

# Women's Studies 620: Gender and Disability Winter 2005

**Mon./Wed. 5:30-7:20 Denney 262**

The body is the first story; our text of first meeting. I see you, you see me, skin, bone, eyes, hair: assumptions pour forth like a rip in a dam. See the thousand imprints of sex, nation, money, clues to the familiar and exotic. We read and decide in eyeblink time. When bone and blood show an unfamiliar shape, the judgments freeze into a first, rigid wall between you and I.

So paint the story of surface and bone explicit, unavoidable, and ask what did you fear then and what do you think now.

–Riva Lehrer, *Circle Stories & Other Paintings*,  
<http://home.earthlink.net/~rivalehrer/r/frameset.html>

“What AIDS activists and queer studies scholars might realize, in alliance with disability studies scholars and people with disabilities, is that it is normativity that is killing us.”

--paraphrased from Robert McRuer, “Barebacking at the MLA,”  
2004 MLA convention, Philadelphia, PA, Dec. 29, 2004

## **INSTRUCTOR INFORMATION**

Professor Brenda Brueggemann

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OFFICE HOURS:

Mondays: 2-3:30 p.m.

Wednesdays: 3:30-5 p.m.

other times by appointment

<[brueggemann.1@osu.edu](mailto:brueggemann.1@osu.edu)>

## **COURSE TEXTS (AT SBX)**

- *Gendering Disability*, Eds. Bonnie G. Smith & Beth Hutchison. Rutgers UP, 2004

- Packet of readings

I have also compiled a packet of readings (approximately 100!) that will serve as our primary and supplementary texts for this course. These readings are available to you in several ways:

1. Both primary and supplementary texts are available via hard copy files on reserve in the Main Library (limited reserve time so that you can read quickly any one article and/or make a copy for yourself)
2. The primary texts being read for the class are also available in PDF files to download from our WebCT site
3. You are, of course, welcome to borrow from the library or purchase any/all of the books that the materials come from (so long as they are in print)!

## **COURSE GOALS**

This course will be, I hope, a shared journey and very much a participatory, collaborative learning experience. I am hoping to learn much from and with you. Many of you come to this course from varied disciplines, backgrounds, values, and levels (and kinds) of awareness; 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.

Here are some I have for us, as a class:

4. We will explore how various critical lenses and historical, cultural, environmental, and political factors impact representations of disability and gender.
5. We will come to understand that (and how) disability, like gender, is a historical, cultural, and social construction.
6. We will consider how the various models and definitions of disability impact services, policies, and attitudes (professional, personal, cultural) towards individuals with disabilities, specifically women.
7. We will investigate the ways in which women (and men) with disabilities counter, transgress, or reshape dominant views of disability through forms of self-re/presentation and the ways in which resistance and agency are employed.
8. We will study the forces that impede and aid coalition building among women with disabilities.
9. We will survey the status of women/men with disabilities in terms of education, employment, and social opportunities
10. We will delve into such issues as sexuality, passing, internalized oppression, and ableism as they also intersect with gender
11. We will explore the body as a site for “ability” and “normalcy” and therein, as a cultural, historical, and symbolic text
12. You will each create a final project (whether complete or in-process) that engages your individual interests and skills while it also furthers our collective knowledge and potential as citizens, intellectuals, agents.

## **COURSE COMPONENTS**

### **Artifact Offering:**

15%

No theory but in things. (This is an adaptation—a mutation?—on the famous William Carlos Williams’ dictum for modernist/imagist poetry: “No ideas but in things.”) We will model the “artifact offering” with some items we share with you on the first day of class. Think of the artifact offering as a possible kind of benediction to begin our class each day. (I’ll open each class with a moment set aside for any artifacts you have.) Your artifacts should come from the

world around you and they should, of course, be related to “disability/normalcy” and “gender” in some way—a text you ran into recently, some choice quotation, an advertisement, song lyrics, TV show, film, media character, newspaper story on a “real person” or event, a toy, a moment in your own “reality” (witnessing a gaze/stare, overhearing a crippling remark, counting the times you used “blindness/sight” metaphorically throughout your day, etc.)

You should bring your artifact (if possible) to class share it with the class (in just a 5 minute presentation). Also write a paragraph-to-page description, reaction, analysis of the object in the “Artifact Archives” space on WebCT.

### Placing Disability Book Review

15%

This assignment involves both a brief oral and written component. I have set up a reserve collection of about two dozen key texts/textbooks in women’s studies, feminist theory, gender studies, etc. (see our WebCT space) You are to choose ONE of those books and skim its contents (rely primarily on the table of contents, the introduction, the index, etc. rather than a reading of the entire text) and then write a brief REVIEW (500-100 words) about where/how/why disability is (and/or isn’t) located in this text.

- Where could/should it be placed in this text?
- Why do you think it is absent or present?
- Where does it become most evident, possible, and/or relevant?

These are the kinds of questions that might guide your review. On Wednesday Jan. 19 we will all present orally to each other our reviews and then you can post your written reply to the Web CT space.

### Focus Day

20%

You will select a day that will become your “focus day.” On this day, you are in charge of the following:

1. More careful reading of all the primary texts for that day
2. One supplementary reading for that day: You should write a brief summary abstract of that reading (aim for 250 words or less) that you can post to the WebCT and share with us, orally, in class on your focus day. Consider especially how this reading supplements, enhances, contradicts, interrogates, etc. the other readings for that day.
3. 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). You might also engage us in a learning activity on this day.
4. 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 WebCT 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 or a pulse and follow it!

### Film Notes

20%

Within a week following each film we screen in class you should offer, on the Web CT space, a few questions, notes, collected thoughts in response to that film. This is not a formal writing but more of a “chat room” kind of activity.

## Project + Presentation

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, with a 4<sup>th</sup> one optional:

1. A one-paragraph statement/description of your project idea posted to the WebCT space (for all of us to see) by the start of our 7<sup>th</sup> week (February 16)
2. 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.
4. There will be a chance for any/all of you to share your projects to an actual audience on Tues. April 12, 2005. [<http://ada.osu.edu/conferences.htm>] I have secured a “poster display session” during the reception of the 5<sup>th</sup> annual “Multiple Perspectives on Disability” conference that afternoon (4-6p.m.) for student presentations related to Disability Studies. Some members of the (undergraduate) Introduction to Disability Studies class and, I hope, some members of this class will be featured in brief oral/visual presentations of your work. It’s a conference presentation for your resume! It is also a chance to engage your ideas with a wide—and very interested—audience!

*You can also decide how you want your grade for the project weighted as well.* You can split it evenly between the oral and written presentation/product or you can choose to weight one more than the other, depending upon such things as where you think your strengths are and also which “mode” fits your project best.

*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 WebCT 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 gender and 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)
- Develop a website for this course! (pretty please?)
- 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.

#### **PLAGIARISM:**

There is so little substantial work done to begin with on gender and 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. See the following Office of Academic Affairs, Committee on Academic Misconduct sites for the OSU policy on academic misconduct (including procedures for allegations): <http://oaa.osu.edu/coam/code>. See the following link for guidelines and questions about plagiarism in particular: <http://oaa.osu.edu/coam/prevention/html#plagiarism>

#### **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>

## \* GENDER & DISABILITY: THE DAILY SYLLABUS \*

### (1) Monday Jan. 3

Introductions & Charting Our Course

Trial Artifacts

ASSIGNMENT:

1. Explore one of the website/resources from Unit 14 Texts; make notes for Brief oral presentation to class members on Wed. Jan. 5
2. Read the Introduction to *Gendering Disability*
3. Look over units briefly in order to determine your top 3 Focus Days choices

### (1) Wednesday Jan. 5

The Web Woven: Share Sites Explored (from Unit 14)

An entry in: screening *Vital Signs*

Sign up for Focus Day

### (2) Monday Jan. 10: Terms & Territories

Primary Readings:

1. Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory." In *Gendering Disability*. 73-106.
2. Asch, Adrienne. "Critical Race Theory, Feminism, and Disability." In *Gendering Disability*. 9-44
3. 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.

### (2) Wednesday Jan. 12: Theory <—> Experience

FOCUS LEADERS:

Primary Readings:

1. Clare, Eli. "Gawking, Gaping, Staring." *GLQ* 9:1-2 (2003): 257-61.
2. Schriempf, Alexa. "(Re)fusing the Amputated Body: An Interactionist Bridge for Feminism and Disability" *Hypatia* 16.4 (Special Issue: Feminism and Disability I)
3. Siebers, Tobin. "My Withered Limb." *Points of Contact: Disability, Art and Culture*. Eds. Crutchfield & Epstein. U Michigan P, 2000. 21-30.

### (3) Monday Jan. 17: No Class; MLK Day

### (3) Wednesday Jan. 19: Review Presentations

### (4) Monday Jan. 24: Representations of Gender & Disability

FOCUS LEADERS:

Primary Readings:

1. Davis, Lennard J. "Visualizing the Disabled Body: the Classical Nude and the Fragmented Torso." (Ch. 6) *Enforcing Normalcy: Disability, Deafness, and the Body*. Verso, 1995. 126-57.
2. Tobin Siebers, "Disability in Theory: From Social Constructionism to the New

- Realism of the Body” *American Literary History* 2001
3. Garland-Thomson, Rosemarie. “The Politics of Staring: Visual Rhetorics of Disability in Popular Photography.” In *Disability Studies: Enabling the Humanities*. Eds. Sharon L. Snyder, Brenda Jo Brueggemann, Rosemarie Garland-Thomson. MLA Press, 2002. 56-75.
  4. Kleege, Georgina. “Helen Keller’s Love Life.” *Gendering Disability*. 181-191.

**(4) Wednesday Jan. 26: (Disabled) Parents & (Disabled) Kids**  
**FOCUS LEADERS:**

Primary Readings:

1. Berube, Michael. “Humans Under Construction” in *Life As We Know It: A Father, A Family, and an Exceptional Child*. NY: Random House/Vintage, 1996.
2. Finger, Anne. *Past Due: A Story of Disability, Pregnancy, and Birth*. Boston: Seal Press, 1990. pp. 1-22 & 169-203.
3. Malacrida, Claudia. “Motherhood, Resistance and Attention Deficit Disorder: Strategies and Limits.” *Canadian Review of Sociology and Anthropology* 38.2 (May 2001): 141-65.
4. Kittay, Eva. “‘Not My Way, Sessa. Your Way. Slowly.’ A Personal Narrative.” (Chapter 6) in *Love’s Labor: Essays on Women, Equality, and Dependency*. NY: Routledge, 1999. 147-161.

Why not attend the President & Provost’s Diversity Lecture at 4pm? I have made our class tonight (and next Wednesday) likely to intersect with this presentation :

**Nine Ways of Looking at a Poor Woman**

4:00 p.m.

January 26, 2005

Ohio Union Stecker Lounge

Rickie Solinger

Historian and Independent Scholar.

This lecture is presented in conjunction with the photographic exhibition “Beggars and Choosers” coming to Ohio State in January. The book illustrates the concepts in her book *Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the U.S.* (2001) and invites participants to clarify what they know about dominant attitudes toward and public policies regarding poor women in America.

**(5) Monday Jan. 31: Screening *Sound and Fury***

Peruse the PBS website on this documentary: <http://www.pbs.org/wnet.soundandfury>

**(5) Wednesday Feb. 2: Disability in Relation(s): Caretaking, Caregiving, Interdependency**

**FOCUS LEADERS:**

Primary Readings:

1. Brueggemann, Brenda. “Interpreting Women.” *Gendering Disability*. 61-73.
2. Kittay, Eva. “Care for Disability and Social Justice.” (Ch. 7) in *Love’s Labor: Essays on Women, Equality, and Dependency*. NY: Routledge, 1999.

3. Mairs, Nancy. "Taking Care." *Waist-High in the World: Life Among the Nondisabled*. Boston: Beacon, 1996. 64-84.
4. McFarland-Icke, Rebekah Bronwyn. "War, Mass Murder, and Moral Flight: Psychiatric Nursing, 1939-1945." From *Nurses in Nazi Germany: Moral Choice in History*. Princeton UP, 1999.
5. Berube "Sapping the Strength of the State" from *Life as We Know It*

**(6) Monday Feb. 7: Identity/ies and Intersections**

FOCUS LEADERS:

Primary Readings:

1. Brueggemann, Brenda Jo. "Deaf, She Wrote." In *Literacy and Deaf People: Cultural and Contextual Perspectives*. Ed. Brenda Jo Brueggemann. Washington D.C.: Gallaudet UP, 2004
2. Greeley, Robin Adele. "Disability, Gender, and National Identity in the Painting of Frida Kahlo." *Gendering Disability*. 216-32.
3. Herndon, April. "Disparate but Disabled: Fat Embodiment and Disability Studies." *NWSA Journal* 14.3 (Fall 2002) 120-137.
4. Sandahl, Carrie. "Queering the Crip or Crippling the Queer? Intersections of Queer and Crip Identities in Solo Autobiographical Performance." *GLQ* 9:1-2 (2003): 25-56.

**(6) Wednesday Feb. 9: screening *Liebe, Perla***

**(7) Monday Feb. 14: Sexuality, Gender, Disability**

FOCUS LEADERS:

Primary Readings:

1. Mairs, Nancy. "Sex and Death and the Crippled Body." In *Disability Studies: Enabling the Humanities*. Eds. Sharon L. Snyder, Brenda Jo Brueggemann, Rosemarie Garland-Thomson. MLA Press, 2002. 156-70.
2. McRuer, Robert, "Barebacking at the MLA." From Modern Language Association convention, Dec. 28, 2004
3. Mallow, Anna, "Bondage and Double Binds: Unraveling Contradictory Representations of Disability and Sexuality." From Modern Language Association convention, Dec. 28, 2004
4. White, Patrick. "Sex Education; Or, How the Blind Became Heterosexual." *GLQ* 9:1-2 (2003): 133-47.
5. Shuttleworth, Russell. "Disabled Masculinity: Expanding the Masculine Repertoire." *Gendering Disability*. 166-180.

**(7) Wednesday Feb. 16: Disability, Gender, & the "Science" of "Normalcy"**

FOCUS LEADERS:

Primary Readings:

1. Colligan, Sumi. "Why the Intersexed Shouldn't Be Fixed: Insights from Queer Theory and Disability Studies." *Gendering Disability*. 45-60.
2. Gould, Stephen Jay. "Carrie Buck's Daughter" in *The Flamingo's Smile: Reflections in Natural History*. New York: Norton, 1985. 306-18
3. Wilson, Daniel J. "Fighting Polio Like a Man: Intersections of Masculinity, Disability, and Aging." *Gendering Disability*. 119-133.
4. Berube, Michael, "Disability, Democracy, and the New Genetics." From *Genetics, Disability, and Deafness*. John Vickrey Van Cleve, Ed. Gallaudet UP, 2004. something from DAAD institute



5. (skim) Weindling, Paul. "The Sick Bed of Democracy, 1870-1945" (Ch. 7) from *Health, Race, and German Politics Between National Unification and Nazism, 1870-1945*. Cambridge UP, 1989.

**(8) Monday Feb. 21: Activism and/in Art**

FOCUS LEADERS:

Primary Readings:

1. Fox, Ann M. and Joan Lipkin. "Res(Crip)ting Feminist Theater Through Disability Theater: Selections from The DisAbility Project." *NWSA Journal* 14.3 (Fall 2002) 77-98.
2. Meekosha, Helen. "Virtual Activists? Women and the Making of Identities of Disability" *Hypatia* 17.3 (Special Issue: Feminism and Disability II) July 2002
3. Nussbaum, Susan. "Mishuganismo." In *Staring Back: The Disability Experience from the Inside Out*. Ed. Kenny Fries. Penguin/Plume, 1997. 368-401.
4. screen 2 short films

**(8) Wednesday Feb. 23: History, His-story, Her-story**

NO FOCUS LEADERS: Guest Lecturer Visit, Prof. Edward Wheatley

Primary Readings:

1. Baynton, Douglas C. "Disability and the Justification of Inequality in American History." In *The New Disability History: American Perspectives*. Eds. Paul K. Longmore & Laura Umansky. NYU Press, 2001. 33-58.
2. Carlson, Licia. "Cognitive Ableism and Disability Studies: Feminist Reflections on the History of Mental Retardation," *Hypatia* 16.4 (Special Issue: Feminism and Disability I)
3. Juarez, Encarnacion. "The Autobiography of the Aching Body in Teresa de Cartagena's *Arboleda de los enfermos*." In *Disability Studies: Enabling the Humanities*. Eds. Sharon L. Snyder, Brenda Jo Brueggemann, Rosemarie Garland-Thomson. MLA Press, 2002. 131-43.
4. Burch, Susan. "'Beautiful Though Deaf': Deaf American Women and Beauty Pageants." Forthcoming in *Reading Deaf Women: Historical, Cultural, and Institutional Sites*. (with Brenda Brueggemann) Gallaudet UP, 2006

**(9) Monday Feb. 28: In Body, Embodied, & the Senses**

FOCUS LEADERS:

Primary Readings:

1. Chinn, Sarah E. "Feeling Her Way: Audre Lorde and the Power of Touch." *Gendering Disability*. 192-214.
2. Donaldson, Elizabeth J. "The Corpus of the Madwoman: Toward a Feminist Disability Studies Theory of Embodiment and Mental Illness." *NWSA Journal* 14.3 (Fall 2002) 99-119.
3. Lindgren, Kristen. "Bodies in Trouble: Identity, Embodiment, and Disability." *Gendering Disability*. 145-166
4. Mairs, Nancy. "Body in Trouble." *Waist-High in the World: Life Among the Nondisabled*. Boston: Beacon, 1996. 40-63.

**(9) Wednesday Mar. 2: Disability (and Gender) in the Classroom**

FOCUS LEADERS:

Primary Readings:

1. Brueggemann, Brenda Jo, Rosemarie Garland-Thomson, and Georgina Kleege. "What Her Body Taught: A Triangulated Conversation on Teaching as Disabled Women." *Feminist Studies* (forthcoming).
2. DiPalma, Carolyn. "Teaching Women's Studies, E-Mailing Cancer." In *The Teacher's Body: Embodiment, Authority, and Identity in the Academy*. Eds. Diane P. Freedman and Martha Stoddard Holmes. SUNY Press, 2003. 41-58.
3. Michalko, Rod. "I've Got a Blind Prof': The Place of Blindness in the Academy." In *The Teacher's Body: Embodiment, Authority, and Identity in the Academy*. Eds. Diane P. Freedman and Martha Stoddard Holmes. SUNY Press, 2003. 69-81.
4. Rouso, Harilyn and Michael Wehmeyer. "Module 1: Double Jeopardy." *Gender Matters: Training for Educators Working with Students with Disabilities*. WEEA Equity Resource Center, Education Development Center, 2002. 15-69

**(10) Monday Mar. 7: "Rights" Reproduction, Work, Living**  
**FOCUS LEADERS:**

Primary Readings:

1. Jung, Karen Elizabeth. "Chronic Illness and Educational Equity: The Politics of Visibility." *NWSA Journal* 14.3 (Fall 2002) 178-.
2. Morris, Jenny. "Impairment and Disability: Constructing an Ethics of Care that Promotes Human Rights," *Hypatia* 16.4 (Special Issue: Feminism and Disability I)
3. Parens, Erik and Adrienne Asch. "The Disability Rights Critique of Prenatal Genetic Testing: Reflections and Recommendations." In *Prenatal Testing and Disability Rights*. Eds. Erik Parens & Adrienne Asch. Georgetown UP, 2000. 3-44.
4. Russo, Nancy Filipe and Mary A. Jansen. "Women, Work, and Disability: Opportunities and Challenges." In *Women with Disabilities: Essays in Psychology, Culture, and Politics*. Eds. Michelle Fine and Adrienne Asch. Philadelphia: Temple UP, 1988. 229-44.
5. Krieger, Linda Hamilton, Ed. "Introduction." *Backlash Against the AD: Reinterpreting Disability Rights*. U Michigan P, 2004.
6. screen the World Bank DVD on Disability Development

**(10) Wednesday Mar. 9: No Class!! Work on your Projects**

**(11) Monday Mar. 14:**  
**the 2<sup>nd</sup> Annual Gender & Disability Potluck & Project Conference,**  
**5:30-8:30 p.m.**

**FINAL PROJECT DUE BY FRIDAY MARCH 18, NOON.**

