

CARLETON UNIVERSITY
SCHOOL OF INDUSTRIAL DESIGN

COURSE OUTLINE IDES 5101F • INTERDISCIPLINARY DESIGN DEVELOPMENT SEMINAR

• Fall (2023)

Instructor: Paul Thibaudeau

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Location: Minto Case (MC) room 3040

Office Hours: Thursdays 1 to 2 pm

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

Investigation of interdisciplinary design discourse about disciplines, themes, and concepts involved in design development. Examines a range of different professional perspectives and methods for integrating collaborative practices affected by leadership, negotiation, conflict management, and team building. Introduction to graduate academic writing.

Includes: Experiential Learning Activity.

Learning Outcomes

1. By the end of this course, students will be able to:
2. Critically discuss theoretical issues arising in the general discourse about interdisciplinary design.
3. Use course resources to learn about significant themes discussed in the design literature.
4. Identify unique aspects of disciplinary collaboration in interdisciplinary design activities.
5. Facilitate the use of logic and argument in debates about interdisciplinary design matters.

6. Engage others in activities that explore interdisciplinary design concepts and theories.
7. Cooperate with team members in working through class exercises and assignments.
8. Produce well-developed written and presentation material.
9. Prepare final work for publication in the form of a conference poster and publication.
10. Effectively communicate ideas through visual, written, and oral presentations.
11. Adopt professional behaviour.

Course Format – Theme Descriptions

Our course will explore interdisciplinary design through critical discussion of theoretical and methodological issues via practical concepts and real-life case studies. Our goal is to help build critical thinking through presentation and writing to help develop your interests in design for further study. We will meet weekly to discuss the following themes and you will each choose one theme to explore in your essay, taking note of the question you'd like to answer. For each theme I've provided some initial exploratory sources but each of you will add to that and expand the discussion to cover your interests in that theme. More than one student can explore each theme, however, each theme **MUST** be covered by at least one student – this will allow us to have a rich, varied conversation in the seminar as well as multiple perspectives surrounding interdisciplinary design.

Theme 0 – The Underpinnings of Good Research (Instructor Led)

For the first few weeks we will review methods and approaches to carrying effective academic research. We will review critical reading, annotations, literature reviews and building papers and presentations. We will also go over the five themes of this seminar and get you to 'sign up' for the theme that you are interested in researching further. My role will be to help you navigate those areas for deeper exploration to showcase what matters to you in this space.

Theme 1 – Design as “Undisciplinary” – Translator or Transformer?

This theme looks at the role of design in fostering collaboration between disciplines and people to build better problem and solution spaces. We'll look at the roles of method and theory in design in supporting productive and effective transformation of challenges to opportunities. Some questions we can explore:

- Why should design be “undisciplinary” instead of “unregulated”?
- Why are theory and method critical for design research?
- Why is design not enough to solve deep problems?

Theme 2 – Design Reasoning and Strategic Design – Post-It's or Purpose?

This theme unpacks the views of 'design thinking' and the approaches to individual problems versus systemic or 'wicked' problems. We'll look at the appropriate use of these modes of thought with an eye towards understanding how good design research supports effective reasoning. Some questions we can explore:

- Why is design reasoning needed to untangle wicked problems?
- Why does visual design help with collaboration and connection?

- Why should we emphasize strategic design?

Theme 3 – Design Pedagogy – Ethics or Education?

This theme explores the changing nature of pedagogy of and for design with an eye towards decolonization, respect for diversity and ethical approaches to designing. By discerning the values that underpin our approaches to learning, we will showcase inclusive design as a means to foster effective change. Some sub-areas we can explore:

- Why do design and Indigenous pedagogies inter-relate?
- Why should ethics play a central role in the governance of design?
- Why should we decolonize design?

Theme 4 – Policy and Design – Politics or Progress?

This theme tackles the role that design can play within government to help shape policies, programs and people. We'll discuss the challenges and opportunities both within a Canadian vs international government context to understand approaches to building services and programs that foster deeper connections between citizens and change. Some questions we can explore:

- Why should design play a stronger role in policy development?
- Why should we build effective research stories to change perspectives?
- Why are good questions critical for improving public sector offerings?

Theme 5 – Sustainability and Design – Cups or Culture?

This theme seeks to explore the issues of unstable economic growth models and the role that design has played in sustaining and challenging it. We will also consider the cultural and social impacts of globalization within a design context, as we try to navigate towards better understandings of the problems and prospects for the future. Some questions we can explore:

- Is design inherently unsustainable?
- What role should design play in social development?
- Why should we rethink our definitions of sustainability?

Course Schedule of Key Dates and Deliverables

Evaluation Note: Standard marking rubric, as a rule of thumb, is as follows, for both written and orally presented materials. While these are rough guidelines, consider that they will spill over into each other – for example, a paper that is so poorly written that it loses grades in spelling and grammar would also, by extension, lose marks in style and presentation.

- 25% of grade is factual correctness/proper sources used
- 25% of grade is spelling/grammar/sentence structure
- 25% of grade is style and presentation
- 25% overall flow and fit of ideas and materials presented

Date	Theme and Content	Deliverable
Theme 0 - The Underpinnings of Good Research - The Beginning		
Sep 7	Introduction to the course and our plan forward	Professor-led
Sep 14	How to do Good Research and Literature Reviews; Library tour	Professor-led
Theme 1 - Design as “Undisciplinary” – Translator or Transformer?		
Sep 21	Interdisciplinary Design - Problems and Prospects	Professor-led
Sep 28	Student-led discussion	Deliverable 3 due
Theme 2 - Design Reasoning and Strategic Design		
Oct 5	From Wicked to Wary - Navigating the Fuzzy Front End	Professor-led Deliverable 1 Due
Oct 12	Student-led discussion	Deliverable 3 due
Theme 3 - Design Pedagogy - Ethics or Education?		
Oct 19	Decolonizing Design – Recovering Roots	Professor-led
Nov 2	Student-led discussion	Deliverable 3 due
Theme 4 - Policy and Design - Politics or Progress?		
Nov 9	Transforming Government by Design	Professor led
Nov 16	Student-led discussion	Deliverable 2 due
Theme 5 - Sustainability and Design - Cups or Culture?		
Nov 23	Nurturing design - from devastation and development to equity	Professor led
Nov 30	Student-led discussion	Deliverable 3 due
Theme 0 - Underpinnings of Good Research - The Delivery		
Dec 7	Final Paper presentations	Deliverable 4

Key Deliverables:

Deliverable 1 – Background literature review matrix (20%) - See Template 1 (due: Oct 5, 2023)

- Use one of the questions given under your chosen thematic area to set up your topic
- Review 15-20 sources around your paper/discussion topic.
- Provide short overview of each source
- Build a matrix that outlines the problem statement (research question) showing the sub-themes that relate to the research question
- Provide a full APA cited list of references after the matrix
- Write up a one-pager that lists the essay question, a thesis statement and then a couple of paragraphs explaining how the sources will be used.

Deliverable 2 – Draft of paper (20%) - See Template 2 - (due Nov 9, 2023)

- Write a 15-20 page (double-space) paper (excluding bibliography and any images) answering your particular essay question in your chosen theme
- Provide a cover page and APA citation list of references - cite all sources in the essay.

Deliverable 3 – Class Discussion (Paper, topics) (20%) (due week before theme date delivery)

- Create a 60 minute discussion on the topic area and **provide at least 3-4 new sources (ie not the ones listed under each theme)** for each sub-theme discussed the week before to the class
- Lead the class discussion on this theme (alone or with a colleague in a related theme) and facilitate discussion
- The goal is to talk about how your essay area (Deliverable 1 and 2) relates to that bigger theme – so you can have those discussions with your Class Discussion co-partner(s).

Deliverable 4 – Final Conference Paper/Presentation (40%)

- Use the feedback from the professor to revise your paper to conference paper submission quality
- Build a presentation of your paper topic (10 minutes maximum) and present it to the class
- Hand in final paper by December 7

Required Materials

We'll have a variety of journal articles and books recommended to read for each theme area, in addition to the research materials you will gather for your paper and presentations. I have the following key items for each theme that you will read and consult to be ready to discuss in class. Many can be found directly online or through the Carleton library e-journals.

Theme 0 – Research and Writing Basics

Arnould, E. J. (2006). Getting a Manuscript to Publication Standard. *Design Research Quarterly*, October.

Northey, M., Tepperman, L., & Albanese, P. (2015). *Making Sense: A Student's Guide to Research and Writing*. Don Mills: Oxford University Press.

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>

Theme 1 – Design as undisciplinatory

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.

Bremner, C., & Rodgers, P. (2013). Design Without Discipline. *Design Issues*, 29(3), 4-13.

Dykes, T. H., Rodgers, P. A., & Smyth, M. (2009). Towards a new disciplinary framework for contemporary creative design practice. *CoDesign* 5(2), 99-116.
<https://doi.org/10.1080/15710880902910417>

Theme 2 – Design Reasoning/Strategic design

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

Dorst, K., & Watson, R. (2023). There is no such thing as strategic design. *Design Studies*, 86(No. C), 1-21. <https://doi.org/10.1016/j.destud.2023.101185>

Felder, M., Kleinhout-Vliek, T., Stevens, M., & de Bont, A. (2023). From 'if only' to 'what if': An ethnographic study into design thinking and organizational change. *Design Studies*, 86(No. C), 1-25. <https://doi.org/10.1016/j.destud.2023.101178>

Freire, K. (2017). From strategic planning to the designing of strategies: A change in favor of strategic design. *Strategic Design Research Journal*, 10(2), 91-96. <https://doi.org/10.4013/sdrj.2017.102.01>

Theme 3 – Design Pedagogy and Ethics

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>

Onafuwa, D. (2018). Allies and Decoloniality: A Review of the Intersectional Perspectives on Design, Politics, and Power Symposium. *Design and Culture*, 10(1), 7–15. doi:10.1080/17547075.2018.143099

Sanders, E. B.-N. (2017). Design Research at the Crossroads of Education and Practice. *She Ji: The Journal of Design, Economics and Innovation*, 3(1), 3-15

Theme 4 – Policy and Design

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

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>

McAnnally-Linz, H., Park, B., Rajkotia, R. 2021 Viewpoint: Putting Evidence to Use. *Stanford Social Innovation Review*, Fall 2021, 59-60. Link: https://ssir.org/articles/entry/putting_evidence_to_use

Theme 5 – Sustainability and Design

Bofylatos, S., & Balaskas, T. (2023). Remember the Future: Prehistoric Design and Sustainability. *form academic*, 16(1), 1-22. <https://doi.org/https://doi.org/10.7577/formakademisk.5033>

Buhl, A., Schmidt-Keilich, M., Muster, V., Balzejewski, S., Schrader, U., Harrach, C., Schafer, M., & Subauer, E. (2019). Design thinking for sustainability: Why and how design thinking can foster sustainability-oriented innovation development. *Journal of Cleaner Production*, 231, 1248-1257. <https://doi.org/https://doi.org/10.1016/j.jclepro.2019.05.259>

Irwin, T. (2015). DESIGN AND ACADEME Transition Design: A Proposal for a New Area of Design Practice, Study, and Research. *Design and Culture*, 7(2), 229-246. <https://doi.org/DOI:10.1080/17547075.2015.1051829>

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>

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 contributions.

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.

Regulation on Minimum Grade Requirements

A grade of B- or better must be obtained in each credit counted towards the master's degree. The School does not permit exceptions to this rule.

Students will be required to withdraw from the program if their grade point average falls below 7.0 (B-), or if they receive a grade of less than B- in any two courses that are eligible to be counted toward the Master's degree.

For more information on General Regulations, please refer to:

<https://calendar.carleton.ca/grad/gradprograms/design/#regulationstext>

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: Plagiarism and Other Violations

In the School of Industrial Design, students are expected to have read and understand the University's definition of plagiarism and related offences in Carleton's policy on Academic Integrity at <https://carleton.ca/registrar/academic-integrity/>

The definition of plagiarism extends to copying designs, design ideas, research tools, etc. in whole or in part belonging to someone else, failing to acknowledge the sources through the use of proper citations when using another's work in any medium.

The school takes these misconduct offences seriously and will take appropriate action as outlined in Carleton's Academic Integrity policy (see link above).

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.