

COURSE OUTLINE IDES 3502A • CONTEXTUAL NATURE OF PRODUCTS • Fall (2022)

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Course Time and Location: Please refer to Carleton Central under Student Services – Registration or Search Schedule: https://central.carleton.ca/prod/bwysched.p_select_term?wsea_code=EXT

Course Description

Cultural subjects which have an influence on contemporary industrial design. The perspective of the course is anthropological: the context and cultural relevance of industrial design.

Prerequisite(s): IDES 1000 (ARCH 2006).

Lectures and tutorials three hours a week.

Learning Outcomes

By the end of this course, students will be able to:

1. Define and identify relevant basic theories found in sociology, anthropology, design, and cultural studies and how these affect products.
2. Categorize and differentiate products in their varied contexts, e.g., local, national, and international.
3. Discuss what the previous categorizations mean for human society and their uses.

4. Generate a research paper on a topic that synthesizes a particular problem or question regarding product (or products) impacts on society and/or people.
5. Demonstrate critical thinking skills.
6. Effectively communicate ideas through visual, written, and oral assignments.
7. Adopt professional behaviour.

Course Deliverables

These are the deliverables for this course. Please see 'Appendix A Course Schedule' for more detailed information.

Deliverable 1 – Essay Proposal (Due Wednesday, October 5, 2022 at 6 pm) – Worth 20% of Course Grade

-Provide essay research question, thesis statement and paragraph explaining how you will use your three annotated academic sources to answer your research question, using the APA style as discussed in the "Template for Essay Proposal".

Deliverable 2 – Essay (Due Wednesday, November 9, 2022 at 6 pm) – Worth 40% of course grade

-must be a minimum of 10 pages (excluding images, cover page and bibliography) answering your essay research question. Must have a minimum of 10 academic sources in the citations that are used in the essay, using the APA style as discussed in the "Template for Essay".

Deliverable 3 – Final Exam (December Exam period, as scheduled by the Registrar) – Worth 40% of course grade

100 questions, multiple-choice exam about key themes from Lecture 2 to Lecture 11, inclusive, meaning 10 questions draw from each of those lectures.

Student Access to Quiz, Test and Exam Papers

Examinations are for evaluation purposes only and will not be returned to the student.

Required Materials

Materials required for the course are listed below. You may be asked by your instructor to refer to Brightspace for a more comprehensive list of required materials.

All readings are available through the Carleton library or through the web (links included).

Computer Requirements

Please refer to the computer requirements on the School of Industrial Design Website. You may be asked by your instructor to refer to Brightspace for other information or requirements related to computer work.

<http://www.id.carleton.ca/undergraduate/about-the-bid-program/computer-requirements>

Individual/Group Work

Courses may include individual and group work. It is important in collaborative work that students clearly demonstrate their individual contribution.

Review/Presentation Attendance

Attendance at scheduled SID Reviews/Presentations is mandatory. These are equivalent to exams when indicated in the course outline. Failure to attend the Review/Presentation without reasonable cause, will result in a grade of F. Students arriving late for the Review/Presentation or not remaining for the complete session without approval from the instructor, will be addressed on a case-by-case basis at the discretion of the instructor.

If you are not able to attend a Review/Presentation, foresee arriving late or need to leave before it is complete, please email your instructor in advance explaining the reason for the situation. It is important that you provide a reasonable rationale for your absence, late arrival or early departure. In the event of an illness or death in the family, you will be required to sign a form verifying your claim and this form is available through the SID administration office.

Late Submission of Lecture & Studio Deliverables

Students who do not hand in deliverables on time will have their earned grade reduced by 10% per day up to a maximum of 3 days.

Participation and Professionalism

Active participation and professional conduct (e.g. class discussion, consultations with instructors, work ethic, etc.) are important in lecture and studio courses and may be formally evaluated by a grade. Professionalism also includes Carleton's Policy on Academic Integrity described in more detail below with links to content which you are required to review.

Academic Integrity

Carleton's Policy on Academic Integrity is available at: <https://carleton.ca/registrar/academic-integrity/> and covers the following topics:

Plagiarism (e.g. submitting work in whole or in part by someone else, failing to acknowledge sources through the use of proper citations when using another's work).

Test and Exam Rules (e.g. attempting to read another student's exam paper, speaking to another student even if the subject matter is irrelevant to the text, using material not authorized by the examiner).

Other Violations (e.g. improper access to confidential information, disruption in classroom activities, misrepresentation of facts for any academic purpose).

This policy governs the academic behavior of students. In industrial design, ideas and concepts come from a multitude of sources and may be modified and utilized in the design and development process. The student should reference such sources appropriately and it is strongly advised that you read Carleton's Policy on Academic Integrity prior to conducting any work at the University.

Requests for Academic Accommodation

You may require special arrangements to meet your academic obligations during the term. For an accommodation request for any of the following topics below, refer to the link provided for more information: <https://students.carleton.ca/course-outline/>

- *Parental Leave*
- *Religious/Spiritual Obligation*
- *Academic Accommodations for Students with Disabilities*
- *Survivors of Sexual Violence*

- *Accommodations for Student Activities*

Student Responsibility

The student is responsible for knowing the content of this course outline; the schedule of classes, assignments, and/or Reviews; and the material that was covered when absent. The studio is a professional environment and students should be working during the scheduled hours.

Unless otherwise arranged, the class will meet during scheduled class hours. Please note that attendance is important since issues and questions may be raised in class, and announcements made, along with information disseminated through Brightspace. As external professionals are often involved in our work, scheduling changes for guest lectures, presentations, and Reviews may occur at short notice, requiring students to stay informed.

Changes to the Course Outline

The course outline may be subject to change in the event of extenuating circumstances.

Appendix A - Course Schedule

Lecture 1 – Introduction to the Class

In this class we will discuss the goals of the course, the deliverables and how to approach developing a paper.

No readings.

Lecture 2 – The Human Nature of Design

An examination of how design is part of the human condition and how design practice is intertwined in the culture and politics of human development.

Readings:

Bayazit, N. (2004). Investigating Design: A Review of Forty Years of Design Research. *Design Issues*, 20(1), 16-29.

Rossano, M. J. (2010). "Making Friends, Making Tools, and Making Symbols." *Current Anthropology* 51(S1): S89-S98.

Lecture 3 – Design Thinking and the Power of Why

Design is frequently used to solve difficult problems but the nature of connecting qualitative and quantitative data and using theory to help design is less clear. In this lecture we will unpack design thinking as concept and problem with a critical eye.

Readings:

Camacho, M. (2016b). David Kelley: From Design to Design Thinking at Stanford and IDEO. *She Ji: The Journal of Design, Economics and Innovation*, 2(1), 88-101.

Friedman, K. (2002a). *Theory Construction in Design Research. Criteria, Approaches, and Methods*. Paper presented at the Common Ground. Proceedings of the Design Research Society International Conference, Brunel University, September 5-7, 2002.

Lecture 4 – Ethics, Empathy and Social Design

Understanding how the reach of colonialism through trade and the age of imperialism set the stage for development and underdevelopment in many parts of the world. This lecture will also explain the development of the Industrial Revolution and how it shaped the nature of production and capitalism.

Readings:

Amir, S. 2004. Rethinking Design Policy in the Third World. *Design Issues* 20:68-75.

Kouprie, M., & Visser, F. S. (2009). A framework for empathy in design: stepping into and out of the user's life. *Journal of Engineering Design*, 20(5), 437-448.

Lecture 5 – Economics and Values

From the earliest development of exchange systems, humans have used exchange as the basis of a form of relationship. The symbolic representation of that exchange through mediums of exchange reflects this growing movement towards a mythologizing of powers both for economies and for the products that make up those economies. This lecture will explore how advertising and consumption have served to reflect this change in the symbolic creation of value and worth in human societies.

Readings:

Hart, K. (2007). "Money is always personal and impersonal." *Anthropology Today* 23(5): 12-16.

Miller, D. (2008). "So, what's wrong with consumption?" *RSA Journal* 44(4). available at : https://www.ucl.ac.uk/anthropology/people/academic_staff/d_miller/mil-14

Lecture 6 – Bread and Balance

What is the post-industrial economy and why is it necessarily seen as sustainable compared to the industrial one? Issues of rising energy use to push a potentially unstable economic growth model will be explored, along with food systems and cultural practice.

Readings:

Fry, T. 2009. Inefficient Sustainability. *Design Philosophy* 1:22.

Walker, S. (2006). Object Lessons: Enduring Artifacts and Sustainable Solutions. *Design Issues*, 22(1), 20-31.

Lecture 7 – Collaboration by Design

Discussing the working between disciplines in design, with an emphasis on business and anthropology with a view towards new opportunities to collaborate with users to build innovative solutions.

Readings:

Dykes, T. H., Rodgers, P., & Smyth, M. (2009). Towards a new disciplinary framework for contemporary creative design practice. *CoDesign*, 5(2), 99-116.

Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. *CoDesign*, 4(1), 5-18.

Lecture 8 – Transforming Policy Through Design

Role of design in the public sector and its use in helping address complex issues and approaches to building services to foster deeper connections between people and change.

Readings:

Camacho, M. (2016). Christian Bason: Design for Public Service. *She Ji: The Journal of Design, Economics and Innovation*, 2(3), 256-268.

Sangiorgi, D. (2011). Transformative Services and Transformation Design. *International journal of Design*, 5(1), 29-40.

Lecture 9 – Technology and Design

This lecture will examine how technology, design and society intersect focusing on the impacts of new (and old) ways of solving problems.

Readings:

Bardzell, S. et al. (2012) 'Critical design and critical theory: the challenge of designing for provocation', in Proceedings of the Designing Interactive Systems Conference on - DIS '12, pp. 288–297

Baumer, E. and Silberman, M. S. (2011) 'When the implication is not to design (technology)', in SIGCHI Conference on Human Factors in Computing Systems (CHI'11), pp. 2271–2274.

Ellul, J. (1962). "The Technological Order." *Technology and Culture* 3(4): 394-421.

Materials on opensource approaches to human problem solvingWH
<https://opensource.com/article/18/1/best-opensourcecom-government>

Lecture 10 – Accessibility and Inclusive Design

This lecture will explore the nature of what accessibility and inclusivity can mean for design and how adapting a broader perspective can expand our ability to create appropriate design spaces for all.

Readings:

Bennett, C. L. et al. (2016) 'Using a design workshop to explore accessible ideation', in ASSETS 2016 - Proceedings of the 18th International ACM SIGACCESS Conference on Computers and Accessibility, pp. 303–304

Zarb, G. (1992). On the Road to Damascus: first steps towards changing the relations of disability research production. *Disability, Handicap and Society*, 7(2), 125-138.

Lecture 11 – Design and the Future

This lecture will examine the growing interconnections between design and language with an eye to understanding how these are used to create and represent meaning. Particular emphasis will be placed on how these facets of meaning making will affect design in future decades and what this may mean for design education and practice.

Readings:

Buchanan, R. (2015) 'Worlds in the Making: Design, Management, and the Reform of Organizational Culture', *She Ji: The Journal of Design, Economics, and Innovation*. Elsevier Ltd, 1(1), pp. 5–32. doi: 10.1016/j.sheji.2015.09.003.

Hamington, M. (2019). Integrating Care Ethics and Design Thinking. *Journal of Business Ethics*, 155(1), 91-103.

Norman, D. A. and Stappers, P. J. (2016) 'DesignX: Complex Sociotechnical Systems', *She Ji: The Journal of Design, Economics, and Innovation*, 1(2), pp. 83–106.

Lecture 12 – Floating Class

To allow for overflow in case we have a missed class during the term.

Key Dates to Remember:

- Sept 7 Fall term begins
- Oct 24-28 Fall break
- Nov 11 last day to request formal exam accommodations
- Dec 9 Fall term ends (classes follow a Monday schedule)
- Dec 10-22 Exams
- Dec 22 Take-home exams are due
- Dec 25-Jan 3 University is closed