



Course syllabus

Faculty Board of Business, Economics and Design
School of Design

4DI413 Seminarieriserie III, 3 högskolepoäng
Seminar Serie III, 3 credits

Main field of study

Design

Subject Group

Design

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by the Board of the School of Design 2010-08-20

The course syllabus is valid from autumn semester 2010

Prerequisites

Basic eligibility for second-level studies and special eligibility in:

- a minimum of 90 higher education credits in Design (including a degree project/independent project comprising at least 15 higher education credits) or the equivalent
- English B or the equivalent.

Expected learning outcomes

After completion of the course, the student is expected to have substantially deepened knowledge regarding current issues within the design discourse, and critically reflect and judge different points of view from different stakeholders' needs and desires, as well as societal issues.

Knowledge and understanding

The student:

- shall be able to describe current issues within the design discourse.
- shall be able to describe fundamental aspects and perspectives in design.

Skills and ability

The student:

- shall be able to read and reflect over a text and present these reflections.

- shall be able to individually and creatively formulate relevant questions and contribute to discussions within the field of design.
- actively take part in discussions.
- study in a manner that may be largely self-directed or autonomous.

Ability to judge and value

The student shall:

- be able to judge different points of view that are presented from different stakeholders' needs and desires.
- critically review and judge claims, values and opinions that are presented.

Content

Seminars regarding topics of current interest and discussions related to design as well as fundamental aspects and perspectives on design. The most common format is that the students will read different texts, analyse artefacts and activities and discuss these under supervision. There will also be invited lecturers that will give a short articulating lecture before leading a discussion on the texts and artefacts.

Type of Instruction

The instruction consists mostly of individual reading, seminars and lectures, but there can also be workshops, project work, exercises and tutoring. Scheduled activities are compulsory.

Examination

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

In order to receive the grade passed the expected learning outcomes must be achieved.

The examination will be made by presenting in connection to seminars and a reflective text. The judgment is also based on the workbook and its five dimensions of the workbook; production, perception, reflection, way of working and complexity. The grade is presented as ECTS and Swedish grades.

Re-examination is offered within six weeks during the ordinary semester. The number of examination occasions is limited to five.

Course Evaluation

A written course evaluation will be carried out at the end of the course in accordance with the guidelines of the University. The compilation is delivered to the programme council, to the teacher of the course and the students. The next time the course is given, the students are informed of the results of the previous course evaluation and any changes that have been made in the course.

Required Reading and Additional Study Material

Obligatory

Mostly current interesting articles, and excerpts from books that are read throughout the programme.

Reference books

- Attfield, J. (2000) *Wild Things, the material culture of everyday life*, Berg.
- Benton, Ted & Craib, Ian (2001) *Philosophy of Social Science*. Palgrave MacMillan.
- Cagan, J. & Vogel, C. M. (2002) *Creating breakthrough products: innovation from product planning to program approval*, Upper Saddle River, N.J., Financial Times/Prentice Hall.
- Cross, N. (2006) *Designerly ways of knowing*, New York, Springer.
- Dunne, A. and Raby, F (2001) *Design noir : the secret life of electronic objects*, Birkhäuser
- Dunne, Anthony (2006/2008) *Hertzian Tales, Electronic Products, Aesthetic*

Experience, and Critical Design, MIT Press

Forty, Adrian (1986) *Objects of desire, design and society 1750-1980*. London : Thames and Hudson.

Gedenryd, H. (1998) *How Designers Work. Making Sense of Authentic Cognitive Activities*. Lund University Cognitive Studies [No.] 75. Lund

Gell, A (1998) *Art and Agency*, Oxford University Press

Krippendorff, K. (2005) *The semantic turn: new foundations for design*, Boca Raton, Fla.; London, CRC

Lawson, B (2006) / *How designers think : the design process demystified 4e upplagan, Oxford, Architectural Press.*

Lawson, B. (2004) *What designers know, Oxford, Architectural Press.*

Molander, Bengt. *Kunskap i Handling (Swedish) or equivalent*

Molander, J., *Vetenskapens grunder (Swedish) or equivalent*

Nelson, H & Stolterman, E. (2003) *The Design Way: intentional change in an unpredictable world, Educational Technology Publications, New Jersey*

Nippert-Eng, Christena (1996) *Home and work: negotiating boundaries through everyday life, Chicago, IL : University of Chicago Press.*

Schön, Donald (1983) *The Reflective Practitioner, New York: Basic Books.*

Sparke, Penny (1995) *As long as it's pink : the sexual politics of taste London : Pandora.*

Thurén, Torsten (1991) *Vetenskapsteori för nybörjare, Liber (Swedish)*

Ulrich, K. T. & Eppinger, S. D. (1995) *Product design and development, New York, McGraw-Hill.*

Utterback, J. M. (2006) *Design-inspired innovation, Singapore, World Scientific Publishing.*

Verbeek, Peter-Paul (2005) *What Things Do, Philosophical Reflections on Technology, Agency, and Design//, PSU Press*

Other teaching aids

Within the field of design, literature is one of the important sources needed to create knowledge and acquire experience from the field. Another very important source is experiencing a great deal of the artefacts that are considered trendsetting, pioneering, everyday, inferior etc. from a range of aspects. This is why several different study visits are included in the programme.

The literature can be subject to change.