

Parsons School of Design

First Year Integrative Studio 2

PUFY 1001; CRN 5113

Spring 2018

Wednesday 3:50 – 6:30pm

2 W 13th Street, Room 801

Or Zubalsky

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Office hours by appointment only

Course Description

How many ways are there to explore an idea? In Integrative Studio 2, students fact-find individually and in groups to explore all types of discovery and documentation. Research often requires moving out into the world through field work, experimentation, failure, and creative problem solving. Over fifteen weeks, you will engage with a wide variety of studio-based research methods – both digital and analog – through pursuing one overarching research question / problem through a project that you are also pursuing in the Integrative Seminar 2 through seminar-based research methods. Idea research and development is presented through the lens of one of four themes that align with the different schools at Parsons: Systems and Strategies, Constructed Environments, Fashion, and Visual Culture. The course emphasizes beginning to think about and do research through, for, and of design and art. Working in studio, students will use digital tools, online platforms, studio-based research (such as materials investigations, prototype testing, peer critique, etc.), and fieldwork to create a research question, investigate it through multiple means, and make a project that addresses your findings over the course of the semester. The studio integrates learning from other first year courses, especially in thematic links to Integrative Seminar 2. At various times in the semester, the two classes share concepts and assignments, bringing together reading, writing and making in a manner that is essential to the creative research of professional artists and designers. This section's inflection is:

Systems and Strategies

In the evolving context of cities, services and ecosystems, the Systems and Strategies inflection will explore design's role in shifting the social, environmental, and economic impacts of individuals, groups, communities and organizations. How can we use design strategies to promote change, foster creativity, and re-imagine the experiences dictated by a broad range of established systems?

Learning Outcomes

By the successful completion of this course, students will be able to:

1. Demonstrate continued development of outcomes from Integrative Studio and Seminar 1, including a capacity to bring writing and making together through critical thought, and work iteratively.
(Studio and Seminar)
2. At an introductory level, explore visual representations of abstract ideas (using 2-D, 3-D and/or 4-D media). Employ visual and perceptual thinking as a problem-solving tool across multiple art and design applications. (Studio)
3. Demonstrate an ability to utilize online tools individually and collaboratively in order to collect, organize and communicate research.
(Studio and Seminar)
4. Demonstrate an introductory capacity to collect, analyze, interpret and synthesize information through multiple research methods; discussion, writing, and making processes; and in studio and seminar outcomes.
(Studio and Seminar)
5. Demonstrate reflection on creative skills learned, choices made, and connections fostered, through the ongoing documentation and archiving of assignments in the learning portfolio. Students will use the portfolio to demonstrate an engagement with the idea of making as a form of thinking.(Studio and Seminar)
6. Engage with art and design as a generator, embodiment and transmitter of cultural ideas. Demonstrate an understanding of value systems as social constructs.(Studio and Seminar)
7. Demonstrate an ability to integrate concepts, material skills and techniques from other courses and experiences into project work.
(Studio)
8. Demonstrate an introductory ability to develop a research question or problem from a hunch or interest through contextual research and iterative research process. (Studio)
9. Demonstrate an introductory capacity to use studio-based making and interactions to investigate, test, and hone a research question / problem using a range of methods. (Studio)

Bridge Projects Summary

[Inquiry] BRIDGE 1: Everyday Systems

Due 01/31

Everyday, we participate in a multitude of systems and environments. These systems exist on multiple scales, from the microscopic to the cosmic. They affect us and we affect them. For this assignment, you will identify a system that you are a part of and investigate it, creating various diagrams of the different parts of the system and the ways that they relate to each other.

[Context & Investigation] BRIDGE 2: What's Missing?

Due 02/21

After doing extensive research into precedents for a research question, select one precedent which has influence in the field. Analyze the way in which this precedent fits into the field and illustrate the paradigm/ position from which it was produced. Identify what and/or who might be underrepresented or misrepresented in the precedent. In other words, look for what might be missing from it. Create several variations of this precedent, appropriating it and modifying its content and/or context, which highlight what is absent in it.

[Interpretation & Argument] BRIDGE 3: Possible Futures

Due 03/14

Through a series of exercises, you will envision different potential futures for the system you are researching. Each of these possibilities, were it to become a reality, would result in new designed objects and services being created, as well as existing objects and services being modified. After documenting several possible futures, you will design an object or service from the future. This object or service will manifest the conditions of one of the possible futures you imagined.

[Connections] BRIDGE 4: Intervention

Due 04/11

Thinking about leverage points in the system you are researching and strategies to bring about sustainable change, design an intervention that you can execute yourself or with a small group. The intervention can take the form of a public performance, installation, action, process, or series of events. You will create and iterate over multiple drafts of the intervention and document it and your process at its various stages.

Relevant reading(s), due date

[Reflection + Presentation] BRIDGE 5: Final Conference

Due 05/09

For the culminating weeks of the class, we will organize a series of panels with groups of 3-4 students who will present their research from the semester and intervention, sharing their work with the class, and in conversation with their fellow panelists' projects.

Course Outline

Week	Activity	Assignments
Week 01: 01/24	[INQUIRY] Introduction Making a knowledge bank What is a system? Everyday Systems	Everyday Systems: Identify a system you're a part of, diagram its stocks and flows on separate index cards. Seminar Readings: - Booth, Wayne; Colomb, G., Williams, J. The Craft of Research: 4th Edition (Chicago: University of Chicago Press), 2016. Chapter 3. - Jacobs, Jane. "The Uses of Sidewalks: Contact." In The Death and Life of Great American Cities. (New York: Vintage Books, 1961), pp. 55 - 73.
Week 02: 01/31	{INQUIRY} System language Diagrams Learning Portfolio tutorial Discuss process and documentation System aesthetics	Everyday System: Revise diagram, add annotations, design poster Seminar Readings: Didion, Joan. "On Keeping a Notebook." In Slouching Towards Bethlehem: Essays. (New York: Farrar, Straus, and Giroux, 2008, first edition 1968).
Week 03: 02/07	[CONTEXT + INVESTIGATION] Systems and power Asking critical questions	On-site research, comparing observation with a historical source and a news source Seminar Readings: - Bourdieu, Pierre. "Introduction." In Distinction: A Social Critique of the Judgment of Taste. Trans. Richard Nice. (Cambridge, MA: Harvard University Press, 1984), pp. 1-7.
Week 04: 02/14	[CONTEXT + INVESTIGATION] Systems parameters & paradigms	What's Missing: Collect 10 precedents + choose precedent to continue the assignment with. Seminar Readings: - Rock, Michael. "Can Design Be Socially Responsible?" In Looking Closer: Critical Writings on Graphic Design, Michael Bierut, ed. New York: Allworth Press, 1994, pp. 191-193. "Chapter 5: From Problems to Sources," in The Craft of Research, pages 68 – 82

Course Outline

Week	Activity	Assignments
Week 05: 02/21	[CONTEXT + INVESTIGATION] Mapping Visualizing research	What's Missing: Make 10 variations of selected precedent Seminar Readings: -Booth, Wayne; Colomb, G., Williams, J. The Craft of Research: 4th Edition (Chicago: University of Chicago Press), 2016. Chapters 7 and 8.
Week 06: 02/28	[INTERPRETATION + ARGUMENT] Interviewing methods What's Missing Presentations	Interview an "expert" Seminar Readings: -Schwartzenberg, Susan. "The Personal Archive as Historical Record." Visual Studies, Vol. 20, No.1 (April 2005): 70-82.
Week 07: 03/07	[INTERPRETATION + ARGUMENT] Possible Futures Workshop	Possible Futures: 25 Questions Seminar Readings: -Tarlo, Emma. "Hijab online: the ethnography of a website" in Visibly Muslim. London: Berg, 2010, pp. 161-188.
Week 08: 03/14	[INTERPRETATION + ARGUMENT] Possible Futures Make-a-thon	No assignments due for spring break
Week 09: 03/28	[CONNECTIONS] Possible Futures Science Fair Change in systems Leverage points	Intervention: Mapping Connections in research and finding leverage points Seminar Readings: Stanley Milgram, "Psychological Maps of Paris," In Environmental Psychology: People and Their Physical Settings (New York: Holt, Rinehart and Winston, 1976), 104-124.
Week 10: 04/04	[CONNECTIONS] Prototyping Intervention and action	Intervention: Prototype

Course Outline

Week	Activity	Assignments
Week 11: 04/11	[CONNECTIONS] Intervention Prototype Critique	Intervention: Revision
Week 12: 04/18	[REFLECTION + PRESENTATION] Studio day	Intervention: narrative to 3 different audiences
Week 13: 04/25	[REFLECTION + PRESENTATION] Studio day	
Week 14: 05/02	[REFLECTION + PRESENTATION] Conference Part 1	
Week 15: 05/09	[REFLECTION + PRESENTATION] Conference Part 2	

Assesible Tasks

- Keeping a research notebook
- Diagramming and annotating researched system
- Observation sketches from on-site research
- Deconstructing found material
- Written reflections on research and design process
- Collaborative group work mapping
- Prototyping and user testing public intervention

The Parsons Learning Portfolio

Though you will use the Parsons Learning Portfolio throughout your education at Parsons, it is also key to the Integrative Studio and Seminar I courses. It is an ongoing, cumulative repository for your experience across courses, and across years. It archives your working process, skills learned, and connections you make between assignments, courses, and years, as well as final “finished” work. The courses in the first year emphasize process – how you started, what happened next (and why), and how you ended up at your final work for each project. So, showing preliminary work (sketches, drafts, notes, research, etc.) as well as final documentation of your work will help to tell your story and make connections that may not have otherwise been apparent. In Integrative Seminar and Studio, the Parsons Learning Portfolio will serve as a bridging mechanism to aid conversation and provide access to projects and writings across the seminar and studio, and stimulate critically reflective learning, thinking, writing and making. You will get a thorough introduction to the Learning Portfolio in this class. But as a reminder: to launch your portfolio, review the Getting Started Videos created by IT. Please also visit the Getting Started page on the Learning Portfolio Help Site for comprehensive tutorials.

Bridge Readings in Studio (required in Seminar) / Additional Resources

Booth, Colomb, and Williams’ Craft of Research (4th ed.)

Grading and Evaluation

Students’ ability to meet the course’s learning outcomes will be evaluated based on the following criteria:

1. evidence of the ability to set research questions or problems from initial hunches and curiosities, through an iterative research process
2. evidence of the ability to utilize this research process to make a studio-based project that explores the question, seeks to address the problem, and / or raises further critical questions about the research area
3. evidence of the ability to conduct contextual research in one’s area of interest
4. evidence of the understanding of the project assignments and course material
5. engagement in the cross-course exploration that occurs between the Integrative Studio and Integrative Seminar
6. participation in class discussion and online discussion
7. participation in critique and any peer-research activity
8. improvement in technical, creative, and problem solving abilities
9. quality of work as evidenced in in-class exercises, final projects, sketchbook exploration and documentation and reflection on process
- 10.. attendance in class and the timely completion of projects

Attendance and Grading

Your final grade will be calculated based on class participation (30% total) and projects (70% total). The following grade calculation demonstrates the need for your consistent attendance and promptness, and equally as important, your active engagement in each step of the learning process. Weekly attendance and participation will allow you to successfully complete coursework and to contribute to our learning community.

Attendance and lateness are assessed as of the first day of classes. Students who register after a class has begun are responsible for any missed assignments and coursework. Students who must miss a class session should notify the instructor and arrange to make up any missed work as soon as possible. A student who anticipates an extended absence should immediately inform the faculty and his or her program advisor. Advance approval for an extended absence is required to ensure successful completion of the course. Withdrawal from the course may be recommended if the proposed absence would compromise a student's ability to meet course objectives.

Final Grade Calculation

30% Class Participation

Class participation, attendance and collaboration:

collaboration as evidenced in self- and peer-evaluation feedback, class blog entries, and group/individual work and participation in class

10% Attendance

10% Collaborative activities and teamwork

10% In-class discussions and exercises

60% Projects*

Process, documentation, presentation, and reflection included in Bridge projects will be a part of these grades.

10% Everyday Systems

15% What's Missing

15% Possible Futures

20% Intervention

* See individual assignment sheets for criteria.

10% Reflection and process posts on Learning Portfolio

100% Total

Student Academic and Service Resources

The university has a range of resources to support your academic work and goals and your non-academic needs and concerns. These resources include:

The University (and associated) Libraries: <http://library.newschool.edu>

IT, Adobe, and Printing Services: <https://it.newschool.edu>

For help with IT needs you can stop by IT Central at 72 Fifth Avenue, Lower Level
8:00 am - 9:00pm (Mon - Thurs); 8:00 am - 7:00pm (Friday); 9:00am - 5:00pm
(Saturday)

IT Pop Up Desk

Each semester IT holds IT Pop Up Desk events around campus. Scheduled events are updated on the TechTalk blog (<http://techtalk.newschool.edu/>) and will be advertised on Digital Easels around campus. If you are unable to come to IT Central, this is a great option to get assistance throughout campus.

Adobe Creative Suite

Each degree and credit seeking student is entitled to subscriptions for the full Adobe Creative Cloud suite of applications. All home-use subscriptions provided by The New School are equipped with 20GB of cloud-storage. For more information: <https://it.newschool.edu/services/learning-resources/adobe-creative-cloud-students>

Printing

You may print in Labs and Classrooms using your NetID username and password, which is also your print account. There are different printer formats available, including black and white, color, plotter and photo plotter printing. For more detailed information and locations: <https://it.newschool.edu/services/learning-resources/printing>

The University Learning Center: <http://www.newschool.edu/learning-center>

The University Learning Center (ULC) has a variety of resources available to students. These include handouts on academic writing and skill building and appointments with tutors to work on Adobe Creative Suite, ESL Academics, General Writing, Math, Computer Programming, and Time Management. Sessions are interactive, with both tutor and student participating. Appointments can be scheduled on Starfish or you can stop by for a walk-in session (see the website for specific information about walk-in availability). The ULC is located on the 6th floor of 66 West 12th street.

Making Center: www.resources.parsons.edu

The Making Center is a constellation of shops, labs, and open workspaces that are situated across the New School to help students express their ideas in a variety of materials and methods. We have resources to help support

woodworking, metalworking, ceramics and pottery work, photography and film, textiles, printmaking, 3D printing, manual and CNC machining, and more. A staff of technicians and student workers provide expertise and maintain the different shops and labs. Safety is a primary concern, so each area has policies for access, training, and etiquette that students and faculty should be familiar with. Many areas require specific orientations or trainings before access is granted. Detailed information about the resources available, as well as schedules, trainings, and policies can be found at the website above.

University Student Disability Services: www.newschool.edu/student-disability-services/

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to me. At that point, I will review the letter with you and discuss these accommodations in relation to this course. You can reach SDS through the link above or at 63 5th Avenue, room 425. The Student Disability Services phone number is 212.229.5626.

Food and housing security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Student Support and Crisis Management for support and access to resources (see the contact information and hours directly below under Student Support and Crisis Management)

The New School also has a food pantry, and you can find the hours and all information at: <https://www.newschool.edu/student-support-crisis-management/student-food-pantry-faq/>. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to work with you to manage and plan for any struggles this might create for your academic work, and connect you with any other resources.

Student Support and Crisis Management (SSCM): www.newschool.edu/student-support-crisis-management/

SSCM works with students who are struggling with non-academic challenges, distressing experiences, and crisis situations. Contact SSCM staff for assistance in navigating challenges and connecting to on-and off-campus services and resources, including for emergency financial, housing, food, or other needs.

SSCM is located at 80 5th Avenue on the 3rd floor. You can learn more about SSCM's resources at <https://www.newschool.edu/student-support-crisis-management/>. For general inquiries or more information, email studentsupport@newschool.edu or call 212.229.5900 x3701. Office hours are Mondays through Thursdays, 9:00 a.m.-8:00 p.m.; Tuesdays and Wednesdays, 9:00 a.m.-7:00 p.m.; Fridays, 9:00 a.m.-5:00 p.m., at 80 Fifth Avenue, 3rd floor.

Student Health and Support Services: www.newschool.edu/health

Student Health and Support Services works collaboratively to support the physical, emotional and social well-being of its students and promotes a university-wide culture of wellness. We educate students to become discerning health consumers and advocate for their well-being to enable their learning and success both in and out of the classroom. We mobilize resources and support for students facing urgent and critical concerns. Our high-quality services and programs are student-centered, inclusive and based on public health, social justice, holistic and integrative approaches, which empower students to successfully attain their educational goals.

For information about the wide range of medical, counseling, and other services, groups, and opportunities go to the website above, or go in person to 80 Fifth Avenue, 3rd floor (check the website for drop-in hours for medical and counseling services), call 212.229.1671, or email shs@newschool.edu. For after-hours health concerns call 212.229.1671 and a nurse will answer the phone and provide care advice.

Student Financial Services: www.newschool.edu/student-financialservices

SFS can help you manage your education costs. They welcome students and family inquiries about Financial Aid eligibility and financing options; tuition and fees; cost of living in New York City; managing your personal finances; individual billing and payment issues. You can reach SFS at sfs@newschool.edu or 212.229.8930, or stop by 72 Fifth Avenue, 2nd Floor, Monday through Friday, 10:00 am - 4:45 pm.

Additionally, you can reach out to Amani Gheith, Scholarship Coordinator, to talk about scholarship options and find out about opportunities to learn about strategies and processes for finding and developing applications for scholarships. Email: gheitha@newschool.edu.

Grading Standards

A student's final grades and GPA are calculated using a 4.0 scale. Please note that while both are listed here, the 4.0 scale does not align mathematically with the numeric scale based on percentages of 100 points.

A [4.0; 95 – 100%]

Work of exceptional quality, which often goes beyond the stated goals of the course

A- [3.7; 90 – <95%]

Work of very high quality

B+ [3.3; 87 – <90%]

Work of high quality that indicates higher than average abilities

B [3.0; 83 – <87%]

Very good work that satisfies the goals of the course

B- [2.7; 80 – <83%]

Good work

C+ [2.3; 77 – <80%]

Above-average work

C [2.0; 73 – <77%]

Average work that indicates an understanding of the course material; passable
Satisfactory completion of a course is considered to be a grade of C or higher.

C- [1.7; 70 – <73%]

Passing work but below good academic standing

D [1.0; 60 – <70%]

Below-average work that indicates a student does not fully understand the assignments;

Probation level though passing for credit

F [0.0; 0 – <60%]

Failure, no credit

Grade of W

The grade of W may be issued by the Office of the Registrar to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript. A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

Grade of Z

The grade of Z is issued by an instructor to a student who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an "F," which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade.

Grades of Incomplete

The grade of I, or temporary incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student's academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only upon the student's request and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by student and instructor. The time allowed for completion of the work and removal of the "I" mark will be set by the instructor with the following limitations:

Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes and no later than the seventh week of the following spring semester for fall term incompletes. Grades of "I" not revised in the prescribed time will be recorded as a final grade of "F" by the Registrar's Office.

Divisional, Program and Class Policies

Responsibility

Students are responsible for all assignments, even if they are absent. Late assignments, failure to complete the assignments for class discussion and/or critique, and lack of preparedness for in-class discussions, presentations and/or critiques will jeopardize your successful completion of this course.

Participation

Class participation is an essential part of class and includes: keeping up with reading, assignments, projects, contributing

meaningfully to class discussions, active participation in group work, and coming to class regularly and on time.

Attendance

Parsons' attendance guidelines were developed to encourage students' success in all aspects of their academic programs. Full participation is essential to the successful completion of coursework and enhances the quality of the educational experience for all, particularly in courses where group work is integral; thus, Parsons promotes high levels of attendance. Students are expected to attend classes regularly and promptly and in compliance with the standards stated in this course syllabus.

While attendance is just one aspect of active participation, absence from a significant portion of class time may prevent the successful attainment of course objectives. A significant portion of class time is generally defined as the equivalent of three weeks, or 20%, of class time. Lateness or early departure from class may be recorded as one full absence. Students may be asked to withdraw from a course if habitual absenteeism or tardiness has a negative impact on the class environment.

Whether the course is a lecture, seminar or studio, faculty will assess each student's performance against all of the assessment criteria in determining the student's final grade.

Canvas

Use of Canvas may be an important resource for this class. Students should check it for announcements before coming to class each week.

Delays

In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event that I will miss class entirely, a sign will be posted at the classroom indicating your assignment for the next class meeting.

Electronic Devices

The use of electronic devices (phones, tablets, laptops, cameras, etc.) is permitted when the device is being used in relation to the course's work. All other uses are prohibited in the classroom.

Academic Honesty and Integrity

Compromising your academic integrity may lead to serious consequences, including (but

not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. The full text of the policy, including adjudication procedures, is found at <http://www.newschool.edu/policies/#>

Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website: <http://www.newschool.edu/university-learning-center/student-resources/>

The New School views "academic honesty and integrity" as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this "accurate use". The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity. Please see the complete policy in the Parsons Catalog.

Intellectual Property Rights: <http://www.newschool.edu/policies/#>