

Semester 4

- Ecology, Environment & Development- SDe2SD411 (4 Credits)
- Design Democracy- SDe2SD412 (4 Credits)
- Final Project- Domain Formulation- SDe2SD413 (8 Credits)
- Electives (4 Credits)
Reading the City- SDe2SD010
Social Entrepreneurship- SDe2SD011

Total- 20 Credits

Ambedkar University Delhi

| | | | |
|------------------------|--------------------------------------|-----|--------|
| Course Title: | Ecology, Environment and Development | | |
| Credits: | 4 Credits | | |
| Course Code | SDe2SD411 | | |
| Type of Course: | Compulsory | yes | Cohort |
| | Elective | no | Cohort |

For MDes only (Mark an X for as many as appropriate):

1. Foundation (Compulsory)
2. Foundation (Elective)
3. Discipline (Compulsory) X
4. Discipline (Elective)
5. Elective

Course Coordinator and Team: Silky Arora + VF

Email of course coordinator:

Pre-requisites: BA / BDes

Aim: In what ways does ecological thinking come into conversation with discourses of developmentalism? In response to this question, this course explores the evolution and refinement of economic, cultural, political and technical conceptions of a human-centered ecology. Can ecology be seen as being independent of the human? Moreover, in what ways can one expand one's conception of the human? The course will not only explore how debates on economy, inequality, social change and technology deeply influence the manner in which the environment and ecologies are perceived and inhabited, it will also explore the ways in which economic imperatives themselves constitute a richly contested terrain in the realm of both, humanism and environmental thinking. In the wake of four decades of environmentalism, the course will not only ask such questions as for whom must development be pursued, and for whom must the environment and existing ecological systems be conserved, it will also engage with how environment, ecology and development are differently constituted and perceived in the imagination of different human constituencies.

Going further, the course will explore the peculiar ways in which environmental politics, governance, policies, laws and practices could be attuned to respond to the needs and ethical concerns of different human constituencies enmeshed together in a broader weave of developmentalism. Taking the insights from this approach further, the course will explore specific instances and ongoing conservation-centered projects in which one can begin to sharply delineate the practices and measures entailed in foregrounding environmental well-being. In this regard, the course will explore particular projects relating to themes such as urban ecology, global warming, pollution and biodiversity.

Brief description of modules/ Main modules

· **Ethics**

Jacques Derrida and David Wills, "The Animal That Therefore I Am (More to Follow) Critical Inquiry Vol. 28, No. 2 (Winter, 2002), pp. 369-418

· **Agency**

Timothy Mitchell, *Rule of Experts: Egypt, Techno-Politics, Modernity* (Berkeley, CA: The University of California Press, 2002).

· **Social Ecology**

Roy A. Rappoport, (1967) "Ritual Regulation of Environmental Relations among a New Guinea People," *Ethnology*, 6(1): 17-30

· **Political Ecology and Development**

R.P Neumann, (1992) Political ecology of wildlife conservation in the Mt Meru area of Northeast Tanzania." *Land Degradation and Development*, 3(2), 85–9

· **Urban Ecology and Development**

C.E. Ramalho, Richard Hobbs, "Time for a change: Dynamic urban ecology," in *Trends in Ecology and Evolution*, Vol. 27, No. 3, 2012, p. 179 - 188.

Community Management Projects.

Dan Brockington. "Forests, community conservation, and local government performance: The village forest reserves of Tanzania", *Society and Natural Resources*, vol 20,

References:

Martin Heidegger, "Letter on Humanism," trans. Frank A Capuzzi with J. Glenn Gray, in *Martin Heidegger: Basic Writings* (New York, 1977).

Philip McMichael (2007) *Development and Social Change* Pine Forge Press.

Williams, Glyn, Paula Meth and Katie Willis (2009). *Geographies of Developing Areas: The Global South in a changing world*. Routledge.

Benedict J. Tria Kerkvliet (2009). Everyday politics in peasant societies (and ours), *The Journal of Peasant Studies*, 36:1, 227-243.

Reinert, Eric (2008). *How Rich Countries Got Rich . . . and Why Poor Countries Stay Poor*. London, Constable and Robinson Ltd.

Norberg-Hodge, Helena (2009) *Ancient Futures: Learning from Ladakh*. California, Sierra Club Books.

Film: *Guns, Germs and Steel*. PBS documentary film, or the book by the same name

Film: *Commanding Heights* (episodes 1 to 4)

Rodrik, Dani. *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton, New York and London, 2011. Chapter 3.

Jong-Il You. 2002. *The Bretton Woods Institutions: Evolution, Reform and Change*. Chapter 8 in Deepak Nayyar (ed.) "Governing Globalization". New Delhi, Oxford University Press.

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|------|--------------|---|----------------|
| 1 | Assignment 1 | Mid February | 20 |
| 2 | Assignment 2 | Early March | 30 |
| 3 | Assignment 3 | End March | 30 |
| 4 | Jury | End April | 20 |

Ambedkar University Delhi

Course Title: Design and Democracy

Credits: 4 Credits

Course Code SDe2SD412

Type of Course: Compulsory yes Cohort

Elective no Cohort

For MDes only (Mark an X for as many as appropriate):

1. Foundation (Compulsory)
2. Foundation (Elective)
3. Discipline (Compulsory) X
4. Discipline (Elective)
5. Elective

Course Coordinator and Team: Suchitra Balasubrahmanyam + VF

Email of course coordinator: suchitra@aud.ac.in

Pre-requisites: BA / BDes

- a. Aim:** Over the last two decades participatory design (where design solutions to complex problems are developed through the participation of the communities who are directly affected) and co-design (where design solutions are co-created with equal authorship between designers and communities) have emerged as important departures from earlier modes where designers worked in a top-down prescriptive manner, often holding decision-making power over the users of their designs. While these approaches are termed “human-centred” or “user-centred” their premise is too often patronising, loaded in favour of the “client” who might be the State or corporate entities seeking to influence their publics, with design being drawn into strengthening the market or nation-state. At the other end, the motive force for social design initiatives is often associated with altruism, philanthropy or charity – idealistic and well-meaning at best and superficial and unsustainable at worst. This course builds understanding of students that the foundations of emancipatory social design practice are democratic values and meaningful participation of all members of society in decision-making processes, moving from user-centredness to user-rights and invites students to engage with the question: what is the ultimate ‘value’ that design creates.

.Brief description of modules/ Main modules

Module 1 (4 weeks)

Through simple readings from political theory, this module discusses the evolution of democracy as a concept, the various criticisms leveled against the concept and contemporary perspectives and debates on collective decision-making. The topics covered would be: The Concept of Democracy; Direct participatory Democracy; Liberal Democracy; Objections to Democracy; Perspectives on Democracy (Socialist view, Feminist view, Deliberative view) and Indian debates on democracy. The key debates covered would be: Democracy and Difference;

Democracy and Development; concluding with a discussion of the structures of power in society and their impact on the possibility of collective decision making.

The final discussion above would lead to an exploration of the evolution of the form and substance of citizenship (and its component parts – rights, responsibilities and participation) as shaped by socio-economic and political forces. The topics covered would be: The Meaning of Citizenship; The Historical Development of Citizenship; Capitalism, Liberalism and Universal Citizenship; Feminism and Citizenship; Differentiated and Multicultural Citizenship; Civic Virtue and Good Citizenship; Globalisation, World Citizenship and Human Rights.

Core Readings

Faulks, Keith. "Citizenship" in Blakeley, Georgina and Valerie Bryson. *Contemporary Political Concepts: A Critical Introduction*. London: Pluto Press. 2002. p. 73-89.

Roy, Anupama. "Citizenship" in Bhargava, Rajeev and Ashok Acharya (Eds.). *Political Theory: An Introduction*. Delhi: Pearson Longman. 2008. p. 130-47.

Srinivasan, Janaki. "Democracy" in Bhargava, Rajeev and Ashok Acharya (Eds.). *Political Theory: An Introduction*. Delhi: Pearson Longman. 2008. p. 106-29.

Module 2 (4 weeks)

This module will introduce students to writings by design practitioners and scholars of design that explore the intersections between design, democracy and citizenship examine key approaches in design through the frameworks of democracy and citizenship: Affirmative Design (design approaches which conform to existing cultural, social, technical and economic expectations); Participatory Design and Co-design (design approaches that seek the participation of communities affected by the problems sought to be solved through design processes); and Speculative/Critical Design (design approaches that foreground the ethics of design practice, reveals potentially hidden agendas and values, and explores alternative design values).

Core Readings

Bonsiepe, Gui. Design and Democracy. *Design Issues: Volume 22, Number 2 Spring 2006*. p. 27-34

DiSalvo, Carl. Design and the Construction of Publics. *Design Issues: Volume 25, Number 1 Winter 2009*. p. 48-63

Dong, Andy. The Policy of Design: A Capabilities Approach. *Design Issues: Volume 24, Number 4 Autumn 2008*. p. 76-87

Bardzell, Jeffrey and Shaowen Bardzell. "What is 'Critical' about Critical Design?" in CHI '13 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems. 2013. p. 3297-3306.

Bowen, Simon. Critical Theory and Participatory Design. CHI 2010 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems. 2010., April 10–15, 2010, Atlanta, Georgia, USA.

Sanders, Elizabeth & Pieter Jan Stappers. Co-creation and the new landscapes of design. *CoDesign-International Journal of CoCreation in Design and the Arts*. Volume 4, 2008 - Issue 1. p. 5-18

Module 3 (5 weeks)

In order to see how the concepts and approaches explored in the earlier modules play out in actual design projects, the third module would consist of case studies, from the subcontinent and further afield, which explore the ways that design thinking and design practice have played a role in the artifacts, institutions and processes of democracy and citizenship. Focusing on collective action through design, this module also investigates the way design can draw people together referring both to the way publics arise out of design intervention and to the generative action publics take—how they “do design” as they mobilize and act in the world. This double lens offers a new view of how design and a diverse set of design practices circulate in sites of collective action.

Suggested case studies

The Materiality of Elections- Design of Party Symbols, Electoral Rolls, Electronic Voting Machines
Digital Platforms and the Arab Spring
The Design of the Sabarmati Riverfront in Ahmedabad and Citizens’ Rights
Moholla Clinics in Delhi – Systems Design Perspectives

Film

Manthan. 131 mins. <https://www.youtube.com/watch?v=qFhxnudcWUQ>

Module 4 (3 weeks)

The concluding module will offer space for students to explore a contemporary design practice of their interest or a contemporary subject where design approaches may be productively introduced, using the conceptual frameworks of democracy and citizenship emerging from the readings and case studies discussed in the preceding modules.

Examples of subjects that might be explored:

Smart Cities/Villages
Digital Societal Platforms such as Air B&B, Uber
Apps for Women’s safety in metros
Privacy (Aadhar Card)
Urban Farming
Urban Commons
Corporate/Political parties Branding

References:

Supplementary Readings Module 1

Jayal, Niraja Gopal. *Citizenship and its Discontents: An Indian History*. Ranikhet: Permanent Black. 2013. p. 254-71. (“The Future of the Civic Community”)

Roy, Anupama. *Mapping Citizenship in India*. New Delhi: OUP. 2010. p. 161-77. (“Cities, Residual Citizenship and Social Citizenship”)

Supplementary Readings Module 2

Margolin, Viktor. *Design and Democracy in a Troubled World*. Lecture at the Carnegie Mellon University, 2012. (<http://www.democracy-design.org/resource/design-and-democracy-troubled-world/> accessed 26 October 2017).

Merritt, Samantha & Stolterman, Erik. Cultural hybridity in participatory design. ACM International Conference Proceeding Series. 2012.

Supplementary Readings Module 3

Turèl, Thijs and Henk-Jan van Alphen. Democracy by Design: Food for Thought. Alliander NV, The Netherlands. 2016. (<http://www.ams-amsterdam.com/wordpress/wp-content/uploads/Democracy-by-Design-discussion-paper.pdf> accessed 20 October 2017)

Turner, Naomi (Ed). Designing Democracy: How designers are changing democratic spaces and processes. London: Design Commission. 2015.

Field visit

Indian Parliament/Parliament Museum

Films

What is Democracy. 92 mins. Critical Productions
2013. <https://www.youtube.com/watch?v=6GR-9-nB-YE>

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|-------------|-------------------|--|-----------------------|
| 1 | Assignment 1 | Mid February | 20 |
| 2 | Assignment 2 | Early March | 30 |
| 3 | Assignment 3 | End March | 30 |
| 4 | Jury | End April | 20 |

Ambedkar University Delhi

| | | | |
|------------------------|-----------------------------------|-----|--------|
| Course Title: | Final Project– Domain Formulation | | |
| Credits: | 8 Credits | | |
| Course Code | SDe2SD413 | | |
| Type of Course: | Compulsory | yes | Cohort |
| | Elective | no | Cohort |

For MDes only (Mark an X for as many as appropriate):

1. Foundation (Compulsory)
2. Foundation (Elective)
3. Discipline (Compulsory) X
4. Discipline (Elective)
5. Elective

Course Coordinator and Team: Divya Chopra (Programme Coordinator) and individual Faculty Guides assigned to each student

Email of course coordinator: suchitra@aud.ac.in

Pre-requisites: BA / BDes

Aim: This is the first part of the Final Project where students will make the choice of a domain/subject/area to work in; have a chance to explore multiple approaches through workshops; complete a literature survey and fact-finding in their chosen field and articulate a design brief. Domain exploration will include a series of workshops on Design methods, research methods and writing.

This project is a comprehensive investigation of a particular issue or problem to explore opportunities for intervention identified through the initial workshops, which would manifest in a design project that engages the symbiotic relationships between the social and material inhabited world.

Students will be actively encouraged to choose projects at an organizational scale and the final project would culminate with the student being able to demonstrate how their project can achieve social change. The nature of projects, while being located in real life, can be either supported by a client/organization or independent proposals with potential for implementation. This might lead up to either a focused internship with an organization relevant to the chosen domain or a series of monitored interventions during the summer break between Semester 4 and 5.

.Brief description of modules/ Main modules

References:

Contents and reading list will vary with the nature of project area undertaken by each student and hence is not stated here.

Domain expertise to be accessed by individual students based on the project area

Field visits and external support from relevant institutions/agencies to be facilitated by the School

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|-------------|-------------------|--|-----------------------|
| 1 | Assignment 1 | Mid February | 20 |
| 2 | Assignment 2 | Early March | 30 |
| 3 | Assignment 3 | End March | 30 |
| 4 | Jury | End April | 20 |

Ambedkar University, Delhi

Elective

Course Title: **Reading the City: A built environment perspective**

Credits: 4 Credits

Course Code SDe2SD010

| | | | | |
|------------------------|------------|-----|--------|----------------------|
| Type of Course: | Compulsory | no | Cohort | MDes (Social Design) |
| | Elective | yes | Cohort | MA(all schools) |

For MDes only (Mark an X for as many as appropriate):

6. Foundation (Compulsory)

7. Foundation (Elective)

8. Discipline (Compulsory)

9. Discipline (Elective) X

10. Elective

Course Coordinator and Team: Divya Chopra (CC)

Email of course coordinator: divyachopra@aud.ac.in

Pre-requisites: BA / BDes

Aim: This course will help students understand how built environment and spatial configurations connect with social processes and transformations as one engages with the everyday city. As an elective, this will provide an opportunity for students from diverse disciplinary backgrounds such as gender studies, development studies, visual art, performance studies etc. to understand these inter-linkages as a way of **reading our cities through urban design methods and tools.**

Brief description of modules/ Main modules: This course is primarily a **field-based engagement to map spatial and social transformations** towards unearthing alternative social narratives emerging within the current urban development paradigm. As students map these everyday nuances of urban space, it will help them understand how communities contribute towards critical spatial imaginations and its physical manifestations. The course will be delivered along the following three modules:

Module 1: Introduction to the Built environment of cities (3 weeks)

This module will introduce the idea of built environment within an urban setting through its basic components of form, space and physical networks along with mapping techniques and representational methods. While engaging with contemporary urban discourse, the module will discuss production of urban form and space and its varied conceptual and physical manifestations. It will explore multiple scalar imaginations as constructed both within public as well as private realms. Situated within everyday urbanism, it will try to unearth varied dimensions of urban form and space while focusing on processes of production.

Module 2: Space, Place and Placemaking (6 weeks)

This module will explore the idea of 'Placemaking' and how it is formulated to negotiate differences among multiple actors with diverse agencies. Exposure to questions of space and place would be understood through a set of mapping tasks covering informal economies, marginal communities, gender and youth, gentrification etc. The module will discuss the idea of appropriation of space, transformations of space from public to private, space as a contested domain towards addressing varied social issues and aspects of belonging, ownership, access, resistance and social justice.

Module 3: Spatial Imaginations (3 weeks)

The concluding module will familiarize students with multiple representations of space within varied creative mediums such as films, literature and (public) art. Whilst trying to engage with these narratives the module will try to explore multiple imaginations of space (spaces of modernity vs. post modernity) with respect to how they have been created in the past, how they are lived in the present and how they are envisioned for the future.

References: (Readings and Audio Visual material will be provided along with each lecture / session)

- Ali Madanipour (2004), Selected reading, Public and Private Spaces of the City, Taylor & Francis
- David Harvey (2012), Right to the City, New Left Review (Sept Oct)
- Doreen Massey (1994), Selected readings, Space, Place and Gender, Polity Press
- Edward W. Soja (1980), The Socio-Spatial Dialectic, Association of American Geographers
- Italo Calvino (1972), Selected Readings Invisible Cities (Fiction), GiulioEinaudi
- Rahul Mehrotra (2008), Negotiating the Static and Kinetic Cities, from 'Other Cities, Other Worlds: Urban Imaginaries in a Globalizing Age', edited by Andreas Huyssen, Duke University Press
- Sharon Zukin (1996), Whose Culture? Whose City?, from The Cultures of Cities, Wiley

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|------|--------------------------|---|----------------|
| 1 | Site Mapping 1 | MidFebruary | 30% |
| 2 | Site Mapping 2 | End March | 30% |
| 3 | Final Paper Presentation | End April | 40% |

Grading of assignments will incorporate student attendance, class participation, critical thinking and inquisitiveness about the subject beyond the prescribed readings.

Ambedkar University Delhi

Elective

Course Title: Social Entrepreneurship and New Economies

Credits: 4 Credits

Course Code SDe2SD011

| | | | | |
|------------------------|------------|-----|--------|-----------------|
| Type of Course: | Compulsory | no | Cohort | |
| | Elective | yes | Cohort | MA(all schools) |

For MDes only (Mark an X for as many as appropriate):

11. Foundation (Compulsory)

12. Foundation (Elective)

13. Discipline (Compulsory)

14. Discipline (Elective) X

15. Elective

Course Coordinator and Team: Visiting Faculty

Email of course coordinator:

Pre-requisites: BA / BDes

Aim: Social entrepreneurship is the process of pursuing innovative solutions to social problems; to create and sustain social value. It pursues opportunities to this end by adapting and learning. Social entrepreneurship draws upon the best thinking in both the business and no-profit worlds and can operate in all forms of organizations: large and small, new and old, non-profit and for-profit. Unlike business entrepreneurs who typically measure performance merely in terms of profit, social entrepreneurs take into account the societal dividend, apart from profit. Social entrepreneurship typically furthers broad social, cultural and environmental goals. It is based on the belief that there is nothing more powerful than a new idea and that meeting societal needs cannot be left solely to government or business.

This course critically looks at how design can be leveraged to organize, create and manage entrepreneurial ventures in order to achieve social, cultural, economic and environmental change. There is an implicit focus on new economic models and theories that link economic growth with larger social concerns within this course.

Brief description of modules/ Main modules: The course would be spread over the semester, first exploring the fundamentals of entrepreneurship and laying down the foundation of entrepreneurial thinking and practice. Subsequently, the course will introduce business model generation techniques and formats to bring into focus primary issues and concerns associated with any entrepreneurial initiative. Further, anchoring around the core aspiration of social entrepreneurship, the course will guide students in an individualistic manner, on generating their own business models with reference to a chosen proposal and developing working details to operationalize their respective venture ideas. The course will be

delivered along following modules:

- **Fundamentals of Entrepreneurship**
- **Business Model Development**
- **Introduction to Social Entrepreneurship**
- **Industry Exposure**
- **Preparation of Business Viability Report**

References:

- Building Social Business by Mohammad Yunus
- Social Entrepreneurship by David Bornstien and Susan Davis
- How to Change the World: Social Entrepreneurs and the Power of New Ideas by David Bornstien
- The Problem Solving Journey: Your Guide for Making Decisions and Getting Results by Chris Hoenig, Basic Books
- 10 Rules for Strategic Innovators: From Idea to Execution, by Vijay Govindarajan and Chris Trimble, Harvard Business School Press
- Entrepreneurship: Creativity at Work (Harvard Business Review Paperback Series) by Harvard Business Review (Sep 1991)
- 401 Questions Every Entrepreneur Should Ask by James L. Silvester and Timothy M. Kaine, The Career Press
- Entrepreneurship and How to establish your own business by Nieuwenhuizen, E.E. Lee Roux
- Harvard Business Review on Entrepreneurship by Harvard Business Review School Press
- Innovation and Entrepreneurship by Peter F. Drucker, Harper Business
- Effective Entrepreneurship Management by Navnihal Singh

Tentative Assessment schedule with details of weightage:

| S.No | Assessment | Date/period in which Assessment will take place | Weightage in % |
|-------------|--|--|-----------------------|
| 1 | Preparation of draft business model | MidFebruary | 10% |
| 2 | Preparation of detailed business model | Early March | 30% |
| 3 | Viability analysis | End March | 30% |
| 4 | Submission of final report | End April | 30% |