Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Thesis Project Phase 1: Transformative Research through Design (A)
Code der Lehrveranstaltung	96124
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	
Sprache	Englisch
Studiengang	Master in Ökosozialem Design
Andere Studiengänge (gem. Lehrveranstaltung)	
Dozenten/Dozentinnen	Prof. Secil Ugur Yavuz, Secil.UgurYavuz@unibz.it https://www.unibz.it/en/faculties/design-art/academic-staff/person/36117 Dr. phil. Stefan Festini Cucco, Stefan.FestiniCucco@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/43183
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
Studienjahr/e	2nd year
KP	15
Vorlesungsstunden	120
Laboratoriumsstunden	0
Stunden für individuelles Studium	0
Vorgesehene Sprechzeiten	78
Inhaltsangabe	"Eco-Social Design 3 supports the development of each student's project and practices. Students are supported collectively and

	individually in the first phase of their thesis project in elaborating the key issues, focus, aims and co-benefits; in finding leverage points, partners and resources; in learning from each other and from best practices from socially, politically and environmentally engaged design; in stitching together theoretical underpinnings with strategic choices; in conceptually framing their project and defining the right scope; in creating a convincing narrative and appealing (visual) storytelling; in exploring possible economic foundations and long-term perspectives; in fieldwork and experimental explorations; and in making things tangible and shaping a (visual) language. Both offers in Eco-Social Design 3 collaborate closely among each other and with the social social sciences modules."
Themen der Lehrveranstaltung	research-through-design, design probes, embodied and situated design, design ethnography, material agency in design, eco-social imaginaries, design artefacts as inquiry
Stichwörter	eco-social design, research-through-design, ethnography
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	Project 2 in Eco-Social Design
Unterrichtsform	Lectures, presentations, workshops; Weekly plena & check-in rounds; Collective mapping sessions; Review and support sessions; Guest lectures; (Im)possible partner meetings (A conversational format for engaging with transformation-oriented actors who may become project partners.); Site explorations; Case study sharing and analysis; Reading circles; Master colloquia with external experts (a feedback session supporting students in developing their thesis project proposal) and formats we develop based of needs and ideas of students, colleagues and partners;
Anwesenheitspflicht	highly recommended
Spezifische Bildungsziele und erwartete Lernergebnisse	Educational objectives Knowledge and understanding Students course will have developed their own individual project practice and will be able to: - design, implement and manage projects - initiate, carry out and lead project-oriented research, development and design activities - develop creative solutions and processes - working with and leading multidisciplinary teams -

	working with different experts, companies, organisations, groups and people - designing the aesthetic dimension of projects or collaborating in design - developing prototypes or delegating their development - developing interventions and events or delegating their development - test and evaluate prototypes, interventions, events or their individual elements, or delegate their testing/testing and evaluation. Applying knowledge and understanding Students will be able to: - develop projects and practices suitable for addressing complex challenges. - make tangible ideas, reports and projects, such as sketches, visualisations, mock-ups, models, prototypes, interventions and prototype events Making judgements Students will be able to: - take responsibility for the development and management of projects and activities - judging independently and critically: concepts and drafts, one's own behaviour and contribution (through reflection and self-criticism) Communication skills Students will be able to: - communicate convincingly in different ways and with different audiences - present projects convincingly - argue creative and strategic decisions - communicate productively within the team - lead creative processes and teams Learning skills Students will be able to: - working independently to learn according to different situations and in a personal way through experimentation and planning - working independently to learn according to different situations and in a personal way through the development of prototypes, models, mock-ups and the feedback they provide
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	
Art der Prüfung	At the end of the semester, students exhibit, present, and critically discuss their work and its future perspectives and economic foundation. The complete assessment will be based on all elements: the exam presentation and discussion, the submitted document, a short video and the exhibition. The exam consists of an oral presentation and discussion of the above-mentioned

	elements. The students submit a document with a description of issues and aims, a contextual review, theoretical and methodological framing, a map of stakeholders and partners, a 'theory of change', an outline of obstacles and potentials. and a project plan. Guidelines for the documentation will be provided. As part of their final assessment, students will create and submit a short video (1–3 minutes) that introduces and explains their semester work. This video should communicate the core ideas and objectives of the project in an appealing and convincing story. Each work is exhibited at the end of the semester in the GOG exhibition of the faculty. The short video will be part of the exhibition. A short documentation needs to be submitted to the faculties online showcase. It needs to speak to all potentially interested audiences, such as current and future students, existing and future external partners, stakeholders and funders, and all who could benefit from the projects and practices and support them. Assessment of non-attending students: Non-attending students have the same assessment criteria as attending students. All requested assignments need to be done, and all deliverables (above mentioned) need to be provided in time.
Bewertungskriterien	The evaluation process will consider these criteria: 1. Eco-Social agency: (Potential) contribution to emancipatory social-ecological transformation; 2. Qualities of the designed artefacts: Aesthetic and technical qualities, and in how far these qualities foster the eco-social agency. How they build upon the state of the art in your chosen field and (design) disciplines. Boldness and vigour of experimentation and design exploration; 3. Conceptual framing, reflection and future perspectives: Clarity and coherence of the conceptual framing, including synthesis of the theoretical underpinnings, empirical basis, transformation strategy, understanding of context and backgrounds, relevance of case studies, planning of and learnings from the iterative development process, critical reflections, possible economic foundations, and future perspectives; 4. Relations, processes and organization: Quality of relations and processes with the project team, collaborators, partners, stakeholders and other actors. Management of time, resources,

	and persons (project management). 5. Storytelling: Effectiveness and potential in communicating the project to relevant publics. Quality of presentation techniques and narrative. How well the story attracts attention, convinces and touches audiences. Defence of proposition and response to critics. How elements and qualities discussed under 2 – 5 are contributing to (or hindering) emancipatory social-ecological transformation (criterium #1).
Pflichtliteratur	Kimmerer, R. W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Milkweed Editions. Bennett, J. (2010). *Vibrant matter: A political ecology of things*. Duke University Press. Brown, A. M. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press. Sanders, E. B.-N., & Stappers, P. J. (2012). *Convivial toolbox: Generative research for the front end of design*. BIS Publishers. Escobar, A. Osterweil, M. Sharma, K.. (2024). *Relationality: An emergent politics of life beyond the human*. Duke University Press. Escobar, A. (2018). *Designs for the pluriverse: Radical interdependence, autonomy, and the making of worlds*. Duke University Press. Vervoort, J. M., Smeenk, T., Zamuruieva, I., Re, L. L., van Veldhoven, M., Rutting, L., & Mangnus, A. C. (2024). 9 dimensions for evaluating how art and creative practice stimulate societal transformations. *Ecology and Society, 29*(1), Article 29. https://doi.org/10.5751/ES-14739-290129 Springgay, S., & Truman, S. E. (2018). *Walking methodologies in a more-than-human world: WalkingLab*. Routledge.

	Offenhuber, D. (2023). *Autographic design: The matter of data in a self-inscribing world*. The MIT Press. Mareis, C., & Paim, N. (Eds.). (2021). *Design struggles: Intersecting histories, pedagogies, and perspectives*. Valiz.
Weiterführende Literatur	
Weitere Informationen	
Ziele für nachhaltige Entwicklung (SDGs)	Keine Armut, Partnerschaften zur Erreichung der Ziele, Gesundheit und Wohlergehen, Hochwertige Bildung, Geschlechter-Gleichheit, Sauberes Wasser und Sanitär-Einrichtungen, Bezahlbare und saubere Energie, Menschenwürdige Arbeit und Wirtschaftswachstum, Industrie, Innovation und Infrastruktur, Weniger Ungleichheiten, Nachhaltige Städte und Gemeinden, Nachhaltiger Konsum und Produktion, Maßnahmen zum Klimaschutz, Leben unter Wasser, Leben an Land, Frieden, Gerechtigkeit und starke Institutionen, Kein Hunger

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Design 3
Code der Lehrveranstaltung	96124A
Wissenschaftlich-disziplinärer Bereich	CEAR-08/D
Sprache	Englisch
Dozenten/Dozentinnen	Prof. Secil Ugur Yavuz, Secil.UgurYavuz@unibz.it https://www.unibz.it/en/faculties/design-art/academic-staff/person/36117
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
KP	9

Verantwortliche/r Dozent/in	
Vorlesungsstunden	90
Laboratoriumsstunden	0
Stunden für individuelles Studium	0
Vorgesehene Sprechzeiten	60
Inhaltsangabe	Design 3 supports the development of each student's project and practices, in particular, related to the design of objects, spaces and/or services bringing in best practice from socially, politically and environmentally engaged design. The project leader collaborates closely with Designing through ethnography module to foster transdisciplinary dialogue and actions.
Themen der Lehrveranstaltung	research-through-design, design probes, embodied and situated design, design ethnography, material agency in design, eco-social imaginaries, design artefacts as inquiry
Unterrichtsform	Lectures, presentations, workshops; Weekly plena & check-in rounds; Collective mapping sessions; Review and support sessions; Guest lectures; (Im)possible partner meetings (A conversational format for engaging with transformation-oriented actors who may become project partners.); Site explorations; Case study sharing and analysis; Reading circles; Master colloquia with external experts (a feedback session supporting students in developing their thesis project proposal) and formats we develop based of needs and ideas of students, colleagues and partners;
Pflichtliteratur	Kimmerer, R. W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Milkweed Editions. Bennett, J. (2010). *Vibrant matter: A political ecology of things*. Duke University Press. Brown, A. M. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press. Sanders, E. B.-N., & Stappers, P. J. (2012). *Convivial toolbox:*

	Generative research for the front end of design. BIS Publishers. Escobar, A. Osterweil, M. Sharma, K.. (2024). *Relationality: An emergent politics of life beyond the human*. Duke University Press. Escobar, A. (2018). *Designs for the pluriverse: Radical interdependence, autonomy, and the making of worlds*. Duke University Press. Vervoort, J. M., Smeenk, T., Zamuruieva, I., Re, L. L., van Veldhoven, M., Rutting, L., & Mangnus, A. C. (2024). 9 dimensions for evaluating how art and creative practice stimulate societal transformations. *Ecology and Society, 29*(1), Article 29. https://doi.org/10.5751/ES-14739-290129 Springgay, S., & Truman, S. E. (2018). *Walking methodologies in a more-than-human world: WalkingLab*. Routledge. Offenhuber, D. (2023). *Autographic design: The matter of data in a self-inscribing world*. The MIT Press. Mareis, C., & Paim, N. (Eds.). (2021). *Design struggles: Intersecting histories, pedagogies, and perspectives*. Valiz.
Weiterführende Literatur	

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Designing through ethnography
Code der Lehrveranstaltung	96124B
Wissenschaftlich-disziplinärer Bereich	SDEA-01/A
Sprache	Englisch
Dozenten/Dozentinnen	Dr. phil. Stefan Festini Cucco, Stefan.FestiniCucco@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/43183
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
KP	6
Verantwortliche/r Dozent/in	
Vorlesungsstunden	30
Laboratoriumsstunden	0
Stunden für individuelles Studium	0
Vorgesehene Sprechzeiten	18
Inhaltsangabe	"This module accompanies Thesis Project 3 and provides students with the foundations of ethnography for eco-social design. . While the parallel module Sociological Design Research introduces sociological research methodologies, this course focuses on ethnographic inquiry and situated understandings of lived experiences, It introduces ethnography as an anthropological approach to research and understanding, emphasizing long-term engagement, situated observation, reflexivity, attention to detail, and lived experience. Rather than approaching design as a primarily solution-driven practice, students learn to engage with communities, networks, institutions, organizations, and more-than-human environments through ethnographic inquiry, developing contextual understandings of cultural practices, social relations, values, and the complexity of socio-ecological entanglements that can inform responsible design processes. Students are encouraged to move beyond premature problem framing and to approach sociocultural and ecological settings as complex, layered fields of relationships, meanings, and practices that require time, openness, and critical reflection. Through lectures, practical exercises, collaborative discussions, and close reading of anthropological literature, they develop the ability to critically reflect on their own positionality, cultivate an emic understanding of the perspectives of research participants, and situate local observations within broader historical, social, political, and environmental contexts. Particular emphasis is placed on generating rich, contextualised understandings that question

	taken-for-granted assumptions, shift perspectives, and provide a foundation for subsequent design development. The module equips students with the anthropological perspective and ethnographic tools necessary for context-sensitive, socially engaged, and ecologically informed design practice."
Themen der Lehrveranstaltung	• Anthropology and ethnography: origins, history, and key scholars • Culture, meaning, interpretation, and thick description • Field access, participant observation, interviewing, and multisensory ethnography • Fieldnotes, documentation, positionality, and reflexivity • Cosmologies, rituals, and world-making • Ethnocentrism and cultural relativism • Nature-culture, multispecies and more-than-human anthropology • Ecological relations: from local worlds to global dynamics • Ethnographic practice for eco-social design
Unterrichtsform	Lectures; seminars; workshops; ethnographic exercises (observation, participant observation, interviewing, multisensory perception, and ethnographic documentation); weekly plenary discussions and check-in rounds; collaborative reading circles; site explorations; case study discussions; review and supervision sessions; guest lectures; (Im)possible partner meetings; master colloquia with external experts; and additional formats developed in response to students' projects and emerging needs.
Pflichtliteratur	Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. 2nd ed., University of Chicago Press, 2011. Geertz, Clifford. *The Interpretation of Cultures*. Basic Books, 2001. Le Breton, David. *Sensing the World: An Anthropology of the Senses*. Routledge, 2020. Ingold, Tim. *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill.* Routledge, 2000.

	Gunn, Wendy, Ton Otto, and Rachel Charlotte Smith, editors. *Design Anthropology: Theory and Practice.* Bloomsbury Academic, 2013.
Weiterführende Literatur	Spradley, James P. *The Ethnographic Interview.* Waveland Press, 2016. Pink, Sarah. *Doing Sensory Ethnography*. Sage Publications, 2009. Kohn, Eduardo. *How Forests Think: Toward an Anthropology Beyond the Human*. University of California Press, 2013. Tsing, Anna Lowenhaupt. *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton University Press, 2015. Augé, Marc. *Non-Places: An Introduction to Supermodernity*. Verso, 2008.