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| Instructor | Thomas Garvey |
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| Office Hours | By appointment |
| Course Time and Location | Tuesday and Thursday 11:35-14:25 / 213 Tory Building |

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

Course Objectives

Designers seek to place the human being in the center of the design development process. They acquire a deep understanding of human needs through empathy and apply a pragmatic human-centered problem-solving process to design products, systems, services, and experiences.

This course will engage students to focus on the design of a spatial environment that balances understanding of a person's multi-faceted experience in/with the world, with design principles focusing on small scale interior and architectural spaces.

Given that this is a summer course, past the opportunity to be presented at the year-end exhibition, students will be given opportunities to present/publish their work as digital course documents and entered where possible into design competitions: all to provide for the greatest exposure of the completed student work.

Learning Outcomes

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

1. Understand the larger interdisciplinary importance of combining human-centered principles from various design disciplines,
2. Demonstrate independent ability to conduct research within the topic fields,
3. Apply design principles and theory to develop compelling design solutions for a given design project,
4. Prepare and present conceptual design explorations and final detailed designs in a succinct presentation, and
5. Document the entire process in multiple final written/visual documents including a poster, brochure, and slide presentation.

Course Format

The course consists of research exercises, with interim discussions and presentations to affect the overall direction of the final project outcomes. Readings will be assigned to prepare for subsequent discussion. Students are also expected to bring additional readings pertinent to their topic direction.

Most classes will begin with reflections on the previous week, a short presentation or class discussion. Active participation in the discussion is highly recommended. Studio time may be used to conduct fieldwork, participate in workshops, and team discussion and collaboration. The course instructor will be a guide for the students throughout the project; however, the expectation is that the students will propose their own process for developing a solution (e.g., adapting readings, developing individual insights and conceptual work, etc.). Attendance in all classes is required.

Main Topic

Minimalism + Nature / Creativity + Health

Topic Background

- We face population and land use limitations that result in most people being cut off or restricted from sufficient connections to the natural physical world.
- At the same time, we continue to learn about the beneficial health impacts that can be drawn from interactions within natural environments, based on solid scientific research findings.
- How can we explore and conceive a range of motivations/activities/experiences to be conducted within the natural environment that acknowledges and advances the research findings? What is the nature of spaces that contribute to quality of life of individuals/community?
- What tasks and actions do you wish to carry out? How few/many things do you require?
- How do you interpret and evaluate the experiences and what dreams do you hope to achieve? With whom?

Design Project

- With consideration of the given research and design dimensions conceptualize in sketch form the broadest view of an activity space to be centered within a 3m spatial cube. The cubic space can be volumetrically manipulated.
- Within the broad view choose one creative activity set to design in greater detail.
- Identify quantitative and qualitative design features that you wish to design in detail.
- In every case clear representation of the person or persons acting within is essential.

Research and Design Dimensions

- Philosophical foundation for lifestyle and habitation strategies
- Geographical scenario that addresses environmental and biological imperatives
- Personal/social (individual/community) interactions of resident(s)
- Functional criteria and design mechanisms for effective use of space
- Technological/artistic interplay and spatial integration

Individual Content Deliverables

- Exhibition panels / publication pages (8-10) = Conference poster presentation format
- Written content: 200 referenced + 300 unique = 500 words for each dimension (2500 combined)
- Visual content: Range of sketches, CAD, photographic and other visualizations as appropriate.

Class Deliverables and Evaluation

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| May 23: | Phase 1. Early conceptual development (individual) | 25% |
| June 6: | Phase 2. Virtual/physical design development (individual) | 25% |
| June 15: | Phase 3. Integration of solutions and presentation/publication formats (team) | 50% |

Readings

Initial readings as follows will be supplemented by new readings introduced each week based on student direction and/or selected by students during progress reports.

- Dunn, D. (1988). Wilderness as Reentrant Form: Thoughts on the Future of Electronic Art and Nature. *Leonardo*, Vol. 21, No. 4, pp. 377-382. Boston: MIT Press.
<https://www.jstor.org/stable/1578700>
- Grant, A. (2015, April 27). Brian Little: 'Personality and the 'Art of Well-being.' *Knowledge at Wharton*. University of Pennsylvania. <https://knowledge.wharton.upenn.edu/article/the-science-of-personality-understanding-yourself-and-those-around-you/>
- Hall, E. (1976). *Beyond Culture*. New York: Anchor Press/Double day.
- Lindbergh, A. M. (1977). *Gift from the Sea*. 50th anniversary ed. New York: Pantheon Books.
- Rapoport, A. (1990). *The Meaning of the Built Environment: A Nonverbal Communication Approach (2nd ed.)*. Tucson, AZ: University of Arizona Press.
- Sawyer, R. (2019). The role of failure in learning how to create in art and design. *Thinking Skills and Creativity*, Vol. 3. Amsterdam: Elsevier.
- Sommer, R. (1969). *Personal Space: The Behavioral Basis of Design*. Englewood Cliffs, NJ: Prentice-Hall.
- Soto, C. (2016, June 30). Brian Little: 'Personality can change over a lifetime, and usually for the better.' NPR. <https://www.npr.org/sections/health-shots/2016/06/30/484053435/personality-can-change-over-a-lifetime-and-usually-for-the-better>
- Thoreau, Henry David, 1817-1862, author. (1992). *Walden; and Resistance to civil government: authoritative texts, Thoreau's journal, reviews, and essays in criticism*. New York: W.W. Norton & Company,
- Wilson, E. (2004). *On Human Nature*. Cambridge: Harvard University Press.

Individual/Group Work

Courses may include individual and group work. It is important in collaborative work that students clearly demonstrate their individual contribution.

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. A grade of F can be modified.

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 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.

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

Carleton's Policy on Academic Integrity is available at: <https://carleton.ca/registrar/academic-integrity/> and covers the following topics:

Plagiarism (e.g., submitting work 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 (e.g., attempting to read another student's exam paper, speaking to another student even if the subject matter is irrelevant to the text, using material not authorized by the examiner).

Other Violations (e.g., improper access to confidential information, disruption in classroom activities, 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 prior to conducting any work at the University.

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.