| Name | **Design Anthropology** | Classroom ☐ |
| | | Studio or workshop ☐ |
| | | External venue ☐ |
| | | Online ☐ |

Codes  *M-ID-101-DESIGN-ANTRO*

Host  **Future School**

| Basic info | Type | ECTS | Contact hours | Student work | Course type | Semester | Unit |
|---|---|---|---|---|---|---|---|
| | **Term mark** | **2** | **26** | **34** | **seminar** | **2025 Fall** | **M-ID-101** |

**Recommen-dation**

**Short Description**

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.

Later in this course students apply theoretical material on ethnography and other quantitative research techniques in actual group research projects.

**Teachers**

| Name | Contact information | Short bio | Open hours |
|---|---|---|---|
| Michael Leube, Ph.D. | michael_leube@yahoo.com, +34680923561 | | |
| | | | |

**Semester schedule**

| Course scheduling | Weekly class appointments |
|---|---|
| 9-11/9/2024 | 10.00-16.30 |

| # | Date | Weekly educational content |
|---|---|---|
| 1 | | What is Human Nature: Nature, Nurture or both? <br> • Natural/Sexual/Artificial Selection <br> • Design without a Designer? <br> • Cultural Progress |
| 2 | | 99% Ape, 1% Bee: Designing for Humans <br> • Individual and Group <br> • Nation and State <br> • Hierarchy and Egalitarianism |
| 3 | | Don´t say the "A" word! <br> • Design and Art Why art and design? <br> • Form and Function <br> • Semiotics |
| 4 | | Too much Stuff! The Difference between Need and Want <br> • The Marketing Revolution <br> • Obsolescence and Sustainability <br> • Garbage and Durability |
| 5 | | Distribution: The Fight for Goods <br> • Infinite want and finite resources <br> • War and resources |
| 6 | | Field Research Practice |
| 7 | | Field Research Practice |
| 8 | | Field Research Practice |

| 9 | | Field Research Practice |
|---|---|---|
| 10 | | Field Research Practice |
| 11 | | Field Research Practice |
| 12 | | Field Research Practice |
| 13 | | |
| 14 | | |
| 15 | | |

**Requirements and evaluation**

| Assignments | Evaluation criteria | Deadline | % in evaluation |
|---|---|---|---|
| Fieldwork report, presentation | | 2024.12.06. | 50% |
| Poster presentation | | | 50% |
| | | | |
| | | | |
| | | | |

**Compulsory readings**

**Recommended readings**

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.

Hammersley, M., Atkinson, P. (2019). *Ethnography Principles in Practice*. 4. Routledge. ISBN 1138504459 (Digital)

Harris, M. (1989). *Cows, pigs, wars & witches: The riddles of culture*. Vintage.

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.

Rabinow, P. (2016). Reflections on fieldwork in Morocco. In *Reflections on Fieldwork in Morocco*. University of California Press.

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

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

| Learnings | | |
|---|---|---|
| | Knowledge | The use of basic design-research methods and to improve empathy between designer and end-user. |
| | Skills | The use of basic design-research methods and to improve empathy between designer and end-user<br>To understand design research as well as designing the research phase |
| | Attitude | Adding value to all stakeholders through insights from the field of anthropology.<br>Development of a critical standpoint in the design practice |
| | Responsibility | To understand the responsibility of design practices and develop a critical standpoint in the design practice. |

| Exemption |
|---|
| ☒ Exemption from attending and completing the course cannot be granted |
| ☐ Exemption may be granted from the acquisition of certain competencies and the fulfilment of tasks |
| ☐ Some tasks can be substituted with other activities, |
| ☐ A full exemption can be granted |

**Curriculum connections**

| Unit | Parallel courses | Course proportion in unit |
|---|---|---|
| Interaction Design Basics | Discussing Design | 2 ECTs |
| | Principles of Computational Design | 2 ECTs |
| | Fundamentals of Product Design | 2 ECTs |
| | Mastering IxD 1. – The Human Aspect | 5 ECTs |
| | | |
| | | |

| Course prerequisites | Is it available as an elective? | Prerequisites in case of elective |
|---|---|---|
| - | - | - |

Misc. information