

COURSE OUTLINE IDES 3502A • CONTEXTUAL NATURE OF PRODUCTS • Fall (2023)

Instructor: Paul Thibaudeau

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Location: Minto Case (MC) room 3040

Office Hours: Thursdays 1 to 2 pm

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Course Time and Location:

Course locations are no longer displayed on the public class schedule and are subject to change. For the latest information please refer to Carleton Central under Student Services – Registration – Student Timetable.

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) and Third or Fourth year standing.
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 4, 2023 at 6 pm) (20% 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 8, 2023 at 6 pm) – (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 scheduled by the Registrar) – (40% of course grade)

-100 questions, multiple-choice exam about key themes from Lecture 2 to Lecture 11, inclusive, meaning 10 questions drawn 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.

Type here to list the basic materials. More detailed information can be placed on Brightspace.

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 that 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/>

- **Pregnancy obligation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#) For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).
- **Religious/Spiritual Obligation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)
- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608

or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

- **Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).
- **Accommodations for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25KB\)](#).
- **The Use of Self-Declaration Forms:** In place of a doctor's note or medical certificate, students may complete the [self-declaration form](#) available on the Registrar's Office website to request academic accommodation for missed course work including tests and assignments. Students are also encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation.

Statement on Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and well-being: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off-Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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, including how to do a literature review and annotated bibliography.

Readings:

Northey, M., Tepperman, L., & Albanese, P. (2015). *Making Sense: A Student's Guide to Research and Writing*. Don Mills: Oxford University Press. (a book you can pick up second hand if you want a handy guide)

Strunk, W., White, E.B. (2000). *The Elements of Style*. Fourth Edition. New York: MacMillan.
<http://www.jlakes.org/ch/web/The-elements-of-style.pdf>

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.

Marwick, B., Ellis, E. C., Stephens, L., & Boivin, N. (2019). How Long Have We Been in the Anthropocene? <https://www.sapiens.org/archaeology/anthropocene-surveying-archaeologists/>

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:

Cross, N. (2023). Design Thinking: What just happened? *Design Studies*, 86(No. C), 1-10.
<https://doi.org/10.1016/j.destud.2023.101187>

McDonnell, J. (2015). Gifts to the Future: Design Reasoning, Design Research, and Critical Design Practitioners. *She Ji: The Journal of Design, Economics and Innovation*, 1(2), 107-117.

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:

Filho, E. R. (2013). Design and Craftsmanship: The Brazilian Experience. *Design Issues*, 29(3), 64-74. doi: https://doi.org/10.1162/DESI_a_00221

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 – Equity and Economics

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:

Boehnert, J. (2018). Anthropocene Economics and Design: Heterodox Economics for Design Transitions. *She Ji: The Journal of Design, Economics and Innovation*, 4(4), 355-374.

Carrasco, C., & Mayordomo, M. (2005). Beyond Employment: Working Time, Living Time. *Time and Society*, 14(2/3), 231-259.

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:

Morton, T. (2014). How I Learned to Stop Worrying and Love the Term Anthropocene. *Cambridge Journal of Postcolonial Literary Inquiry*, 1(2), 257-264. <https://doi.org/https://doi.org/10.1017/pli.2014.15>

Williams, D. (2019). What's Going On? A Discourse in Fashion, Design, and Sustainability. *Fashion Practice*, 11(3), 283-290. <https://doi.org/DOI: 10.1080/17569370.2019.1662233>

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:

Botero, A., Hyysalo, S., Kohtala, C., & Whalen, J. (2020). Getting Participatory Design Done: From Methods and Choices to Translation Work across Constituent Domains. *International Journal of Design*, 14(2), 17-34.

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:

Hum, R., and Thibaudeau, P.A. (2019) Taking the Culture out of the Lab and Into the Office: A “Non-Lab” Approach to Public Service Transformation, in Börekçi, N., Koçyıldırım, D., Korkut, F. and Jones, D. (eds.), *Insider Knowledge, DRS Learn X Design Conference 2019*, 9-12 July, Ankara, Turkey. <https://dl.designresearchsociety.org/cgi/viewcontent.cgi?article=1068&context=learnxdesign>

Lewis, J. M., McGann, M., & Blomkamp, E. (2020). When design meets power: design thinking, public sector innovation and the politics of policymaking. *Policy & Politics*, 48(1), 111-130. <https://doi.org/10.1332/030557319X15579230420081>

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

Lecture 9 – Technology and Design: Back to the Future

This lecture will examine how technology, design and society intersect focusing on the impacts of new (and old) ways of solving problems and their role in building a sustainable future.

Readings:

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

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 10 – Decolonizing Design for Inclusion

This lecture will explore the nature of why we should actively decolonize design with an eye towards encouraging accessibility and inclusivity. We’ll look at examples of how adapting a broader perspective can expand our ability to create appropriate design spaces for all.

Readings:

Kambunga, A. P., Smith, R. C., Winschiers-Theophilus, H., & Otto, T. (2023). Decolonial design practices: Creating safe spaces for plural voices on contested pasts, presents, and futures. *Design Studies*, 86(No. C), 1-28. <https://doi.org/10.1016/j.destud.2023.101170>

Stone, K. (2023). Reparative Game Creation: Designing For and With Psychosocial Disability. *Design Issues*, 39(1), 14-26. https://doi.org/https://doi.org/10.1162/desi_a_00703

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:

Lutfi, D. (2023). The Design Problem Revisited. *Design Issues*, 39(3), 60-71. https://doi.org/https://doi.org/10.1162/desi_a_00726

Noel, L.-A. (2022). Statement of Practice: Designing New Futures for Design Education. *Design and Culture*, 14(3), 277-291. <https://doi.org/https://doi.org/10.1080/17547075.2022.2105524>