

# MAPPING THE MARGINS

*DREAMING OF A DESIGN JUSTICE*

Julia Chou

ARC 505 Thesis

## ***AFTERLIVES***

Nina Sharifi

David Shanks

Yutaka Sho

Thesis Assistants:

*Lillian Zhao*

*Donovan Hernandez*

*Jeanelle Cho*

## **PROBLEM STATEMENT**

*04 - 05*

## **MAPPING METHODOLOGIES**

*06 - 25*

## **THE ARCHITECTURE OF KNOWLEDGE**

*26 - 29*

## **ADDRESSING ACCESS**

*30 - 33*

## **THE PRACTICE OF MAPPING**

*34 - 43*

## **PARTICIPATORY MAPPING EXERCISE**

*44 - 53*

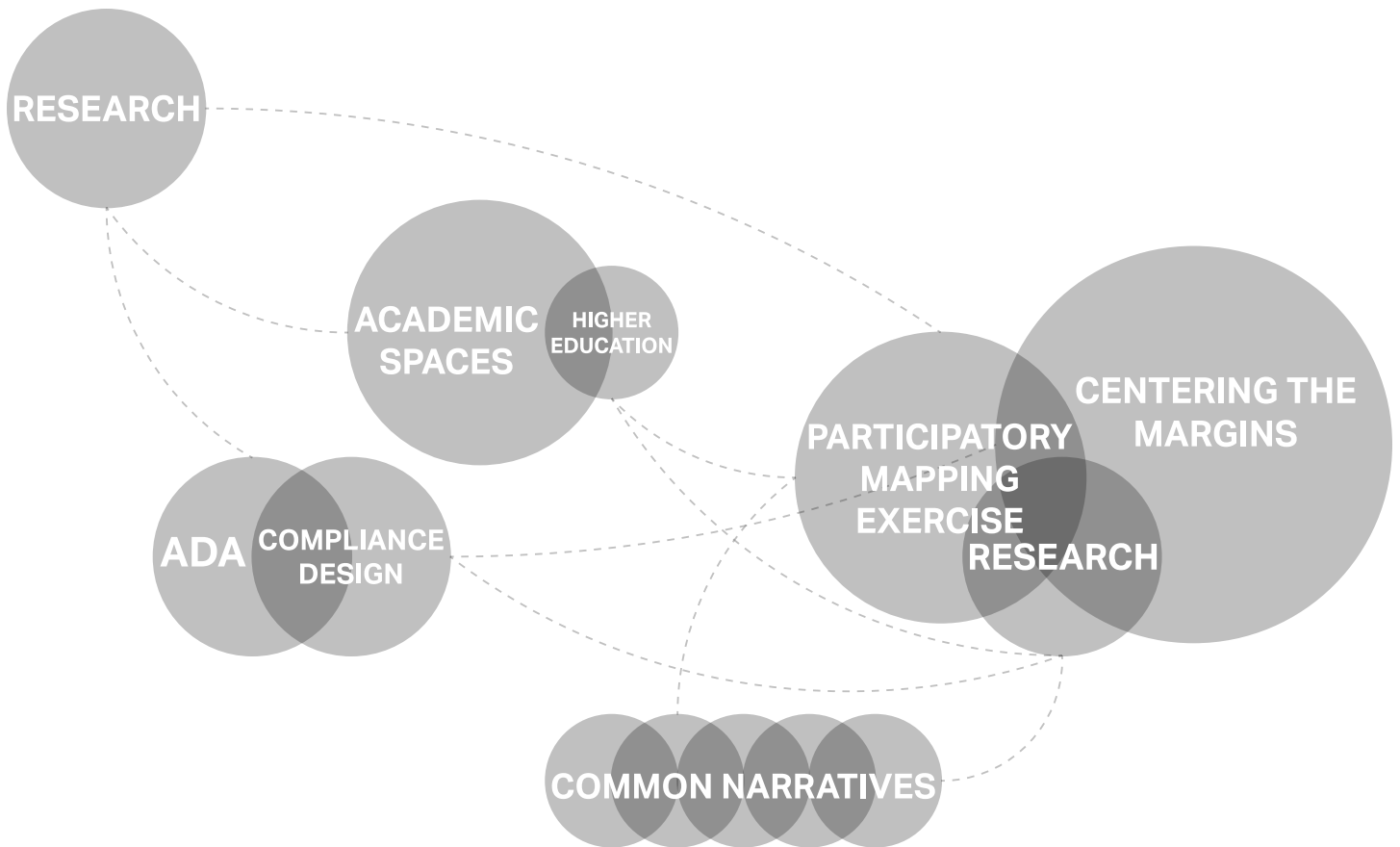
## **CAMPUS RETROFITS**

*54 - 61*

## **BIBLIOGRAPHY**

*62 - 63*

## PROBLEM STATEMENT



**What role does architecture, design, and representation play in design and disability justice work?**

*Which groups are deemed the “ideal user” by mapping, drawings, and other representational techniques?*

*How can we use representational techniques to identify marginalized experiences?*

*Can architectural praxis be in solidarity with those who are committed to working towards a more just world?*



## Abstract

This thesis aims to increase the visibility of designed marginalized experiences by identifying the dominant sequences that are prioritized by the built environment. By comparing and specifying these relationships through drawing and representational methods utilized within and outside the architectural practice, this research aims to identify and center those excluded from belonging in space. From the nature of the line to the poché of the building areas to the marking of accessible bathrooms, there exists a hierarchy of experience based on the user's physical dis/ability.

This project is focused on the architecture of higher education as a critique of the knowledge frameworks and systems of power under which we legitimize production and work. By evaluating academic spaces, we can begin to understand which bodies are privileged to access, generate, and reproduce knowledge.

In order to center physically marginalized groups and individuals, we must look beyond common narratives. The primary mode of exploration will be a participatory mapping exercise involving users of the Syracuse University campus to evaluate the barriers of access and designs for access. Collecting and layering perspectives will reveal the potential of what can be noticed by others, and what remains unnoticed by the trained collective.

VISUALIZING,



MAPPING,

# DIAGRAMS OF POWER

AND PERFORMING



RESISTANCE

Edited by Patricio Dávila

## Mapping as a Tool

Mapping, a common tool and practice for social justice efforts, is a familiar activity in architecture. Architects utilize mapping as a research methodology when given a new site or project. Looking into our own community in Syracuse, Professor Kishi Animashaun Ducre writes in her book, *A Place We Call Home: Gender, Race, and Justice in Syracuse*, "Mapping produces a specific knowledge and reveals unexamined assumptions held by those in power. Mapping has been used to legitimize and deploy that power. Critical cartographers call attention to the power, knowledge, and assumptions embedded within those maps. They understand that those physical maps have been shaped by historical, political, and economic forces." (Dure 27) Ducre writes about a project with Black mothers living in the South Side of Syracuse, highlighting the persistence, resilience, and ability to resettle and make homes through the various Cycles of disruption in Syracuse. For most, mapping is used as a tool. However for many, mapping is a tool for resistance.

COUNTERMAPPING  
MAPPING

INTERACTIVE  
MAP

DIAGRAM

TWO  
DIMEN  
MAP

PHYSICAL

ELE

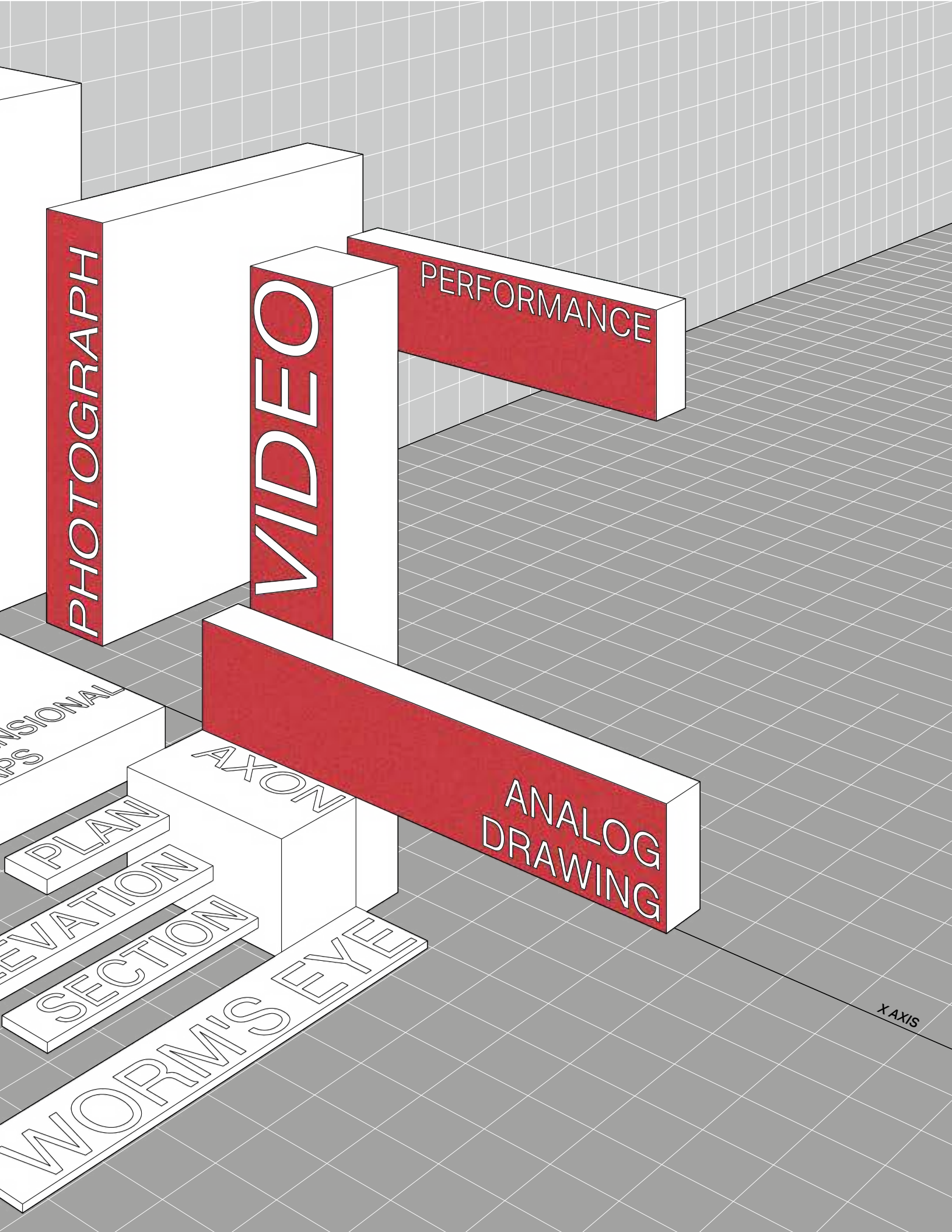
Y AXIS

**XY PLANE TEXT** *DOMINANT MAPPING / REPRESENTATION METHODS*

**XZ PLANE TEXT** *COUNTERMAPPING METHODS*

**Z DIRECTION EXTRUSION** *GREATER THICKNESS = ACCESSIBILITY TO INTERPRETATION BY NON-DESIGN ORIENTED INDIVIDUALS*

AXIS



PHOTOGRAPH

VIDEO

PERFORMANCE

VISIONAL  
PS

PLAN

ELEVATION

SECTION

WORM'S EYE

AXON

ANALOG  
DRAWING

X AXIS

# MAPPING PRECEDENTS



## Mapping Inequality

### *Syracuse, NY*

Starting in the 1930s, city planners drew map boundaries citing racist fears of “infiltration” by residents of color. Neighborhoods with large Black populations were marked in red—“redlined”—and determined undesirable. This map had great influence on future infrastructure planning, housing markets, and neighborhood growth and decline.



## Midland Avenue Regional Treatment Facility

### *Syracuse, NY*

In 2006, 45 families living in public housing by the new location of the treatment facility were forced to relocate after the Environmental Protection Agency (EPA) refused to address complaints of the location. After the fact, the environmental impacts of the waste facility were detrimental to the community.



## Redlining Reparations

### *Evanston, IL*

Evanston, IL is working to provide eligible Black residents who experienced “discriminatory housing policies and practices and inaction on the city’s part” reparations for discrimination policies between 1919 and 1969. The city is using the first \$10 million in revenue from the city’s tax on the sale of marijuana to do so.



## Community Mapping Exercise

### *Calamba City, Philippines*

Andre Ortega writes on a community mapping exercise which provided a way to understand and translate onto maps the important spaces and practices which affect the lives of city dwellers. The tools utilized show planners, technocrats, and government officials the everyday spaces and activities that are often rendered invisible or are routinely ignored.



## Politicizing the Female Body

### *United States of America*

Lori Brown researches and maps abortion clinics, women’s shelters and hospitals and reports through visual maps on the number of resources (or lack thereof) offered in each space.





**Pokemon Go**

*International*

Released in 2016, this interactive game places digital critters in physical locations that had impacts on various real-world locations. Users experience a confluence of algorithmic determinations and walkability along with shifting local economies. Community issues include: trespassing, forced zoning laws, and raised questions about regulating digital spaces.



**Mapping Access**

*Nashville, TN*

Aimi Hamraie led the Critical Design Lab to develop the Mapping Access guide. They write, "mapping together becomes an opportunity to revise our understandings of the most mundane aspects of built environments, to develop intersectional analyses of environmental exclusions, and to tell new stories about the places where we live and work."



**Mapping Access II**

*Additional US Campuses*

Hamraie's guide to Mapping Access spread to other universities such as Arizona State and Ohio State where similar iterations of the project were conducted to create pamphlets and spread awareness.





## **PISSAR Checklist**

### *Santa Barbara, CA*

People in Search of Safe and Accessible Restrooms (PISSAR) is a coalition of UC-Santa Barbara undergrads, graduate students, staff, and community members who recognize that bathrooms are not always accessible for people with disabilities. Started in 2003, this group addresses issues of accessibility, period resources, and childcare in bathrooms.

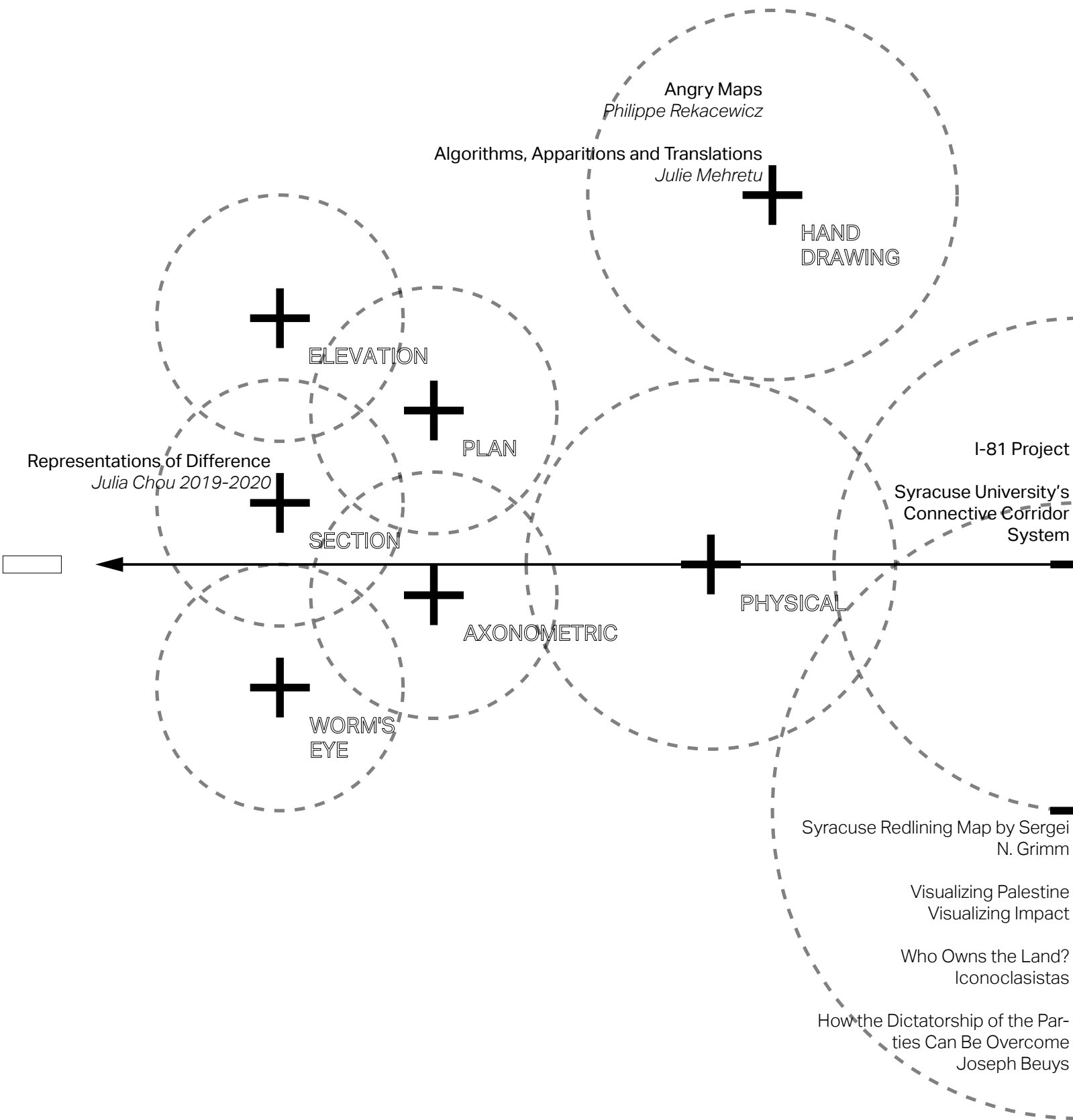


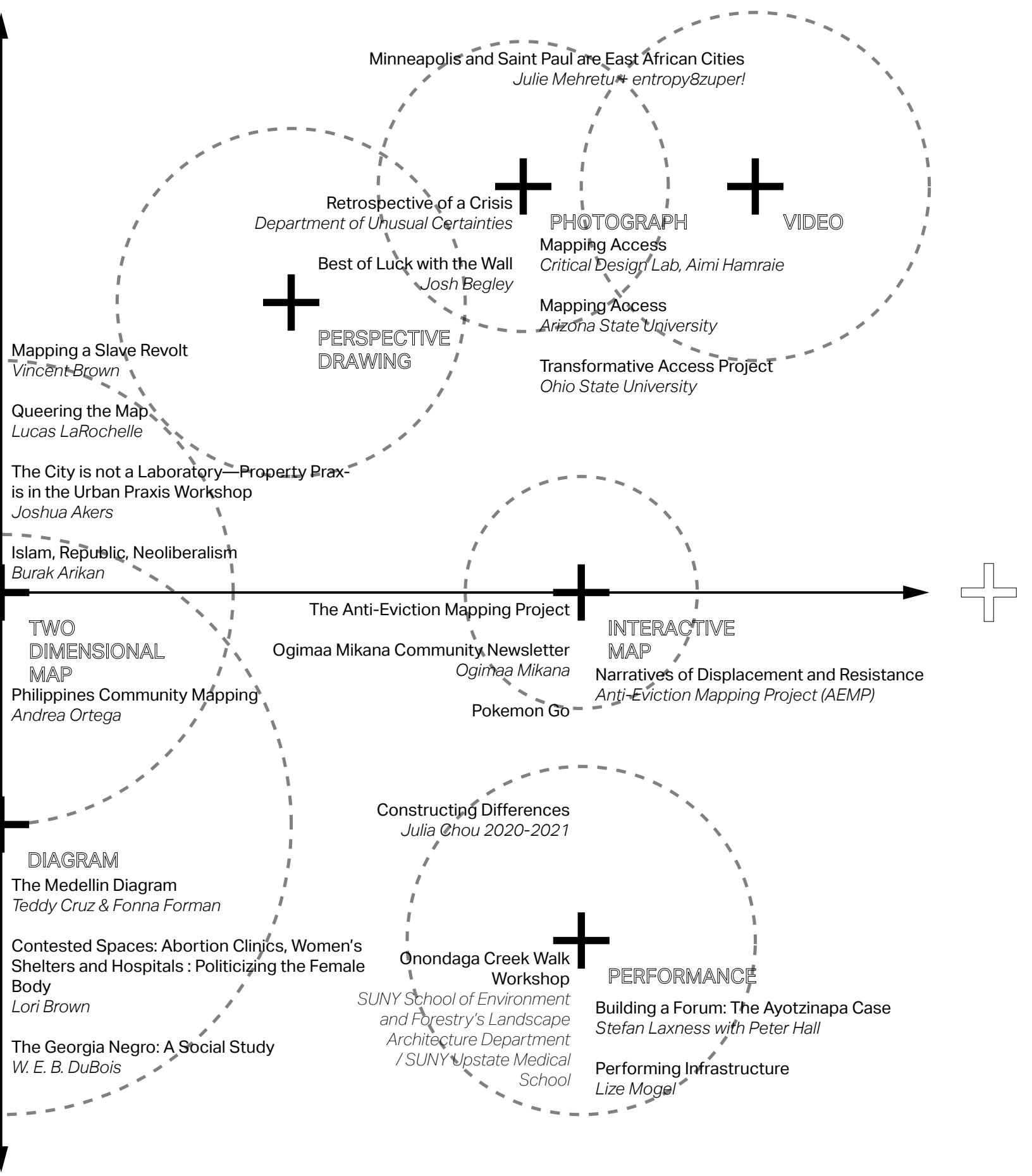
## **Situationists International**

### *Europe*

Group of artists and social scientists who desired to both understand and change urban spaces through playful practice. Derive was used as a technique of rapid passage through varied ambiances that involve playful-constructive behavior and awareness of psychogeographical effects. Detournement was a deliberate reuse of elements such as images or text.

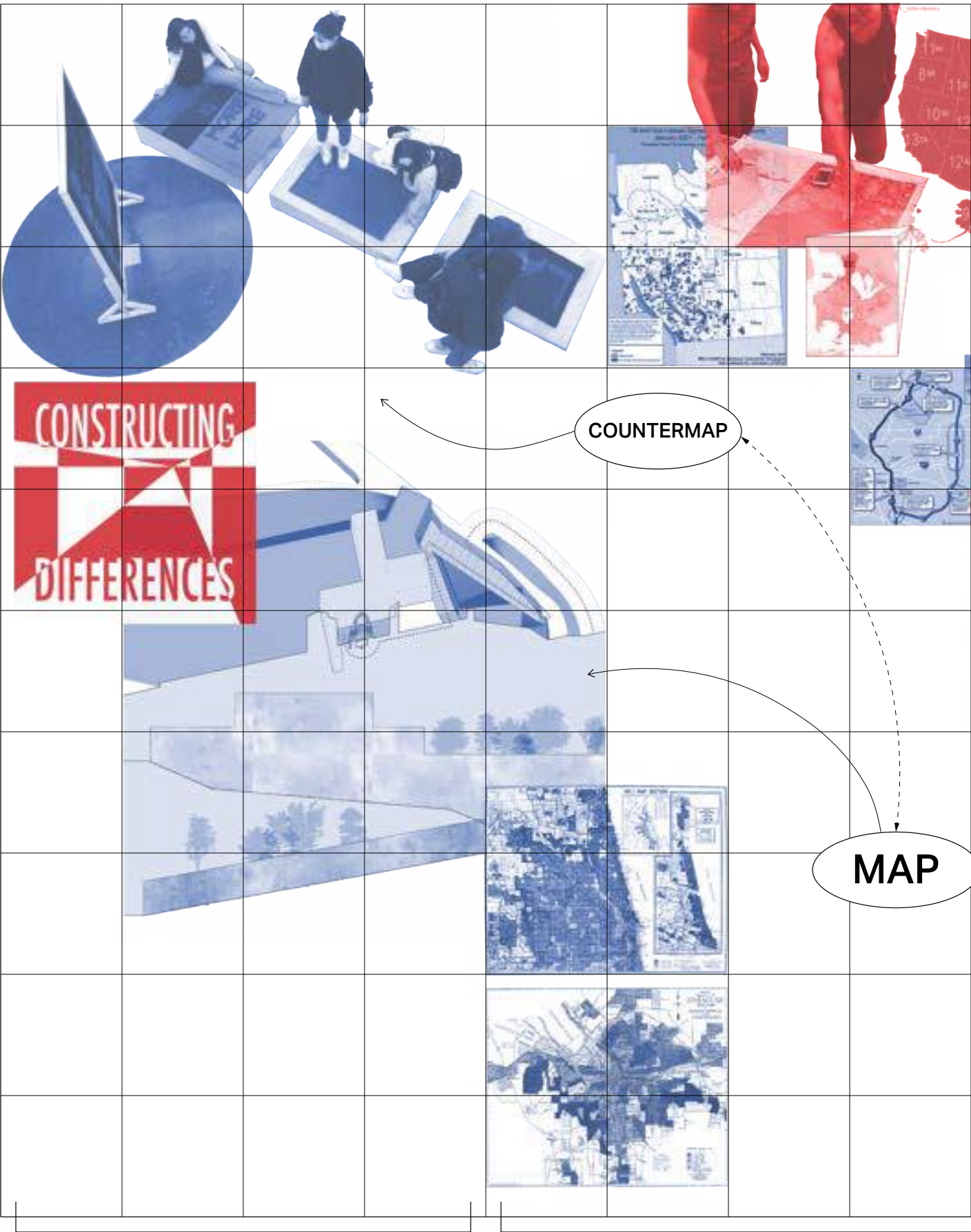
# SECONDARY MAPPING PRECEDENTS





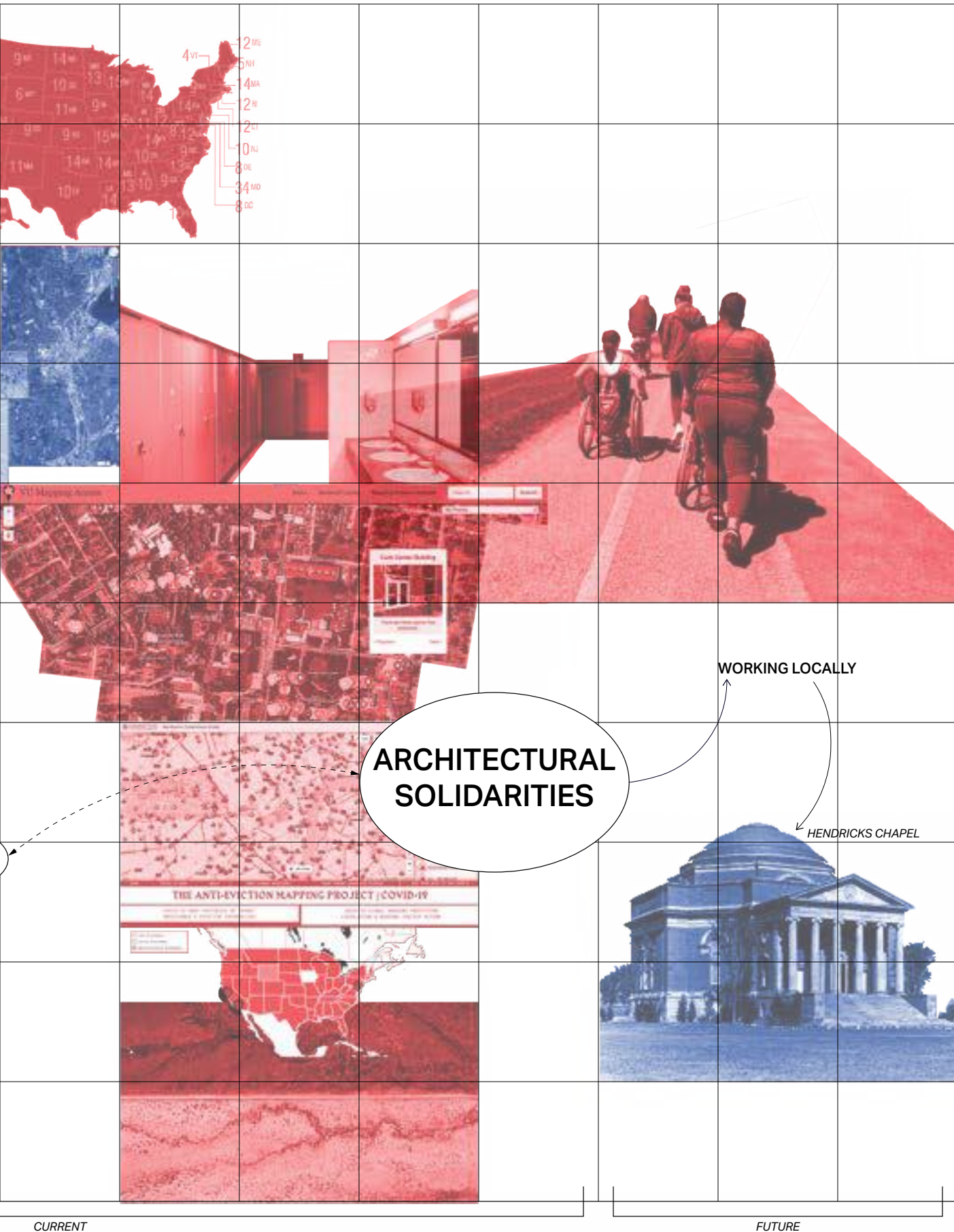
YEAR

2030  
2020  
2010  
2000  
1990  
1980  
1970  
1960  
1950  
1940  
1930



PAST

# THESIS CONSIDERATIONS OVER TIME





# SYRACUSE GROCERY ACCESS

00:00 - 12:00



- 0.25 MILES
- PRICE RANGE: \$
- PRICE RANGE: \$\$
- PRICE RANGE: \$\$\$
- INTERSTATE 81
- INTERSTATE 690 / HIGHWAY 5
- PRIMARY ROADS



# SYRACUSE GROCERY ACCESS

12:00 - 24:00



# MAPPING PRACTICE: HOURLY GROCERY ACCESS



## Wegmans

4722 Onondaga Blvd, Syracuse, NY 13219



## Buda Meat & Produce

200 Park St., Syracuse, NY 13208



## Syracuse Cooperative Market

484 S Salina St., Syracuse, NY 13202



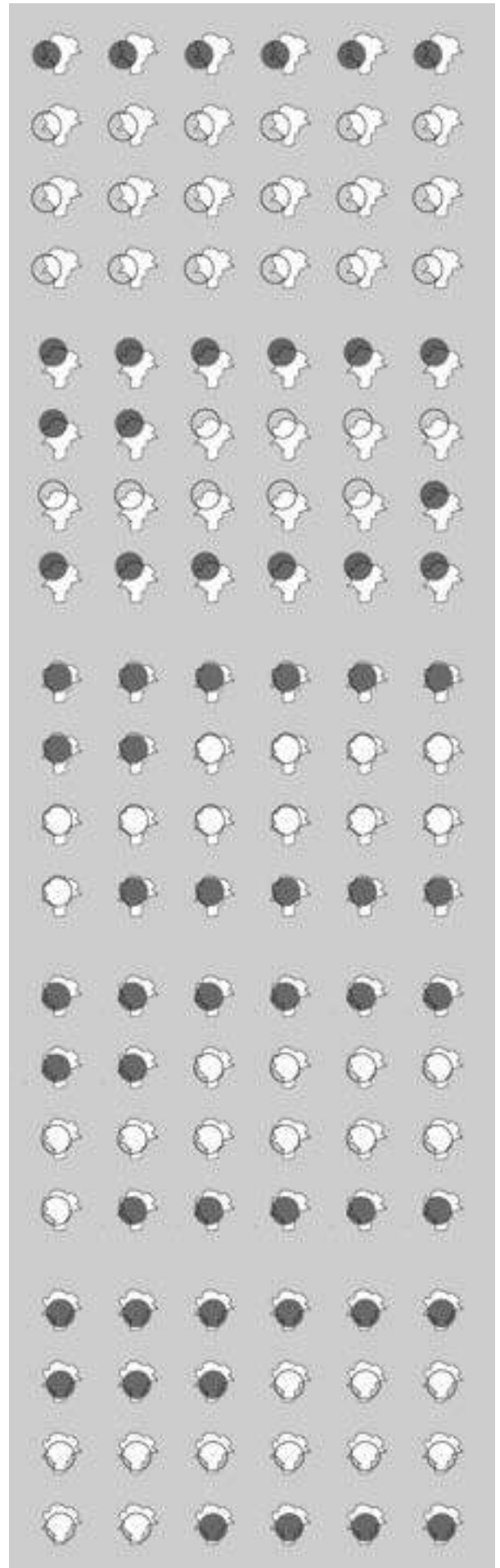
## PriceRite Supermarkets

611 South Ave., Syracuse, NY 13207



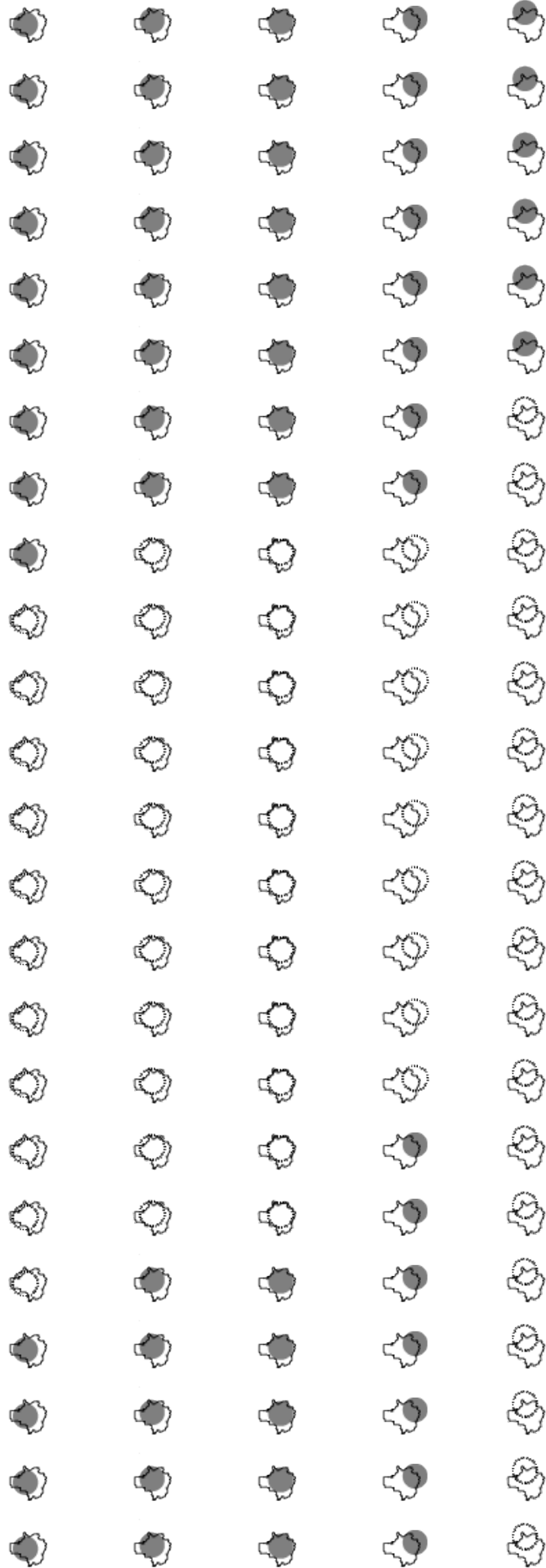
## Middle East Deli & Market

1919 S State St #1324, Syracuse, NY 13205

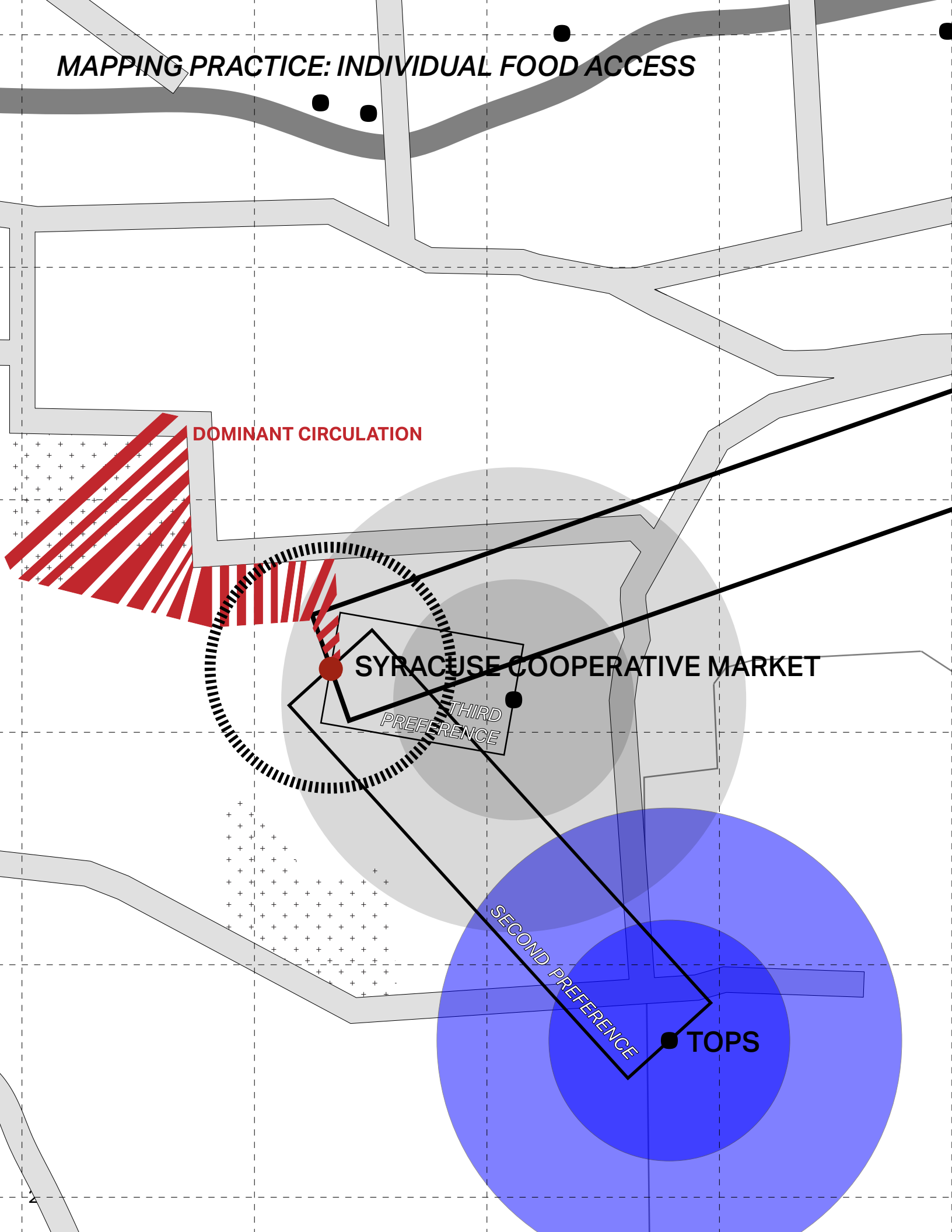




MIDDLE PRICE RITE CO-OP BUDA WEGMANS



# MAPPING PRACTICE: INDIVIDUAL FOOD ACCESS



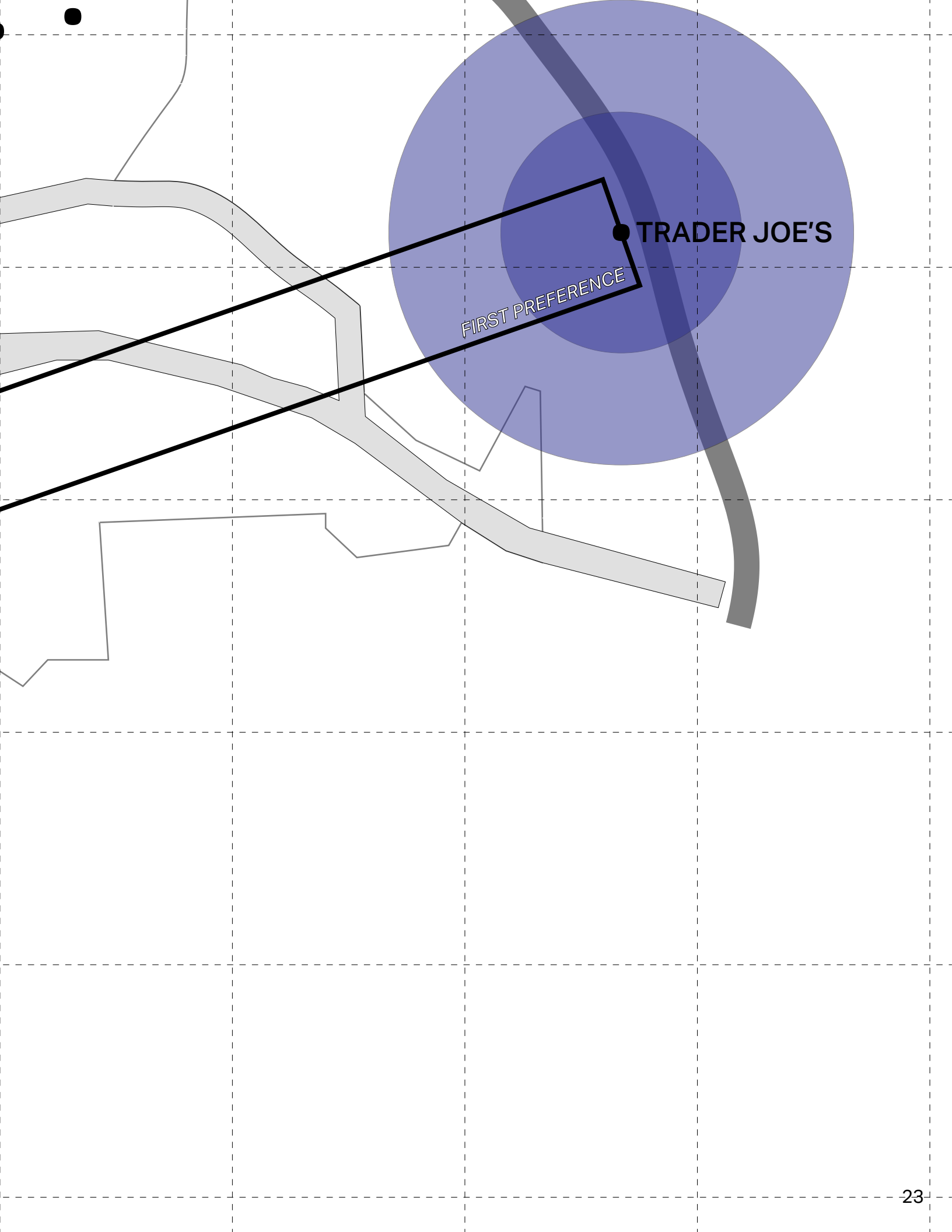
**DOMINANT CIRCULATION**

**SYRACUSE COOPERATIVE MARKET**

*THIRD PREFERENCE*

*SECOND PREFERENCE*

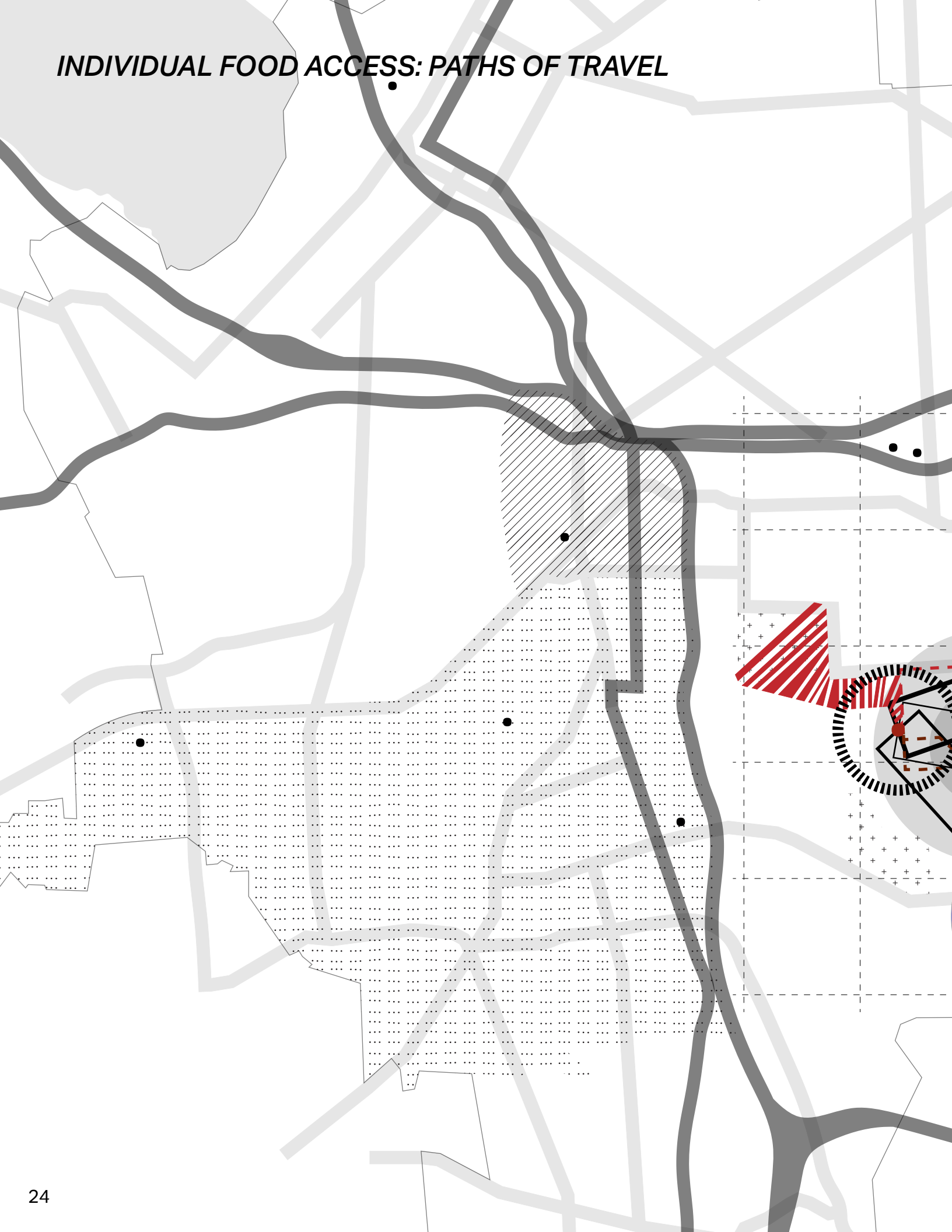
**TOPS**

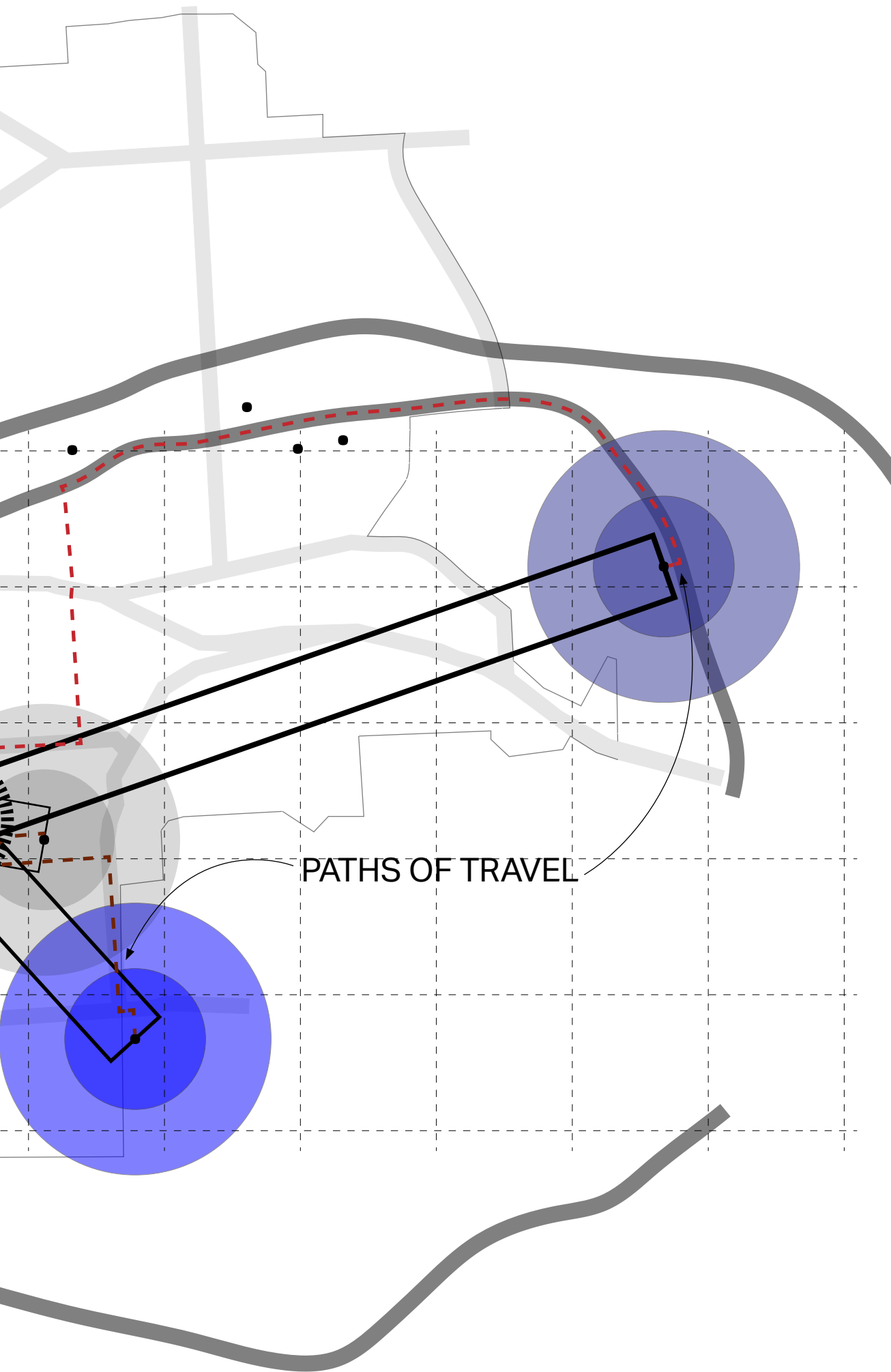


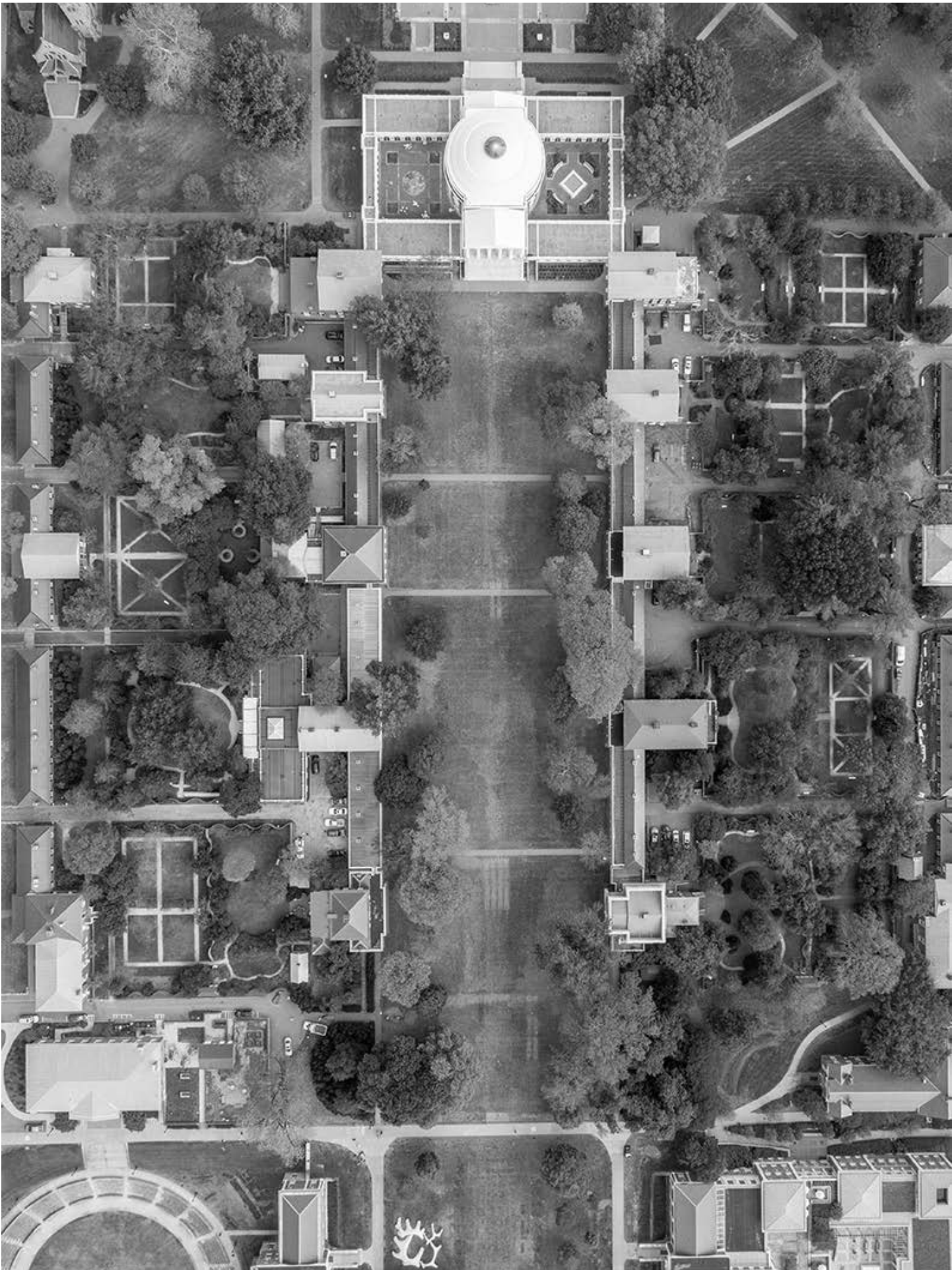
● **TRADER JOE'S**

FIRST PREFERENCE

*INDIVIDUAL FOOD ACCESS: PATHS OF TRAVEL*







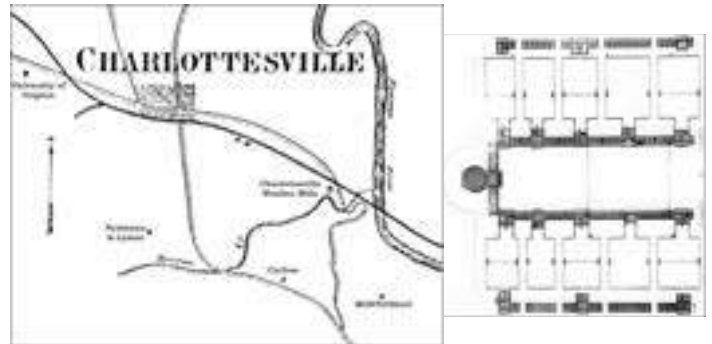
# THE ARCHITECTURE OF KNOWLEDGE

## **Who has the power to plan higher education?**

The design of knowledge-making spaces has the power to keep certain bodies out of the institution, determining which bodies have the easiest access to education, knowledge production, and control over knowledge redistribution.

*"The Academical  
Village." University of  
Virginia*

# SITES OF INTEREST



## University of Virginia

Tracing the roots of American university planning, Thomas Jefferson's designs at the University of Virginia invisibilized spaces and routes for enslaved laborers in the graphic representation of architecture and the built environment. Institutional architecture and planning has and continues to exclude and invisibilize bodies that do not fit within the dominant framework.





## Syracuse University

The 1906 Master Plan was developed by School of Architecture professors Frederick Revels and Earl Hallenbeck. The two focused on the Old Oval, a field for ceremonial green space. This planning effort formalized the main quadrangle—a new feature for the campus.

The University engaged New York City architects John Russell Pope and Dwight James Baum to enforce the strong classicism and axial organization of the campus. They created the



## Hendricks Chapel

At the heart of the Syracuse University campus lies Hendricks Chapel, open to members of the community regardless of religion, race, gender, or other social categories of identification. The neoclassical architecture of the chapel, however, creates numerous barriers for individuals with mobility disabilities to enter through dominant spatial sequences. Rather than entering through the ceremonial staircase at the front of the building, people are forced to access the interior through hidden side doors. This division of sequence contributes to the stigma of disability, as groups are then excluded from designed architectural experience denoting education, enlightenment, and power.



## Architectural Solidarities

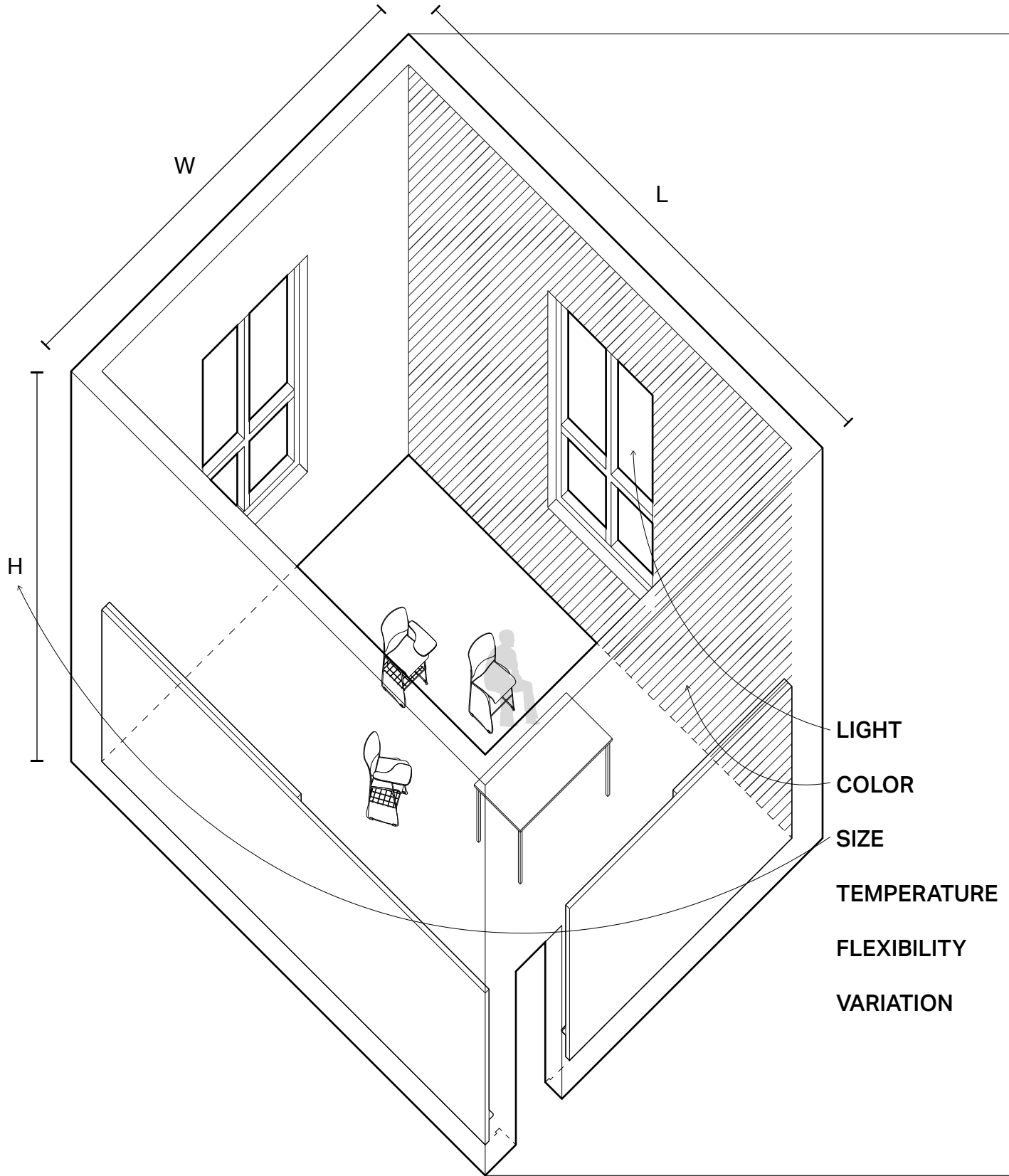
In many ways, mapping and diagramming are forms of storytelling. Intentionally and strategically moving away from traditional western methods of drawing, we can begin to work through layered ideas, bringing together diverse and diverging identities.

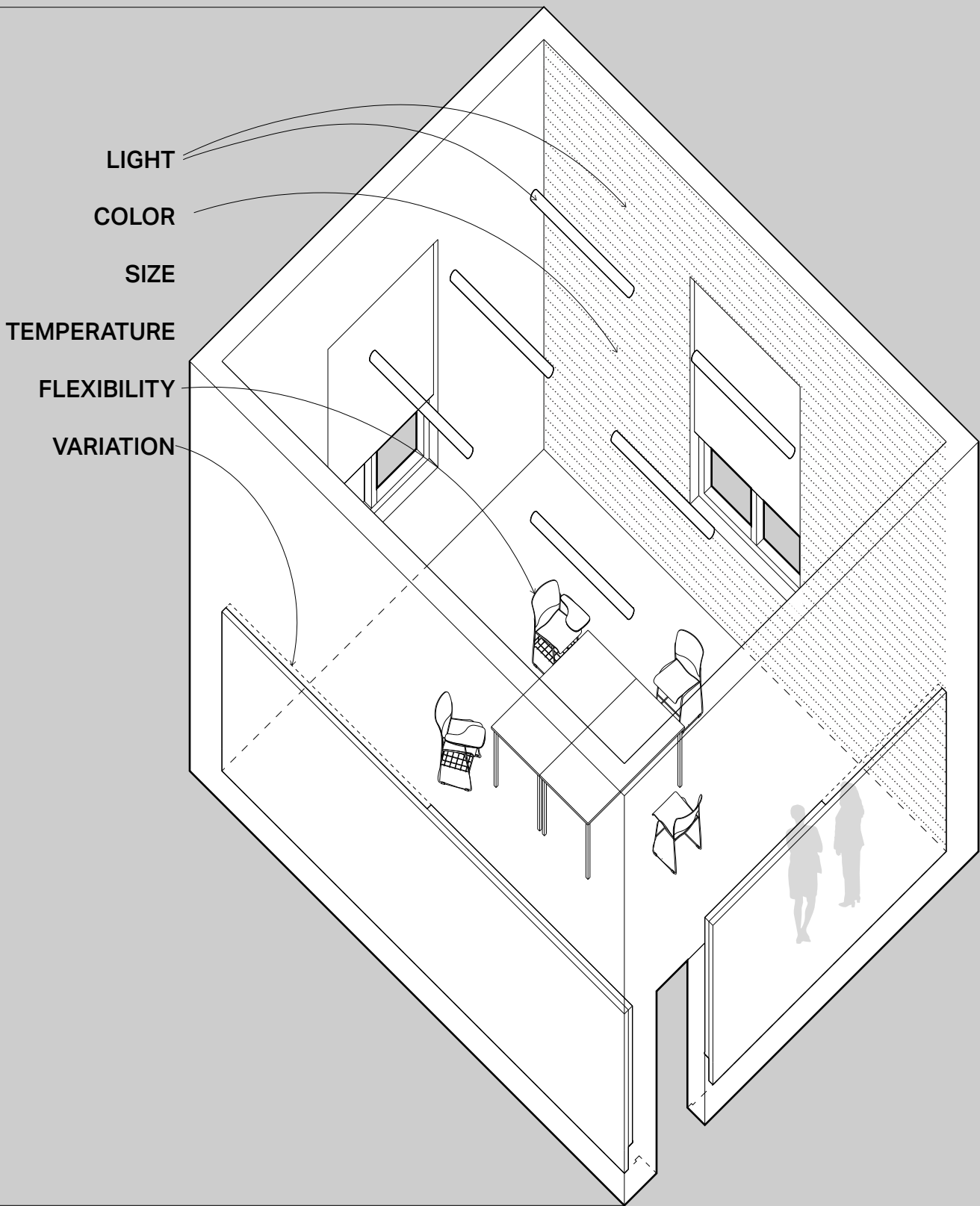
The exploration of physical access in the built environment extends beyond disability, bleeding into categories of race, gender, class, caste, and more. When designers operate beyond compliance knowledge, we can begin to identify barriers that were not seen before. By materializing disability needs, we can work to develop self-sustaining and attainable methods for designing inclusive spaces.

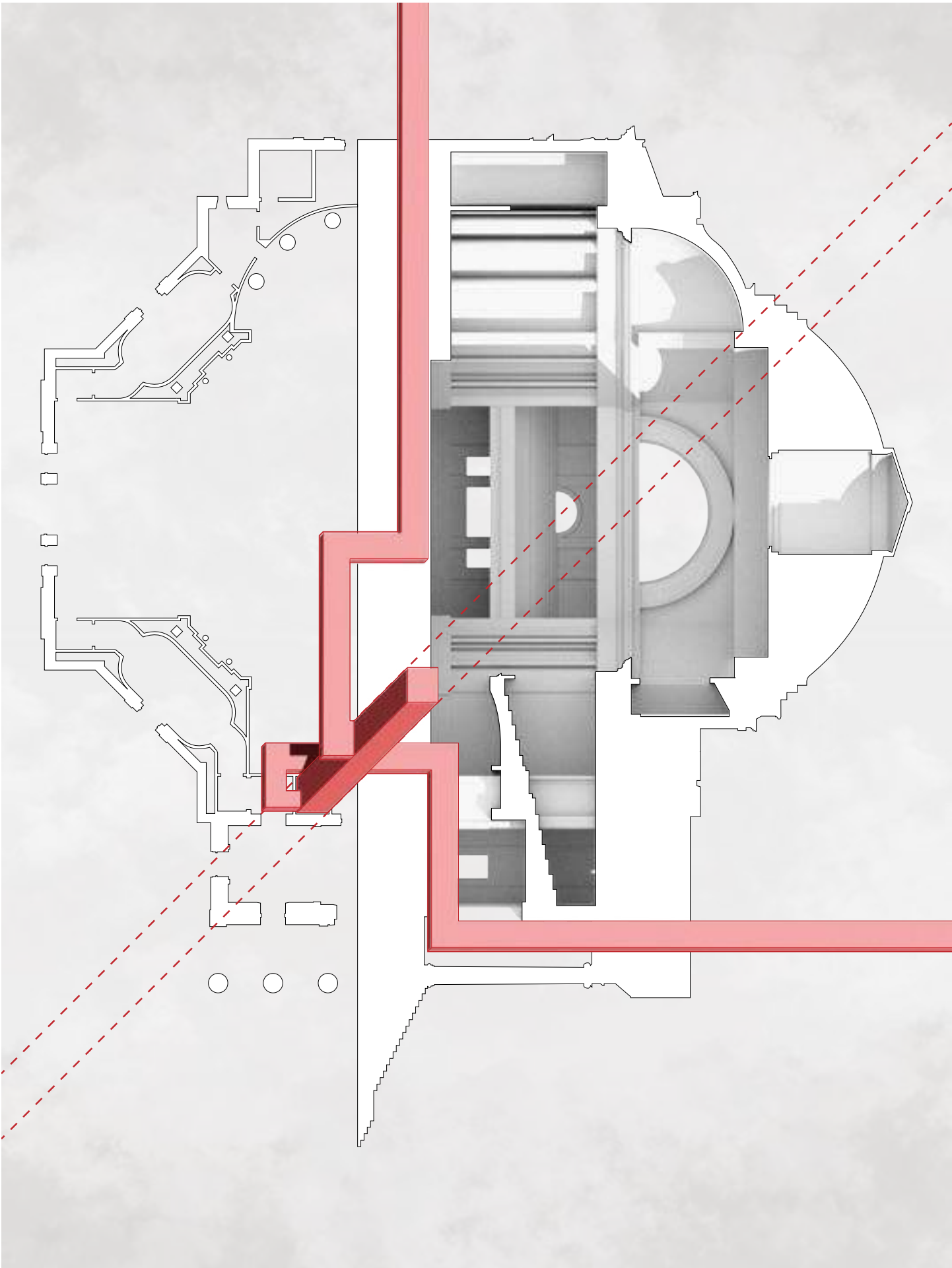
Concluding my undergraduate research at Syracuse University, this project is an accumulation of my disability and spatial justice-focused research. My thesis will be action-oriented and focused on immediate applications and integrations of research in the community. The proposed project will serve as a replicable model and resource for future accessibility and design justice initiatives on the Syracuse campus and universities nationally through design interventions.

*Kaufman, Stephen. 8-Year-Old Jennifer Keelan Leads Physically Disabled Protesters on the March 12, 1990, "Capitol Crawl." (© AP Images). 1990. Share America. <https://share.america.gov/crawling-up-steps-demand-their-rights/>.*

# PHYSICAL ACCESS CONSIDERATIONS







## Working Locally

The thesis interest in mapping stems from my desire to understand the way different people perceive space. The dominant & traditional two-dimensional map was contextualized as a starting point—a visual mode of representation created to be read by most people (road maps, google maps, globes, etc.)

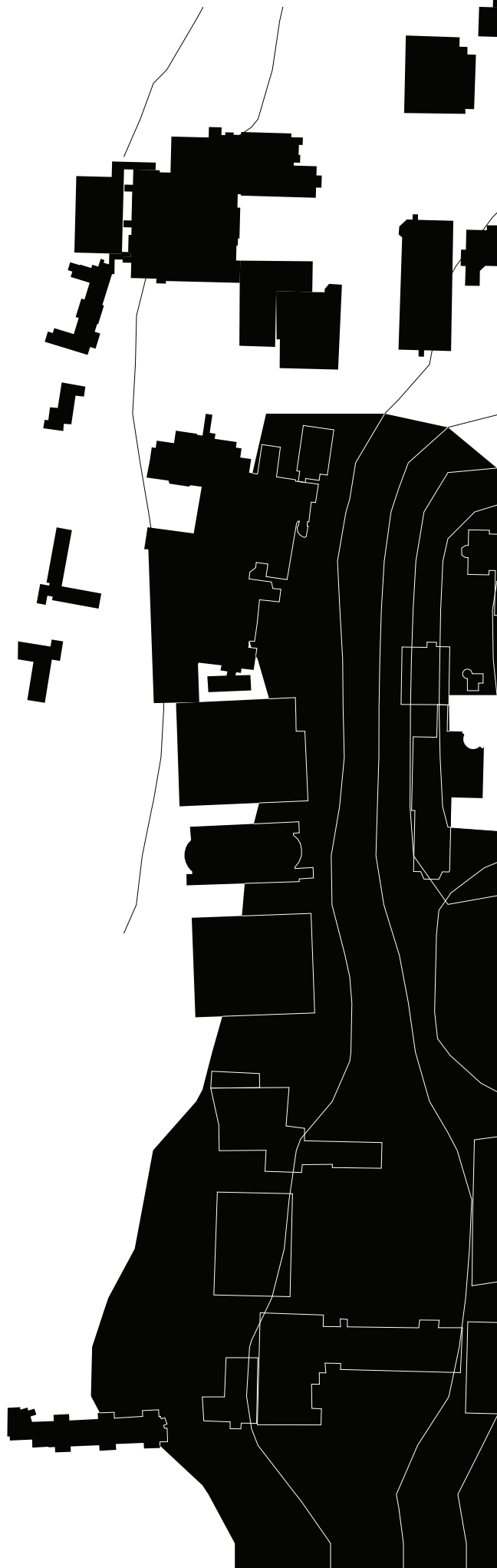
Within the context of the built environment, architects design, plan, and perceive space through more specialized “mappings” or modes of representation. Architects enact plans, sections, axonometric, and other modes of drawing to convey design strategies, structural integrity, building materials, and spatial sequence.

These drawings demonstrate the intent to develop a graphic toolkit of dominant representational methods. Moving along the spectrum from what is “architecturally” legible, requiring an education or previous understanding of architecture, to what is “publicly” legible, accessible to those without insider knowledge. By layering, altering, and or avoiding these representational methods, the toolkit acts as a guide or means of comparison for the mapping project to be conducted on the Syracuse campus.

## REDEFINING THE "PUBLIC"

The Nolli Map is a two-dimensional plan drawing used to understand and document the flow of space within the city through notions of the public. The first Nolli map was created by Italian architect Giovanni Battista Nolli to divide the city for future public works. Nolli maps represent the public spaces inside and outside of the buildings, understanding them as urban realms.

This Nolli drawing of the Syracuse University campus challenges the notion of "public space" through a disability lens, as many public spaces are physically inaccessible to many users. Steep hills, large staircases, and unpaved roads are potential determinants to users of the public. This map asks the question—who has access to the public?



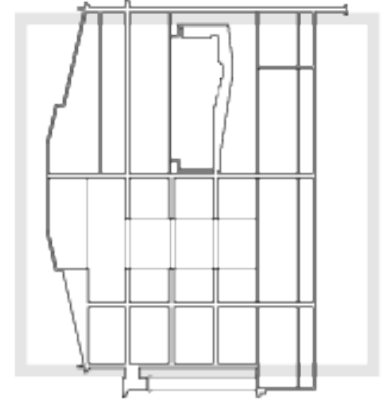
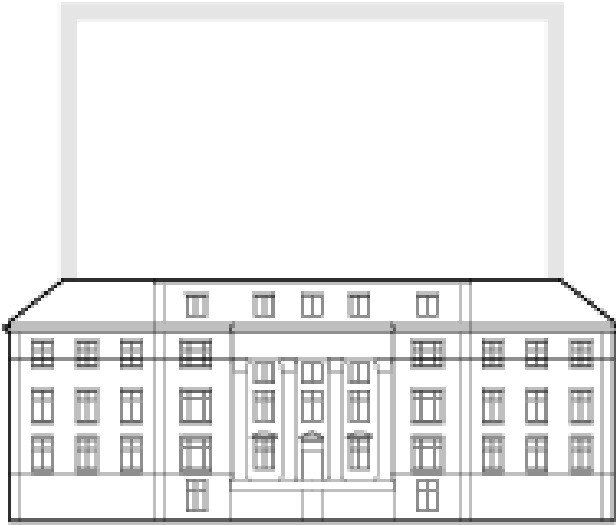




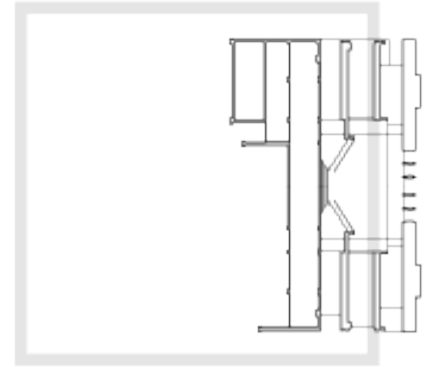
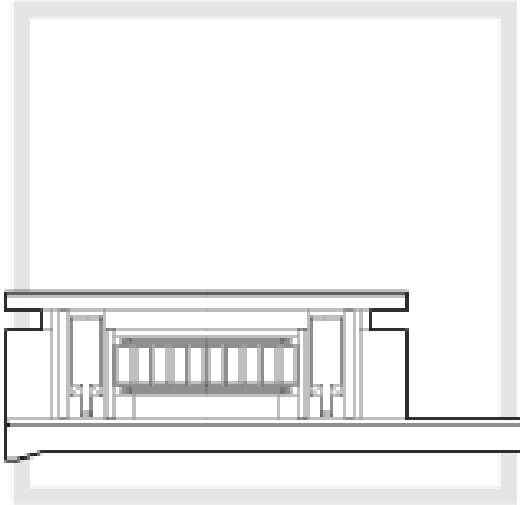
ELEVATION

SECTION

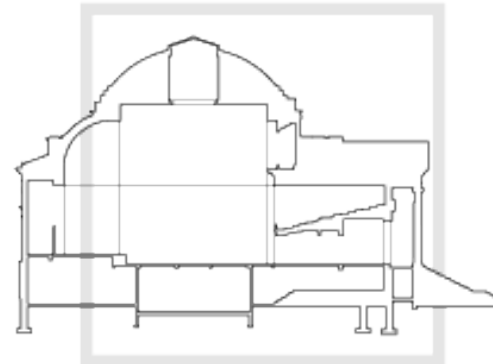
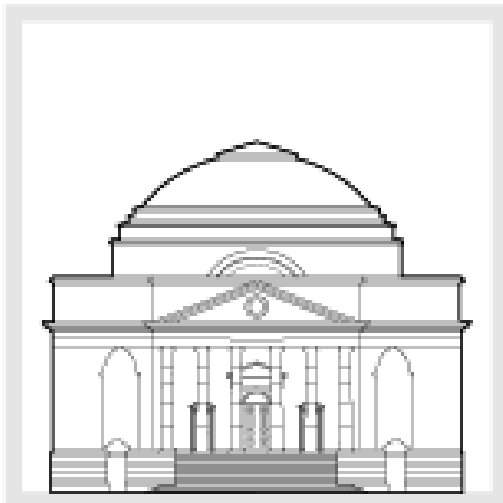
SLOCUM HALL



NEWHOUSE I



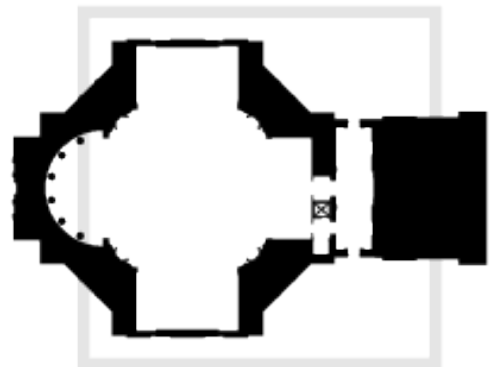
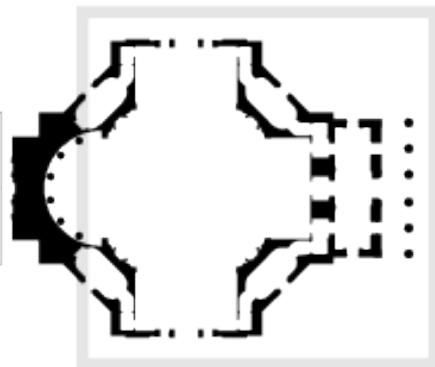
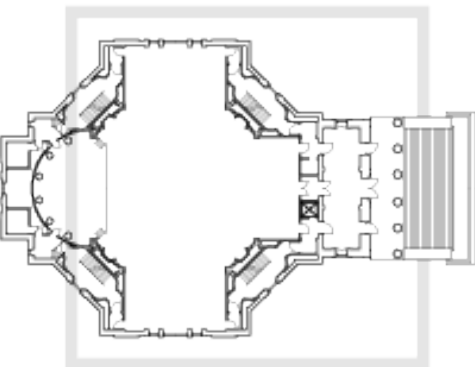
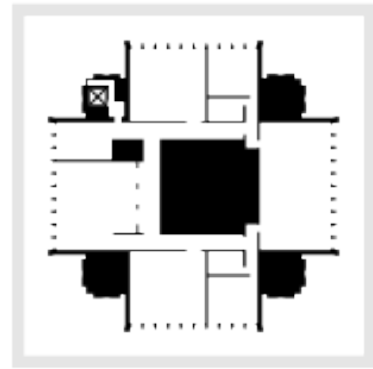
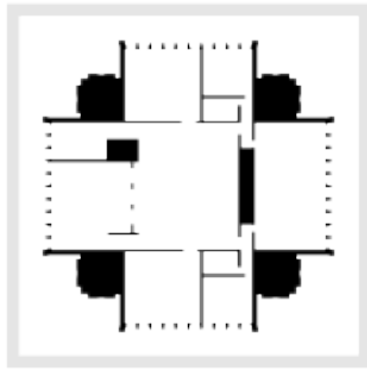
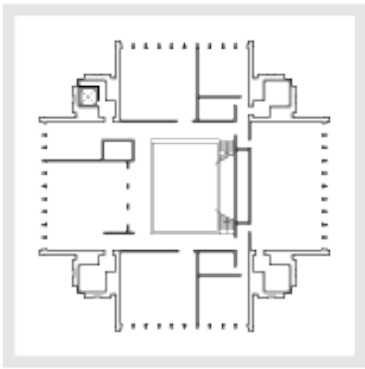
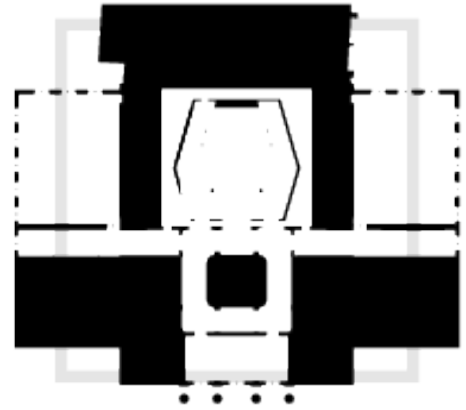
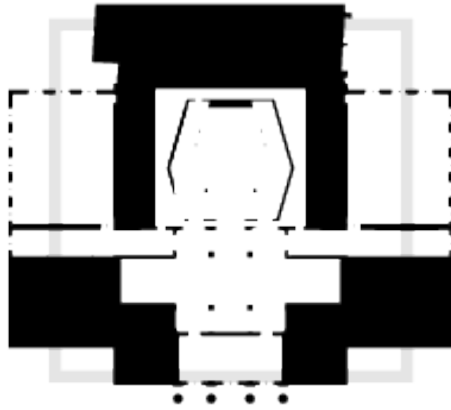
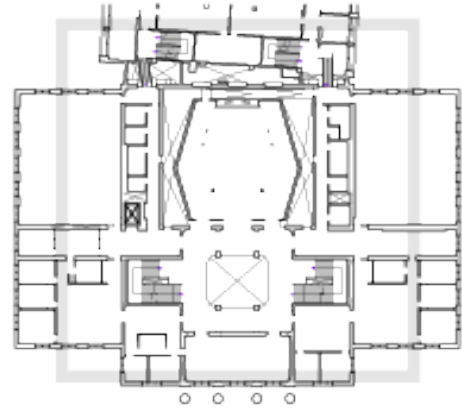
HENDRICKS CHAPEL



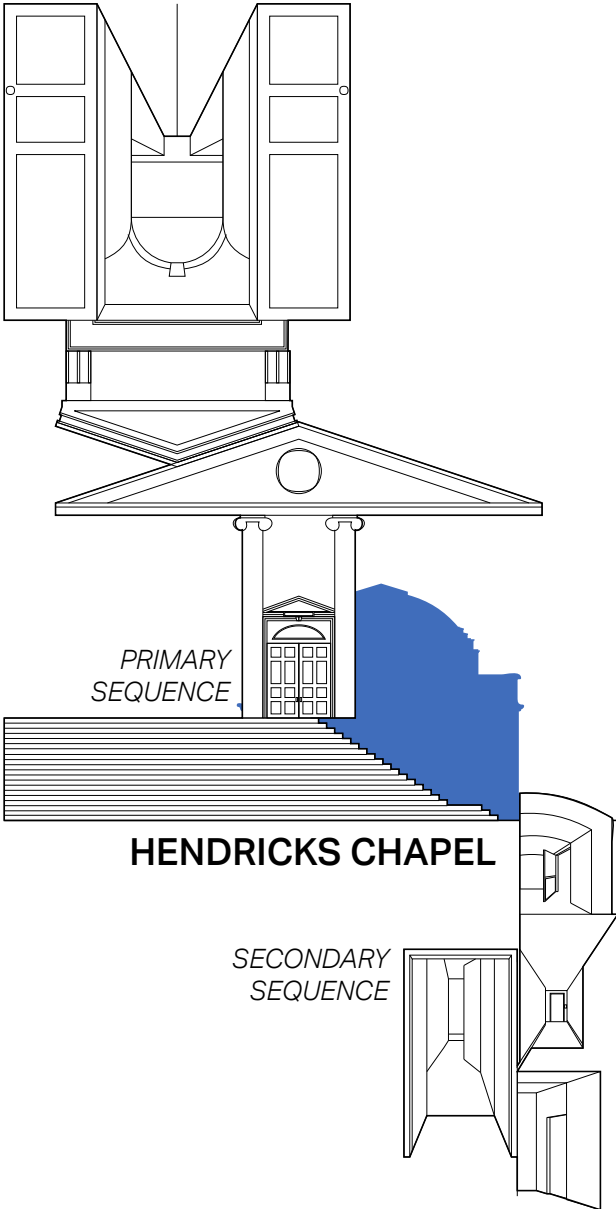
PLAN

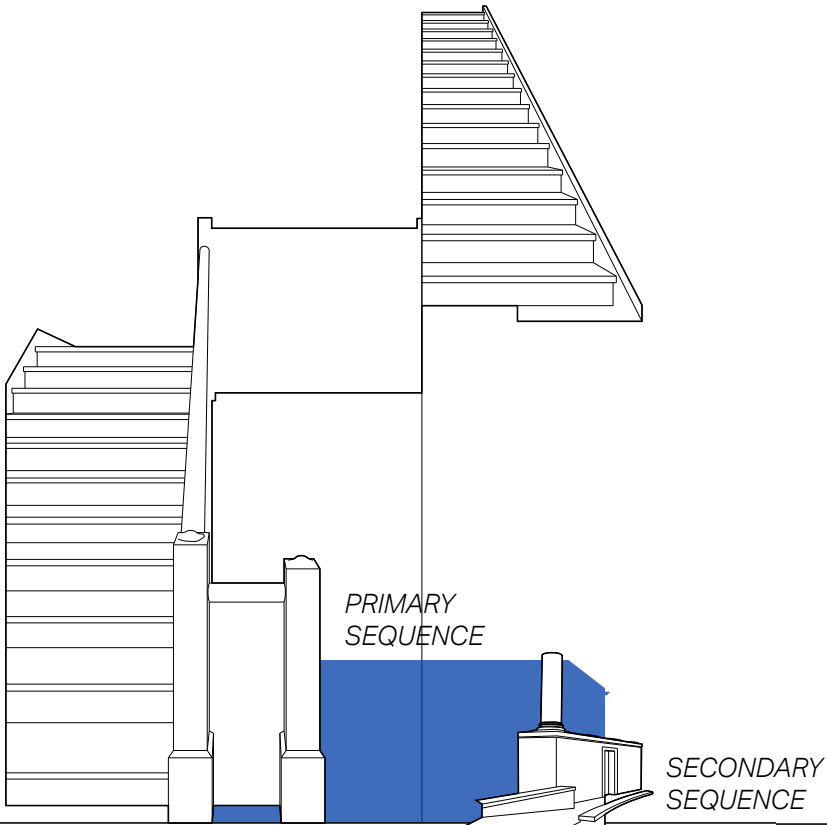
FIGURE GROUND I

FIGURE GROUND II

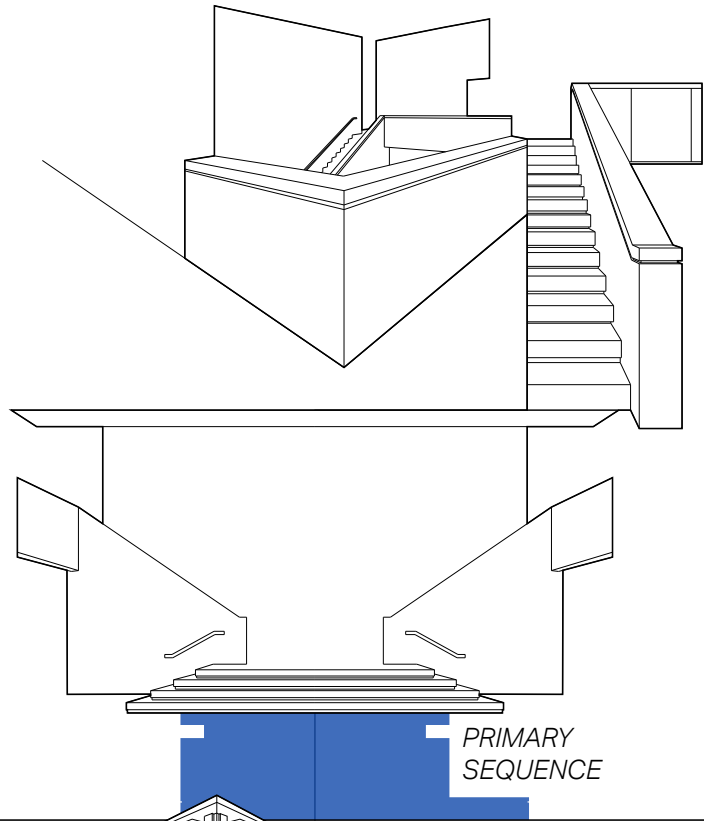


# ACCESSIBLE SEQUENCES

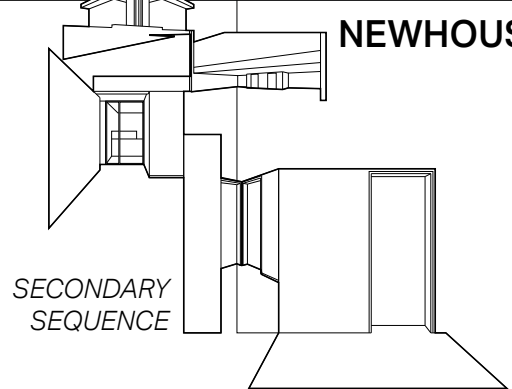
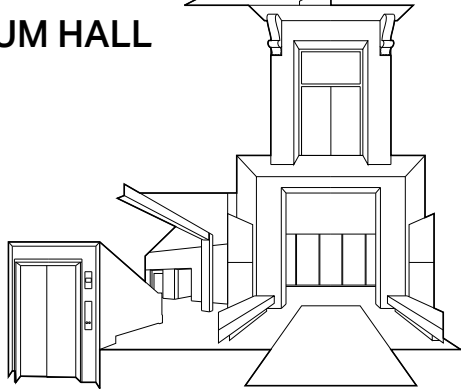


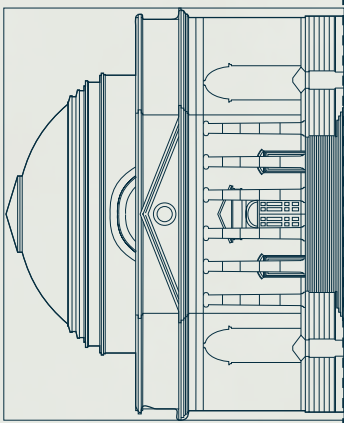
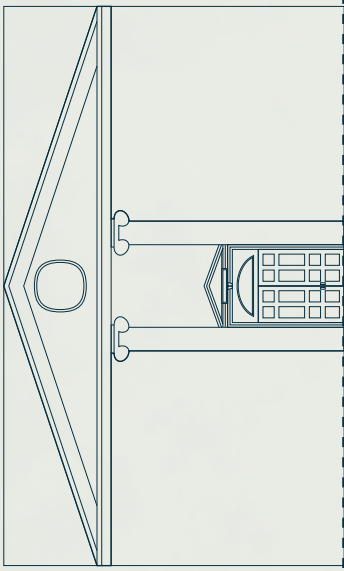
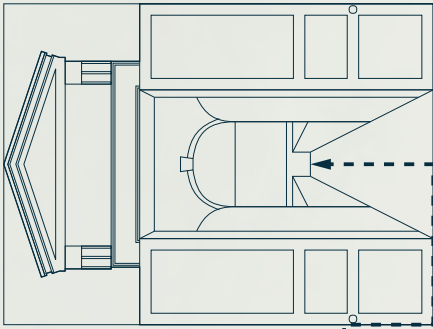


**SLOCUM HALL**

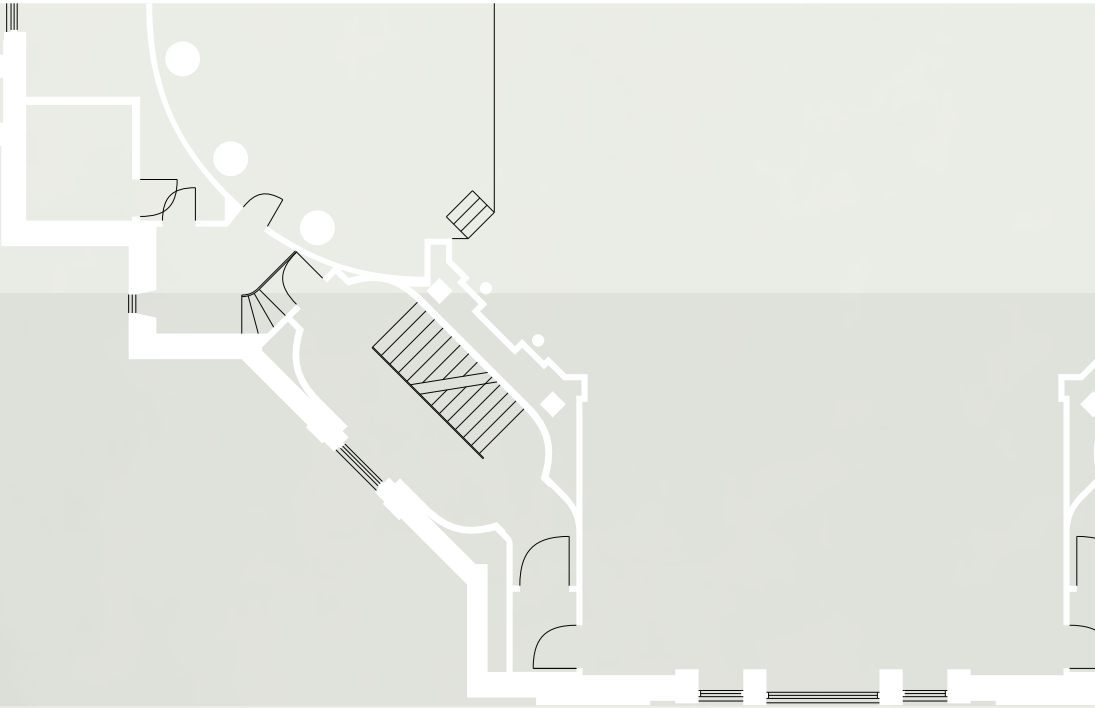


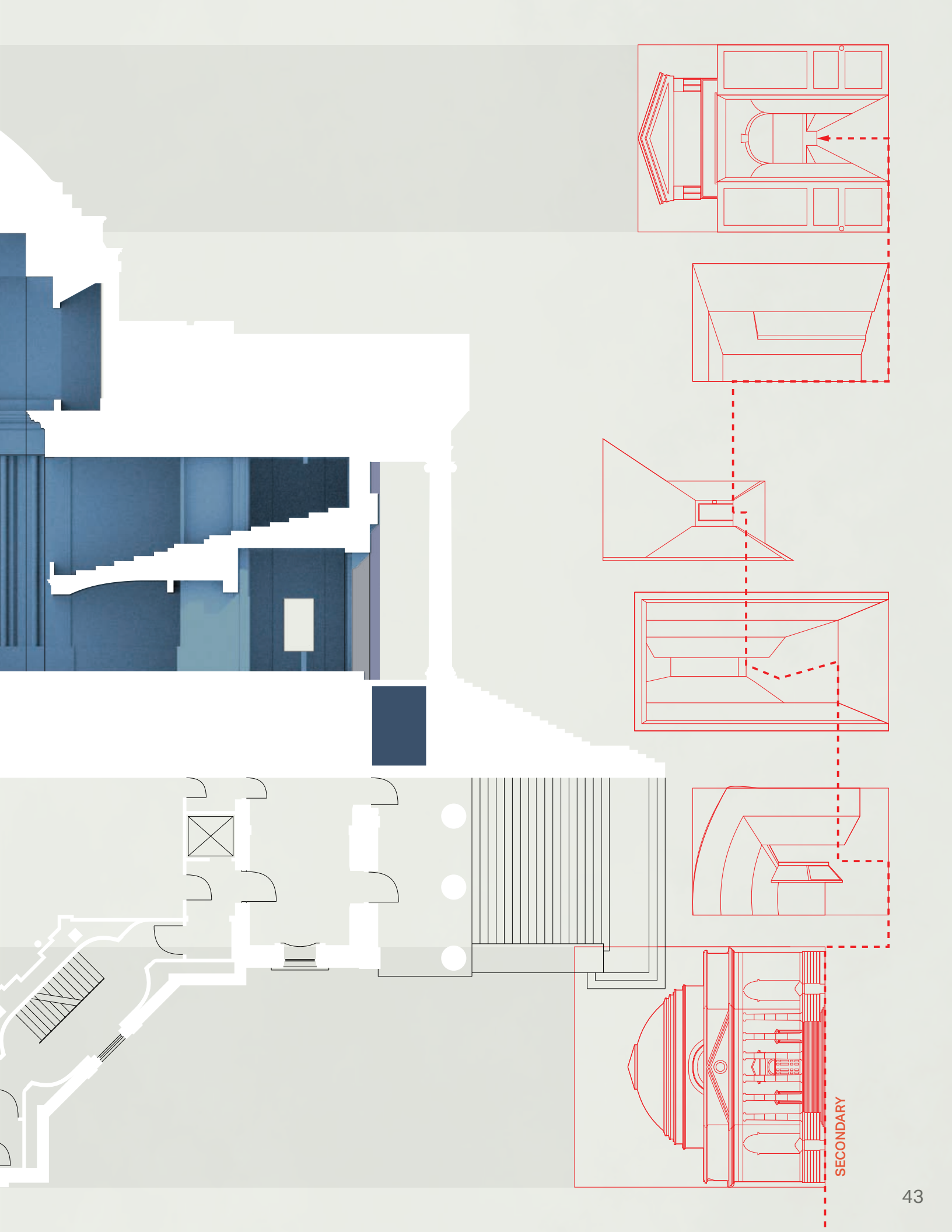
**NEWHOUSE I**





PRIMARY





SECONDARY



02.19.22

@representationsofdifference

# ENACTING & MAPPING ACCESSIBILITIES AT SYRACUSE UNIVERSITY

*Does the design of the campus make  
going to class difficult?*

*Are you interested in identifying the  
access barriers you face?*

My name is Julia Chou and I am a fifth-year undergraduate student at Syracuse University. I am looking for participants for a research study to learn about the physical accessibility of the Syracuse University campus.

This in-person mapping exercise will take place on **Saturday, February 19th from 10:00 am - 12:00 pm**. You will be asked to participate in a mapping project that includes a survey, analogue mapping, and brief dialogue. All materials needed for the research will be provided. These activities will take approximately 2 hours of your time. In appreciation of your full participation, you will be compensated \$45 using cash or Venmo.

Please email Julia Chou at [jychou@syr.edu](mailto:jychou@syr.edu) by **Monday, February 14th** if you are interested in participating.

*If you have any questions, concerns or complaints about the research please contact David Shanks at [drshanks@syr.edu](mailto:drshanks@syr.edu). If you have any questions or concerns about your rights as a research participant, you may contact the Syracuse University Institutional Review Board at (315) 443-3013.*



# PARTICIPATORY MAPPING EXERCISE

## Enacting & Mapping Accessibilities at Syracuse University

This mapping exercise aims to increase the visibility of marginalized spaces and experiences through survey, dialogue, and participatory mapping by the students and users of the Syracuse University Campus.

This project focuses on the architecture of higher education to analyze the ways in which it deters social categories (gender, disability, race, nationality, etc.) from accessing education and knowledge. To center marginalized groups and individuals, this project seeks to map the dominant and non-dominant spatial narratives that students experience. Collecting and layering the perspectives of participants will reveal what goes noticed and unnoticed by dominant frameworks and therefore must be centered to create greater design justice.

Participants were recruited using social media and email. I utilized my research Instagram (@representationsofdifference) to post a call for participants (Figure 8). The goal was to gather a participant pool of both architecture and non-architecture students. I wanted to compare the mapping strategies and methods of design and non-design-oriented people

# ***PARTICIPATORY MAPPING***

In order to center marginalized groups and individuals, this project seeks to map the dominant and non dominant spatial narratives students experience. Participants will answer a series of questions, participating in short dialogue, and hand draw maps based on their own spatial experiences. Collecting and layering the perspectives of participants will show what is most noticed by others and reveal what remains unnoticed and must be centered to create design justice.

## **PART 1: SURVEY**

What is your major / minor field of study at Syracuse University?

What year of study are you in?

Which buildings have you most commonly used in your time at Syracuse University?

Please list any and all barriers you have encountered in each respective building.

Please rate the following statements from 1-5 (5- strongly agree, 4 - agree, 3 - neutral, 2, - disagree, 1 - strongly disagree).

*The appearance of a building affects the quality of my education.*

*The current signage on campus is clear to me and helps me find where I need to go.*

*I use the plan of buildings with room numbers provided on campus to find where I need to go.*

*I am able to move throughout this campus without separating from other students to use an elevator, ramp, or more accessible path.*

*This campus is very accessible to me.*

## **PART 2: MAPPING**

Please draw a map a common route you take throughout campus

Choose a classroom you have been in within an educational setting—draw it by identifying building/structural/design elements that are important to you. (i.e. doors, walls, windows, lights, light switches, vents, wall color)

Find a way to enter Hendricks Chapel and arrive at the central chapel space. Please draw the route that you used to get there. Identify through drawing any barriers you faced in getting there.

Now, enter Hendricks Chapel without using a stair. Please draw your path and describe your experience finding ramps, elevators, and alternative routes.

## **PART 3: DIALOGUE**

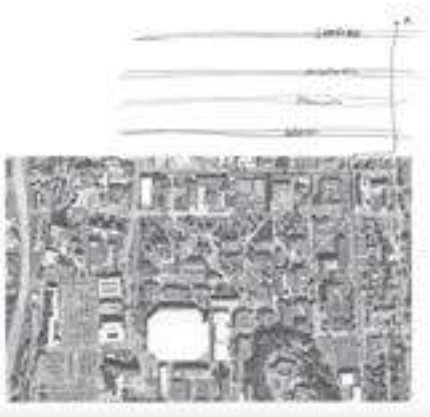
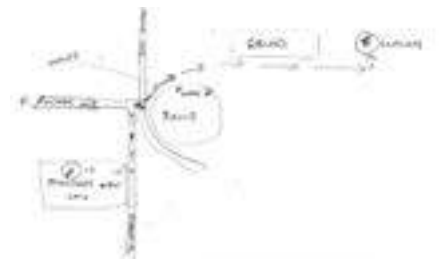
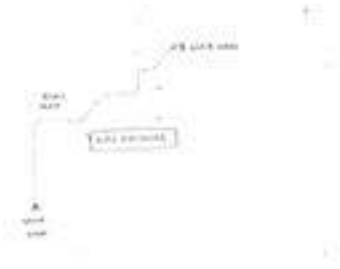
What does accessibility mean to you?

How do you determine what is accessible?

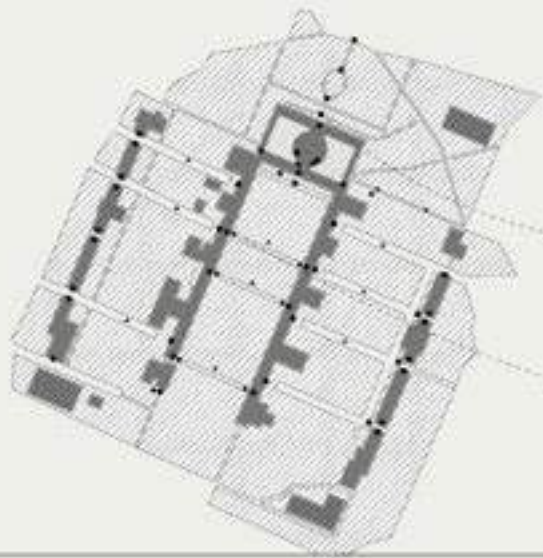
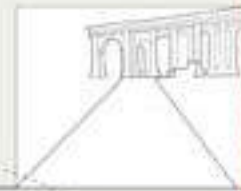
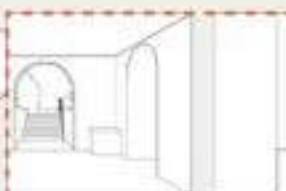
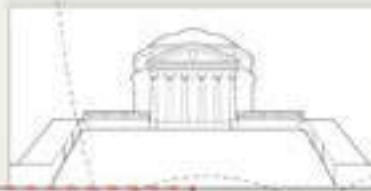
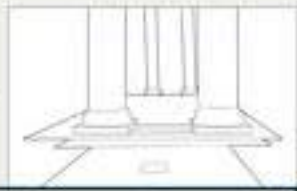
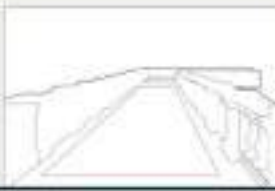
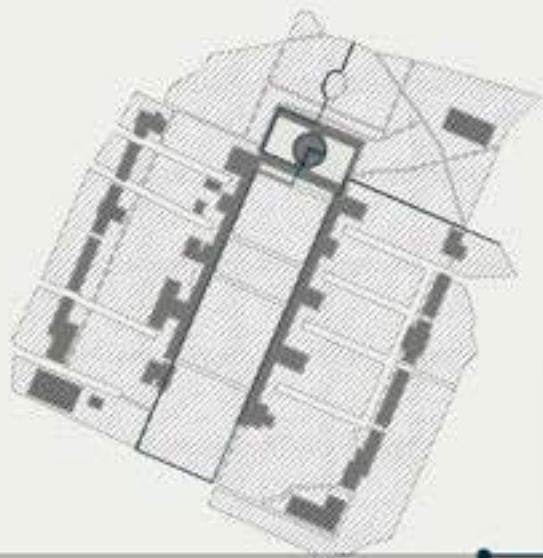
What makes the campus accessible for you?

What makes the campus inaccessible to you?

What would you change about the planning of the Syracuse Campus, if you could?

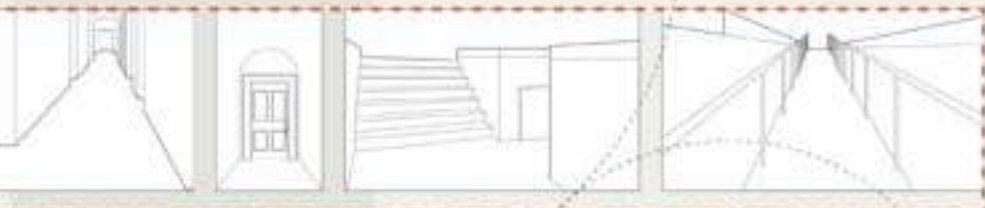






# Mapping the University of Virginia

This research included travel to Charlottesville, Virginia. There, I explored the University of Virginia campus to develop individual practices of in-field mapping and diagramming of American campus architecture. Specific buildings of interest are the Rotunda on campus and Monticello, outside of Charlottesville and drawing varying and non-dominant spatial sequences.





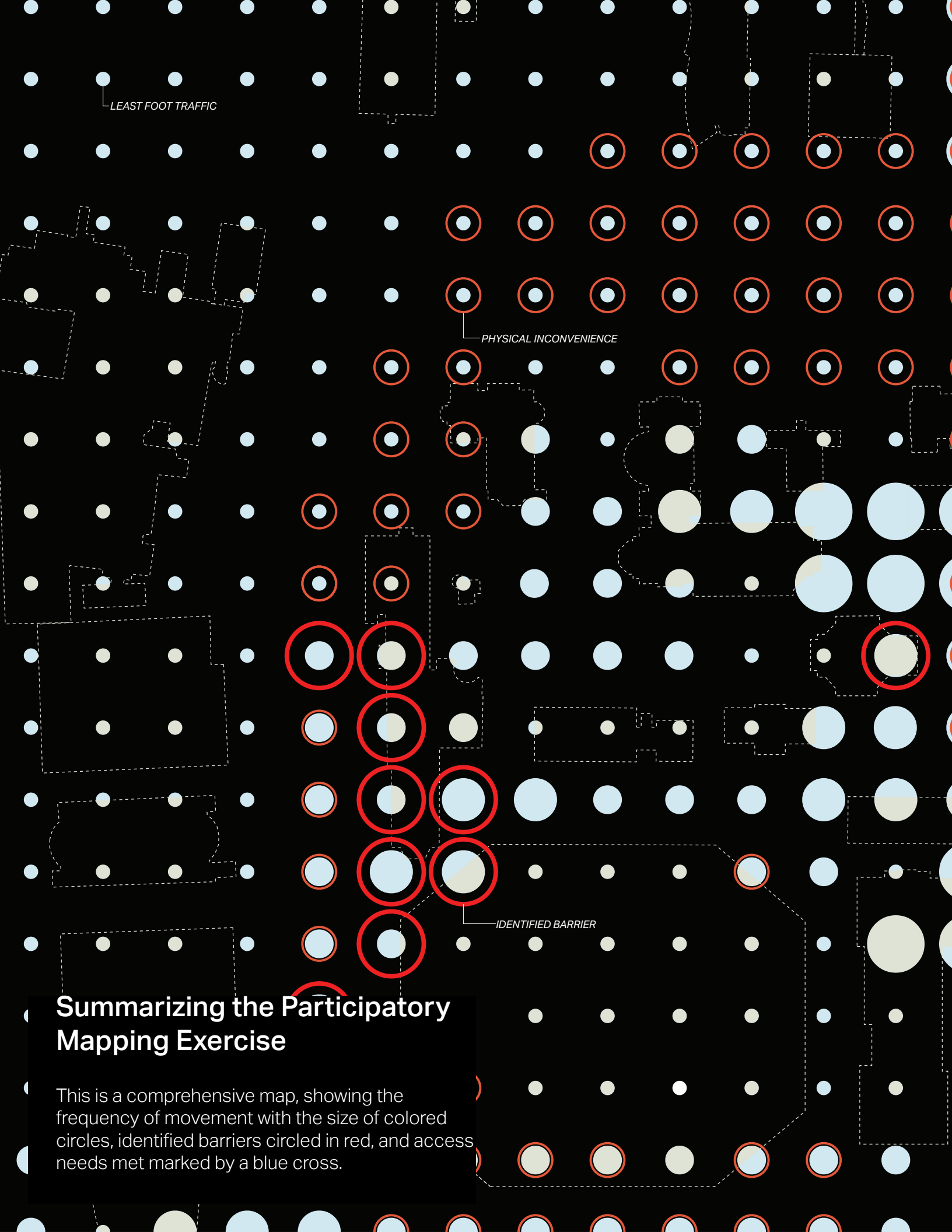
LEAST FOOT TRAFFIC

PHYSICAL INCONVENIENCE

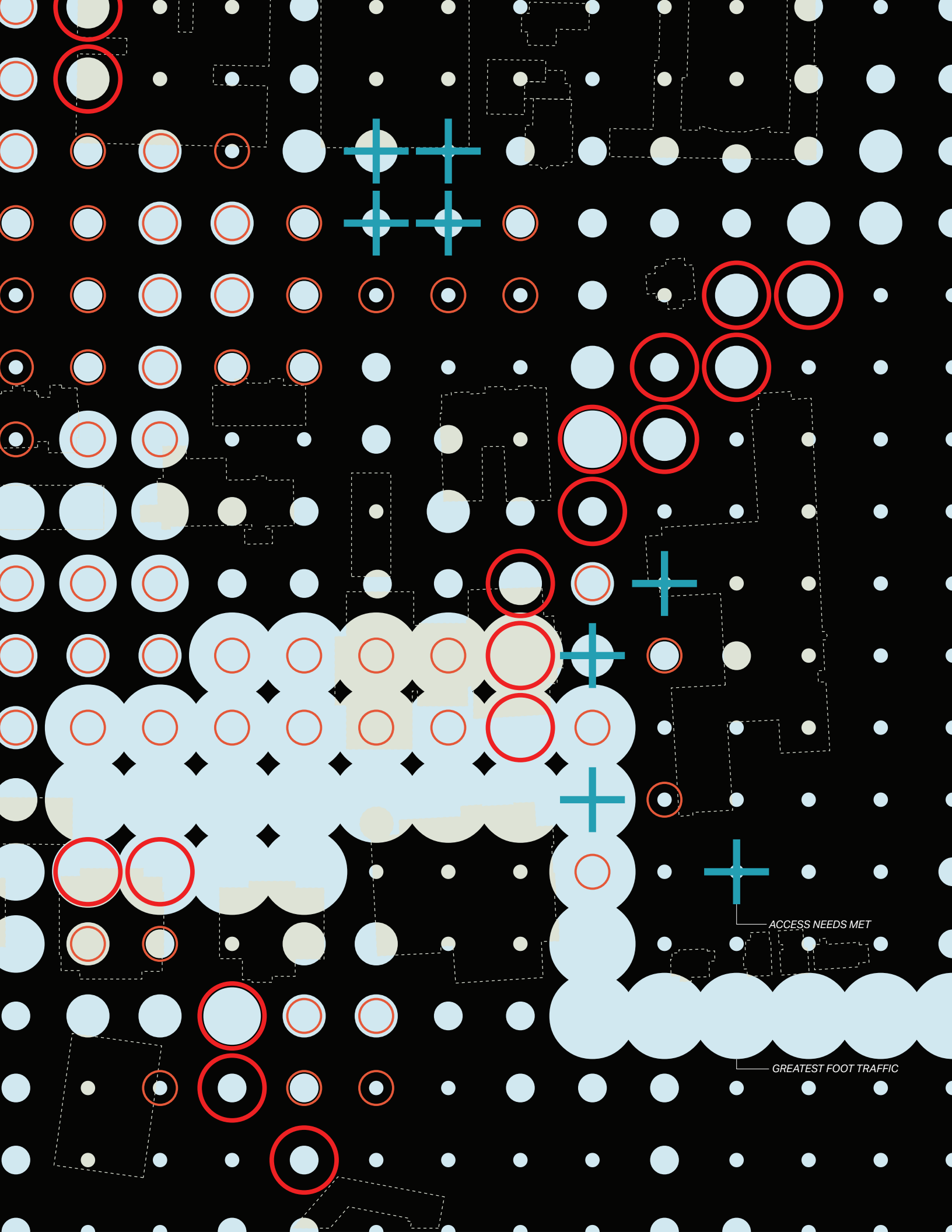
IDENTIFIED BARRIER

## Summarizing the Participatory Mapping Exercise

This is a comprehensive map, showing the frequency of movement with the size of colored circles, identified barriers circled in red, and access needs met marked by a blue cross.

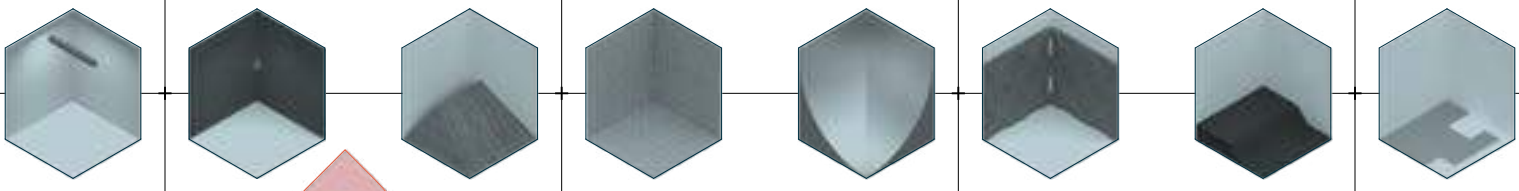




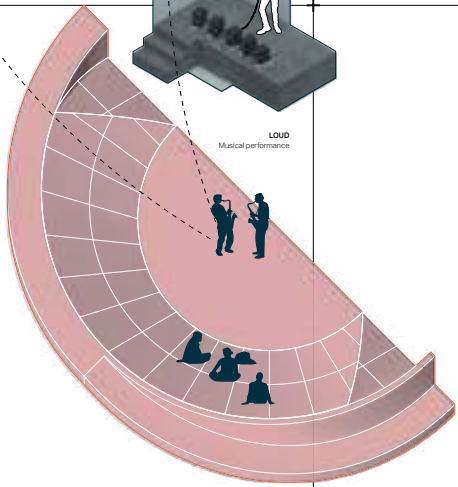
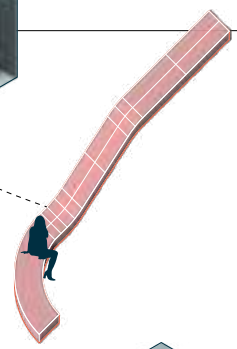
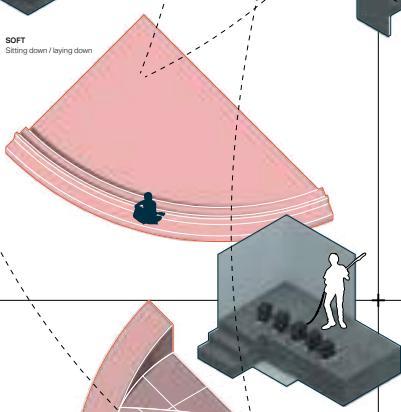
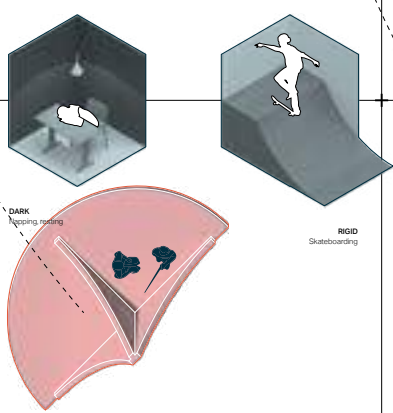
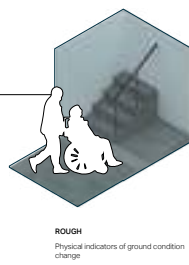
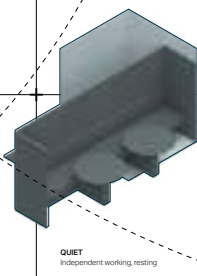
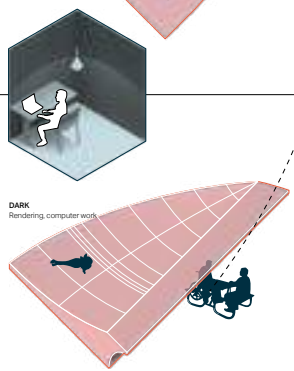
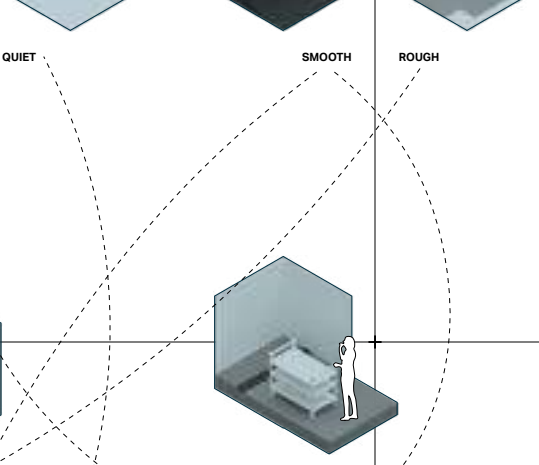
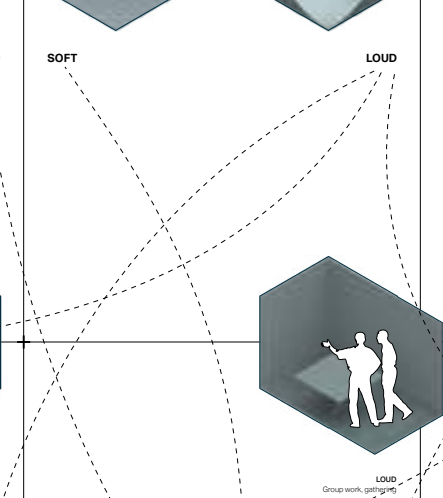
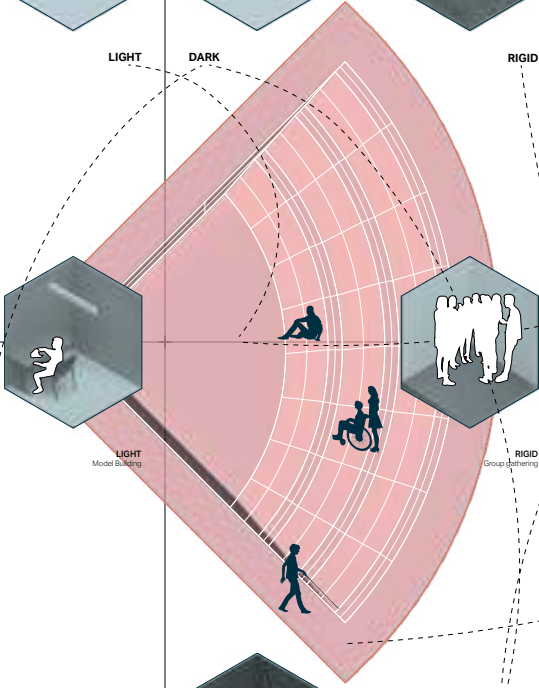


ACCESS NEEDS MET

GREATEST FOOT TRAFFIC



LIGHT    DARK    RIGID    SOFT    LOUD    QUIET    SMOOTH    ROUGH



EXISTING CONDITIONS

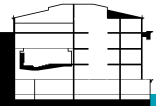
QUIET

DARK  
LOUD

LIGHT  
LOUD  
SOFT

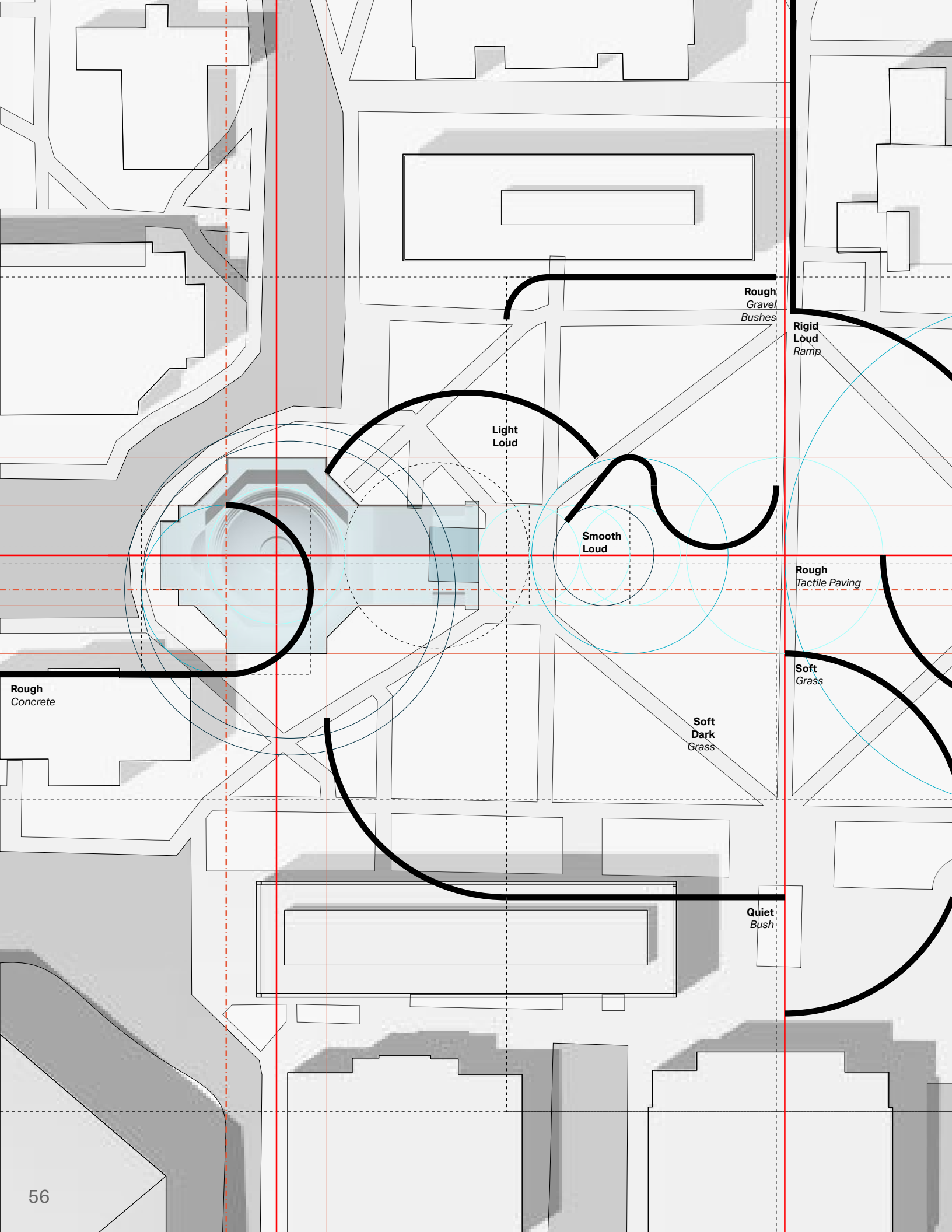
SMOOTH

RIGID



## DREAMING DESIGN JUSTICE

No person belongs in a singular category because our identities are complex and composed of multiple categories, requiring further analysis. Disability, in some ways, is inevitable for us all through the process of aging. Other moments in life also require us to utilize a built environment designed for disability. People with children need ramps and elevators for strollers and counters in bathrooms for changing diapers. Intersectional feminist theorist Sara Ahmed writes, “sometimes in order to survive institutions we need to transform them. But we still have to survive the institutions we are trying to transform” (Ahmed 189). The design of this thesis is an attempt at transformation as a means of survival. Growing up with a disabled mother, I have witnessed the limitations of normative design and the need for spatial multiplicity to meet the transient mobility of users. The design and manipulation of the site beginning at Hendricks Chapel creates a landscape for performance, generating moments of beauty, commonality, and joy.



Rough  
Gravel  
Bushes

Rigid  
Loud  
Ramp

Light  
Loud

Smooth  
Loud

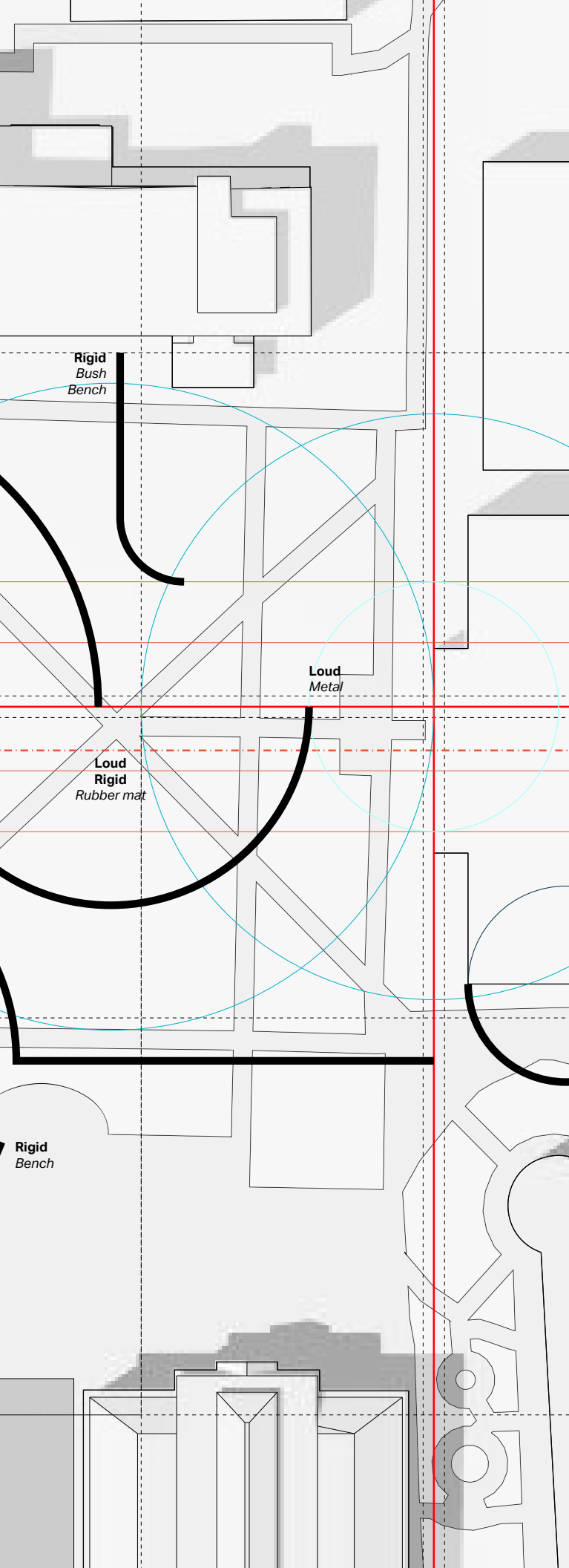
Rough  
Tactile Paving

Soft  
Grass

Soft  
Dark  
Grass

Rough  
Concrete

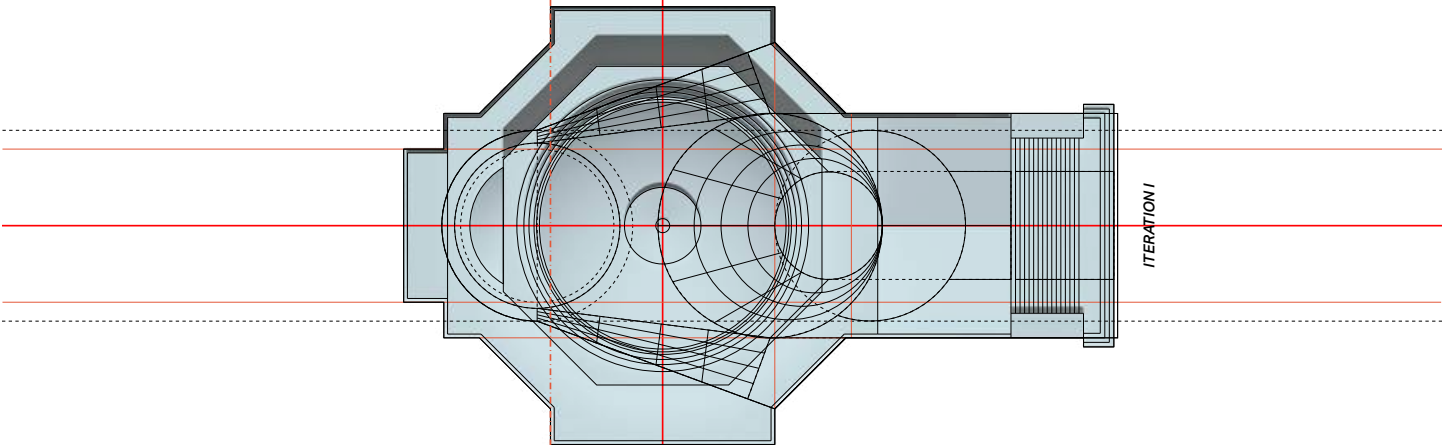
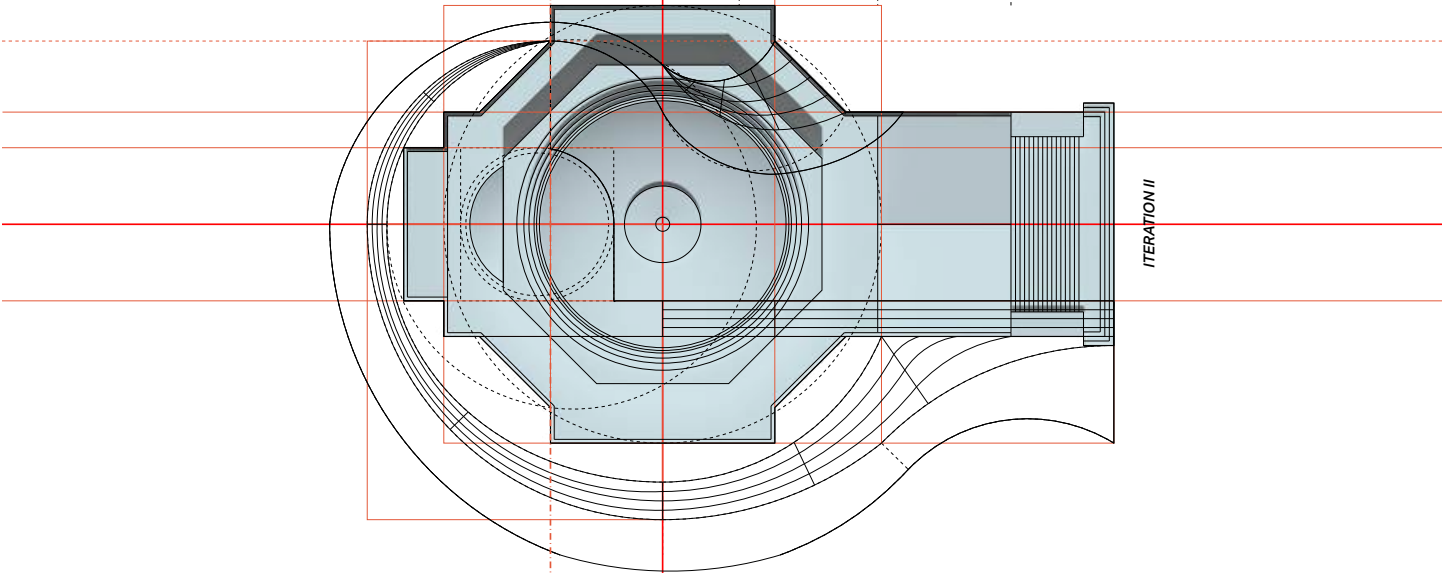
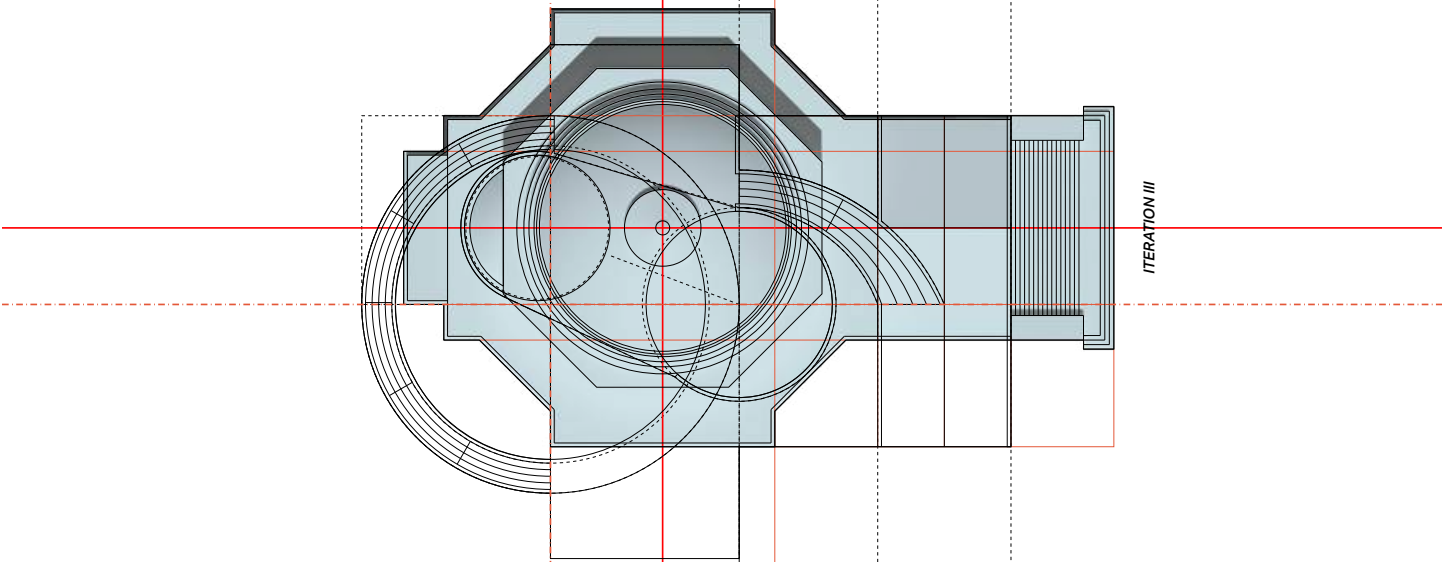
Quiet  
Bush



Through the manipulation of the campus container, we encounter a performative landscape on which we act out expectations of higher education.

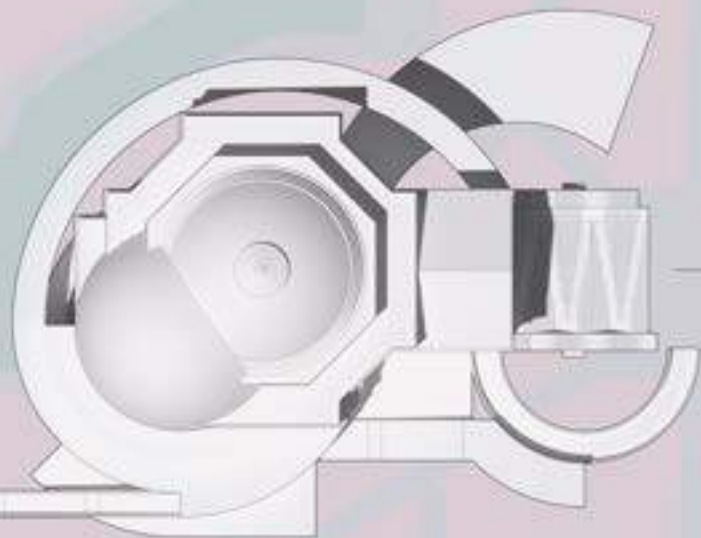
Building "performance" has focused on the operations and efficiencies of buildings and their physical impact on the occupants of users. Theater can be both a dramatic practice of performance and a building which houses that practice. The receptacles for performance, architecture, maintains its artform and disciplines the collective body into well-behaved performers rather than creative participants. Dominant modes of design have reinforced popular boundaries, minimizing the experiences and needs of unrepresented bodies.

We must imagine an active field that is saturated with a plurality of simultaneous space and event, revealing the performative forces that act on bodies, the imagination, and society at large. Blurring the boundaries, we must question how we can expose the unrealized forms of event space. Event spaces call into question both the materiality of architecture and the immateriality of performance. The sense of dreaming abstracts reality, skewing dominant perspectives, compressing and expanding time to highlight the inequities of this traversed landscape. Dreaming reveals where the architect must step into their role to design different spaces that transcend barriers and boundaries.

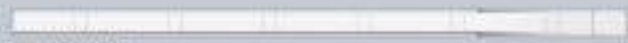
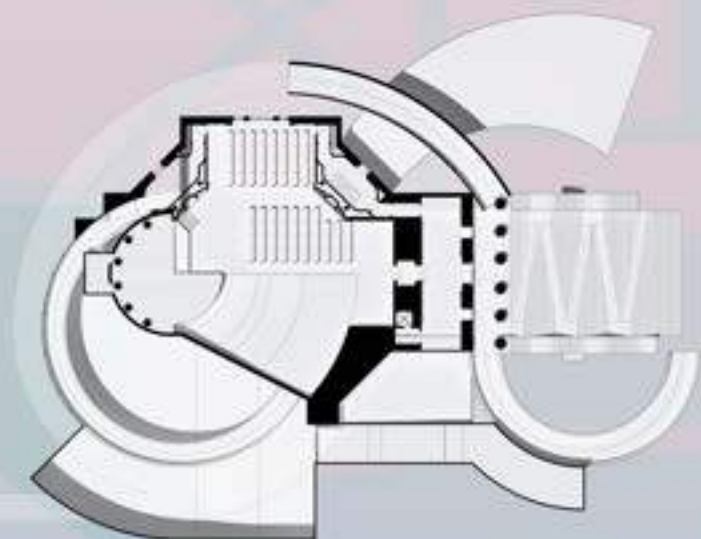




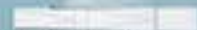
1



ROOF PLAN

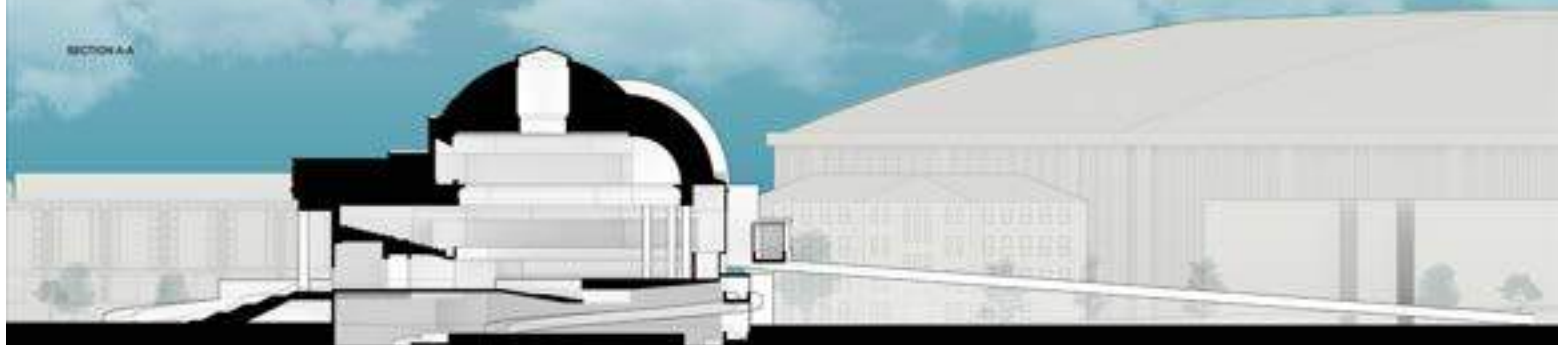


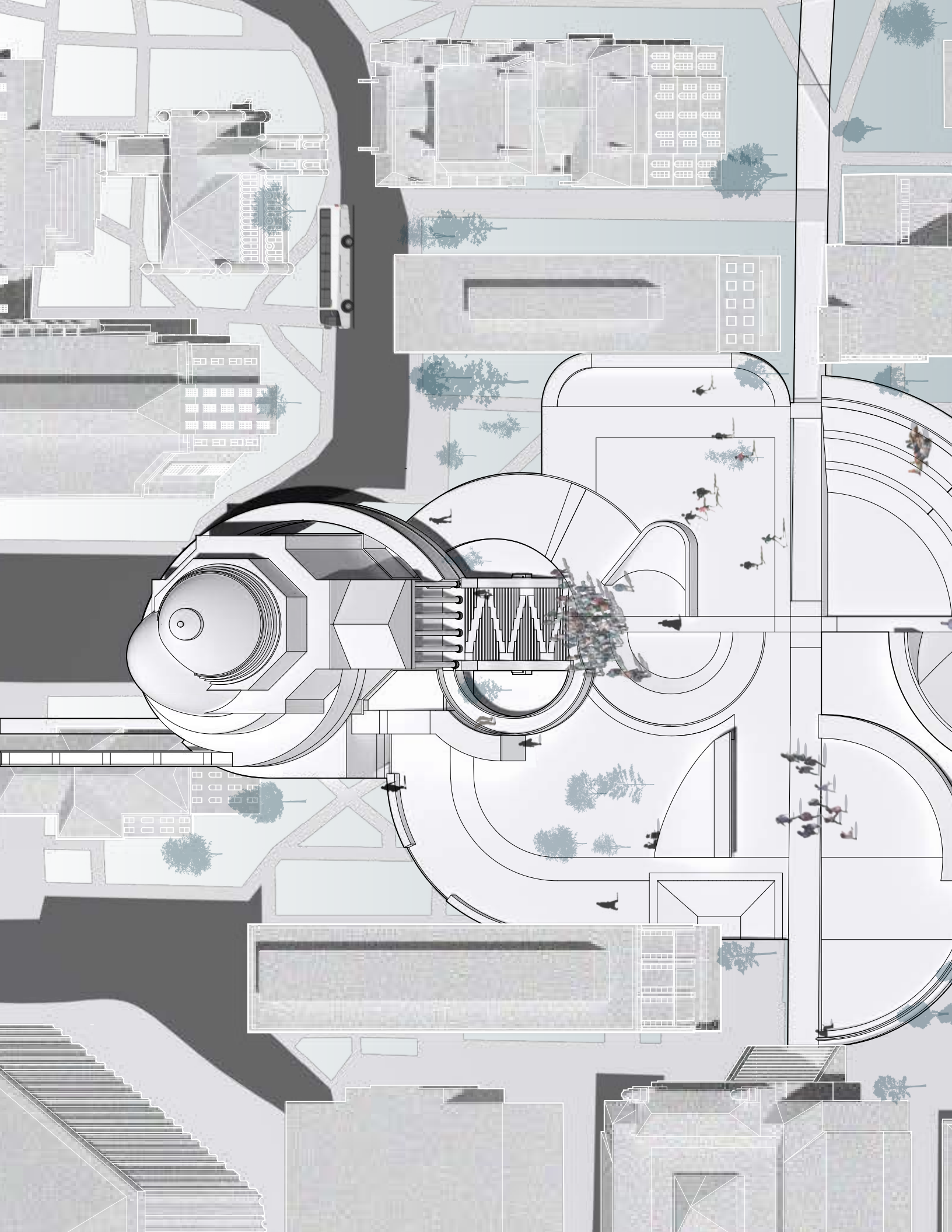
GROUND FLOOR PLAN



BASEMENT FLOOR PLAN

SECTION A-A









# BIBLIOGRAPHY

Abrams, Abigail. "30 Years Post Ada, the Fight for Disability Access Continues." *Time*, Time, 23 July 2020, [time.com/5870468/americans-with-disabilities-act-coronavirus/](https://time.com/5870468/americans-with-disabilities-act-coronavirus/).

Ahmed, Sara. *What's the Use?: On the Uses of Use*. Duke University Press, 2019.

Alcoff, Linda. "The Problem of Speaking for Others." *Cultural Critique*, no. 20, 1991, p. 5., doi:10.2307/1354221.

Bailey, Moya. "'The Illest': Disability as Metaphor in Hip Hop Music."

Bales, Alexander Fernández. "Mapping Rituals in a Carthusian Monastery: La Certosa Di Calci." *Journal of Architectural Education*, vol. 54, no. 4, 2001, pp. 264–267., doi:10.1162/10464880152474600.

Brewer, Saraya. "A Look inside Lexington's Reinvented Historic Courthouse." *Smiley Pete Publishing*, 21 Dec. 2018, [smileypete.com/business/courthouse-square/](https://smileypete.com/business/courthouse-square/).

Chess, Simone, et al. "Calling All Restroom Revolutionaries!" *Feminist Theory Reader*, 2020, pp. 228–232., doi:10.4324/9781003001201-29.

Collective, C. C., C. Dalton, and L. Mason-Deese. "Counter (Mapping) Actions: Mapping As Militant Research". *ACME: An International Journal for Critical Geographies*, Vol. 11, no. 3, 1, pp. 439-66, <https://acme-journal.org/index.php/acme/article/view/941>.

Dávila, Patricio. *Diagrams of Power: Visualizing, Mapping, and Performing Resistance*. Onomatopoe, 2019.

Ejolt. "Midland Avenue Regional Treatment Facility in Southside Neighborhood of Syracuse, NY, USA: Ejatlas." *Environmental Justice Atlas*, [ejatlas.org/conflict/large-sewage-treatment-plant-in-minority-community](https://ejatlas.org/conflict/large-sewage-treatment-plant-in-minority-community).

Frankel, Felice, and Angela H. DePace. *Visual Strategies: A Practical Guide to Graphics for Scientists & Engineers*. Yale University Press, 2012.

Hill Collins, Patricia. "Black Feminist Thought." 2002, doi:10.4324/9780203900055.

"Historic Fayette County Courthouse." K Norman Berry Associates Architects, 30 Dec. 2019, [knbarch.com/portfolio/historic-fayette-county-courthouse/](https://knbarch.com/portfolio/historic-fayette-county-courthouse/).

Ejolt. "Midland Avenue Regional Treatment Facility in Southside Neighborhood of Syracuse, NY, USA: Ejatlas." *Environmental Justice Atlas*, [ejatlas.org/conflict/large-sewage-treatment-plant-in-minority-community](https://ejatlas.org/conflict/large-sewage-treatment-plant-in-minority-community).

Frankel, Felice, and Angela H. DePace. *Visual Strategies: A Practical Guide to Graphics for Scientists & Engineers*. Yale University Press, 2012.

Hill Collins, Patricia. "Black Feminist Thought." 2002, doi:10.4324/9780203900055.

"Mapping Access Methodology." *Critical Design Lab*, [www.mapping-access.com/mapping-access-methodology/](http://www.mapping-access.com/mapping-access-methodology/).

"Mapping Inequality." *Digital Scholarship Lab*, [dsl.richmond.edu/panorama/redlining/#loc=14/43.02/-76.139&city=syracuse-ny&area=B8&advview=full](https://dsl.richmond.edu/panorama/redlining/#loc=14/43.02/-76.139&city=syracuse-ny&area=B8&advview=full).

Mayerson, Arlene. "The History of Ada." *Disability Rights Education & Defense Fund*, 6 July 2021, [dredf.org/about-us/publications/the-history-of-the-ada/](https://dredf.org/about-us/publications/the-history-of-the-ada/).

Morgan, Art. "Accessibility as a Civil Right."

EDUCAUSE Review, 25 Jan. 2016, er.educause.edu/articles/2016/1/accessibility-as-a-civil-right.

Nagar, Richa. "Reflexivity, Positionality, and Languages of Collaboration in Feminist Fieldwork." University of Illinois Press, 2017, doi:10.5406/illinois/9780252038792.003.0004.

Smith, Linda Tuhiwai. Decolonizing Methodologies Research and Indigenous Peoples. Zed, 2021.

Tamburelli, Pier Paolo. "Rituals, Obstacles and Architecture (Fragments of an Essay I Will Never Be Able to Write).""Thomas Jefferson, Rotunda, University of Virginia (Article)." Khan Academy, Khan Academy, www.khanacademy.org/humanities/art-americas/british-colonies/early-republic/a/jefferson-rotunda-uva.

Tufte, Edward R. Envisioning Information. Graphics Press, 2018.

Tufte, Edward R. Visual Explanations: Images and Quantities, Evidence and Narrative. Graphics Press, 2007.

Rachel Adams, et al. Keywords for Disability Studies. NYU Press, 2015. EBSCOhost, <https://search-ebSCOhost-com.libezproxy2.syr.edu/login.aspx?direct=true&db=e000xna&AN=992496&site=ehost-live>.

Mason-Deese, L., Dalton, C., Swanson, N., Stallmann, T., Casas-Cortes, M., & Cobarrubias, S. (2018). Counter-mapping militant research.

This Is Not an Atlas, 212–221. <https://doi.org/10.14361/9783839445198-026>

Julia Chou

ARC 505 Thesis

**AFTERLIVES**

Nina Sharifi

David Shanks

Yutaka Sho

