

ARTS & SCI 700: Introduction to Graduate Study in Disability Studies Sample Syllabus

[Professor's Contact Information]

Course Goals

The purpose of the Graduate Interdisciplinary Specialization in Disability Studies is to provide graduate students at Ohio State University with the opportunity to pursue a coherent specialization in Disability Studies in addition to concentrated study within their major field. Because disability is often studied in various professional fields at the graduate level — Social Work, Rehabilitation, Allied Medicine, Education, etc.— this program focuses on offering Ohio State graduate students the opportunity to concentrate in Disability Studies while pursuing their graduate degree. This core course addresses the following goals of the Graduate Interdisciplinary Specialization:

- To promote interdisciplinary work in Disability Studies;
- To offer a sampling of the major scholarly perspectives and professional issues in disability, social justice and social policy, and to encourage students to critique existing policies and practices;
- To provide a structure for advanced research;
- To provide students with research opportunities;
- To provide graduate students with an opportunity to apply their undergraduate degrees and work experience to an interdisciplinary specialization in Disability Studies;
- To meet the demand from students, staff and organizations for persons with disabilities for an Graduate Interdisciplinary Specialization in Disability Studies;
- To facilitate and encourage the involvement of leaders in the disability community and at The Ohio State University to be educators, researchers and decision makers;
- To enhance employment opportunities for persons with disabilities;
- To promote greater access to the University for persons with disabilities.
- To enhance the interdisciplinary pursuit of Disability Studies, this course is designed to accommodate students from other faculties and professions who are interested in enhancing their knowledge in the field. This course assumes no prior knowledge or experience in Disability Studies but is intended to provide a broad base from which graduate students can build upon in their own projects based on their own experiences and interests.

WITHIN THE BROAD GOALS OF THIS COURSE, I HOPE THIS COURSE WILL BE A SHARED JOURNEY AND VERY MUCH A participatory, collaborative learning experience. Although the primary goal is to provide you with a

strong background from which to pursue your graduate projects, I would also imagine that many of you have your own goals and potential plans for this course in your future. I hope we each gain from each other. Take a moment to write down what you imagine might be at least 3 goals for yourself in this course:

- 1.
- 2.
- 3.

COURSE COMPONENTS

Camaraderie: Attendance & Participation 40% total

This element of our course comes through four main avenues:

- at least 10 "conversations" on Carmen discussion space 10%
- attendance & active participation in class (at your comfort level) 10%
- web work when appropriate 10%
- artifact sharing 10%

Artifact Sharing

Bring in one artifact - broadly defined - that relates to your interests in Disability Studies or that catches your attention as relating to our work or our conversations this quarter. Plan to spend about ten minutes sharing this artifact with the class and talking about some of the questions that brought you to this artifact or that the artifact raises for you.

Focus Days (2) 20% total

You will choose two (2) different days that will become your "focus days." On these days, you are in charge of the following:

- a. More careful reading of the primary texts for that day
- b. One supplementary reading for that day (that you can tell us about briefly)
- c. Discussion Donuts: A few questions or considerations for all of us to chew on in that day's discussion (feel free to share ideas with me beforehand, if you'd like),
- d. Pause and Ponder Writing: A brief critical review/response to your texts (primary as well as supplementary) that may also take into account class discussion on those texts; it will be due the *next class period after* your Focus Day. This paper should be in the neighborhood of 2-4 double-spaced pages (500-1000 words). I would prefer that you post it to the Carmen space (for all of us)-but if circumstances of some sort make you uncomfortable doing so, please just discuss this with me. Imagine all of us (not just me) as your audience. It is best to FOCUS your response in some way; do not attempt to cover "all the bases" of the readings or the discussion. Find yourself a path and follow it! IN ADDITION: You are also welcome (but not required) to collaborate on your focus day responsibilities with another class member who has that same day. Your collaboration might take whatever form the 2 (or more) of you determine together.

Film Finale

10%

Annotations, notes, collected thoughts in response to ALL the films we will watch together this quarter. Due at the last class period.

Project

30%

Your project is *yours* for this course. (You are welcome, however, to make it a collaborative project as well.) It need not be "finished" but it should be substantially "conceptually developed" by the time of the final exam (when it is due). There are 3 elements of this project:

A one-paragraph statement/description of your project idea posted to the Carmen space (for all of us to see) by the start of our 7th week

1.. There will be an ORAL presentation. You will share the aims and elements of your project in a 10 minute presentation during the last week of class or the final exam period (it will probably take us 3 classes to get through these since I hope there will be "audience" interaction as well). If you need VCR, projection, etc. please plan ahead.

3. There will be a WRITTEN document. This is due at the time of the final exam. Length and form of the written component depends heavily upon the nature of your project. You and I will discuss this together.

Okay: so, what can/should I do?

Here are some ideas-meant mostly to get you started brainstorming your own. By all means, share ideas with the rest of us. I will open up a discussion area on the Carmen space for "Projects In Process."

- Write a policy statement that might be presented to an employer/corporation or an organization (non-profit or social) or a government agencies or an educational institution (etc.) that might outline practices and behaviors toward women/men with disabilities.
- Develop (and imagine leading) a workshop related to some aspect of disability- a workshop on _____ for _____.
- Volunteer -or just visit several times— at some agency, organization, entity that impacts or intersects women/men with disabilities (or perhaps with one that doesn't yet... but should). Keep field notes of your work in the upcoming week and complete a "consulting" report of your work, your suggestions back to the agency, etc.
- As a teacher, principal, curriculum designer, etc.: design a unit or course around gender and disability for _____ students.
- Write a grant related to gender and disability! A grant for a university-based service-learning project; a grant for course/curriculum development; a grant for an arts/cultural event; a grant for the development of an organization; a grant for research, etc.
- Interview men/women with disabilities, or their caretakers/givers, or people they are in relationship with (for service or social reasons) about _____.
- Write a review essay of 3-5 sources related to some aspect or issue around gender and disability. (Imagine you might publish this)
- Write a research proposal for more substantial study you might truly engage in that intersects with gender and disability
- Polish up some project/piece you began in another class (that connects to this one) for

- conference presentation or publication
- A journalistic or non-fiction piece (new journalism, personal essay, op-ed piece) for source about some aspect of gender and disability
- A creative work (performance piece, one-act play, fiction, poetry) that features gender and disability in some way
- Political action of some kind that is related to gender and disability and for which you create a log/portfolio of your political process.
- Site survey of some place-physical, intellectual, emotional, professional, personal, etc.-with regard to its "accessibility" in gender/disability terms.

WHAT ELSE? SOME GENERAL POLICIES..

ATTENDANCE:

Please come to all classes-prepared. If you must miss a class, make your best effort to let me know in advance. I will have a difficult time accepting more than two (2) absences for any reason.

ACADEMIC MISCONDUCT & PLAGIARISM:

There is so little substantial work done to begin with on disability intersections. Don't repeat it. Contribute something unique. This class will be governed by the university's general policy on intellectual property, academic misconduct, and plagiarism. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp). See the following like for tips and guidelines about academic integrity: <http://oaa.osu.edu/coam/ten-suggestions.html>

ACCESSIBILITY, ACCOMMODATIONS, ABILITIES:

We all have varying abilities; we all carry various strengths and weaknesses. Some of these might even be "documented" with a place like the OSU Office for Disability Services (ODS). If so, please just let me know. With or without documentation, it is my intent to make our learning experience as accessible as possible. With documentation, I am especially interested in providing any student accommodations that have probably been best determined by the student and an ODS counselor in advance. Please let me know NOW what we can do to maximize *your* learning potential, participation, and general access in this course. I am available to meet with you in person or to discuss such things on email. The Office for Disability Services is located at 150 Pomerene Hall, 1760 Neil Avenue, phone 292-3307 (TDD 292-0901). See: <http://www.ods.ohio-state.edu>

Daily Syllabus

I. Introduction

Class One: Introductions

Charting Our Course

Proposed GIS-DS Core Course

Class Two:

Film: "Vital Signs: Crip Culture Talks Back."
sign up for 3 Focus Days

II. Defining Disability Studies - The Disability Rights Movement

Class One:

Focus Leaders:

Primary Readings: Anspach, Renee. "From Stigma to Identity Politics: Political Activism Among the Physically Disabled and Former Mental Patients." *Social Science and Medicine* 13 (1979): 765-73.

Class Two:

Focus Leaders:

Primary Readings: Linton, Simi. *Claiming Disability*. New York: New York University Press, 1998.

Secondary Readings:

Shapiro, Joseph. *No Pity: People with Disabilities Forge a New Civil Rights Movement*. NY: Random House, 1993.

Fleischer, Doris Zames, and Frieda Zames. *The Disability Rights Movement: From Charity to Confrontation*. Philadelphia: Temple University Press, 2001.

Shaw, Barrett. *The Ragged Edge: The Disability Experience from the Pages of the First Fifteen Years of The Disability Rag*. Louisville, KY: Advocado Press, 1994.

III. Real Lives: The Autopoetics of People with Disabilities

Class One:

Focus Leaders:

Primary Readings:

Kleege, Georgina. *Sight Unseen*. New Haven: Yale, 1999. (one essay)

Kuusisto, Stephen. *Planet of the Blind*. New York: Dial, 1998. (one essay)

Class Two:

Focus Leaders:

Primary Readings:

Mairs, Nancy. "Body in Trouble." *Waist-High in the World: Life Among the Nondisabled*. Boston: Beacon, 1996. 40-63.

Hockenberry, John. "Fear of Bees." In *Moving Violations: War Zones, Wheelchairs, and*

Declarations of Independence. NY: Hyperion, 1995. 87-102.

Couser, G. Thomas. "Signifying Bodies: Disability Narrative and Disability Studies." In *Disability Studies: Enabling the Humanities*. Eds. Sharon L. Snyder, Brenda Jo Brueggemann, Rosemarie Garland-Thomson. MLA Press, 2002.

Film: Neil Marcus and Access Theatre, "Storm Reading."

IV. Diversity Within Disability: Racial, Gendered, and Class Inflections

Class One: Focus

Leaders:

Primary Readings:

Clare, Eli. "Gawking, Gaping, Staring." *GLQ* 9:1-2 (2003): 257-61

Guillaumin, Collette. "Race and Nature: The System of Marks." *Racism, Sexism, Power and Ideology*. London: Routledge, 1995. 133-52.

Class Two:

Focus Leaders:

Primary Readings:

Rouso, Harilyn. *Strong Proud Sisters: Girls and Young Women with Disabilities*. Barbara Waxman Fiduccia Papers on Women and Girls with Disabilities. Center for Women Policy Studies, 2001.

Schur, Lisa. "Is There Still a 'Double Handicap'? Economic, Social, and Political Disparities Experienced by Women with Disabilities." In *Gendering Disability*. Bonnie G. Smith & Beth Hutchison, Eds. Rutgers UP, 2004.

Thomson, Rosemarie Garland, "Feminist Theory, the Body, and the Disabled Figure," *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*, (New York: Columbia University Press, 1997). (update essay). 19-30.

V. Access: Policy, Law, Politics

Class One:

Focus Leaders:

Primary Readings: Mayerson, Arlene B. and Yee, Sylvia. *The ADA and Model of Equality*. Ohio State Law Journal. 6:1(2001).

National Council on Disability. *Equality of Opportunity, The Making of the Americans with Disabilities Act*. Washington, D.C.: National Council on Disability, 1997.

Class Two:

Focus Leaders:

Primary Readings: Leslie Francis and Anita Silvers, eds. *Americans with Disabilities: Exploring Implications of the Law for Individuals and Institutions*. London: Routledge, 2000.

On-line: American with Disabilities Act Experts (many varied links)
<http://www.american-with-disabilities-act.com>

VI. Access: Accommodations and Technology

Class One:

Focus Leaders:

Primary Readings: Gannon, Jack. *The Week the World Heard Gallaudet*. Washington, D.C.: Gallaudet University Press, 1989.

Kuusisto, Steve. *Voices from the Edge: Narratives about the Americans with Disabilities Act*. Ruth O'Brien, ed. Oxford: Oxford UP, 2004.

Class Two:

Focus Leaders:

Primary Readings: Percy, Stephen. *Disability, Civil Rights and Public Policy: The Politics of Implementation*. Alabama: University of Alabama Press, 1992.

VII. Disability Studies and the Academic Curriculum: History

Class One:

Focus Leaders: -

Primary Readings: Baynton, Douglas. "Out of Sight: The Suppression of American Sign Language." Werner Sollors, ed. *Multilingual America: Transnationalism, Ethnicity, and the Languages of American Literature*. New York: NYU P, 1998. 367-79.

Canguilhem, Georges. Introduction. *The Normal and the Pathological*. New York: Zone Books, 1989.

Foucault, Michel. "Docile Bodies." *Madness and Civilization: A History of Insanity in the Age of Reason*. New York: Pantheon Books, 1965.

Class Two:

Focus Leaders:

Primary Readings: Kraut, Alan M. "Proper Precautions: Searching for Illness on Ellis Island." *Silent*

Travelers: Germs, Genes, and the "Immigrant Menace." New York: Basic, 1994. 50-77.

Kudlick, Catherine. "Disability History: Why We Need Another 'Other'" *American Historical Review*. June 2003. 763-93.

VIII. Methods of Inquiry and Representation: Researching Disability Studies

Class One:

Focus Leaders:

Primary Readings: Brown, S. Campbell. "Methodological Paradigms that Shape Disability Research." *Disability Studies Handbook*. Sage, 2001. 145-70.

Brueggemann, Brenda Jo, and James A. Fredal. "Studying Disability Rhetorically." In Mairian Corker and Sally French, eds. *Disability Discourse*. Open University Press, 1999. 129-35.

Class Two:

Focus Leaders:

Primary Readings: Brueggemann, Brenda Jo. *Lend Me Your Ear: Rhetorical Constructions of Deafness*. Washington, D.C.: Gallaudet University Press, 1999.

Charlton, James I. *Nothing About Us Without Us*. Berkeley: University of California Press, 1998.

IX. Methods of Inquiry and Representation: Researching Disability Studies Continued

Class One:

Focus Leaders:

Primary Readings: Davis, Lennard. *Bending Over Backwards: Disability, Dismodernisms, and Other Difficult Positions*. NY: NYU Press, 2002.

Hahn, Harlan. "Toward a Politics of Disability Definitions, Disciplines, and Policies." *The Social Science Journal* 22 (1985): 87-105.

Class Two:

Focus Leaders:

Primary Readings: Humphrey, Jill C. "Researching Disability Politics, Or, Some Problems with the Social Model in Practice," *Disability & Society* 15:1 (2000):63-85.

Mitchell, David and Sharon Snyder. "Disability Studies and the Double Bind of Representation." *The Body and Physical Difference: Discourses of Disability*. (Ann Arbor: University of Michigan Press, 1997), 1-31.

Secondary Readings: Moore, Michele, Sarah Beazley, and June Maezler. *Researching Disability Issues*. Philadelphia and Buckingham: Open University Press, 1988.

X - Bringing It All Together

Class One:

Film: Michell & Snyder, "A World Without Bodies."

Class Two:

Beginning of Final Presentations

XI - Final Presentations

Class One:

Final Presentations

Class Two:

Final Presentations