

COURSE OUTLINE IDES 5101F • INTERDISCIPLINARY DESIGN DEVELOPMENT SEMINAR

• Fall (2024)

Instructor: Paul Thibaudeau

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Location: AP446

Office Hours: **Thursdays 1:30 – 2:25 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

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

1. Critically discuss theoretical issues arising in the general discourse about interdisciplinary design.
2. Use course resources to learn about significant themes discussed in the design literature.
3. Identify unique aspects of disciplinary collaboration in interdisciplinary design activities.
4. Facilitate the use of logic and argument in debates about interdisciplinary design matters.
5. Engage others in activities that explore interdisciplinary design concepts and theories.
6. Cooperate with team members in working through class exercises and assignments.
7. Produce well-developed written and presentation material.
8. Prepare final work for publication in the form of a conference poster and publication.

9. Effectively communicate ideas through visual, written, and oral presentations.
10. 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 Deliverables

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

Deliverable 1 – Background literature review matrix (20%) - See Template 1 (due: Oct 3, 2024)

- 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 7, 2024)

- 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 5, 2024

Student Access to Quiz, Test and Exam Papers

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

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 undisciplinary

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. <https://doi.org/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>

Technology Requirements

Please refer to the technology 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 coursework.

<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 instructor's discretion.

If you are unable 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.

Late Submission of Assignments

Students who do not hand in assignments on time will have their earned grade reduced by **X%** per day at the instructor's discretion. If you foresee not meeting the submission due date and are requesting an extension, please provide your instructor with a minimum of 24 hours' notice.

Regulation on Minimum Grade Requirements

A grade of B- or better must be obtained for 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/gradregulations/>

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.

Health and Safety

Students must participate in training to access all the SID Labs and Maker Space. Apart from this training, students are required to follow the health and safety standards of the School of Industrial Design as well as Carleton's health and safety standards. All materials related to SID health and safety are available here [Health and Safety](#) and it is expected that students review and understand these materials and apply these standards throughout their studies.

Use of Studio Spaces

Access to studio space to attend courses and complete assignments is an important part of student success. To support access, specific studios have been designated to certain years and/or sections.

- 1st Year Studio Section A – Studio A
- 1st Year Studio Section B – Studio B
- 2nd Year Studio Section A – Studio A
- 2nd Year Studio Section B – Studio B
- 3rd Year Studio Section A & B – Studio C

Students are welcome and encouraged to use their designated spaces to work during non-studio hours. Out of respect for your colleagues, instructors, and Carleton cleaning staff, ensure you leave the space in good condition. This includes cleaning your area and storing your items in your designated storage space. The School will not be responsible for items that are not stored properly.

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 offenses seriously and will take appropriate action as outlined in Carleton's Academic Integrity policy (see link above). The students are strongly advised to read Carleton's Policy on [Academic Integrity](#) before conducting any work at the University.

Use of Artificial Intelligence (AI) Technologies

To effectively address the incorporation of AI technologies, specifically generative AI tools, into courses, we have instituted the following guidelines. Further information can be found here -

<https://carleton.ca/tls/teachingresources/generative-artificial-intelligence/recommendations-and-guidelines/>. Another useful resource is the Library's guide on AI tools - <https://library.carleton.ca/guides/subject/artificial-intelligence-ai-tools>.

1. Academic Integrity Standards: In the absence of explicit permission from the instructor within a given course, the use of generative AI tools to create content, (e.g., text, code, images, summaries, videos, etc.), is deemed a breach of academic integrity standards.
2. Instructor's Discretion: Instructors have the authority to grant permission for the use of generative AI tools, (e.g., ChatGPT and similar tools), based on alignment with the course's educational objectives

and learning outcomes. Assignment and examination guidelines will be written to explicitly reflect this granted permission.

3. Clear Instructions: Should instructors choose to permit the use of generative AI tools, an assessment guideline will provide students with clear and detailed direction, including;
 - i. Identification of specific generative AI tools that are acceptable for use.
 - ii. Clarity on the approved applications of these tools.

These measures aim to create a balanced and transparent educational environment, ensuring both academic integrity and the responsible integration of AI technologies into the learning experience.

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 below topics, refer to this link - <https://students.carleton.ca/course-outline/> and open the needed section.

Topics:

- *Pregnancy Obligations*
- *Religious/Spiritual Obligation*
- *Academic Accommodations for Students with Disabilities*
- *Survivors of Sexual Violence*
- *Accommodations for Student Activities*
- *Academic Considerations for Medical and Other Extenuating Circumstances*
- *Scheduling and Examination Support*

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, refer to this link - <https://wellness.carleton.ca/> and open the needed section.

Topics:

- *Counselling*
- *Resource Guide*
 - *Thriving on Campus*
 - *Everyday Stress*
 - *Mild Mental Health Concerns*
 - *Moderate Mental Health Concerns*
 - *Complex Mental Health Concerns*
- *Umbrella Project*

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, or valuable information may be shared, all of which can greatly benefit the student's learning experience. As external professionals may be 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

Date	Theme and Content	Deliverable
Theme 0 - The Underpinnings of Good Research - The Beginning		
Sep 5	Introduction to the course and our plan forward	Professor-led
Sep 12	How to do Good Research and Literature Reviews; Library tour	Professor-led
Theme 1 - Design as “Undisciplinary” – Translator or Transformer?		

Sep 19	Interdisciplinary Design - Problems and Prospects	Professor-led
Sep 26	Student-led discussion	Deliverable 3 due
Theme 2 - Design Reasoning and Strategic Design		
Oct 3	From Wicked to Wary - Navigating the Fuzzy Front End	Professor-led Deliverable 1 Due
Oct 10	Student-led discussion	Deliverable 3 due
Theme 3 - Design Pedagogy - Ethics or Education?		
Oct 17	Decolonizing Design – Recovering Roots	Professor-led
Oct 31	Student-led discussion	Deliverable 3 due
Theme 4 - Policy and Design - Politics or Progress?		
Nov 7	Transforming Government by Design	Professor led Deliverable 2 due
Nov 14	Student-led discussion	
Theme 5 - Sustainability and Design - Cups or Culture?		
Nov 21	Nurturing design - from devastation and development to equity	Professor led
Nov 28	Student-led discussion	Deliverable 3 due
Theme 0 - Underpinnings of Good Research - The Delivery		
Dec 5	Final Paper presentations	Deliverable 4