LMC 6748 / PUBP 6748 / LMC 3833

SOCIAL JUSTICE, CRITICAL THEORY, AND PHILOSOPHY OF DESIGN

Course Instructor: Carl DiSalvo
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Office Hours: tbd

Course Times: Mondays and Wednesdays 9:35 – 10:55am
Course Location: Skiles, 343

Course Description
This advanced seminar has a theoretical and a practical focus. It first asks how theories of social justice can be understood and reformulated when seen from a science and technology studies (STS) point of view, a point of view that is informed by traditional critical theory and an emergent philosophy of design. Whereas critical theory mainly focuses on the material conditions of human existence, philosophy of design addresses the question how technologies materialize values and thereby shape the human condition. Whereas critical theory attempts to achieve social justice by changing the ways material goods are accumulated and distributed, philosophy of design is concerned with how technologies change the ways we act in the world with and through made things and how the design of technologies fosters or inhibits freedom, and empowers or represses people. The seminar explores how science and technology have been variously contested and enrolled in epistemological and material struggles for social justice, and the role that STS scholarship, design research, and design practice can or should play in those spheres.

Required Books
Moralizing Technology: Understanding and Designing the Morality of Things, Verbeek
Social Justice, Clayton and Williams (Eds)
The Craft of Research, Booth. Colomb, and Williams

Attendance & Participation
Class attendance and participation is mandatory. Participation in class discussion is imperative because it allows you to explore the readings, projects, and themes collaboratively, and in the process, discover meanings and issues that you probably would not discover on your own. Participation in class also challenges you to continuously question, refine, and articulate your own ideas and interpretations.

Grading
If you complete all of the requirements for the assignment reasonably well, you should expect to earn a B. In order to earn an A, you must complete and go "above and beyond" all of the requirements and your work must be exceptional across multiple grading factors.

Absence from more than three classes will result in the loss of 1-letter grade for the course.

Tardiness for more than four classes will result in the loss of 1-letter grade for the course.

Assignments and Their Value

In-class presentation:　　100 points

Blog Entries:　　　　　　100 points

Final Presentation:　　　100 points

Final Project:　　　　　 100 points

Information for Students with Disabilities

Please notify the instructor if you have any disabilities with which you need special assistance or consideration. The campus disability assistance program can be contacted through ADAPTS: http://www.adapts.gatech.edu

Honor Code Statement

Students are expected to adhere to the Georgia Tech Honor Code: honor.gatech.edu

Learning Objectives

MS

• Demonstrate the ability to analyze and critically evaluate existing digital media artifacts, services, and environments using formal knowledge, and to explain and defend one's critical evaluation.

• Demonstrate the ability to summarize your work orally and in written form using formal terminology

PhD

• Develop the knowledge, comprehension and ability to apply historical, cultural, and theoretical concepts to the study of digital media.

• Demonstrate the ability to identify the major theoretical traditions contributing to scholarly discourse about digital media

• Discuss and distinguish among historical, cultural, and theoretical contexts for digital media

• Apply theoretical concepts to specific digital media works

COURSE OUTLINE

Aug 18　　　**Introduction to the Course**

Aug 20　　　**What is at Stake?**
　　　　　　　Buchanan, "Human Dignity and Human Rights"
　　　　　　　Winner, "The Politics of Artifacts"
　　　　　　　Cozzens, "Distributive Justice in Science and Technology Policy"

Aug 25　　　**The Morality of Technology I**
　　　　　　　Verbeek, *Moralizing Technology*, Chapters 1-3

Aug 27   **The Morality of Technology II**
                    Verbeek, *Moralizing Technology*, Chapters 4-5

Sep 1   **LABOR DAY / NO CLASS**

Sep 3   **The Morality of Technology III**
                    Verbeek, *Moralizing Technology*, Chapters 6-8

Sep 8   **Social Justice in Philosophy and Political Theory I**
                    Rawls, "On Justice as Fairness." *Social Justice.*

Sep 10   **Social Justice in Philosophy and Political Theory II**
                    Rawls, "On Justice as Fairness." *Social Justice.*

Sep 15   **Social Justice in Philosophy and Political Theory III**
                    Dworkin, "Equity of Resources." *Social Justice.*

Sep 17   **Social Justice in Philosophy and Political Theory IV**
                    Cohen, "Against Equity of Resources: Relocating Dworkin's Cut." *Social Justice.*

Sep 22   **tbd**
Sep 24   **tbd**

Sep 27   **Social Justice in Philosophy and Political Theory V**
                    Anderson, "Against Luck Egalitarianism." *Social Justice.*

Sep 29   **Social Justice and The Environment**
                    Readings to be determined in class / groups

Oct 1   **Models of Research**
                    Booth, Colomb, and Williams, *The Craft of Research*, Chapters 1-4.
                    Margolin, V., & Margolin, S. (2002). A "Social Model" of Design: Issues of practice and research. *Design issues*, *18*(4), 24-30.
                    Stoecker, *Research Methods for Community Change*, Chapter 1.
                    Hayes, G.R. The Relationship of Action Research to Human-Computer Interaction. *ACM Transactions on Computer-Human Interaction*. 2011. 18 (3): 15. (optional)

Oct 3   **Social Justice and Health**
                    Readings to be determined in class / groups

Oct 6   **Social Justice in Philosophy and Political Theory VI**
                    Miller, "The Concept of Desert." *Social Justice.*

Oct 8	**Social Justice and Labor**
	Readings to be determined in class / groups
Oct 13	**FALL RECESS / NO CLASS**
Oct 15	**Project Proposals**
	In-class presentation and discussion of project proposals
Oct 20	**Research Methods**
	Booth, Colomb, and Williams, *The Craft of Research*, Chapters 5-6.
	Stoecker, *Research Methods for Community Change*, Chapter 2-3.
	Other readings to be determined based upon project proposals (e.g. Methods chapters from recent dissertations as appropriate or research publications.
Oct 22	**Social Justice and Food**
	Readings to be determined in class / groups
Oct 27	**Feminist Perspectives on Social Justice**
	Robinson, Fiona. (2011). "Stop Talking and Listen: Discourse Ethics and Feminist Care Ethics in International Political Theory". *Millennium - Journal of International Studies* 39 (3): 847. doi:10.1177/03058298114011176
	Jill P. Dimond, Michaelanne Dye, Daphne Larose, and Amy S. Bruckman.(2013). Hollaback!: the role of storytelling online in a social movement organization. In *Proceedings of the 2013 Conference on Computer Supported Cooperative Work* (CSCW '13). ACM, New York, NY, USA, 477-490. DOI=10.1145/2441776.2441831 http://doi.acm.org/10.1145/2441776.2441831
Oct 29	**Social Justice and Education**
	Readings to be determined in class / groups
Nov 3	**Project Workshops I**
	In-class group work on projects
Nov 5	**Project Workshops I**
	In-class group work on projects
Nov 10	**Design as Social Justice**
	Woodhouse, E., & Patton, J. W. (2004). Design by Society: Science and Technology Studies and the Social Shaping of Design1. *Design Issues*, *20*(3), 1-12.
	Nieusma, D. (2004). Alternative design scholarship: Working toward appropriate design. *Design Issues*, *20*(3),13-24.
	If You Build It (documentary film)

Nov 12   **What are the Limits of Design?**
Mitcham, C. (2005). Thinking Re-vernacular Building. *Design Issues*, *21*(1), 32-40.

Nussbaum, B. (2010). Is Humanitarian Design the New Imperialism. *Fast Company Design, 2013*. http://www.fastcodesign.com/1661859/is-humanitarian-design-the-new-imperialism

Nov 17   **Project Workshops II**
In-class group work on projects

Nov 19   **Project Workshops II**
In-class group work on projects

Nov 24   **Future Directions in Social Justice Research**
In-class discussion

Nov 26   **THANKSGIVING HOLIDAY / NO CLASS**

Dec 1   **Final Presentations**
In-class presentations

Dec 3   **Final Presentations**
In-class presentations