

MIT 3778B: Theory and Practice of Making

Instructor: John Reed

Synchronous Meetings (January): Thursdays 3:30pm-6:30pm **via Teams video**

Face-to-Face Meetings (tbd): Thursdays 3:30pm-6:30pm in FNB-3090 Maker Space

Email: jreed22@uwo.ca (I respond within 48 hours but Teams chat might close that gap)

Office: FNB-4081 (but please use Teams for video meetings until further notice)

Office Hours: Thursdays 1:30pm-3:30pm via Teams video/audio chat

Course Description

This class is about making, which is often collaborative, frequently therapeutic, and always hands-on. Since making is a social activity, it simmers with the ideological constructions of age, identity, physical or mental ability, and economic position, just for starters. For example, when is something a hobby, and when is it a profession? How does making function in a therapeutic, social, or communal way, and under what conditions? How are certain types of making gendered or organized according to class or age distinctions? This course will look at some of the theories, histories, practices, and politics of making--from upcycling to coding, from hacking to bread baking, from craftivism to therapy. The best way to work through these material and conceptual aspects is to get together and make stuff. And then talk about what we have made!

Land Acknowledgement: I acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g. First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

Texts, Technology and Software

- **Texts:** All materials are available electronically via OWL. Skim PDF reader is great.
- **Technology:** A smartphone, tablet, or computer with Internet access will do the job.
- **Software:** Office 365 (Teams for meeting, Stream for videos, Powerpoint for presentations, and OWL for guided course content + links to screenings).

Evaluation:

1. **Five discussion check-ins** to prompts posted each week (15%)
2. **Two presentation contributions** to Powerpoint O365, shared live. One by March 2 (30%)
3. **One making 'lesson suggestion' in two parts:**
 - 3.1. Rationale (4 pages) due Feb 02 (7.5%).
 - 3.2. Reflection (4 pages) due one week after the activity (7.5%).
4. **Final project proposal and annotated bibliography.** Due by March 09 (10%).
5. **Final project** (research paper or another medium) due April 08 (30%).

Evaluation

1. Five discussion check-ins completed within seven days of meeting, via OWL (15%)

—> **1 single-spaced page.** Submit 5 to OWL within seven days of our weekly meeting. I will post a discussion prompt. Do the reading, attend the synchronous meetings on Wednesdays, and then submit a weekly check-in by our next meeting. The OWL page will walk you through this each week via the Assignments tab :)

2. Two Presentation Contributions to Office 365. Submit one by March 02 (15%X2=30%)

—>**Length: Quality over quantity.** Spread your material across multiple slides! You are responsible for part of the content of this course. Each week six students will sign up to build presentation slides for the week. You'll be assigned portions of the readings, along with some helpful hints if need be. I'll place an empty Powerpoint cloud-based file online, and you'll fill it in with critical concepts, selected passages for discussion, images and video to bring it to life, along with questions to throw out to the class. I don't expect you to be the expert on this material; you are merely helping to parse it and bring it to life for discussion.

When we meet, I will NOT ask people to present linearly, from beginning to end. Instead, we will start with an open group discussion involving all of us, and students will 'chime in' with something to contribute when they feel the need. We will use Microsoft Teams chat to ask questions, submit links on the fly or workshop ideas in groups. Students with slides will chime in with material to lend and take over as needed. We'll likely move on to another point, and you'll chime in again later, when appropriate to the discussion. If we run out of time, there is a record of your hard work for all to consult. This work forms an archive for others to consult and is extremely important.

3. A making 'lesson suggestion' due in two parts: Feb. 2, and 1-week after the activity.

—>**Part One (due Feb 2):** An activity suggestion and rationale. 4 pages, double-spaced, MS Word. Browse the syllabus and select a unit that interests you. Then do some research about resources, activities, and examples. Then create a making 'lesson suggestion' for the class to undertake. Include the following in your suggestion: (1) a short rationale explaining your interest in the activity, (2) a summary of the activity with instructions, (3) a list of supplies and equipment needed, (4) citations and analysis from at least one critical reading from class. Weight: 7.5%.

—>**Part Two (due one week after the activity):** A brief reflection containing three parts. 4 pages, double-spaced, MS Word. Include the following: (1) what went well, (2) what went not so well, and (3) what you might change. Your suggestion might be undertaken in class or (more likely) at-home. Weight: 7.5%.

4. Final project proposal and annotated bibliography Due by March 09 (10%)

—>**Part One:** An annotated bibliography of 10 sources that you will consult for your final paper or project. Annotations should be one paragraph long and provide a summary of each text. Use whatever formatting system you wish, but be consistent. Format: MS Word, double-spaced.

—>**Part Two:** A one-page summary or central claim: A one-page outline of your final project (research question, central claim or hypothesis, etc.) or multi- media project along with this document. Format: MS Word, double-spaced.

5. Final project due April 08 (30%)

>**Choose either an 8-page research paper or a project in another medium + a 5 page paper.**

You have the option to complete a final research paper of about 8 pages, or you may complete a 'maker' project or exploration in another medium + a paper (5 pages) that explains your methodology, results, and theoretical analysis. We will meet to talk about your chosen project during the final weeks of class. I'll set up a sign-in sheet to schedule available times for all.

Questions about this synchronous course with respect to the COVID-19 Pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, synchronously (i.e., at the times indicated in the timetable). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

Q: Will we be making stuff?

A: Yes! Each week! Synchronously! Some activities (such as the toy take-apart) will ask you get a toy in advance and take it apart. Some pre-planning is necessary. Other activities (involving food, fabric, or upcycling) also require some advance purchase. Plan ahead for the COVID worst! Amazon is a great source. Kijiji as well!

Q: What is the late assignment policy?

A: Late assignments will lose 2% per day unless the student has a documented medical or family emergency or chooses to use a self-reported absence. Reach out to me if you need an extension, which I have the ability to grant individually.

Q: When is work due if I submit a Self-Reported Absence (SRA)?

A: The duration of the excused absence is for a maximum of 48 hours. Students can request that the period covered include Yesterday and Today, or Today and Tomorrow. Absences start at midnight (12:00 a.m.) on the first requested day and end at 11:59 p.m. the following day.

Q: How will this course operate?

A: You will use OWL to access any films, download and submit assignments, and obtain slides and readings before our meeting.

You will also participate in a weekly synchronous discussion and making session using Teams video+Powerpoint (as long as we are virtual). When we resume f2f meetings we meet in the FNB Maker Space.

Please log in at 3:30 pm each Wednesday, **having watched a film or completed the reading beforehand**. Then submit your discussion response before we next meet. I will post 11 prompts; respond to 8. No back-dating!

Q: Where can I find (the three) screenings?

A: OWL. That link will take you to a Microsoft Stream Group that I created for this class. Teams will also make live captions of any meetings we hold, and I can save the recording—if students specifically request and have approval for accommodation—to a password-protected Stream channel that can only be accessed by students to whom I grant permission.

Q: How can I reach John if I have questions?

A: I am available by email at jreed22@uwo.ca. I should respond within 24 hours. If you want to talk virtually we can use the video function on Teams to chat.

Q: Can students record Teams meetings?

A: Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation or the participant **has the prior written permission of the instructor**.

Q: What is the university policy on Teams recording?

A: The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be

disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings. Remember that **if the group agrees to the recording of meetings, it will be placed on Stream for viewing with a UWO username/password by members of this class only.** Please also remember that you may decline to engage your camera during meetings.

Q: What technological challenges might I encounter?

A: Some of the headaches you might encounter are: video lag, audio lag, slow Internet in rural areas, WIFI interruptions due to competing electronic devices (like microwaves), buildings where there are too many WIFI hotspots (like apartment buildings), closed public WIFI areas if there is an outbreak, ISP bandwidth overages, device failure, device expense, geographic issues (if you're half-way around the world it will be unreasonable to attend the in-person discussion at certain times), and geo-blocking due to content censorship.

I am attempting to run a course that considers these challenges! This class is, for the most part, self-guided in terms of graded work; if you cannot attend synchronous meetings, you will not be punished. You'll be missed, however! Of course, if you don't attend, you will surely see lower grades. **If you experience geographic, technological, or economic challenges, please reach out to me before it becomes a problem. We are here to help you!**

Q: What is the academic code of conduct?

A: I won't bore you, but remember that what you say and do online can be held against you. Office 365 apps, email, and OWL are a service provided for all of us—we're merely allowed to access it :)

NOTES FROM THE FIMS DEAN'S OFFICE

Fall 2022

Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

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

Plagiarism

Students must write their essays and assignments, including take-home exams, 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 offence. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#)

Academic Consideration for Student Absence

Students will have two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment

for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- during exam periods,
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are NOT met, students will need to provide a Student Medical Certificate or equivalent documentation, if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact the FIMS Undergraduate Student Services Office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration For Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

In the event of a Covid-19 resurgence, it is possible that different procedures may need to be put in place on short notice.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

Grading at FIMS

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwo.com/mentalhealth/>

SUPPORT SERVICES – LINKS

Office of the Registrar:

www.registrar.uwo.ca

Mental Health

Support:

<https://www.uwo.ca/health/psych/index.html>

Accessible Education:

http://academicsupport.uwo.ca/accessible_education/index.html

Accessibility

Information:

www.accessibility.uwo.ca/

Writing Support

Centre:

<http://writing.uwo.ca/>

Learning Skills

Services:

<https://www.uwo.ca/sdc/learning/>

Academic Learning and Support for Online Learning:

<https://www.uwo.ca/se/digital/types/academic-and-learning-support.html>

Indigenous Services:

<https://indigenous.uwo.ca/>

Western International:

<https://international.uwo.ca/>

Career Centre:

<http://careerexperience.uwo.ca/>

01: Introduction and Overview

Jan 12 Meet —>Wednesday @ 3:30pm sign-in with Teams audio/video chat

- *Join Teams View
- Watch [Maker: A Documentary on the Maker Movement](#)
 - Pick your weeks to present on the OWL-based sign-up sheet!

02: Making, Crafting, Hacking—Issues and Approaches

Jan 19 Meet —>Wednesday @ 3:30pm sign-in with Teams audio/video chat

View: Watch [Handmade Nation](#) before we meet!

- *Get a toy for use on February 2!
- Read
- Sarah R Davies. 'Histories of Hacking and Making: There Should be Diversity in the Hackerspace Movement, He Says'
 - Susan Luckman, 'Craft Revival: The Post-Etsy Handmade Economy'

03: The Importance of Manual Work

Jan 26 Meet —>Wednesday @ 3:30pm sign-in with Teams audio/video chat

Activity: Makey Makey! Littlebits! (Can be signed out for 48 hours) from FNB.

- Read
- M.B Crawford, 'Shop Class as Soulcraft'
 - Jay Margalus, 'How Tinkering and Problem Making Are Shaking Up Higher Education'

04: The Importance of Experimentation and Failure

Feb 02 Meet FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)

Activity Toy Take-Apart! We'll hopefully be doing this face-to-face!

- *Lesson Suggestions due Feb 02 to OWL
- Read
- Jesper Juul, *The Art of Failure: An Essay on the Pain of Playing Video Games*, 'Chapter 1: The Paradox of Failure'
 - LJ Roberts, 'Put Your Thing Down, Flip It and Reverse It: Reimagining Craft Identities Using Tactics of Queer Theory'

05: Craftivism (Craft+Activism): Its Histories and Its Politics

Feb 09 Meet FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)

Watch Watch [Craftivism: Making a Difference](#) before we meet!

Activity TBA Student-suggested! We have a button machine!

- Read
- Alyce McGovern, 'Unravelling the Threads: Contemporary Craftivism and Its Origins'
 - Anthea Black and Nicole Burisch, 'From Craftivism to Craftwashing'

06: Making in the Time of COVID-19

Feb 16	Meet	FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)
	Activity	TBA Student-suggested!
	Read	<ul style="list-style-type: none"> • Nikki Sullivan, 'A Stitch in Time? Craftivism, Connection and Community in the Time of COVID-19' • Jennifer Erdley 'Masking COVID, Crafting Community'

07: Winter Reading Week

Feb 23 **No class—enjoy the break**

08: Embroidery and Stitch

Mar 02	Meet	FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)
	Activity	TBA Student-suggested!
<i>*Your first presentation is complete by this date.</i>	Read	<ul style="list-style-type: none"> • Stella Minahan & Julie Wolfram Cox, 'STITCH'nBITCH: Cyberfeminism, a Third Place and the New Materiality' • Samantha Close, 'Knitting Activism, Knitting Gender, Knitting Race'

09: Upcycling, Mending and DIY

Mar 09	Meet	FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)
	Activity	TBA Student-suggested! We have a sewing machine! Zines!
<i>*Annotated Biblio due March 09 to OWL</i>	Read	<ul style="list-style-type: none"> • Red Chidgey, 'Developing Communities of Resistance? Maker Pedagogies, Do-It-Yourself Feminism, and DIY Citizenship' • Caitlyn DeSilvey, James Ryan & Stephen Bond, 'Everyday Kintsukuroi: Mending as Making'

10: Making Is Connecting

Mar 16	Meet	FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)
	Activity	TBA Student-suggested! We have Arduino, Snap Circuits, Cricut!
	Read	<ul style="list-style-type: none"> • David Gauntlett, <i>Making is Connecting</i>, "The Meaning of Making—Digital" • Susan Luckman, 'Self-Making' and Marketing the Crafty Self'

11: Indigenous Notions of Craft and Making

Mar 23	Meet	FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)
	Activity	TBA Student-suggested! A field trip would be wonderful!
	Read	<ul style="list-style-type: none"> • Sreenanda Palit, 'Indigenous Practices and Activism: Challenging the Social Algorithm in India' • Ellyn Walker, 'The Sovereign Stitch: Rereading Embroidery as a Critical Feminist Decolonial Text'

12: Sharing and Food

Mar 30	Meet	FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)
	Activity	TBA Student-suggested! A guest speaker would be lovely!
	Read	<ul style="list-style-type: none"> • Laura Pottinger, 'It feels connected in so many ways': Circulating Seeds and Sharing Garden Produce' • Sean Parson, 'Breaking Bread, Sharing Soup, and Smashing the State: Food Not Bombs and Anarchist Critiques of the Neoliberal Charity State'

13: Conclusion and Catch-up

Apr 06	Meet	FNB-3090 from 3:30-6:30pm (or via Teams if still synchronous)
	Activity	TBA
	Read	No readings

*Final
Project due
by April 08