

Course Thematics

Title: Design Anthropology				
Tutors of the course, contact: Michael Leube, Ph.D., michael_leube@yahoo.com , +34680923561				
Code:	Curriculum place:	Recommended semester: 1st	Credit:	Number of Lessons: Student working hours:
Related Codes:	Type: Lecture	Can I add as custom?	In case of free choice, special prerequisites:	
Course relations (prerequisites, parallels): None				
<p style="text-align: center;">The aim and principles of the course:</p> <p>Design and anthropology have more in common than one might assume. Since most things are designed for and by Homo Sapiens Sapiens, it makes sense to study the human condition to create the most human design. In this series of talks we will address the social responsibilities of designers and their shortcomings.</p>				
<p style="text-align: center;">Learning outcomes (professional and general competencies to be developed):</p> <p>Knowledge: The use of basic design-research methods and to improve empathy between designer and end-user</p> <p>Ability: Learning the strategy of designing, conducting and debriefing research</p> <p>Attitude: Adding value to all stakeholders through insights from the field of anthropology</p> <p>Autonomy and responsibility: To understand the responsibility of design practices and develop a critical standpoint in the design practice</p>				
<p style="text-align: center;">Topics to be processed within the course:</p>				

What is Human Nature: Nature, Nurture or both?	<ul style="list-style-type: none"> • Natural/Sexual/Artificial Selection • Design without a Designer? • Cultural Progress
99% Ape, 1% Bee: Designing for Humans	<ul style="list-style-type: none"> • Individual and Group • Nation and State • Hierarchy and Egalitarianism
Don't say the "A" word! Design and Art	<ul style="list-style-type: none"> • Why art and design? • Form and Function • Semiotics
Design and Civilization: Improving life one step at a time	<ul style="list-style-type: none"> • Rising above the Apes • Diet and Agriculture • Conquest and Domination • Life expectancy and Fertility
Too much Stuff! The Difference between Need and Want	<ul style="list-style-type: none"> • The Marketing Revolution • Obsolescence and Sustainability • Garbage and Durability
Distribution: The Fight for Goods	<ul style="list-style-type: none"> • Infinite want and finite resources • War and resources

Peculiarities of learning organization / process organization:

In-class lectures and field research

Students' tasks:

Research in field, research report, informative poster

Learning environment:

Evaluation:

Research in field, research report, informative poster

Evaluation method:

1.) Attendance/ Participation, 2.) Essay, 3.) Poster

Calculation of grade:

I. Class attendance, weekly tasks and class participation: 33%

It is expected from students to participate in class discussions. It is expected that participation should be oriented to enrich the intellectual climate of the class, participating in debates, carefully listening to peers, and engaging in dialogues with them.

II. Individual Research Paper: 33%

Following the guidelines provided and explained in class, each student will have to write a theoretical research essay. They will have to elaborate a research question and contextualize it theoretically. The essay must be at least 5 pages long, must be written in a scientifically adequate style and include at least 5 sources. Proper citation will be taught in class and is mandatory.

III. Debriefing Poster: 33%

One of the strongest skillsets a designer must have, is illustrating complex information in an accessible way. Students will therefore have to produce a poster showing not only the results of their research but also the process of investigation.

Recommended Literature:

Anthes, E. (2020). *The great indoors: the surprising science of how buildings shape our behavior, health, and happiness*. Scientific American/Farrar, Straus and Giroux.

Boehm, C. (1999). Hierarchy in the forest: Egalitarianism and the evolution of human altruism.

Bollier, D., & Helfrich, S. (2019). *Free, fair, and alive: The insurgent power of the commons*. New Society Publishers.

Bolten, B., & Barbiero, G. (2020). Biophilic Design: How to enhance physical and psychological health and wellbeing in our built environments. *Visions for Sustainability*, 13, 11-16.

Brown, T., & Katz, B. (2011). Change by design. *Journal of product innovation management*, 28(3), 381-383.

Chapman, J. (2021). *Meaningful Stuff: Design That Lasts*. MIT Press.

Chapman, J. (2009). Design for (emotional) durability. *Design Issues*, 25(4), 29-35.

Chapman, J. (2017). *Routledge handbook of sustainable product design*. Taylor & Francis.

Diamond, J. M., & Ordunio, D. (1999). *Guns, germs, and steel*(Vol. 521). Books on Tape.

Giphart, R., & Van Vugt, M. (2018). *Mismatch: how our stone age brain deceives us every day (and what we can do about it)*. Robinson.

Henrich, J. (2020). *The WEIRDest people in the world: How the West became psychologically peculiar and particularly prosperous*. Penguin UK.

Heying, H., & Weinstein, B. (2021). *A Hunter-gatherer's Guide to the 21st Century: Evolution and the Challenges of Modern Life*. Penguin.

Kellert, S., & Calabrese, E. (2015). The practice of biophilic design. *London: Terrapin Bright LLC, 3, 21*.

Miller, G. (2009). *Spent: Sex, evolution, and consumer behavior*. Penguin.

Monteiro, M. (2019). *Ruined by design: How designers destroyed the world, and what we can do to fix it*. Mule Design.

Murray, D. (2019). *The madness of crowds: Gender, race and identity*. Bloomsbury Publishing.

Norman, D. (2013). *The design of everyday things: Revised and expanded edition*. Basic books.

Papanek, V., & Fuller, R. B. (1972). *Design for the real world*.

Saad, G. (2007). *The evolutionary bases of consumption*. Psychology Press.

Wilson, D. S. (2020). *This view of life: Completing the Darwinian revolution*. Vintage.

Further information:

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Recognition validation of knowledge acquired previously:

- No exemption from attending and completing the course will be granted,
- Exemptions from the acquisition of certain competences and the completion of certain tasks may be granted,
- some tasks may be replaced by other activities,
- full exemption may be granted.

Extracurricular consultation dates and locations: TBA