

SYLLABUS MUO-E8023 - Values in Design Futures

18.04.2019-23.05.2019 for 5 ECTS (approx. 135 hours)

Taught by Eeva Berglund (teacher in charge) and Idil Gaziulusoy, with Ramia Mazé. Teachers are best available before and after the sessions but also on email, firstname.lastname@aalto.fi.

Thursdays 09:15 - 12:00 room Q202

Overview The course gives students tools to attend critically to the values, ethics and politics of designing futures in a technologically complex society. Drawing from several research traditions, the course enquires into discourses and practices regarding “futures”, paying particular attention to judgements about what is desirable and for whom, and to how to design futures in a real-world context of diverse and potentially conflicting values. By exploring and critically analysing change making and the ways futures are and have been imagined and manifested, it introduces students to creative and critical approaches relevant to more values-sensitive practice. It will particularly help students identify the stakes in overt change-making and discourses of transitioning, and tie these to political and policy ambitions related to sustainability above all. It will give students practice in communicating creative as well as critical futures.

Schedule

18.4.2019 Introduction to Values in Design Futures, Idil Gaziulusoy

25.4.2019 Design and Futures Studies as Critical Practice, Ramia Mazé

02.5.2019 Utopia and Social Change, Eeva Berglund

09.5.2019 Theorising Change, Eeva Berglund

16.5.2019 Change as an Imperative (Transitions), Idil Gaziulusoy

23.5.2019 Group presentations

Twelve Monkeys, the film that you need to watch for writing assignment 2, will be screened on Wednesday 8.5. At 14:30 in Väre, room Q202. You may also watch it at your own convenience.

Teaching sessions The course consists of lectures, small-group seminars and substantial reading and writing. Student preparation and reflection work will take place as individual and/or group work before and after the intensive sessions. Students should read the required [R] texts before each session.

Readings will be provided on My Courses 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)

Workload 135 hours

- Lectures, seminars and discussions 21 hours
- Reading 74 hours
- Individual coursework: written reflections and final essay 30 hours
- Group assignments 10 hours

Deliverables and deadlines

The course relies on doing substantial and careful reading (make notes), with one piece of group 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 and other details of the submission, and put your surname in the document title.

Group project Assignment 1: A visualization in groups. In-class group presentations 23.5. with final submission due 26.5.2019 at 17:00. 25% of course grade.

Final essay Assignment 2: A reflective essay of about 2000 words on the film *Twelve Monkeys* released in 1999. The essay should be submitted as a PDF through MyCourses not later than 31.5, 17:00. The film will be screened on 8.5. At 15:30 in Väre, room Q202. Let the teachers know at the start of the course if this is a problem for you. 50% of course grade.

Grading is on a scale from 0 – 5. 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 including the final assessment will be examined holistically, with assessment criteria applied as appropriate to each exercise.

Completion of the course requires:

- Attending the first teaching session.
- Participation in contact teaching sessions (at least 85% 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).

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%)

2) evidence of analytic, critical and creative engagement with the topics (40%)

3) quality and clarity in the articulation and communication of what has been learned (20%)

Key criteria on a scale from 1 - 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.

Further details of both assignments will be provided in week 3.

Week 1: 18.4.2019 Introduction to Values in Design Futures

Readings Read the required [R] texts before the session, and as much of the supplementary texts as you wish and have time for. Advanced texts may be referred to in the session. They are often challenging reads, but you may find the list useful for future reference even if you don't read them now.

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

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>

S: Shove, E., Watson, M., & Ingram, J. (2005, September). The value of design and the design of value. In *Joining Forces, Design Conference*, Helsinki.
http://www2.uiah.fi/joiningforces/papers/Shove_et_al.pdf

S: 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.

S: Bollier D 2017 *Re-imagining Value: Insights from the Care Economy, Commons, Cyberspace and Nature*, online <http://www.bollier.org/blog/re-imagining-value-insights-care-economy-commons-cyberspace-and-nature-0> (full report available via the same link) 3

A: Winner (1988), Do Artifacts Have Politics? In L. Winner, *The Whale and the Reactor*. University of Chicago Press: Chicago, IL.

A: Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture*, 2(1). <http://dx.doi.org/10.9707/2307-0919.1116>

A: Buchanan, R. (1998). Branzi's dilemma: design in contemporary culture. *Design Issues*, 14(1):3-20.

A: Inayatullah, S (1998) 'Causal Layered Analysis: Poststructurism as method', *Futures* Vol.30(8): 815-829.

Week 2: 25.4.2019 Design and Futures Studies as Critical Practice, Ramia Mazé

R: Mazé, R. (2016) 'Design and the Future: Temporal politics of 'making a difference' in R.C. Smith and T. Otto (eds), *Design Anthropological Futures*, 37-54. London: Bloomsbury.

S: 'Beyond Change', Swiss Design Network Research Summit programme, pp. 28-29.

S: Luiza Prado & Pedro Oliveira (2015) 'Futuristic Gizmos, Conservative Ideals: On (Speculative) Anachronistic Design'. *Modes of Criticism*, issue 1, online:
<http://modesofcriticism.org/futuristic-gizmos-conservative-ideals/>

A: Bradley, Gunnarsson-Östling, Schalk, Andreasson (2017) Futurist Feminist Political Ecology – Rewriting Stockholm's Vision 2030. In Schalk et al (Eds), *Feminist Futures of Spatial Practice*. Baunach, DE: Spurbuchverlag.

A: Rendell, J. (2011) 'Critical Spatial Practice: Setting out a feminist approach to some modes and what matters in architecture,' in L A Brown (ed.) *Feminist Practices*, 17-56. Surrey UK: Ashgate.

A: Runting, H. (2017) Projections Prologue: The waiting room. In Schalk et al (Eds), *Feminist Futures of Spatial Practice*. Baunach, DE: Spurbuchverlag.

Week 3: 2.5.2019 Utopia 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.

S: Levitas R (2017) 'Where there is no vision, the people perish: a utopian ethic for a transformed future', Centre for the Understanding of Sustainable Prosperity, online cusp.ac.uk/essay/m1-5

S: Illich I (1973) *Tools for conviviality*.

S: Mumford L (1965) 'Utopia, the City and the Machine', *Daedalus*, Vol. 94(2): 271-292

A: Frase P (2015) *Four futures: Visions of the world after capitalism*. London: Verso.

A: Heise U (2012). 'The Invention of Eco-Futures' *Ecozon@: European Journal of Literature, Culture and Environment*, 3(2), 1-10.

A: Wright E O (2012) Presidential address to the American Sociological Association: 'Transforming capitalism through real utopias', *American Sociological Review*, Vol.78(1).

Week 4: 9.5.2019 Theorising change

R: Strand R, A Saltelli, M Giampietro, K Rommetveit & S Funtowicz (2018) New narratives for innovation. *Journal of cleaner production*, 197, 1849-1853.
<http://dx.doi.org/10.1016/j.jclepro.2016.10.194>

R: Longhurst N (2015) Towards an 'alternative' geography of innovation: Alternative milieu, socio-cognitive protection and sustainability experimentation, *Environmental Innovation and Societal Transitions*, 17: 183-198.

S: Hamilton C (2016). The theodicy of the "Good Anthropocene". *Environmental Humanities*, 7(1), 233-238.

S: Schlosberg D and Coles R (2016) 'The New Environmentalism of Everyday Life: Sustainability, Material Flows and Movements', *Contemporary Political Theory* 15 (2): 160–81.

S: Samerski, S. (2018). Tools for degrowth? Ivan Illich's critique of technology revisited. *Journal of cleaner production*, 197, 1637-1646.

A: Horlings, L. G. (2015). Values in place; a value-oriented approach toward sustainable place-shaping. *Regional Studies, Regional Science*, 2(1), 257-274.

A: Latour B (2011) 'Un Prométhée circonspect? A Cautious Prometheus?', *Architecture d'Aujourd'hui*. No. 381. 2011: 109-119

A: Escobar A text to be confirmed.

Week 5: 16.5.2019 Change as an Imperative (Transitions)

R: Hölscher, K., Wittmayer, J. M., & Loorbach, D. (2017). Transition versus transformation: what's the difference? *Environmental Innovation and Societal Transitions*.
doi:<https://doi.org/10.1016/j.eist.2017.10.007>

R: Ceschin, F., & Gaziulusoy, I. (2016). Evolution of design for sustainability: From product design to design for system innovations and transitions. *Design Studies*, 47, 118-163.
doi:<http://dx.doi.org/10.1016/j.destud.2016.09.002>

S: Twomey, P., & Gaziulusoy, A. İ. (2014). *Review of System Innovations and Transitions Theories*. Retrieved from http://www.visionsandpathways.com/wp-content/uploads/2014/06/Twomey_Gaziulusoy_Innovation-and-Transition-Theory.pdf

S: Costanza, R. (2013). *A theory of socio-ecological system change* (Vol. 16).

S: Benessia, A., & Funtowicz, S. (2015). Sustainability and techno-science: What do we want to sustain and for whom? *International Journal of Sustainable Development*, 18(4), 329-348.
doi:[doi:10.1504/IJSD.2015.072666](https://doi.org/10.1504/IJSD.2015.072666)

A: Tschakert, P., Tuana, N., Westskog, H., Koelle, B., & Afrika, A. (2016). TCHANGE: the role of values and visioning in transformation science. *Current Opinion in Environmental Sustainability*, 20, 21-25. doi:<http://dx.doi.org/10.1016/j.cosust.2016.04.003>

A: Waddell, S., Waddock, S., Cornell, S., Dentoni, D., McLachlan, M., & Meszoely, G. (2015). Large Systems Change: An Emerging Field of Transformation and Transitions. *Journal of Corporate Citizenship*, 2015(58), 5-30. doi:
<https://doi.org/10.9774/GLEAF.4700.2015.ju.00003>

(Week 6: presentations)