Contextualizing

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Potato Machine

Having a system that filters out those who cannot fit the criteria.

Daily Routine

Time Card

Name: _____

Date: _____

Routine	Log	Time	Task	Remark
Morning Routine	In	7:30	Wake up Freshen up Dress up Have breakfast	
	Out	8:15		
Commute	In	8:30	Walk or Public transport or Drive	
	Out	8:50		
Morning Work	In	9:00	Check emails Organize Tasks Meeting Communication Individual work	
	Out	13:00		
Lunch Break	In	13:00	Lunch and Rest	
	Out	14:00		
Afternoon Work	In	14:00	Review reports Edit Communication Updates	
	Out	17:00		
			Non-Disabled Duration	
			Disabled Duration	
			Time Comparison	

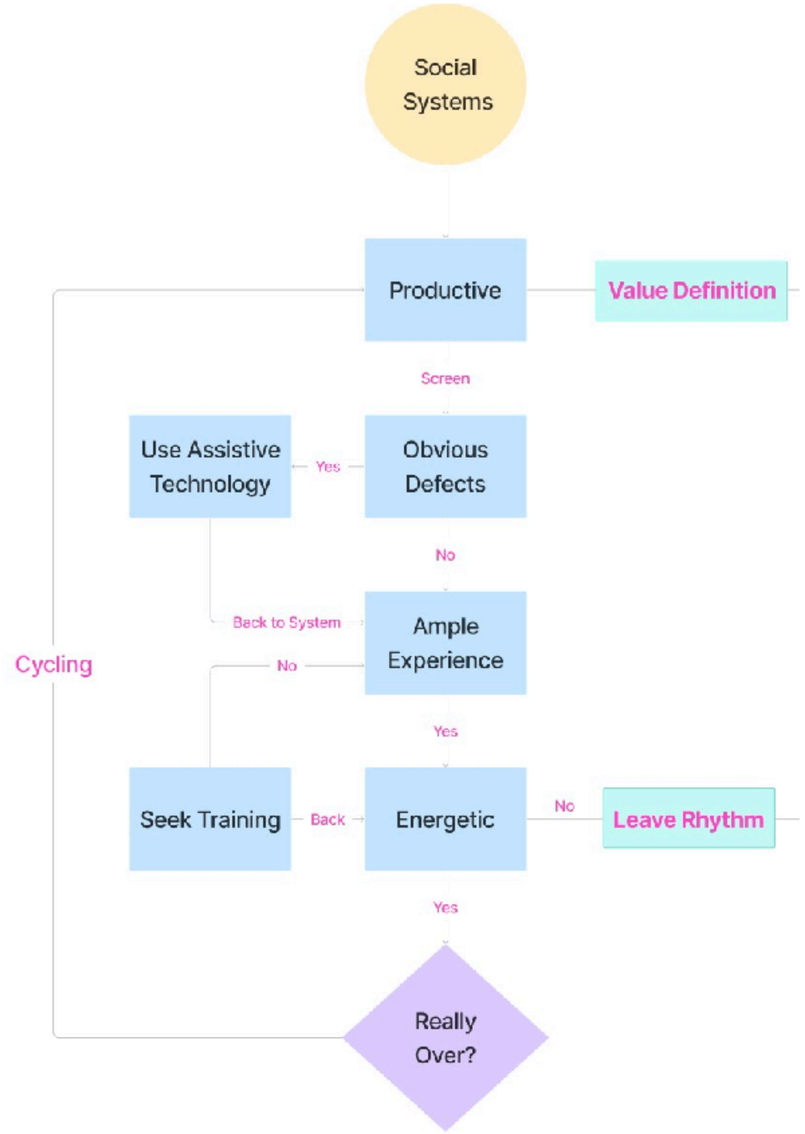
Summary:



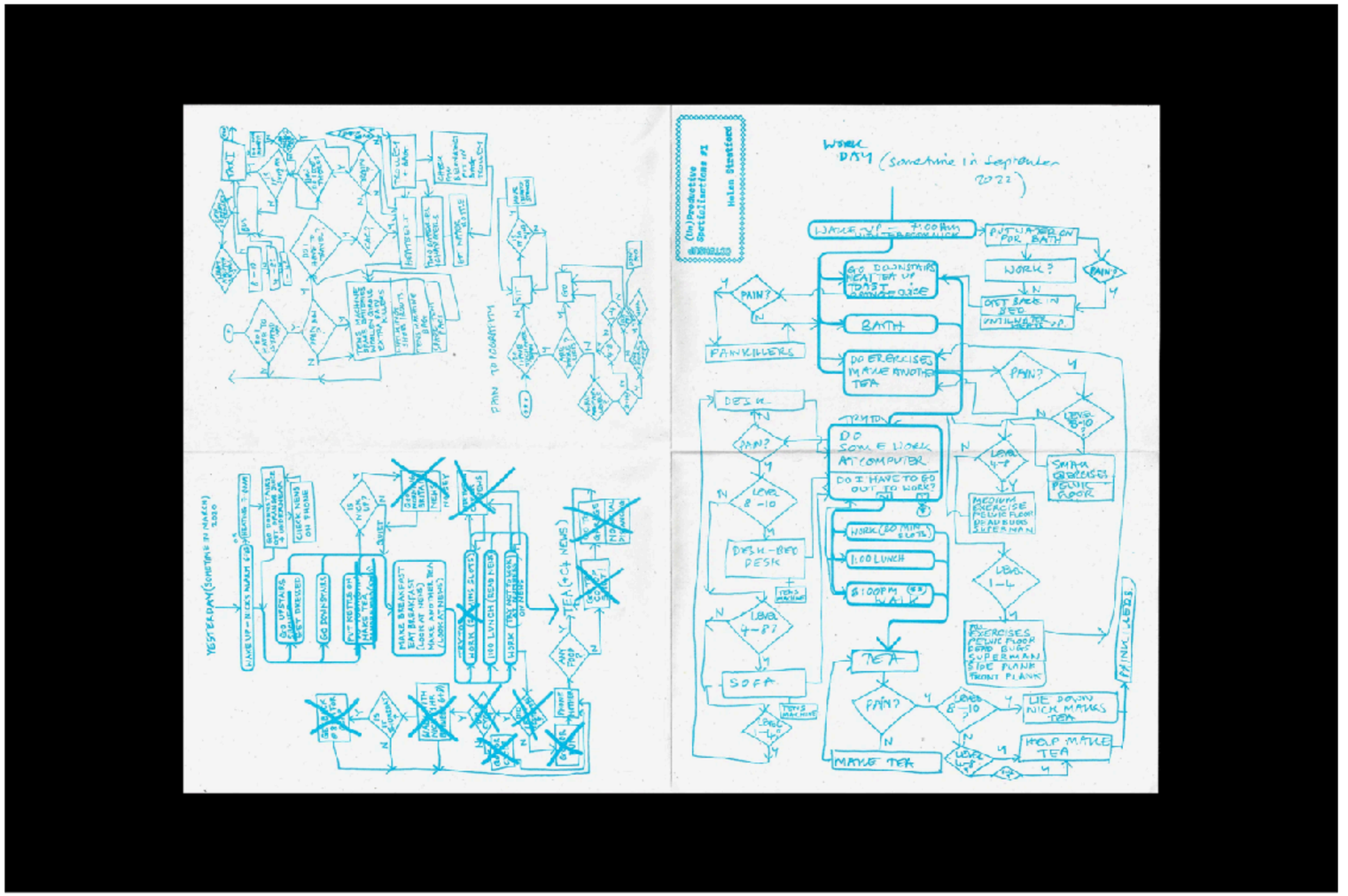
One Year Performance 1980–1981 (Time Clock Piece)
Tehching Hsieh



Untitled (Perfect Lovers) , 1991
Felix Gonzalez-Torres



being screened out of the system at any stage for being “not productive”



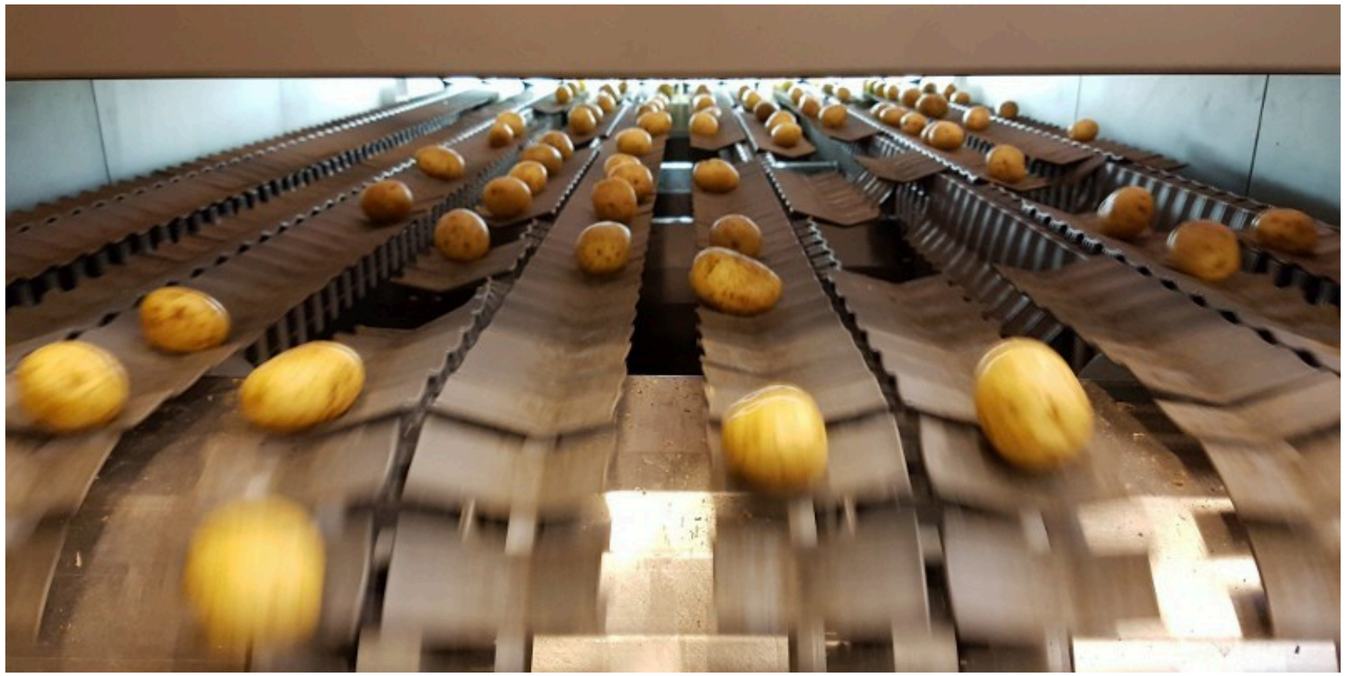
On Crip Time
Kaiya Waerea Michiel Teeuw

Link to Potato Paradox

The "Potato Paradox" illustrates how during economic downturns, consumers shift from luxury goods to more affordable products, leading to increased demand and higher prices for those economical items. This phenomenon demonstrates how, even in challenging economic times, the basic needs such as food remain a priority, with inexpensive options like potatoes becoming highly sought after. In systems prioritizing productivity, the value of asset is determined by their contribution to overall efficiency, similar to how demand drives value in the Potato Effect scenario.

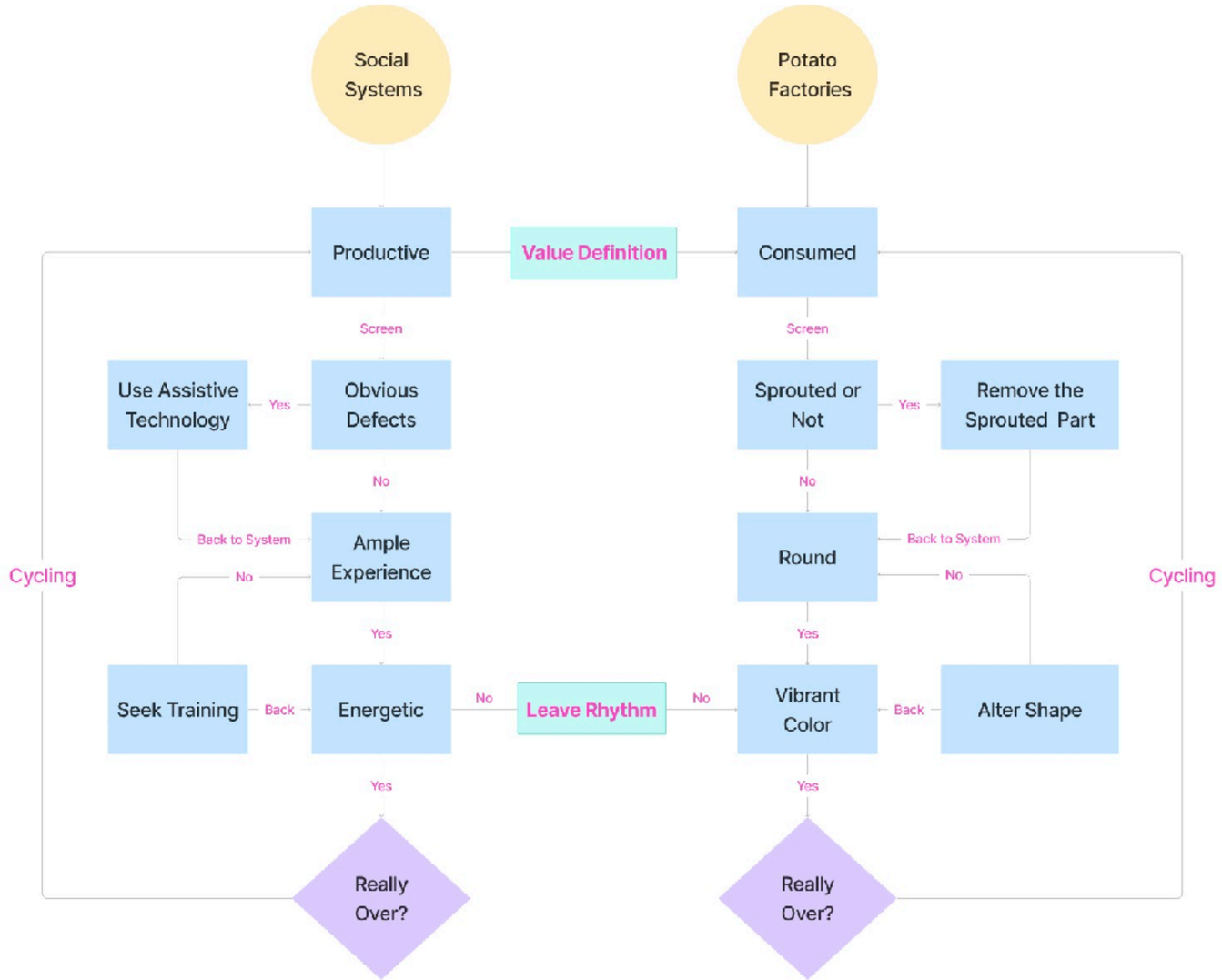


The industrial potato machine is a screening system



with no way back into the system

Compare the Operating Rhythms



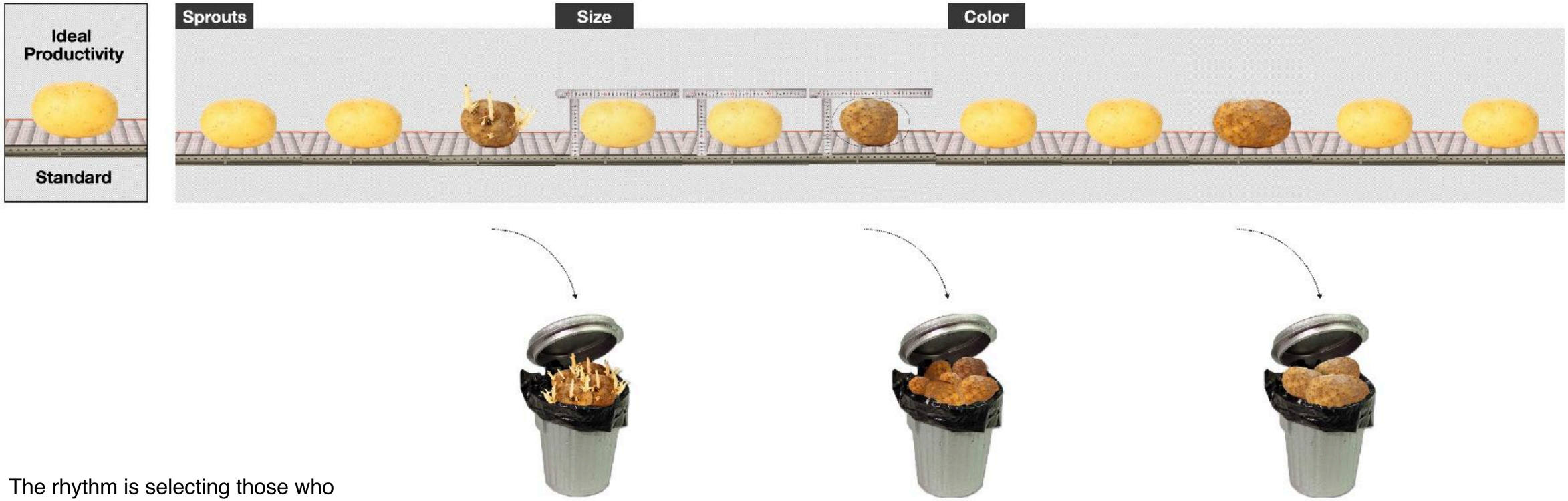
Time Experience





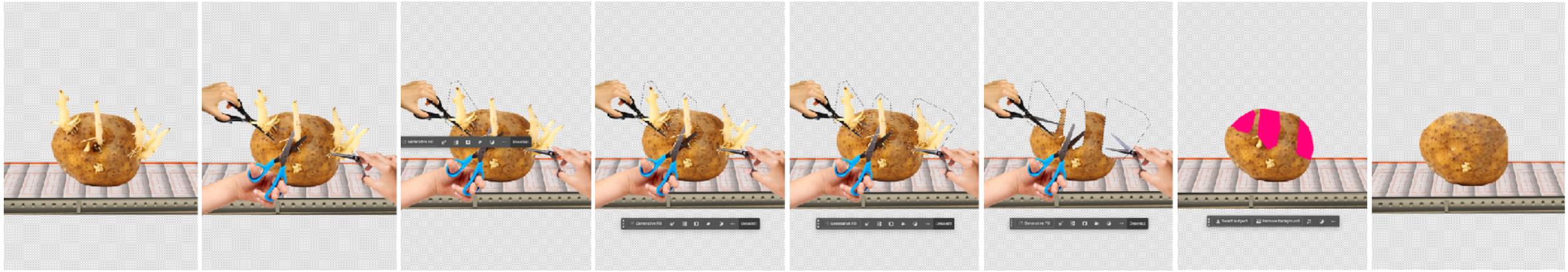
Rhythm:
Selecting Productivity

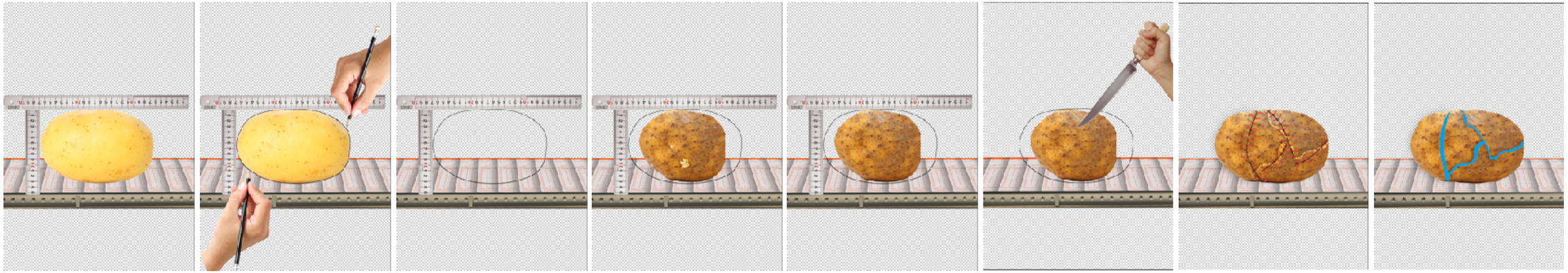
Original Rhythm

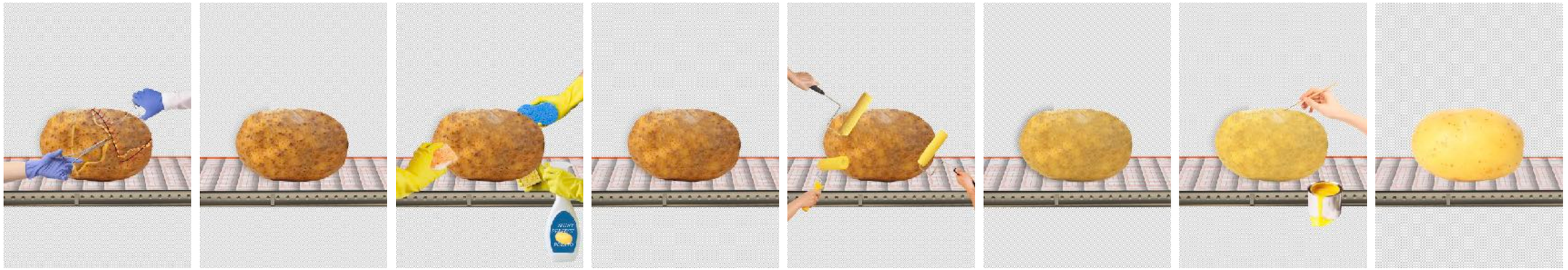


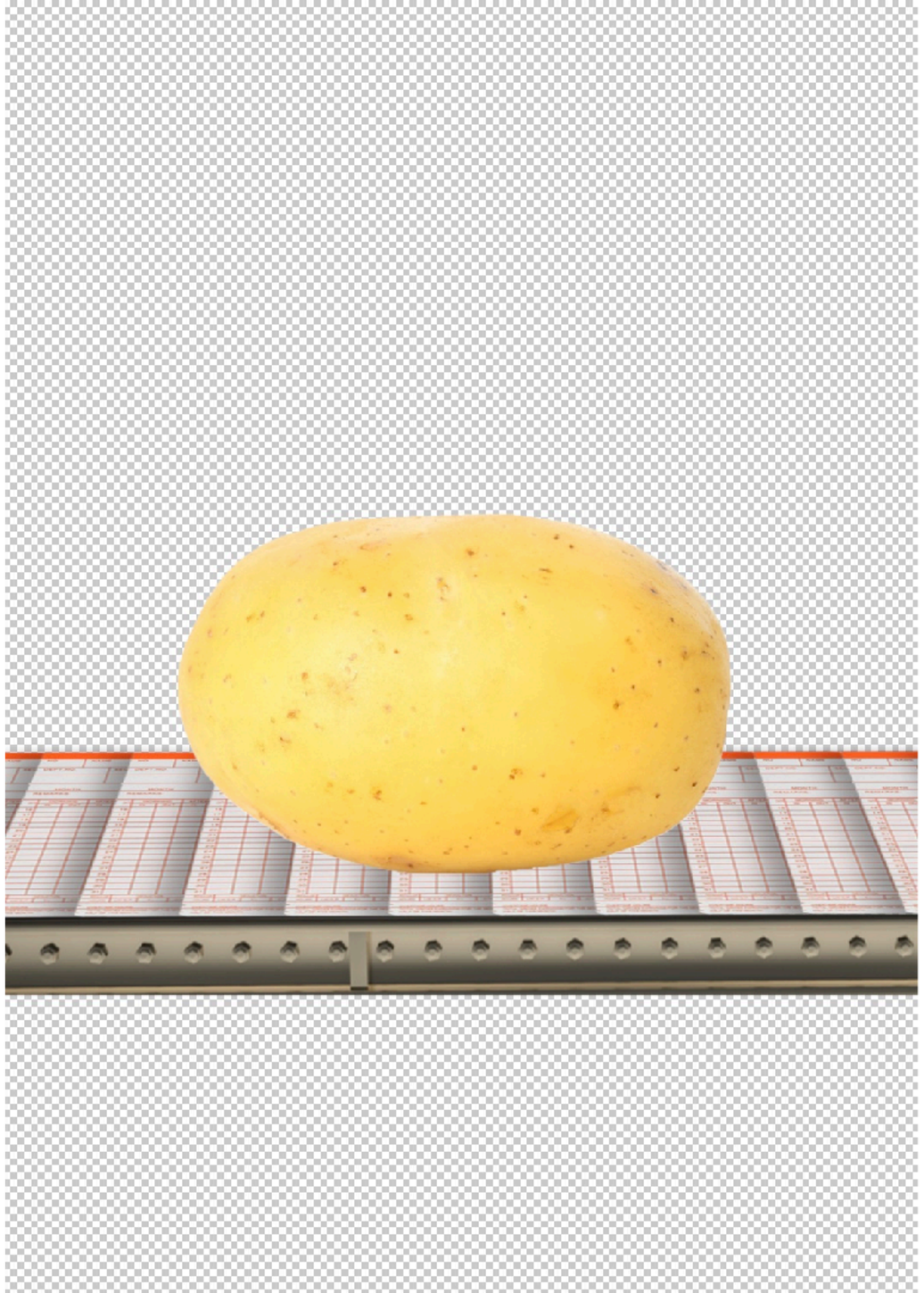
The rhythm is selecting those who are naturally suited to the pace.

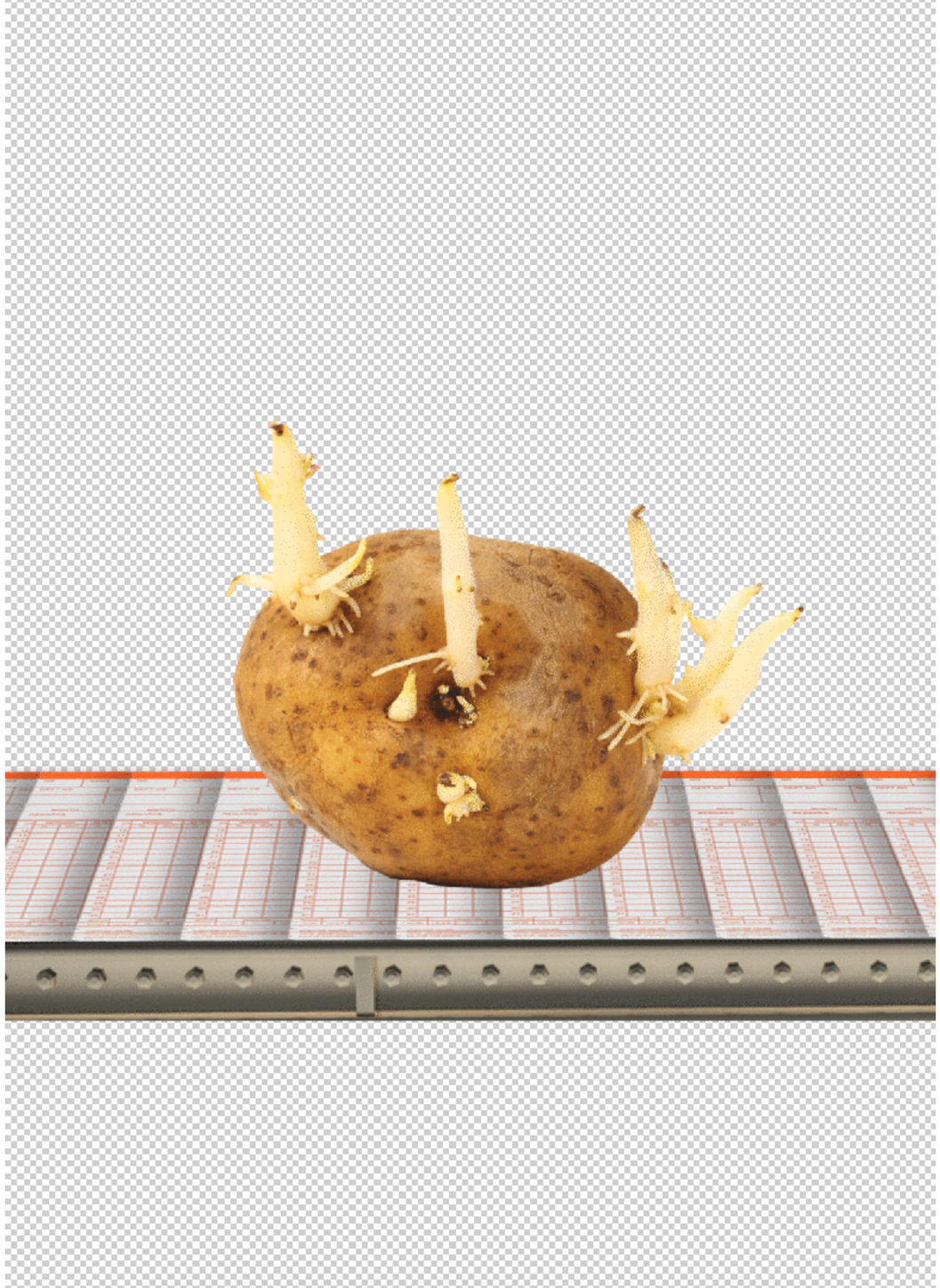
Keeping The Rhythm



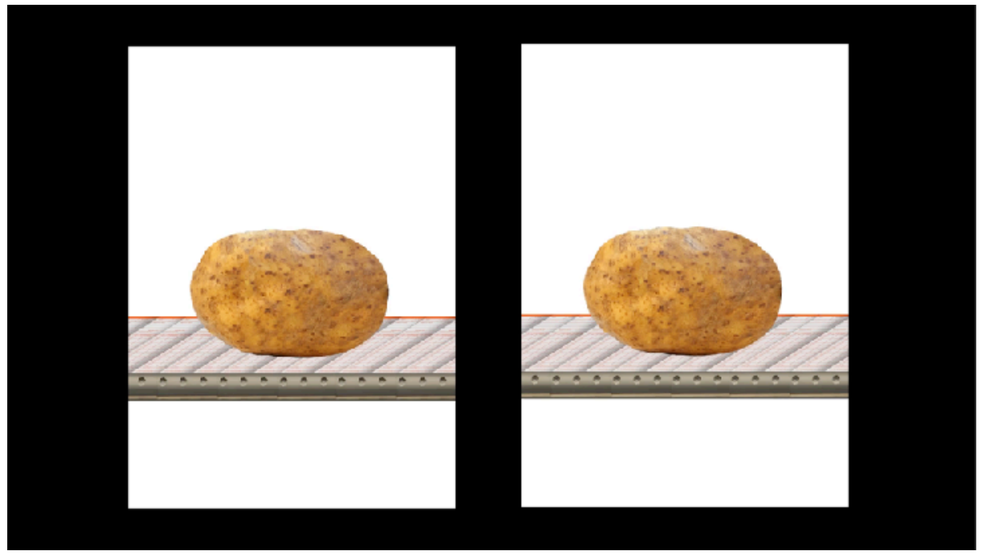


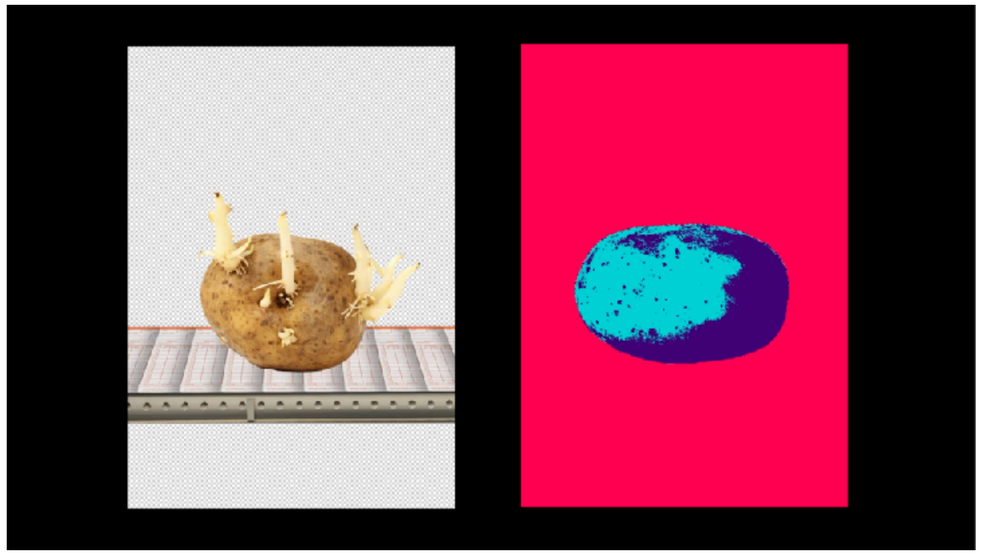






Time Experience



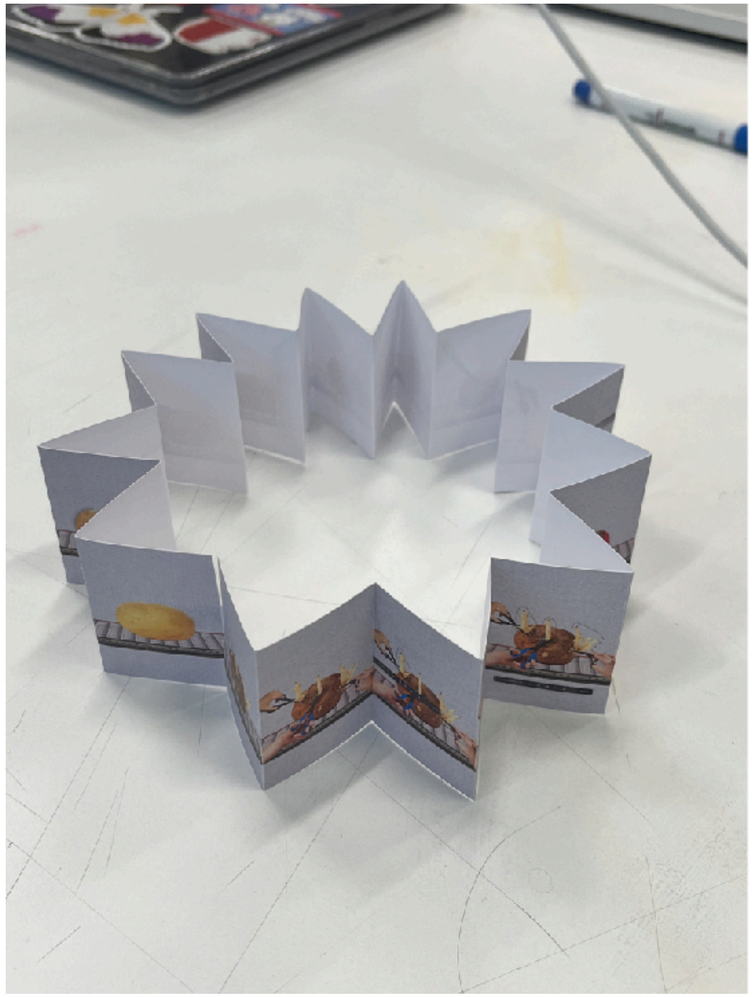


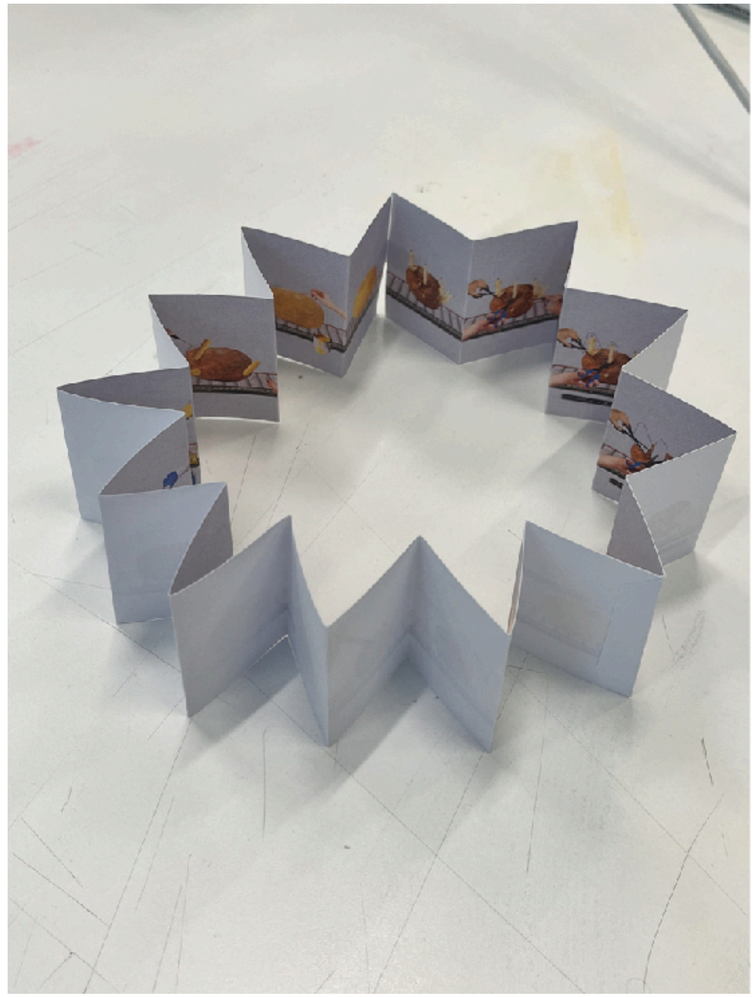
Concertina Experiment



Arranging all the process in a line to show each step but in a way where you can see the entire system at once.

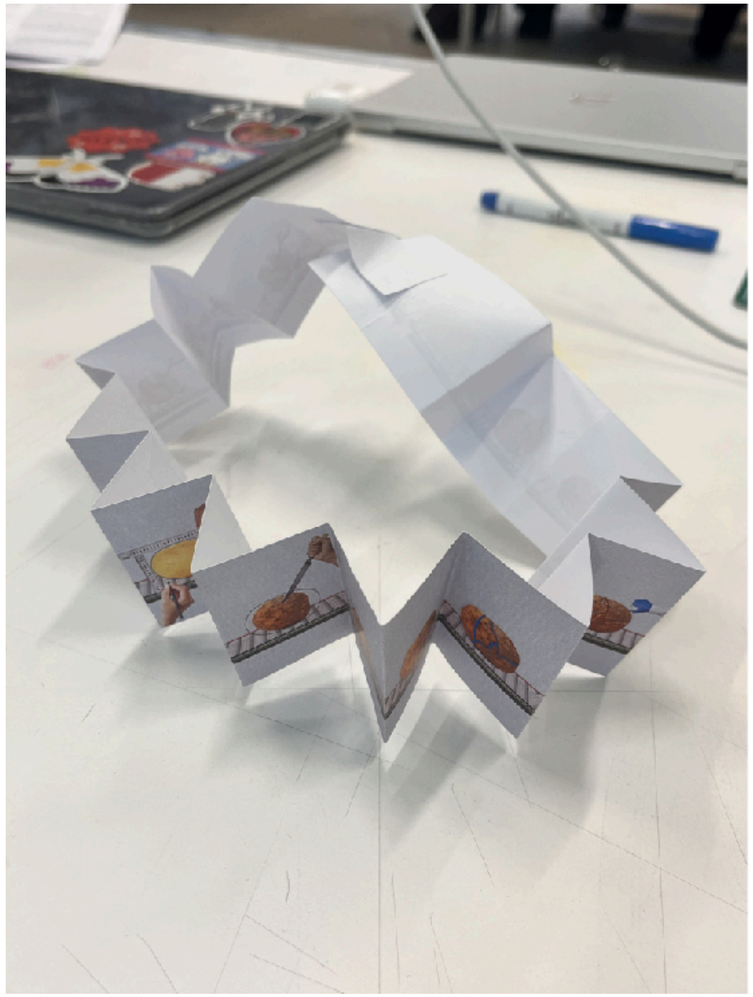
Concertina Experiment





Presenting it in a circular form to show there is no beginning and no end to the system.

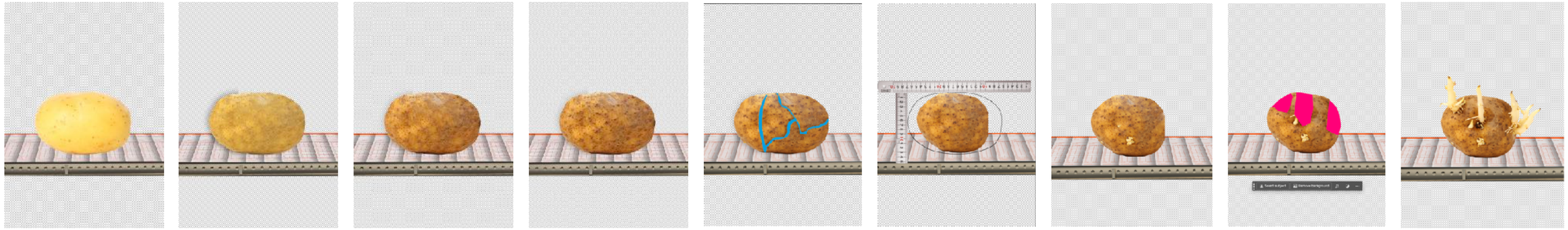
Timeline Experiment





Making it a mobius loop, now the concertina or the system only have one edge and one surface.

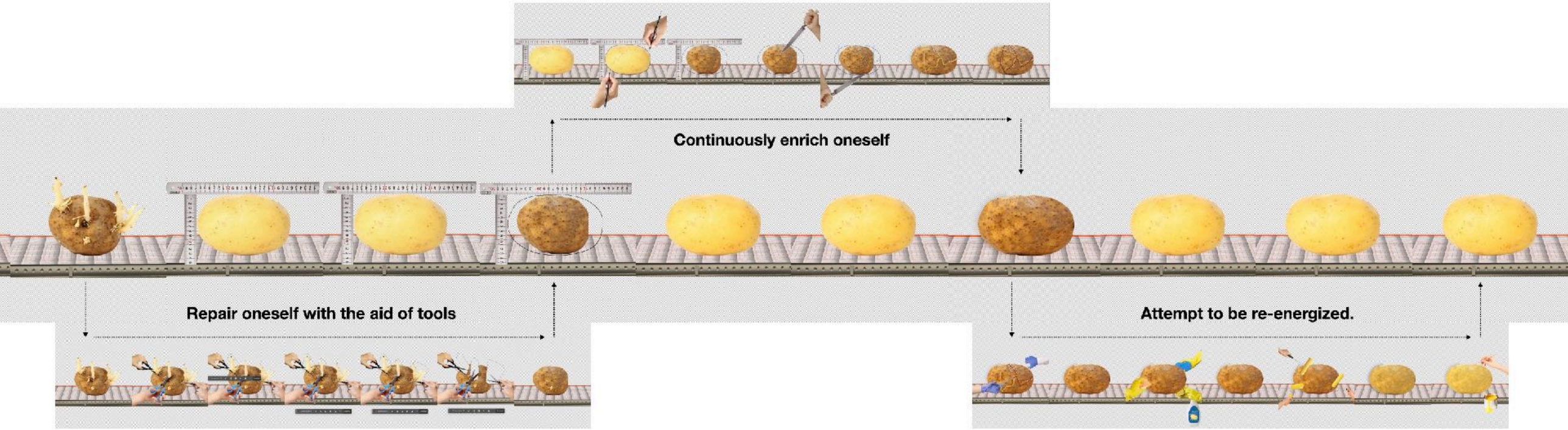
Timeline Experiment



Even subjects naturally suited to the rhythm can encounter problems due to the stress it brings.

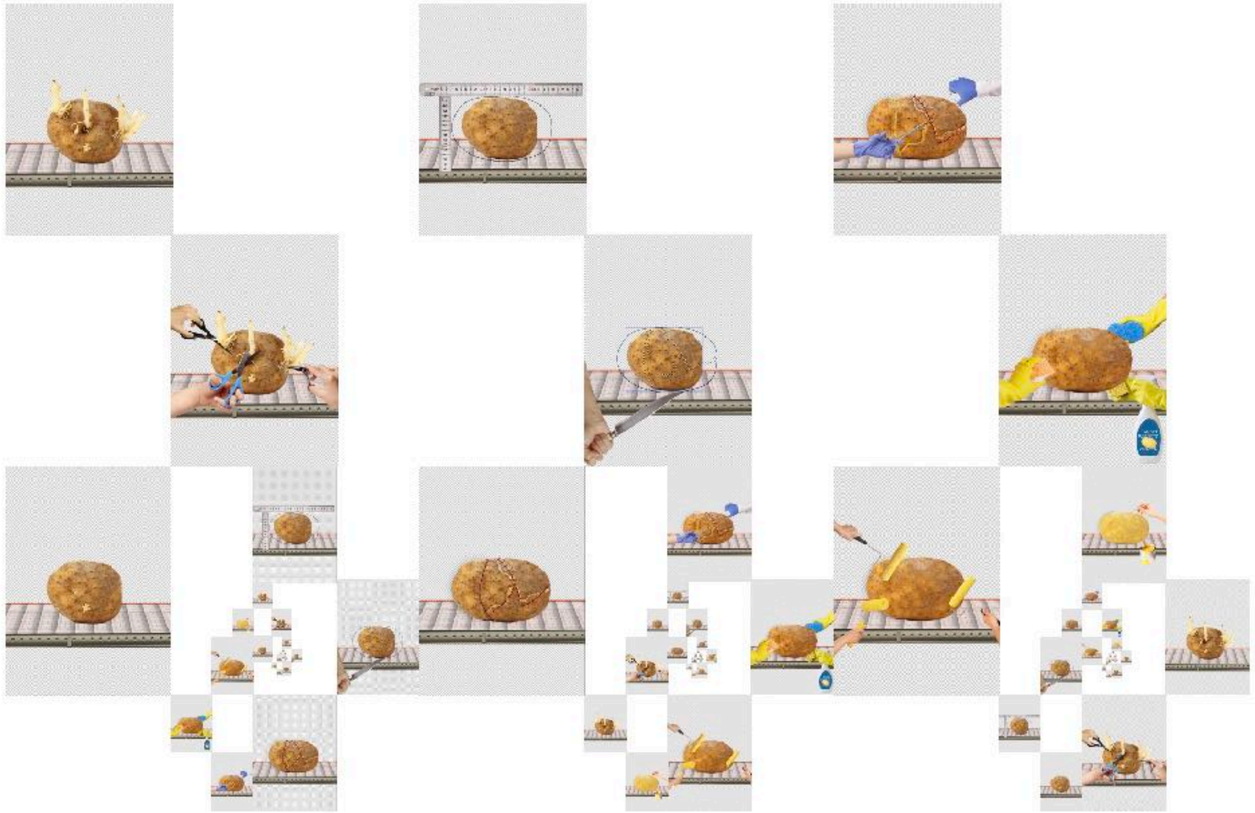
Timeline Experiment

Repairable Rhythm



A higher tolerance for errors to break the rhythm of efficiency first.

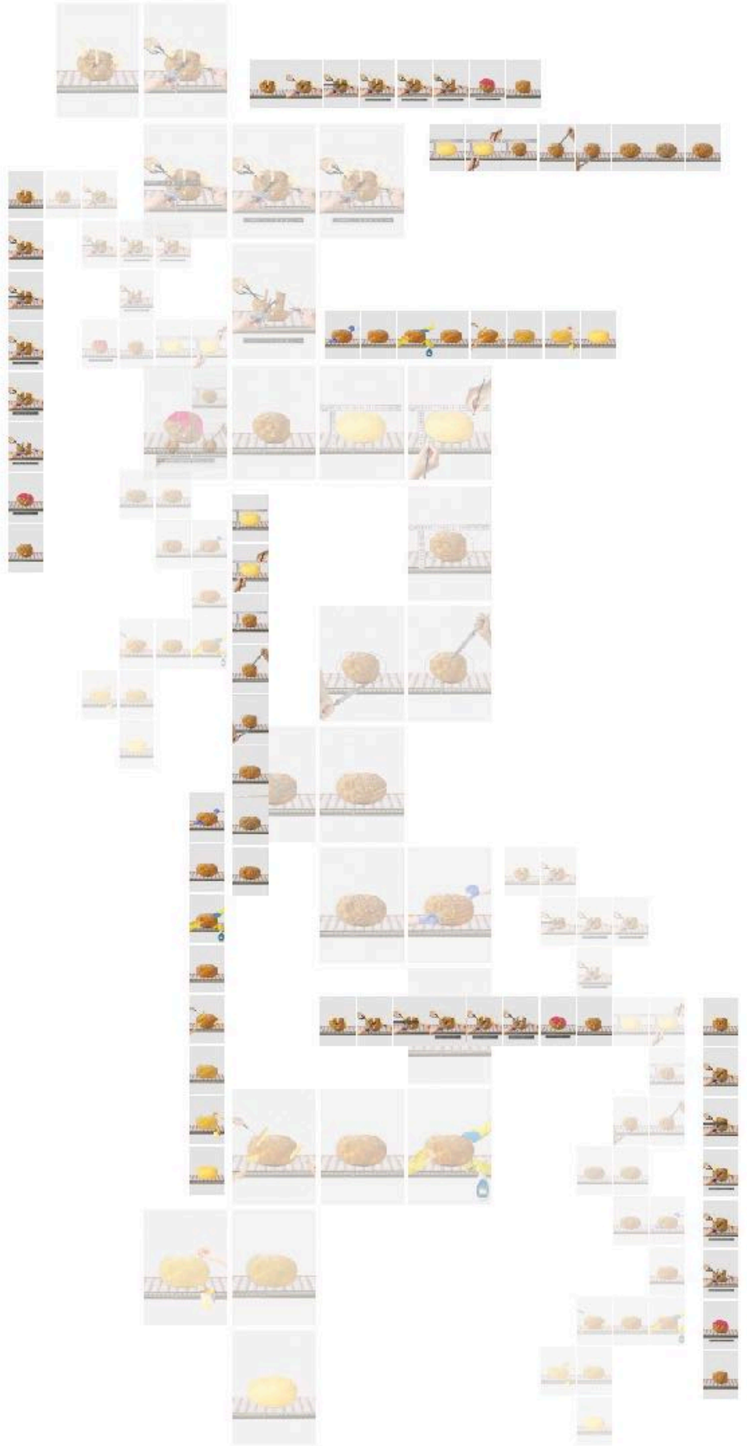
Timeline Experiment



Fewer and fewer are retained in the selection of the rhythm, but the selection never stops.

Timeline Experiment

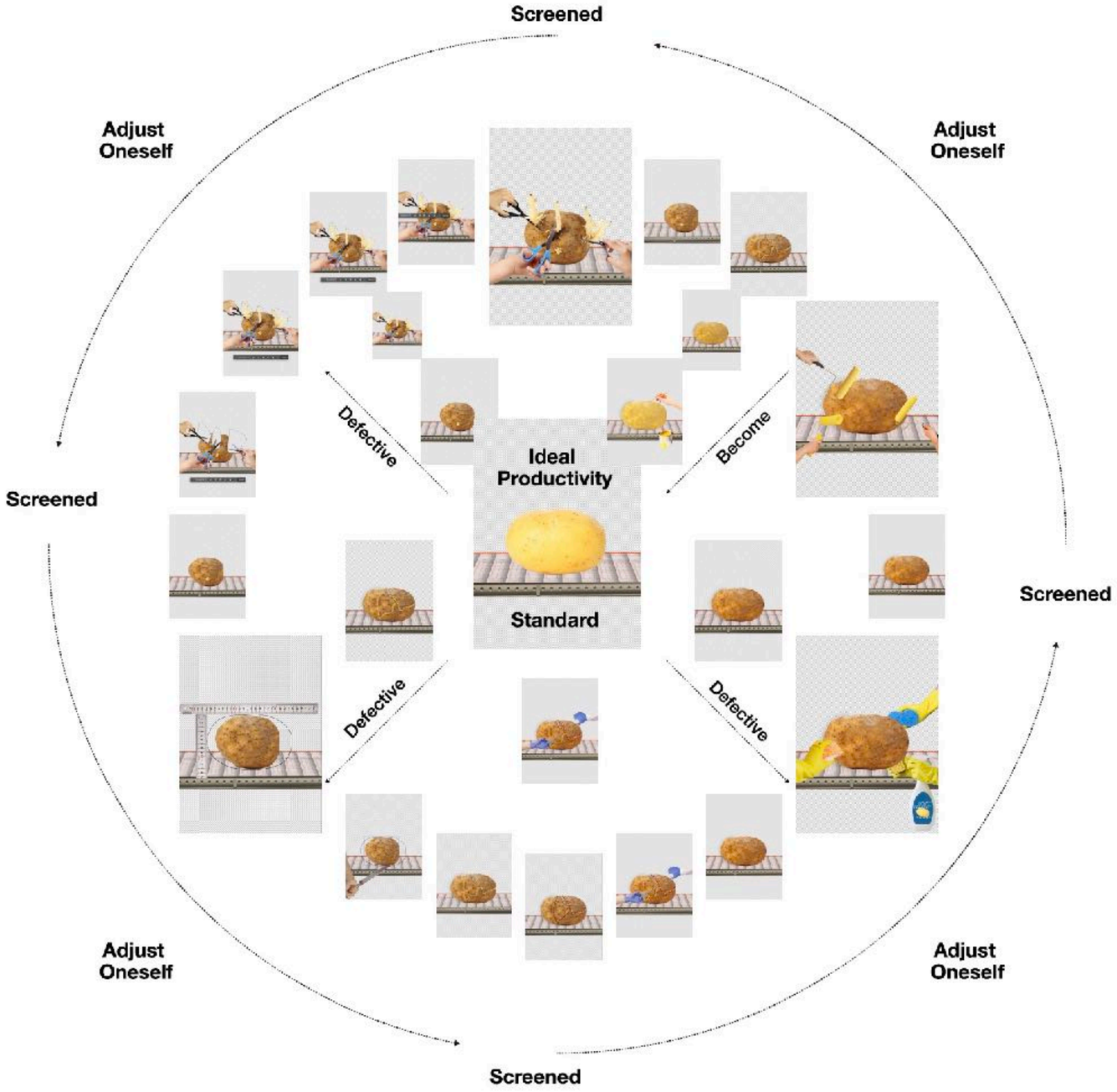
Heterogeneous Rhythm



Results-oriented, distinguishing between primary and secondary, acknowledging all means that can achieve the goal.

Timeline Experiment

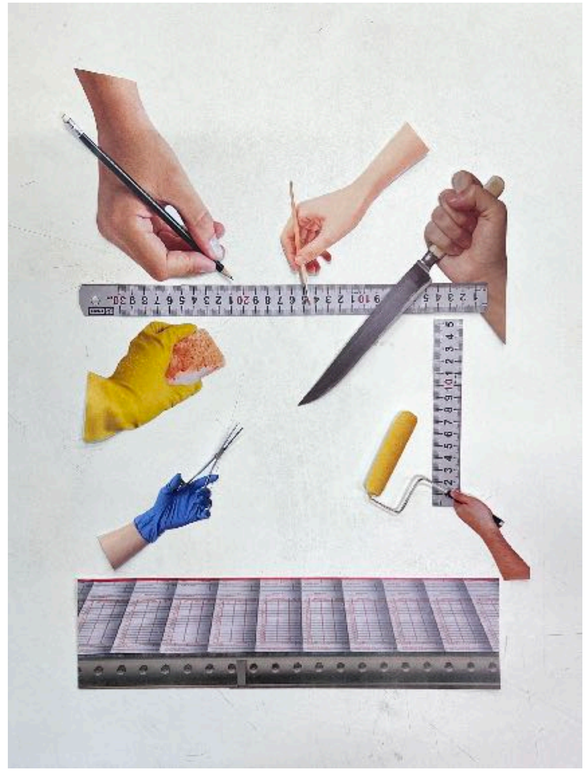
Flexible Rhythm

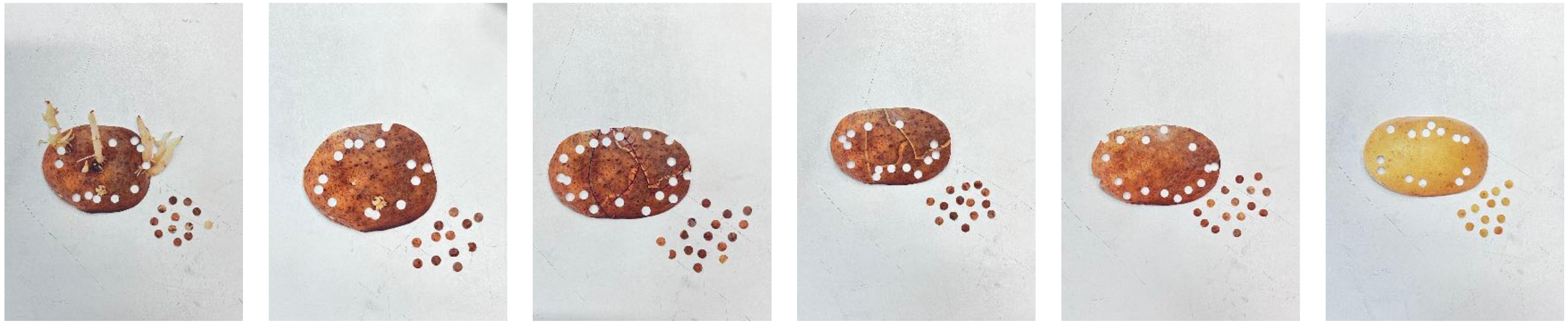


Embracing imperfections: nurturing an environment where growth and repair redefine productivity and worth.

Timeline Experiment: turn into physical images

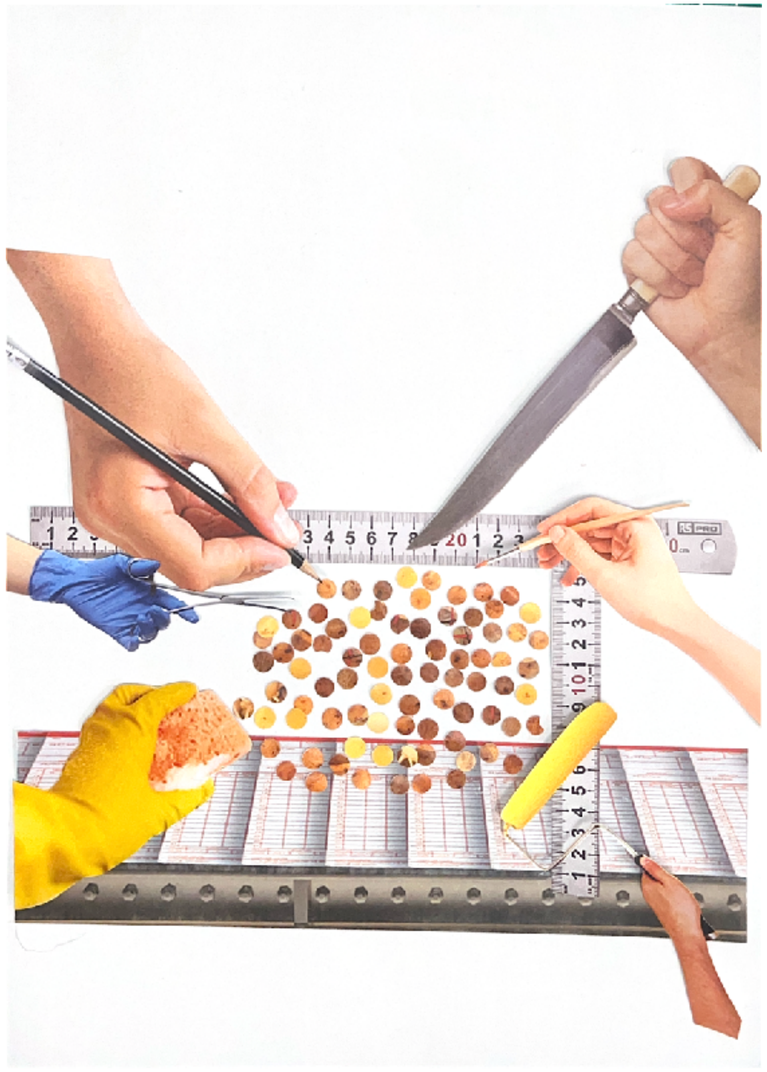






We shifted from digital to physical to capture the fragmented and non-linear nature of 'crip time.'

Inspired by the intense descriptions of pain in our references, we adopted the act of punching holes.



Punching holes in potatoes at different stages and blending them together symbolizes the chaos and discomfort.

This action represents the continuous interruptions and repairs experienced by those living with such conditions.

Reference

Text from the reading list

- Stefano Harney and Fred Moten (2024) 'AL-KHWĀRIDDIM: Savoir-Faire is Everywhere', in ALL INCOMPLETE. pp.55-60.
- Ellen Samuels (2017), 'Six Ways of Looking at Crip Time', Disability Studies Quarterly.

Text from outside of the reading

- https://disabilityvisibilityproject.com/2024/11/03/no-we-dont-all-have-the-same-24-hours-in-a-day-on-chronic-pain-and-freelancing-in-an-unreliable-body/
- https://www.omf.ngo/representing-chronic-illness-with-art/?utm_source=chatgpt.com

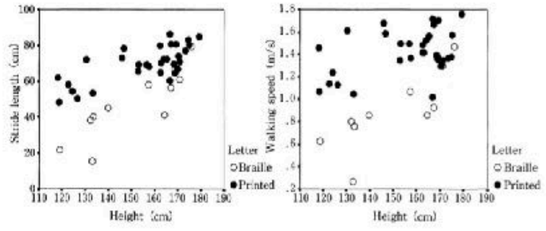
Design practice/project

- CRIP TIME (2024). [Film]. Directed by Carolyn Lazard
- On Crip Time (2024) Kaiya Waerea https://www.itsnicethat.com/articles/on-crip-time-kaiya-waerea-michiel-teeuw-graphic-design-project-25092
- *The Clock*(2010) Christian Marclay https://www.moma.org/calendar/exhibitions/5746
- Kuleshov Effect: Everything You Need to Know https://www.nfi.edu/kuleshov-effect/
- *Prezit svuj zivot FRAGMENT 1* Jan Švankmajer https://www.youtube.com/watch?v=SXFLSBEWUaU&list=PL1a4bt-z5IaF7PmzDPS6DhPvOPbXJ2vIe&index=3

Non-Visual Mapping

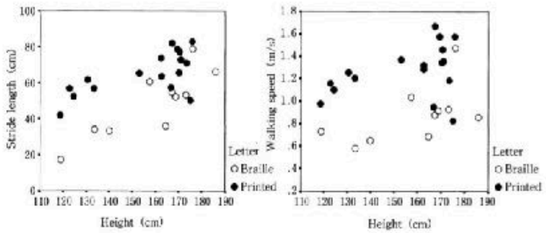
How the visually impaired navigates through space.

Research



(a) Height vs. stride length (b) Height vs. walking speed

図 4 校内調査の結果（左図(a)：歩幅，右図(b)：歩行速度と身長の関係）
Fig. 4 Results of the measurements on the school passage.



(a) Height vs. stride length (b) Height vs. walking speed

図 5 駅調査の結果（左図(a)：歩幅，右図(b)：歩行速度と身長の関係）
Fig. 5 Results of the measurements on the railway platform.

Table 6. Walking speeds according to moving types of visually handicapped persons

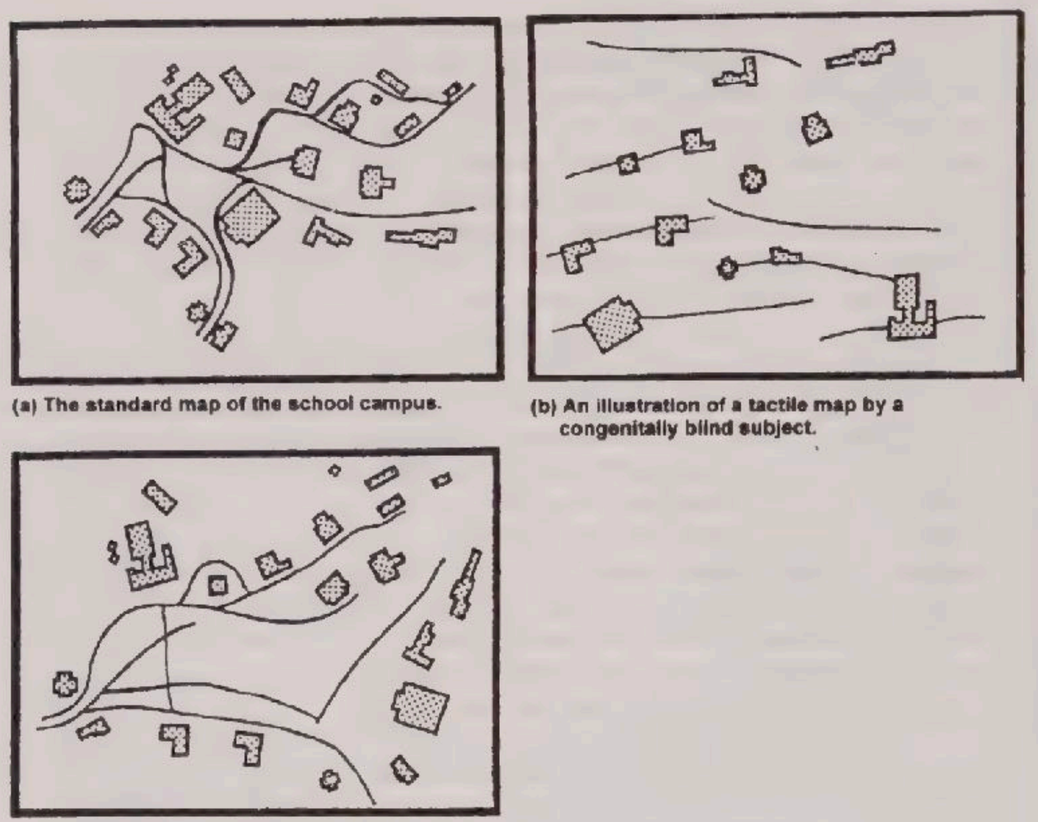
Moving type	Average speed(m/s)	Standard deviation/n	Relative speed to the non-disabled(%)
individual movement without walking assistance device	0.68	0.16/19	62
individual movement placing a hand on handrail for support	0.66	0.21/22	60
individual movement placing a hand on a white cane for support	0.68	0.16/9	62
movement with guardians	0.73	0.22/34	65
individual movement placing hands on handrail and a white cane for support	0.44	0.1/8	40
movement with guardians placing a hand on handrail for support	0.58	0.24/8	53
going up the stairs	0.38	0.11/10	57
going down the stairs	0.31	0.12/14	39

Walking Speed of The Visually Impaired

TABLE 14.9
Blind versus Sighted Route Descriptions: Lists of Cues for Blind and Sighted Travelers for the Route from the Administration Building to South Hall (University of California, Santa Barbara Campus)

Blind Traveler	Sighted Traveler
Administration Building to bicycle path.	Exit through pillars outside Cheadle Hall.
Exit Administration Building from right door.	Turn right before kiosk.
Smooth texture at exit for a few feet.	Walk past courtyard and planter boxes on right.
Pass to concrete with crack.	Enter North Hall underpass to courtyard.
Find central crack in walk (five cracks total).	Computer Center on right
Make right turn.	Kerr Hall on right
Continue on track.	Turn right at entrance road between Kerr Hall and Arbor Snack Shop.
Five planters with trees on left	Proceed along sidewalk near Kerr Hall to end of block.
Buildings (intermittent) on right	Cross street to entrance of South Hall.
Grass, bushes (intermittent) on right	
Pass two grass areas on left, divided by paths.	
Locate end of path.	
End of grass on left	
Change in walk texture	
Sounds of bicycles at front	
Sounds of people in mall coffee shop at front	
Curve to South Hall.	
Cross to fence at bicycle path.	
Track fence to opening (lamp at end)	
Caution: cross bicycle path to left	
Turn right.	
Continue on track (driveway on right with curb).	
Sounds of bicycles on left	
Building echoes on left	
Sounds of occasional traffic on right	
Caution: cross driveway (dip and smooth texture).	
Follow left edge of grass to corner.	
Left turn.	
Enter South Hall (left or right)	

Source: Golledge, 1991a.



(a) The standard map of the school campus.

(b) An illustration of a tactile map by a congenitally blind subject.

(c) An illustration of a tactile map made by a blindfolded partially sighted subject.

Figure 14.2. Blind versus sighted cognitive maps. (a) The standard map of the school campus. (b) An illustration of a tactile map made by a congenitally blind subject. (c) An illustration of a tactile map made by a blindfolded partially sighted subject. *Source:* Casey, 1978:299.

Spatial behavior : a geographic perspective *P510, P512

To do list

Workshop Design

1. Room design
2. Map audio design
3. Route recording design for map
4. Workshop poster design

Iterations of Workshop

1. Limited to ground level
2. Changing obstacle heights
3. Mixed height levels
4. Blindfolded walking (mainly relying on tapping audio)
5. Walking with open eyes (mainly relying on text-based audio)

Post-Workshop

1. Video documentation
2. Route recording
3. Publication on the workshop and blind individuals' memory of maps