



The University of Western Ontario
HISTORY 9832B
Interactive Exhibits, Disability and Design Justice
Fall/Winter 2022-23
Wednesdays 3:30-5:30pm, SSC 3116 (Turkel Lab)

Instructor: Professor William J. Turkel

Office Hours: by appointment
Department of History, Office: Lawson Hall 2267
Email: wturkel@uwo.ca

Course Description:

History 9832B combines a studio course on interactive exhibit design with seminar discussions on disability history, disability studies, and design justice. The course is intended primarily for public historians but is open to other graduate students, space permitting, with permission of the instructor. Students learn how to create accessible interactive exhibits through a series of hands-on projects that teach the basis of interaction design, physical computing, and fabrication.

Course Syllabus:

No prior experience is necessary. Attendance and participation at all class sessions is expected.

Course Materials:

Required Books

- Costanza-Chock, Sasha. *Design Justice: Community-Led Practices to Build the Worlds We Need*. MIT Press, 2020.
- Williamson, Bess. *Accessible America: A History of Disability and Design*. NYU, 2019.

Suggested Books

- Goodley, Dan. *Disability Studies: An Interdisciplinary Introduction*, 2nd ed. SAGE, 2016.

You should bring a laptop (Mac, PC or Linux). All other tools, equipment, materials, and software will be supplied.

Methods of Evaluation:

- Seminar discussions (6 * 8% = 48%)
- Guided explorations (4 * 8% = 32%)
- Final project (20%)

Course Schedule and Readings:

WEEK 01. SEMINAR. Introduction

- Costanza-Chock, *Design Justice*, "Introduction: #TravelingWhileTrans, Design Justice, and Escape from the Matrix of Domination"
- D'Ignazio, Catherine and Lauren F. Klein. "Introduction: Why Data Science Needs Feminism." In *Data Feminism*. MIT, 2020.
- Goodley, Dan J. *Disability Studies*, "Beginnings: Conceptualizing Disability in a Global World"
- Kafer, Alison. "Introduction: Imagined Futures." In *Feminist Queer Crip*. Indiana University, 2013.
- Kudlick, Catherine J. "Why We Need Another 'Other'." *American Historical Review* 108, no. 3 (2003): 763-793.
- Williamson, *Accessible America*, "Introduction: Disability, Design and Rights in the Twentieth Century"

WEEK 02. STUDIO. Guided exploration 1 (storyboards; Makedo; MaKey MaKey)

- Diane Borsato, *Artifacts in My Mouth* (2003)
 - <https://www.dianebersato.net/artifacts-in-my-mouth>
 - <https://collections.mnbaq.org/fr/oeuvre/600031195>

WEEK 03. SEMINAR. Prosthesis and Disability Things

- Goodley, Dan J. *Disability Studies*, "Politics: Key Debates and Contestations in Disability Studies"
- Haiken, Elizabeth. "Modern Miracles: The Development of Cosmetic Prosthetics." In Ott, Serlin, and Mihm, eds. *Artificial Parts, Practical Lives*. NYU, 2002.
- Ott, Katherine. "Disability Things: Material Culture and American Disability History, 1700-2010." In Burch & Rembis, eds. *Disability Histories*. University of Illinois, 2014.
- Srinivasan, Raman. "Technology Sits Cross-Legged: Developing the Jaipur Foot Prosthesis." In Ott, Serlin, and Mihm, eds. *Artificial Parts, Practical Lives*. NYU, 2002.
- Williamson, *Accessible America*, "Ch 1. Progress Through Prosthetics: Limbs, Cars, Houses, and the American Dream" and "Ch 2. Disability in the Century of the Gadget: Rehabilitation and Access in Postwar America"

WEEK 04. STUDIO. Guided exploration 2 (designing in 2D; laser cutting demo; packaging and popup books; hi-low technology)

WEEK 05. SEMINAR. DIY, Differences and Disaffordances

- Costanza-Chock, *Design Justice*, "Ch 1. Design Values: Hard-Coding Liberation"
- Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory". In Davis, ed. *The Disability Studies Reader*, 5th ed. Routledge, 2017.
- Goodley, Dan J. *Disability Studies*, "Differences: Disability, Gender, Race, Sexuality and Social Class"
- McRuer, Robert. "Compulsory Able-Bodiedness and Queer/Disabled Existence." In Davis, ed. *The Disability Studies Reader*, 5th ed. Routledge, 2017.
- Williamson, *Accessible America*, "Ch 3. Electric Moms and Quad Drivers: Do-It-Yourself Access at Home in Postwar America" and "Ch 4. Berkeley, California: An Independent Style of Access"

WEEK 06. STUDIO. Guided exploration 3 (designing in 3D; 3D printing demo; mechanical design; VEX)

WEEK 07. SEMINAR. Resistance is Fertile

- Bell, Chris. "Is Disability Studies Actually White Disability Studies?" In Davis, ed. *The Disability Studies Reader*, 5th ed. Routledge, 2017.
- Costanza-Chock, *Design Justice*, "Ch 2. Design Practices: 'Nothing About Us Without Us'" and "Ch 3. Design Narratives: From TXTMob to Twitter"
- Goodley, Dan J. *Disability Studies*, "Society: Towards a Sociology of Disability"
- Law, John. "What's Wrong with a One-World World?" *Distinktion: Scandinavian Journal of Social Theory* 16, no. 1 (2015): 126-139.
- Williamson, *Accessible America*, "Ch 5. Kneeling to the Disabled: Access and Backlash" and "Ch 6. From Accessible to Universal: Design in the Late Twentieth Century"

WEEK 08. STUDIO. Guided exploration 4 (intro electronics; littleBits)

WEEK 09. SEMINAR. Crippling Design

- Costanza-Chock, *Design Justice*, "Ch 4. Design Sites: Hackerspaces, Fablabs, Hackathons, and DiscoTechs" and "Ch 5. Design Pedagogies: 'There's Something Wrong with This System!'"
- Kafer, Alison. "Time for Disability Studies and a Future for Crips." In *Feminist Queer Crip*. Indiana University, 2013.
- Moser, Ingunn. "On Becoming Disabled and Articulating Alternatives: The Multiple Modes of Ordering Disability and Their Interferences." *Cultural Studies* 19, no. 6 (2005): 667-700.
- Williamson, *Accessible America*, "Ch 7. Beyond Ramps: Crippling Design"

WEEK 10. STUDIO. Work on final project

WEEK 11. SEMINAR. Futures

- Bauman, H-Dirksen L. and Joseph J. Murray. "Deaf Studies in the 21st Century: 'Deaf-Gain' and the Future of Human Diversity." In Davis, ed. *The Disability Studies Reader*, 5th ed. Routledge, 2017.
- Costanza-Chock, *Design Justice*, "Directions for Future Work: From #TechWontBuildIt to #DesignJustice"
- Goodley, Dan J. *Disability Studies*, "Futures: Four Approaches and Three Key Themes of Critical Disability Studies"
- Hamraie, Aimi and Kelly Fritsch. "Crip Technoscience Manifesto." *Catalyst: Feminism, Theory, Technoscience* 5, no. 1 (2019): 1-34.
- Kafer, Alison. "A Future for Whom? Passing on Billboard Liberation." In *Feminist Queer Crip*. Indiana University, 2013.
- Williamson, *Accessible America*, "Conclusion: Design for All?"

WEEK 12. STUDIO. Work on final project

WEEK 13. FINAL PROJECT DEMONSTRATIONS

Additional Statements

Accessibility Options:

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: [Accessible Education - Academic Support & Engagement - Western University \(uwo.ca\)](https://www.uwo.ca/accessible-education/)

Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Eli Nathans (enathans@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

For more information on plagiarism and other scholastic offenses at the graduate level see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be

communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: [Academic Support & Engagement - Western University \(uwo.ca\)](#)

If you have any further questions or concerns, please contact, Heidi Van Galen, Department Manager, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.