

UMBC UGC New Course Request: ART 339 - Design Thinking for the Social Entrepreneur

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Proposed Effective Date: Spring 2016

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COURSE INFORMATION:

Course Number(s)	ART 339
Formal Title	Design Thinking for the Social Entrepreneur
Transcript Title (≤30c)	Design Thinking Socialpreneur
Recommended Course Preparation	N/A
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	ENGL 110
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

Through a group-centered structure students will explore, present, debate and write about human-derived systems and their relationship to urban communities. Projects will result in an understanding of system overlap through graphic explorations, sketching, mapping, and model building. Students will gain an understanding of how designers operate within and alongside systems as modern thinkers and organizers of information, people, and political media. A deeper understanding of the crossover of professional disciplines will be reached.

RATIONALE FOR NEW COURSE:

Five rationales for making this a regular course offering are as follows:

- 1) The course includes a civic engagement and entrepreneurial component that reflects one aspect of UMBC's mission which aims to expose students to the practical applications of their course content and skills by learning with and from community partners.
- 2) Students can count this course toward an Entrepreneurship Minor. I received an *Entrepreneurship & Innovation Curriculum* grant in 2014 in order to develop this new course.
- 3) This course would add critical—discipline independent—research components to the graphic design course offerings. The 300 level course will fill a requirement for the Entrepreneurship Minor and best suits successful matriculation through both the minor and graphic design major.
- 4) The course content is in the area of expertise of the faculty member teaching the course. At the same time, the material is broad enough that it would be possible for graphic design area faculty to teach a version of the course content.
- 5) This course, per requirement of the Entrepreneurship Minor, should be offered at least once every two academic years.

COURSE OUTLINE

a. Description

Overview & Rational

The course allows students the space to explore the city and develop the skills and confidence to truly embrace design thinking and how it relates to the context of our urban environment. The course explores design thinking as it pertains to an actual project that could be proposed to the city after doing observation and analysis of how we as citizens live in our city using systems analysis strategies. Students will understand the overlap of these systems by going on field trips, spending time experiencing and analyzing how they get around the city using urban infrastructures. The study of these systems will lead to a point of social entrepreneurship intervention.

Classroom Structure

To incubate collaboration students will be required to work in teams. Teams will be chosen by the instructor and rotated on a regular basis as dictated by course material. Strategies for team collaboration will be discussed to ensure students are creating a result that is greater than the sum of the team.

Presentations & Demonstrations

In order for students to collect useful data while in the field expert speakers from UMBC and the Baltimore community will be invited to give an on campus presentation or short workshop on techniques for gathering data. Non local experts will be invited to present to the class via Skype. Such experts will include: photojournalists, sociologists, anthropologists, economists and government officials. Students will learn expert methods of observation and apply these techniques in the field. Each expert will be chosen in relationship to the task students will be required to complete. Based on availability potential remote and local speakers may include:

- Laetitia Wolff: Design ideas consultant and cultural engineer.
- Seth Bannon & Ben Lamothe: Cofounders, Amicus.
- Maggie Doyne, Founder, Kopila Valley Children's Home and School.
- Marina Kim & Erin Krampetz: Cofounders, Ashoka U.

Readings

As students embark on each new observation of human derived systems they will be introduced to relevant readings. The goal of the readings will be to give new insights into data collection and to problem identification within human-derived systems.

Field Trips

During the course of the semester students will take field trips into the city of Baltimore to observe and analyze human-derived systems such as: governments, transportation, food, socio-economics and waste. The observation and analysis of these human derived systems through post observation guided critiques will enable students to self identify points of social entrepreneurial intervention in the Baltimore Community.

To help guide students in the analysis of the systems while in the field a custom designed toolkit available in an online digital format will be created. Examples of other design innovation toolkits include: IDEO's Human-Centered Design Toolkit and Frog's Collective Action Toolkit.

During weeks two, three, and four students will be in the field—specifically the city of Baltimore—learning to observe, record and analyze human made systems that include Government/Utopia, Socio-economic, and Food through guided instruction during normally scheduled class time. The students will need this guided learning to help them complete additional observations of human made systems throughout the semester.

Points of Intervention

After the recorded observations of the human derived systems are organized and presented by the students for analysis, critiques lead by the instructor will guide students to uncover a specific point of social entrepreneurial intervention. Examples of potential social entrepreneurial intervention points include: food deserts, breakdown in police and transportation coverage, inadequacies in the delivery of essential goods.

Through an iterative design process students will be guided while working in groups to produce potential solutions and opportunities based on the needs identified at the social entrepreneurial intervention point and within the skillsets of the student groups. The intervention point solutions will have the potential to become the basis for students to create long term social entrepreneurial endeavors after the completion of the course.

b. Learning Objectives and Outcomes

This course will encourage students to think critically about the world around them. By guiding students through the observation and analysis of human-derived systems they will learn a method for identifying problems and opportunities within communities. Upon the completion of the course students will be able to employ the following methodology:

- Observation: using human-derived systems as a scaffolding to help observe the communities of Baltimore and beyond.
- Recording: how to use photography, sketching, video, and narrative as a source for recording research.
- Analysis: how to use the information gathered from recorded observations to locate problems.
- Mapping: how to understand and diagram human-derived systems.
- Entrepreneurship: incubating potential solutions for community based problems.
- Collaboration: working with designers, other professions, and the community to produce a desired outcome.

c. Tentative Readings

The following readings are a sample of what students will be required to read. The readings fall into two categories: training of specific skills and the expanding personal knowledge.

Expanding Personal Knowledge

- *About Wicked Problems: Problems Worth Solving* by Jon Kolko
- *The Death & Life of Great American Cities* by Jane Jacobs
- *Now that we can do anything, what will we do?* by Bruce Mau
- *The Search for Social Entrepreneurship* by Paul Charles Light

Training Specific Skills

- *Scaffolds for Experiencing* by Elizabeth Sanders
- *The Need for a Theory of Experience* by John Dewey
- *Social Entrepreneurship: The Case for Definition* by Roger Martin & Sally Osberg
- *Social entrepreneurship: Creating new business models to serve the poor* by Christian Seelos and Johanna Mair

The readings will coincide with the learning outcomes for each week's theme and should take an hour or less. For example, excerpts from Jane Jacobs' *The Death & Life of Great American Cities* that cover mixed use will be assigned during the week when the observations of Government/Utopia and systems are introduced. Another example will be readings from *The Need for a Theory of Experience* by John Dewey being assigned when students are observing Socio-economic systems to gain user empathy.

d. Tentative Course Schedule

- Week 01: Introduction to class/ Community meeting presentations
- Week 02: Government/Utopia: Assignment 2/Readings/Presentations
- Week 03: Socio-economic: Assignment 3/Readings/Presentations
- Week 04: Food: Assignment 4/Readings/Presentations
- Week 05: Politics: Assignment 5/Readings/Presentations
- Week 06: Media: Assignment 6/Readings/Presentations
- Week 07: Commerce: Assignment 7/Readings/Presentations
- Week 08: Waste: Assignment 8/Readings/Presentations
- Week 09: Group Projects, visual & physical research of system
- Week 10: Group Projects Due/Individual Projects assigned
- Week 11: Individual Projects: Research/Analysis
- Week 12: Individual Projects: Process/ Critique
- Week 13: Individual Projects: Process/ Critique
- Week 14: Individual Projects: Process/ Critique
- Week 15: Work Day/Final Critique

e. Means of Assessment and How These Will Show Evidence of Learning Outcomes

Students will be assessed on the on the course learning outcomes on a basic point system.

Observation: using human-derived systems as a scaffolding to help observe the communities of Baltimore and beyond.

- Can students identify a human-derived system? Overlapping systems?

Recording: how to use photography, sketching, video, and narrative as a source for recording research.

- Were the observations unique, bountiful and relevant to the assignment?

Analysis: how to use the information gathered from recorded observations to locate problems.

- Was the data collected for the recordings of human-derived systems analyzed properly to identify problems and opportunities?

Mapping: how to understand and diagram human-derived systems.

- Were diagrams produced that help visualize the problems and opportunities found within the human-derived systems to potential collaborators, stakeholders and investors?

Entrepreneurship: incubating potential solutions for community based problems.

- Were the potential solutions practical and innovative for the community based problem?

Collaboration: working with designers, other professions, and the community to produce a desired outcome.

- Were students able to produce solutions beyond what they could produce on their own specific skillsets.

Students will receive a weekly process grade **worth 66.6%** of their total semester grade that will be equally weighted/evaluated on their ability to demonstrate use of the learning outcomes **Observation (16.6%), Recording (16.6%), Analysis (16.6%), Mapping (16.6%), Collaboration (16.6%), and Readings (16.6%).**

Students will receive a single grade worth **33.3%** of their total course grade on their ability to successfully fulfill the **Entrepreneurship** learning outcome. Examples of this can include but are not limited to: proposals to create services/products that solve social problems within the greater Baltimore community,

prototype actual products that fill a community need, create a campaign to create awareness and potential funding for an uncover social issue.