of a religious observance. In such cases, students must communicate with their faculty at the beginning of the semester in order to plan ahead.
- In cases where a serious illness or family emergency will prevent attendance, students should notify their faculty immediately.
- If a class is missed, students are responsible for communicating with faculty and their teammates to make up what they have missed
- Please see the full RISD Class Attendance policy at:
<https://policies.risd.edu/academic/class-attendance/>

Mutual respect & common sense

Course conduct can be summarized with these two principles. Please maintain civility and respect the diverse backgrounds and perspectives of your classmates and all those we interact with during the semester.

Academic policies & standards of conduct

Your participation and works must abide by the following:

- RISD Academic Code of Conduct:
<https://policies.risd.edu/academic/academic-code-of-conduct/>
- RISD Code of Student Conduct:
<https://policies.risd.edu/student-life/code-of-student-conduct/>
- RISD's Code of Conduct for Remote Learning:
https://cdn.risd.systems/webhook-uploads/1590497335143_Student-Code-of-Conduct-for-Remote-Learning.pdf
- An Installation Site Permit is required for projects that require the use of non-classroom space or that could potentially pose a safety risk. A form is available here with further details:
<http://info.risd.edu/environmental-health-safety/>

- Projects may not pose hazards that threaten or cause physical harm to yourself or others.
- Projects may not cause damage to studio, shop, and lab equipment or school facilities.

Safe working

Always be concerned with your health and safety, and that of others. Pay close attention to demonstrations in class regarding the safe use of tools and materials. Heed posted warnings and instructions, and read the labels on materials. Take note of emergency exits, classroom phones, and first aid kits. Many art materials contain ingredients that are hazardous. Take suitable precautions so as to avoid skin contact, fume inhalation, or accidental ingestion when handling. Be sure to wash hands thoroughly after working and before eating. Be aware that all tools and materials carry some level of danger... some less obvious than others. In this class we may be working with soldering irons. There are specific hazards to take note of, which we will discuss in class demonstrations.

Cleanliness & community

Our classroom, shops, and labs are community studios. When working, be responsible and considerate of others. Do not leave your work unattended. Leave work areas clean. Prepare your work area so as not to mark or damage tables and walls. Dispose of waste in proper containers. You may have a drink with a lid (such as a bottle of water, coffee, etc.), but be careful where you place it. Spills happen. Mind your belongings. Do a second check before you leave the studio to make sure you have all of your supplies and work at the end of the day. Clean up your area before you leave (dispose of coffee cups, etc.).

Disability support

RISD is committed to providing equal opportunity for all students. If you are a student with a disability that may require accommodations to complete the requirements of this class, please discuss this with me during the first week of the term. Once an approval letter from the Office of Disability Support Services

is submitted, accommodations will be provided as needed. For more information on how to receive accommodations, please see: <https://info.risd.edu/disability-support-services-dss/>

COURSE CONTENT

Please be aware that we will likely investigate some content that is difficult or offensive to some members of the class in order to better understand the role of art and design in the larger political context, with the goal of working towards a more just, beautiful, and democratic society free of hate and bigotry. As addressing difficult issues will be an ongoing and required part of this course, additional warnings besides this one will be provided. Please consider when presenting if you are sharing any potentially triggering images or information. If you are, please mention that at the beginning of your presentation to give the class fair warning so people may excuse themselves as needed. If you suffer from PTSD or if you cannot participate in viewings or discussions that may be triggering for any reason, please let us know (or have someone let us know) and we can work together on the best way to proceed.

CLASS SCHEDULE

MAJOR PROJECTS

UNDERSTAND YOUR CLIENT- RESEARCH

- The student body, faculty, and staff of RISD represent a diverse group of perspectives, lived experiences, and knowledge about the subject matter. How do they want to be represented? Develop a means of gathering social research- this could be one on one interviews, hosting a town hall style gathering, etc. Each small group may have different means to collect data, but a strong emphasis will be placed on ethical collection of the data. Use this as a tool to gather the data you need to successfully create

the identity of our next mascot.

- Discuss as a class who is collecting what data- use your numbers to cast a wide and inclusive net.
- Present your findings to the class through google slides, Adobe Indesign, or other programs. You're showing us what you learned- the information will show this, but also consider how the visuals of your presentation also can represent the data. Use your creativity to present it in an engaging way.
- From these presentations, discuss as a group how you can amplify/celebrate the client's needs and wants through your creativity and access to all of RISD's resources?

DEVELOPMENT OF ASSETS

- This is where you get to play. You need a full brand identity (colors, fonts, versions of character logo etc), a physical mascot, a backstory and developed personality for the character, merchandise, a song?, its voice? consideration of where/when it makes appearances, and other elements of consideration the class deems important. This will be done in small groups- and you'll have to work fast- you only have a week. Consider pooling resources with one another to gain access to things like 3d printers, sewing machines, CNCs etc.
- You will be given class time to complete these assignments
- Team creating the physical mascots will create rough concepts and reconnect with clients before physically creating the costume to conserve time and resources

BUILDING ANTICIPATION

- You've got the assets set- or almost set. Now you need to get people excited and curious about what you've created. Develop a short video as a small group, with humor at its center, to tease the concept to the community. Develop a strategy for distribution- social media, fliers, wild impromptu mascot costume engagements with the public, pitch the press, sky writing? Get creative- use your collective imagination to break the standard modes of sharing your work to get the world's eyes on it.

UNVEILING

- How do you as a group want to unveil the work? A press conference, a meeting with the president, leaflet drop, video sent to the whole community, sky writing? This is in and of itself a performance where every member of the group plays an important role in its success. How is it documented, who carries which responsibilities, how do you work as a group to pull it off? Remember to have fun while you do this work, if it's not fun, what's the point?

Provisional, summarized schedule. Updates and further details will be posted on canvas and announced in class.

Week 1 : UNDERSTAND YOUR COMMUNITY		
CLASS # 1 Jan 9	<p>Introduction to course</p> <p>Student presentations each 5 minutes</p> <p>Intro to one another (NAME GAME),</p> <p>Lecture about Mascot (History + Controversy + Scrotie)</p> <p>Workshop: questionnaire</p>	<p>Assignment:</p> <p>Watch: Yes Men: Peace Pipeline</p> <p>Read: Report to the City, Monument Lab, 2018 pg. 1-20</p>

	development together Break	
CLASS # 2 Jan 10	<p>Meet at studio- explanation MET / communal space / Carrhaus / Library 30- 40 per pair questionnaires/student</p> <p>Meet at studio at 3:30 PM</p> <p>Discuss findings- how do we divide/organize/accessible data</p> <p>Pairs fill out spreadsheet</p>	Assignment: Complete spreadsheet
CLASS # 3 Jan 11	<p>Creative Warm Up</p> <p>Mascot Exercise</p> <p>Break</p> <p>Student Presentations</p> <p>AI as a Design Tool Lecture</p> <p>Break up into your groups Brainstorming on criteria for list of mascots</p> <p>*mascots must be inclusive and not reference genitalia/ Don't be a Dick.</p>	<p>Assignment: (As a group) List 200 adjectives List 200 categories Create 50 combinations that you like, and develop visual representations for all 50 (upload images and adjective/categories lists to drive) As a group narrow ideas down to 8 total concepts</p> <p>Each person of group fully develops 2 options from the 8 thru their own creative process</p> <ul style="list-style-type: none"> - Backstory - identity, life story, personality, name lifespan other elements - Visual representation (clay, drawing, digital etc) - How it connects and shows up in RISD community - Good argument for how and why

		<p>this is a good mascot for RISD</p> <ul style="list-style-type: none"> - How does it promote inclusivity <p>Create a presentation for each option for next class (Real Objects/Film/3D modeling/Graphic Design...)</p>
Week 2 DEVELOPMENT OF ASSETS		
<p>CLASS # 4 Jan 17</p>	<p>Creative Warm Up</p> <p>Student Presentations</p> <p>Full Group Discussion</p> <p>Break</p> <p>Small Groups finalize their choices</p> <p>Share decisions</p> <p>Assignment explanation</p> <p>Create Collaborative Project Timeline/ Asana</p>	<p>Assignment: IDENTITY DESIGN</p> <p>Work together to build on selected mascot-</p> <p>Develop lo-fi scale model of costume, complete digital logo, come up with a slogan, merch, flier(s) to introduce this to the world, fonts, color schemes</p> <p>Create a group presentation to share your concept with the class and our guest critics for the MIDTERM</p>
Week 3 DEVELOPMENT OF ASSETS (continued)		
<p>CLASS # 5 Jan 23 MIDTERM CRITIQUE</p>	<p>Creative Warm Up</p> <p>Discuss best critique methods</p> <p>Student Presentations/ Q&A/ Guest Critics-Andy Law</p> <p>Announcements</p> <p>Lecture on Branding/Asana</p> <p>Break</p> <p>Small group meetings with Instructors (30 min each group)</p>	<p>Assignment:</p> <p>Have a project management spreadsheet completed for next class</p> <p>Begin work on mascot assets. Physical costume and its documentation, backstory, etc all due Feb 6th.</p> <p>Think about what workshops your team needs in order to complete the project successfully</p>

CLASS # 6 Jan 24	Creative Warm Up Work Day Group Evaluation	Assignment: Develop your work
CLASS # 7 Jan 25	Creative Warm Up Demo: Scaling from small 2D to life size 3D Break Small group meetings with Instructors Work in Class	Read: Yes Men Book of Tricks Individually select an example of a successful intervention in public space and be prepared to share it with your group
Week 4 BUILDING ANTICIPATION		
CLASS # 8 Jan 30	Discussion Break Small Group Meetings: Discuss your selected interventions assignment Brainstorm effective strategies to get people excited for the unveiling- social media, fliers, wild impromptu mascot costume engagements with the public, snowball fight, pitch the press, sky writing, etc. Work in Class	Assignment - Develop clear outline for your unveiling <ul style="list-style-type: none"> - Who - What - Where - When - Why - How - Documentation Create a digital presentation of your idea Watch three videos: and write a summary of each discussing the
CLASS # 9 Jan 31	Creative Warm Up Guest Speaker 1:30 PM Student Presentations for	Assignments- Due next class: #1 Have all of your Anticipation Assets ready to launch. Come to class prepared to show them all, and explain how you are using them to build anticipation of your

	<p>unveilings</p> <p>Break</p> <p>Small Group Brainstorming- Discuss the unveiling and how best to market it and tease the community about your design Some ideas: Fliers, posters, tee shirts, stickers, social media campaign</p> <p>Work in Class</p>	<p>unveiling.</p> <p>Assets include but are not limited to: teaser video, stickers, posters, QR codes, instagram/tiktok campaigns, merch, etc. Your team will explain in detail your plan for building anticipation, if you haven't already begun.</p>
Week 5 UNVEILING		
<p>CLASS # 10 Feb 6</p>	<p>Creative Warm Up</p> <p>Break</p> <p>Small group work Work in studio to develop unveiling strategies</p>	<p>Assignment: Release teasers, get ppl anticipating your Feb 8th reveal; Prepare for your unveiling</p>
<p>CLASS # 11 Feb 7</p>	<p>Critique Physical mascot, unveiling strategies, all branding assets complete!</p> <p>Break</p> <p>Class clean up</p> <p>Group Evals</p> <p>Final preparation for unveiling</p>	<p>Prepare for unveiling</p>
<p>CLASS # 12 Feb 8</p>	<p>No class, prepare for unveiling event from 5-7pm MET C</p> <p><u>Each group is to document the unveiling of their mascot</u></p>	<p>Submit all documentation by Feb 10 at 11:59 pm</p>