

# Student Handbook – MUO-E8023

## Values in Design Futures – 2021

5 ECTS (approx. 135 hours), 9:15 to 12:00 Wednesdays 21.4. – 26.5. Remotely. Taught by Eeva Berglund (teacher in charge) and İdil Gaziulusoy. Teaching assistant, Eva Duran Sánchez. We are best available on email, [firstname.lastname@aalto.fi](mailto:firstname.lastname@aalto.fi). Please allow time for responses. [Link to Zoom](#). Passcode is 120679.

### Overview

The course gives students tools to attend critically to the values, ethics and politics of designing futures, through exploring discourses and practices regarding “futures” and “societal change”. Design has always been profoundly engaged in shaping society through ideas and visions of the future. Today, as method and visual/material practice, it is increasingly used to imagine, explore, communicate and steer societal change. In so doing, design involves judgements about what is desirable and for whom, it requires working in contexts of potentially conflicting values and surfacing salient aspects of change-making. This course prepares students to be more sensitive to the values, ethics and politics of design by pointing to such frontiers in design.

The course draws from several disciplines, including but not limited to design research, history, anthropology, sustainability science, futures studies and science and technology studies (STS).

- 1** 21.04.21 *Introduction*
- 2** 28.04.21 *Genres of futures thinking*
- 3** 05.05.21 *Utopia, dystopia and social change*
- 4** 12.05.21 *Design and futures*
- 5** 19.05.21 *Current horizons*
- 6** 26.5.21 *Student presentations*



*Vuosaari Hill, 2021*

**Teaching sessions** consist of lectures, work in small groups and pairs. Student preparation and reflection work will take place as individual and/or group work before and after the joint sessions. Students should read required [R] texts before each session, including a set of readings before the first meeting. This will be uploaded 2 weeks before the start of the course.

**Readings** will be provided on MyCourses unless they are freely available online and/or in the library. Readings are in three categories:

R = required

S = supplementary

A = advanced (e.g. for doctoral students). Read the required [R] texts before the session, and as much of the supplementary texts as you wish and have time for. More of these will be added to the online platform as the course progresses.

Links to additional resources may be uploaded by teachers and students during the course as jointly agreed.

**Workload** 135 hours

- Lectures, seminars and discussions 18 hours
- Group assignments 10 hours
- Reading 74 hours
- Individual coursework: written reflections and final essay 33 hours, where 10 – 20% of this time (reading and coursework) as time to think

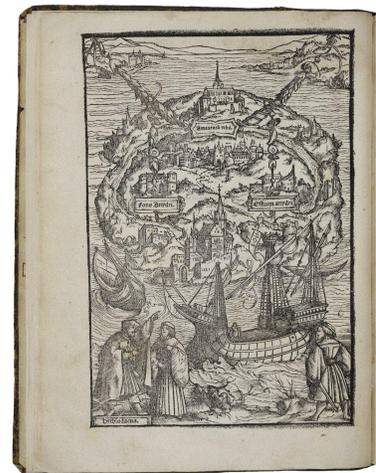


illustration of Utopia, [Wikipedia](#)

**Completion of the course requires**

- Attending the first teaching session.
- Participation in contact teaching sessions (at least 80% unless otherwise agreed).
- Completion of preparation and reflection work (reading and writing).
- Progress in critical thinking, as evident in class participation and coursework.
- For written work, presentation of work in academic style and demonstration of familiarity with course materials (use references).

### **Deliverables and deadlines**

The course relies on doing substantial and careful reading (make notes), with one piece of joint work and a final individual essay to be submitted as written work. Submit assignments for grading on MyCourses as a pdf file. Include your name(s) and other details of the submission in the document itself, and include a surname in the file title (your own for the essay, one name is enough for group work).

**Group project, Assignment 1:** A visualization with interim submission and presentation in class 19.5. (peer feedback, formative assessment). Full presentations 26.5. with final submission with visual, caption and supporting statement, due 28.5.2021 at 23:59.

**Final essay, Assignment 2:** An essay of about 2000 words. The materials required to write the essay will be provided in week 3 (05.05.). The essay should be submitted as a PDF through MyCourses not later than 2.6. at 17:00.

**Grading** is on a scale from 0 - 5 with all tasks as well as active class participation contributing to the final mark.

### **Generic coursework assessment criteria**

- 1) evidence of familiarity with the contents of readings and lectures and of how these connect to sociotechnical change generally. Includes evidence of using and referencing sources appropriately (40%)
- 1) evidence of analytic, critical and creative engagement with the topics (40%)
- 2) quality and clarity in the articulation and communication of what has been learned (20%)

**Key criteria on a scale from 0 - 5:** a 5 will normally be granted to work that demonstrates excellence in all areas; a 4 will be granted to a work that is excellent if uneven or slightly lacking in some area; a 3 suggests the work is good but the issues are not very developed, or that there are shortcomings in structure, critical insight or presentation; a 2 may contain good contents but is weaker, possibly superficial or mechanical; a 1 is normally granted to a piece of work that shows little effort or understanding of the course content. It is also possible to fail. Submitting work late incurs an automatic penalty of one grade. All submitted work as well as active class participation contribute to the final mark. All coursework will be examined holistically, with assessment criteria applied as appropriate to each exercise.

### **Read before the course begins**

Appadurai, A. (2013) 'The Social Life of Design', chapter 13 in *The Future as Cultural Fact*, Verso.

Tonkinwise, C. (2011) 'Design away'. *Design philosophy politics*. Pdf provided. (Also 'Design Away', in Yelavich S and B Adams (eds) *Design as Future Making*, Bloomsbury.

### **2 28.04.21 Genres of Futures Studies**

R: Son, H. (2015). The history of Western futures studies: An exploration of the intellectual traditions and three-phase periodization. *Futures*, 66, 120-137.

doi:<http://dx.doi.org/10.1016/j.futures.2014.12.013>

R: Daffara, P. (2020). Applying the Futures Wheel and Macrohistory to the Covid19 Global Pandemic. *Journal of Futures Studies*, 25(2), 35–8. [https://doi.org/10.6531/JFS.202012\\_25\(2\).0006](https://doi.org/10.6531/JFS.202012_25(2).0006)

### **3 05.05.21 Utopia, dystopia and social change**

R: Morgan, D. (2015) 'The dialectic of utopian images of the future within the idea of progress', *Futures* Vol.66: 106 - 119.

R: Cowan, Ruth Schwartz. "The Industrial Revolution in the Home: Household Technology and Social Change in the 20th Century' *Technology and Culture* 17, 1." (1976): 1-23.

### **4 12.05.21 Design and futures**

R: Garduño García, C., & Gaziulusoy, İ. (2021). Designing future experiences of the everyday: Pointers for methodical expansion of sustainability transitions research. *Futures*, 127, 102702.

### **5 19.05.21 Current horizons**

R: Gaziulusoy, I., Veselova, E., Hodson, E., Berglund, E., Öztekin, E. E., Houtbeckers, E., ... Litowtschenko, M. F. (2021). Design for Sustainability Transformations: A Deep Leverage Points Research Agenda for the (Post-) Pandemic Context. *Strategic Design Research Journal*, 14(1).

R: As your second text this week, select one of the other essays in the Strategic Design Research Journal – Special Issue 2021 'Design contributions for the COVID-19 global emergency', and be prepared to share your thoughts on it.



[Earthship Biotecture](#)