

COURSE OUTLINE IDES 4001A • INDUSTRIAL DESIGN SEMINAR • Fall (2022)

Instructor: Chiara Del Gaudio

ChiaraDelGaudio@cunet.carleton.ca

Location: **3472 Mackenzie**

Office Hours: During studio/lecture hours or by appointment.

Teaching Assistant: Fernanda Fontes

fernandafontes@cmail.carleton.ca

Office Hours: During studio/lecture hours or by appointment.

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

Topics vary yearly and address key contemporary industrial design issues. There is a focus on writing, discussion, and debate. Students organize a seminar with design professionals and other community experts including student and professional presentations, interaction, and discussion.

Prerequisite(s): IDES 3302 or permission of the School of Industrial Design.

Seminar three hours a week.

Learning Outcomes

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

1. Demonstrate ability to research contemporary design issues.
2. Apply critical thinking skills.
3. Discuss and debate theoretical and critical design perspectives with classmates and community experts.

4. Apply course resources to support the opinions expressed.
5. Effectively communicate ideas through written work and/or oral presentations.
6. Cooperate with team members in working through class exercises, assignments, and seminar logistics.
7. Organize, participate in, and produce a seminar with design professionals and other community experts.
8. Design and produce some form of published record or proceedings document.

Course Deliverables and Evaluation Information

Dossier & Presentations (50% group activity; 50% individual activity)	30%
Reflection-in-action:	
- 30% Action: Poster and Communication Dynamics and Tools (group activity)	
- 30% Reflection: Essay (50% group activity; 50% individual activity)	
Participation and contribution to the final event	10%

Total	100%

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.

Required Readings

- *Carleton University Academic Integrity Policy*. Retrieved September 1, 2009, from <https://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>
- Carleton University. *Academic Essay Writing: Some Guidelines*. Retrieved September 1, 2009, from <https://carleton.ca/economics/courses/writing-preliminaries/academic-essay-writing/>
- Carleton University. *Writing an outline for your essay*. Retrieved September 1, 2009, from <https://library.carleton.ca/help/writing-outline-your-essay>
- Churchill, E. F. (2020). Sugared Puppy-Dog Tails: Gender and Design. *interactions*. 17(2). p. 52-56.

- DESIS. *Desis Thematic Map*. Retrieved August 28, 2022, from <https://www.desisnetwork.org/the-desis-map/>
- Dunne, A., & Raby, F. (2013). Beyond Radical Design? In A. Dunne & F. Raby. *Speculative Everything* (pp. 1-9). Cambridge: MIT Press.
- Dunne, A., & Raby, F. (2013). Aesthetics of Unreality. In A. Dunne & F. Raby. *Speculative Everything* (pp. 101-138). Cambridge: MIT Press.
- Manzini, E. (2015). Social Innovation and Design. In Manzini, E. *Design when Everybody Designs* (pp. 9-14). Cambridge: Mit Press.
- Manzini, E. (2015). Design for Social Innovation. In Manzini, E. *Design when Everybody Designs* (pp. 55-74). Cambridge: Mit Press.
- Leitão, R. M. (2022) From Needs to Desire: Pluriversal Design as a Desire-Based Design, *Design and Culture*, [10.1080/17547075.2022.2103949](https://doi.org/10.1080/17547075.2022.2103949)
- PDC2022. <https://schedule.pdc2022.org/atrium>
- Powers, N. (2017). Gendered Objects. *Disegno*, (15). p. 47-58. <https://www.disegnodaily.com/article/gendered-objects#slide-1>
- Sanders, E. B. -N., & Stappers, P. J. (2012). Introduction. In Sanders, E. B. -N., & Stappers, P. J. *Convivial Toolbox. Generative Research for the Front End of Design* (pp. 15-31). BIS.
- Sanders, E. B. -N., & Stappers, P. J. (2012). How it works. In Sanders, E. B. -N., & Stappers, P. J. *Convivial Toolbox. Generative Research for the Front End of Design* (64-75). BIS.
- UROBOROS DESIGN. <https://www.uroboros.design/>

Complementary Readings

- Keshav, S. (2007). How to read: How to Read a Paper. *ACM SIGCOMM Computer Communication Review*. 37(1), 83-84.
- Mitrovic, I., Auger J., Hanna, J., & Helgason, I. (2021). *Beyond Speculative Design*. Speculative Edu.
- Sanders, E. B. -N. (2000). Generative Tools for Co-designing. In: Scrivener, S.A.R., Ball, L.J., Woodcock, A. (Eds.) *Collaborative Design*. Springer. https://doi.org/10.1007/978-1-4471-0779-8_1
- Sanders. (2002). From user-centered to participatory design approaches. In: J. Frascara (Ed.). *Design and the Social Sciences* (pp.1-7). Taylor & Francis.
- Sanders, E. B. -N. & Stappers, P. J. (2008). Co-creation and the new landscapes of design. *Co-Design*, 4 (1): 5-18. DOI: 10.1080/15710880701875068
- Sanders, E. B. -N., & Stappers, P. J. (2012). Thinking About Creativity. In Sanders, E. B. -N., & Stappers, P. J. *Convivial Toolbox. Generative Research for the Front End of Design* (36-64). BIS.

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

Appendix B – Assignments' Guidelines

APPENDIX A - COURSE SCHEDULE

WEEK N. and CLASS DATE	TOPIC	MAIN ACTIVITIES & CONTENT	HOME ASSIGNMENTS for NEXT CLASS	MAIN DEADLINES
W1 Sept. 7th	INTRODUCTION & URBAN IMAGINARIES	<ul style="list-style-type: none"> • Introductions; • Course: overview, structure, assignments, evaluations, groups; • Design and speculation; • Urban Imaginaries. 	<p>Individual Activities:</p> <p><u>Readings</u> for “CO-DESIGN & PARTICIPATORY DESIGN”</p> <ul style="list-style-type: none"> - Sanders, E. B. -N., & Stappers, P. J. (2012). Introduction. In Sanders, E. B. -N., & Stappers, P. J. <i>Convivial Toolbox. Generative Research for the Front End of Design</i> (pp. 15-31). BIS. - Sanders, E. B. -N., & Stappers, P. J. (2012). How it works. In Sanders, E. B. -N., & Stappers, P. J. <i>Convivial Toolbox. Generative Research for the Front End of Design</i> (64-75). BIS. <p>or:</p> <ul style="list-style-type: none"> - Sanders, E. B. -N. (2000). Generative Tools for Co-designing. In: Scrivener, S.A.R., Ball, L.J., Woodcock, A. (Eds.) <i>Collaborative Design</i>. Springer. https://doi.org/10.1007/978-1-4471-0779-8_1 - Sanders, E. B. -N. & Stappers, P. J. (2008). Co-creation and the new landscapes of design. <i>Co-Design</i>, 4 (1): 5-18. DOI: 10.1080/15710880701875068 <p><u>Case research and Critical reflection</u> (writing) on “CO-DESIGN & PARTICIPATORY DESIGN”</p>	

<p>W2 Sept. 14st</p>	<p>CO-DESIGN & PARTICIPATORY DESIGN</p>	<ul style="list-style-type: none"> • Lecture on CO-DESIGN & PARTICIPATORY DESIGN • In-class discussion • Group work on CO-DESIGN & PARTICIPATORY DESIGN assignment 	<p>Individual Activities: <u>Readings</u> for “DESIGN for SOCIAL INNOVATION (1)”</p> <ul style="list-style-type: none"> - Manzini, E. (2015). Social Innovation and Design. In Manzini, E. <i>Design when Everybody Designs</i> (pp. 9-14). Cambridge: Mit Press. - Manzini, E. (2015). Design for Social Innovation. In Manzini, E. <i>Design when Everybody Designs</i> (pp. 55-74). Cambridge: Mit Press. <p><u>Case research and Critical reflection</u> (writing) on “DESIGN for SOCIAL INNOVATION”</p>	
<p>W3 Sept. 21th</p>	<p>DESIGN for SOCIAL INNOVATION (1)</p>	<ul style="list-style-type: none"> • Lecture on SOCIAL DESIGN • In-class discussion • Group work on DESIGN for SOCIAL INNOVATION assignment and next week presentation 	<p>Individual Activities: <u>Independent Reading</u> on “DESIGN FOR SOCIAL INNOVATION”</p> <p>Group Activities (if not finalized in class)</p> <ul style="list-style-type: none"> - Group presentation for the class - Critical reflection (writing) 	
<p>W4 Sept. 28th</p>	<p>DESIGN for SOCIAL INNOVATION (2)</p>	<ul style="list-style-type: none"> • Group presentations and discussion 	<p>Individual Activities: <u>Readings</u> for “CRITICAL & SPECULATIVE DESIGN”</p> <ul style="list-style-type: none"> - Dunne, A., & Raby, F. (2013). Beyond Radical Design? In A. Dunne & F. Raby. <i>Speculative Everything</i> (pp. 1-9). Cambridge: MIT Press. - Dunne, A., & Raby, F. (2013). Aesthetics of Unreality. In A. Dunne & F. Raby. <i>Speculative Everything</i> (pp. 101-138). Cambridge: MIT Press. <p><u>Critical reflection</u> (writing)</p>	<p>GROUP PRESENTATIONS on co-design, participatory design, design for social innovation</p>

W5 Oct. 5th	CRITICAL & SPECULATIVE DESIGN	<ul style="list-style-type: none"> Lecture on CRITICAL & SPECULATIVE DESIGN In-class discussion Group work on CRITICAL & SPECULATIVE DESIGN 	<p>Individual Activities: <u>Readings for “GENDER & DESIGN (1)”</u></p> <ul style="list-style-type: none"> Churchill, E. F. (2020). Sugared Puppy-Dog Tails: Gender and Design. <i>interactions</i>. 17(2). p. 52-56. Powers, N. (2017). Gendered Objects. <i>Disegno</i>, (15). p. 47-58. https://www.disegnodaily.com/article/gendered-objects#slide-1 <p><u>Case research and Critical reflection</u> (writing) on “GENDER & DESIGN”</p>	
W6 Oct. 12th	GENDER & DESIGN (1)	<ul style="list-style-type: none"> In-class collective activity & discussion Guest speaker: MDes Maya Chopra “Intersectional thinking in Design” 	<p>Individual Activities: <u>Independent Reading</u> on “GENDER & DESIGN”</p> <p>Group Activities:</p> <ul style="list-style-type: none"> Group presentation for the class Critical reflection (writing) 	
W7 Oct. 19th	GENDER & DESIGN (2)	<ul style="list-style-type: none"> Group presentations and discussion 		<p>GROUP PRESENTATIONS on speculative and critical design, and on Gender and Design</p> <p>DOSSIER submission by Oct. 19th 12 pm.</p>
FALL TERM BREAK 24-28 October 2022				
W8 Nov. 2nd	DESIGNING URBAN IMAGINARIES (1)	<ul style="list-style-type: none"> Understanding the context: Rideau-Rockcliffe Community Resource Centre Group work 	<p>Group activities:</p> <ul style="list-style-type: none"> Design focus: definition; Design process: plan. 	

<p>W9 Nov. 9th</p>	<p>DESIGNING URBAN IMAGINARIES (2)</p>	<ul style="list-style-type: none"> • Reviews • Group work 	<p>Group activities:</p> <ul style="list-style-type: none"> - Design process. 	
<p>W10 Nov. 16th</p>	<p>DESIGNING URBAN IMAGINARIES (3)</p>	<ul style="list-style-type: none"> • Reviews • Group work 	<p>Group activities:</p> <ul style="list-style-type: none"> - Design process; - Visualization of design process outcome; - Essay writing <p>Individual Activities: <u>Essay writing</u></p> <p><u>Reading</u> for “PLURIVERSAL DESIGN & DESIRE BASED DESIGN”:</p> <ul style="list-style-type: none"> - Leitão, R. M. (2022) From Needs to Desire: Pluriversal Design as a Desire-Based Design, <i>Design and Culture</i>, 10.1080/17547075.2022.2103949 	
<p>W11 Nov. 23rd</p>	<p>PLURIVERSAL DESIGN & DESIRE BASED DESIGN (1)</p>	<ul style="list-style-type: none"> • Guest speaker (to be confirmed) • In-class discussion • Reviews 	<p>Group activities:</p> <ul style="list-style-type: none"> - Essay writing <p>Individual Activities: <u>Essay writing</u></p> <p><u>Independent exploration</u> on Pluriversal Design & Desired-Based Design:</p> <ul style="list-style-type: none"> - https://schedule.pdc2022.org/atrium - https://www.uoboros.design/ 	

W12 Nov. 30th	PLURIVERSAL DESIGN & DESIRE BASED DESIGN (2)	<ul style="list-style-type: none"> • Collective discussion • Feedback 		FINAL POSTER & ESSAY submission by Nov 30th 12 pm
W13 Dec. 9th 6 pm	FINAL EVENT	<ul style="list-style-type: none"> • Event set-up & presentations 		