

## 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 “**Observe, analyse & apply**” and “Sciences & Discourses”

Course title	<b>Social Studies of Design and Sociology</b> <b>Area: Observe, analyse &amp; apply - Sciences &amp; Discourses</b>
Course code	<b>96112 and 96012</b>
Scientific sector	<b>SPS/08 – Sociologia dei processi culturali e comunicativi</b> and SPS/07
Degree	<b>Master in Eco-Social Design (LM-12)</b>
Semester	<b>I</b>
Year	<b>1<sup>st</sup> and 2<sup>nd</sup></b>
Credits	<b>6</b>
Modular	<b>No</b>
Lecturer	<b>Alvise Mattozzi</b> office F4.04, e-mail <a href="mailto:alvise.mattozzi@unibz.it">alvise.mattozzi@unibz.it</a> , tel. +39 0471 015227, Webpage <a href="https://www.unibz.it/en/faculties/design-art/academic-staff/person/11597-alvise-mattozzi">https://www.unibz.it/en/faculties/design-art/academic-staff/person/11597-alvise-mattozzi</a>
Scientific sector of the lecturer	<b>SPS/08</b>
Teaching language	<b>English</b>
Teaching assistant (if any)	-
Office hours	Thursday 18-19
Teaching language	<b>English</b>
Total lecturing hours	<b>30</b>
Total hours of self-study and/or other individual educational activities	<b>about 120</b>
Attendance	<b>recommended</b>

Prerequisites	-
Course page	<a href="https://ole.unibz.it/course/view.php?id=4199">https://ole.unibz.it/course/view.php?id=4199</a>

## Course description

The course intends to introduce the students to the various relations existing between social sciences and design. On the one hand, the course will provide students with knowledge about how social sciences have been tackling and are tackling design intended as a variegated set of practices and as artifacts. On the other hand, however, the course also intends to introduce the students to the ways design has been tackling, is tackling and is challenging social sciences. Both directions of the relations between social sciences and design (social sciences → design and design → social sciences) will provide hints, cases and examples related to the issue of Agenda 1.5° C.

The course will start by questioning the notion of “the social” as it has been traditionally used within social sciences and within design, especially within social design literature. Such questioning will allow the class to see how the notion of the social needs to be rearticulated in order to provide the ground for a productive interaction between social sciences and design.

The rest of the course will address issues such as:

- how designing can be seen as practice;
- conflict and controversies and their mapping, which will allow the students to see how social sciences and design can collaborate;
- the integration of social sciences within design research;
- how design and social sciences can address practice or behaviour change;
- how social sciences can provide notions, categories and models to describe-analyze the social role of artifacts

By addressing these issues the course will introduce sociological notions and categories - action, actor, network, structure/agency, micro/macro, social capital, practice, behaviour, lifestyle, *script*, domestication - as well as research methods, techniques and tools.

## Educational objectives

**Students will be able to:**

- collaborate with other designers and experts in order to develop and implement an integrated project;
- take into account the social relevance of their interventions 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 relations between social sciences and design and the main methods, technique and tools through which such relation can be carried out, developed and transformed.

**List of topics covered**

- Action
- Actor
- Agency
- Artifacts
- Behaviour
- Description
- Domestication
- Lifestyle
- Network
- Micro/Macro
- Practice
- Script
- Social Capital
- Structure

**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, usually readings.

Some classes will consist in class exercises.

Home assignments are related to the reading and comparison of articles.

Some classes will be tackled through an interdisciplinary co-presence with other teachers.

**Learning outcomes**

*Knowledge and understanding*

Students will learn how social sciences and design can productively dialogue.

At the end of the course student should be able to understand their interventions in relation to the broader coordinates of the social sciences' debates and to position their intervention in relation to such debates, also in order to choose the most appropriate research methods and collaborators.

### Applying knowledge and understanding

At the end of the course students should be able to find, understand and integrate social research 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 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 sciences and their methods for design and vice-versa.

### 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 social sciences' debates 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 the home assignments assigned during the course
- the result at the final exam of the oral discussion about the relation between what done in the sociology course and what has been designed for the semester project course
- participation in class activities
- the ability to integrate course topics and issues into the final presentation of the design project

**Assessment language:** English

### **Evaluation criteria and criteria for awarding marks**

- home assignment will contribute to the composition of the final mark for a 60%
- the discussion at the final exam will contribute for another 30% of the final mark
- the last 10% will be determined by participation in class activities or on the OLE platform and in the way they are able to integrate sociological issue at the project exam
- in order to be able to take the final exam students need to have a sufficient average (6 out of 10) in the home assignments.

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 possible personal experiences as design student.

### 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.
- A. Abbott, "Basic Debates" in A. Abbot, *Methods of Discovery. Heuristics for the Social Sciences*, Norton, 2004, pp. 43-53.

#### Readings related to the framing of the debate around the notion of "the social":

- 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.
- O. Pyythinen, *More-than-Human Sociology. A New Sociological Imagination*. Palgrave-Macmillan, 2016.
- A. Tsing, *The Mushroom at the end of the world. On the Possibility of Life in Capitalist Ruins*. Princeton University Press, 2017.
- J. Urry, *Sociology Beyond Societies: Mobilities for the Twenty-First Century*. Routledge, 2000.

#### Readings related to the relation between social sciences and design:

- A. Crabtree, M. Rouncefield and P. Tolmie, *Doing Design Ethnography*, Springer, 2012
- I. Farías and A. Wilkie, A. (eds.), *Studio Studies: Operations, Topologies & Displacements*. Routledge, 2015.
- J. Ingram, E. Shove, and M. Watson, "Products and Practices: Selected Concepts from Science and Technology Studies and from Social Theories of Consumption and Practice". *Design Issues*, 23(2), 2007, pp. 3–16.
- B. Latour, "A Cautious Promethea? A Few Steps toward a Philosophy of Design", Keynote lecture for the *Networks of Design*, meeting of the Design History Society, 2008.
- B. Latour and A. Yaneva, "Give Me a Gun and I Will Make All Buildings Move : An ANT's View of Architecture", in R. Geiser (eds.), *Explorations in Architecture: Teaching, Design, Research*, Birkhaeuser, pp. 80-89.
- A. Mattozzi, "Teaching Everything in Relationship: Integrating Social Sciences and Design in Teaching and Professional Practice", in *Diseña*, 12 (2018), pp. 104-125.
- N. Nova, *Beyond Design Ethnography: How Designers Practice Ethnographic Research*. SHS Publishing, 2014.
- S. Pink et al., *Making Homes: Ethnography and Design*, Bloomsbury, 2017.
- POPD Collective, *POPD Manifesto*, leaflet, 2006.

- E. Resnick, *The Social Design Reader*, Bloomsbury, 2019.
- E. Shove, *Towards Practice Oriented Product Design*, presentation, 2006.
- E. Shove et al., *The Design of Everyday Life*, Berg, 2007.
- R. Silverstone and L. Haddon, "Design and the domestication of information and communication technologies: technical change and everyday life", in R. Mansell and R. Silverstone (Eds.), *Communication by Design: The Politics of Information and Communication Technologies*, Oxford University Press, 1996, pp. 44–74.
- A. Yaneva, *Five Ways to Make Architecture Political. An Introduction to the Politics of Design Practice*, Bloomsbury, 2017.

Readings related to the sociological debate around the sociality of artifacts:

- M. Akrich, "The de-description of technical objects". In W. E. Bijker & J. Law (Eds.), *Shaping Technology/Building Society: Studies in Sociotechnical Change*, MIT Press, 1992, pp. 205–224.
- B. Latour, "Where are the Missing Masses? The sociology of a few mundane artifacts". In W. E. Bijker and J. Law (Eds.), *Shaping Technology/Building Society: Studies in Sociotechnical Change*, MIT Press, 1992, pp. 225–258.
- 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.
- W. J. Orlikowski. "Using Technology and Constituting Structures: A Practice Lens for Studying Technology in Organizations." *Organization Science* 11, no. 4 (August 7, 2000): 404–28.
- E. Shove, M. Pantzar, & M. Watson, *The Dynamics of Social Practice: Everyday Life and how it Changes*. SAGE, 2012.

Readings related to behaviour or practice change in relation to sustainability:

- J. Gabrys, "A Cosmopolitics of Energy: Diverging Materialities and Hesitating Practices". *Environment and Planning A*, 46(9), pp. 2095–2109.
- M. Hand and E. Shove, "Condensing Practices: Ways of living with a freezer". *Journal of Consumer Culture*, 7(1), 2007, pp. 79–104.
- LEEDR project, *Energy and Digital Living*, <http://energyanddigitalliving.com>, 2014.
- S. Marian and A. Mattozzi, "Responsibility through Design, Design through Semiotics. The case of the Italian Smart Meter: An attempt to remediate its non-responsability". In M. Leerberg and L. Wul (Eds.), *Design Responsibility: Potentials and Pitfalls*. Jolding: Kolding School of Design, 2012, pp. 120-134.
- K. Niedderer, S. Clune and G. Ludden (Eds.), *Design for Behaviour Change: Theories and practices of designing for change*, Routledge, 2017.
- S. Pink et al., "Applying the Lens of Sensory Ethnography to Sustainable HCI". *ACM Trans. Comput.-Hum. Interact.*, 20(4), 2013, pp. 25:1–25:18.
- E. Shove, *Comfort, Cleanliness and Convenience: The Social Organization of Normality*. Bloomsbury, 2004.
- E. Shove, "Changing human behaviour and lifestyle: A challenge for sustainable consumption?" In I. Ropke & L. Reisch (Eds.), *Consumption—Perspective from Ecological Economics*. Edward Elgar, 2005.
- E. Shove, "Beyond the ABC: Climate Change Policy and Theories of Social Change". *Environment and Planning A: Economy and Space*, 42(6), 2007, pp. 1273–1285.

Readings related to conflicts and controversies analysis and mappings:

- S. Kaufman, M. Elliott and D. Shmueli, "Frames, Framing and Reframing." in G. Burgess and H. Burgess (eds.), *Beyond Intractability. Conflict Information Consortium*, University of Colorado, Boulder, 2003.
- S. Kaufman and J. Smith, J., "Framing and reframing in land use change conflicts". *Journal of Architectural and Planning Research*, 16(2), 1999, pp. 164–180.
- N. Marres, "Why Map Issues? On Controversy Analysis as a Digital Method". *Science, Technology, & Human Values*, 40(5), 2015, pp. 655–686.
- R. Rogers and N. Marres, "Landscaping climate change: A mapping technique for understanding science and technology debates on the World Wide Web". *Public Understanding of Science*, 9(2), 2000, pp. 141–163.
- T. Venturini "Diving in magma: How to explore controversies with actor-network theory". *Public Understanding of Science*, 19(3), 2010, pp. 258–273.
- T. Venturini "Building on faults: How to represent controversies with digital methods". *Public Understanding of Science*, 21(7), pp. 796–812.
- T. Venturini Ricci, D., Mauri, M., Kimbell, L., & Meunier, A. "Designing Controversies and Their Publics". *Design Issues*, 31(3), 2015, pp. 74–87.
- A. Yaneva, *Mapping Controversies in Architecture*, Ashgate, 2013.
- A. Yaneva, and L. Heaphy, "Urban controversies and the making of the social". *Arq: Architectural Research Quarterly*, 16(1), 2012, pp. 29–36.