<table>
<thead>
<tr>
<th>Class</th>
<th>Themes (Meanings)</th>
<th>Forms</th>
<th>Interactive Functions</th>
<th>Readings/Media</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>Seeing each other (identity, beliefs, tolerance, and inclusivity)</td>
<td>interactive wearables, for example: headscarves, veils, amulets, hoodies, hijabs, masks, ...</td>
<td>translation, signification, membership, bridging cultures, honoring heritage, finding common ground, understanding unique individual qualities, ...</td>
<td>Harrison, 1968 Shankar &amp; Lynne, 2002 Lao Tzu, “600 BCE” Presentations IPCC AR5 Synthesis Report 2014</td>
<td>Introductions Groups</td>
</tr>
<tr>
<td>T2</td>
<td></td>
<td></td>
<td></td>
<td>Whitney, 2015 Blevis, 2012</td>
<td>research</td>
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<tr>
<td>W3</td>
<td></td>
<td></td>
<td></td>
<td>Wilde, 2015 Max-Neef, 2006</td>
<td>insights</td>
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<tr>
<td>R4</td>
<td></td>
<td></td>
<td></td>
<td>Kim, 2015 Jeremy Wu: Committee of 100</td>
<td>concepts/prototypes</td>
</tr>
<tr>
<td>F5</td>
<td></td>
<td></td>
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<td>Mid-course presentations</td>
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<tr>
<td>M6</td>
<td>Preserving life (sustainability).</td>
<td>interactive wearables, especially utility clothes, environmental protections, repurposed clothes, ...</td>
<td>health, privacy, safety, security, community, signals, shelter, nutrition, mechanisms of awareness, augmented reality, civil responsibilities, durability, ...</td>
<td>Blevis, 2007 Friedman et al., 2008 Blevis, Hauser, &amp; Odom, 2015 Tomlinson, et al., 2013</td>
<td>research insights concepts/prototypes</td>
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<td>T7</td>
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<td></td>
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<td>Kyle Overton: Diversity Stories Project (SoIC)</td>
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<td>W8</td>
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<td>R9</td>
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<tr>
<td>F10</td>
<td></td>
<td></td>
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<td></td>
<td>Final Presentations</td>
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Readings


Lao Tzu. ~600 BCE. *Tao Te Ching: Chapter 47*.


Summary
In this class, we will investigate interaction design along three primary dimensions, namely (i) themes that may endow forms with meaning—understanding and motivating what is worthwhile, (ii) forms that serve as an expression of meanings—designing things that are worthwhile, and (iii), interactive functions of meaningful forms—things that things do that are worthwhile.

Meaning Themes
The themes we will consider are seeing each other (identity, beliefs, tolerance, and inclusivity) and preserving life (sustainability).

Forms
We will design various forms of interactive wearables according to these themes. Being deliberately provocative, we may say that we are designing everything from hoodies to hijabs. That is a good place to start thinking about the design space. We will also design other wearable forms, in addition to things designed to be worn on the head.

Interactive Functions
Many examples of corresponding forms and functions are given in the Schedule tables that follow.

Class Format
The basic form of each class is (staring at 10:00 AM sharp):

- Hour 0:00-0:30: Introduction and explanation of the next project step
- Hour 0:30-1:30: Readings Discussion
- Hour 1:30-1:40: Break
- Hour 1:40-3:00: Group breakouts and meetings

Readings
Do this in your groups of three: For each of the readings, you must submit a sheet of paper with your name, two quotes from the reading that you think are interesting, and for each quote a statement about why you believe the quote is interesting, or a question about the quote that you expect the class discussion to clarify. The submitted papers will be shuffled and several will be drawn at random to be discussed.

Projects
For the projects, the forms are always one of research, or insights, or concept/prototypes. The form of research is always diagrams or images. The form of insights are always diagrams or annotated images. The form of concept/prototypes is always a sequence of images or a video. The project presentations always take the form of a five minute video that must stand alone without accompanying spoken commentary (mp4 or avi).

This is not a class about sketching. In general in this class, primitive concept sketching or screen display wireframes are not acceptable forms of finished work. The primary outputs are diagrams, or photographs which may be annotated, or video. The use of text should be minimal. You will create or use physical forms as needed in the service of image making or video. You do not need to make interactive features work, but rather you need to illustrate how they will work in images and/or video narratives. You do need to be able to explain what technologies are needed to implement your designs, if they are available or will be, and how they will

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1 I assume that you already learned how to do this in other classes.
work. Production values—that is the quality of your diagrams, images, and videos matter significantly in this class.

The projects are done in groups of 3. Every project presentation must clearly attribute who contributed which parts. It is possible for different people in the same group to receive different grades.

In some of my classes, the projects are done “pass the baton” style. I will discuss with you if this makes sense in the context of this seminar.

Note
This syllabus is subject to change.