

Civic Media: Collaborative Design Studio



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Comparative Media Studies 362/862, Spring 2017

Course site: <http://codesign.mit.edu>

Syllabus: <http://bit.ly/codesignstudio2017>

Day/Time/Location: W EVE (6-9 PM) (E15-344 - MIT Center for Civic Media)

Class email list: codesign17 AT mit DOT edu

Dr. Sasha Costanza-Chock: <http://schock.cc> | schock AT mit.edu | twitter: [@schock](#)
office hours: <http://schockone.youcanbook.me>

TA: Mariel García Montes: marielgm@mit.edu | twitter: [@faeriedevilish](#)

Prereqs: One subject in CMS or MAS, or permission of professor

Short Description: Work with Boston-area youth media organizations to develop media projects that respond to the current political, cultural, economic, and environmental crisis with youth-led visions of a more just and creative future.

This is a service-learning, project-based studio course in collaborative design of civic media. Students work in diverse teams with community partners to create civic media projects grounded in real-world community needs. Covers co-design methods, and best practices for including communities in iterative stages of project ideation, design, prototyping, testing, launch, and stewardship. Assumes an interest in collaboration with community-based organizations. Students taking graduate version complete additional assignments.

Enrollment: limited to 16. Open to both graduate and undergraduate students.

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“No one knows everything and no one knows nothing; no one educates anyone, no one educates himself alone, people educate each other, mediated by the world and history”

— Paulo Freire

Overview

This project-based studio focuses on collaborative design of civic media. In 2017, we'll partner with Boston-area youth media organizations to develop media projects that respond to the current political, cultural, economic, and environmental crisis with youth-led visions of a more

just and creative future.

The Civic Media Co-design Studio provides an opportunity for students interested in working with community-based organizations to develop civic media projects that connect to grounded strategies for social transformation. We will build teams with diverse skillsets, including (for example) storytellers, designers, artists, media-makers, developers, researchers, and community organizers, and support the teams through an iterative project development process. We provide design teams with template working agreements, and strive to connect successful projects to the support networks they'll need to grow and thrive. The co-design studio is also a space for shared inquiry into the theory, history, best practices, and critiques of various approaches to community inclusion in iterative stages of project ideation, design, implementation, testing, and evaluation.

Civic Media Co-design Studio approaches communities not as (solely) consumers, test subjects, or objects of study, and instead imagines them as co-designers and coauthors of shared knowledge, technologies, narratives, and social practices. Our goal is twofold: to develop an understanding of the ways that media and technology design processes often replicate existing power inequalities, while at the same time, moving beyond critique to travel as far down the path of community co-creation as possible, within the constraints of any given project. In the current version of the course, we want to help amplify youth stories in the Boston area and beyond.

Community partners in Spring 2017

- **ZuMix:** <http://zumix.org>. Empowered youth who use music to make strong positive change in their lives, their communities, and the world.
- **NuVu:** <https://cambridge.nuvustudio.com>. NuVu is a full-time innovation school for middle and high school students. NuVu's pedagogy is based on the architectural studio model and geared around multi-disciplinary, collaborative projects. We teach students how to navigate the messiness of the creative process, from inception to completion.
- **Urbano Project:** <http://urbanoproject.org>. Urbano is an art studio that brings together artist-mentors, local youth and community members to learn, and experiment through creative placemaking.

Course Goals

Students who take this course will be able to:

- Understand and articulate the key principles of co-design
- Demonstrate knowledge of the history, actors, trends, and critiques of co-design methods
- Apply theoretical and practical tools of co-design in a real-world partnership with a community-based organization
- Effectively use free/libre and open source project management tools to facilitate collaborative work in diverse teams
- Make concrete contributions to the development of a real-world civic media project that is grounded in the needs of a community partner

Learning Tools and Activities

In addition to their core project, participants in this course will engage with a series of texts and activities, discuss them together, and share reflections on the course blog about the progress of their projects in the context of the history and theory of co-design. Process and final project material will also be remixed for a civic media co-design toolkit.

Learning activities include:

- Work with community partner on a weekly basis
- Document and share the co-design process
- Engage with class texts and discussions
- Create a working agreement with project partners
- Transformative media project planning
- Interview community members
- Create paper prototypes, storyboards, and/or mockups
- Conduct peer review of each others' work
- Present detailed project plans;
- Complete multiple project iterations;

- Project presentation at the end of the term (public presentation by design teams, including community partners)
- Project reflections.

Tools:

- Course Blog: <http://codesign.mit.edu>
- Etherpad: <http://pad.mit.edu/p/codesign>
- Mailing list: codesign17 AT mit DOT edu

Student Assignments & Evaluation/Grading:

By default, this course will be graded Pass/Fail, with an emphasis on self-evaluation and peer evaluation. If you prefer to receive a letter grade, please notify the instructor.

Evaluation/grading is organized as follows:

- **20% texts & discussion:** you are responsible for engaging with all texts for the class, and coming to all course meetings prepared to discuss the week's texts.
- **60% ongoing documentation.** Expect to spend time (approx. 1-2 hours) each week on ongoing reflection / documentation of process. Reflections should focus on your experience working on the co-design project, and may also tie in the week's theme, assigned texts, and/or workshop. Process documentation may use any media you choose (text, photo, video, audio, drawings, maps, etc) to document progress. Blog posts must be up by no later than noon (12pm) on the Wednesday they are due, to receive full credit.
 - **10% Personal introductory post (due Feb 22)**
 - **10% Personal youth activist interview post (due March 15)**
 - **10% Group project post 1 (due April 12)**
 - **10% Personal right to the city activist interview post (due April 26th)**
 - **10% Group project post 2 ('Case Study' post; due May 17th, any revisions due Sunday May 21st)**

- **10% final self-reflection/evaluation (due Sunday May 21st)**
- **10% mid term project presentation (April 5th)**
- **10% end of term project presentation (May 17th)**
- **5% Extra credit: Personal event documentation post (can be done at any point in the semester, Mayday is recommended, due by May 17th)**
- Evaluations by the community partner will also be taken into account.

A note about the Writing Center

The Writing and Communication Center offers free one-on-one professional advice from published writers about oral presentations and about all types of academic, creative, and professional writing. More information is available at <http://writing.mit.edu/wcc>.

A note about blogging and anonymity

All participants in the course are expected to post regular blog entries on a publicly accessible site (the course blog at <http://codesign.mit.edu>). You may, however, choose to remain anonymous (actually, pseudonymous) by publishing under a pseudonym not easily linkable to your real name.

Required Statement on Plagiarism

Plagiarism - use of another's intellectual work without acknowledgement - is a serious offense. It is the policy of the CMS Faculty that students who plagiarize will receive an F in the subject, and that the instructor will forward the case to the Committee on Discipline. Full acknowledgement for all information obtained from sources outside the classroom must be clearly stated in all written work submitted. All ideas, arguments, and direct phrasings taken from someone else's work must be identified and properly footnoted (or linked). Quotations from other sources must be clearly marked as distinct from the student's own work. For further guidance on the proper forms of attribution, consult the style guides available in the Writing and Communication Center and the MIT Website on Plagiarism located at: <http://humanistic.mit.edu/wcc/avoidingplagiarism>.

Course Schedule

Each week the studio will be split into two parts: discussion and a hands-on lab. We will begin with a check-in and a review of progress, followed by discussion of the assigned texts for the week. After a short break, we'll switch to a hands-on lab. Lab activities will vary each week and depend on projects but include: learning to use collaborative project tools; project sprints; production of documentation; comparison/evaluation of competing solutions, and so on.

Week & Topic	Readings & assignment
Week 1 (Feb 8): Course Intro & Course Tools Workshop	<i>Readings: the readings are listed below, in the row for the week that we will be discussing them.</i> <i>Assignment: fill out this questionnaire: http://bit.ly/codesign2017intake</i> <i>Note: We are creating accounts for everyone on codesign.mit.edu. By Monday evening, you will receive an email with your login information; please use that to log in, set up your account (change password, add profile pic). If you have a problem accessing your account, please contact Mariel (marielgm AT mit.edu). We can also take care of any remaining login issues in class on Wednesday.</i>
Week 2 (Feb 15): Trans/Multi/Mediati ons panel discussion & TMO plan workshop	1. <i>Special event: Feminisms Unbound Trans/Multi/Mediations talk w/Sasha Costanza-Chock, Sarah Jackson, & Thomas King. Event info, location (Wednesday, February 15, 2017: 5:30-7:30 PM The Moore Room, Building 6 Room 321, MIT): http://web.mit.edu/gcws/news+events/16-17FeminismsUnbound-mediations.html.</i> 2. <i>Then, TMO strategy timeline workshop from 7:45-9:00pm at the regular meeting location (Center for Civic Media).</i> <i>Readings:</i> • Browse the websites of ZuMix, Urbano, and NuVu. • Costanza-Chock, 2012: "Youth and Social Movements: Key Lessons for Allies." The Role of Youth Organizations and Youth Movements for Social Change: Kinder & Braver World Project Research Series. http://cyber.law.harvard.edu/node/8096. • The youth group that launched a movement at Standing Rock:

	https://www.nytimes.com/2017/01/31/magazine/the-youth-group-that-launched-a-movement-at-standing-rock.html?_r=0. • [Graduate reading] Goldman, Shelley, Angela Booker, and Meghan McDermott. "Mixing the digital, social, and cultural: Learning, identity, and agency in youth participation." <i>Youth, identity, and digital media</i> (2008): 185-206. https://quote.ucsd.edu/sed/files/2015/02/2008-Goldman-Booker_McDermott.pdf <i>Assignment:</i> First blog post to codesign.mit.edu: Introduce yourself!
Week 3 (Feb 22): Design Justice discuss what we mean by design & design justice Workshop: Critical analysis of a design process	<i>Readings:</i> This week we'll look at multiple and intersecting histories of design theory and practice, from waterfall to agile, from top-down to user-centered, and discuss the concept of Design Justice. <i>Required Texts:</i> • Kuhn and Winograd, 1996. "Participatory Design: Profile," in <i>Bringing Design to Software</i>. Addison-Wesley, 1996. http://hci.stanford.edu/publications/bds/14-p-partic.html • Design Justice Zine issue #1: https://static1.squarespace.com/static/56a3ad187086d771d66d920d/t/574f1c96cf80a12ba2bb5818/1464805120051/DESIGN+JUSTICE+ZINE_ISSUE1.pdf • Carl DiSalvo. "Design, Democracy, and Agonistic Pluralism." http://blog.ub.ac.id/irfan11/files/2013/02/Design-Democracy-and-Agonistic-Pluralism-oleh-Carl-Disalvo.pdf <i>Graduate reading:</i> • Irani, L. et al., 2010. Postcolonial computing: a lens on design and development. In <i>Proceedings of the 28th international conference on Human factors in computing systems</i>. Atlanta, Georgia, USA: ACM, pp. 1311-1320. http://www.dourish.com/publications/2010/chi2010-postcolonial.pdf <i>Assignment:</i> Research and Identify 1-3 young people in the Boston area who are activists or organizers working on something you care about. Contact them (try

	email, Facebook, and phone call) to schedule an interview for anytime between March 2nd and March 8th. Please add your interview details here: http://bit.ly/codesign2017interviewsheet.
Week 4 (March 1): NuVu visit; Youth media and youth activism Interview scheduled Workshop: interviews at the Belonging mural: http://vojo.co/en/belonging Interview Guide: http://bit.ly/codesign2017-interviewguide	<i>Class meets at NuVu Studio! Wednesday from 6-8pm is the NuVu Studio Winter 2017 Final Student Exhibit. It's a great opportunity for everyone in the Civic Media Co-Design Studio to see the NuVu space and get more of a sense of the work that happens there. So, class will be meeting there instead of at our regular location. NuVu Studio is in Central Square, at 450 Massachusetts Avenue, Cambridge, MA 02139. This is mandatory for Co-Design Studio participants. Please RSVP to NuVu Studio's event so that they know how much seating to provide. Here are the details:</i> https://www.eventbrite.com/e/nuvu-winter-2017-final-student-exhibit-tickets-31891639753 <i>Readings:</i> - Report by Global Action Project, Data Center and Research Action Design, "Media in Action: A Field Scan of Media & Youth Organizing in the U.S" https://global-action.org/sites/default/files/gap-report-2015_FINAL_web_0.pdf - Everyone's introductions on the course blog (codesign.mit.edu). That way, we'll all get to know each other a little bit better. <i>Assignment:</i> Conduct your youth activist interview! Please add your interview details here: http://bit.ly/codesign2017interviewsheet
Week 5 (March 8): Speculative Design NOTE: WOMEN'S STRIKE IS TODAY presentation: Youth Activist Interview is due; informally present key takeaways from your interview. <i>Workshop:</i> <i>NewsJack</i>	<i>Discussion:</i> Topics for today include youth activist interview reportbacks, speculative design, discussion of international women's day. <i>Readings:</i> - Watch John Jennings' recent talk "Remixing the Trap: Race, Space, and the Speculative South" http://hutchinscenter.fas.harvard.edu/spring-colloquium-john-jennings - Malpass, Matt. 2013. "Between Wit and Reason: Defining Associative, Speculative, and Critical Design in Practice" in <i>Design Culture</i>, Vol. 5, Issue 3, pp 333–356. https://cmudesignfiction.files.wordpress.com/2014/02/s32.pdf

	Assignment: • Due noon next Wed, blog post summarizing your interview, with key learnings & takeaways, feature photo, a link to your audio files (if the interview is public), titled w/your interviewee's headline from the future.
Week 6 (March 15): Urbano Visit & Workshop w/Project 1 Teams. Youth activist interview post is due.	This week we are visiting Urbano! You can either meet us at the MIT Media Lab at 6pm, and travel to Urbano on the T together (departing from Kendall T stop at 6:05 sharp), or you can meet us at Urbano at 6:45pm. Urbano is here: https://goo.gl/maps/nXGui4RWna32. We'll learn more about Urbano's work, and we will also be organizing the design teams for the first project. We'll also briefly discuss working agreements that design teams should sign together. Readings: • Helguera. <i>Education for Socially Engaged Art</i>. Section 2. Community. • Helguera. <i>Education for Socially Engaged Art</i>. Section 3. Situations. • Kristina Lee Podesva. "A Pedagogical Turn: Brief Notes on Education as Art." Optional texts: • Skim: IDEO human centered design toolkit (free to download as PDF, although you'll need to create an account): http://www.designkit.org • Chipchase, J., and Jung, Y. 2008. Nokia Open Studios. http://younghee.com/wp/wp-content/uploads/2008/10/nokiaopenstudio_final_20081030.pdf <i>NOTE: Please send the link to your blog post about your youth activist interview to your interviewee! This is an important way to provide value back to someone who shared their time with you.</i>
Week 7 (March 22): Appropriating Technology	Readings: • Eglash, R. (2004), <i>Appropriating Technology: an introduction</i>. In Eglash, R., Croissant, J., Di Chiro, G. , and Fouché, R. (eds), <i>Appropriating Technology: Vernacular Science and Social Power</i>, University of Minnesota Press, Minneapolis, MN. http://homepages.rpi.edu/~eglash/eglash.dir/at/intro.pdf • Project working agreement template: http://bit.ly/codesign-agreement-template.

	- Share and discuss the intake questionnaire <i>Gentrification & Housing Affordability readings from Urbano</i> https://www.bostonglobe.com/opinion/editorials/2017/03/06/lifting-burden-homeless/ipWHsd cYKpzDAgwlhSysSN/story.html https://www.bostonglobe.com/business/2017/02/07/housing-protestors-camp-out-front-city-h all-overnight/R5nLvwoxD7I7sRCwOt0k7N/story.html https://www.bostonglobe.com/metro/2015/07/15/protesters-city-officials-clash-over-affordabl e-housing/dA4qHvdLJuiQgXMaA0MVGm/story.html http://sparechangenews.net/2017/03/plan-iprox-passes/ http://www.walkerart.org/magazine/2012/krzysztof-wodiczkos-homeless-vehicle-project https://www.aol.com/article/finance/2017/03/15/tiny-homes-homeless-veterans/21897091/ http://jamaicaplaingazette.com/2017/03/10/councilor-wants-to-streamline-affordable-housing -process http://www.wbur.org/commonhealth/2017/03/16/eviction-public-health-lara-jirmanus <i>Assignment: Meet with your design team and work on Project 1; prepare a short presentation about Project 1 for next class.</i>
Week 9 (March 30): NO CLASS	NO CLASS, SPRING VACATION
Week 10 (April 5): Project 1 presentations Presentation: formally present project 1. Peer critique. <i>Midpoint evaluation</i> (how is the process working out so far? What do we need to change to have the best outcome?)	<i>Readings:</i> - N/A, use the extra time to work on your projects & presentations! <i>Project presentations:</i> http://pad.mit.edu/p/codesign2017project1 This week, you will be formally presenting the work your group has done to create a public interface for the audio interviews with Boston area youth activists. There are 6 teams, and each team will have 15 minutes: 5 to 10 minutes to present, and the remaining time for feedback. When you present, please use a slide deck. Your slides should include: - Project Title Slide - Design Team (team name and individual members) - Context (1-3 slides) - Audio Content highlight (choose a short audio clip to highlight the kind of content we're working with) - Your approach, and why you chose this (1-3 slides) - Process documentation (1-3 slides. Meetings, mockups, 'next we tried this...') - Your project current version! (as many slides as you need, can link to live site)

	- Challenges & Lessons learned - Next steps - Questions for the class Assignment for next week: • <i>Group assignment: Complete a group blog post re: project 1; what was the project, who were the team members, what was your process, what values did you seek to encode in the design; how did it work out; what did you learn from the peer critique.</i> •
Week 11 (April 12): Visit ZuMix Project 1 blog post is DUE.	<i>Readings: ZuMix reading</i> • Marchi, Regina. "Z-Radio, Boston: Teen journalism, political engagement, and democratizing the airwaves." <i>Journal of Radio & Audio Media</i> 16.2 (2009): 127-143. https://pdfs.semanticscholar.org/369a/96de90d03cd91ed16fba756039990aff13cf.pdf <i>Assignment:</i> • <i>Individual Assignment: Interview #2. Research and identify a person from a group or organization that works to build community power over the future of their own neighborhood in one of the areas where our partner organizations are active (Eggleston Square; East Boston; or Central Square); for example, groups working on issues of gentrification, displacement, affordable housing, community organizing, and/or the right to the city. Contact them (start with a phone call, also try email, Facebook message) to schedule an interview for anytime between April 13th and April 26th. Note that if you're in the E Boston group, you will coordinate w/Brittany; if you're in the Eggleston group, you'll coordinate with Maggie & Salvador from Urbano. Please add your interview details here:</i> http://bit.ly/codesign2017-interviewsheet2.
April 18: MIT Day of Action	See http://www.mitdayofaction.org .
Week 12 (April 19): DiscoTechs, Design Jams, & Hackathons <i>workshop: project workshop</i>	We'll talk about DiscoTechs, design jams, hackathons, and the role of events in building community. Also we'll discuss what these events are NOT so great for. <i>Guest Speaker:</i> Evan Henshaw-Plath (@rabble) <i>Readings:</i>

	• Charlie deTar, “Hackathons Don’t Solve Problems:” https://civic.mit.edu/blog/cfd/hackathons-dont-solve-problems • How To DiscoTech Zine: http://detroitdjic.org/?p=468 <i>Advanced readings (required for grad students, suggested, not required for others)</i> • Gloria Lin, “Masculinity and Machinery: Analysis of Care Practices, Social Climate and Marginalization at Hackathons.” https://modelviewculture.com/pieces/masculinity-and-machinery-analysis-of-care-practices-social-climate-and-marginalization-at-hackathons • MaxiGas on a geneology of hacklabs and hackerspaces: http://peerproduction.net/wp-content/uploads/2012/07/maxigas-geneology_of_hacklabs_and_hackerspaces_draft.pdf <i>Assignment:</i> • <i>Group assignment: Meet w/project team, continue project 2.</i> • <i>Individual Assignment: Conduct your right to the city activist interview! Due noon next Wed, blog post summarizing your 2nd interview, with key learnings & takeaways, feature photo, a link to your audio files (if the interview is public), titled w/your interviewee’s headline from the future. Please add your interview details here: http://bit.ly/codesign2017-interviewsheet2.</i>
Week 13 (April 26): User-Led Innovation Informally present on interviews Workshop: <i>Project Teams</i>	<i>Guest speaker:</i> Jose Gomez-Marquez, MIT Little Devices Lab <i>Guest speaker:</i> Jorge Caraballo Cordovez, Postcard Journalism <i>Readings:</i> • Browse the Little Devices Lab website: http://littledevices.mit.edu • <i>Postcard Journalism:</i> https://medium.com/@jorgecaraballo/what-is-postcard-journalism-50901a649ee3 • Eric Von Hippel, Democratizing Innovation.

	○ Read Ch. 1: http://web.mit.edu/evhippel/www/books/DI/Chapter1.pdf ○ <i>Additional chapters if you are interested (optional):</i> http://web.mit.edu/evhippel/www/democ1.htm <i>In teams:</i> ● (5min) Come up with a few principles to guide your team work (for example: one diva, one mic; move up, move up; and so on). Share back ● Work on your project! <i>Assignment for next week:</i> ● Complete interviews (if not yet complete) ● Meet w/Project team 2, continue new project iteration. ● Extra credit: attend a Mayday action, write a short blog post about your experience; include an audio clip of protest chants. <i>Note: ZUMIX Walk for Music on Sunday, April 30th!</i> https://www.firstgiving.com/zumix/walkformusic
May 1st: Mayday actions	International Workers' Day / Day Without An Immigrant strike and rallies More info: http://www.lahuelga.com/home
Week 14 (May 3): The Right to the City Workshop: Audio editing w/Audacity (TBC)	<i>Note: interviews must be complete, and blog post summary of interview posted, by this date to receive full credit.</i> Informally present on and discuss project 2 ideas, peer critique, project working time <i>Guest facilitators: Mike and Homefries from Fair Economy and City Life/Vida Urbana. Boston Displacement Mapping Project.</i> ● Reportbacks from event ● Guest speakers ● 25 minute project feedback sessions. <i>Readings:</i> ● <i>The Right to the City</i> (David Harvey): http://davidharvey.org/media/righttothecity.pdf ● <i>Democracy and the Challenge of Affordability: an innovation approach to the problem of housing in Boston:</i> http://www.challengestodemocracy.us/home/democracy-and-the-challenge-

	of-affordability-an-innovation-approach-to-the-problem-of-housing-in-boston/#sthash.LhAOUyfv.ETGMjsjC.dpbs <i>Assignment: Meet w/Project team 2, complete next iteration</i>
May 4th:	<i>Discussion on Displacement Data + Mapping</i> MIT 9-255, 3 to 6 pm The Anti Eviction Mapping Project is one of the nations most innovative project's of data visualization, data analysis and narrative collection examining the displacement crisis, its impacts and its drivers. RSVP link
Week 15 (May 10): CoLab Radio Workshop: Project working time	<i>Guests: Lawrence Barriner II, CoLab Radio; Marisa Jahn, Studio REV-</i> <i>Readings:</i> • Browse http://colabradio.mit.edu • Browse http://studiorev.org <i>Assignment: Meet w/Project team 2, prepare final project presentation; case study.</i>
Week 16 (LAST CLASS, May 17): Final presentations project presentation (by the whole design team!) Final project presentation blog post: project case study. <i>In class: course evaluations</i>	• Prepare a formal 20 minute presentation for the final class. You must use audiovisual materials for your presentation (ex. slides, prezis, a video). If you're unclear about that, please ask. Your presentation must include: ○ The title of your project; ○ All team members, including community partner(s); ○ Background on the issue(s) you are addressing. You must include: 1. the larger context (historical, national, local), 2. the partner organization's role or approach to this larger issue (give concrete examples), 3. how your project fits in. Write about this as if you're addressing someone who knows nothing about the issue. Be specific, give details, and cite scholarly research where appropriate. ○ The goals of your project; ○ The design candidates you explored, and how you chose between them; ○ Include discussion of any co-design methods you employed; ○ Each iteration: a slide for each iteration of the project, and what you changed from the previous iteration; ○ Challenges you faced during the process and how you addressed them. ○ Next steps: what is going to happen next with your project? • Due 5pm Wed, team blog post including your final presentation materials as an attachment. Your blog post MUST INCLUDE: ○ Your final project title ○ A strong project image ○ Your project abstract ○ A link to your final presentation (embed it if you can!) ○ A link to your COMPLETED CASE STUDY AS A GOOGLE DOC

	(see previous years case study examples, although these will be shorter), and see the case study template: http://bit.ly/codesign-casestudy-template-2017 Evaluations: • For those registered in the course for credit: http://web.mit.edu/subjectevaluation • For those not taking the course for credit: http://bit.ly/codesignstudio2017-feedback Final Project Presentations, 20min presentations + 10min questions. No computers except for the livestream! URL TBD.
End of Term final revisions to case study due end of day on Sunday, May 21	final case study revisions

ADDITIONAL NOTES

- We will have whole class site visits to each partner org. Add to schedule above.
- Be sure to add key actions, protests, community meetings, dates to calendar
 - March 8th (general strike/women's strike)
 - March 19th Do It Your Damn Self youth film fest:
<http://web.mit.edu/gcws/news+events/2016women-reel.html#DIYDS>.
 - April 22nd (Earth Day) is also Science March.
 - May 1st (day without an immigrant)
- Set up social media accounts (shared FB page or group, twitter, possibly others).

Possible Workshops

- TMO strategy timeline (done)
- Interview: how to record a great interview (done)
- Newsjack (future headlines you want to see)
- Battle of the Story
- Create a Hashtag for our campaign
- Advertising Remix
- Audience (define & target)

- Impact: how to assess and evaluate whether you are moving towards the impact you want
- Name That Tech - Create shared visual language - an icon, logo, image, or pattern: https://www.newamerica.org/downloads/cdc_basic_geometry.pdf
- Memes for Social Justice workshop
- Paper prototype w/PopApp workshop
- Cardboard prototype workshop
- Podcast / media controversy session - Mariel

Possible Readings/topics to add

- Messaging & Framing
 - 10 things immigrant rights organizers should stop saying.
- Values in design key readings
- Additional readings from [speculative design syllabus](#)

Possible themes/organizing umbrellas

- '@RogueBostonYouth' (plays on the Rogue and Alt government twitter accounts)
- #BostonFutureCity
- #TheResistance
- #First100Days

Possible Guests (TBC)

- Aisha Shillingford &/or Terry Marshall, from Intelligent Mischief
- Gabriel Mugar
- Dayna Cunningham, from CoLab
- Cara & folks from Transformative Culture Project (video)
- John Jennings (comix)
- Spinney (screen printing)
- Dey (puppetry, quilts)
- Shiloh (murals)

Possible Assignments

- Interview a young person who is already involved in community organizing. Audio interview, & take three photos to go with the story.
- Interview a young person who is a media maker of some kind (artist, musician, videoblogger, etc).
- Create a headline, image, and story from the near future where something you care about has changed for the better
- Create a fact-check graphic, gif, or short vid (take a quote that is a clear lie, present it

alongside the truth.)

- Create a prototype speculative physical object from the future that fits your campaign
- Create a flyer or banner for an upcoming action (incorporate a shared design element).
- Go to a protest (the March 8th general strike?), document, and create a story about it in any medium.
 - Create an object to bring to the March 8th protest that reflects an important message from your interview. (For example: this could be a sign, banner, or button, but you are also free to create any kind of object)
 - Note: Wear red. That's the color organizers are asking supporters to showcase. Get your friends together who support the strike and wear red that day.

Useful Documents

- Project working agreement template: <http://bit.ly/codesign-agreement-template>.
- [Community partner intake questionnaire](#)
- Case study template: <http://bit.ly/codesign-casestudy-template-2017>

Narratives We Want to Challenge

The narratives/media bias that the group wants to challenge clustered in the following 8 categories:

- ***Reproductive justice*** (example: women who have abortions being portrayed as selfish, irresponsible or promiscuous)
- ***Gender identity and inequality*** (example: the belief that there is a concrete biological definition of male and female)
- ***Immigration*** (example: undocumented migrants are taking away jobs)
- ***Race*** (example: the automatic association of blackness with poverty)
- ***Homelessness and poverty*** (example: the association of poverty with laziness)
- ***Mental illness*** (example: treating it as a character flaw that must be eradicated)
- ***Education*** (example: integrated schools bring kids down)
- ***Climate change*** (example: the bizarre notion that it is made up)