

**Design Futures (FORE
6359) College of
Technology Foresight
University of Houston**

Spring 2025 // Mondays 5:30 - 8:30 pm CST

Regular Session 1 (Jan 13 – Apr 28) (note: no class January 20th, 2025 [MLK Day]; no class March 10th, 2025 [Spring Holiday])

Course Time/Location: Mondays, 5:30–8:30pm CST, Zoom

Instructor: Adam Cowart

Contact: adcowart@central.uh.edu

Office Hours: By appointment

Prerequisite: Graduate Standing

Class resources: Canvas, Zoom, Slack

Zoom Class Link: <https://zoom.us/j/98144063201?pwd=RJKdR2bmjngUUOTBglvVOyvEaOF65x.1>

Overview

In this course we will explore the emerging discipline of Design Futures. The theory and practice of Design Futures seeks to address broad contemporary frustrations that have festered in both the discipline of design and futures. Futurists have long lamented a perceived inability to influence real-world interventions to bring about preferred futures, while designers have become increasingly aware (and anxious) about the role of design and designers in contributing to overconsumption and short-term thinking. In essence, futures thinking has proven to be a useful discipline for worldbuilding, imagining alternative futures and their implications, but not at actioning and materializing. Design, on the other hand, is very good at worldmaking, acting and materializing, but with a limited temporal frame that does not consider implications and alternatives. Hence, Design Futures, in which we bring together the power to imagine alternative futures and the implications of those futures, and the power to materialize those futures and influence real-world interventions.

In Design Futures we will draw on a number of futures methods introduced in other courses, both in their purest forms and as hybrid methods with design. Previous knowledge of these tools will not be necessary, though familiarity is helpful. The topics covered will explore design futures fields broadly, including speculative design and research, transition design, experiential futures, anthropological and ethnographic futures, discursive design, pluriversality, and more-than-human design, among others.

This course is for those who have moderate to significant experience in either futures or design,

who wish to explore the natural strengths and combinatory capacities of the disciplines. While students do NOT need to have a deep background in either discipline, they will, at times, need to do a bit more background work on specific methods related to futures. Students are highly encouraged to advise the instructor if they require more context around specific theories or methods.

Ultimately, this course will provide students with the theoretical underpinnings, a short list of frameworks and methodologies, and a long list of methods that fall broadly under the Design Futures umbrella. The hope, and the intention, is that the learnings from this course will empower students to become future-makers, which is to say change-makers, catalyzers in their respective organizations and geographic situatedness, to make preferred futures.

Objectives

By the end of this course, students will be able to:

1. Enumerate futures, design, and hybrid design futures theories and methods and examples of their application
2. Articulate strategies, postures, and ways in which design futures can extend the boundaries of traditional design and futures disciplines.
3. Apply design futures methodologies to a variety of domains at various levels of scale (macro to micro, product (form) to planetary (systems, wicked problems)
4. Differentiate between different methods, methodologies, frameworks and postures present in the design futures landscape.
5. Critique various speculative, discursive, and experiential futures encounters for the application and implications of design futures.
6. Construct sophisticated speculative encounters utilizing design futures.

Readings/Texts

Readings are provided in Canvas each week. Required texts are:

1. Speculative Everything: Design, Fiction, and Social Dreaming, Anthony Dunne & Fiona Raby
2. Discursive Design: Critical, Speculative, and Alternative Things, Bruce & Stephanie M. Tharp

Class Activities

This course, in a nod to the making and iterative nature of the design ethos, is more of a remote studio-style course. Classes will be highly interactive and students are highly encouraged to attend “in person” synchronously, despite our shared remoteness. While asynchronous participation is inevitable, the posture of design compels us to think, work, fail, and succeed together. Each week

will see one or more of the following:

- short lectures based off of thematic step in the framework: level setting, ensuring a certain common understanding (or deliberate misunderstanding) of certain topics and methods discussion
- break out group discussions on a topic or theme
- break-out activities in which we apply what we've learned, or at least what we are trying to figure out
- working sessions, workshops, and/or crits on the major assignment that will be the culmination of the class

Course Overview

Date	Episode	Day	Description	Deliverables
13/01/25	1	Monday	Design Futures	
20/01/25	2	Labour Day	No Class	
27/01/25	3	Monday	Design Minds	
03/02/25	4	Monday	Transition Design I	
10/02/25	5	Monday	Transition Design II	Individual 1: Interact
17/02/25	6	Monday	Think	
24/02/25	7	Monday	Experience	
03/03/25	8	Monday	Imagine	Individual 2: Adopt
10/03/25	9	Monday	No Class	
17/03/25	10	Monday	Story	Individual 3: Use
24/03/25	11	Monday	Perform	
31/03/25	12	Monday	Travel	Individual 4: Prompt
07/04/25	13	Monday	Learn	
14/04/25	14	Monday	Book Presentation	Book Presentation

21/04/25	15	Monday	Final Team Project Presentations and Crits	Crit Materials
28/04/25	16	Monday	Final Everyday Life of Futures Individual Project Presentations	Individual Presentations
03/05/25		Saturday	Spring Gathering Team Project Stagings	Staged Encounters with the Future

Assignments

Grading

Breakdown: Spring Gathering Experiential Future 40%

Individual Everyday Life of Futures: 25%

Book Report: 15%

Weekly Reflections: 10%

Participation:10%

Spring Gathering Experiential Future

This group assignment will form the main assessment arc of the course. Working in an assigned group determined in week 2, groups will imagine, construct, and perform an experiential future for Spring Gathering participants. The duration of the experiential future will be approximately 15 minutes. This group assignment allows students to work closely with others who have a range of assumptions about the future, about change, as well as various skill sets and interests. A final portfolio documenting the process, the staging event (pictures, etc), and final reflections & lessons learned is required.

Rubric

Ar c	Criteria	Description	Questions to Ask
B e g i n n	Permission	Permission is the emotional response that kicks in as soon as the experience is engaged. It is the "signal" that guides how we should respond. In film, an action movie will begin with a high-paced and suspenseful scene; a horror movie starts at night with ominous music. These initial interactions give us, as an audience, "permission" to engage in a certain way.	What did this encounter with the future permit me to think/feel? Did it give me permission at all? Or was I left to intuit how I should react?
	Immediacy	Similar to permission, this considers how quickly a participant is able to engage and immerse themselves within the experience. This includes actions, interactions or other	How quickly did I "get it"? Did it make sense right away? Did it need to be figured out? How frictionless was the

i n g s		behaviors they should be exhibiting. These interactions include with other people as well as with new technologies or mundane artifacts. If there are disorienting or confusing elements, these should be deliberately designed for effect, rather than flaws in the construction of the encounter.	process of figuring out the experience with the future? Was friction deliberately designed into the experience?
	Medium/ Message	Crafting a compelling encounter with the future cannot be accomplished without harmonizing the medium and the message. Sending an email from the future, a future in which it is explicitly stated that email no longer exists as a communication method creates dissonance in terms of user experience.	Does the channel or medium in which the future is conveyed make sense? Is it consistent and aligned with the message? Does the medium and message support each other? Does the message work with the medium, perhaps in a clever way due to technology constraints, or does it work against it?
	Time Horizon	Time horizons are incredibly important to constructing a meaningful encounter with the future. The distance the encounter takes place from the present moment is informed by factors such as the pace of change or clockspeed of a particular domain space, as well as how far into the future an encounter can provide meaningful insights and act against uncertainty.	How far into the future is the encounter with the future designed for? Is it clearly rooted in a particular time (artifacts or other encounters that reveal specific future years or dates)? Based on the pace or rate of change (the clockspeed) of the domain or industry space, is the time horizon sufficiently removed from the present?
M i d d l e s	Internal Consistency	Telling a speculative story (in fact, telling any story) requires internal consistencies of the world. There has to be rules that can be intuited, even if they are very different from the rules of today. Internal consistency is necessary for the “transportation” of audiences into the story world. Consider a movie almost everyone has seen – Avengers Endgame. Imagine for a moment, in the penultimate final fight scene, when it looks like all is lost, suddenly Superman and Wonderwoman appear out of nowhere and beat Thanos up, saving the date. As an audience, you would feel cheated. DC Comic characters were not part of this world!	How consistent are the rules of the world? Does the encounter with the future “cheat” at all? Are there any plot or character “gaps” that are unexplained that need to be?
	Sensory Vectors	Experiencing anything draws on the senses. Multi-sensory experiences can be rich and layered. Too often, we rely on sight at the expense of other senses. Leveraging other senses can be highly effective in embedding people in an encounter from the future. In particular, encounters in the future that in some way disrupt normal sensory experiences in the present. For example, a physician who regularly uses/touches a particular instrument that has a particular feel to it and how that can be disrupted in an encounter to signal change and amplify the possible implications of the future encounter occurring.	How sophisticated and deliberate have the senses been considered in crafting the experiential future? Does it privilege, balance, or create rich tensions between taste, touch, smell, or hear as well as see? How many senses does the experience engage with? How impactful? Does the intersection of sensory stimuli enrich the experience?
	Semiotic Vectors	Encounters with futures will necessarily draw on sign processes, how meaning is interpreted beyond the sign itself. This can be both visual and linguistic. Encounters with the future can often be most impactful when semiotic systems familiar in the present are disrupted somehow in the future.	How intentional and impactful has the semiotic system been designed? What are the signs? What are the meanings associated with those signs? The coding of meaning? How has the experiential future used semiotic systems in the future to disrupt the present?
	Keying on Change	Experiencing the future is in some respects different from experiencing the present. Futures thinking is really about change. . . how the future is different from the present as a result of change. Change must be evident and manifest in the encounter. We must know we are experiencing the future, rather than just the present or an “alternative present”.	Is there a marked and obvious difference between the present and the future, even if it is subtle or reveals itself slowly over time?
	Scenario Distinctiveness	While not always necessary, an encounter with the future can evoke a clear scenario archetype or a distinct representation of an alternative future (including key uncertainties, etc.). Critical here is to be deliberate in contextualizing the world around the encounter and to what extent should the scenario world influence and inform the encounter. An encounter that is inherently hopeful should have a very different feel to it if it is located in an otherwise collapse scenario (perhaps, based on the encounter, the END of a collapse scenario) versus the same encounter taking place in a transformational scenario world. Finally, the role	Does the experience evoke a clear, archetypal scenario? The stuff of a specific future formation? Is the experience a hybrid of discipline, collapse, and transform and, if so, does it “work” or is it trying to do “too much”?

		of preferred or visionary futures, in which the encounter is explicitly meant to be generative and hopeful. Here... (FILL IN THE BLANK).	
	Horizon Distinctiveness	Here, the 3 horizons act as time orientations based on the current context and some sense of the ultimate aspirational future. In horizon 1, encounters with the future are confirming or reinforcing the expected or likely shorter term future. While time horizon varies, as articulated in Time Horizons, the encounters are solidly H1. They are possibly compelling, but not wildly unexpected by people familiar with the domain space. H2 encounters act to resolve the tension between H1 and H3. They are an encounter with an explanation of how transformational change occurs. Often imbued with both technological and values shifts. In H3, we have transformational encounters with the future. The point of arrival in the new world or a sort of terminal space of the future from which we have not articulated clearly much beyond. H3 encounters are endings of the old future or the beginning of a new future.	Can the encounter from the future be located in a particular horizon? Is it reinforcing, reconciling, or transformational in nature? Or, does the encounter try to tell the entire trajectory of transformation and includes H1, H2 and H3 in a single encounter?
E n d s	Implications	Not only is the change manifest, but so are the implications of the change or changes. The implications are a) anticipated and obvious at first glance or b) unique and surprising – a “twist” in the plot. The encounter isn’t overly “slick” a shiny and instead provides affordances for inferring the implications of the change(s) that manifest during the encounter.	Does the encounter with the future materialize the implications of one or more change(s)? Does it surface implications in the minds of the audience?
	Audience Reception	Encounters with the futures can be designed to convey a clear message to an audience. Other encounters are more abstract, drawing on a more ambiguous and interpretive provocation. Both spectrums can be impactful. What is critical is that the designers of encounters with the future take audience reception into consideration, and be deliberate in their intentions. If the designers wish to convey a specific message, then that message should be clear to the audience.	Engage with others on their experience. Was it quite similar? Very different? How wide-ranging was the interpretation of the experience? Was it “clear” to some, but “confusing” to others?
	Action	Closing the “experiential gulf” between the future and the present is ultimately meant to trigger some sort of action in the present. Insights gain, implications drawn, compel a certain degree of recalibration in the present.	Does the experience compel any sort of new knowledge (epistemic or ontological) that compels action in the present? Were there any “ah ha” moments? Or did the experiential future fall into the space of passive consumption of entertainment: i.e. “that’s neat – what’s for dinner” category?

Individual Project

The individual project consists of 2 components. The first is the creation of 4 “everyday life of futures” observational reports. In these reports, guided by the everyday life of futures framework, students will observe their lives and environments to draw on anticipatory insights. The second component is to conduct this type of ethnographic research on someone else. These 2 components will come together in a final presentation. This assignment intends to explore your relationship with ambient quotidian futures, and how to empathize and materialize these futures in a visual and translatable manner.

Rubric

Criteria	Description
Evocative Images	Visually communicates the subtle observations and temporal interactions. Well-considered images that help to unpack the story.
Clear Description	A clear description of the observation, relevant information including what led to the observation, what events/actions followed after the observed moment, etc. Again, tell the story.
Comprehension of Concept	Clear linkage of observed interaction with everyday life of futures concept.
Criticality and Self-Reflection	Articulation of opportunity and challenge found through the observational activity. What was confusing or challenging? What was clear? Where did you have trouble and how might that have been a symptom of the framework vs. a product of your own biases?
Anticipatory Needs & Insights	Provides an output either research or action oriented around what the observable interaction with the future suggests about self/other/environment.

Book Presentations

At the beginning of the semester, each student is asked to choose a book from the list provided in the syllabus. Presentations will consist of insights provided by the text, as well as examples of how the text informed or didn't inform on the group or individual projects. Presentations are to be 10 minutes in duration.

Rubric

Criteria	Description
Clear Context	Provides a succinct but comprehensive background on who the author(s) is/are and the positionality from which they are writing.
Key Takeaways	Main points are shared along with examples that reinforce the key takeaways from the text.

Criticisms and Agreements	A strong opinion is expressed regarding where student agrees/disagrees with the text and why.
Relevance to Class	Ties lessons from the text to previous class discussions, exercises, projects and the utility of the ideas expressed in the text.

Weekly Discussion Reflection

This individual assignment is due weekly. The weekly reflection should consist of two components: extreme distillation and freeform. Freeform can take any shape you wish: point form, short paragraph, word bubbles, moodboard, images, etc. The distillation should be a radically concentrated representation of your thinking. A possible suggested form of this distillation is one to two haiku's. The haiku is a surprisingly effective medium for concentrating and distilling thoughts, but in a way that encourages emergence and abstractions in parallel with specificity. Other acceptable mediums would include such visualizations as the three-pane comic strip storyboard, or some other medium. Structure of the weekly reflection should have the distillation first, followed by freeform. The purpose of this assignment is to ensure a regular cadence of reflective practice is a part of the learning experience. Weekly submission need not be more than half a page, but can certainly be much longer in the freeform section. These will be posted in the discussion form. Sometimes question prompts will also be provided, though a direct response to them is not a requirement.

Rubric

Criteria	Description
Comprehension	Demonstrates comprehension of topic or topics discussed
Distillation	Succinctly captures some facet of the previous class, either from discussions or workshops or presentations, that conveys either understanding or critical reflection
Free Form	An assemblage of thoughts, feelings, implications, questions, and other modes of engagement with the class that demonstrates an ongoing dialogue with design future-related discourses
Overall	An honest and imaginative rendering of class conversations, insights, questions, workshops, readings, etc.

Engagement and Participation in Class

This class will be highly interactive and engaging. Arguably, the grading weight for participation could be 50%! Grading will be based on participation. Outlets for demonstrating participation include engaging in full class discussion, smaller group breakout discussions, active engagement in reflections and discussions both on and offline, slack conversations (responding to questions, asking questions, generally contributing in a non-speaking medium). The instructor will track examples of active engagement and participation.

Rubric

Criteria	Description
Informed Class Contributions	Engagement in full-class and break out discussions that draw upon readings, previous discussions and exercises.
Ask Beautiful Questions	A beautiful question is one that is authentic and ideally opens up new areas of inquiry and curiosity. Curiosity is key. Often, the question we don't ask, the "stupid question" is the beautiful question.
Positive Energy	How you show up means a lot. This doesn't mean you necessarily have to be bouncing off the walls. And everyone has there ups and downs during the semester. What this means is simple: "The success of an intervention is dependent on the interior state of the intervenor" Your interior state will directly impact the success of this class.
Generosity	Building on the ideas of others, gently pushing for clarity when necessary, sharing thoughts and insights.

Suggested Book Presentation Texts:

- Future Scouting, Damien Lutz
- Life-Centred Design Guide, Damien Lutz
- Expand: Stretching the Future by Design, Christian Bason & Jens Martin Skibsted
- Studio Time: Future Thinking in Art and Design, Jan Boelen, Ils Huygens, Heini Lehtinen
- Designs for the Pluriverse, Arturo Escobar
- The Design Philosophy Reader, Anne-Marie Willis
- Design Justice, Community-Led Practices to Build the Worlds We Need

- Design Anthropological Futures, Rachel Charlotte, Kasper Tang Vangkilde, et al.
- Defuturing: A New Design Philosophy, Tony Fry
- Cultural Heritage and the Future, Cornelius Holtorf & Anders Hogberg
- Design as Future-Making, Susan Yelavich & Barbara Adams
- Design, When Everybody Designs, Ezio Manzini & Rachel Coad
- Uncertainty & Possibility: New Approaches to Future Making in Design Anthropology, Yoko Akama, Sarah Pink & Shanti Sumartojo
- Speculative Research: The Lure of Possible Worlds, Alex Wilkie, Martin Savransky, Marsha Rosengarten (ed)
- Design Anthropology, Wendy Gunn, Ton Otto and Rachel Charlotte Smith (ed)
- Made Up: Design's Fictions, Tim Durfee & Mimi Zeiger (ed)
- Meaningful Stuff: Design That Lasts, Jonathan Chapman
- Relationality: An Emergent Politics of Life Beyond the Human, Arturo Escobar, Mchal Osterweil, Kriti Sharma
- Designing for Interdependence: A Poetics of Relating, Martin Avila
- Design and the Social Imagination, Matthew Delsesto
- Making Futures: Marginal Notes on Innovation, Design, and Democracy, Pelle Ehn, Elisabet Nilsson, Richard Topgaard (eds)
- Design Emergency, Alice Rawsthorn and Paola Antonelli
- Making Trouble: Design and Material Activism, Otto Von Busch
- The Design of Future Things, Don Norman
- Designing in Dark Times, Eduardo Staszowski and Virginia Tassinari (eds)
- Designing Sustainable Futures, Joseph Press and Manuela Celi
- Politics of the Everyday, Ezio Manzini
- Design after Capitalism, Matthew Wizinsky
- Convivisal Toolbox: Generative Research for the Front End of Design, Elizabeth Sanders and Pieter Jan Stappers
- A History of the Future in 100 Objects: A Fiction, Adiran Hon

Re-submission

Folks are able to resubmit assignments once, based off of feedback, with changes highlighted or marked in some fashion.

Lateness

If you submit an assignment late, you will only be eligible for 90% of your original grade. That is the only penalty, so even a very late assignment should absolutely be turned in – in other words, there is no good reason to not turn in every assignment. This will not only ensure you've spent the time reading, discussing, and reflecting, but will also ensure you have a rich repository of your evolving thoughts, feelings, and impressions at the end of course.

If a student is unable to attend, and has an unconventional idea for regularly conveying their thoughts around discussions with the rest of the class, please discuss with the instructor.

Class Requests Discussion

Group Hygiene

This is a studio-style course. Some of our time together will be spent in breakout activities and discussions. Clarity of role and purpose supports collaborative environments. To that end, when we do breakout for discussions in particular, the following roles should be decided upon on an ad hoc and rotating basis:

- Discussion Leader (keeps the discussion moving forward)
- Recorder (documents discussion)
- Time Keeper (keeps deliverables on track)
- Reporter(s) (responsible for leading talk back from the group)

**Adapted from [Don't Just Do Something, Stand There](#) by Marvin Weisbord and Sandra Janoff*

Community Agreements (adapted from [AORTA](#))

Some guiding principles for class engagement can be helpful in providing a generative learning environment for all. Some considerations on how best to support your own, and each other's, learning journey:

- **No One Knows Everything; Together We Know a Lot:** This agreement asks that we all practice being humble, and look for what we have to learn from each person in the room. It asks us to share what we know, as well as our questions, so that others may learn from us.
- **We Can't Be Articulate All the Time:** We want everyone to feel comfortable participating, even if you don't feel you have the perfect words to express your thoughts.
- **Move Up, Move Up:** If you're someone who tends to not speak a lot, please move up into a role of speaking more. If you tend to speak a lot, please move up into a role of listening more.
- **Embrace Curiosity:** Allow space for play, curiosity, and creative thinking.
- **Acknowledge the Difference Between Intent and Impact:** The ask in this community agreement is that we each do the work to acknowledge that our intent and the impact of our actions are two different things, and to take responsibility for any negative impact we have. (This can be as simple as apologizing.)

- Be Aware of Time: Please arrive punctually and return on time from breaks, etc.

Interaction

The course is conducted online. All content, daily interactions, and assignments are housed on the Canvas website. Students should visit Canvas regularly to see the weekly topics, readings, posts, and what the assignments are. The instructor will also regularly use email communication to advise of any updates/changes, and respond to questions.

Housekeeping

Classes The UH futures program offers a unique blend of different modes of interaction for each course depending on the student's location and needs. The official course is conducted on Canvas but we will be using Zoom for the classroom experience.

But since one does not live by the internet alone, we also have personal modes of interaction. The one with the highest bandwidth is, of course, attending virtual class on Monday evenings via Zoom. Those who cannot attend the class in either of these ways can also listen to a recording of the class and post any comments on the Archive Comments discussion board on the Home Page. The objective of the class time is to enhance and deepen the learning from each week's lesson through discussion and activities. Those who do attend report that they learn more when they do so.

We also record the class for students who have a regular conflict with class time (work or other responsibilities). Finally, the website itself has an easy-to-use discussion tool that allows people to post and reply to any of the material posted. Use it in addition to or instead of the other modes of interaction. Even if you can't read all the posts, you are encouraged to 1) respond to posts that are addressed to you and 2) routinely check for posts by the instructor.

Communication with the instructors can be 1) in class, 2) through regular email (adcowart@central.uh.edu), 3) through Canvas email.

DROPPING THE COURSE: The last day to drop the course without a grade is January 29, 2025.

Disabilities: Students who require individualized accommodations for this course must inform the professor in order that appropriate arrangements can be made. For information about services provided by The Center for Students with Disabilities, please call 713-743-5480.

Academic honesty policy: All students are responsible for knowing the standards of academic honesty. Please refer to the UH catalog and the student Life Handbook for the University Academic Honesty Policy. Plagiarism, that is, using research without citations, or using a created production without crediting the source, will result in a grade penalty or failure of the course. Internet sources must be credited according to the sites recommended citation guideline if available. If no citation

guideline is provided by the web source, then the date, URL site owner, author must be included with the web material used.

Mental Health and Wellness Resources

The University of Houston has a number of resources to support students' mental health and overall wellness, including [CoogsCARE](#) and the [UH Go App](#). UH [Counseling and Psychological Services \(CAPS\)](#) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit uh.edu/caps, call 713-743-5454, or visit a [Let's Talk](#) location in-person or virtually. [Let's Talk](#) are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

Need Support Now?

If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text [988](tel:988), or chat 988lifeline.org.

Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

The [Student Health Center](#) offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The [A.D. Bruce Religion Center](#) offers spiritual support and a variety of programs centered on well-being.

The [Center for Student Advocacy and Community \(CSAC\)](#) is where you can go if you need help but don't know where to start. CSAC is a "home away from home" and serves as a [resource hub](#) to help you get the resources needed to support academic and personal success. Through our [Cougar Cupboard](#), all students can get up to 30 lbs of FREE groceries a week. Additionally, we provide 1:1

appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The [Cougar Closet](#) is a registered student organization advised by our office and offers free clothes to students so that all Coogs can feel good in their fit. We also host a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow us on Instagram: @uh_CSAC and @uhcupbrd. YOU belong here.

Women and Gender Resource Center

The mission of the [WGRC](#) is to advance the University of Houston and promote the success of all students, faculty, and staff through educating, empowering, and supporting the UH community. The WGRC suite is open to you. Stop by the office for a study space, to take a break, grab a snack, or check out one of the WGRC programs or resources. Stop by Student Center South room B12 (Basement floor near Starbucks and down the hall from Creation Station) from 9 am to 5 pm Monday through Friday.

Academic Honesty Policy

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Recommended Guidance

Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, Blackboard, and Canvas; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.

UH Email

Please check and use your CougarNet email for communications related to this course. Faculty use the CougarNet email to respond to course-related inquiries such as grade queries or progress reports for reasons of FERPA. To access your CougarNet email, [login](#) to your Microsoft 365 account with your CougarNet credentials. Visit [University Information Technology \(UIT\)](#) for instructions on how to connect your CougarNet e-mail on a mobile device.

Webcams

Access to a webcam is required for students participating remotely in this course. Webcams must be turned on (*state when webcams are required to be on and the academic basis for requiring them to be on*). (Example: *Webcams must be turned on during exams to ensure the academic integrity of exam administration.*)

Security Escorts and Cougar Ride

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. The security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called "Cougar Ride" that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus. Notice of such changes will be announced as quickly as possible through email.

Artificial Intelligence

Some AI assist usage is inevitable. Please note your usage in assignments and class discussions. Using AI to assist is ok - using it to do the work for you isn't.