

## Syllabus

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| <b>Course title: Future Sustainable Societies / Theory-based project development B</b>  |   |   |   |  |
| <b>Course instructor(s), contact details: Dr. Karina Vissonova, <a href="mailto:vissonova@icloud.com">vissonova@icloud.com</a> +36309103312</b> |   |   |   |  |
| <b>Code:</b><br>M-AE-E-102-B  | <b>Curriculum</b><br>(program/level):<br>ESMA | <b>Recommended semester:</b> 1-3            | <b>Credit:</b><br>5   | <b>Number of class hours: 36</b><br><b>Student task hours: 114</b> |
| <b>Related codes:</b><br>M-AE-102,<br>ER-THEO-MA-ELM-<br>20232402-03  | <b>Type:</b><br>seminar/lecture               | <b>Can it be an elective course?</b><br>No. | <b>In case of an elective course what are the specific prerequisites:</b> |  |
| <b>Course connections (prerequisites, parallels):</b>   |   |   |   |  |

**Aims and principles of the course:**

**The aim of the course is to facilitate the students' learning in transition from sustainable product design to sustainable life design.**

In this course, we will look at the multiple projections of sustainability in future societies and explore ways of designing lifestyles appropriated to new and emerging economic and environmental capacities. The focus will be on new and alternative ways of looking at *design for wellbeing*. We analyse theories and practices that have shaped the contemporary societies and learn the basics of sustainability and sustainable design theories. Based on these lessons, we will look at new and alternative approaches in design. We will envision transitioning from consumerism to new economies and social setups with the help of Transition Design and Future Studies methods. And as a group, we will work towards new ways of conceiving design for wellbeing relevant in future sustainable societies.

**Principles of the course:**

1. Motivate to engage in understanding the different 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 design theory and how to apply theory in practice.
4. Prepare in thinking in future oriented design.

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

Upon completion of this course, students should be able to:

1. Explore alternative approaches to design: Students will develop the ability to explore and apply alternative approaches to design prioritising social values and wellbeing, preparing them for working in transitioning societies.
2. Become future conscious: Students will obtain ability to think in futures as part of their creative process; and cultivate a future-oriented mindset capable of envisioning and designing for equitable future societies.
3. Become facilitators: Students will become adept at holding moderated discussions and debates on design subjects rooted in ethics, values, and the promotion of social good.
4. Work in post-disciplinary environments: Students will be prepared for tackling multifaceted social problems and opportunities.

**Topics and themes to be covered in the course:**

**Contemporary sustainable design and its critiques: sessions weeks 1-3**

Week 1A: introduction to the course, what and how will learn, methods, assessment and exam;/  
The Futures Wheel of Sustainable Societies workshop.

Week 2: Sustainability 0.1 and the 4 classes of Sustainable design lecture and discussions based on the assignment.

Week 3: Contemporary sustainable product design lecture and discussions based on the assignment.

**Transitioning societies: sessions weeks 4-6**

Week 4: Consumer Capitalism lecture and discussions.

Week 5: Guided by “Sufficiency” Principles lecture and discussions.

Week 6: Context change and alternative design approaches lecture and discussions inspired by Localisation movements, alternative lifestyles, indigenous movements.

**Design for Transitioning societies: sessions weeks 7-10**

Week 7: Transition Design lecture/ Scenario making and backcasting workshop 1

Week 8: Transition Design: Scenario making and backcasting workshop 2

Week 9: Transition Design: Scenario making and backcasting workshop 3

Week 10: Transition Design: Scenario making and backcasting workshop presentations

**Design for wellbeing: sessions weeks 11-12**

Week 11: Design for Wellbeing lecture and discussion.

Week 12: Review session and student presentations of their selected topic.

**Specificities of process organisation / organisation of learning:** The course is built on principles of research and discussions with facilitated class discussions.

Weekly assignment (introduced in each week giving one week prep time). Each session contains a presentation of new knowledge, in lectures or workshops, integrated with collective discussions. The learning process places emphasis on dynamics of interactive participation, where students discuss subjects in groups, pairs or together in the class.

**Students' tasks and responsibilities:**

Weekly group and individual assignments for training analytical thinking and research capacities. Preparations for discussing learnt materials in the sessions - co-creation of knowledge.

**Learning environment: (e.g. classroom, studio, off-site, online, in-company placement, etc.)** Blended learning environment: lectures, workshops, presentations, group discussions.

**Assessment:**

Student presentations. To finalise and graduate the course, the students have to present their selected course material and try to project their application into a future design scenario. The assessment is based on the student's ability to present critical as well as future oriented thinking, and capacity to analyse and apply the course materials.

Requirements to be met:

- 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 (what is taken into consideration in the assessment):

- Evaluation criteria #1 Individual engagement and group work contributions in discussions
- Evaluation criteria #2 research competency and assignment presentation competencies

How is the mark calculated (how is the result of each assessed requirement reflected in the final mark? {e.g. proportions, points, weights}):

- Individual engagement and class participation 30%
- research competency and assignment completion, contributions in class discussions 40%
- final presentation 30%

**Required Literature:**

Week 1 for 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 and 445-448
- Hopwood, B. and O'Brien, G. 2005. Sustainable Development: Mapping Different Approaches, in *Sustainable Development* · Feb. 2005 1.04 · DOI: 1.04 · DOI:10.1002/sd.244

Week 2 for week 3:

- 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 for week 4:

- 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](http://www.cusp.ac.uk/publications).
- Optional: The Great Invasion documentary: <https://www.youtube.com/watch?v=7RfgJhvyow>

Week 4 for week 5:

- Spangenberg J., Alcott B., Kiss V., Coote A., Reichel A., Lorek S., Mathai M. V.. *Sufficiency: Moving Beyond the Gospel of Eco-Efficiency* (Report by Friends of the Earth Europe), Technical Report · March 2018 DOI: 10.13140/RG.2.2.15070.87369 . Pages 5-8 (Chapter 1), 26-29 (Chapter 6), and optional 34- 45(Chapter 8).

Week 5 for week 6:

- Manzini, E. (2013). Resilient systems and cosmopolitan localism—The emerging scenario of the small, local, open and connected space. *Economy of Sufficiency*, 70, 70-81.

And Select one or two of the videos and podcasts:

- MIT Open Documentary Lab. Dr. Duke Redbird
- Local Futures by H. Norberg-Hodge
- Nordic by Nature <https://nordicbynature.transistor.fm/>

Week 6 for week 7: Video: <https://youtu.be/-cMHNKi8fto> lecture by Terry Irwin

Week 7 for week 8:

- workshop group work on scenarios and backcasting, self researched assistance materials

Week 8 for week 9:

- workshop group work on scenarios and backcasting, self researched assistance materials

Week 9 for week 10:

- workshop group work on scenarios and backcasting, presentations

Week 10 for week 11:

- 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.

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