CARLETON UNIVERSITY
SCHOOL OF INDUSTRIAL DESIGN

COURSE OUTLINE IDES 5500B • SPECIAL TOPICS IN INDUSTRIAL DESIGN • Summer (2024)

Instructor: **Chiara Del Gaudio**

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                        Location: **3472 Mackenzie**

                        Office Hours: During lectures hours or by appointment.

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

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. The course aims to support the exploration and experimentation of what Design Anthropology is and could be. It is made of a theoretical part and of an applied one – with a stronger emphasis on the applied one when the course is taught in an intensive mode. Specifically, after reading and discussing the fundamentals of the field, students will engage in design experiments. This will allow students to explore and practice the how-to of design anthropology interventions. Learning will happen through a variety of activities: case studies, readings, individual and group investigations, research through design, design interventions, co-design dynamics, and writing papers and essays, field trips and activities off-campus are an integral part of the course.

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 by 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.

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 part of the course, students will achieve an understanding of the evolving relationship between Design and Anthropology and explore some of its core concepts and ways of practicing it. In the remaining part of the course, students will work in multidisciplinary teams, acting as researchers, facilitators, and co-creators in processes of design and innovation with and/or within communities. Students will engage in developing "technologies of the imagination" and "devices for dialogue" that will support people in better understanding their own environments and what informs them, 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 Summer 2024, students will do this by ideating and implementing design interventions to investigate specific urban situations and conflicts and related urban imaginaries and co-create and visualize alternative ones in and for Ottawa.

Classes will be a mix of seminar discussions and knowledge-building activities conducted independently, in groups 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:

- Counter-cartographies of the present (design, implementation, communication) (group activity)   30%
- Counter-cartographies of the future (design, implementation, communication) (group activity)   30%
- Ethnography of the Possible (group activity)   25%
- Essay (individual activity)   15%

Total   100%

Deliverables and evaluation criteria are described in Appendix B, which will be provided by the instructor during 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.

Mandatory readings:
- 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.
- 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.
- Keshavarz, M. (2019) Undesigning borders: urban spaces of borders and counter-practices of looking. In Coombs, G., McNamara, A. & Sade, G. (Eds.). UNDESIGN. Critical Practices at the Intersection of Art and Design. (pp. 161-174)
- Lupi, G. (2016). Data Humanism, the Revolution will be Visualized. Print Mag, Fall 2016. (this can also be found as medium post at: https://medium.com/@giorgialupi/data-humanism-the-revolution-will-be-visualized-31486a30dbfb)
- Mesquita, A. (2018). Counter-cartographies – The insurrection of maps. In Kollective, Organotango+. (Ed.). *This is not an atlas. A global collection of Counter-cartographies*. (pp. 26-37).

- Mingus, M. (2019). Transformative Justice: A Brief Description. https://leavingevidence.wordpress.com/2019/01/09/transformative-justice-a-brief-description/
- 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.
- Pennington, S. (2022). A typology of care-politics in design. In Pennington, S. *Care-politics in design: Towards an inventive feminist research practice*. (pp. 32-65)

Additional suggested readings:
- 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.
- 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.
- Haraway, D. (2016). Playing String Figures with Companion Species. In Harawa, 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 Inglod, T. *Being Alive*. Routledge
- Jackson, T., Akama, Y., Pink, S. & & Sumartojo, S. (2018). Surrending 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.
- Kollective, 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
- Pandian, A. & McLean, S. (Eds). *Crumpled Paper Boat. Experiments in Ethnographic Writing*. Duke University Press.
- 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
- 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.
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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 offenses seriously and will take appropriate action as outlined in Carleton's Academic Integrity policy (see link above).

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.

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, 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 Activities

Appendix B – Assignments Guidelines and Evaluation Criteria