

## **INTRODUCTION TO DISABILITY STUDIES (DSP 200)**

**Syracuse University**

**Spring 2015**

**Monday and Wednesday, 12:45 to 2:05 p.m.**

**070B Huntington Hall**

### **Instructional Team**

Diane R. Wiener, Research Associate Professor  
105 Hoople, 805 South Crouse Avenue (Mailbox in 101 Hoople)  
Office Hours: By appointment  
Please arrange meetings by contacting Prof. Wiener, directly  
Office Phone: 315-443-4486  
For emergencies, only: 607-427-7675 (please leave a voice mail or text message)  
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Steve Singer, Teaching Assistant  
Office Hours: By appointment  
Please arrange meetings by contacting Mr. Singer, directly  
You are also welcome to visit the Disability Cultural Center (105 Hoople) during Mr. Singer's office hours (M: 2:00 PM - 4:00 PM, T: 8:00 AM - 11:00 AM, W: 8:00 AM - 12:45 PM, TH: 8:00 AM - 11:00 AM)  
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### **Course Description**

This foundational course in Disability Studies provides students (studying in the Disability Studies Minor, or taking the course for other reasons) with a broad interdisciplinary introduction to the field. Drawing upon a wide range of multimedia materials from cultural theory, the humanities, the social sciences, education, the arts, and other areas of inquiry, the course takes as a premise the idea that disabilities are social and cultural, and thus environmental as well as individual. Disabilities and disability identities, as aspects of human diversity, are underscored as vital facets of an intersectional tapestry of experiences on our campus, and throughout our world. Students will enhance their critical reflection and writing skills, read literary and media texts via a disability theory set of "lenses," imagine and experience maximally inclusive higher educational settings, have the opportunity to interact with an array of Disability Studies scholars and activists from across the SU community and beyond, consider the relationships between disability and other identity variables (including race, class, gender, sexuality, and nation), and articulate their own roles within longstanding and continuing local, regional, national, and international disability rights movements.

### **Course Expectations and Policies**

#### **Disability Accommodations and Life Circumstances**

This class seeks ways to become a working and evolving model of inclusion and universal design for *all* participants.

Individuals who require instructional, curricular, or test accommodations are responsible for making such needs known to the instructors as early as possible. Every possible effort will be

made to accommodate students in a timely and confidential manner. Individuals who request accommodations must be registered with the Office of Disability Services (804 University Avenue, Room 309, 3<sup>rd</sup> floor, 315-443-4498), which authorizes accommodations for students with disabilities.

Students are encouraged to approach the instructors with any other life circumstances that may affect their participation in the course. These may be personal, health-related, family-related issues, or other concerns. The sooner that your instructors know about these issues and concerns, the earlier we can discuss possible adjustments or alternative arrangements, as needed.

For assistance with and inquiries regarding disability-related accommodations, please contact: Paula Possenti-Perez, Director of the Office of Disability Services ([ppossent@syr.edu](mailto:ppossent@syr.edu))

### **Academic Integrity Policy at Syracuse University**

Syracuse University has a university-wide policy that is administered locally.

Key Elements of the Policy:

- The policy covers a broad range of academic integrity issues, including appropriate use of sources in coursework and research, unauthorized collaboration on assignments and examinations, and misrepresentations of authorship or identity.
- The policy distinguishes between academic *negligence* and academic *dishonesty*.
- Negligence results in a written warning to the student that cannot be appealed.
- The presumptive penalty for a first instance of academic dishonesty by an undergraduate student is the XF—course failure with a transcript notation indicating an academic integrity violation. Students who successfully complete the academic integrity seminar have the “X” removed.
- The presumptive penalty for a first instance of academic dishonesty by a graduate student is suspension or expulsion. All dishonesty cases involving graduate students are heard by a panel selected by the school or college bringing the case.
- Presumptive penalties constitute general guidelines. Individual faculty and instructors have latitude in proposing changes.
- Students have the right to appeal academic dishonesty charges to a hearing panel selected by the school or college bringing the case.

To read the full policy, view frequently asked questions, or find other resources, please visit <http://academicintegrity.syr.edu/academic-integrity-policy/>. For additional information, email [aio@syr.edu](mailto:aio@syr.edu) or call 315-443-5412.

### **Confidentiality Regarding Sexual Assault and Relationship Violence**

Syracuse University is committed to providing safe and supportive spaces to students who have been impacted by sexual and relationship violence. The University simultaneously strives to maintain a safe learning and living environment for all students in a manner that is consistent with state and federal laws. It is important for students to be well informed in regards to the confidential resources available to them in the event that they have experienced sexual or relationship violence.

Counseling Center Therapists, Health Services (<http://health.syr.edu>), and the Hendricks Chapel (<http://hendricks.syr.edu>) are all considered to be privileged and confidential resources. These individuals are neither required nor permitted to provide any information regarding an incident of sexual assault or relationship violence to any outside party without the consent of the student involved in the incident. More specifically, these individuals will not provide any information about a reported incident of sexual assault or relationship violence to the Syracuse University Title IX Coordinator or any law enforcement agency without a survivor's permission.

Additional information regarding the Counseling Center's confidentiality policy, please visit: <http://counselingcenter.syr.edu/students/confidentiality.html>.

Employees of Syracuse University other than those mentioned above are considered "responsible employees" and are required to report all of the details regarding an incident of sexual or relationship violence (including the identities of both the survivor and alleged perpetrator) to the Title IX Coordinator. Examples of "responsible employees" include staff members who work in Student or Academic Affairs (e.g., Office of Residence Life staff, Academic Deans, and Athletic Department staff).

For assistance or inquiries, please contact:

Sarah Solomon, Director of Student Assistance ([stsolomo@syr.edu](mailto:stsolomo@syr.edu))

Cory Wallack, Director of the Counseling Center ([cwallack@syr.edu](mailto:cwallack@syr.edu))

Cynthia Maxwell-Curtain, Associate Vice President, Human Capital Development and Title IX and Sexual Harassment Officer ([cmcurtin@syr.edu](mailto:cmcurtin@syr.edu))

## **Assignments and Related Information**

### **Course Texts and Materials**

The majority of our course's required as well as recommended readings (including articles, chapters, and links to websites and videos) will be posted on Blackboard and will be available on CD/DVD, if needed and as requested.

Two **recommended** texts (edited by Davis; Pelka) are on reserve for our course in the Bird Library. Other books may also be placed on reserve, at the instructors' discretion (if this occurs, you will of course be informed). The Davis book is available for purchase at the University bookstore, should you decide you would like to own a copy.

Davis, L. J. (Ed.). (2013). *The disability studies reader* (4<sup>th</sup> ed.). New York and London: Routledge.

Pelka, F. (2012). *What we have done: An oral history of the disability rights movement*. Amherst, MA: University of Massachusetts Press.

## **Using Adobe's "Read Out Loud" Features (Adobe > View > Read Out Loud) for PDF documents:**

Keyboard Commands:

Activate/Deactivate Read Out Loud	Shift+Ctrl+Y
Read this page only	Shift+Ctrl+V
Read to End of Document	Shift+Ctrl+B
Pause/Resume	Shift+Ctrl+C
Stop	Shift+Ctrl+E

## **Blackboard Site and Course Correspondence**

Our course Blackboard site will have all readings (except the recommended Davis and Pelka texts, available as general resources), and a copy of the syllabus. Other information will be made available, as well.

Correspondence including course updates will be sent to you via email messages. These messages will be sent through Blackboard and/or via other means. You are required to check your SU email account, daily, in order to keep up-to-date with course-related correspondence. Thank you for your cooperation.

## **Assignment Values and Percentage of Final Grade**

Attendance and Participation	25%
Disability Journal	35%
Narratives Book Fair Presentation and Handout	15%
<u>Final Group Project</u>	<u>25%</u>
TOTAL	100%

Grades for all assignments will be given as letter grades ("A," "A-," etc.).

When calculating final course grades, the instructors will average a student's grade values for all assignments. The only exception will be if a student demonstrated consistent and remarkable improvement over the course of the semester, exceptional effort, or there were other extenuating circumstances wherein the instructors felt that a grade did not demonstrate a student's work or understanding of course content. In these rare situations, the instructors will reserve the right to raise the student's final course grade. We will never lower a grade after it has already been determined through the percentage/point system explained above.

## **Assignment Due Dates**

You are required to submit your assignments to one of the instructors, in hard copy format, on the deadlines specified in the "Course Schedule," below. Written assignments need to be typed. Handwritten assignments will not be accepted. If you need assistance or require alternative submission formats, please tell us, as soon as possible. Unless you have made other arrangements with us (based upon accommodations), please submit all assignments in regular, Times New Roman font (12 point), using double-spacing and one-inch margins.

Assignments submitted after the due dates will *not* be considered for grading purposes, unless Professor Wiener has approved a late submission. In general, assignments will be marked down one third of a grade for each day late (e.g., a “B” paper will become a “B-“ if it is one day late, a “C+” if it is two days late, etc.).

### **Attendance and Participation (25% of Final Grade)**

Prof. Wiener and Mr. Singer look forward to forming an active learning community with all of you, and we invite you to participate in discussions and activities in order to enhance the class experience.

You are expected to come to each class prepared with a good general understanding of the readings and materials assigned for that day. Class content and activities will elaborate upon this knowledge. Please note that participation includes sharing ideas and asking questions, as well as active and “deep” listening (and...as we will discuss, throughout the course: *listening is not just auditory; speaking is not just verbal*).

**Some notes on note-taking:** This course utilizes the principles of Universal Design for Learning (UDL). You will learn about UDL throughout the course. Central to UDL is a focus on multiple means of expression and multiple formats for learning. UDL also considers how pedagogical practices can benefit all students. One example of UDL in DSP 200 is shared note-taking. During each class, a member of the class will take notes. The note taker is expected to type the notes and email them to Mr. Singer within two days. The notes will be posted on Blackboard for everyone to use. A sign-up sheet will be used during the first class meeting. If you are absent during your day as note-taker, please arrange for a classmate to take up this responsibility on your behalf, and please notify the instructors (plus, you could take your turn another time, if this can be arranged without too much complexity).

When invited speakers visit the class, journal entries assigned for those particular days will call for you to come prepared with at least three questions for our visitors. However, even in cases when there is no journal entry due, you are expected to come to class prepared to ask questions of each other, the instructors, and any guests who join us.

Class attendance and participation are required. All students are allowed one unexcused absence; you are encouraged to “save” this “free spin” for a time when you absolutely need it, due to an illness, a family matter, or similar circumstances. If you believe you need to miss class for a legitimate reason, inform Professor Wiener or Mr. Singer before you plan to be absent, unless circumstances make this impossible. We will not excuse any absence if you approach us after you’ve already missed class (unless an emergency). Each unexcused absence is a deduction of 1/3 of a letter grade (e.g., B+ to a B) from a student’s final class attendance and participation grade. More than four unexcused absences will typically result in a failing grade for participation, which can significantly lower a student’s final grade. **Please note one exception: students with fevers and symptoms of colds or the flu (or other potentially contagious ailments) are encouraged to stay home and not attend class or events—however, students must notify Professor Wiener or Mr. Singer before class if they are sick and will miss class.**

Attendance and participation grades are based on the following (five) criteria:

- Attendance
- Doing assignments, in order to participate effectively during class

- Note-taking
- Participation during class (includes active listening as well as speaking, as noted)
- Attitude / professionalism during class

### **Disability Journal—Due throughout the Course (35% of Final Grade)**

Fourteen different times during the course, you will be required to submit a disability journal entry. The purpose of the journal entries is to be sure that students do the assigned readings, but also to be sure students can apply the course materials to life and the “real world.” In these entries, you are encouraged but not required to draw explicit linkages between what you are studying in your major(s) and what you are learning in this course.

***Please follow the journal rubric posted on Blackboard.***

*Except for journal entry 7/8, please attach a copy of the journal rubric to each journal entry that you submit, including your name and the number of the journal entry being submitted (in the spaces designated). Thank you for your cooperation.*

**Note:** One of your journal entries (Journal Entry 7/8 – i.e. counts as a double entry) will focus on your creation of an event that could (and may!) be sponsored by the Disability Cultural Center (DCC). You will design an event that promotes an aspect of disability culture to various sectors of our campus community (students, faculty, administration, staff, alumni, etc.). Your event must account for important accessibility standards, so as to be available to the widest possible range of participants. Details regarding this journal entry are in the Course Schedule, below.

Journal entry 7/8 will likely require additional time and effort as compared with other journal entries, so please be sure to plan, accordingly. Please note that it is acceptable for *only* this particular journal entry (7/8) to be up to *four pages* (doubled-spaced), in length. All other journal entries will be a maximum of two, double-spaced pages, as explained below.

***Please be prepared to discuss the content of your journal entries, during class.***

With the exception of 7/8, each journal entry should be a maximum of two typed, doubled-spaced pages of content (plus, required questions for invited guests, as indicated), responding to the specific prompts outlined in the Course Schedule, below, and, as appropriate, including:

1. **Your reaction** to the required reading/s (you *may* cite recommended materials, also, if you wish) with enough details to show that you read it/them. Your reaction should be thoughtful, not just “I liked this” or “I didn’t like this” – that is to say, please explain your thinking and give specific examples from the reading(s) and other assigned materials.
2. **A connection** between the readings / materials and something you experienced at SU, in your personal life, in another class (in your major, or not), at work, etc.
3. **Three questions for invited guest(s)**, when indicated (separate section of up to a paragraph – that is, beyond the two pages of content addressing items 1 and 2).

**Note:** You may choose to submit one or more journal entries that is / are not in written form (like a piece of art, music, or a photograph). If you do, be sure to include a **one page, double-spaced explanation** of how and why your creative work demonstrates your reflection on the readings and other materials assigned.

## **Narratives Book Fair -- 3/16/15; Topic/Choice of Book Due 2/16/15 (15% of Final Grade)**

The course Blackboard site has a (relatively brief and thus limited) list of disability narratives -- first-person accounts of disability. If you have a different book you would like to read, you may choose that, instead (as long as it is a first-person account of disability, and has been approved for selection by Professor Wiener or Mr. Singer). Others are available in Bird Library, or you may purchase or borrow texts on your own.

You will pick one book, read it, and create **an accessible, solo presentation** (a poster, a display, a PowerPoint, or something else that presents information -- that you will share using the principles of UDL). You will also create **a one-page (double-sided) handout** to accompany the presentation, explaining the following (at a minimum):

- A brief summary of the book (1-2 paragraphs)—keep this as short as possible...and no spoilers!
- What is the author trying to tell people about her / his / their experiences with disability?
- Which model of disability does the author seem to be using the most? What in the book suggests to you that this is the model being utilized? Give a few brief, specific examples from the book that support your ideas.
- What is your personal reaction to the book?
- Do you think this is a “good” book for people in Disability Studies to read? Why or why not? (If you were going to create a “top ten” list of disability narratives, would your book selection be included? Why or why not?)

During class on **2/16/15**, you are required to submit the title and author of the book that you are planning on reading for this assignment. Be sure to bring a “Plan B” or second choice – only one student in class can utilize any particular book for this assignment. If more than one person wants to read a book, interested students must negotiate who will actually read what.

The Book Fair is on **3/16/15**. Please bring enough hard copies of your handout to class for use by both instructors, all of your classroom peers, and yourself. Provide Mr. Singer with an electronic copy, to be posted on Blackboard.

On **3/16/15**, you will also be required to submit **a critical reflection** on the selected text, written by you from a Disability Studies perspective (maximum of **five typed, double-spaced pages**).

## **Final Group Project—5/1/15, 10:15 AM - 12:15 PM (25% of Final Grade)**

The final group project is a collaborative effort that represents your ability to synthesize the various Disability Studies perspectives explored throughout the course. The objective of this project is to create something new or to explore new terrains (physical and/or conceptual). Students will work in groups of 3-4 members. The group designation procedure is outlined in the Important Dates and Procedures section, below. Each project must contain the following components:

### **Group Components**

1. A presentation: performance, documentary film, PowerPoint/Prezi or similar method, or an activity (15 minutes total, plus 5 minutes for questions from your peers and instructors.)

2. A written component (shared equally among members): Informal annotated bibliography with a minimum of 12 peer reviewed articles that you used to develop your project. Each annotated entry will be comprised of a citation, a brief content summary with clear *support* of your position (even if the “support” is that you are showing that what you are doing is the polar opposite!), some historical context, and your understanding of cultural and social implications. In the content summary, specify information and/or include quotations that are relevant to your topic, with a description of why the entry is important to your project. Each entry should be at least one paragraph and no longer than one double-spaced page. Share your annotations and copies of articles / resources among your group members.

### **Individual Components**

1. Using your group's informal annotated bibliography and at least three readings from the DSP 200 syllabus, describe how your project aligns with or demonstrates Disability Studies perspectives. In other words, demonstrate to the instructors what you have learned during the course by applying it to your final project. You are required to submit 4-5 pages (12 pt. Times New Roman, double-spaced, with one-inch margins), plus references. You are welcome to draw from additional sources, as needed.
2. A brief and confidential evaluation of the work conducted by each of the members of your group, including yourself (rubric regarding peer assessment posted on Blackboard). You are required to submit approximately one-page, double spaced.

### **Important Dates and Procedures**

**2/23/15** Final project groups formed. Students are permitted to select their own groups of 3-4 students. One student from each group should submit this list to Mr. Singer on this date. Those who wish to be assigned to a group do not have to submit anything. The instructors will email the group designations by 2/30/15. Groups should begin meeting in-person or online and start brainstorming about their projects.

**3/16/15-3/27/15** The group or as many representatives from the group as possible must arrange a brief meeting with one of the instructors, during this time period. Prior to meeting, group members should develop a basic outline or paragraph about their project (including a brief project rationale \*and\* the expected outcome of the project). During the meeting, be prepared to describe your broad idea of what kind of literature you will explore, and your general project objectives. This meeting will serve as a preliminary time to receive feedback and resources from the instructors as well as to gain approval for your project. Details regarding instructional meetings will be discussed during class.

**4/13/15** Informal annotated bibliography and one paragraph progress report due. Describe “where you are” and what, if any, struggles you are having (one summary for the group).

**5/1/2015** Friday, 10:15 AM - 12:15 PM, designated final exam block, in the same class location (HH 070B). Final project presentations.

## **Suggested Lenses of Analysis**

Understanding that the broad topics below may be interconnected, select how your group will approach the topic for the final project. Examples are provided to assist groups in the development of an appropriate project. The examples are not intended to indicate the format or type of product you will create. Should a group wish to use one of the examples, they are welcome to do so, tailoring it to their own preferences.

### ***Disability Rights, Empowerment, and Activism***

*Students tackle an issue pertaining to disability as it relates to legislation, advocacy initiatives or social movements, or efforts to affect change for people with disabilities broadly.*

Example: "The ongoing Disability rights struggle: The failures in the successes?"

A 15 minute documentary film that briefly reviews disability related legislation along with short interviews with People with Disabilities (PWDs) telling stories about how legislation has been insufficient in their lives (provide copies of interview consent forms). Written components could include what legislation is currently under review, discussion of the Disability Rights Movement, and examples of how legislation has improved equity.

### ***Disability Culture, Identity, and the Arts***

*Students take up a topic as it relates to disability identity broadly or how Disability culture figures in media, popular culture or the arts (music, theater, poetry, etc.).*

Example: "Unwriting Poetry and Manual Expressionism"

Show the class some film examples of ASL poetry performed by Deaf individuals -- first, without captions, and then with captions. Research how ASL poetry differs from English or other written poetry, providing a social exposition of this type of poetry in Deaf culture and the broad art of expression. Lead the class in a discussion that unpacks the sometimes limiting notions of what it means to "be a poet" and the experience of linguistic marginalization.

### ***Disability in Society***

*Students examine how the experience of disability informs an individual's or group's access to and participation in one or more aspects of society, such as education, health care, the justice system, employment, or politics.*

Example: "An Intersectional Accessibility Study of >>insert name of building on campus or in Syracuse<<"

Images, video footage, and drawings could be used to describe your assessment of how people with multiple and/or complex identities including disability might experience a space. Writing of and context for the presentation could be situated in how these concerns can be addressed, what impedes change, and whether these spaces comply with relevant laws.

**\*\*\*\*Important note\*\*\*\*** The project must be presented in an accessible manner, adopting the principles of UDL and the DCC's *Guide to Planning Inclusive Events, Seminars, and Activities at Syracuse University* (<http://sudcc.syr.edu/documents/InclusiveEventsSeminarsGuide.pdf>), by Umstead and Wiener. Please discuss any concerns with the instructors, as soon as possible.

**Some specific considerations:** films with audio content need to be captioned; be mindful of the pace of your presentation, and the language that you choose; be prepared to describe visual or other images; do not take for granted that everyone can access all content, equally (or at all).

### **Final Project Evaluation (rubric posted on Blackboard)**

To ensure fair grading, all members of a given group will receive the same "group grade," and each student will also receive individual grades.

Grading of the final project will be as follows:

50% Group grade: based on the presentation and informal annotated bibliography

30% Individual grade: based on the 4-5 page paper

20% Individual evaluation of participation, submitted by group members (averaged)

### **Course Schedule**

***Required materials must be read, screened, etc. for the class days listed on the syllabus.***

#### **WEEK 1**

##### **1/12/15: Locating Oneself: Our Histories in Relation to Disability**

###### **Readings, Videos, Links:**

Baynton, D. C. (2001). Disability and the justification of inequality in American history. In P. K. Longmore & L. Umansky (Eds.), *The new disability history: American perspectives* [The History of Disability Series] (pp. 33-57). New York: NYU Press.

**Activities in class:** Introductions; Student Information Sheet; Uncommon Commonalities activity; explanation of Critical Incident Questionnaires; syllabus review.

##### **1/14/15: Core Concepts and a Vocabulary of Disability Studies**

###### **Readings, Videos, Links:**

Davis, L. J. (2010). Constructing normalcy. In L. J. Davis (Ed.), *The disability studies reader* (3<sup>rd</sup> ed.) (pp. 3-19). New York: Routledge.

Umstead, A. (2012). *An introductory guide to disability language and empowerment* [Website]. Syracuse, NY: Syracuse University Disability Cultural Center. Retrieved January 7, 2013 from: <http://sudcc.syr.edu/LanguageGuide/index.html>.

### **Recommended Reading:**

Kanter, A. S. (2011, Winter). The law: What's disability studies got to do with it or An introduction to disability legal studies. *Columbia Human Rights Law Review*, 42(2), 403-479.

**Journal Entry 1:** Reflect critically on today's readings, following journal entry guidelines (one page). Write a brief description of how the disability language in the DCC disability language guide might affect the language you would use in conversations with others (one page).

## **WEEK 2**

**1/19/15: No class – Martin Luther King, Jr. Day**

**1/21/15: Passing and Unpacking the Idea of Normal**

### **Readings, Videos, Links:**

Wilensky, A.S. (1999). Prologue. In *Passing for normal: A memoir of compulsion* (pp. 1-8). New York: Broadway Books.

Wilensky, A.S. (1999). Shades of Groucho. In *Passing for normal: A memoir of compulsion* (pp. 9-39). New York: Broadway Books.

### **Activities (film screening in class):**

Chiten, L. (Dir.). (1994) *Twitch and shout* [Motion picture]. Blind Dog Films.

**Journal Entry 2:** Following journal entry guidelines, critique today's readings, underscoring Wilensky's ways of dealing with disability, and other people's attitudes toward them, during their youth.

## **WEEK 3**

**1/26/15: The Disability Rights Movement**

### **Readings, Videos, Links:**

Longmore, P. (2003). Why I burned my book. In *Why I burned my book and other essays on disability* (pp. 230-259). Philadelphia: Temple University Press.

Shapiro, J. (1993). A hidden army for civil rights. In *No pity: People with disabilities forging a new civil rights movement* (pp. 105-141). New York: Times Books.

### **Recommended Reading:**

Pelka, F. (2012). *What we have done: An oral history of the disability rights movement*. Amherst, MA: University of Massachusetts Press.

The instructors recommend that you read the first passage before the prologue as well as the prologue and chapter 1 in Pelka's text (on reserve in the Bird Library). Other selections to choose from that are especially strong in the Pelka text include: Chapter 1, Childhood; Chapter 2, Institutions; Chapter 3, Discrimination; Chapter 4, Institutions, Part 2; Chapter 6, Discrimination, Part 2, and Early Advocacy; Chapter 8, Activists and Organizers, Part 1; Chapter 9, Institutions Part 3; Chapter 10, Activists and Organizers, Part 2; Chapter 11, Independent Living; Chapter 15, Psychiatric Survivors; Chapter 18, Self-Advocates; Chapter 21, ADAPT; Chapter 22, Deaf President Now!

**Activities (film screening in class):**

*The Power of 504* [Motion picture]. (1997). Washington, DC: Disability Rights Education and Defense Fund [distributor]. Retrieved January 10, 2015 from: <https://www.youtube.com/watch?v=SyWcCuVta7M>.

**1/28/15: Race, Class, and Disability: The Politics of Intersectionality, Part 1**

**Readings, Videos, Links:**

Bell, C. (2010). Introducing white disability studies: A modest proposal. In L. J. Davis (Ed.), *The disability studies reader* (3<sup>rd</sup> ed.) (pp. 275-282). New York: Routledge.

Mirza, M., & Hammel, J. (2011). Crossing borders, pushing boundaries: Disabled refugees' experiences of community and community participation in the USA. In A. C. Carey & R. K. Scotch (Eds.), *Disability and community* [Research in Social Science and Disability Vol. 6] (pp. 157-186). Bingley, UK: Emerald Group Publishing Limited.

**Recommended Reading:**

Bailey, M. (2011). "The illest": Disability as metaphor in hip hop music. In C. M. Bell (Ed.), *Blackness and disability: Critical examinations and cultural interventions* [Forum for European Contributions to African American Studies Series] (pp. 141-148). Berlin, Germany: LIT Verlag.

Wu, C. (2012). Introduction. *Chang and Eng reconnected: The original Siamese twins in American culture*. (pp. 1-11). Philadelphia: Temple University Press.

**Journal Entry 3:** Following journal entry guidelines, critique today's readings, being sure to compare and contrast the arguments made by Bell with those made by Mirza and Hammel. Pose at least two critical questions that you have in mind when considering the idea of intersectionality in these authors' works.

**WEEK 4**

**2/2/15: Gender, Sexuality, and Disability: The Politics of Intersectionality, Part 2**

### Readings, Videos, Links:

*Disability and sexuality resources* [Website]. (2011, November 17). Retrieved January 8, 2013 from: <http://incurable-hippie.blogspot.ca/2011/11/disability-and-sex-resources.html>.

Kafer, A. (2013). Introduction: Imagined futures. In *Feminist, Queer, Crip* (pp. 1-24). Bloomington: Indiana University Press.

### Recommended Reading:

Contreras, A. (1999). Discussing sexuality with disabled girls. In M. Wates & R. Jade (Eds.), *Bigger than the sky: Disabled women on parenting* (pp. 25-26). London: The Women's Press.

Wendell, S. (1989, Summer). Toward a feminist theory of disability. In H. Bequaert Holmes (Ed.), *Feminist Ethics & Medicine* [Special issue]. *Hypatia*, 4(2), 104-124.

## 2/4/15: International Contexts: The Politics of Intersectionality, Part 3

**Invited Speakers:** Arlene Kanter and Mirjahon Turdiev

### Readings, Videos, Links:

*Convention on the Rights of Persons with Disabilities* [Website]. (2006). New York: United Nations Enable, Secretariat for the Convention on the Rights of Persons with Disabilities, Department of Economic and Social Affairs, United Nations. Retrieved January 8, 2013 from: <http://www.un.org/disabilities/convention/conventionfull.shtml>.

Kanter, A. S. (2007, Spring). The promise and challenge of the United Nations Convention on the Rights of Persons with Disabilities. In A. S. Kanter (Ed.), *The Symposium: The United Nations Convention on the Rights of Persons with Disabilities*: [Special Issue]. *Syracuse Journal of International Law and Commerce*, 34(2), 287-322.

**Journal Entry 4:** Following journal entry guidelines, critique today's readings, in order to write a brief essay on how you think the U.S. measures up to the standards described in the United Nations Convention on the Rights of Persons with Disabilities. Prepare a set of at least three questions that you want to ask Arlene Kanter and Mirjahon Turdiev. These should be questions to which you do not know the answers; in other words, you will be asking questions that will allow us to learn something new.

## WEEK 5

### 2/9/15: Language and Talking About Disability

### **Readings, Videos, Links:**

Linton, S. (1998). Reassigning meaning. In *Claiming disability: Knowledge and identity* [Cultural Front] (pp. 8-33). New York: NYU Press.

**Journal Entry 5:** Following journal entry guidelines, critique today's reading, in the first page of your entry. On the second page of your entry, address the following: Choose a disability or disability identity and research this disability/disability identity from a Disability Studies perspective. What would be the questions that Linton might ask about the language used typically to describe this disability/disability identity? How would you describe the politics found in the materials you used in your own research?

### **2/11/15: Disability and Cultural Activism**

**Invited Speaker:** Stephen Kuusisto

### **Readings, Videos, Links:**

Kuusisto, S. (1997). *Planet of the blind: A memoir*. New York: The Dial Press; pp. 96-115, 144-148, and 190-191.

Kuusisto, S. (2012). *Planet of the blind* [Web log]. Retrieved January 8, 2013 from: <http://www.planet-of-the-blind.com/>.

### **Recommended Reading:**

Michalko, R. (2001). Blindness enters the classroom. *Disability & Society*, 16(3), 349-359.

**Journal Entry 6:** Following journal entry guidelines, comment critically on today's readings. How is the topic of blindness framed by Kuusisto, in his writing? Prepare a set of at least three questions that you want to ask Steve Kuusisto. These should be questions to which you do not know the answers; in other words, you will be asking questions that will allow us to learn something new.

### **WEEK 6**

### **2/16/15: Medical versus/and Social Models of Disability: Tensions, Negotiations, Opportunities**

**Invited Speaker:** Rebecca Garden

### **Readings, Videos, Links:**

Rosland, A. (2008, January 9/16). A piece of my mind: Assuming the worst. *JAMA*, 299(2), 144-145.

Shakespeare, T. (2006). The social model of disability. In L. Davis (Ed.), *the disability studies reader* (2<sup>nd</sup> ed.) (pp. 197-204). New York: Routledge.

**\*\*BOOK CHOICE DUE\*\* for Narratives Book Fair**

**2/18/15: Romance, Reciprocal Relationships, and Reproduction**

**Invited Speaker:** Katherine Vroman

**Readings, Videos, Links:**

Desjardins, M. (2012). The sexualized body of the child: Parents and the politics of "voluntary" sterilization of people labeled intellectually disabled. In R. McRuer & A. Mollow (Eds.), *Sex and disability* (pp. 69-88). Durham, NC: Duke University Press.

Siebers, T. (2008). A sexual culture for disabled people. In *Disability theory* (pp. 135-156) [Corporealities: Discourses of Disability]. Ann Arbor: University of Michigan Press.

**Activities (film screening in class):**

Excerpts from: *Monica & David* [Motion picture]. (2011). Docurama Films.

Commentary on Mr. Singer's research.

**WEEK 7**

**2/23/15: Disability Performance, Humor, and Athleticism**

**Readings, Videos, and Links:**

*Crip culture montage* [Online video]. (n.d.). Los Angeles: ItsOurStory.org. Retrieved January 8, 2013 from: <http://vimeo.com/10023901>.

Reid, D. D., Stoughton, E. H., & Smith, R. M. (2006). The humorous construction of disability: 'Stand-up' comedians in the United States. *Disability & Society*, 21(6), 629-643.

Syracuse University Disability Cultural Center [Website]. (2012). Retrieved January 8, 2013 from: <http://sudcc.syr.edu/>.

**Journal Entry 7/8 (will be counted as two journal entries):** Plan an event that could (and may!) be sponsored by the SU Disability Cultural Center. Refer to *A Guide to Planning Inclusive Events, Seminars, and Activities at Syracuse University* (<http://sudcc.syr.edu/documents/InclusiveEventsSeminarsGuide.pdf>) by Umstead and Wiener.

Using a maximum of four, double-spaced pages, address **all** of the following points:

- o Describe (briefly) the activity or event (does not need to be too detailed)
- o Give a rough budget for the activity (does not have to be too precise)
- o Pick a day and time that you would like to have the activity (why then?)

- o Find a location for the activity (why there?)
- o Would this be a one-time activity/event, annual, ongoing, or...?
- o How would you make this event or activity accessible to a wide array of potential participants, including People with Disabilities (PWDs)?
- o How would you advertise the event?
- o How would you get people interested in this activity or event?
  - How might you encourage or even “convince” people to go?
- o Describe who might be interested in what you are planning
- o Identify two possible co-sponsors for the activity (and explain why)
- o Describe how this activity or event promotes Disability Studies, disability pride, disability culture, and disability community

**\*\*GROUPS FOR FINAL PROJECT DUE\*\***

**2/25/15: How to “Read” Disability in the Media: *South Park* and “Krazy Kripples”**

**Invited Speaker:** Julia White

**Readings, Videos, Links:**

White, J. (2005). “Krazy Kripples”: Using *South Park* to talk about disability. In L. Ben-Moshe, R. C. Cory, M. Feldbaum, & K. Sagendorf (Eds.), *Building pedagogical curb cuts: Incorporating disability in the university classroom and curriculum* (pp. 67-75). Syracuse, NY: The Graduate School, Syracuse University.

**WEEK 8**

**3/2/15: Communication Diversity**

**Invited Speaker:** Michele Paetow

**Readings, Videos, Links:**

Biklen, D. (2005). An introduction to Sue Rubin. In *Autism and the myth of the person alone* [Qualitative Studies in Psychology] (pp. 80-109). New York: NYU Press.

Wurzbug, G. (Producer & Director), & Rubin, S. (writer). (2004). *Autism is a world* [Motion picture]. Washington, DC: State of the Art.

Film divided into five parts (YouTube; links below). Watch all parts before class.

<https://www.youtube.com/watch?v=jGUKfNXRz1E>  
<https://www.youtube.com/watch?v=sv75vUw6JIE>  
<https://www.youtube.com/watch?v=G7smtLiGBAg>  
[https://www.youtube.com/watch?v=gi5\\_0zSopBQ](https://www.youtube.com/watch?v=gi5_0zSopBQ)  
[https://www.youtube.com/watch?v=\\_KZbYCANDNo](https://www.youtube.com/watch?v=_KZbYCANDNo)

**3/4/15: Disability Resistance: Neurodiversity**

**Invited Speakers:** Alex Umstead and Jamie Burke

### Readings, Videos, Links:

Biklen, D., & Burke, J. (2006). Presuming competence. In B. Hamre, C. Oyler & L. M. Bejoian (Eds.), Narrating Disability [Special Issue]. *Equity and Excellence in Education*, 39(2), 166-175.

### Recommended Reading:

Sinclair, J. (2005, January). *Autism Network International: The development of a community and its culture* [Website]. Syracuse, NY: Autism Network International. Retrieved January 9, 2013 from: [http://www.autreat.com/History\\_of\\_ANI.html](http://www.autreat.com/History_of_ANI.html).

Yergeau, M. (2010). Circle wars: Reshaping the typical autism essay. In E. T. Savarese & R. J. Savarese (Eds.), Autism and the Concept of Neurodiversity [Feature issue]. *Disability Studies Quarterly*, 30(1). Retrieved January 9, 2013 from: <http://www.dsq-sds.org/article/view/1063/1222>.

**Journal Entry 9:** Following journal entry guidelines, comment critically on today's readings in order to write an essay on lessons that you have learned about autism. Prepare at least three questions to ask Alex Umstead and Jamie Burke. These should be questions to which you do not know the answers; in other words, you will be asking questions that will allow us to learn something new.

## **SPRING BREAK (3/8 to 3/15) – ENJOY YOURSELVES!**

### **WEEK 9**

#### **3/16/15: Narratives Book Fair**

**Reminder:** In addition to being prepared to share your presentation content, today, please bring enough copies of your handout for everyone, and be sure to submit your five-page, written assignment to Prof. Wiener or Mr. Singer. Please also provide Mr. Singer with an electronic copy of your handout, to be posted on Blackboard. Thanks!

#### **3/18/15: Disability Culture; Deaf Culture—Is Deafness a Disability?**

### Readings, Videos, Links:

Lane, H., with Bahan, B. (1999). The science and ethics of cochlear implantation in young children. In *The mask of benevolence: Disabling the Deaf community* (New ed.) (pp. 239-261). San Diego: DawnSignPress.

Rutherford, S. D. (1993). Folklore as amusement: The linguistic creativity of sign play. In *A study of American deaf folklore* [Linstok Press Dissertation Series] (pp. 27-69). Silver Spring, MD: Linstok Press

### **Recommended Reading:**

Groce, N. E. (1985). Growing up deaf on the Vineyard. *In Everyone here spoke sign language: Hereditary deafness on Martha's Vineyard* (pp. 75-97). Cambridge, MA: Harvard University Press.

Harbour, W. (2012). Wendy's world: Adventures of a Deaf disability studies professor [Web log]. Retrieved January 8, 2013 from: <https://wharbour.expressions.syr.edu/>.

### **Activities (video screening in class):**

Bahan, B. (Director), & Jarashow, B. (Writer). (2010). *A to Z: ABC stories in ASL* (DVD). San Diego: Dawn Pictures. (selections will be determined during class meeting)

**Journal Entry 10:** Following journal entry guidelines, critique today's readings, in order to write an essay arguing that deafness is not a disability. If deafness is not considered a disability, then how would you describe it, as compared to other human qualities such as gender, stature, skin color, size, etc.? Prepare at least three questions to ask the instructors. These should be questions to which you do not know the answers; in other words, you will be asking questions that will allow us to learn something new.

## **WEEK 10**

### **3/23/15: "Crippling" the Comic Con 2015** (students are required to attend for at least one hour)

Symposium schedule details are forthcoming! The third annual symposium on disability and popular culture (with a special focus on COMICS) will be held at the Schine Student Center (304ABC and Panasci Lounge) on 3/22 and 3/23. You are welcome to attend on the 22nd and/or on the 23rd. SHAZAM! It's free (with free food, too), and it will be a blast. <http://crippingthecon.com/>

**Journal Entry 11:** Write a two-page critical reflection on any part of the symposium that you attended.

### **3/25/15: Disability Activism: Focus on Mad Pride**

**Invited Speaker:** Carole Hayes-Collier

#### **Readings, Videos, Links:**

Gilman, S. L. (2014). Madness as disability. *History of Psychiatry*, 25(4), 441-449.

The Icarus Project: Navigating the space between brilliance and madness [Website]. (n.d.). Retrieved January 8, 2013 from: <http://theicarusproject.net/>.

Mind Freedom International [Website]. (n.d.). Retrieved January 8, 2013 from: <http://www.mindfreedom.org/>.

Wiener, D., Ribeiro, R., & Warner, K. (2009). Mentalism, disability rights and modern eugenics in a 'brave new world.' *Disability & Society*, 24(5), 599-610.

### **Recommended Reading:**

Greenberg, G. (2010). The magnificence of normal. In *Manufacturing depression: The secret history of a modern disease* (pp. 338-396). New York: Simon & Schuster.

Whitaker, R. (2010). Not so atypical. In *Mad in America: Bad science, bad medicine, and the enduring mistreatment of the mentally ill* (2<sup>nd</sup> ed.). (pp. 253-286). New York: Basic Books.

## **WEEK 11**

### **3/30/15: Comics, Horror, and Popular Culture**

**Invited Speakers:** Rachael Zubal-Ruggieri and Ethan Lewis

#### **Readings, Videos, Links:**

Hopkins, P. D. (2009). The lure of the normal: Who *wouldn't* want to be a mutant? In R. Housel & J. J. Wisniewski (Eds.), *X-Men and philosophy: Astonishing insight and uncanny argument in the mutant X-verse* [Blackwell Philosophy and Pop Culture Series] (pp. 5-16). New York: John Wiley & Sons, Inc.

Smith, A. M. (2011). Introduction. *Hideous progeny: Disability, eugenics, and classic horror cinema* [Film and Culture Series] (pp. 1-31). New York: Columbia University Press.

### **4/1/15: Contemporary Eugenics and the Right to Life/Death**

**Invited Speaker:** Bill Peace

#### **Readings, Videos, Links:**

Asch, A. (1999). Prenatal diagnosis and selective abortion: A challenge to practice and policy. *American Journal of Public Health*. 89(11), pp. 1649-1657. Retrieved January 8, 2015 from: <http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.89.11.1649>

Maynard, B. (2014, November 2). My right to death with dignity at 29. *CNN: Opinions* [Website]. Retrieved January 8, 2015 from: <http://www.cnn.com/2014/10/07/opinion/maynard-assisted-suicide-cancer-dignity/>

Peace, W. J. (2010, June 22). Ashley and me. *Bioethics Forum* [Website]. Retrieved January 8, 2015 from: <http://www.thehastingscenter.org/Bioethicsforum/Post.aspx?id=4742&blogid=140>

Peace, W. J. (2013, December 24). The relentless push for assisted suicide legislation. *Bad Cripple* [Web log]. Retrieved January 8, 2015 from: <http://badcripple.blogspot.com/2013/12/the-relentless-push-for-assisted.html>

## WEEK 12

### 4/6/15: Practicing Disability Studies as Film Critique

#### Readings, Videos, Links:

Aubrey, S., Cameron, J., Kimmel, S. (Producers), & Gillespie, C. (Director). (2007). *Lars and the real girl* [Motion picture]. Los Angeles: 20th Century Fox Home Entertainment.

Please watch the film in its entirety in advance of today's class. You are encouraged to watch it in groups. The film will be placed on hold at the Bird Library, and the instructors also have a copy for loan. You may be able to stream the film (likely for a fee) via Amazon – we just learned that it is no longer available via Netflix, for now, but this situation may change (again...).

Markotić, N. (2008, Spring). Punching up the story: Disability and film. *Canadian Journal of Film Studies*. 17(1), pp. 2-10. Retrieved January 11, 2015 from: [http://www.filmstudies.ca/journal/pdf/cj-film-studies171\\_Markotic\\_disability.pdf](http://www.filmstudies.ca/journal/pdf/cj-film-studies171_Markotic_disability.pdf)

**Journal Entry 12:** Using Ferri's questions (on Blackboard) for guidance, prepare a brief analysis of *Lars and the Real Girl* from a Disability Studies perspective. Please note that we are looking forward to reading your own analysis, not a summary or paraphrasing of Markotić's essay. Rather, Markotić's work has been assigned to encourage you to think critically about the film. However, if you wish, you could situate your own argument as a contrast to Markotić's, disagree with Markotić, etc. (if so, be sure to say how -- and why).

### 4/8/15: Self-Advocacy: A Conversation with Self-Advocates from Central New York

**Invited Speakers:** A panel of self-advocates from Central New York with Cyndy Colavita

#### Readings, Videos, Links:

Dybwad, D. (1996). Setting the stage historically. In G. Dybwad & H. Bersani Jr. (Eds.), *New voices: Self-advocacy by people with disabilities* (pp. 1-17). Cambridge, MA: Brookline Books.

**Journal Entry 13:** Following journal entry guidelines, comment critically on reading by Dybwad. Prepare a set of at least three questions that you want to ask the self-advocates and Cyndy Colavita. These should be questions to which you do not know the answers; in other words, you will be asking questions that will allow us to learn something new.

## WEEK 13

### 4/13/15: Inclusive Education, Across the Lifespan

### **Readings, Videos, Links:**

Hehir, T. (2005). Defending ableism in education. *New Direction in Special Education*. (pp. 13-39). Cambridge, MA: Harvard Education Press.

Jorgensen, C. (2005). The least dangerous assumption. *Disability Solutions*. 6(3). Retrieved December 12, 2014 from:  
[http://www.includingsamuel.com/Libraries/Resources\\_for\\_Teachers\\_and\\_Paraeducators/The\\_Least\\_Dangerous\\_Assumption\\_A\\_Challenge\\_to\\_Create\\_a\\_New\\_Paradigm.sflb.ashx](http://www.includingsamuel.com/Libraries/Resources_for_Teachers_and_Paraeducators/The_Least_Dangerous_Assumption_A_Challenge_to_Create_a_New_Paradigm.sflb.ashx).

### **Activities (film screening in class):**

Excerpts from *Including Samuel* [Motion picture]. (2009). DH Photography.

**\*\*FINAL PROJECT ANNOTATED BIBLIOGRAPHY AND PROGRESS REPORT DUE\*\***

### **4/15/15: The Inclusive Higher Education Movement**

**Invited Speakers:** Dee Katovitch, Micah Fialka-Feldman, and Bud Buckhout

### **Readings, Videos, Links:**

The Inclusive University [Website]. (n.d.). Retrieved January 8, 2015 from:  
<http://inclusiveuniversity.tumblr.com/>.

Katovitch, D. (2009). Working without a net: Students with SD attending college on their own. In *The power to spring up: postsecondary education opportunities for students with significant disabilities* (pp. 135-149). Bethesda, MD: Woodbine House.

### **WEEK 14**

### **4/20/15: Public Policy, Health, and Disability**

**Invited Speaker:** Katherine McDonald

### **Readings, Videos, Links:**

Andresen, E. (2004, Fall). Public health education, research, & disability studies: A view from epidemiology. *Disability Studies Quarterly*, 24(4). Retrieved from:  
<http://www.dsqsds.org/article/view/889/1064>.

United States Department of Health and Human Services. (2011). *Healthy People 2020: Disability & Health*. Available at:  
<http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=9>.

### **Recommended Reading:**

Krahn, G. & Campbell, V. (2011). Evolving views of disability and public health: The roles of advocacy and public health. *Disability and Health Journal*, 4, 12-18.

Nicolaidis, C., Raymaker, R., McDonald, K., Dern, S., Bosclair, C., Ashkenzy, E. & Baggs, A. (2012, November). Comparison of healthcare experiences in autistic and non-autistic adults: A cross-sectional online survey facilitated by an academic-community partnership. *Journal of General Internal Medicine*.

Nicolaidis, C., Raymaker, R., McDonald, K., Robertson, S., Dern, S., & Ashkenzy, E. (2011). Collaboration strategies in non-traditional CBPR partnerships: Lessons from a geographically-dispersed partnership with autistic self-advocates. *Progress in Community Health Partnerships: Research, Education, and Action*, 5, 143-150.

Shakespeare, T., Lezzoni, L. I., & Groce, N. E. (2009). The art of medicine: Disability and the training of health professionals. In R. Horton (Ed.), *Disability: Beyond the Medical Model* [Special issue]. *The Lancet*, 374(9704), 1815-1816.

### **4/22/15: Disability and Accessibility**

**Invited Speaker:** George Irwin

#### **Readings, Videos, Links:**

Foley, A., & Ferri, B. A. (2012). Technology for people, not disabilities: Ensuring access and inclusion. *Journal of Research in Special Educational Needs*, 12(4), 192–200.

Goggin, G., & Newell, C. (2003). Cultures of digital disability. In *Digital disability: The social construction of disability in new media* (pp. 129-143). Lanham, MD: Rowman & Littlefield.

#### **Recommended Reading:**

Parette, P., & Scherer, M. (2004). Assistive technology use and stigma. *Education and Training in Developmental Disabilities*, 39(3), 217–226.

**Journal Entry 14:** Following journal entry guidelines, comment critically on the reading by Foley and Ferri (you may “bring in” other readings assigned, if you wish). Prepare a set of at least three questions that you want to ask George Irwin. These should be questions to which you do not know the answers; in other words, you will be asking questions that will allow us to learn something new.

## **WEEK 15**

### **4/27/15: In-conclusion**

Flexible class time: Additional resources provided by the instructors, group project meeting time, and discussion.

### **5/1/15: Final Group Presentations 10:15 AM - 12:15 PM in HH 070B**

#### **UPCOMING SU EVENTS OF INTEREST (DETAILS FORTHCOMING)**

***A Place at the Table*** (food, culture, disability, and inclusion “lunch and learn”)

***Disabilifunk*** (accessible and inclusive karaoke and performance)

***OrangeAbility 2015*** (inclusive athletics expo)

***Disabilities as Ways of Knowing: A Series of Creative Writing Conversations***

**Please Stay Tuned!**