

1.20.15

Course Narrative & Discussion Topics

Readings/Assignments for following session

Instructors

**Section 1: Why Transition Design?**

• Orr: *Designing Minds* 104-111

Month	Day	Day of Week	Course Narrative & Discussion Topics	Readings/Assignments for following session	Instructors
January	12	M	<p><b>Why Transition?</b> Fundamental change at every level of our society is needed to address the issues confronting us in the 21st century. Transition Design is a new area of design practice, research and study that advocates design-led societal transition toward more sustainable futures. Transition Design integrates new knowledge and skill sets from many different fields and disciplines to inform new approaches to understanding complex problems and designing for their solution.</p> <p><b>Discussion:</b> <i>of global problems and the origins of 'transition design' (Great Transition network, Transition Town Movement, Socio-Technical Transition Theory etc.). Discussion about how design needs to change and why it is in a strong position to catalyze/facilitate transition.</i></p>	<ul style="list-style-type: none"> <li>• Capra: <i>Connecting the Dots</i> 362-366</li> <li>• Speth: <i>Transition to a Sustainable Society</i> 870-872</li> <li>• Doordan: <i>Transition</i> 67-70</li> <li>• Irwin: <i>Wicked Problems &amp; the Relationship Triad</i> 232-257</li> <li>• Tonkinwise: <i>Transition Design as Post Industrial Interaction Design</i> <a href="https://medium.com/@cameronw/transition-design-as-postindustrial-interaction-design-6c8668055e8d">https://medium.com/@cameronw/transition-design-as-postindustrial-interaction-design-6c8668055e8d</a> 4 PP.</li> <li>• Escobar: <i>Transiciones</i> 1-11</li> </ul>	Terry Cameron Gideon
	14	W	<p><b>Wicked Problems:</b> Climate change, loss of biodiversity, depletion of natural resources and the widening gap between rich and poor are examples of the 'wicked' problems transition designers must address. Wicked problems are multi-faceted/multi-scalar, are comprised of many stakeholders with conflicting agendas and because their 'parts' are interconnected and inter-dependent, there is no single solution. Understanding the anatomy and system dynamics of wicked problems is a key skill of transition designers.</p> <p><b>Lecture:</b> <i>Example of mapping a wicked problem</i> <b>Discussion:</b> <i>of the characteristics of wicked problems and how designers approach/solve for them. The dynamics at work in complex systems often seems counterintuitive and calls for different design skill sets.</i></p>	<p><b>Assignment 1:</b> Working in groups of 3-4, diagram a wicked problem that begins with a local/place-based issue and trace its connections to regional and global levels. Represent the problem and its connections visually and identify the most powerful leverage points for design intervention. Present in the next class then upload to course blog.</p> <ul style="list-style-type: none"> <li>• Video: <i>How Wolves Change Rivers</i> <a href="https://www.youtube.com/watch?v=y5a5OBhXz-Q">https://www.youtube.com/watch?v=y5a5OBhXz-Q</a></li> <li>• Meadows: <i>Places to Intervene in a System</i> <a href="http://www.thesolutionsjournal.com/node/419">http://www.thesolutionsjournal.com/node/419</a> 12 PP.</li> </ul>	Terry Cameron Gideon
	21	W	<p><b>Mapping/Visualizing Wicked Problems:</b> Wicked problems can manifest as seemingly mundane/simple problems at a local level (limited context), but in reality are often 'fragments' of wicked problems that exist on multiple levels; the local, regional and global. The ability to see the roots of these complex problems and visually represent their interconnections/interdependencies and therefore know where design intervention is likely to be most powerful is a key skill for the transition designer.</p> <p><b>Discussion:</b> <i>Groups present their visual maps and recommended points of intervention and group discusses.</i></p>	<ul style="list-style-type: none"> <li>• Linderman: <i>Why the World Around You Isn't As It Appears</i> 1-61</li> </ul>	Terry Cameron Gideon

## Section 2: The Transition Design Framework

	26 M	<p><b>Transition Education/Thinking:</b> Albert Linderman PhD is the author of “Why the World Around You Isn't as it Appears” and CEO of the Sagis Corporation, a leader in leadership transition and the elicitation and preservation of expert knowledge. Dr. Linderman will join us for a discussion about the concept of and need for ‘transition’: Western Education is built on scientific thinking born of the Enlightenment. It says much about the material world and little about what it means to be human. New thinking that will allow for societal transition combines western materialist education with an understanding of the evolving consciousness of human beings. He will present some of the similarities and differences of the two approaches while introducing the thinking stream that allows for the creativity and imagination needed for transition.</p>	<ul style="list-style-type: none"> <li>• Maxwell: <i>Conceptual Frameworks</i> 39-53</li> <li>• Kossoff: <i>Why a Framework is Needed/Integration of Knowledge</i> 5-10, 25-27</li> <li>• Irwin: <i>Transition Design</i> 1-13</li> </ul>	Albert Linderman
	28 W	<p><b>The Transition Design Framework:</b> A framework is used to help formulate and evolve the new ways of thinking, being and designing that Transition Design requires. Frameworks are conceptual maps or models that can guide, inform and shape practice, research and study. The Transition Design framework is open and dynamic and proposes four mutually influencing/co-evolving areas in which future-based narratives, knowledge, skills and action can be developed: <b>1)</b> vision; <b>2)</b> theories of change; <b>3)</b> mindset/posture; <b>4)</b> new ways of designing.</p> <p><b>Discussion:</b> <i>frameworks and their value and the importance of the integration/application of transdisciplinary knowledge &amp; ideas. Introduction to the Transition Design framework and the relationship between the four areas.</i></p>	<ul style="list-style-type: none"> <li>• Eguren: <i>Theory of Change</i> 1-33</li> <li>• Candy: <i>TED Talk on Envisioning the Future</i> <a href="https://www.youtube.com/watch?v=YxgVxu2mdZI">https://www.youtube.com/watch?v=YxgVxu2mdZI</a> 19 MIN.</li> <li>• Brand: <i>Clock of the Long Now</i> 8-9, 28-31, 132-136, 144-147, 160-164</li> <li>• Margolin: <i>Design, the Future and the Human Spirit</i> 4-15</li> </ul>	Terry Gideon
February	2 M	<p><b>Vision &amp; Theories of Change:</b> Transition Design proposes that more radically new ideas and compelling visions of sustainable futures are needed. These long-term visions are conceived through a circular, iterative, error-friendly process that can inform small, discrete design solutions in the present. The concept of change is central to Transition Design. Societal transformation will depend upon our ability to change our ideas about change itself—how it manifests and how it can be initiated and directed. Therefore Transition Design is based upon a deep understanding of the dynamics of change within complex social and natural systems.</p> <p><b>Discussion:</b> <i>of the history of ‘visioning’/utopian thought. Discussion of the Vision and Theories of Change sections of the Transition Design framework and their importance.</i></p>	<ul style="list-style-type: none"> <li>• Clarke: <i>Framing the Problem</i> 14-22</li> <li>• Kuhn: <i>The Structure of Scientific Revolutions</i> 111-135</li> <li>• McGilchrist: <i>Recapturing the Whole</i> 67-71</li> <li>• Margolin: <i>Design for a Sustainable World</i> 92-101</li> </ul>	Terry Gideon

4	W	<p><b>Mindset/Posture &amp; New Ways of Designing:</b> Transition Design argues that living in and through transitional times calls for self-reflection and a new way of 'being' in the world. This change must be based upon a new mindset/worldview and posture (internal) that leads to different ways of interacting with others (external) that informs problem solving/design. Transition Designers see themselves as agents of change, are ambitious in their desire to transform systems and lifestyles, and understand that transition calls for a commitment to work iteratively, at multiple levels of scale over long horizons of time.</p> <p><b>In class reading:</b> <i>Killing of the Wolf</i>. <b>Discussion:</b> <i>of the Mindset/Posture and New Ways of Designing sections of the Transition Design framework and their importance.</i></p>	<ul style="list-style-type: none"> <li>• Porritt: <i>The World We Made</i> 4-19</li> <li>• Manzini &amp; Jegou: <i>Sustainable Everyday</i> 246-255 <a href="http://www.sustainable-everyday-project.net/blog/library-sustainable-everyday/">http://www.sustainable-everyday-project.net/blog/library-sustainable-everyday/</a></li> <li>• Dunne &amp; Raby: <i>Beyond Radical Design</i> 1-9</li> <li>• de Sousa Santos: <i>The Sociology of Emergences</i> 207-209</li> <li>• Wilkinson et al: <i>Plausibility-Based Scenario Practices</i> 699-705</li> <li>• Borjeson et al: <i>Scenario Types and Techniques</i> 723-738</li> <li>• Great Transition: <i>Where We are Headed</i> 13-29 &amp; 44-45</li> </ul>	Terry
		<h3>Section 3: Transition Topics</h3>		
9	M	<p><b>Vision: Scenario Development</b> Designers are uniquely suited to develop compelling visions of sustain-able futures because of their experience in areas such as scenario development, future-casting and speculative design. Transition 'visioning' helps transcend the limitations of the present and creates a space in which we can speculate and wonder about how things could be. These future-based visions can serve as measures against which to guide, inspire and evaluate design solutions in the present.</p> <p><b>Discussion:</b> <i>of various future-oriented scenarios and visioning approaches and their strengths/weaknesses.</i></p>	<ul style="list-style-type: none"> <li>• Brand: <i>The Order of Civilization</i> 34-39</li> <li>• Orr: <i>Slow Knowledge</i> 35-42</li> <li>• Deutsche Post: <i>Delivering Tomorrow, Logistics 2050</i>, 12-16, 22-26, <i>skim</i> 38-105</li> </ul>	Terry
11	W	<p><b>Vision: Connecting Visions to the Past &amp; Present</b> One of the characteristics of modern society is its rapid pace and the implementation of 'fast knowledge' which often damages or destroys natural and social ecosystems. By contrast, design within pre-industrial societies was informed by 'slow knowledge' which enabled them to live sustainably in place for generations. Such cultures, as Stuart Brand argues, had six distinct temporal layers, each moving at a different pace in a system of checks and balances. Transition designers need to learn from such societies, thinking in long horizons of time to develop visions and solutions aimed at transforming/transitioning societal infrastructures.</p> <p><b>Brief Lecture:</b> <i>on levels of civilization</i> <b>Discussion:</b> <i>about the importance of establishing a connection between past and present in order to 'vision' the future. The importance of thinking in/designing for long horizons of time and application of slow knowledge. Overview of the characteristics of healthy, long-lived societies and the categories of infrastructure that will need to transition/transform.</i></p>	<ul style="list-style-type: none"> <li>• Manzini: <i>Small, Open, Local and Connected</i> 216-228</li> <li>• Manzini: <i>Resilient Systems &amp; Cosmopolitan Localism</i> 1-6</li> <li>• Orr: <i>Pedagogy and Place</i> 86-94</li> <li>• Casey: <i>Being Before Place</i> IX-XVII</li> <li>• Aberley: <i>Building a Bioregional Sustainable Alternative</i> 159-160</li> <li>• Berg &amp; Dasmin: <i>Reinhabiting California</i> 35-38</li> <li>• Charles: <i>A Bioregional Quiz</i> PG.1</li> <li>• Sachs: <i>Cosmopolitan Localism</i> 238-239</li> <li>• Kossoff: <i>Everyday Life</i> 142-157</li> <li>• Delanty: <i>Communities as an Idea</i> 162-166</li> </ul>	Terry

16	M	<p><b>Vision: Connecting Planet, Communities &amp; Place</b> Transition Design proposes the re-conception of whole lifestyles and addresses quality of life issues within the context of the everyday. It focuses on the need for Cosmopolitan Localism, a lifestyle that is place-based and regional, yet global in its awareness and exchange of information and technology. Transition Design works to create multi-scalar networks of sustainable communities that foster symbiotic relationships with the ecosystems in which they are situated.</p> <p><b>Discussion:</b> <i>of Cosmopolitan Localism and the characteristics of design solutions conceived to contribute to local, sustainable lifestyles.</i></p>	<ul style="list-style-type: none"> <li>• Irwin: <i>Excerpt from MSc thesis</i> 169-185</li> <li>• Irwin: <i>Principles of Living Systems Matrix</i> 1-2</li> <li>• Shirkey: <i>Small World Networks</i> 248-250</li> <li>• Walker &amp; Salt: <i>The System Rules</i> 270-274</li> <li>• Wheatley: <i>A Simpler Way</i> 251-253</li> </ul>	Gideon
18	W	<p><b>Theories of Change: Dynamics of Natural &amp; Social Systems</b> Social organizations, natural ecosystems and even wicked problems are all examples of complex systems that Transition Designers must design for and within. The study of the dynamics within these 'living systems' (such as emergence, resilience, feedback, sensitivity to initial conditions, self organization and the relationship between 'whole' and 'part') has shown that they are often counter intuitive, yet they can be leveraged by Transition Designers to create more impactful solutions.</p> <p><b>Discussion:</b> <i>of living systems principles and how they can inform design process and solutions.</i></p>	<ul style="list-style-type: none"> <li>• Grin, Rotmans &amp; Schot: <i>Introduction: Exploration of the Research Topic</i> 11-17</li> <li>• Grin, Rotmans &amp; Schot: <i>Theoretical Backgrounds</i> 29-53</li> <li>• Grin, Rotmans &amp; Schot: <i>Conceptual Framework for Analyzing Transitions</i> 126-139</li> <li>• Snowden: <i>Complex Acts of Knowing</i> 23-28</li> <li>• Snowden: <i>Strategy in the Context of Uncertainty</i> 47-53</li> <li>• Ravetz: <i>Post Normal Science &amp; the Complexity of Transitions Toward Sustainability</i> 275-283</li> </ul>	Terry
23	M	<p><b>Theories of Change: Various Systems Approaches</b> Transition Designers will need to understand where to intervene in complex systems in order to transform them and there are myriad relevant 'change' theories including: <b>1)</b> Socio-technical Regime Theory looks at the process of change and transformation in socio-technical regimes (patterns of artifacts, institutions, rules and norms) and the role of 'niches' within such systems as an important loci for intervention and change; <b>2)</b> The Cynefin framework enables a problem to be analyzed from new/ various viewpoints and promotes the assimilation of complex concepts to inform decision making; <b>3)</b> Post normal science is a method of inquiry for addressing long-term issues when relatively little information is available, facts are uncertain, values are in dispute and urgent decisions/outcomes are critical. These are a few examples of 'theories of change' that can inform Transition Designers in framing and solving problems.</p> <p><b>Discussion:</b> <i>of the theories of change listed above and how they can inform the way in which designers frame problems within complex social contexts/systems. Additional theories of change to be discussed in subsequent class sessions.</i></p>	<ul style="list-style-type: none"> <li>• Max-Neef &amp; Smith: <i>World on a Collision Course</i> 73-78</li> <li>• Max-Neef: <i>A Human Scale Economics for the 21st Century</i> 109-118</li> <li>• Irwin: <i>Design for a Sustainable Future</i> 41-60</li> <li>• Illich: <i>Useful Unemployment and its Professional Enemies</i> 3-22</li> </ul>	Cameron Jabe

	25	W	<p><b>Theories of Change: Globalization vs. Needs Satisfaction</b> Design is inextricably connected to the way in which we meet our needs. 'Satisfiers' for needs, however, are often misconceived or inappropriate and motivated by the desire for profit and economic growth rather than human fulfillment. As a result, the consumerist/globalized economy is fragile, inequitable and degrades both communities and the natural environment. Transition Designers must understand the consequences of globalization including the ways in which it undermines the ability of local communities to meet their needs in sustainable, place-based ways.</p> <p><b>Discussion:</b> <i>Brief lecture on Max-Neef's theory of needs and its relevance for design followed by discussion.</i></p>	<ul style="list-style-type: none"> <li>• Kossoff: <i>Holism and the Reconstitution of Everyday Life: A Framework for Transition to a Sustainable Society</i> 122-140</li> <li>• Colin Ward: <i>Spontaneous Order</i> 197-201</li> <li>• Escobar: <i>Other Worlds are Already Possible</i> 254-259</li> <li>• Jones: <i>A Gaian Social Critique</i> 179-189</li> </ul>	Gideon Terry
March	2	M	<p><b>Theories of Change: The Domains of Everyday Life &amp; Needs Satisfaction</b> Everyday life is the primary context for Transition Design and is more likely to be sustainable when communities are self-organizing and control the satisfaction of their needs. In many traditional societies everyday life was organized at different levels of scale: households, neighborhoods, villages, cities and regions—the 'Domains of Everyday Life'. In modern times control of the satisfaction of needs has been ceded to centralized institutions and this is directly connected to the decline of both the 'Domains' and unsustainability. Transition to sustainable futures will involve the redesign/reinvention of the Domains as self-organizing, participatory, networked and nested forms within which communities regain the control of the satisfaction of their needs.</p> <p><b>Discussion:</b> <i>Discussion of the Domains of Everyday Life, everyday life as the locus for action and communities and self-organization.</i></p>	<ul style="list-style-type: none"> <li>• Thøgersen &amp; Crompton: <i>Simple and Painless?</i> 141-161</li> <li>• Kasser: <i>Ecological Challenges, Materialistic Values and Social Change</i> 89-105</li> <li>• Power &amp; Mont: <i>Dispelling the Myths About Consumption Behaviour</i> 1-21</li> <li>• Shove: <i>Beyond the ABC: Climate Change Policy and Theories of Social Change</i> 1273-1283</li> </ul>	Gideon
	4	W	<p><b>Theories of Change: Social Psychology Research</b> Since the Rio Earth Summit, sustainability researchers have tried to establish how best to encourage people to live in more sustainable ways. Social psychology based research, drawn from work on Health Behavior Change, aimed to establish the connection between Information/Awareness, Attitudes/Values and Behaviors/Built Environments. Theories of Change from this work included heuristics such as: stages of change, self-efficacy, small steps lead to big steps, spill-over effect. This work is now widely criticized for over-emphasizing rationality and under-emphasizing structural constraints.</p> <p><b>Discussion:</b> <i>concerning experiences of 'fostering sustainable behavior' initiatives at schools, universities or by local governments/utilities.</i></p>	<ul style="list-style-type: none"> <li>• Scott et al: <i>Designing Change by Living Change</i> 279-295</li> <li>• Hargreaves/Longhurst/Seyfang: <i>Understanding Sustainability Innovations</i> 3-20</li> <li>• Strengers: <i>Conceptualising Everyday Practices</i> 3-18</li> </ul>	Cameron

	9	M	Spring Break: Doctoral Workshops (Transition Symposium March 7)		
	11	W	Spring Break: Doctoral Workshops (Transition Symposium March 7)		
	16	M	<p><b>Theories of Change: Social Practice Theory</b> Transition Designers have a deep understanding of the dynamics of change within complex social systems. Social Practice Theory looks at constellations of devices, skills and meanings that form slow-moving habits and habitats. Practice Theory informed design involves immersive ethnographies of everyday life to identify innovation opportunities in existing practices in order to design multiple interventions that can help them coalesce into new conventions.</p> <p><b>Discussion:</b> <i>discussion of Practice Theory as the basis for understanding how change occurs or can be initiated within social systems.</i></p>	<ul style="list-style-type: none"> <li>• Hopkins: <i>The Transition Concept</i> 210-212</li> <li>• McArthur Foundation: <i>The Circular Economy</i> 128-131</li> <li>• Shirkey: <i>Extracts from Here Comes Everybody</i> 267-273</li> <li>• Jones: <i>Reality Check</i> 123-127</li> <li>• Tapscott &amp; Williams: <i>Wikinomics</i> 291-297</li> <li>• Benkler: <i>Peer Production &amp; Sharing</i> 288-290</li> </ul>	Cameron
	18	W	<p><b>Theories of Change: Alternative Economies</b> The transition to a cosmopolitan localist society will require the development of a new kind of equitable and integrated economic system in which most needs can be satisfied locally, while some remain reliant on global networks. Many grassroots groups have advocated organizing economies along these lines e.g. the Transition Town Movement, the New Economics Foundation, advocates of the Circular Economy, various sharing and P2P networks and 'alternative economics' theorists. In recent years new networking technologies and flexible manufacturing systems have made 'cosmopolitan localist' economies a much stronger possibility and Transition Design can play an important role in helping to facilitate their emergence.</p> <p><b>Discussion:</b> <i>of the various aspects of cosmopolitan localism and alternative economies and the ways in which they can inform design and design can catalyze them.</i></p>	<ul style="list-style-type: none"> <li>• Drengson: <i>Shifting Paradigms: From Technocrat to Planetary Person</i> 10-17</li> <li>• Mathews: <i>Post Materialism</i> 27-41</li> </ul>	Cameron Gideon
	23	M	<p><b>Mindset &amp; Posture: The Mechanistic Worldview</b> Fritjof Capra's film MindWalk introduces the section on mindset and posture. The film outlines the characteristics of the mechanistic worldview and its implication in many of the problems confronting us today.</p>	<ul style="list-style-type: none"> <li>• Ritzer: <i>McDonaldization of Society</i> 172-178</li> <li>• Fleming: <i>Form Follows Worldview</i> 3-7</li> <li>• Ehrenfeld: <i>The Roots of Unsustainability</i> 15-26</li> <li>• Mumford: <i>Enter Leviathan on Wheels</i> 160-161</li> <li>• Scott: <i>Conclusion: Seeing Like a State</i> 167-171</li> <li>• Shiva: <i>Peace with Diversity</i> 186-189</li> </ul>	Terry

	25	W	<p><b>Mindset &amp; Posture: Design &amp; the Mechanistic Worldview</b> Since the scientific revolution of the 17th century the dominant, western worldview or 'way of knowing' has been characterized by a mechanistic/reductionist approach to understanding, which entails a belief in predictability and control, values quantity over quality and views nature only as a resource for human consumption. This worldview influences every aspect our society, economy and culture and values and lies behind many of the wicked problems that we face today. Transition Designers should understand how design has been adversely affected by the mechanistic worldview, and how it implicates design in all of the above problems.</p> <p><b>Lecture:</b> <i>brief lecture on the characteristics of the mechanistic worldview and sociologist George Ritzer's concept of "The McDonaldization of Society".</i></p> <p><b>Discussion:</b> <i>of how this mindset has affected design.</i></p>	<ul style="list-style-type: none"> <li>• Capra: <i>Deep Ecology—A New Paradigm</i> 89-94</li> <li>• Goerner: <i>After the Clockwork Universe + Matrix</i> 111-118</li> <li>• Orr: <i>The Design of Culture and the Culture of Design</i> 3-32</li> <li>• Morin &amp; Kern: <i>Reform in Thinking</i> 10-15</li> <li>• Goerner: <i>Contrast in Scientific &amp; Cultural Visions</i> 444-451</li> </ul>	Terry Gideon
	30	M	<p><b>Mindset &amp; Posture: Ecological/Holistic Worldview</b> A new ecological/holistic worldview has begun to inform the theory and practice of many fields and disciplines. This new paradigm emphasizes relationship, participation and self-organization, and calls for a mindset/posture of openness, speculation, mindfulness and a willingness to collaborate. Together, these represent a new skill and value set—a new way of 'being' in the world—that the transition designer will need to embrace.</p> <p><b>Discussion:</b> <i>of the characteristics of the new worldview and its implications for design process and solutions.</i></p>	<ul style="list-style-type: none"> <li>• Issacs: <i>Dialogue and the Art of Thinking Together</i> 2-11</li> <li>• Madson: <i>Improv Wisdom</i> 103-113</li> <li>• Jenkins &amp; Jenkins: <i>The 9 Disciplines of a Facilitator</i> 194-209</li> </ul>	Terry
April	1	W	<p><b>Mindset &amp; Posture: Working With/In Systems</b> Within an ecological paradigm, designers find themselves as part of an ecosystem. In this context they cannot impose their will on the system. Learning to work with the system's inherent intelligence is key to creating any sustainable shift. Through the use of improvisation exercises and discussions, this class will focus on four key skills a transition designer needs to cultivate. They are (a) being present (b) being open and accepting (c) working with emergence and (d) reflecting and learning. Wear comfortable clothes/flat shoes.</p>	<ul style="list-style-type: none"> <li>• Irwin: <i>The Dynamical View of Form</i> 1-9</li> <li>• Waddington: <i>The Character of Biological Form</i> 106-111</li> <li>• Lane: <i>Timeless Beauty</i> 15-20, 119-136</li> <li>• Hoffmann: <i>A Question of Method</i> 125-135</li> </ul>	Hannah du Plessis

6	M	<p><b>Mindset &amp; Posture: Understanding 'Wholeness'</b> Transition Designers need to learn to think, see, design and solve problems holistically (right-fit/contextually). To do this, they must be able understand the relationships between parts and the wholes to which these belong, and the dynamics of such wholes. Goethe's phenomenological approach to understanding the 'wholeness' of natural organisms is a key methodology in this process, and gives important insights into the meaning of 'beauty' and 'form'.</p> <p><b>Discussion:</b> <i>of the importance of seeing/understanding the relationship between parts and wholes in order to frame design problems more appropriately and responsibly.</i></p>	<ul style="list-style-type: none"> <li>• Brown: <i>Design from Edo Japan</i> 19-42, skim 68-81</li> <li>• Orr: <i>Slow Knowledge</i> 35-52</li> <li>• Papanek: <i>Best Designers in the World</i> 223-234</li> <li>• Scott: <i>Metis</i> 41-48</li> <li>• Alexander: <i>The Unselfconscious and The Selfconscious Process</i> 46-70</li> </ul>	Terry Gideon
8	W	<p><b>New Ways of Designing: Indigenous Design</b> Indigenous cultures lived and designed sustainably in place for generations. Their designs typically integrated functionality and beauty and were grounded in what James C. Scott describes as metis, a "wide array of practical skills and acquired intelligence necessary in a constantly changing environment and situations". Transition Designers will need to rediscover what it means to design in place, and develop a new form of 'metis' through deepening their knowledge and connection to their local environment with a regional and global exchange of technology and knowledge.</p> <p><b>Discussion:</b> <i>of how indigenous design approaches (and worldview) can inform transition design</i></p>	<ul style="list-style-type: none"> <li>• Orr: <i>The Origins of Ecological Design</i> 186-197</li> <li>• Shedroff: <i>What Are the Approaches to Sustainability?</i> 45-101</li> <li>• WinterHouse: <i>Social Innovation Matrix</i> <a href="http://www.socialdesignpathways.com/">http://www.socialdesignpathways.com/</a> 1-15</li> <li>• Irwin: <i>Transition Design Continuum diagram</i> 1PG</li> </ul>	Terry
13	M	<p><b>New Ways of Designing: Survey</b> In the last few decades many sustainable design methodologies/processes have emerged (eg. biomimicry, permaculture, cradle to cradle, LEED, lifecycle analysis etc.). Transition Designers access/use relevant aspects of these approaches to develop transition solutions at multiple levels of scale within short, mid-term and long horizons of time. From this inclusive perspective, many design processes can contribute to a Transition Design solution, particularly service design and design for social innovation.</p> <p><b>Lecture:</b> <i>matrix of design approaches and their effectiveness based upon Donella Meadows leverage points. Discussion: of various design approaches, the Winterhouse social design matrix and the Transition Design continuum diagram.</i></p>	<p><b>Assignment 2:</b> Working individually, develop a list of skill sets for the Transition Designer. Be prepared for a brainstorm/clustering exercise in the next class. Upload your list to the blog afterward.</p> <ul style="list-style-type: none"> <li>• Manzini: <i>Intro: Sustainable Everyday</i> 13-19</li> <li>• Lommee: <i>TED Talk on Open Structures</i> <a href="https://www.youtube.com/watch?v=5FXTU0ytJRI">https://www.youtube.com/watch?v=5FXTU0ytJRI</a></li> </ul>	Terry Gideon



15	W	<p><b>New Ways of Designing: Characteristic of Transition Design</b> Although Transition Design is complementary to/borrows from a myriad of other design approaches, it is distinct in its emphasis on: <b>1)</b> uses living systems theory as an approach to understanding/addressing wicked problems; <b>2)</b> solutions that protect and restore both social and natural ecosystems; <b>3)</b> everyday life/lifestyles as the most fundamental context for design; <b>4)</b> place-based, globally networked solutions; <b>5)</b> solutions that are designed for varying horizons of time and multiple levels of scale; <b>6)</b> linking existing solutions so that they become steps in a larger transition vision; <b>7)</b> identifying emergent/grassroots solutions in order to amplify them; <b>8)</b> basing solutions upon genuine 'needs' vs. wants/desires; <b>9)</b> the designer's own mindset/posture is seen as an essential component of the design process; <b>10)</b> transition design calls for the reintegration and re-contextualization of knowledge.</p> <p><b>Discussion:</b> <i>of the relationship of Transition Design to other approaches and its complementarity and differences. Class brainstorming session to identify, cluster and discuss the skill sets of Transition Designers.</i></p>	<ul style="list-style-type: none"> <li>• DESIS website: <a href="http://www.desis-network.org/">http://www.desis-network.org/</a> Review website and become familiar with the case studies</li> <li>• Design Council Case Studies: <a href="http://www.designcouncil.org.uk/knowledge-resources/search/bundle/case_study">http://www.designcouncil.org.uk/knowledge-resources/search/bundle/case_study</a> Review and become familiar with format</li> <li>• Readings on Case Studies TBD</li> </ul>	Terry
20	M	<p><b>New Ways of Designing: Developing Case Studies through Critique</b> An important skill set of Transition Designers is to identify and critique existing solutions within the context of Transition Design and reframe them as steps within larger 'transitions'. Building a database of projects in order to identify the characteristics of transition designs/initiatives will be an important in creating a Transition Design pedagogy and process.</p> <p><b>Lecture:</b> <i>instructors will give examples of how existing projects/designs can be recast as transition initiatives or steps within longer transitions.</i></p>	<p><b>Assignment 3:</b> Working in groups of 4-5 people, find 2 examples of solutions that could be considered 'Transition Design Solutions' or steps in a larger transition. You will be asked to analyze/critique these examples and discuss how they might have been differently conceived and implemented within the context of Transition Design and how they might evolve within a TD context.</p>	Terry Cameron Gideon

### Section 4: Transition Solutions

22	W	<p><b>Group Presentations: Case Studies</b> Groups 1 &amp; 2 present their case studies as the basis for a group discussion.</p>	<p><b>Upload Assignments:</b> Remaining groups continue work on their presentations. Upload recent presentations</p>	Terry Cameron Gideon
27	M	<p><b>Group Presentations: Case Studies</b> Groups 3 &amp; 4 present their case studies as the basis for a group discussion.</p>	<p><b>Upload Assignments:</b> Remaining groups continue work on their presentations. Upload recent presentations</p>	Terry Cameron Gideon

	<b>29</b>	W	<b>Group Presentations: Case Studies</b> Groups 4 & 5 present their case studies as the basis for a group discussion.	<b>Upload Assignments:</b> Remaining Groups upload their presentations	<b>Terry Cameron Gideon</b>
<b>May</b>	<b>4</b>	M	Final Discussion		