

Spring 2026, University of Florida
GRA1107 Design and Identity in Everyday Life

Meets Wednesdays in the following time and location:

Section	Time	Lead	Location
25949	08:30-9:20am	Alex Hackett	MAT 0108
25951	09:35-10:25am	Alex Hackett	ROL 0115
25953	10:40-11:30am	Alex Hackett	ROL 0205
25948	08:30-9:20am	Sharif Mohammed Umar	MAT 0118
25950	09:35-10:25am	Sharif Mohammed Umar	MAT 0113
25952	10:40-11:30am	Sharif Mohammed Umar	LEI 104

INSTRUCTORS

Seojoo Han, hans1@ufl.edu

Assistant Professor, Design and Visual Communications

Office hours: Thursdays 10am-12pm at FAC 313 or by appointment

Alex Hackett, alex.hackett@ufl.edu

Graduate Teaching Assistant (GTA), Design and Visual Communications

Office hours: by appointment via Zoom

Sharif Mohammed Umar, m.umar@ufl.edu

Graduate Teaching Assistant (GTA), Design and Visual Communications

Office hours: by appointment via Zoom

Quest 1: Primary General Education Designation: Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

A minimum grade of C is required for general education credit.

COURSE DESCRIPTION

Moving beyond “design” as a static noun, this course examines design as an ontological verb, a force that “designs us back” as we design the world around us. We explore how environments, objects, interfaces, and social scripts operate as mirrors of self and as maps that shape behavior, influencing both the present and the future. Through a curated mix of readings, sound-based listening, and making activities, the course creates a space for investigating the heavily designed world we inhabit.

HYBRID FORMAT

As a hybrid course, students will have an online instruction, 1 hour of in-person instruction, and 1-3 hours of self-study per week. Online instruction will occur through Canvas asynchronously, in tandem with self-study: readings and assignments. In-person instruction will appear in different break-out rooms, distributed by section (a.k.a. break-out section). These sessions will prioritize interactive learning: questions & answers, dialogue, critical making, sharing student work, and receiving feedback.

REQUIRED MATERIALS

Self-Made Notebook (instructions and demonstration will be provided in class)
Letter-sized blank sheets, pen, voice recorder and digital camera (a cellphone or laptop with these functions is sufficient)

No textbook is required or recommended for this course. Most assigned materials are Open Educational Resources. Access to readings will be provided through Canvas, with some available on the campus network or remotely via VPN. <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>

SYLLABUS CHANGES

Please note that the instructor may need to modify the course syllabus and may do so at any time. Notice of such changes will be announced quickly through email & Canvas.

SEMESTER OUTLINE (01/12/2026–04/22/2026)

- W01 (1/14): Course Introduction
- W02 (1/21): Design as a Verb and Metonym
- W03 (1/28): Identity: A Modern Invention and Obsession
- W04 (2/04): The Social Life of Designed Things
- W05 (2/11): Attention: The Digital Everyday and Its Influence on the Self
- W06 (2/18): The Designer’s Blind Spot: The Everyday Unseen
- W07 (2/25): The Programmed Everyday: Design as a Social Script
- W08 (3/04): Skip This Class: Everyday as Tactical and Improvised

W09 (3/11): We Are What We Sound: Florida
W10 (3/18): SPRING BREAK
W11 (3/25): TA-Led Content
W12 (4/01): Identity in the Age of Mandated Novelty
W13 (4/08): Unmaking: When Success Is Failure
W14 (4/15): You Make a Cup Once. You Wash It Like 1,000 Times.
W15 (4/22): Reserved for Semester Reflection

ASSIGNMENTS

1) Course Self-Study Record Book (40 points)

This course requires consistent, hands-on engagement with weekly study materials, including readings, viewings, listenings, and projects. Over the semester, you will create a Course Self-Study Record Book to document your ongoing process of thinking with and responding to these materials.

Each week, you are expected to leave visible traces of your engagement with the assigned materials. This record book is not a summary notebook; rather, it is a space for active interpretation, reflection, and creative response.

There are many ways to demonstrate engagement. Possible formats include (but are not limited to): Note-taking (key ideas, quotations, questions), collected or scrapbooked materials, written notes or annotations (including quotations from the source), drawings or diagrams, conceptual maps (e.g. mind maps), collage, visual diary, brainstorming or process sketches.

Recommended Examples

Collage: Assemble images, text, or materials that visually interpret the week's topic.

Visual diary: Create visual and written responses to the study material and reflect on how it connects to your everyday life. Diagram: Develop conceptual diagrams mapping key ideas, arguments, or relationships from the readings.

Required components (each week):

Every week, your process book entry should include:

1. Several quotations from the assigned reading/viewing/listening and your thoughts, reflections, or questions about the material

2. An observation from your everyday life or surroundings that you can think about differently using the week's ideas or concepts

Purpose of the Process Book:

This assignment is designed to encourage engagement beyond memorization, summary, or superficial description. Deeper and more lasting understanding emerges when we think through making and developing ideas through material processes. Maintaining this weekly practice will also help you become more comfortable expressing complex ideas in writing and discussion. The process book will serve as an important resource for in-class conversations, sharing sessions, and the final semester reflection essay.

Format and Materials:

This is a primarily analog assignment. You may not create pages purely digitally or rely solely on layout or design software. You are encouraged to work with simple tools such as pens, pencils, handwriting, found images, printed matter, and other physical materials. Limited digital elements are acceptable, but the emphasis should remain on hands-on, material engagement.

Submission:

At the end of the semester, you will submit your completed record book as a bound volume. The original book will become part of the course collection and will not be returned. If you wish to keep the original, you may submit a photocopied duplicate instead. The duplicate must be the same size and binding as the original.

2) Conversation/Sharing Session Participation (1 point per class of 15 total)

3) Three Projects (10 points each totalling 30 points)

4) Essay (15 points)

LEARNING OBJECTIVES

The following standard Quest 1 student learning outcomes will be assessed as such:

Content:

Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course. → The Self-Study Record Book

enables students to document and reflect on the ways design shapes everyday life, using theoretical frameworks from the course to interpret their surroundings.

Critical Thinking:

Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course. → Conversation/Sharing Sessions foreground critical reflection, encouraging students to link everyday observations to broader design discourses. The three course projects extend this work by requiring students to critically assess design's role in structuring everyday life.

Communication:

Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course. → Conversation/Sharing Sessions provide a platform for oral communication in which students share observations, articulate their perspectives, and engage in meaningful dialogue with peers. The essay assesses written communication by requiring students to effectively convey analysis and reflection.

Connection:

Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. → Observing and documenting design in everyday life helps students connect course concepts to the UF campus, Gainesville, and the broader national/international context.

GRADING & ATTENDANCE

A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U. See UF's grading policies for extra information

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Letter Grade = Points = % Scale = GPA

[A = 95-100pt = 95-100% = 4], [A- = 90-94pt = 90-94% = 3.67],
[B+ = 87-89pt = 87-89% = 3.33], [B = 84-86pt = 84-86% = 3], [B- = 80-83pt = 80-83% = 2.67], [C+ = 77-79pt = 77-79% = 2.33], [C = 74-76pt = 74-76% = 2], [C- = 70-73pt = 70-73% = 1.67], [D+ = 67-69pt = 67-69% = 1.33], [D = 64-66pt = 64-66% = 1], [D- = 60-63pt = 60-63% = 0.67]

The final grade will be calculated from the following assignment points:

- 1) Course Self-Study Record Book (40 points)
- 2) Conversation/Sharing Session Participation (1 point per class of 15 total)
- 3) Three Projects (10 points each totalling 30 points)
- 4) Essay (15 points)

No extensions or make-up projects are allowed for any assignment. Attendance is required for in-person sessions. Every in-person session includes a graded participation from class discussions.

Students who participate in official athletic or scholastic extracurricular activities are permitted twelve (12) scholastic day absences per semester without penalty. Along with more information on how UF assigns grade points, you'll find these by visiting:

<https://catalog.ufl.edu/graduate/regulations/>

Information about university-wide policies and resources can be found here:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

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ACADEMIC POLICIES & RESOURCES

Academic Policies:

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the "Get Started With the DRC" webpage on the Disability Resource Center site.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Information on current UF grading policies for assigning grade points. This may be achieved by including [a link to the University grades and grading policies.](#)

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

The email they receive from GatorEvals
Their Canvas course menu under GatorEvals
The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

The University's Honesty Policy regarding cheating, plagiarism, etc.:

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Academic Resources:

E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email ask@ufl.libanswers.com for more information.

Academic Resources: 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: teaching-center@ufl.edu. General study skills and tutoring.

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.

Public Speaking Lab: (Dial Center, 501 Rolfs Hall). Offering online and in-person help developing, organizing, and practicing oral presentations. Contact email: publicspeakinglab@clas.ufl.edu.

Campus Health and Wellness Resources:

UF Whole Gator Resources: Visit <https://one.uf.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

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