课程详述

COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 Course Title	设计伦理与社会文化系统 Ethics & Social Cultural Systems
2.	授课院系 **Originating Department**	创新创意设计学院 School of Design
3.	课程编号 **Course Code**	DS206
4.	课程学分 Credit Value	2
5.	课程类别 **Course Type**	专业基础课 Major Foundational Course
6.	授课学期 **Semester**	春季 Spring
7.	授课语言 **Teaching Language**	英文 English
8.	授课教师、所属学系、联系方式（如属团队授课，请列明其他授课教师） **Instructor(s), Affiliation & Contact** （**For team teaching, please list all instructors**）	Thomas Fischer Professor, School of Design tfischer@sustech.edu.cn
9.	实验员/助教、所属学系、联系方式 **Tutor/TA(s), Contact**	无 NA
10.	选课人数限额(可不填) **Maximum Enrolment**（**Optional**）	

11.	授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other（Please specify）	总学时 Total
	学时数 Credit Hours	32				32

12.	先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	无 N/A
13.	后续课程、其它学习规划 Courses for which this course is a pre-requisite	无 N/A
14.	其它要求修读本课程的学系 Cross-listing Dept.	无 N/A

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

本课程介绍设计伦理，它将设计确立为代表他人做出选择的实践，这通常具有广泛的系统性影响。 本课程将通过批判性阅读、讨论和分析，考察与设计伦理相关的广泛主题，包括社会平等及其倡导、自然资源保护、文化和生物多样性、消费者和劳工权利以及人工智能，并在更广泛的系统背景下探讨这些主题。 参加本课程的学生将在课堂上展示和讨论理论立场及案例研究。 在此过程中，将培养学生的批判性思维和评估能力，从而推动设计进步，以美学和伦理观点来指导负责任的实践，并能够认识到设计对于社会、文化和环境的影响。

This course offers an introduction to design ethics. It establishes design as the practice of making choices on behalf of others, which typically has broad systemic implications. Through critical reading, discussion, and analysis, the course examines a broad range of topics relevant to the ethics of design in broader systemic contexts, including social equality and advocacy, natural resource protection, cultural and biological diversity, consumer and labor rights, and artificial intelligence. Students taking this course will present and discuss theoretical positions and case studies in class. In doing so, students are expected to develop capacities for critical thinking and evaluation that lead to design advances, to assume aesthetic and ethical perspectives to guide responsible practice, and to demonstrate an awareness of the social, cultural, and environmental impacts of design.

16. 预达学习成果 Learning Outcomes

完成本课程后，学生将能够：

1. 有能力发现并抓住机会，运用设计技能构思和创建未来

2. 吸收整合多学科知识，包括人文科学、社会科学、自然科学和技术

3. 具备扎实的专业技能和理论基础，胜任自主学习与设计

4. 具备批判性思维与评估的能力，引领设计前沿

5. 阐明审美和伦理的观点，做负责任的设计实践

6. 清楚地意识到设计对社会、文化和环境的影响

Upon completing this course, students will be able to:

- demonstrate the ability to recognize and grasp opportunities to use design skills to conceptualize and create the future

- draw upon and integrate knowledge from diverse domains, including humanities, social sciences, natural sciences and technologies

- demonstrate skills and theoretical foundations for self-directed designing and learning

- demonstrate capacities for critical thinking and evaluation that leads to design advances

- articulate aesthetic and ethical perspectives to guide responsible practice

- demonstrate an awareness of the social, cultural and environmental impacts of design

17. 课程内容及教学日历 （如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）
Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)

Week	Content
1	Course introduction and overview Introduction to Ethics in Design, Professional Ethics and Research Ethics Reading assignments and individual seminar topic assignments
2	Group discussion of selected readings. Indicative material: • Jeroen van den Hoven, Pieter E. Vermaas and Ibo van de Poel, eds. (2015). *Handbook of Ethics, Values, and Technological Design. Sources, Theory, Values and Application Domains*, Springer, Heidelberg. • Cameron Shelley (2017). *Design and Society: Social Issues in Technological Design*, Springer, Cham.
3	Student seminars I: Theoretical framing (challenge + value(s)), case study of existing design work and student's own positioning. Followed by class discussion, Q&A. Indicative challenges: • automation (AI, robotics) • planned obsolescence / right to repair • freedom of information, intellectual property rights and patent law
4	Readings, discussion and tutorials
5	Student seminars I: Theoretical framing (challenge + value(s)), case study of existing design work and student's own positioning. Followed by class discussion, Q&A. Indicative challenges: • consumerism / throwaway society • labor outsourcing, use of global / local resources • ocean health / acidification / plastic waste
6	Readings, discussion and tutorials
7	Student seminars I: Theoretical framing (challenge + value(s)), case study of existing design work and student's own positioning. Followed by class discussion, Q&A. Indicative challenges: • vulnerable communities, social marginalization by design • transportation and its environmental impact • public health and disease control by design

8	Readings, discussion and tutorials
9	Student seminars I: Theoretical framing (challenge + value(s)), case study of existing design work and student's own positioning. Followed by class discussion, Q&A. Indicative challenges: • everyday surveillance • mass dislocation / migration • carbon emissions/capture and global warming
10	Readings, discussion and tutorials
11	Student seminars I: Theoretical framing (challenge + value(s)), case study of existing design work and student's own positioning. Followed by class discussion, Q&A. Indicative challenges: • everyday surveillance • mass dislocation / migration • carbon emissions/capture and global warming
12	Readings, discussion and tutorials
13	Student seminars I: Theoretical framing (challenge + value(s)), case study of existing design work and student's own positioning. Followed by class discussion, Q&A. Indicative challenges: • experts vs. laypeople • individualism vs. collectivism and implications for cross-cultural design • design for violence and war
14	Readings, discussion and tutorials
15	Student seminars I: Theoretical framing (challenge + value(s)), case study of existing design work and student's own positioning. Followed by class discussion, Q&A. Indicative challenges: • the economic growth imperative in a world with finite resources • unintended consequences of design • behavior change by design (enablement, influence, coercion, restriction)
16	Summary, Final Discussion

18. 教材及其它参考资料 **Textbook and Supplementary Readings**

Textbook:

Laura Scherling and Andrew DeRosa, eds. (2020). *Ethics in Design and Communication. Critical Perspectives*, Bloomsbury, London.

Supplementary Readings:

Victor Papanek (1984). *Design for the Real World. Human Ecology and Social Change*. Thames & Hudson, London.
Arup (2018). *Drives of Change* 2.0. URL:
https://www.arup.com/perspectives/publications/research/section/drivers-of-change

课程评估 ASSESSMENT

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance		10%		
课堂表现 Class Performance				
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments		90%		
期中考试 Mid-Term Test				
期末考试 Final Exam				
期末报告 Final Presentation				
其它（可根据需要改写以上评估方式） Others (The above may be modified as necessary)				

20. **记分方式 GRADING SYSTEM**

☑ A. 十三级等级制 **Letter Grading**
☐ B. 二级记分制（通过/不通过） **Pass/Fail Grading**

课程审批 REVIEW AND APPROVAL

21. 本课程设置已经过以下责任人/委员会审议通过
This Course has been approved by the following person or committee of authority

Professor Tom Kvan
Dean, School of Design