

Design Thinking: Foundations in Sustainable Textiles

Spring 2021

Mondays 10:00am-11:50pm [IDEA 310F] (CRN: 18255)

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Course Objective:

Employ design theories and methods to sustainable textile projects that promote “iterative tinkering” through exploration of various design processes in a collaborative maker-space setting.

Classroom Conduct: Our goal together as a class is to cultivate a socially responsible space that contributes to a learning environment that reflects professionalism and integrity. Therefore, students are expected to be present at all scheduled online classes and in-class activities with an open mind and a compassionate heart. Students are responsible for any class material missed due to absence.

Pedagogical Methods: Learning will occur in an interactive classroom environment and online discussion/research through a hybrid modality. The instructor will present course information through lectures and demonstrations as well as collaborative group discussion. Students will complete a variety of assignments designed to integrate information from the lectures and demonstrations to evaluate and discuss each student’s understanding of the material.

Grading Policy:

This class implements a ‘prototype showcase’ final portfolio submission approach to grading that allows for revision of each assignment cumulatively throughout the semester. Each project will not be graded independently. Students will consistently be offered verbal feedback throughout the semester as work evolves and develops. Students are allowed to rework all projects up until final portfolio submission, which culminates in a 150-200 word narrative evaluation as a formal record of their achievement in addition to the standard letter grade assessment during finals week.

******* FINAL PORTFOLIO SUBMISSION DUE ONLINE (5/10) *******

Abbreviated distillation of what constitutes the grade earned in this course:

- 1) quality of final work produced with ambition to work beyond assigned material
- 2) level of focus/attitude during class, and a commitment to class collaboration
- 3) clear demonstration of technical as well as conceptual growth throughout the semester

A rubric of grade distribution is as follows:

A= Consistently superior execution of work technically, conceptually, and creatively; extra explorative work is completed in addition to the minimum required; participation in class discussions is consistently engaging and insightful. Student is able to well articulate the intent and content of their work and peers’.

B= Above average work that may excel in one area but that is weaker in another; completion of all assignments at a satisfactory level; participation in class is frequent and engaging, but lacks complexity of thought or depth of research. Student is able to well articulate the subjective intent of their work.

C= Most assignments are completed with bare minimum of expectations; no more than one incomplete assignment; lack of participation during group discussion. Attendance is inconsistent or student leaves frequently from class. Student is able to reasonably convey the intent of their work.

D= More than one incomplete assignment; lack of effort during class, poor attendance; participation in discussions is either non-existent or lacking. Student struggles with conveying the intent of their work.

F= Failure to achieve any of the above redeeming qualities; more than two incomplete assignments; 5 unexcused absences. Student cannot convey the intent of their work or discuss the work of peers.

Tentative Class Schedule [Mondays are required face-to-face attendance]

Week 1 [Jan. 18th]: Syllabus overview, then independent reading/research.

Week 2 [Jan. 25th]: begin (assignment #1, ongoing throughout semester)

Week 3 [Feb. 1st]: Begin (assignment #2)

Week 4 [Feb. 8th]: work on (assignment #2)

Week 5 [Feb. 15th]: work on (assignment #2)

Week 6 [Feb 22nd]: Work on and finish (assignment #2)

Week 7 [March 1st]: begin (assignment #3)

Week 8 [March 8th]: work on (assignment #3)

Week 9 [March 15th]: work on (assignment #3)

Week 10 [March 22nd]: finish (assignment #3)

Week 11 [March 29th]: begin (assignment #4)

Week 12 [April 5th]: work on (assignment #4)

Thursday is the last day for undergrads to work in the prototyping lab.

*******SPRING BREAK ***** APRIL 10th – April 17th*******

Week 13 [April 19th]: ONLINE: work on (assignment #4)

Week 14 [April 26th]: ONLINE: work on (assignment #4)

Week 15 [May 3rd]: ONLINE: finish (assignment #4) and assemble final portfolio.

Week 16 FINALS [May 10th]: ONLINE:

Monday (5/10)- FINAL PORTFOLIO DUE ON CANVAS

Wednesday (5/12) – ALL DISCUSSION RESPONSES of PEER WORK DUE on CANVAS

REQUIRED ASSIGNMENTS (4 Total)

Assignment #1: “Art, Architecture, and Designing a Community” (Collaborative Rug crochet, to continue throughout entire semester). **Description**: Students will work together throughout the entire semester to foster a space for open dialog and community through an ever-expanding sustainable rug crochet work in the method developed by artist Fritz Haeg:

<https://www.youtube.com/watch?v=3GLmRJMTn6E>

Assignment #2: “The Shirts From our Backs” (Sustainably Screen-printed T-shirt project). **Description**: Students will first be introduced to the controversial history of T-shirt design in relation to textiles and then will be required to design and print 6 shirts from two separate images (3 shirts with black ink on a light color shirt and 3 shirts with white ink on a dark color shirt).

<https://www.threads.com/blog/history-of-the-tshirt-2014-01-30>

Assignment #3: “Innovation and Speculative Designs for the Future” (Either Mutoh or Dye Sublimation process must be explored to create repeat pattern yardage). **Description**: Students must conceptually consider issues of speculative design and employ innovations in either direct to fabric Mutoh printing or synthetic dye sublimation techniques to create a repeat pattern yardage at a 4’ x 4’ minimum scale.

<https://www.invisionapp.com/inside-design/speculative-design/>

Assignment #4: “Healing the World through Cloutie Wells” (Create and document a Cloutie Well in either a remote or public location in Colorado). **Description**: Students will discover and explore the historical and cultural significance of textile-based Cloutie wells in Celtic traditions. They each must produce at least 50 cloots using a method of their choosing that was either demonstrated or discussed during this course, then install and document a cloutie well in Colorado.

<https://www.atlasobscura.com/places/cloutie-well>