IXDSN 3600 Syllabus

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[redacted]

What is interaction design? Where did this field come from? What is the lineage of this emergent field? Depending on who you ask, you might get a different answer.

Interaction design wasn't invented from scratch or developed as a self-contained practice. Our practice emerged out of the intersection and integration of a number of disciplines from within design (graphic design, industrial design, game design), social sciences (anthropology, psychology, human factors), but also from printing & communication, architecture, computer science, and beyond. There are many different definitions of what it is and through this course, we will explore key moments along some of these disciplines that have come together to make this field.

This course will highlight key figures, well-known and lesser-known, as well as key moments in time that are major points of change and integration of practices. We will seek out underrepresented and marginalized voices that are often left out of the mainstream history books and we will consider how designers, artists and authors envision the future of interaction through analysis of past design work, exploring technology through science fiction and speculative futures design.

Through readings, videos, and your own writings, you will explore your own perception of these moments and begin developing your own unique voice as an interaction designer placed within this interesting and dynamic lineage.

Learning Objectives

- At the end of this course, students will be able to cogently identify some of the well-known as well as lesser-known figures from Interaction Design History, discuss their work and achievements, and place them in the context of their discipline or related discipline as well as the general historical era with appropriate citations and bibliography.
- Students will be able to successfully identify and place into context, technology, events or concepts within the history of Interaction Design (through its multi-disciplinary lineage) through the various research assignments and blog posts.
- Students will be able to deconstruct where the practice of Interaction Design evolved from and illustrate this via blog postings and in class discussions.

- By the end of the course, students should be able to assess current technology, understand the lineage and consider the ethics and future states of that technology - i.e. VR, Voice, AI, etc. and take a stance about the future of interaction design and AI and write about this in their blog.

- By the end of the course, students will have established their own written voice by critically discussing and analyzing the history of interaction design in a public forum via blog postings.

Grading

- You are in control of your own grade.
- Grades are a composite of the following:
    - 12 Short Blog Posts (10 pt each) - 10%
    - 4 Research Assignments (25 pts each) - 80%
    - Class Exercises - 5%
    - Participation - 5%

Class Blog / Website

- All assignments will be posted to our Google Classroom.
- All writing responses to the week's assignment will be posted on our class blog.
- You will receive a contributor account and will be expected to post your writings, sketches, and comments based on each writing or sketching prompt. The site is also configured so that you may comment on your classmate's work for each week's writings.
- All blog posts are to be posted by **11:59 pm the night** before our next class. **1 pt will be deducted from the total score for each day late. Anything 10 days late or more will receive 0 points**
- https://www.interactiondesignhistory.com/Fall2025

Blog Posts

Over the course of the semester, you will do a variety of readings and watch a variety of videos. Each week there will be a writing prompt from the video or reading or both. You will be expected to post 1-3 paragraphs in response to the week's prompt. You are expected to submit a minimum of 10 blog posts but may do all of the assignments for extra credit. Extra credit posts must be submitted in the time slot assigned and not at the end of the semester as that places an unfair burden on faculty if all students are trying to do this at the same time. Please be respectful of my time as well as yours. The post is considered part of the larger conversation happening each week with the lectures, readings, questions and discussions.

Each blog post is 10 pt - for a maximum total of 100 points. **1 pt will be deducted from the total score for each day late. Anything 10 days late or more will receive 0 points**

Blog Post Writing Expectations:
You are expected to express **your opinions** across a variety of issues and topics during this course to help develop your critical thinking and discourse around the topic of interaction design. There are no right or wrongs here—what you are developing is your ability to assess, critique, and discuss events, products, and people's approaches across the history of the field in an articulate and informed manner.

Writings should approach the following quality levels:

- Meet due dates and basic writing criteria (see below)
- Copy edit all writing assignments until they conform to the conventions of edited, revised English - which means:
    - No spelling errors
    - Correct grammar
    - Clear articulation of your ideas and opinions
    - Prompt used if writing was aided by AI - all writing should still express your opinions but translation and grammar improvements can be made via AI tools

Participation
You will be expected to interact with your fellow students in class discussions, blog posts, questions brought to class, comments on blog posts, and collective contributions.

Weekly Questions
Each week you will bring a question to class from the assigned readings for discussion. Write your question on a 3x5 index card and turn that in at the beginning of class. The faculty will randomly select a question or two to discuss at the beginning of class.

Research Assignments

Assignment 1 - Research Summary & AI Comparison (Written Paper)
Assignment 2 - History of A Technology (Presentation)
Assignment 3 - History & Deconstruction of A Method or Process (Concept Model)
Assignment 4 - Biography of an Interaction Designer (Comic)

There are 4 research assignments. Time will be given in class to work in the library and do research. Each assignment has 2 due dates.

1) Bibliography due date - to review with faculty and confer about quality of sources. This is 1/2way through the assignment duration.
2) Final due date - assignment is due into Classroom before the class starts. In some cases printouts will need to be brought to class for critique; a presentation is given in class; or a paper or comic is turned into the assignment page.

Research Assignment 1 - Written

Working with and Assessing AI. You will be asked to research a topic, write a summary of your sources and then use AI to research the same topic. The bulk of the assignment is an assessment and comparison of the two methods of research. Proper bibliographic form is required. Time will be spent in class going over how to do this.

PART 1

Your research bibliography will be turned in first for review and must be approved by your instructor before you work on the AI portion of the assignment.

PART 2

The AI prompt and comparative analysis paper will be due turned into Classroom before class on the due date.

Research Assignment 2 - Presentation

You will select a topic from the topic selection document. You will prepare a presentation and upload a pdf of your presentation to Classroom before class begins. Topics will be drawn from a pre-selected list.

PART 1

Your research bibliography will be turned in first for review and must be approved by your instructor before you put your presentation together.

- Proper bibliography citing your research. NO WIKIPEDIA. References should be high quality articles (which means from quality sources with authors) or books on the topic. We have an excellent library with librarians who can help you find information. We also have access to quality journals via JSTOR through the library and ACM Digital Library through your instructor. Please use these sources.

PART 2

This presentation must conform to the following requirements:

- 3-5 minutes long Google Slides presentation, including the most relevant information about the topic you are presenting.
- Avoid reading the text, practice beforehand so you can describe rather than read, and finish on time. Presentations will be timed.
- Six or more slides, that is mostly photographs or diagrams relevant to the content
- Make sure to properly credit the images you use. Please see the example below for how to credit images.
- **Presentation Rubric - 5 pts for each item per presentation**
    - Student followed the format 6+ Slides, mostly photos
    - No spelling errors or grammatical errors

- Student stated sources and correctly attributed them
- Selecting valid sources (authority, accuracy and currency)
- Student presented clearly and cogently

Research Assignment 3 - Concept Model

Each student will pick a topic from a pre-selected set of topics. You will research that topic and find information about the following points:

- Where did it come from?
- Who invented it?
- When was it adopted into interaction design or UX design?
- Did it start in another field first and if so what was that and how did it come to IXD?
- Is it still in use today?
- What influenced it, what other methods or processes did this one influence?

Time will be spent in class doing mind maps and walking through how to do a concept model Time will be given in class to work on research and drafts of the concept model.

PART 1
Your research bibliography will be turned in first for review and must be approved by your instructor before you put your concept model together.

PART 2
Bring an 11x17 or larger printout of your final CONCEPT MODEL to class for Critique and walk through. Bibliography should be on a separate 8.5x11 sheet of paper.

Research Assignment 4 - Biography of an IXD person Comic

5-10 page comic book style story about this designer. I'm looking for a good story and fun drawings showcasing their work and life. Bibliography required.

What I am looking for:

- Who are they?
- How did they get into the field - what inspired them to become a designer?
- When were they active in the field? (this speaks to whether or not they are from the lineage or are an active Interaction Designer)
- What major contributions have they made to the field? (these might be in community building, educational practice, corporate leadership, mentoring, inventions and patents, sharing knowledge through books or writings)

PART 1
Your research bibliography will be turned in first for review and must be approved by your instructor before you put your comic together. Sources for this project can include videos of talks, video interviews, personal interview of the subject, books, article, and other secondary and primary sources.

PART 2
The final comic turned into Classroom before the final class of the semester.

Useful tools for Research

MLA Citations Guide - from CCA Libraries -
https://libraries.cca.edu/documents/5/MLA_Citations_Quick_Guide.pdf

Chicago Manual of Style Guide - from CCA Libraries -
https://libraries.cca.edu/documents/6/Quick_Guide_CMS_Citations_S18.pdf

Information about plagiarizing and CCA policies
https://libraries.cca.edu/documents/7/CCA_Plagiarism_Quick_Guide_PSrUNZZ.pdf

Citation creator tool - https://mybib.com or Zotero

Places to Research

- **The CCA Library -** lots of great books to use as sources
- **JStor** - lots of great articles from places like Design Issues. Available through the CCA Library
- **Google Scholar**
- **ACM Digital Library** - Papers, presentations from CHI conferences, and articles from the Interactions magazine. I have a subscription for the department. If you find a source there, let me know and I will download it for you.
- **Wikipedia** - this should never be the stopping point. Use Wikipedia to find original sources, then go to those sources for the details. Wikipedia is a jumping-off point like Google Scholar.
- **ResearchGate**
- **Internet Archive** - there is access to old websites through the Wayback Machine and books you can check out digitally that may not be available in the CCA library. They have a lot of technology books related to our topic.

Bibliography Expectations

The four assignments require research and as an ethical researcher, you will cite your sources and document them in an appropriate manner. I expect you to follow either MLA or Chicago style for the proper formatting of your sources and bibliography list. An appropriate source is not a list of links from the web.

Points will be deducted from projects for not appropriately formatting or citing your research. This includes sources used for images included in presentations, papers and videos.

The best research includes primary and secondary sources —use of books as well as articles and in our topic, first person interviews, oral histories, blog posts, journal articles and other materials. I will grade down if the only research done is from two or three web based articles, without digging deeper into more robust primary sources. The library is full of books and relevant material —use it.

AI Statement

You may be permitted to use generative AI tools for specific assignments or class activities —but not your blog posts which should reflect your own opinions. Use of tools, services and resources for proofreading, correcting, and polishing student work is permitted and encouraged during creative and academic projects. Such tools include English spelling and grammar checkers and stylistic assistants. These tools may be used only to enhance students' original work.

Expect changes. The developments around generative AI are in flux and the rules that are expressed in this syllabus may need to change on short notice. This may affect the contents of assignments, as well as their evaluation.

Three Principles. Generative AI (Artificial Intelligence that can produce contents) is now widely available to produce text, images, and other media. We encourage the use of such AI resources to inform yourself about the field, to understand the contributions that AI can make, and to help your learning. However, keep the following three principles in mind:
(1) An AI cannot pass this course;
(2) AI contributions must be attributed and true;
(3) The use of AI resources must be open and documented.

Assignments created with AI should not exceed 25% of the work submitted. If you use an AI model, its contribution must be cited and discussed:

- What was your prompt?
- Did you revise the AI model's original output for your submission?
- Did you ask follow-up questions?
- What did you learn?

Referencing and validating. You are taking full responsibility for AI-generated materials as if you had produced them yourself: ideas must be attributed and facts must be true.

Specifically, if an authorized AI app was used at any point in the process of completing an assignment, you are required to **document the prompt** as well as the **AI response** via text and screen captures of AI-generated text and images along with the date on which the results were produced.

Presenting AI-generated work as your own will have consequences according to university plagiarism policies.

Check and double check
Always **think of yourself as an editor** when you use a GPT. GPTs can save us a lot of drafting work, but they do not produce finished content. And while GPT outputs rarely need heavy grammatical editing, they definitely need fact-checking.

As of mid-2023, for example, ChatGPT only knew about events from 2021 or earlier. Current events prompts may be impossible for the GPT to answer (although it may not recognize this.)

Niche topics
Prompts about niche or specialized fields can also pose a challenge. When there are fewer sources to draw from and "remix", GPTs are more likely to return generated text that is very similar to the existing sources. That's plagiarism, which can lead to disciplinary or legal action and is definitely best avoided! A better solution might be to ask the GPT to return a summary of a source and cite the source directly.

Openness.
We encourage you to use AI tools to explore the field, play with knowledge, and help you study. But you need to be open about this, and document your use.

However, you should note that all large language models have a tendency to make up incorrect facts and fake citations, they may perpetuate biases, and image generation models can occasionally come up with offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI model.

Note that, in the spirit of this policy, it was written in part by ChatGPT.
(sourced from "The Five Things You Should be Doing to Prepare for AI's First Full Year at College" by WCET, https://wcet.wiche.edu/frontiers/2023/08/03/the-five-things-you-should-be-doing-to-prepare-for-ai/)

Semester Schedule

During the semester we may embark on a field trip down to the Computer History Museum in Mountain View. Once these have been scheduled, the schedule below will be modified to account for our trips and the content will be rearranged.

Required text: In Through the Side Door: Fifty Years of Women in Interaction Design

Date	Topics Being Covered	Blog Topic
Week 1	**Discuss:** Review syllabus, class structure, assignments, readings, questions and answers, introductions Why do you want to be an Interaction Designer? What was the first computing tool/digital technology you used? **How to do research for IXD History** Tools to augment and extend thinking - discussion Chicago and MLA citations and bibliography tools research tools, review proper citation and bibliography presentation - can Daniel Ransom attend? **Giving a good presentation** What makes a good presentation - examples, tips - LRC person? **Watch:** https://vimeo.com/416434051 - Where is the history of IXD? **Read:** Research for grad school - READER - pp. 1-2 Bringing Design to Software, Mitch Kapor - READER - pp. 3-8 *In Through the Side Door* - pg 3-11	
	Review: Assignment 1 - Research / AI comparison and analysis	
Week 2	**Discuss**: Set the tone for time, for early machines to extend humans - abacus, wheel, other early inventions & technology Industrial revolution Ada Lovelace & Babbage Frank Winslow Taylor - Scientific management, Lillian and Frank Gilbreth - designing for efficiency **Watch:** Mass production, Lillian Gilbreth Frank Bunker Gilbreth (1868-1924). Original Films (motion study) Frank and Lillian Gilbreth **Read:** Lovelace and Babbage, A graphic novel - READER - pp. 9-35 * (don't freak, a big chunk is pictures); Two Women Who Pioneered User-Centered Design - READER - pp 36-41	**Blog Topic 1:** Why are Ada Lovelace and Lillian Gilbreth important to know about for IXD History?

	Manifesto Mania & Manifestos: A Manifesto -READER - pp 42-48 Several manifestos included for reference	
	Class Exercise: Assess mobile use of iconography compared to early human symbolic storytelling **ASSIGNMENT DUE:** PART 1 of Research Assignment 1	
Week 3	**DIscuss:** Art movements related to politics, shifts away from Victorian heavy manufacturing, streamlined architecture and products- art deco, futurism, international style, etc Bauhaus teachings, philosophy New Bauhaus in US Black Mountain College Spread to Puerto Rico, Mexico, etc Early Dreyfus Walter Teague and designing with intent **Read:** As We May Think, Foreseeing the Future, On the Trail of the Memex, - READER - pp. 62 - 77 Optional: 2 more contemporary essays about the forecasting of Bush's ideas to the web Foreseeing the Future: The legacy of Vannevar Bush- READER - pp. 78-80 On the Trail of the Memex- READER - pp. 81-87	**Blog Topic 2:** What might we learn from the different art movements that emerged in the early 20th century?
	Class Exercise: Write a manifesto for UX and AI	
Week 4	**Assignment 1 DUE: POSTED TO CLASSROOM Before class starts** **Discuss**: Run up to WW2 - around the world - Constructivism Rise of Fascism - Hitler WW2 Fitts Law, Gestalt theory for Interface design; Mid-Century Design, Eames, Gerstner; **Watch:** The Memex - video - Memex animation - Vannevar Bush's diagrams made real **Read:** Gestalt Principles, - READER - pp. 88 - 89 Fitts Law - READER - pp. 90 - 99 Karl Gerstner Programmes - READER - pp. 100 -107	**Blog Topic 3:** What ways might you consider Gestalt principles and Fitts's Law the next time you sit down and design an interactive piece of software?
	Review Assignment 2 - History of a Technology Presentations **Class Exercise:** Find two mobile applications that show a good use of Fitts Law and at least one that does not	
Week 5	**Discuss:** Post WW2 - Mother of Computing in China; Licklider - Man-Computer Symbiosis; Ivan Sutherland - Sketchpad; SRI - Englebart and Feinler, Watch the mother of all demos	**Blog Topic 4:** Why was the demo by Douglas Engelbart and the team at SRI so important?

	Watch: Powers of 10 video - Powers of Ten™ (1977) **Watch:** The Mother of All Demos, presented by Douglas Engelbart (1968) Sutherland - Sketchpad - Ivan Sutherland Sketchpad Demo 1963 History of Computing in China **Read:** From Computing Machinery to Interaction Design, Terry Winograd - READER - pp. 108-117;	
	Class Exercise: Go to the library, use google scholar or Jstor, start bibliography for Presentation **DUE at end of class:** Bibliography for Presentation	
Week 6	**Discuss:** Xerox Parc - The Alto & Star; Alan Kay and Adele Goldberg, Lucy Suchman, Terry Roberts, Bill Verplank, Norm Cox, Doris Wells-Papanek Lucy Suchman **Watch:** Xerox Star Interface 1 - Xerox Star User Interface (1982) 1 of 2 Xerox Star Interface 2 - Xerox Star User Interface (1982) 2 of 2 Ethnography and the PARC Copier **Read:** *In Through the Side Door* - 39-48 (Xerox) The Xerox Star, A retrospective - READER - pp. 118-141, User Interfaces, A Personal View from DDT - READER - pp. 142-151	**Blog Topic 5:** How did the Xerox Star change the direction of computing?
	Class Exercise: Refine bibliography, start slides for presentation	
Week 7	**Discuss: GUI & Personal Computers** Emergence of Interaction design out of software design Rise of desktop publishing and changes in graphic design Apple, Microsoft, Amiga, Commodore - The Lisa, The Macintosh - Alan Kay, Larry Tesler, Bill Atkinson, Joy Mountford, Laura Vertelney, Susan Kare, Virginia Howlett, Mary Dieli **Watch:** The graphical user interface and personal computers -Larry Tesler on Steve Jobs' Visit to PARC http://fortune.com/2014/08/24/raw-footage-larry-tesler-on-steve-jobs-visit-to-xerox-parc/ Steve Jobs talks about what he saw and he missed at Xerox PARC **Read**: *In Through the Side Door* - 48-64 (Apple)	**Blog Topic 6:** How has the graphical user interface changed since the early Macintosh / Windows days? What has stayed the same? What needs to be improved now that technology has improved?

	In Through the Side Door - 64-71 (Microsoft) (optional) History of the Human Interface group, Joy Mountford - READER - pp. 152-154	
	Class Exercise: Play a round of Oregon Trail, Pong or other early video game - discuss	
Week 8	**Assignment 2 Due - Technology Presentations** **Discuss:** Multimedia - Postmodernism in design MIT Media Lab, Kristina Woolsey - Early Multimedia Aspen Interactive Movie Map **Discuss: Video Games -** Atari, Brenda Laurel, MYST Oregon Trail - play Oregon trail and Pong in class - discuss Non GUI Interface Design - Citibank ATM - Sylvia Harris & Valerie Fenster **Watch**: Apple Knowledge Navigator - https://www.kurzweilai.net/apple-knowledge-navigator https://www.youtubeeducation.com/watch?v=9bjve67p33E **Read**: *In Through the Side Door* - 73-77 The History of Interactivity, Bob Cotton - READER - pp. 155-157 Eight Golden Rules of Interface Design - READER - pp. 158-160 2 articles on making the Knowledge Navigator - READER - pp. 161-164	**Blog Topic 7:** How did the work of Lucy Suchman change the way we understand whether or not the technology we design works for people?
	Review Assignment 3 - History & Deconstruction Map of a Method or Process	
Week 9	**Computer History Museum field trip**	**Blog Topic 8:** What was your impression of the CHM? What did you learn that hadn't been covered in class? What was your favorite fact or object and why?
Week 10	**Discuss:** THE INTERNET - Boom What is it? How does it work? What makes up the internet -how did it start? Darpa & Arpanet, BBSes, Usenet, VAX - AOL - instant messenger, online chat Tim Berners-Lee, Dame Wendy Hall, Cathy Marshall, Hypertext, Colleen Bushell, Internet Art - Aureia Harvey, jodi.com, atlas, entropy8 etc. E-commerce, San Francisco at the epicenter Muriel Cooper - Interaction in 3d **Watch:**	

	Muriel Cooper and the Visible Language Workshop, MIT Media Lab - Information Landscapes **Read:** *In Through the Side Door* - 123-125 The History of Hypertext, Jacob Nielsen - READER - pp.165-202 (optional) Computers and Design, Muriel Cooper - READER - pp. 203-215	
	Class Exercise: Work up simple concept models - how to **ASSIGNMENT DUE:** bibliography for concept model	
Week 11	**Discuss:** THE INTERNET - Bust - Web 2.0 E-commerce the BUST User Experience shift - Adaptive Path etc Community - Social Web - Web 2.0, Social experiences - social object, tagging, community action **Read:** *In Through the Side Door* - 129-140 *In Through the Side Door* - 197-199 History of Social Online Experiences, Erin Malone - READER - pp. 216-223 *Dot-Com Design* excerpt, Megan Ankerson - READER - pp. 214-228	**Blog Topic 9:** What interactions had to become available for Web 2.0 and how is this different than today?
	Class Exercise: Write a simple HTML page - no css, no tables **Review** draft concept models	
Week 12	**ASSIGNMENT DUE:** History & Deconstruction Map of a Method or Process Due **Discuss:** Stewart Brand & Pace Layers Pattern Language & Christopher Alexander, Jenifer Tidwell, Pattern libraries, Design systems Information Architecture - Richard Saul Wurman, Lou Rosenfeld and Peter Morville (polar bear book) Christina Wodtke, Abby Covert, Lisa Strausfeld **Watch:** The 5 Ways To Organize Information - Richard Saul Wurman History if Info Architecture from Dan Klyn - https://youtu.be/8k5KqZMbv7M **Read:** *In Through the Side Door* - 211-215 Pace Layering, Stewart Brand - READER - pp. 229-236 Christopher Alexander Patterns (choose 2-3 to read) - READER - pp. 237-263 Common Ground, Tidwell - READER - pp. 264-274 Current State of Design Systems in UX and A History of Patterns - READER - pp. 275-282	**Blog Topic 10:** How do Pace Layers affect the lifecycle of interaction design work?

	Class Exercise: Find an example of a company, website, application - images - that show change over time - illustrating Pace Layers **REVIEW FINAL ASSIGNMENT:** Biography of an Interaction Designer COMIC	
Week 13	**Discuss:** Internet of Things, Amber Case, Calm Technology Cathy Pearl, Catherine Wolf, Sexism in Voice design Voice UX, Home Devices Internet of things; Smartphone - gestural interactions MS - Surface, xbox Sue Booker - Newton, Siri The iPod - Mp3 devices The iPhone and changing interaction paradigms **Watch:** History of the iPod The Rise And Fall Of The iPod The Struggle of Building the Original iPhone - The Untold Story Connecting - Trends in UI, Interaction, & Experience Design **Read:** *In Through the Side Door* - 239-242, 250-252 Steven Levy - launch of the iPod - READER - pp. 283-302 Calm principles & patterns, Amber Case - READER - pp. 303-316	**Blog Topic 11:** Why did the iPod/iPhone shift the nature of our relationship to technology? How does this affect interaction design?
	ASSIGNMENT DUE: Review research/bibliography **Class Exercise:** Work on comics - review storyboards, drafts, more research	
Week14	**Discuss:** Accessibility, Designing for everyone Uncanny Valley - Robots AI and Machine Learning, Ethics Pick a topic - a product or service you think might be viable in the future - and fill out the Futures wheel thinking about 2nd and 3rd order consequences to that concept. Scan your work and post here with a bit of background for what you were thinking about. **Watch:** August de los Reyes https://ccarts.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=69253129-4ee5-4436-9b0a-ac3e01203ce6&start=599.981645 Liz Jackson: Designing for Inclusivity Hear Me Now - The Story of Catherine Wolf, Human-Computer Interaction ... **Read** -	**Blog Topic 12:** What are the ethical responsibilities of interaction designers to their end users? Especially related to AI and its integration with our work.

	In Through the Side Door - 252-254 Uncanny Valley, Masahiro Mori - READER - pp. 317-329 (optional) From Accessible to Universal, Bess Williamson - READER - pp. 330-368	
	Class Exercise: Futures Wheel - template & instructions - READER - pp. 369-373	
Week 15	**Assignment 4 DUE:** Biography of an Interaction Designer COMIC **Discuss:** Scifi Interfaces - Discussion about the UI and Interactions seen in SciFi shows - https://scifiinterfaces.com/ Full body experiences; Voice and gesture, AR and VR **Class Exercise:** Bring in clips / links to SciFi shows that are examples of interesting interaction design. We will discuss whether or not these are realistic or could be created and when that might happen **Watch:** Scifi shows- Altered Carbon, Black Mirror, Feed, IronMan, Star Trek, Minority Report - bring back thoughts on the UI and interaction design in the computer-human interactions	
	Class Exercise: Fill out course evaluations	