



Course syllabus

Faculty of Arts and Humanities

Department of Design

2DI400 Visuell kommunikation 4: Att stanna kvar i det obekväma,
30 högskolepoäng

Visual Communication 4: Staying with the trouble, 30 credits

Main field of study

Design

Subject

Design

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2025-06-12.

Revised 2025-10-24. Revision of required reading.

The course syllabus is valid from spring semester 2026.

Prerequisites

At least 75 credits in design or the equivalent and English 6.

Objectives

Module 1 – Collaborative Processes II: Interaction design II – Inclusivity & Diversity, 7.5 credits

After completing the module, the student should be able to:

- demonstrate knowledge and understanding of how inclusivity and diversity play a role in the practice of visual communication [Design],
- demonstrate understanding of and apply interaction design methods at an

- intermediate level by building on previously acquired basic skills [Design],
- justify and apply collaborative processes and methods as part of an interaction design project with regional parties [Collaboration],
- conduct a project in interaction design based on an understanding of inclusivity and diversity in the context of sustainability [Design],
- explore and implement approaches to inclusivity and diversity in the context of collaborative visual communication, and critically reflect on this process in writing [Change],
- use visual communication as a tool to facilitate collaborative processes in a regional setting [Learning and Curiosity].

Module 2 – Collaborative Processes III: Visual Communication in a Rural Context, 15 credits

After completing the module, the student should be able to:

- apply knowledge and collaborative methods of visual communication and sustainability in a rural context [Design],
- develop a site-specific project in visual communication in collaboration with regional external partners [Collaboration],
- critically evaluate and position their own design process within a perspective of sustainability, in the form of a written report [Design],
- identify issues of sustainability in a rural context and combine methods of visual communication to address them from a change perspective [Design],
- demonstrate understanding of and apply collaborative methods in a design process at an intermediate level by building on previously acquired basic skills [Collaboration],
- explore and contextualise approaches to sustainability in site-specific collaborative processes of change in a rural context [Change],
- use visual communication as a tool to facilitate collaborative processes and communicate this visually, in writing, and orally [Communication for change].

Module 3 – Typography III: Publishing II – Power Structures in Visual Communication, 7.5 credits

After completing the module, the student should be able to:

- demonstrate knowledge and understanding of theories and concepts of power structures in Visual Communication [Design],
- demonstrate ability to apply typographic skills in an editorial design project [Design],
- critically reflect in writing on the role of the designer as situated within relations of power [Change],
- conduct a design project investigating power relationships and how they are reproduced through Visual Communication [Design],
- apply Visual Communication as a change agent for social sustainability in relation to power structures [Communication for Change],
- critically reflect on their own learning process and, based on that, identify areas of strength and challenge, [Learning and Curiosity].

Content

Module 1 – Collaborative Processes II: Interaction design II – Inclusivity &

Diversity, 7.5 credits

This module combines collaborative processes and interaction design with a focus on inclusivity and diversity in the practice of visual communication. The collaborative process is developed further in relation to regional collaboration and stakeholders. Interaction design knowledge is extended through the integration of digital interfaces and tools into the collaborative process and its results.

Supported by supervision and workshops, collaborative processes and tools for visual communication and visual analysis are understood, explored, and applied, with a focus on the relation between sustainability, diversity and inclusivity in visual communication. Special emphasis is placed on understanding the role of the designer as a facilitator within a horizontal collaborative process.

The module develops skills in visual communication through collaborative processes with regional stakeholders in an interaction design project, and in written and oral form.

Module 2 – Collaborative Processes III: Visual Communication in a Rural Context, 15 credits

This module explores and applies visual communication in a collaborative and site-specific context of rural partners and audiences. Collaborative methods and tools in visual communication are identified that are relevant to specific regional stakeholders and contextualised in relation to social and ecological sustainability.

Supported by supervision and workshops, collaborative methods and tools for visual communication are applied and justified, to develop and conduct a project focusing on a holistic understanding of sustainability in a rural context, including ecological, cultural, social and economic dimensions and their connection to wider societal conditions.

The module develops skills and collaborative processes in visual communication introduced during previous modules, conducted as an independent project in a site-specific rural setting, in visual, written and oral form.

Module 3 – Typography III: Publishing II – Power Structures in Visual Communication, 7.5 credits

This module introduces and applies practice-based methods for analysing power structures in visual communication, focusing on issues concerning equality and social sustainability. The role of the designer and the designed objects of visual communication are explored as situated in social, economic and technological modes of production that may have destructive as well as productive effects.

Supported by supervision and workshops, typographic and publishing concepts and formats are identified, applied and reflected upon.

The module builds further on previously acquired skills in typography through a publishing project focusing on documenting a specific investigation in visual communication from the perspective of power structures and equality. The module also offers the opportunity to identify and organise an internship in visual communication as well as through a written report reflecting on the theme of power structures and equality in relation to this internship.

Type of Instruction

Teaching is delivered in the form of lectures, workshops, supervision, seminars, field work and field trips.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to earn a Pass, the student must meet the course objectives. Grading criteria for a Pass with Distinction will be provided in writing when the course starts. For the grade Pass with Distinction on the entire course, the student must have achieved a Pass with Distinction for at least 15 credits in the course.

The student is assessed and examined as follows:

Module 1 - Collaborative Processes II: Interaction Design II – Inclusivity & Diversity, 7.5 credits: a completed interaction design project presented in written and oral form, as well as documentation and reflection in a project book.

Module 2 - Collaborative Processes III: Visual Communication in a Rural Context, 15 credits: a completed independent collaborative project presented in a visual and oral presentation, a written report, and documentation and reflection in a project book.

Module 3 - Typography III: Publishing II – Power structures in visual communication, 7.5 credits: a completed publishing project presented in visual and oral form, as well as documentation and reflection in a project book. Alternatively, for students on work placements: a written assignment presented in the form of a design report and an oral presentation.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course:

2DI480 Visual communication + Småland (30 hp), 2DI486 Visual communication + Småland (30 hp).

Other Information

The student is personally responsible for potential additional costs for materials and prints.

Required Reading and Additional Study Material

Module 1- Collaborative Processes II: Interaction design II – Inklusivitet & mångfald, 7,5 credits

Burickson, Abraham & Holeman, Erica (2023) *Experience Design: A Participatory Manifesto*. London: Yale University Press. ISBN 9780300269475, apprix. 200 pages.

Costanza-Chock, Sasha (2020) *Design Justice: Community-Led Practices to Build the Worlds We Need*. Cambridge: MIT Press ISBN 9780262043458, approx. 300 pages.

McCarthy, John & Writght, Peter (2024) *Taking [A]part: The Politics and Aesthetics of Participation in Experience-Centered Design*. Cambridge: MIT Press. ISBN 9780262552592, approx. 200 pages.

Module 2 - Collaborative Processes III: Visuell kommunikation i ett landsbygdssammanhang, 15 credits

Gibson, Katherine (2015) *Manifesto for Living in the Anthropocene*. Santa Barbara: Punctum Books. ISBN 9780988234062, approx. 100 pages.

Wise, Susie (2022) *Design for Belonging: How to Build Inclusion and Collaboration in Your Communities*. Berkeley: Ten Speed Press. ISBN 9781984858030, approx. 150 pages.

Additional reading material selected by the course teacher, comprised of approximately 300 pages..

Module 3 - Typography III: Publishing II – Maktstrukturer inom visuell kommunikation, 7,5 credits

Bendixen, Anna Sofie Mørch (2015) “On the Political Pwr of the Zine Aesthetic”, Zine Fest Cph.

Engels, Friedrich and Marx, Karl. (2014) *The Communist Manifesto*. London: Penguin Classics. ISBN 9780141397986, approx. 60 pages.

Hardworking Goodlooking. “Why Self-publishing is a “Decolonizing” Act in the Philippines”. *Eye on Design Blog*, 2017.

Pater, Ruben (2021) *Caps Lock – How Capitalism took hold of Graphic Design and How to Escape from It*. Amsterdam: Valiz. ISBN 9789492095817, approx. 130 pages.

Additional reading material selected by the course teacher, comprised of approximately 150 pages.