

IDES 5101F • INTERDISCIPLINARY DESIGN DEVELOPMENT SEMINAR

Instructor: Paul Thibaudeau
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Office Location: ME 3480
Office Hours: Wednesdays 1:30 - 2:15 pm

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 F26 - Paul Thibaudeau - Course Schedule**, in Brightspace.

Deliverable 1 – Background literature review matrix (20%) - See Template 1 (due: Sunday, Oct 4, 2026)

- 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 Sunday, Nov 8, 2026)

- 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 on December 9, 2026
- Hand in final paper by December 9, 2026

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.

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/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/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>

Student Access to Exam, Quizzes, and feedback on Academic Work

Carleton University is committed to providing students with appropriate and timely feedback on their work. Please see [graduate regulations Article 23](#) for more information.

First assigned academic work will be evaluated and returned prior to the 25 teaching day of term.

Students have the right to have questions regarding their grades addressed and to view all material, including material that has not been returned such as final examinations. Please see [graduate regulations Article 15](#) and [Graduate Grade Appeal Process](#) for more information.

This course has no exam.

Cost of Educational Materials

Students are not required to purchase textbooks or other learning materials for this course.

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.

Note: Carleton University will no longer provide Adobe Creative Cloud access starting September 2026. School of Industrial Design students are required to purchase their own license/subscription to the Adobe Creative Cloud service for the 2026-2027 academic year.

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 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](#) which you are required to review.

The School hosts two mandatory major events each academic year: **DisPlay** (December) and **ConnectID** (April).

As part of your studio curriculum, students are required to exhibit their studio projects and actively assist with both the setup and tear-down of these events. **By remaining enrolled in your studio course and attending these events, you provide your implied consent to participate in these mandatory academic activities.**

If you have a legitimate conflict, accommodation requirement, or do not wish to participate, you must proactively consult with your studio professor before the event date to discuss alternative arrangements.

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*
 - any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
 - 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 Use – Basic Assistance Only

AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot)

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 your instructor.

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.

Note that any other use of AI technologies to generate content or assignment materials will be considered as plagiarism.

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 F26 - Paul Thibaudeau - Course Schedule.**