

CRIPPING VISUAL CULTURE  
Fall 2018 | University of Wisconsin - Madison

ART HIST 430 Topics in Visual Culture: Crippling Visual Culture  
GEN&WS 370 Topics in Gender and Disability: Crippling Visual Culture  
Instructor: Jessica A. Cooley

**Project 1**

*The Politics of Space: Crippling UW-Madison*

Student presentations | works in progress: 10/9 and 10/11

**FINAL PROJECT DUE BY 5PM ON 10/14, SUNDAY**

**DESCRIPTION:**

In this module, we will/ have been discussing the politics of space in relation to identity, access, normalcy, and intersectional analysis. Space is here conceived of as the built environment (parking lots, sidewalks, generally all humanmade surroundings), architecture (all components of buildings and other physical structures), and social space (the relationship between bodies and their constructed environment). This assignment asks you to think about how space has been traditionally conceived, designed, and created for a supposedly neutral “average user.” However, history and critical analysis reveals that this universal “average user” is not universal or neutral at all, but makes specific assumptions about a person’s ability, race, gender, and class. In this project you will consider how space is political as it has historically, and presently, excludes people of color (think of the architecture of segregation), the homeless (vagrancy laws), disabled people (steps, lack of signage), trans and queer people (think of “Bathroom Bills” or the legislation that defines access to public toilets), and women (for example, work spaces have been traditionally designed by men and with a male user in mind).

This project will also be an opportunity to explore and develop theories from disability studies covered in class so far including the medical model, the social model, crip theory, and the Civil Rights history of disability in the United States including the impact of the passage of the Americans with Disabilities Act.

You will draw on the **readings, class lectures / discussion, and keyword handouts** to:

1. Evaluate a space of your choosing and ask “for whom was the space created?” In other words, what are the politics of the space that may or may not be readily apparent. Who can access this space? Who can use the space? Who is welcome in this space? Why?
2. What would you change about the space to make it more accessible, usable, and inclusive?

**INSTRUCTIONS:**

1. Select a space in and around Madison (public site, building, classroom, your apartment / dorm room, etc.). This should be a space that you can physically visit and should also be

a space that you can think about in an intersectional way. That is, select a space that you can think about not just in terms of disability, but disability and race, class, gender, etc. However, disability must be one of the intersecting positions.

2. Visit the space and take photographs (you'll include the photos in your presentation and final project)
3. Ask yourself for whom was this space designed? Think about it in terms of its physical access (who can enter the space), usability (once in the space who can make use of it), and inclusivity (is the space welcoming to women, people of color, queer and trans community, etc.)
4. What would you change about the space to make it more accessible, usable, and inclusive? So, identify who is excluded from this space either physically, sensorially, or ideologically and then suggest ways to remedy that exclusion. Your analysis needs to include more than just physical access solutions like a ramp (although, certainly include those) to consider a multiplicity of solutions. For example: name changes to buildings; activist interventions; the installation of public art (or the removal of public art/monuments); or public policy changes like more accessible, low-income housing, etc.

### **Length and Format Specifications:**

Write up your findings into a 2 - 4 page descriptive analysis and proposed solution that includes images of your chosen space and that also cites readings, lecture/discussion, and keyword handouts. If you prefer to complete this project in a different format like a collage or performance/activist intervention then you will accompany your creative project with a one-page description of what you're submitting, why, and it's connections to readings, lecture/discussion, and keyword handouts.

### **IN-CLASS PRESENTATION:**

On 10/9 and 10/11 you will present your work-in-progress to the class. **We will start class right at 2:30pm**

In a **3 - 4 minute presentation** you will describe your proposed project to the class and include the following information:

1. A description of your chosen site/space
2. Your initial thoughts about who you think the space is designed for and why? Discuss physical access, usability, and inclusivity.
3. Your initial thoughts for proposed changes to the space.
4. Questions that you'd like to think with the class about. For example, if you want to ask the class for help thinking about ideas for alternate accommodations aside from physical ones.

You will need to have a visual of the space itself to show the class, which means you will need to create a PowerPoint or a PDF with said image(s). You can also create a more expansive PowerPoint to aid with your presentation, but at the very least there needs to be images of the space so that we can, as a class, understand your proposed project.

Instructions for sending me your PowerPoint or PDF: I will combine all of the presentations into one document to help make the transitions between presentations more efficient.

1. You will receive an invitation from me to join a joint UW Box folder titled *Crippling Visual Culture*. Please look for that email invitation in your inbox. Joining the folder gives you permission to upload files. If you need instructions about UW Box, you will find those here: <https://kb.wisc.edu/box/33229>
2. Follow this folder path within UW Box: “*Crippling Visual Culture*” → “Project 1” → “Class Presentations: October 9 and 11”
3. Upload your presentation by **5pm the day before you are assigned to present.**
4. Name your presentation with this naming convention:  
LAST NAME\_FIRST NAME\_PROJECT#\_Presentation\_CVC\_2018.pdf

For this assignment, were I submitting one, it would look like this:  
COOLEY\_JESSICA\_PROJECT1\_Presentation\_CVC\_2018.pdf

#### **ONLINE SUBMISSION OF FINAL PROJECT:**

1. Follow this folder path within UW Box: “*Crippling Visual Culture*” → “Project 1” → “Final Projects: Due Sunday, October 14th by 5pm”
2. Upload your presentation by **5pm on Sunday, 10/14**
3. Name your digital files with this naming convention: LAST NAME\_FIRST NAME\_PROJECTNUMBER\_CVC\_2018.pdf

For this assignment, were I submitting one, it would look like this:  
COOLEY\_JESSICA\_PROJECT1\_CVC\_2018.pdf

**Deadline: OCTOBER 14, by 5pm.** As indicated in the syllabus, all assignments must be uploaded to the online course box by 5pm on this date.

#### **PRESENTATION SCHEDULE:**

##### **10/9:**

1. Bach, Kayla
2. Bannister, Erika
3. Bren, Brianna Jill
4. Carroll, Zawadi Elaine
5. Donohue, Jamie
6. Engel, Mackenzie
7. Gabriel, Haley Rose

8. Haasl, Elena Ashley
9. Hach, Alyx
10. Herman, Sarah
11. Howard, Phoebe Shea
12. Johnson, Fantasia
13. Kuehl, Katelyn Marie
14. Luner, Celia Beal

**10/11:**

1. Lusietto, Ashley Leeanne
2. Martin, Maxwell C
3. Martinez Rodriguez, Fernanda
4. Meyer, Nat
5. Moore, Liberty Ellis
6. Nadendla, Surekha
7. Plutz, Nicole Elizabeth
8. Reynolds, Mary Rose
9. Samaan, Ariana Nicole
10. Schroeder, Alexis Marie
11. Shank, Elizabeth
12. Shi, Yuan
13. Weinberger, Matthew
14. Wilson, Hayle Jeni

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**Assessment and Comments**

**Student Name:**

1. The project demonstrates an understanding of how space (the built environment, architecture, and social space) is not a neutral backdrop to our lives but can include and exclude people based on ability, race, gender, sexuality, etc.. The project demonstrates this by **first**: making an argument about whom your chosen site/space was designed for? Who was the intended “audience” for this space/site based on an analysis of its access, usability, and inclusiveness (or, lack thereof)? [25 points]
2. The project demonstrates an understanding of how space (the built environment, architecture, and social space) is not a neutral backdrop to our lives but can include and exclude people based on ability, race, gender, sexuality, etc.. The project demonstrates this by **second**: proposing creative and nuanced solutions to making the site/space more accessible, usable, and inclusive. The proposed changes include more than just physical access solutions like a ramp, but also an expansive understanding possibilities that could take the shape of activist/artistic interventions, public policy changes, or changes to an institution’s structural or bureaucratic makeup. [25 points]
3. The project demonstrates intersectional analysis by considering the ways in which not just disability is excluded from the site/space, but also how disability intersects with other positionalities like race, gender, sexuality, etc.. [20 points]
4. The project directly and substantively engages with the readings, lecture, and/or class discussion/handouts. [20 points]
5. The assignment follows the instructions [10 points].

**Total Points/Grade:** /100 (see course website for letter-grade conversion)

**Comments:**