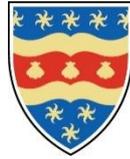


**Schumacher  
College**



**UNIVERSITY OF  
PLYMOUTH**

**Social and Political Economy: From system  
maintenance to system transformation  
Module SCH5447**

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**Ecological Design Thinking**

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Module Leader: **Mona Nasser**

Other Module Staff: **Roberto Fraquelli, Jonathan Dawson**

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## Welcome and Introduction

This module will explore the evolution of dominant economic, political and socio-cultural systems, identifying historic and emerging alternatives from around the world. Students will explore the role of design in catalysing transformation. They will critique, explore and propose solutions ranging from how we produce and consume energy, to patterns of work, settlements and finance. Theoretical and empirical work in this module will be developed as part of a design response to a given problem in SCH5443.

## Teaching and Assessment Team

Programme Leader:	Roberto Fraquelli
Location:	Schumacher College
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Student meeting times:	By agreement

Module leader:	Mona Nasserri
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Student meeting times:	By Agreement
Module moderators:	Roberto Fraquelli

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Phone number:	01803847232 01803847233
Student meeting times:	By agreement

## Module Aims

This module aims to:

- Identify, select and analyse sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment;
- Critically appraise the theoretical model of neoclassical economics from a historical and socio-political perspective and from alternative schools of economic thought;
- Co-create principles for new approaches to design that could catalyse and support the transition to low-carbon, high well-being and resilient communities and societies;

## Module Assessed Learning Outcomes

At the end of the module the learner will be expected to be able to:

- Flexibly and creatively identify, select and analyse sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment.
- Assess the impact on, and implications for, ecological design thinking of both neoclassical and alternative approaches synthesising ideas or information in innovative ways, proposing transformative solutions;
- Critically engage theoretical literature and evidence of practice to co-create theoretical principles for a new approach to social and economic systems that could catalyse and

support the transition to low carbon, high well-being and resilient societies and communities.

## Teaching and Learning Strategy

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
lecture	40	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Seminar	30	Students present their own work with the support of the group. Encourages active learning, peer-to-peer support and communication skills.
Tutorial	3	Each student will receive two tutorials over the course of the module, and one feedback session..
fieldwork	10	In keeping with Schumacher College's holistic approach to learning field trips will include immersive experiences in nature to better understand natural systems and cycles.
Practical Classes	10	Encourages active pro-active learning through experience – emphasis will be placed on stimulations, exercises and role play.
Supervised in the studio	25	Design workshops will encourage students to visualise knowledge, theories and methodologies as part of their sense-making process
Project Supervision	10	Students will form learning groups to promote peer-to-peer learning and project development.
Guided independent study	72	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently either individually or as part of a project group
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

Students are expected to take full responsibility for their learning, **attend all** scheduled sessions, read appropriate indicated readings, and work on set exercises (formative and summative assessment).

Based on previous experience; students who failed to attend sessions are likely to be unsuccessful or show poor performance. Please ensure that you are engaging with the content and learning activities relating to this module.

## Scheme of Work

**This module will be assessed by: Ruth Potts (tbc)**

*Use your journal as a tool to record and develop your thoughts.*

- Creative writing assignment: Write a short play *Talking with the dead, walking in their shadows*, that explores an understanding of the philosophy and practise of Ecological Design Thinking (see appendix 2).
- Create a mandala that communicates your personal ecosophy. To be presented on 11th October.

<b>Element of Assessment</b>	<b>Module Weighting</b>	<b>Component</b>	<b>Link to Assessed Learning Outcomes</b>
Academic essay		100%	LO2, LO2,LO3

Assignment submission  
Feedback and provisional marks

5.00pm on Friday, January 10, 2020.  
5.00pm on Friday, February 7, 2020

LO1: • Flexibly and creatively identify, select and analyse sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate sufficient understanding of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment.	Demonstrates a partial understanding of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment with limited analysis and some evidence	Demonstrates a sound understanding of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment, providing clear examples of evidence and thoughtful analysis of sources of knowledge.	Flexibly and creatively analyses sources of knowledge to demonstrate a critical understanding of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment, creatively and innovatively presenting evidence,
LO2: • Assess the impact on, and implications for, ecological design thinking of both neoclassical and alternative approaches synthesising ideas or information in innovative ways, proposing transformative solutions;			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate sufficient understanding of the impact on, and implications for, ecological design thinking of both neoclassical and alternative or propose solutions	Demonstrates some understanding of the impact on, and implications for, ecological design thinking of both neoclassical and alternative approaches with some evidence of synthesis.	Demonstrates a sound understanding of the impact on, and implications for, ecological design thinking of both neoclassical and alternative approaches synthesising ideas or information in innovative ways, proposing solutions	Demonstrates a critical understanding of the impact on, and implications for, ecological design thinking of both neoclassical and alternative approaches synthesising ideas or information in innovative ways, proposing transformative solutions
LO3: • Critically engage theoretical literature and evidence of practice to co-create theoretical principles for a new approach to social and economic systems that could catalyse and support the transition to low carbon, high well-being and resilient societies and communities;			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to engage with theoretical literature and evidence of practice to co-create theoretical principles.	Shows some engagement with theoretical literature and evidence of practice with some evidence of the co-creation of theoretical principles.	Demonstrates a sound engagement with theoretical literature and evidence of practice to co-create theoretical principles for approach/es to social and economic systems that could catalyse and support the transition to low carbon, high well-being and resilient societies and communities;	Critically and dynamically engages theoretical literature and evidence of practice to co-create theoretical principles for a new approach/es to social and economic systems that could catalyse and support the transition to low carbon, high well-being and resilient societies and communities;

## Assessment form

Populate table as below to show all module sessions

Semester Week	Week Beginning	Provisional Activities
11	18/11/19	Towards a new economic philosophy
12	25/11/19	Flourishing relationship for transformation
13	2/12/19	Towards transition
14	9/12/19	New visions on the horizon

Please note that this schedule may be subject to alteration; you are advised to use the links below.

Students are requested to submit:

- **An academic essay** - on line via the VLE on 10<sup>th</sup> January 2020. This process includes the use of Turnitin.

The work will be marked using assessment form (see above). Feedback will be discussed and delivered to students no later than 7<sup>th</sup> February 2020.

Students will receive a module briefing document confirming the module aims, schedule, learning outcomes and core reading list. Students will also be able to access all teaching material (powerpoint and support documentation), and reading list via the VLE. With agreement with students taught session will be audio recorded and made available to students via the VLE.

Teaching materials, Assignment submission areas and student feedback forms are available on the VLE here:

<https://open.schumachercollege.org.uk/course/view.php?id=193>

## Late Work/Extenuating Circumstances

If your participation in an examination or assessment has been affected by an extenuating circumstance, then you can ask the University to take this into consideration. You can submit a claim for extenuating circumstances to cover late submission of work, non-submission of work or non-attendance at a time specific

assessment, such as an examination, test presentation or performance, or field class.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims are available here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Where there are no valid extenuating circumstances, the following regulations will automatically apply:

- Work submitted after the deadline date/time but within 24 hours of it, will be capped at the 50% pass mark.
- Work submitted 24 hours after the deadline will receive a mark of zero.

Students will be informed and reminded about the process relating to extenuating circumstances during the module briefing/introduction session.

## Sources of Guidance and Support

Students and academic staff will work closely together to make best use of Seminars, personal tutorials, DAS and LD to modify any assessment modes and/or provisions required.

Students are encouraged to make use of the wider Schumacher opportunities including but not limited to sister programmes including MA Economics for Transition, short-courses and vocational programmes; and the broad level of facilities available on the Dartington estate including cinema, social entrepreneur programmes and many other resources and services available.

## Referencing Protocols and Academic Offences

When writing a report or an essay you are expected to fully reference the materials you have used. The report or essay should be your own work, in your own words.

Plagiarism is an offence under the University regulations on examination and assessment offences. It is important that you familiarise yourself with what constitutes plagiarism, and academic offences. Further information can be found:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>

And <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/examination-offences>

## Reading List; Recommended Texts/Support Materials

- Arthur B. (2013) Complexity Economics: A Different Framework for Economic Thought, SFI Working Paper: 2013-04-012 <http://tuvalu.santafe.edu/~wbarthur/Papers/Comp.Econ.SFI.pdf>
- Bollier, D. and Helfrich, S (2013) The Wealth of the Commons <http://wealthofthecommons.org/>
- Boyle D. and Simms A. (2009) The New Economics: A Bigger Picture, Earthscan (especially Chapters 1 & 2)
- Coote, A, Franklyn, J and Simms, A (2010) 21 Hours: Why A Shorter Working Week Can Help Us All To Flourish In The Twenty-First Century. [on-line] <http://www.neweconomics.org/publications/entry/21-hours>
- Crompton, T (2010) Common Cause: The Case for Working with Cultural Values, WWF: Godalming [http://assets.wwf.org.uk/downloads/common\\_cause\\_report.pdf](http://assets.wwf.org.uk/downloads/common_cause_report.pdf)
- Earle, J, Moran, C and Ward-Perkins, Z (2016) The Econocracy: The Perils of Leaving Economics to the Experts, Manchester University Press
- Eisenstein C. (2011) Sacred Economics: Money, Gift and Society in the Age of Transition, Evolver Editions
- Graeber D. (2011) Debt: The First 5,000 Years, Melville House, New York
- Heinberg R. And Learch D. (2010) The Post Carbon Reader: Managing the 21st
- Lewis M. and P. Conaty (2012) The Resilience Imperative: Cooperative Transitions to a Steady-state Economy, New Society
- Jackson T. (2011) Prosperity Without Growth: Economics for a Finite Planet, Earthscan
- Meadows, D, Randers, (2004) J and Meadows, D, Limits to Growth: The 30-year Update, Chelsea Green Publishing
- Manfred Max-Neef, Antonio Elizade and Martin Hopenhayn (1991) Human Scale Development
- Mellor, M, (2015) Debt or Democracy: Public Money for Sustainability and Social Justice, Pluto Press
- Murray R. (2009) Danger and Opportunity: Crisis and the New Social Economy. Social Innovation Series, The Young Foundation and The Lab, NESTA
- Ostrom,E. (1991) Governing the Commons: The Evolution of Institutions for Collective Action
- PIRC, (2011) The Common Cause Handbook, PIRC (Public Information Research Centre: <http://valuesandframes.org/downloads/>)
- Raworth, Kate, (2018) Doughnut Economics: Seven Ways to Think Like a Twenty-First Century Economist, Cornerstone
- Schumacher, E.F. (1973) Small is Beautiful: Economics as if People Mattered
- Scharmer O, Kaufer K (2013) Leading from the Emerging Future: From Ego-System to Eco-System Economies. Berrett-Koehler, San Francisco
- Scott-Cato M, (2012) The Bioregional Economy: land, Liberty and the Pursuit of Happiness, London: Earthscan
- Solnit, R (2009) A Paradise Built in Hell: The Extraordinary Communities that Arise in Disaster
- Thackara, J (2017) How To Thrive In The Next Economy Designing Tomorrow's World Today. Thames and Hudson. London

- Wilkinson R. and Pickett K. (2010) The Spirit Level, Penguin, London.
- nef (2009) Happy Planet Index 2.0, [on-line] <http://www.happyplanetindex.org/publicdata/files/happy-planet-index-2-0.pdf>

## Module Feedback

We value what our students say: you share your feedback we act upon it. Part of the feedback process includes Module Evaluation. A link to the form and details of where to submit can be found here:

<https://open.schumachercollege.org.uk/course/view.php?id=193>