

IDES 5101F • INTERDISCIPLINARY DESIGN DEVELOPMENT SEMINAR

Instructor: **Chiara Del Gaudio**
ChiaraDelGaudio@cunet.carleton.ca
Office Location: 3478 ME
Office Hours: **Available upon request**

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

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 Deliverables

These are the deliverables for this course. For more detailed information, please see the Course Schedule, **IDES 5101F INTERDISCIPLINARY DESIGN DEVELOPMENT SEMINAR F25 - Chiara Del Gaudio - Course Schedule**, in Brightspace.

AI Literacy Fusion Module	5%
Asynchronous Workshops on Academic Integrity, Reading and Writing, Critical Thinking, and Effective Presentations	5%
Literature Review Matrix	15%
Paper 1st Draft	20%
Paper Final Version	20%
Visual Essay	10%
Magazine Proposal (class assignment)	5%
Magazine Final Version (class assignment)	15%
Debate set-up and leadership (group assignment)	5%
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	100%

Student Access to Exam

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

Cost of Educational Materials

All materials required for the course and their costs are listed below. Please note some materials costs are dependent on the project and the materials chosen so a range listing minimum and maximum values will be given.

Materials costs: CAD \$95-115

- Visual Essay:
 - Stationery Materials (including printing when needed): CAD \$30-50
 - Frame: CAD \$10
- Printing of the Magazine: CAD \$55

Mandatory Reading Materials*

*Note that these materials will be available through Carleton University's Library (ARES on Brightspace) - that is, the students will not incur any cost.

Academic reading

- Keshav, S. (2007). How to read a paper. *ACM SIGCOMM Computer Communication Review*, 37(3), 83–86. <https://doi.org/10.1145/1273445.1273458>
- University of Connecticut. (n.d.). *How to summarize a research article*. UConn Writing Center. https://writingcenter.uconn.edu/wp-content/uploads/sites/593/2014/06/How_to_Summarize_a_Research_Article1.pdf

Academic Writing and Debate

- Graff, G., & Birkenstein, C. (2010). They say: Starting with what others are saying. In G. Graff & C. Birkenstein (Eds.), *They say / I say: The moves that matter in academic writing* (pp. 19–29). W. W. Norton & Company.
- Graff, G., & Birkenstein, C. (2010). Her point is. In G. Graff & C. Birkenstein (Eds.), *They say / I say: The moves that matter in academic writing* (pp. 30–41). W. W. Norton & Company.
- Graff, G., & Birkenstein, C. (2010). Yes / No / Okay, but. In G. Graff & C. Birkenstein (Eds.), *They say / I say: The moves that matter in academic writing* (pp. 42–51). W. W. Norton & Company.
- Arnould, E. J. (2006). Getting a manuscript to publication standard. *Design Research Quarterly*, October, 1–6.
- Lester, J. (1993). Writing the paper. In J. Lester (Ed.), *Writing research papers: A complete guide* (pp. 135–165). HarperCollins.
- Tetzner, R. (2018). What types of articles are published in academic and scientific journals? *Proof-Reading-Service*. <https://www.proof-reading-service.com/en/blog/types-articles-published-academic-scientific-journals/>
- Tetzner, R. (2019). 8 key steps for writing a literature review article for a journal. *Proof-Reading-Service*. <https://www.proof-reading-service.com/en/blog/key-steps-writing-literature-review-article-journal/>
- University of Toronto. (n.d.). *The abstract*. <https://advice.writing.utoronto.ca/types-of-writing/abstract/>

Contemporary Design and Nature of Design

- Irwin, T. (2015). Transition design: A proposal for a new area of design practice, study, and research. *Design and Culture*, 7(2), 229–246. <https://doi.org/10.1080/17547075.2015.1051829>
- Mareis, C., & Paim, N. (2021). Design struggles: An attempt to imagine design otherwise. In C. Mareis & N. Paim (Eds.), *Design struggles: Intersecting histories, pedagogies, and perspectives* (pp. 11–22). Valiz.
- Celaschi, F. (2008). Design as mediation between areas of knowledge: The integration of knowledge in the training of contemporary designers. In C. Germak (Ed.), *Man at the centre of the project: Design for a new humanism* (pp. 19–31). Umberto Allemandi & C.

Collaboration in Design and Co-Design

- Smith, R. C., Huybrechts, L., Winschiers-Theophilus, H., Loi, D., & Simonsen, J. (2025). Contemporary participatory design: An introduction. In R. C. Smith, D. Loi, H. Winschiers-Theophilus, L. Huybrechts, & J. Simonsen (Eds.), *Routledge international handbook of contemporary participatory design* (pp. 1–10 only). Routledge. <https://doi.org/10.4324/9781003334330-1>
- Meroni, A., Sangiorgi, D., & Rossi, M. (2018). Codesign landscape today. In *Massive codesign: A proposal for a collaborative design framework* (pp. 17–22 only). Edizioni POLI.design.
- Del Gaudio, C., et al. (2021). Between dissent and consensus, resistance and counter-resistance: Design practice as a common project-process for plural possibilities of being and becoming. *Temes de Disseny*, 37(1), 157–181. <https://doi.org/10.46467/TdD37.2021.157-18>

Design for Public Innovation and Strategic Design

- 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>
- Halse, J. (2014). Tools for ideation: Evocative visualization and playful modelling as drivers of the policy process. In C. Bason (Ed.), *Design for policy: Design for social responsibility* (pp. 213–224). Gower Publishing.
- Suoheimo, M., Jones, P., Lee, S.-H., & Sevaldson, B. (2025). Innovations in theory and practice of systemic service design. In *Systemic service design* (only pp. 1–7). Routledge.
- Maffei, S., & Del Gaudio, C. (2023). Unmaking the user journey: Fostering alternative service design futures. In *ServDes.2023: Entanglements & Flows Conference Proceedings* (pp. 778–787). Linköping University Electronic Press. <https://ecp.ep.liu.se/index.php/servdes/article/view/833>

Design and Sustainability

- Ceschin, F., & Gaziulusoy, I. (2016). Evolution of design for sustainability: From product design to design for system innovations and transitions. *Design Studies*, 47, 118-163. <https://doi.org/10.1016/j.destud.2016.09.002>
- Dolejšová, M., Botero, A., Hee-jeong Choi, J., Mitro, M., Pokrywka, A., Mattelmäki, T., & Chewie, Škubánek. (2024). Feral Experiments in CreaTures Co-Laboratory. *Research in Arts and Education*, 2024(1), 25–40. <https://doi.org/10.54916/rae.142583>

Decolonizing Design

- Schultz, T., Abdulla, D., Ansari, A., Canlı, E., Keshavarz, M., Kiem, M., ... Vieira de Oliveira, J. S. (2018). What is at stake with decolonizing design? A roundtable. *Design and Culture*, 10(1), 81–101. <https://doi.org/10.1080/17547075.2018.1434368>
- Apaydın, P., & Subaşı, Ö. (2024). Pluralistic methods in codesign: A co-speculation play method for feminist utopias in urban Türkiye. *CoDesign*, 20(1), 109–133. <https://doi.org/10.1080/15710882.2024.2319282>
- M'Rithaa, M. K. (2022). Participatory & emancipatory approaches in Africa. In A. H. Berry, K. Collie, P. A. Laker, L.-A. Noel, J. Rittner, & K. Walters (Eds.), *The Black experience in design* (pp. 247–253). Allworth Press

Posthuman and More-than-Human Design

- Light, A. (2024). More-than-human participatory approaches for design: Method and function in making relations. In *Proceedings of the Participatory Design Conference 2024: Exploratory Papers and Workshops – Volume 2* (PDC '24, Vol. 2, pp. 1–6). Association for Computing Machinery. <https://doi.org/10.1145/3661455.3669862>
- Forlano, L. (2017). Posthumanism and design. *She Ji: The Journal of Design, Economics, and Innovation*, 3(1), 16–29. <https://doi.org/10.1016/j.sheji.2017.08.001>

Visual Essays: Theory

- Davey, G., & Grant, M. (2024). The visual essay and knowledge production: Towards a visually informed understanding of urban health. *Cities & Health*, 8(1), 1–7. <https://doi.org/10.1080/23748834.2023.2275856>

Visual Essays: Examples

- Bastel, M. (2021). Visual Essay Corona Mornings. *Design and Culture*, 13(1), 129–133. <https://doi.org/10.1080/17547075.2021.1879461>
- Glissmann, P., & Kimball, S. (2021). Atlas of Everyday Objects—In the Age of Global Social Isolation. *Design and Culture*, 13(1), 123–128. <https://doi.org/10.1080/17547075.2021.1874664>

- Ludwig, A. (2023). Designing the Prison Rape Elimination Act (PREA) Assessment in the New York City Jails: A Visual Abolitionist Resistance to Data Infrastructures of Harm. *Design and Culture*, 15(2), 207–220. <https://doi.org/10.1080/17547075.2023.2214334>
- St John, N. (2022). Designing on Western Arrarnta Country: The Ntaria Digital Drawings. *Design and Culture*, 14(3), 293–313. <https://doi.org/10.1080/17547075.2022.2106348>

Feminist Methodology

- Place, A. (2023). On knowledge. In A. Place (Ed.), *Feminist designer* (pp. 45–50). MIT Press. <https://doi.org/10.7551/mitpress/14269.001.0001>
- Hernández, G. (2023). On female entrepreneurship and visual storytelling. In A. Place (Ed.), *Feminist designer* (pp. 64–68). MIT Press. <https://doi.org/10.7551/mitpress/14269.001.0001>

Literature Review

- Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to do a systematic review: A best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual Review of Psychology*, 70, 747–770. <https://doi.org/10.1146/annurev-psych-010418-102803>

Mandatory Resources*

*Note that these resources will be available through Brightspace (that is, the students will not incur any cost).

AI Literacy:

- Fusion AI Literacy Module

CSAS Learning & Writing Support Workshops and Resources:

- Workshops on Academic Integrity
- Workshops on Reading and Writing
- Workshops on Critical Thinking
- Workshops on Effective Presentations

Design Card Kits

Topic 1: Collaboration in Design and Co-Design

Urban Imaginaries Lab. (n.d.). *Shifting PD frames: Unveiling codesign*. Retrieved from <https://www.urbanimaginarieslab.com/portfolio-2/unveilingcodesign>

Topic 2: Design for Public Innovation and Strategic Design

Flaws of the Smart City. (n.d.). *Design friction kit*. Retrieved from <http://www.flawsofthesmartcity.com/>

Topic 3: Design and Sustainability

Centre for Sustainable and Digital Transformation, Aalborg University. (n.d.). *Pluricards*. Retrieved from <https://www.en.tech.aau.dk/research/research-groups/centre-for-sustainable-and-digital-transformation?marketing=pluricards.aau.dk#two-players>

Topic 4: Decolonizing Design

Coding Rights. (n.d.). *The oracle for transfeminist technologies*. Retrieved from <https://transfeministech.codingrights.org/>

UN Global Pulse. (n.d.). *Future cards*. Retrieved from <https://linktr.ee/FuturesCardsUNGlobalPulse>

Topic 5: Posthuman and More-than-Human Design

Bureau Moeilijke Dingen. (n.d.). *More-than-human card deck*. Retrieved from <https://www.moeilijkedingen.nl/cases/more-than-human-carddeck>

Complementary Reading Materials*

*Note that these materials will be available through Carleton University's Library (ARES on Brightspace) - that is, the students will not incur any cost.

- Cooper, R., Dunn, N., Coulton, P., Walker, S., Rodgers, P., Cruikshank, L., Tseklevs, E., Hands, D., Whitham, R., Boyko, C. T., Richards, D., Aryana, B., Pollastri, S., Lujan Escalante, M. A., Knowles, B., Lopez-Galviz, C., Cureton, P., & Coulton, C. (2018). ImaginationLancaster: Open-ended, anti-disciplinary, diverse. *She Ji*, 4(4), 307–341. <https://doi.org/10.1016/j.sheji.2018.11.001>

- Coulton, P., & Lindley, J. G. (2019). More-than-human centred design: Considering other things. *The Design Journal*, 22(4), 463–481. <https://doi.org/10.1080/14606925.2019.1614320>
- 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>
- Irwin, T. (2008). *Building on Sanders' "Design Research Dimensions"*. https://www.academia.edu/17793325/Building_on_Sanders_Design_Research_Dimensions_2008
- Sanders, E. B.-N. (2008). An evolving map of design practice and design research. *Interactions*, 15(6), 13–17.
- Sennett, R. (2012). The fragile balance: Competition and cooperation in nature and culture. In R. Sennett (Ed.), *Together* (pp. 72–86). Penguin Books.
- Simonsen, J., & Robertson, T. (2013). Participatory design: An introduction. In J. Simonsen & T. Robertson (Eds.), *Routledge international handbook of participatory design* (pp. 1–18). Routledge.

Complementary Resources*

*Note that these resources will be available through Brightspace (that is, the students will not incur any cost).

- Beall, J. (2024). Potential predatory scholarly open-access publishers. Retrieved from <https://bealllist.net/>
- Carleton University. (2021). *Academic integrity policy*. <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>
- Carleton University. (n.d.). *List of journals indexed in Design & Applied Arts Index*. <https://library.carleton.ca/research/subject-guides/industrial-design-detailed-guide>
- Carleton University. (n.d.). *Thesis requirements*. <https://gradstudents.carleton.ca/thesis-requirements/>
- Pandey, R. (n.d.). *Design conferences*. <https://resources.rishabhpandey.com/conflist.html>
- Pandey, R. (n.d.). *Design journals*. <https://resources.rishabhpandey.com/journalist.html>
- PHD-DESIGN. (n.d.). Retrieved from <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=PHD-DESIGN>

As stated above, students are not required to purchase textbooks all the learning materials will be available through Carleton University's Library.

Technology Requirements

Please refer to the technology requirements on the School of Industrial Design Website (<https://carleton.ca/id/student-info/it-support/technology-requirements/>). You may be asked by your instructor to refer to Brightspace for other information or requirements related to coursework.

Individual/Group Work

Courses may include individual and group work, and the majority of the grade must reflect individual work. This will support the assessment of individual performance, which may be difficult to determine in group projects. It is also 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 **10%** per day. 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. Students are welcome and encouraged to use available studio 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 whenever you are leaving the space. The school will not be responsible for items that are not stored properly.

Academic Integrity

Carleton's Policy on Academic Integrity is available at: <https://carleton.ca/registrar/academic-integrity/> and covers the following violations, but is not limited to:

- *Plagiarism*
 - Submitting work written 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*
 - *Attempting to read another student's exam paper*
 - *Speaking to another student (even if the subject matter is irrelevant to text)*
 - *Using material not authorized by the examiner*
- *Other Violations*
 - *Improper access to confidential information such as exams or test questions*
 - *Disruption of classroom activities or periods of instruction*
 - *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](#) before conducting any work at the University.

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

Minimal AI Use – Basic Assistance Only

Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor)
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor)

Documenting AI Use

It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult the instructor.

Limitations

Students may not use AI for the following tasks:

- Brainstorming ideas
- Creating outlines
- Drafting
- Generate Content
- Research
- Data Analysis

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course. Students can access resources related to citing Generative AI on the [MacOdrum Library website](#). Plus, additional AI resources are also available on Carleton's [Artificial Intelligence Hub](#).

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may require special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline). The website covers the below topics.

Topics:

- Pregnancy Obligations
- Religious/Spiritual Obligation
- Academic Accommodations for Students with Disabilities

- Survivors of Sexual Violence
- Accommodation 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.

Course Schedule

Please refer to Brightspace for a detailed Course Schedule - IDES 5101F INTERDISCIPLINARY DESIGN DEVELOPMENT SEMINAR F25 - Chiara Del Gaudio - Course Schedule.