

**COURSE OUTLINE IDES 5500A • SPECIAL TOPICS IN INDUSTRIAL DESIGN • Winter
(2023)**

Instructor: Chiara Del Gaudio

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Location: **3472 Mackenzie**

Office Hours: During lectures hours or by appointment.

Time and Location: Please refer to Carleton Central under Student Services – Registration – Search Schedule: https://central.carleton.ca/prod/bwysched.p_select_term?wsea_code=EXT

Course Description

Seminar course in contemporary design issues of an interdisciplinary nature. Guided by a faculty member and supported by external professionals.

Includes: Experiential Learning Activity.

Design Anthropology is an emerging field that combines elements of Design and Anthropology.

Considering that this field is in its early stages of development, the course aims to support the exploration and experimentation of what Design Anthropology is, what it could be and how it could be practiced. After discussing and reaching one's own understanding of some of the foundation principles and main topics of the Design Anthropology academic debate, students will engage with design experiments aimed at exploring the how-to to of design anthropological interventions. Learning will happen through a variety of activities: case studies, individual/group literature review, writing papers, research-through-design, design interventions.

Learning Outcomes

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

1. Critically position themselves in the academic discourse on Design Anthropology, and in regard to some of the main theoretical concepts.
2. Develop situated ways to practice Design Anthropology.
3. Conduct independent in-depth exploration of a specific topic through combining literature review, material culture investigation and design experiments.
4. Organize and communicate academic and collective knowledge effectively in innovative written, visual, and oral ways.
5. Adopt academic professional behavior.

Course Format

This course promotes the exploration of the emerging field of Design Anthropology, the collective interpretation of some of its main concepts, and the speculation and experimentation on how Design Anthropology can be practiced. It combines theoretical investigations and practice-based experiments. In the first half of the course, students will achieve an understanding of the evolving relationship between Design and Anthropology and explore some of its core concepts. In the second half of the course, students will work in multidisciplinary teams, acting as researchers, facilitators, and co-creators in processes of design and innovation. Aware of the connection between past and future, and the role that acting in the present has to tie them together and reveal their connection, students will engage in developing “technologies of the imagination” that will support people in better understand the relationship between past and present, in experimenting with possible futures and in critically assessing, contesting, and developing new ideas in their specific contexts. Finally, they will perform and produce an “ethnography of the possible”.

In Winter 2023, students will do this by ideating and implementing design interventions for a process of investigation of specific urban conflicts and the related urban imaginaries, and for the co-creation and visualization of alternative ones in Ottawa.

Classes will be a mix of weekly seminar discussions and knowledge-building activities, conducted independently, in group and collectively.

The course instructor will guide the students throughout the theoretical and practical explorations. However, the expectation is that the students will act independently and show a professional and graduate studies level attitude in exploring the topics further.

Course Deliverables

Students will be evaluated for:

- Dossier of Design Anthropology Concepts (40% group activity; 60% individual activity) 30%
- Counter-cartographies: Design, Implementation, and Communication (group activity) 40%
- Ethnography of the Possible (70% group activity; 30% individual activity) 30%

Total 100%

Deliverables and evaluation criteria are described in Appendix B which will be provided by the instructor in the first week of the term.

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.

- Akama, Y., Pink, S., Lanzeni, B., Ardevol, El. Moline, K., Light, A. & Sumartojo, S. (2018). Strategies for Disruptions. In Akama, Y., Pink, S. & Sumartojo, S. (Eds). *Uncertainty and Possibility*. (pp. 59-80). Bloomsbury.
- Akama, Y., Pink, S. & Sumartojo, S. (2018). Approaching Uncertainty. In Akama, Y., Pink, S. & Sumartojo, S. (Eds.) *Uncertainty and Possibility* (pp. 1-18). Bloomsbury. <https://doi.org/10.5040/9781350002722>
- Anastassakis, Z., & Szaniecki, B. (2016). Conversation Dispositifs: Towards a Transdisciplinary Design Anthropological Approach. In Smith, R.C., Vangkilde, K. T., Kjærsgaard, M. G., Otto, T., Halse, J., & Binder, T. (Eds.) *Design Anthropological Futures* (pp. 121-138). Bloomsbury.
- Burnham, L. (2001). Working Paper Series, No 1. The Wellspring of Black Feminist Theory. *Women of Color Resource Center*, 2-10 <https://solidarity-us.org/pdfs/cadreschool/fws.burnham.pdf>
- Carlin, D., Akama, Y., Pink, S. & Sumartojo, S. (2018). Uncertainty as Technology for Moving Beyond. In Akama, Y., Pink, S. & Sumartojo, S. (Eds) *Uncertainty and Possibility*. (pp. 103-124). Bloomsbury.
- Cinar, A., & Bender, T. (2007). The City: Experience, Imagination and Place. In A. Cinar & T. Bender (Eds.), *Urban Imaginaries: Locating the Modern City* (pp. xi-xxvi). University of Minnesota Press.
- DiSalvo, C. (2010) Design, Democracy and Agonistic Pluralism, in Durling, D., Bousbaci, R., Chen, L, Gauthier, P., Poldma, T., Roworth-Stokes, S. and Stolterman, E (eds.), *Design and*

Complexity - DRS International Conference 2010, 7-9 July, Montreal, Canada.

<https://dl.designresearchsociety.org/drs-conference-papers/drs2010/researchpapers/31>

- Dunn, N. (2019) Urban Imaginaries and the Palimpsest of the future. In Linder, C., & Meissner, M. (Eds) *The Routledge Companion to Urban Imaginaries*, (pp. 375-386). Routledge.
- Halse, J. (2013). Ethnography of the Possible. In Gunn, W., Otto, T. & Smith, R. C. (Eds.) *Design Anthropology: Theory and Practice* (pp. 180-198). Bloomsbury.
- Haraway, D. (2016). Playing String Figures with Companion Species. In Haraway, D. *Staying with the Trouble. Making Kin in the Chthulucene* (9-29). Duke University Press.
- Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*, 14, (3), 575-599
- iconoclasistas. (2016). Manual of collective mapping. critical cartographic resources for territorial processes of collaborative creation. https://iconoclasistas.net/wp-content/uploads/2020/05/Manual_Ingle%CC%81s.pdf
- Ingold, T. (2011). Drawing Together: doing, observing, describing. In Ingold, T. *Being Alive*. Routledge
- Jackson, T., Akama, Y., Pink, S. & Sumartojo, S. (2018). Surrendering to and Tracing Uncertainty. In Akama, Y., Pink, S. & Sumartojo, S. (Eds) *Uncertainty and Possibility*. (pp. 81-102). Bloomsbury.
- Kjærsgaard, M. G., Halse, J., Smith, R. C., Vangkilde, K. T., Binder, T. & Otto, T. (2016). Introduction: Design Anthropological Futures. In Smith, R.C., Vangkilde, K. T., Kjærsgaard, M. G., Otto, T., Halse, J., & Binder, T. (Eds.) *Design Anthropological Futures* (pp. 1-18). Bloomsbury.
- Kollektive, Organotango+. (Ed.). *This is not an atlas. A global collection of Counter-cartographies*.
- Lanzeni, D., & Ardevol, E. . (2017). Future in the ethnographic world. In Salazar, J. F., Pink, S., Iaving, A. & Sjöberg, J. (2017). *Anthropologies and Futures: Researching Emerging and Uncertain Worlds*. (pp. 117-132). Bloomsbury.
- Linder, C. & Meissner, M. (2019). Introduction: Urban imaginaries in theory and in practice. In Linder, C., & Meissner, M. (Eds) *The Routledge Companion to Urban Imaginaries*, (pp. 1-22). Routledge.
- Maze, R. (2016). Design and the Future: Temporal Politics of "Making a Difference". In Smith, R.C., Vangkilde, K. T., Kjærsgaard, M. G., Otto, T., Halse, J., & Binder, T. (Eds.) *Design Anthropological Futures* (pp. 37-54). Bloomsbury
- Otto, T., & Smith, R.C. (2013). Design Anthropology: A Distinct Style of Knowing. In W. Gunn, T. Otto, & R. C. Smith (Eds) *Design Anthropology* (pp. 1-29). Bloomsbury.
- Pandian, A. & McLean, S. (Eds). *Crumpled Paper Boat. Experiments in Ethnographic Writing*. Duke University Press.
- Salazar, J. F. (2017). Speculative Fabulations. Salazar, J. F., Pink, S., Iaving, A. & Sjöberg, J. (2017). *Anthropologies and Futures: Researching Emerging and Uncertain Worlds*. (pp. 134-151). Bloomsbury.
- Smith, R., C. & Otto, T. (2016) Cultures of the Future: Emergence and Intervention in Design Anthropology. In Smith, R.C., Vangkilde, K. T., Kjærsgaard, M. G., Otto, T., Halse, J., & Binder, T. (Eds.) *Design Anthropological Futures* (pp. 19-36). Bloomsbury.
- Sneath, D, Holbraad, M. & Pedersen, M. A. (2009) Technologies of the Imagination: An Introduction, *Ethnos*, 74:1, 5-30, DOI: 10.1080/00141840902751147
- Suchman, L. (2002). Located accountabilities in technology production. *Scandinavian Journal of Information Systems* 14 (2), 91-105

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 which 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>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [several actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you

feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom-reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 and Detailed Class and Weekly Activities

Appendix B – Assignments Guidelines and Evaluation Criteria

Appendix C - Guidelines for Exploration and Presentation

APPENDIX A - Course Schedule

week	date	topics	main activities
1	Jan. 09	Introduction to the course and on Design Anthropology	Introduction to the course and its assignments, lecture, and tasks division
2	Jan. 16	The temporal framework of Design Urban Imaginaries Located accountabilities	Presentations Seminar discussion
3	Jan. 23	Ethnography of the Possible Technologies of the Imagination Design Workshops	Presentations Seminar discussion
4	Jan. 30	(Conventional) Design Process Documentation (Conventional) Ethnographic Documentation	Presentations Seminar discussion
5	Feb. 06	Urban Imaginaries - Introduction to the topic of this year & Visualization Counter-cartography Political and Adversarial Design	Lectures & Guest Speaker (tbc) Seminar discussion
6	Feb. 13 *place to be defined	Collective guided walk	Deliverable: Feb. 13 - Dossier of Design Anthropology Concepts (group + individual activity)
WINTER BREAK 20-24 February 2023			
7	Feb. 27	Individual and group counter-cartography of the neighborhood	Implementation and data collection
8	Mar. 06	Counter-cartography & Design Intervention: design	Design and reviews Conversations with experts (tbc)
9	Mar. 13	Counter-cartography & Design Intervention: design	Design and reviews Conversations with experts (tbc)
10	Mar. 19 In the afternoon	Collective counter-cartography and design intervention implementation	Implementation Data Collection
11	Mar. 27	Presentations Ethnography of the possible: design	Presentations Design and reviews Deliverable: Counter-cartographies (group activity)
12	Apr. 3	Ethnography of the possible: design	Design and reviews
Deliverable: April 27 Ethnography of the possible (group + individual activity)			