

# **PROPOSAL: FRESHMAN SEMINAR INTRODUCTION TO DESIGN FICTION**

## **Course overview**

### **Instructor**

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### **Email address:**

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### **Course description**

An overview of design fiction as a technique to anticipate future changes in society and technology with the objective of making more informed decisions in the current tense.

### **Course emphasis**

Many believe that the future has begun an exponential curve of unpredictability and that advancing technologies and their convergence will outpace our ability to foresee the ramifications to society, culture and human behavior. Artificial Intelligence, human augmentation, virtual reality, genetic engineering, the Internet of Things, and ubiquitous computing are only a handful of the transformative technologies that could redefine human existence. Can we anticipate these changes? Can we prepare for them? Design is merging with technology and technology is influencing culture. As these continue to blur how will they affect our lives and our behaviors?

The study of material culture tells us that we can learn something of previous cultures and societies from studying their artifacts; that we are a product of our times. Can we use a similar process to look at the future? In the last decade the method of design fiction has emerged. Design fiction enlists a process of future narratives and their artifacts to create provocations for discussion and debate with a critical eye toward that which we create and enable.

The seminar will combine aspects of science fiction, critical design, design thinking, and foresight.

### **Course format of instruction**

The format of instruction of this course is lecture/discussion. Students will complete assignments, exams and a team project. They will submit assignments that are completed outside of class.

### **Course learning outcomes**

By the end of this course, students should successfully be able to:

- Define design thinking and various components of its practice.
- Understand the basic principles of foresight study, i.e., the Cone of Uncertainty and Plausible Reasoning.
- Apply design-thinking strategies to evaluate, conceptualize “integrated” systems.
- Apply research and exploration strategies to understand social, design, and technological trends, advances and trajectories to formulate “integrated” future narratives.
- Understand basic frameworks of anticipation and foresight and the necessity for adaptive strategies for personal and career success.
- Understand a sampling of methods and theories to anticipate and prepare for future changes.
- Produce a final presentation.
- Navigate collaborative engagements and group dynamics.
- Participate in classroom and on-line discussions.

### **Course readings**

Bleecker, Julian. Design Fiction: A Short Essay on Design, Science, Fact and Fiction. PDF. Venice Beach: Near Future Laboratory, March 2009. ONLINE

Coates, J.F., 2010. The future of foresight—A US perspective. *Technological Forecasting & Social Change* 77, 1428–1437. ONLINE

Dorst , Kees The Core of ‘Design Thinking’ and its Application, 2011. ONLINE

Dunne, Anthony, and Fiona Raby. *Speculative Everything : Design, Fiction, and Social Dreaming*. Cambridge: MIT, 2013. Print.

Kirby, David. “The Future Is Now.” *Social Studies of Science* 40.1 (2010): 41-70. Sage Journals. Web. 20 May 2012. <<http://sss.sagepub.com/content/40/1/41.abstract>>.

Liedtka, Jeanne M. Ten Tools for Design Thinking, , 2010. ONLINE

Kurzweil, Ray. "KurzweilAI | Accelerating Intelligence." KurzweilAI. N.p., n.d. Web. 10 May 2015. <<http://www.kurzweilai.net/the-law-of-accelerating-returns>>.

Saffo, Paul. "Six Rules for Effective Forecasting. (cover Story)." Harvard Business Review 85.7/8 (2007): 122-31. Web. 29 June 2015.

Voros, John, "A Primer on Futures Studies, Foresight and the Use of Scenarios" Prospect, the Foresight Bulletin, No 6, December 2001, University of Swinburne

### **Possible required texts**

Allenby, B.R., Sarewitz, D.R., 2011. The Techno-Human Condition. MIT Press, Cambridge, MA.

Sterling, Bruce. Shaping Things. Cambridge, MA: MIT, 2005. Print.

### **Course technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

## **Grading and faculty response**

### **Grades**

#### **Assignments & Exams**

#### **Points**

<b>A1:</b> Carmen Survey to readings 1: Design Thinking	10
<b>A2:</b> Carmen Survey to readings 2: Foresight	10
<b>A3:</b> Carmen Survey to readings 3: Critical Design	10
<b>A4:</b> Carmen Survey to readings 4: Design Fiction I	10

<b>A5:</b> Carmen Survey to readings 5: Design Fiction II	10
<b>A6:</b> Team Project and Presentation	30
<b>Final Exam:</b> Carmen from Required Readings + Lectures	20
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<b>TOTAL</b>	<b>100</b>

### **Late assignments**

It is anticipated that all due dates will be met. However, in the event that a student requests and is granted a deferral of no more than 48 hours on an assignment, finished work received up to 48 hours after the due date and time will be accepted but will be penalized by the reduction of one-third letter grade (A achieves A-, A- achieves B+, etc.). Assignments or projects received beyond 48 hours after the due date & time will receive a grade of E (0 points) without exception.

Arrangements for deferred submissions can be made for medical or compassionate reasons only. If possible, students seeking deferrals should notify the instructor in advance of the original assignment due date.

Students seeking deferrals must submit medical and/or other documentation to your instructor. Deferred work must be completed by a date and time agreed upon by the student and the professor in order to receive an adjusted grade as described above.

### **Grading scale**

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

### **Faculty feedback and response time**

Instructors and GTA are available to help. I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

### **Grading and feedback**

For most grades, you can generally expect feedback within 7-10 days.

### **E-mail**

I generally reply to email within 24 hours on weekdays. I do not respond to email between 8PM and 6AM.

### **Office hours**

My office hours are by appointment between 1PM and 3PM on Tuesdays and Thursdays. It is best to make an appointment first. If these times are not possible for you, I will do everything I can—within reason—to help you or answer questions, but you must seek me out. Do not be afraid.

## **Attendance + Participation**

The following is a summary of everyone's expected participation:

- **Class meetings: EXPECTED**  
Attendance of all class meetings is recommended. Listening to and participating in class meetings is the best and easiest way to ensure your successful performance in this course. The majority of the material included on exams will be presented and discussed during class meetings. These are the best times to speak to instructors and ask questions.
- **Logging in to Carmen site: AT LEAST once PER WEEK**  
Be sure to log in to the course in Carmen each week, including weeks with holidays. Lecture guides and illustrations will be posted there after they have been presented and other resources such as some electronic readings will be provided there. There may also be surveys or discussions that you need to participate in or be graded on.
- **Office hours: OPTIONAL**  
If you wish to discuss anything related to the course such as an assignment with me, please contact me in person or by email if you need to schedule a time for the meeting outside my scheduled office hours. Meetings during my scheduled office hours are first come, first served.

## Communication guidelines

The following are my expectations for how we should communicate as a class: in classroom discussions; in written communication; and in what you write as part of assignments and examinations. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Any written submissions should follow the standard English guidelines for using proper grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** In verbal exchanges and in writing, let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** In any form of academic submission, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing anything you submit for this course using a word processor where you can save your work, and then copying into the Carmen drop box for submission.

## Other course policies

### Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## Accessibility accommodations for students with disabilities

### Requesting accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor

as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### **Accessibility of course technology**

This course requires use of Carmen (Ohio State's learning management system) and other on-line communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video