Syllabus

<table>
<tr><td colspan="5">Course title: Theory-based project development / Design for Sustainability</td></tr>
<tr><td colspan="5">Course instructor(s), contact details: Dr. Karina Vissonova, vissonova@icloud.com +36309103312</td></tr>
<tr><td>Code:
M-AE-E-102-A</td><td>Curriculum (program/level):
ESMA (EN)</td><td>Recommended semester: 2-3</td><td>Credit: 5</td><td>Number of class hours: 36
Student task hours: 114</td></tr>
<tr><td>Related codes:
ER-THEO-BA-ELM-222302-02</td><td>Type:
seminar/lecture</td><td>Can it be an elective course? No.</td><td colspan="2">In case of an elective course what are the specific prerequisites:</td></tr>
<tr><td colspan="5">Course connections (prerequisites, parallels):</td></tr>
<tr><td colspan="5">Aim and principles of the course: The aim of the course is to facilitate the students learning in design for sustainability.
We will look at the multiple ways of understanding sustainability, and we will subsequently explore ways of designing lifestyles appropriated to new and emerging economic and environmental capacities.

Principles of the course:

1. Motivate to engage in understanding the notions of sustainability from social, technological and philosophical (ethical and values) perspectives.

2. Train to hold moderated discussions and present complex topics rooted in values.

3. Facilitate learnings based in theory and how to apply theory in practice.

4. Prepare in thinking in future oriented design and in philosophy of design.

Learning outcomes (professional and general competences to be developed):

The students will gain competencies in:
Knowledge: Ability to orient within the different movements in sustainability and self-select parameters for designing for sustainability;
Skills: Common sustainable design methods for product design and artistic practices, and in writing in creative disciplines.
Attitude: The students will acquire skills in discussing and debating complex subjects, in philosophy of design, and assessing critically sustainability propositions and be able to address challenges with a wholistic approach.</td></tr>
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Autonomy and responsibility: I expect students to be able to autonomously research, select and apply wholistic sustainability principles in their design practice.

Course schedule, learning process:

Week 1: Introduction and Sustainability 0.1, Futures Studies based creativity workshop

Week 2: Sustainability and sustainable development - challenges and truths

Week 3: Sustainable Design Methods + Artistic Practices, theory

Week 4: Sustainable Design Methods workshop

Week 5: Natural Resources and Extractive Culture A

Week 6: Natural Resources and Extractive Culture B

Week 7: Transition Design

Week 8: Behaviour and Consumerism

Week 9: Localisation movements, alternative lifestyles, Indigenous movements

Week 10: Design for Wellbeing, Alternative Economics propositions for designers

Week 11: Creative writing workshop in preparation for exam assignment

Week 12: Discussions and course review

Students' tasks and responsibilities:

Weekly group and individual assignments for training analytical thinking, research. Presentations of learnt materials in the sessions - co-creation of knowledge, discussions and debates.

Learning environment:
Blended learning environment: presentations, group discussions and debates in the classroom, online sessions and hybrid participation option.

Requirements to be met, assignments:

- Class attendance (maximum number of absences: 3)
- Altogether 8 assignments (weeks 2 - 10): individually or in groups prepared reviews of theoretical materials for discussions, or reviews of materials sourced from podcasts or video materials. Reviews in forms of presentations can be also submitted before class in case of absence.

Assessment criteria:

- Evaluation criteria #1 Individual engagement and group work contributions in discussions
- Evaluation criteria #2 research competency and assignment presentation competencies
- Evaluation criteria #3 attendance in sessions (present or online)

Method of assessment:

Course assessment is based on a Graphical Essay.
Requirements to be met:

1) The essay primarily communicates through images (photography/ collages/ art),
2) it must be supplemented with text consisting of around 1000 words in English.
3) The essay should reflect on one of the themes in detail and show advanced and / or critical thinking. The students will be individually supported in writing their texts and with one workshop dedicated to learning writing for creatives.
4) The essays can be produced in groups or individually.

How the grade is calculated:

- Individual engagement and group work contributions in discussions 30%
- research competency and assignment presentation competencies 40%
- graphical essay 30%

Required literature:

Week 2:

- Vissonova, K. Effects of design and sustainable design of technical artefacts. In P. E. Vermaas & S. Vial (Eds.), Advancements in Philosophy of Design. Design Research Foundations, Springer. https://www.springer.com/us/book/9783319733012. The Netherlands. (2018). Pages 435-439.
- Hopwood, B. and O'Brien,G. 2005. Sustainable Development: Mapping Different Approaches, in Sustainable Develpment · Feb. 2005 1.04 · DOI: 1.04 · DOI:10.1002/sd.244
- van de Poel, I. Design for sustainability. In P. K. Brey, D. M. Callicott, & J. Baird (Eds.), Technology and the environment. Cambridge, MA: MIT Press.

Week 3:

Find and present 2-3 sustainable design methods per group.

- Vissonova, K. Effects of design and sustainable design of technical artefacts. In P. E. Vermaas & S. Vial (Eds.), Advancements in Philosophy of Design. Design Research Foundations, Springer. https://www.springer.com/us/book/9783319733012. The Netherlands. (2018). Pages 445-448 (4.1 The Four Classes of Sustainable Design of Technical Artefacts).
- van de Poel, I. Design for sustainability. In P. K. Brey, D. M. Callicott, & J. Baird (Eds.), Technology and the environment. Cambridge, MA: MIT Press. Pages 10-15.

Week 5:

- Stebbing, P. (2015). Pages 9-10. 1. Raison d'etre. 3. Why we have to design for sustainability - the new paradigm, schesiological links and externalities. 10. Pollution, poisons and profits: Toxicity for designers. In P. Stebbing & U. Tischner (Eds.), Changing paradigms: Designing for a sustainable future. Publication No. 1 of the Think Tank Series from the Cumulus International Association of Universities and Colleges of Art, Design and Media (pp. 6–21), (pp. 37–53), (pp. 167–199). Aalto University School of Arts, Design and Architecture. Mumbai: Vedanta Arts.
- Rockström, J. (2015). Planetary boundaries. A safe operating space for humanity. Published online by the Stockholm Resilience Centre as SOS for Business. http://www.stockholmresilience. org/download/18.6d8f5d4d14b32b2493577/1422535795423/SOS+for+Business+2015.pdf. Accessed April 2015.

Week 6:

- Reller, A., and Diesenbacher, J. (2015). Are there enough resources for our lifestyle? How resource strategy leads from wasting materials to using them. In P. Stebbing & U. Tischner (Eds.), Changing paradigms: Designing for a sustainable future. Publication No. 1 of the Think Tank Series from the Cumulus International Association of Universities and Colleges of Art, Design and Media. (pp. 154–166). Aalto University School of Arts, Design and Architecture. Mumbai: Vedanta Arts.
- Elhacham, E., Ben-Uri, L., Grozovski, J. et al. Global human-made mass exceeds all living biomass. Nature 588, 442–444 (2020). https://doi.org/10.1038/s41586-020-3010-5

Week 7:

- Video: https://youtu.be/-cMHNKi8fto lecture by Terry Irwin

Week 8:

- *T. Crompton for WWF-UK 2008, in "Green Bumble - undiscussed discussions" Editor K. Vissonova, ADES publications 2021*
- Thorpe, A. (2010). Design's role in sustainable consumption. Massachusetts Institute of Technology Design Issues, 26(2), 3–16.
- Jackson, T 2016: Beyond Consumer Capitalism—Foundations for a Sustainable Prosperity. CUSP Working Paper No 2. Guildford: University of Surrey. Online at: www.cusp.ac.uk/publications.

Week 9:
Groups select videos and podcasts: recommended Local Futures by H. Norberg-Hodge

- Nordic by Nature https://nordicbynature.transistor.fm/ episode: x
- MIT Open Documentary Lab. Dr. Duke Redbird https://www.youtube.com/watch?v=TqjKF6ZAGBA&feature=youtu.be

Week 10:
Groups find alternative economic models for discussions.

- Salazar, G. and Baxter, S., 2018. Ecological Design as an Ecology of Love: Epistemological and Ethical Implications. In P. E. Vermaas & S. Vial (Eds.), Advancements in Philosophy of Design. Design Research Foundations, Springer. https://www.springer.com/us/book/9783319733012. The Netherlands.

Other information:

The course will be discussions and debates based preparing the students for being able to associate and sympathise with multiple points of views and from several disciplinary backgrounds.

Recognition of knowledge acquired elsewhere/previously/validation principle:
No exemption from attending and completing the course.
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.

Out-of-class consultation times and location:

Consultations: Online as per request during weekdays. In person, on Thursdays before or after the class. Email to vissonova@icloud.com