

Deep Dive into Design x Democracy

Course manual Deep Dive Design x Democracy

Dfl Elective offered in Q2, 2018/19, 3 ECTS

Course coordinator Deep Dive elective

Dr. Roy Bendor

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(for generic course matters e.g. admission, criteria etc)

Responsible teacher/coach Deep Dive Design x Democracy

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INTRODUCTION

Worldwide, democratic approaches to governance are facing significant challenges. Rising nationalism, fake news, and anti-democratic values are gaining popularity in our political discourse. This is leading to further political polarization, putting our democratic principles of inclusion and collective problem-solving at risk.

Although far-right parties are on the rise, we also notice progressive (citizen) movements experimenting with democratic innovation in a more participatory, transparent, and dialogical way. Moreover, the awareness and urgency of the issue of democracy among design scholars is increasing. Recently, professors Margolin and Manzini urged designers to stand up and fight for democracy in their own communities and throughout the world.¹

In this course, we take a deep dive in today's democratic challenges and explore the role design can take. We will dive into literature, as well as collect, design, and discuss examples and experiments of democratic innovation. Together we draw a landscape of Design x Democracy (best practices and design guidelines), elaborating upon Victor Margolin's initial distinction between *design of democracy*, *design for democracy*, and *design in a democracy*, towards exploring the role of *participatory design as a democratic practice*.

FORMAT

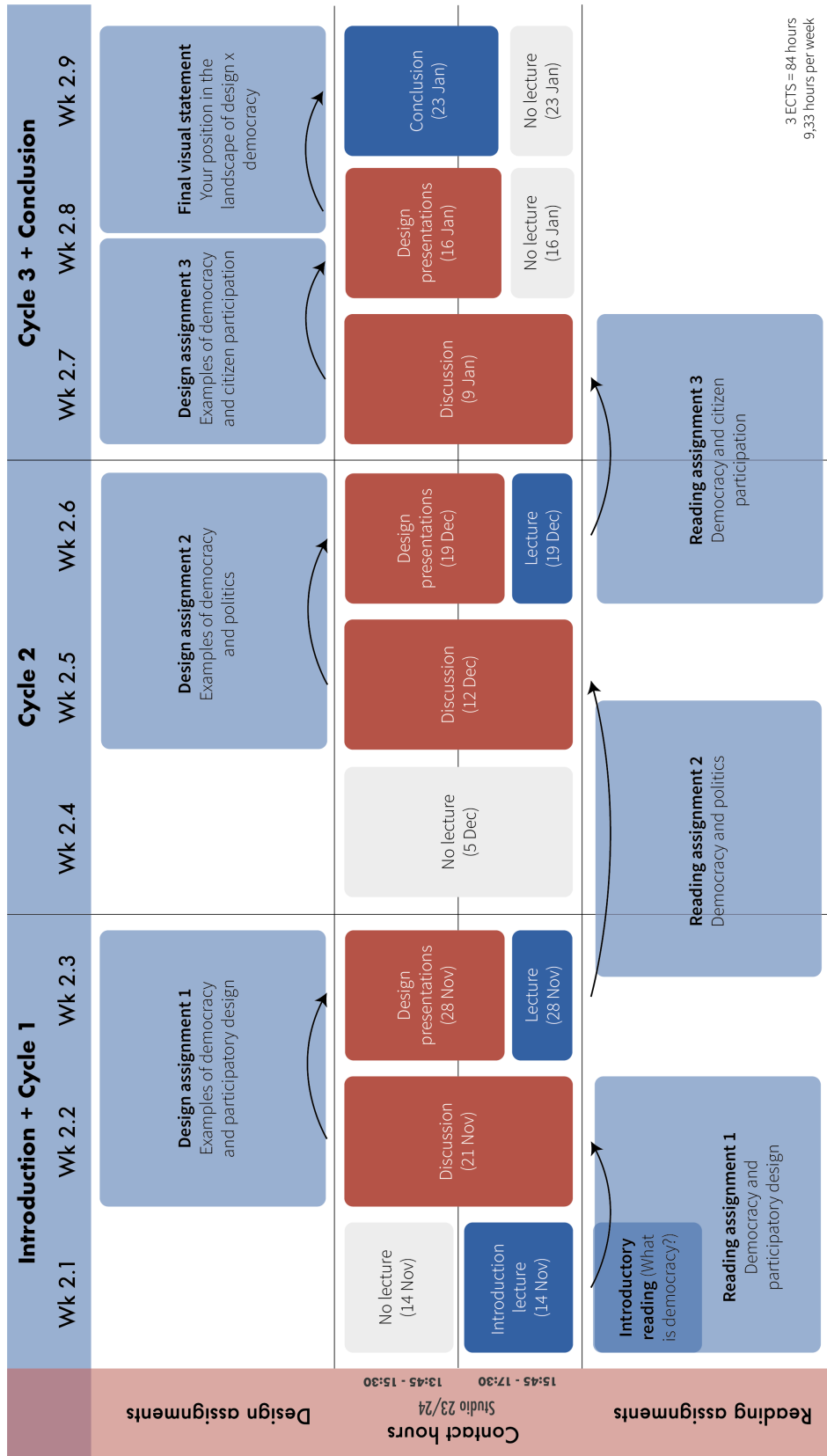
The course is offered as a design seminar following the deep dive format, and is governed by the same rules and requirements as other electives.² The course consists of three cycles of three weeks, which include a short introductory lecture, followed by reading homework, a seminar-style session with active discussion, a relevant design assignment and presentation of design concepts. Figure 1 (next page) shows the structure of the course.

We will have 7 meetings of 4 hours (except for the first meeting, only two hours) in Studio 23/24 on Wednesday afternoons. Additionally, students are expected to prepare for class between these meetings, on their own for about 8 additional hours (on average about 9 hours per week).

For every assigned reading, students are asked to propose a guiding question or statement for in-class discussion, and write a short motivation about this statement (about 200 words) reflecting the assigned literature and the potential role of design as/ for/ in / of democracy. Any additional reading need to support your position statement is welcome. Your position statement is to be uploaded one day before on Brightspace (12:00 p.m.). For all three design assignments, students will be asked to find example(s) of good and/or bad design practices regarding the topic of the week and propose recommendations and/or design guidelines. These insights and recommendations should be visualized in an attractive way into a poster. The poster (A3) will be presented and discussed in class.

¹ <http://www.democracy-design.org/open-letter-stand-up-democracy/>

² <http://studenten.tudelft.nl/en/students/faculty-specific/industrial-designengineering/education/organisation/board-of-examiners/education-rules-and-regulations>



3 ECTS = 84 hours
9,33 hours per week

Figure 1: Course structure

Students are expected to prepare for each meeting and actively take part in presentations and discussions. Contributions may take several forms:

- Questions on the literature that is read;
- Active participation in the group discussion;
- Presentations of insights and a design proposal or recommendations (i.e., a principle, a concept, re-proposing existing design practices (not a complete own design)).

At the start of week 2.9, students hand in their course portfolio, which is one document (pdf) combining the earlier submitted materials of each cycle (position statements and design examples) supported by a final visual statement summarizing the main insights and contributions for *design x democracy*. In the final session, the final visual statements are used draw together a landscape of *design x democracy*, based on the gained insights and learnings in the previous 8 weeks.

THEMES

The reading and design assignments and class activities are organized around 3 main themes:

1. Theme 1: Democracy and participatory design
2. Theme 2: Democracy and politics
3. Theme 3: Democracy and citizen participation

LEARNING OBJECTIVES

The general objectives of Deep Dive are about dealing with scientific literature and argumentation:

1. Students attain competences in literature retrieval skills.
2. Students attain working knowledge of a relevant domain.
3. Students learn/consolidate presentation and discussion skills.

For each edition, the content objectives can be specific.

After completing the course Deep Dive Design x Democracy, students will be able to:

1. Explain and give examples of key concepts of democracy related to participatory design, politics, and citizen participation.
2. Present, discuss and critically evaluate assigned literature regarding the role of design as/ for/ in / of democracy.
3. Select good and/or bad design practices, critique these and propose recommendations and/or design guidelines.

GRADING

Students will be graded based on the level of their preparedness for class (25%), the quality of their contributions to discussion in class (25%), and the quality and suitability of their design concepts (50%). More detailed instructions about reading assignments and design presentations will be given in class.

READINGS

All material is available online, from the university network (you might need to login with your university user name).

1. Introductory reading: What is democracy? (to be completed before first meeting)

- Bonsiepe, G. (2006). Design and democracy. *Design Issues*, 22(2), 27-34. <https://www.mitpressjournals.org/doi/pdf/10.1162/desi.2006.22.2.27>
- Manzini, E. and Margolin, V. (2017). *Open letter to the design community. Stand up for democracy*. Retrieved from <http://www.democracy-design.org/open-letter-stand-up-democracy/> on October 26th 2018.
- Victor Margolin (2012, April 11). Design and Democracy in a Troubled World, School of Design, Carnegie Mellon University. Transcript lecture available online: <http://www.democracy-design.org/resource/design-and-democracy-troubled-world/>

2. Theme 1: Democracy and participatory design (to be completed before week 2.2)

- Björgvinsson, E., Ehn, P., & Hillgren, P. A. (2010). Participatory design and democratizing innovation. In *Proceedings of the 11th Biennial participatory design conference* (pp. 41-50). ACM Press, New York. <https://doi.org/10.1145/1900441.1900448>
- Kensing, F., & Blomberg, J. (1998). Participatory design: Issues and concerns. *Computer Supported Cooperative Work (CSCW)*, 7(3-4), 167-185. <https://doi.org/10.1023/A:1008689307411>
- Le Dantec, C. A., & DiSalvo, C. (2013). Infrastructuring and the formation of publics in participatory design. *Social Studies of Science*, 43(2), 241-264. <https://journals.sagepub.com/doi/10.1177/0306312712471581>

3. Theme 2: Democracy and politics (to be completed before week 2.5)

- DiSalvo, C. (2010). Design, democracy and agonistic pluralism. In *Proceedings of the design research society conference*, 7-9 July 2010, Montreal (Quebec), Canada: Université de Montréal. (pp. 366-371). <http://www.democracy-design.org/wp-content/uploads/2017/05/Design-Democracy-and-Agonistic-Pluralism.pdf>
- Mouffe, C. (2000). Deliberative democracy or agonistic pluralism. *Political Science Series*, 72. https://www.ihs.ac.at/publications/pol/pw_72.pdf
- Mouffe, C. (2014). Democratic politics and conflict: An agonistic approach. *Política Común*, 9, 17-29. <http://dx.doi.org/10.3998/pc.12322227.0009.011>
- von Busch, O., & Palmås, K. (2016). Designing Consent: Can Design Thinking Manufacture Democratic Capitalism? *Organizational Aesthetics*, 5(2), 10-24. Available at: <http://digitalcommons.wpi.edu/oa/vol5/iss2/5>

4. Theme 3: Democracy and citizen participation (to be completed before week 2.7)

- Geurtz, C., & Van de Wijdeven, T. (2010). Making citizen participation work: The challenging search for new forms of local democracy in the Netherlands. *Local Government Studies*, 36(4), 531-549. <https://doi.org/10.1080/03003930.2010.494110>
- Oosterlaken, I. (2009). Design for development: A capability approach. *Design issues*, 25(4), 91-102. <https://doi.org/10.1162/desi.2009.25.4.91>
- Michels, A. (2012). Citizen participation in local policy making: design and democracy. *International Journal of Public Administration*, 35(4), 285-292. <https://doi.org/10.1080/01900692.2012.661301>

OTHER USEFUL RESOURCES

- Democracy and Design Platform: <http://www.democracy-design.org>
- Dahlgren, P. (2009). *Media and Political Engagement: Citizens, Communication and Democracy*. New York: Cambridge University Press.
- Huybrechts, L., Dreessen, K., & Reijnen, L. (2014). *Participation is risky: approaches to joint creative processes*. Amsterdam: Valiz.
- Manzini, E. (2015). *Design, when everybody designs: An introduction to design for social innovation*. MIT press.

RULES, REGULATIONS, POLICIES

Attendance

Meetings with presentation and discussions are the core part of the course. Every participant in the course is expected to attend all meetings. When urgent matters require absence, this should be agreed on by the teachers beforehand.

Late work

Late work will be evaluated where possible.

Fraud

Free-riding is considered fraud, as is presenting other people's ideas as your own. If a participant's contribution is found lacking, this will affect his or her grade.

Illness

For incidental illness, students are responsible to inform the teacher and together work out a solution. If circumstances are such that multiple courses are affected over a longer time, it is recommended that an academic Councilor is consulted to help create the broader solution. In these cases, staff will work with the Board of Examiners and Academic Councilors to optimize the recovery of student's progress.

Course manual changes policy

Changes and errors in this manual will be announced on Brightspace.

Appendix – the course description from CourseBase

Course Coordinator

Name	E-mail
Dr. R. Bendor	R.Bendor@tudelft.nl

2

3

Start Education

2

3

Exam Period

none

Course Language

English

The Deep Dive elective is designed to allow students to delve into a specific design issue with a combination of reading, discussion, and customized design assignments. The course is ideal for students who wish to develop in-depth understanding of a topic, and for those preparing to start a graduation project on a relevant topic.

The course is comprised of several cycles of two weeks each, bookended by an introduction and conclusion session. Each cycle includes a short lecture, followed by reading homework, a seminar-style session with discussion and presentations, and a relevant design assignment and presentation.

Topics change with each semester. For this term's topic (and a repository of past topics) see: <http://studiolab.ide.tudelft.nl/studiolab/deepdive>

Upon completion of the course, students will be able to:

- Understand, present, and debate relevant theories, concepts, and models.
- Evaluate concrete design (artifacts and services) based on theoretical insights.
- Improve existing designs in the light of such evaluations.

The course includes reading, presentations, discussion, and customized design assignments.

Relevant reading material will be provided to students.

Students will be evaluated based on the quality of their participation in discussion, short presentations, short essays, and conceptual designs.

For IDE MSc elective courses registration via the electronic applications system Osiris is compulsory during the registration period in which Osiris is open for that purpose.

Registration for IDE MSc elective courses in the Fall Semester: Quarter 1 and 2 can be made during the 1st 2 weeks of the 4th quarter of the previous academic year.

Registration for IDE MSc elective courses in the Spring Semester: Quarter 3 and 4, can be made during the 1st 2 weeks of the 2nd quarter.

Exact registration periods and deadlines are communicated on the website. See <http://www.io.tudelft.nl/osiris> for deadlines and details.

Registration beyond the registration deadlines is not possible.

These rules apply to IDE students as well as to students from outside the IDE faculty.

Education Method

Reader

Assessment

Enrolment / Application

