**Why learn about the inclusive history of phonetics?**

How and when do our ideas start out?
- E.g. Two iterations of *Visible Speech*

**How can we be more moral practitioners of phonetics?**
- E.g. Why are some of these phoneticians more recognizable than others?

**Designing an inclusive course on history of phonetics**
- Determine topical coverage
- Incorporate antiracist and inclusive pedagogical strategies
- Curate materials, design a repository for them

**Planning for the course**

**Weekly topical coverage**

<table>
<thead>
<tr>
<th>Weekly topic</th>
<th>Perspectives (sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview, history prior to c. 1850</td>
<td>Phonetics in Ancient India &amp; the Middle East</td>
</tr>
<tr>
<td>Phonetic notation before the IPA</td>
<td>Notation of signed languages</td>
</tr>
<tr>
<td>Pronunciation &amp; dialectology</td>
<td>Dialectology &amp; the documentation of slavery in US</td>
</tr>
<tr>
<td>Experimental phonetics</td>
<td>Phonetics in Japan</td>
</tr>
<tr>
<td>The IPA</td>
<td>Eurocentrism &amp; inclusivity in the IPA</td>
</tr>
<tr>
<td>Acoustic phonetics</td>
<td>Women in speech acoustics</td>
</tr>
<tr>
<td>The spectrograph</td>
<td>Phonetics &amp; Deaf communities</td>
</tr>
<tr>
<td>Field phonetics</td>
<td>Colonial &amp; missionary fieldwork</td>
</tr>
<tr>
<td>Sound change &amp; the phoneme</td>
<td>Chinese phonetic tradition</td>
</tr>
<tr>
<td>Conclusion</td>
<td>A more diverse &amp; inclusive phonetics</td>
</tr>
</tbody>
</table>

**Course page (Winter Quarter 2022)**

https://pages.ucsd.edu/~mgarellek/History/

Syllabus included, among others:
- Course description, learning outcomes
- Information motivating and describing the pedagogical framework
- Shared glossary for discussing issues related to social justice, DEI
- Links to antiracist pedagogical resources at UCSD and beyond

What else made course more inclusive?
- Social justice & EDI topics incorporated throughout the course
- Reflections on positionality
- Universal Design for Learning approach: flexibility in final assignment content & form

**Organization**

Seminar met once per week.
- Prior to meeting:
  - Weekly assigned readings
  - Completion of short essay assignments (with prompts) based on readings

During the meeting:
- Digital handout was made available in advance
- Discussion-based: not everything we covered appears on handout; not everything on handout was ultimately covered

Additional readings on course page (with links):
- References (for and beyond what was covered in class)
- Biographies of authors and historical figures
- "Perspectives" tab with additional discussion

**Topical coverage: mid 1800s – mid 1900s**

Roughly: from the development of modern phonetics to the acoustic theory of speech production

**In sum**

We hope the legacy course page and its links and materials can help others design their own courses on field's history!