

Syllabus

Course Description

Course Title	Seminar 2: Transformative Work as a Livelihood
Course Code	96117
Course Title Additional	Transformative Work as a Livelihood
Scientific-Disciplinary Sector	NN
Language	English
Degree Course	Master in Eco-Social Design
Other Degree Courses (Loaned)	
Lecturers	Dr. Gemma Elizabeth Copeland, GemmaElizabeth.Copeland@unibz.it https://www.unibz.it/en/faculties/design-art/academic-staff/person/49235
Teaching Assistant	
Semester	First semester
Course Year/s	1st and 2nd year
CP	2
Teaching Hours	18
Lab Hours	0
Individual Study Hours	0
Planned Office Hours	6
Contents Summary	<p>Along with the work on their projects and the regular courses, students choose Short Seminars, which provide complementary competencies helping them to sharpen their practice and to get prepared for doing transformation-engaged work after graduating.</p> <p>Transformation-engaged study courses react to an urgent societal and ecological need to educate students to become change agents. However, as this design approach is still emergent, finding the right opportunities for eco-social designers in the present market conditions is challenging.</p>

	<p>The seminar outlines the challenges and questions then proposes concrete approaches for making “eco-social transformative” work economically viable through showing diverse forms of transformative work and new roles for eco-social designers. Concrete cases of transformation-engaged practices, including economic considerations help demonstrate roles within established work contexts in the mainstream job market; the foundation of self-initiated enterprises and (unconventional) alliances; and, radical alternatives embedded in solidarity economies and mutual support structures. Students can learn, which mix of approaches and roles best fits their desires and capabilities.</p>
Course Topics	<ul style="list-style-type: none"> - Critical feminist understanding of work and diverse work economies - Co-organising politically engaged transformative practices - Cooperation and support structures - Examples of transformational work in different interdisciplinary fields - Self-understanding and description - Alternative models of livelihood creation - Mixed work economies and livelihood ecologies - Power structures and low-hierarchy approaches - Mapping needs, ambitions, desires, and values - Feminist questions and practices in collaboration - Solidarity strategies and unconventional alliances - Making transformative work tangible to a broader public
Keywords	<p>professional practice, cooperation, prefigurative practice, solidarity economies, commoning, mutual aid, support structures, interdependence</p>
Recommended Prerequisites	<p>none</p>
Propaedeutic Courses	<p>none</p>
Teaching Format	<p>Balanced mix of:</p> <ul style="list-style-type: none"> - input lectures (providing concepts, concrete tools, examples and recommendations) - group discussions and brainstorming (active listening, collective critical reflections) - individual reflective exercises - mutual mentoring and coaching sessions - group work and small presentations by students - group care exercises

	- collective archiving
Mandatory Attendance	mandatory
Specific Educational Objectives and Learning Outcomes	<p>Knowledge and understanding</p> <p>Students of the Master in Eco-social Design will have developed their own individual project practice and will be able to:</p> <ul style="list-style-type: none"> - design, implement and manage projects - initiate, carry out and lead project-oriented research, development and design activities - involve stakeholders and actors in projects, identify their needs, conflicts and potentials and work productively with them - working with different experts, companies, organisations, groups and people <p>Applying knowledge and understanding</p> <p>Students will be able to develop projects and practices suitable for addressing complex challenges.</p> <p>Making judgements</p> <p>Students will be able to take responsibility for the development and management of projects and activities.</p> <p>Communication skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - communicate convincingly in different ways and with different audiences - present projects convincingly - argue creative and strategic decisions - show how the social, ecological and economic aspects of sustainability interact in their projects - organising and/or moderating discussions and creative processes among project stakeholders - communicate productively within the team - lead creative processes and teams <p>Learning skills</p> <p>Students will be able to working independently to learn according to different situations and in a personal way through experimentation and planning.</p>
Specific Educational	Students will be able to:

Objectives and Learning Outcomes (additional info.)	<ul style="list-style-type: none"> - Critically examine (transformative) work, workplaces, and structures from an intersectional feminist perspective deconstructing and discussing the term “work” - Outline challenges, contradictions and personal perspectives related to transformative design work - Recognise diverse possible (new) roles for eco-social designers within both established and radical contexts - Identify ways of practising design that differ from the currently prevailing individualistic and market-driven structures - Describe eco-socially engaged practices in an understandable and accessible fashion to diverse publics - Identify and ideate feminist solidarity practices in collaboration, and mutual support structures for current and future livelihood engagements - Express how to work and relate to others and where to take their own practice - Explore strategies of organising collectively against precarious working conditions - Develop strategies and tactics helpful in the transition from university to wage labour and transformative practices in general - Develop an individual way of thinking, leading to critical judgements and self-assessments - Practise the open sharing of information, offering mutual support and looking at transformative design work as a practice of interdependence - Collectively build and maintain a useful toolkit of strategies, definitions, frameworks, references and processes
Assessment	<p>Students are required to give a short oral/audiovisual presentation on their vision for their practice. This is a creative writing and visioning exercise to reflect on their (future) individual/collective practice and identify what they need to cultivate in the here and now to make it a reality. The goal is to concretise the why, what and how of their own purpose, intentions and values. This final exercise is intended to help students sharpen their self-understanding as transformational practitioners and get a clearer idea of what steps to take to get closer to preferred areas of transformative action.</p>
Evaluation Criteria	<p>For the presentation and the written statement developed by each student, the following criteria apply:</p>

	<ul style="list-style-type: none"> - Degree of self-reflection, self-positioning, self-understanding, and engagement with the specific sector of possible transformative action - Creativity, imaginative power, and originality of the developed work - Critical reflection on outcome and topics discussed during the class - Comprehensibility, transmission, and language of the written and presented work
Required Readings	none
Supplementary Readings	<p>Bergman, C; Montgomery, N. Joyful Militancy: Building Thriving Resistance in Toxic Times. AK Press, 2017.</p> <p>Bradley, Will; Hannula, Mika and Ricupero, Cristina. Self-Organisation, Counter-Economic Strategies. Sternberg Press, 2006.</p> <p>brown, adrienne maree. Emergent Strategy. AK Press, 2017.</p> <p>Costanza-Chock, S. Design Justice. MIT Press, 2020.</p> <p>Chatzidakis, Andreas; Hakim, Jamie; Littler, Jo; Rottenberg, Catherine; Segal, Lynne. The Care Manifesto: The Politics of Interdependence. Verso Books, 2020.</p> <p>Fezer, Jesko; Studio Experimentelles Design; Banz, Claudia. How Do We (Want to) Work (Together) As (Socially Engaged) Designers (Students and Neighbours) (in Neoliberal Times)?: Public Design Support / Öffentliche Gestaltungsberatung 2016-2021. Sternberg Press, 2022.</p> <p>Jones, Graham. The Shock Doctrine of the Left. Polity, 2018.</p>

	<p>Lorusso, S. Entreprecariat. Onomatopée, 2019.</p> <p>Mareis, Claudia; Paim, Nina. Design Struggles: Intersecting Histories, Pedagogies, And Perspectives. Valiz, 2021.</p> <p>Matos, A. Who can afford to be critical? Set Margins, 2022.</p> <p>Miller, Ethan. Reimagining Livelihoods — Life beyond Economy, Society, and Environment. Minnesota, 2019.</p> <p>Pater, R. Caps Lock: How capitalism took hold of graphic design, and how to escape from it. Valiz, 2021.</p> <p>Slade, S. Going Horizontal: Creating a Non-Hierarchical Organization, One Practice at a Time. Berrett-Koehler Publishers, 2018.</p> <p>Spade, D. Mutual Aid: Building Solidarity During This Crisis (and the Next). Verso Press, 2020.</p>
Further Information	none
Sustainable Development Goals (SDGs)	Good health and well-being, Sustainable cities and communities, Decent work and economic growth, Gender equality