

SYLLABUS

course description

The course belongs to the class “caratterizzante” (alternativa) in the MA in Eco-Social Design (LM-12). This course is a compulsory optional subject in the area “Sciences & Discourse”

Course title	Sociology Area: Sciences & Discourse
Course code	96012
Scientific sector	SPS/07 – Sociologia generale
Degree	Master in Eco-Social Design (LM-12)
Semester	I
Year	1st and 2nd
Credits	6
Modular	No
Lecturer	Alvise Mattozzi office F4.04, e-mail alvise.mattozzi@unibz.it , tel. +39 0471 015227, Webpage http://www.unibz.it/en/design-art/people/StaffDetails.html?personid=11597&hstf=11597
Scientific sector of the lecturer	SPS/08
Teaching language	English
Teaching assistant (if any)	-
Office hours	Thursday 18-20
Teaching language	English
Total lecturing hours	30
Total hours of self-study and/or other individual educational activities	about 120
Attendance	not compulsory but recommended

Prerequisites	-
Course page	http://pro2.unibz.it/projects/blogs/essen/ https://ole.unibz.it/course/view.php?id=833

Course description

The course introduces students to sociology, its concepts and its research methods. Thus, during the course we will try to answer questions like “what is sociology?”, “how can social reality be understood? How can it be described? How can it be explained?” “how to account for social dynamics like conflicts?”. We will tackle these issues especially with concern to the concept of “lifestyle”.

We will start the course by introducing the concept of “lifestyle” and by considering how it has been used in marketing. From marketing we will move to sociology and we will consider how the concept has been conceived and articulated within sociology. This reflection will lead us to consider concepts related to that of lifestyle as those of class, agency and subculture. Finally, we will discuss the role of lifestyles for processes of eco-social transformation. This last step will be taken by also reflecting on the role of artifacts (tools, devices, interfaces, infrastructures, etc.) - and hence also on the role of designers - in relation to lifestyles and in relation to eco-social transformation.

The focus on lifestyles will provide students with tools needed in order to understand the relationship between professionals, users, participants and the public for and with whom they will work as designers.

Articles, case studies and examples in order to exemplify, illustrate, concretize and put on trial what presented in class will be mainly taken from the field of food studies, in accordance with the annual theme of the Master.

Educational objectives

the educational objectives need to refer to the Dublin Descriptors: please confirm or delete/adapt

Students will be able to:

- collaborate with experts and other designers to develop and implement an integrated project;
- take into account the social impacts occurring within the tension between global and local dimensions;
- take into account the social aspects that characterize a territory, a community and a group of people;
- integrate social aspects in project design while considering the tension, which occurs between the local and the global dimensions;
- develop an individual way of thinking, leading to critical judgements and self-assessments;
- communicate, multilingually in a convincing way, through a variety of modalities (written, oral, visual);
- talk to experts about the project;
- read experts' articles, studies and reports related to one's own project issues and integrate those analyses with one's own project design;

- organize a research project while identifying relevant studies and researches, experts to collaborate with, methods and instruments to adopt;
- outline the cultural and social territorial framework where the students will intervene;
- set up a field work or an inquiry in order to define the socioeconomic framework, by exchanging ideas with researchers and experts' students will collaborate with;
- understand specialist literature so as to integrate it within their own research project;

Knowledge will be acquired in the following fields:

- the social dynamics and changes regarding the rural and urban environments and the social dimensions of technique and innovation, particularly those ones which take place in the Alps; the main methods, techniques and tools of data collection, the investigation and description of such dynamics;

List of topics covered

- Agency
- Artifacts
- Class
- Conflict
- Consumption
- Culture-subculture
- Family
- Lifestyle
- Social Capital
- Taste
- Transition
- Value

Teaching format

Most of the classes will consist in frontal lectures and discussions. In few cases the discussion will be based on class exercises, most of the times on home assignments.

Part of the classes will be carried out directly in the project course, together with teacher-designers.

Learning outcomes

Knowledge and understanding

Students will learn how sociology works: how it articulates issues, how it gathers data about social phenomena, how it describes them, how it accounts for them.

At the end of the course student should be able to understand and position within the broader coordinates of the sociological debate empirical research articles.

Applying knowledge and understanding

At the end of the course students should be able to find, understand and integrate social researches into their design projects, as ground for their project's choices and features.

At the end of the course students should be able to dialogue with social scientists in order to discuss about the sociological aspects of their projects.

At the end of the project students should be able to discuss about and to choose the appropriate method to gather data about their design projects.

Making judgments

At the end of the course students should be able to assess the relevance and value of a social research or a social research method for their design projects.

Communication skills

At the end of the course students should be able to communicate with social scientists about their design projects.

Learning skills

At the end of the course students should be able to get deeper into the sociological debate and to learn about specific social researches related to the specificities of their design projects.

Assessment

Written and oral.

Students will be assessed considering:

- the results of home assignments assigned during the course
- a final assignment consisting in a short presentation
 - discussing sociological literature relevant for their semester design project
 - or
 - discussing a small social research carried out in order to develop their semester design project
- a discussion about the final assignment in relation to what has been done during the course
- participation in class activities (questions during lectures and participation in discussions and debates)
- the ability to integrate course's topics and issues into the final presentation of the design project

Assessment language: English

Evaluation criteria and criteria for awarding marks

- each home assignment can receive a note between Excellent or A or ++*, counting as 2,5 points, and Failing or F or -, counting as -1 point.
- the average of the marks of home assignments will determine the range of marks against which the results of the final assignment and the discussion about it at the exam will be judged.
- participation in class activities and the ability to integrate course's topics and issues into the final presentation of the design project will count each to a maximum of 1 point on the final mark.

Admission to the final part of the exams requires that the average of marks on home assignments be positive.

Evaluation criteria change for every assignment but tend to always consider the ability to compare essays among them or with empirical findings and/or observations. More in general evaluation criteria consider not only the way in which the assignment brief has been fulfilled, but also the capacity to take into account other parts of the course and to make connections among them, as well as with eventual personal experience as design student.

In the final discussion, one of the criteria used for evaluation regards the capacity to manage the various concepts and categories used during the course in relation the final assignment.

Required readings

Required readings will be communicated the first day of class and will be available on OLE and in the Reserve Collection on Line and in the Library

Supplementary readings

General reference for concept and categories:

- A. Giddens, P. W. Sutton, *Essential Concepts in Sociology*, Wiley-Blackwell, 2014.

General references for framing the sociological and social sciences debate today:

- Gubelkian Commisision, *Open the Social Sciences. Report of the Gubelkian Commission on the Restructuring of the Social Sciences*. Stanford University Press, 1996.

- B. Latour, "On Interobjectivity", in *Mind, Culture, and Activity*, 3/4, 1996, pp. 228–245.

- B. Latour, *Reassembling the Social: An Introduction to Actor-Network-Theory*, Oxford University Press, 2005.

- E. Shove, M. Pantzar, & M. Watson, *The Dynamics of Social Practice: Everyday Life and how it Changes*. SAGE, 2012.

- J. Urry, *Sociology Beyond Societies: Mobilities for the Twenty-First Century*. Routledge, 2000.

- I. Wallerstein, "The Creation of a Geoculture: Ideologies, Social Movements, Social Science", in *World System Analysis. An Introduction*, Duke University Press, 2004, pp. 60-75.

On lifestyles:

- I. Ausserbrunner, *Lebensformen und Werthaltungen in Südtirol = Stili di vita e orientamenti di valore in provincia di Bolzano*. Bozen: Autonome Provinz Bozen, 2006.
- I. Ausserbrunner, & Landesinstitut für Statistik. *Jugendstudie = Indagine sui giovani: Werthaltungen, Lebensformen, und Lebensentwürfe der Südtiroler Jugend = valori, stili di vita e progetti per il futuro dei giovani altoatesini*, Bozen: Landesinstfür Statistik. 2009.
- P. Bourdieu, *La Distinction. Critique social du jugement*. Minuit, 1979.
- C. Buzzi, & Landesinstitut für Statistik. (2004). *Jugendstudie = Indagine sui giovani: Werthaltungen, Lebensformen, und Lebensentwürfe der Südtiroler Jugend = valori, stili di vita e progetti per il futuro dei giovani altoatesini*. Bozen: Landesinstfür Statistik.
- L. Gallo, I. Ausserbrunner & Landesinstitut für Statistik. . *Ausländer in Südtirol = Stranieri in Alto Adige: Lebensumfeld und Lebensformen der ausländischen Mitbürger = ambiente e stili di vita dei concittadini stranieri*. Bozen: Autonome Provinz Bozen. 2002
- J. Muckenhuber, "Life-style, History of the concept" in *International Encyclopedia of Social & Behavioral Sciences*, Vol. 14, Elsevier, pp. 112–115.
- Paul. Blyton. (2009). *Ways of Living: Work, Community and Lifestyle Choice*. Basingstoke: Palgrave Macmillan.
- D. Pepper, *Communes and the Green Vision: Counterculture, Lifestyle and the New Age*. Green Print. Shields, R. (1992). *Lifestyle Shopping: The Subject of Consumption*. Routledge, 1991.
- E. Shove, Changing human behaviour and lifestyle: a challenge for sustainable consumption? In I. Ropke & L. Reisch (Eds.), *Consumption - Perspective from Ecological Economics*. Cheltenham: Edward Elgar, 2005.
- D. Wynne, *Leisure, Lifestyle, and the New Middle Class: A Case Study*. Routledge, 1998.

On food and consumption:

- F. Cochoy, "A Sociology of Market-Things: On Tending the Garden of Choices in Mass Retailing", in *The Sociological Review*, 55, 2007, pp. 109–129.
- C. Counihan and P. Van Esterik (eds.), *Food and Culture. A Reader*. Routledge, 2013.
- N. Elias, *Über den Prozeß der Zivilisation. Soziogenetische und psychogenetische Untersuchungen*. Verlag Haus zum Falken, 1939. (Eng. tr. *The Civilizing Process. Sociogenetic and Psychogenetic Investigations*, Blackwell, 2000)

- D. Goodman and E. M. DuPuis, "Knowing food and growing food: Beyond the production–consumption debate in the sociology of agriculture", in *Sociologia Ruralis*, 42/1,2002, pp. 5-22.
- A. E. Guptil, Denise A. Copelton, B. Lucal, *Food and Society: Principles and Paradoxes*, Polity, 2012.
- M. Harvey, A. McMeekin, A. Warde (eds.), *Qualities of Food*. Manchester University Press, 2004.
- G. A. Fine, *Kitchens. The Culture of Restaurant Work*, University of California Press, 1996.
- A. Mattozzi and T. Piccioni, "A Depasteurization of Italy? Mediations of Consumption and the Enrollment of Consumers within the Raw-Milk Network", *Sociologica*, 3/2012.
- C. Méadel and V. Rabeharisoa, "Taste as a form of adjustment between food and consumers", in R. Coombs, A. Richards, P-P Saviotti, and V. Walsh (eds.), *Technology and the Market: Demand, Users and Innovation*, Edward Elgar, 2001.
- D. Miller, *A Theory of Shopping*, Cornell University Press, 1998.
- A. Nutzenadel and F. Trentmann (eds.), *Food and Globalization: consumption, markets, and politics in the modern world*. Berg, 2008.
- G. Ritzer and Z. Atalay (eds.), "McDonaldization", in G. Ritzer and Z. Atalay (eds.), *Readings in Globalization. Key Concepts and Major Debates*, Wiley-Blackwell, 2009, pp. 380-407.