

**Karl Aspelund TMD – How TMD326G “What is Good Design?” meets Grand Challenge criteria.**

Criteria for Grand Challenge courses	Please explain how your course will meet each of the criteria
<p><b>Inclusion of complex issues of contemporary significance.</b>            Course addresses areas of contemporary significance including, but not limited to: multiculturalism and diversity, economy, climate change, peace and nonviolence, health, renewable energy, social media, international policy, entrepreneurship, sustainability, social justice, and emerging technologies. Consistent with the objectives of general education, grand challenge courses provide students the opportunity to explore, question, and wrestle with the current and complex issues of our world.</p>	<p><b>From a vantage point within the world of textile and apparel design:</b></p> <ul style="list-style-type: none"> <li>• Students will encounter and critically discuss the relationship of design to the structures of both historical and contemporary societies, by examining philosophies and theories of design from a diverse range of historical periods and cultural contexts. This will build an awareness of design as something larger than that framed within a context of Western industrialization.</li> <li>• Examinations and discussions of how design impacts society through different disciplines --such as fashion, urban planning, commercial products, and new technologies-- will focus on the word “good” in “good design” in order to arrive at varied perspectives of what “good design” may be.</li> <li>• The responsibility of designers in terms of a response to global climate change and resource depletion, will prompt discussions on how design decisions impact the entire life-cycle of a product and thus contribute to sustainability and the efficient use of resources.</li> <li>• Design as counterculture will also be examined. With that, design as a political force that can serve both conservative and radical agendas is seen as an element in social structuring.</li> </ul>
<p><b>Interdisciplinary approach.</b> Interdisciplinary study draws on disciplinary perspectives and integrates their insights to produce a comprehensive understanding. It is a process of answering questions, solving problems, or addressing topics that are too broad or complex to be dealt with adequately by a single discipline. There are two possible ways for your grand challenge course to meet this expectation: (1) providing evidence that the course incorporates at least two disciplinary perspectives or (2) teaching with one or more faculty from different disciplines.</p>	<ul style="list-style-type: none"> <li>• <b>Many disciplinary perspectives:</b> In order to address the complex interplay of art, design, culture, and identity, students will examine, in the six main course readings and their supplementary texts, writings on design, aesthetics, philosophy, ecology, history, sociology, and cultural theory. (See included reading list.)</li> <li>• <b>Multi-disciplinary perspective:</b> The professor has a Ph.D. (BU 2011) in Anthropology and Material Culture, and a significant background in the design field: B.A. in 3d Design, 20 years designing professionally for theater, film, exhibits, and public art; also 24 years of teaching design and design-related courses, 19 of those at URI. The perspectives and know-how gained from these experiences will be brought to bear in lectures and in-class discussions.</li> </ul>
<p><b>Recognition and application of ethical principles.</b>            Course presents the ethical challenges associated with the issue and provides students with the skills to <i>recognize</i> such challenges as well as <i>apply</i> ethical concepts/frameworks in considering the ramifications of alternative actions.</p>	<p><b>From a vantage point within the world of textile and apparel design:</b></p> <ul style="list-style-type: none"> <li>• The ethical challenges facing designers in the present day will be presented within the frame of resource depletion and the need for sustainability, and fair trade practices.</li> <li>• Students will learn to recognize the responsibilities that come with the power designers can have over the life cycle of products and the consumption habits of people all over the world.</li> <li>• Lectures and discussions based on readings will prompt the analysis and examination of the consequences of different design choices.</li> <li>• The globalization of commerce and production requires that the discussion be placed within a context of needs and constraints that can be addressed from different vantage points in time, place, and history.</li> </ul>