

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School New College of Interdisciplinary Arts and Sciences Department/School School of Humanities, Arts and Cultural Studies

Prefix: DST Number: 101 Title: Introduction to Disability Studies Units: 3

Course description: Provides an introduction to key concepts, methods, questions and themes in the field of disability studies, including an overview of the focused, unequal treatment experienced by people with disabilities. There are economic, political, social and cultural factors that should be considered by a society which normally addresses disabled bodies through medical frameworks. Debates ethical questions concerning genetic testing, selective abortion and disability therapies. Discusses how social inequalities of class, race, nationality, sexuality and gender relate to the experiences of the disabled.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: **[C] Cultural Diversity in the United States** **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: **October 2, 2020**

For Spring 2022 Effective Date: **March 5, 2021**

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Nanette Schuster E-mail Nanette.Schuster@asu.edu Phone (602)543-4444

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 3/5/2021

Chair/Director (Signature):

Luis Mendoza

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.</p> <p>Syllabus: What is this course? page 1 Syllabus: Course Calendar pages 10-15</p>
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.</p> <p>Syllabus: What is this course? page 1 Syllabus: Course Calendar pages 10-15</p>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.</p>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</p> <p>*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.</p> <p>**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.</p>

Course Prefix	Number	Title	General Studies Designation
DST	101	Introduction to Disability Studies	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
1 diverse understanding of contemporary US society	This course meets the spirit because the guiding question throughout this course will be: why and how have individuals with disabilities experienced unequal treatment in contemporary U.S society? Towards answering this question, Introduction to Disability Studies will provide an overview of the focused, unequal treatment experienced by people with disabilities.	See Syllbus What is this Course Page 1 Course Calendar pages 10-15 Week 1: Jan 12th and 14th – Course Introduction; What is Disability Studies Week 2: Jan. 19th and 21st – What is Disability Studies? Part 2 Week 3: Jan. 26th and 28th – Historical Perspective of Disability Week 4: Feb. 2nd and 4th – Disability Law and Policy Week 5: Feb. 9th and 11th – Theoretical Frameworks Week 6: Feb. 16th and 18th – Identity, Difference, and Representation Week 7: Feb. 23rd and 25th– Stigma and Illness Week 8: March 2nd and 4th – Stigma and Illness Week 9: March 9th and 11th – Identity and Mental Disability

		<p>Week 10: March 16th and 18th – Madness</p> <p>Week 11: March 23rd and 25th – Disability Culture and Deaf Culture</p> <p>Week 12: March 30th and April 1st – Disability and Race</p> <p>Week 13: April 6th and 8th – Disability, Gender, and Sexuality</p> <p>Week 14: April 13th and 15th – Disability, Bioethics, and Technology</p> <p>Week 15: April 20th and 22nd Disability, Bioethics, and Technology</p>
<p>2A culture specific understanding of race, class, nationality, sexuality, gender, and ethical questions of genetic testing, selective abortion, and disability therapies that effect the community of people with disabilities</p>	<p>This course meets the spirit because it discusses how social inequalities of race, class, nationality, sexuality, and gender relate to the experiences of people with disabilities. This class will also engage ongoing debates surrounding the ethical questions of genetic testing, selective abortion, and disability therapies</p>	<p>See Syllbus What is this Course Page 1</p> <p>Course Calendar pages 10-15</p> <p>Week 1: Jan 12th and 14th – Course Introduction; What is Disability Studies</p> <p>Week 2: Jan. 19th and 21st – What is Disability Studies? Part 2</p> <p>Week 3: Jan. 26th and 28th – Historical Perspective of Disability</p> <p>Week 4: Feb. 2nd and 4th – Disability Law and Policy</p> <p>Week 5: Feb. 9th and 11th – Theoretical Frameworks</p> <p>Week 6: Feb. 16th and 18th – Identity, Difference, and Representation</p> <p>Week 7: Feb. 23rd and 25th– Stigma and Illness</p> <p>Week 8: March 2nd and 4th – Stigma and Illness</p> <p>Week 9: March 9th and 11th –</p>

		<p>Identity and Mental Disability</p> <p>Week 10: March 16th and 18th – Madness</p> <p>Week 11: March 23rd and 25th – Disability Culture and Deaf Culture</p> <p>Week 12: March 30th and April 1st – Disability and Race</p> <p>Week 13: April 6th and 8th – Disability, Gender, and Sexuality</p> <p>Week 14: April 13th and 15th – Disability, Bioethics, and Technology</p> <p>Week 15: April 20th and 22nd Disability, Bioethics, and Technology</p>

DST 101: Introduction to Disability Studies Syllabus
Arizona State University at the West Campus
School of Humanities, Arts, and Cultural Studies
Spring 2021 – Sync Course

Instructor: Nanette Schuster
 Email: Nanette.Schuster@asu.edu

Virtual Office Hours: Tuesdays and Thursdays
 12:00AM – 1:30PM via Zoom link in Canvas
 or by appointment

WHAT IS THIS COURSE?

The guiding question throughout this course will be: why and how have individuals with disabilities experienced unequal treatment?

Towards answering this question, Introduction to Disability Studies will provide an overview of the focused, unequal treatment experienced by people with disabilities. It will consider the economic, political, social, and cultural factors that should be considered by a society that normally addresses disabled bodies through medical frameworks. It also discusses how social inequalities of race, class, nationality, sexuality, and gender relate to the experiences of people with disabilities. This class will also engage ongoing debates surrounding the ethical questions of genetic testing, selective abortion, and disability therapies.

In addition to providing an overview of key concepts, questions, and themes in the field of disability studies, the course also introduces students to key theoretical frameworks and research methodologies. Students will become primary researchers in the field by conducting interviews and reflecting on these.

WHAT ARE THE COURSE TEXTS?

- Adams, Rachel, Benajmin Reiss, and David Serlin, ed. *Keywords for Disability Studies*. ISBN 9781479839520
- Lennard Davis, ed., *The Disability Studies Reader*, 5th edition. ISBN: 9781138930230
 - A free version of this text is available through ASU Libraries. You may access it at this link: <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=4741427>
- Additional readings, as assigned, will be available on Canvas

Please note that some of the readings and videos may be upsetting or disturbing. However, they all seek to help expand our understanding of disability and are integral to the course. Please let me know if you have any concerns.

LEARNING OUTCOMES

At the completion of this course students will be able to:

1. Distinguish and define key concepts in disability studies
2. Ascertain and explain the significance of disability as a form of difference, recognizing of power and discrimination
3. Understand the diversity of disability identity, experience and culture
4. Examine the life experiences of a person with disability

HOW WILL THE COURSE MEET THESE OBJECTIVES?

YELLOWDIG

TUTORIALS AND QUIZZES

SYLLABUS QUIZ

(10 points) Brief quiz that covers the syllabus, including course policies, procedures, and expectations. This quiz is open book/note and allows for multiple attempts; students should retake until they earn a 100%. There is no time limit.

LIBRARY TUTORIALS AND QUIZZES

(5 x 5 = 25 points) Students will complete tutorials and accompanying quizzes to demonstrate understanding of key research ideas: academic honesty, plagiarism awareness, research questions, citation style guide, and citing sources. Students should retake the quizzes until they earn a 100%. There is no time limit.

WRITTEN AND CREATIVE PROJECTS

READING RESPONSES

(10 entries x 10 points = 100 points) You will complete weekly reading responses for **ten weeks** out of the fifteen-week semester. The weeks you choose to submit are entirely up to you; however, **I do require that you submit a reading response during weeks two, three, and four of the semester.** After that, you may pick and choose the weeks you wish to submit the remaining eight responses.

The reading responses are **multimodal**, meaning you have the opportunity to submit in one of two ways:

- The first is a **traditional written response**: a one to two-page response (approx. 250 – 500 words) typed, double spaced in Times New Roman or Arial 11 or 12 pt. font. You will submit this as a doc, docx, or pdf to our Canvas assignment link.
- The second is a **video response** through the educational platform Flipgrid: a two to four minute video that can be done selfie style, podcast style, or some other format you prefer. You are never required to be visible in the video.

You may switch back and forth between written and video responses as you wish.

NARRATIVE

(10 points) Introduce yourself to me by writing a 250 - 500 word narrative that shares your interest in the class. Some key points you may want to include are:

- Why did you choose to take this class?
- What prompted your interest in disability studies?
- What do you hope to learn about disability studies?
- How do you plan to apply this class in your life, future studies, and/or future career?

As this is a narrative assignment, are encouraged to use first person and to make use of narrative elements / storytelling techniques.

ARTIFACT PRESENTATION

(10 points) Once during the semester, you will bring an object, text, or story related to disability to share with the class. For example, this may be an advertisement, newspaper headline or article, a public social media post, an observation, etc. You will have five minutes to discuss what the artifact is and the questions it raises for you regarding disability studies (or the questions that brought you to it). You will then pose one question to the class to about it to begin the discussion for the day.

INTERVIEW PROJECT

You will interview an individual who self-identifies as a person with a disability. Many of you know family members, friends, and colleagues who do, and you are more than welcome to interview them for this project.

This assignment is multi-fold:

- **Interview proposal** (10 points) This will identify your Research Question, the individual you will interview, and the purpose of the interview.
- **Interview questions** (10 points) You will brainstorm and draft fifteen plus questions that seek to help you understand the interview subject's lived experience and help you towards answering your research question.
- **Peer workshop of final project** (10 points)
- **Final project** (50 points) This will include an introduction, the revised questions, a transcript of the interview, and a reflection of what you learned and how it helps answer your research question

FINAL COURSE REFLECTION

(30 points) This assignment asks you to reflect on your learning across the semester in broad strokes. You will write a 500 to 1000 word reflection. This may be a thesis driven response, making a case for your acquired knowledge, or it may be structured as a narrative, telling a story of your learning.

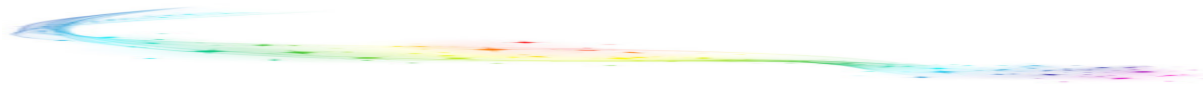
IS THERE A FINAL EXAM?

There are no exams in the course. Rather, the final course reflection will demonstrate the student's cumulative learning.

WHAT TOPICS MAY I WRITE ABOUT?

All writing in this class is self-directed, meaning that you have the opportunity to write about issues that matter to you. You will choose the focus of every assignment in this class. In doing so, please keep in mind the following advice. Part of becoming a successful writer is appreciating the ideas and criticisms of others, understanding the ongoing social dialogue from which our voices and ideas emerge, and learning to effectively communicate with a wide range of audiences. With that in mind, you will often be expected to share your writing in this course. **Avoid writing about things that you may not be prepared to "make public" or that you feel so strongly about that you are unwilling to listen to perspectives other than your own.** This does not mean that you are not entitled to an opinion. You are. Instead, this course encourages you to adopt positions responsibly by contemplating positions from several perspectives as

well as the possible effects on others. In all our discussions, peer reviews, and feedback we want to remain respectful of each other and one another's life experiences. **If at any time you feel you have been disrespected in any way please see me or let me know immediately.**



COURSE PREPARATION AND EXPECTATIONS

WHAT TIPS DO YOU HAVE FOR MY SUCCESS?

- ATTEND CLASS punctually, prepared, and ready to participate EVERY meeting day
- Turn in all class work ON TIME (Hint: Start assignments EARLY)
- Check your ASU / Canvas email DAILY
- Check Canvas DAILY for course announcements and to review the calendar
- Communicate regularly with your instructor and writing group
- Visit your instructor's VIRTUAL OFFICE HOURS
- Utilize ASU RESOURCES such as the writing center, library, and counseling center

WHAT MATERIALS DO I NEED?

- A **device to access Zoom** – laptop or chromebook is recommended - for all students.
- A **planner or calendar** (digital or on paper).
- A **desktop, laptop, or chromebook** with internet access at your place of residence to complete writing assignments.

WHAT SOFTWARE IS REQUIRED?

- Internet access
- An ASUrite account and active ASU email address.
- A Web Browser
- Adobe Acrobat Reader:
 - [Windows](#)
 - [MAC](#)
- Adobe Flash Player: [Adobe Flash Player](#)
- Google Suite
- Zoom

NEED TECHNOLOGY?

Check out a laptop or hotspot for free for the semester from ASU Library via this link: <https://lib.asu.edu/laptops-and-hotspots>

Please contact them ASAP as supplies are limited.

WHEN AND WHAT ARE YOUR OFFICE HOURS?

Tuesdays and Thursdays

12:00 – 1:30PM

via the Virtual Office Hours Zoom link in Canvas

You are welcome to stop by during my office hours! Please think of this as a time in which the conversations we begin in class can be extended; these hours provide you with an additional venue to address any questions or concerns you may have about the course, readings, or assignments. If these hours don't work for you, please contact me to schedule an appointment. I look forward to seeing you there! 😊

WHAT IS THE BEST WAY TO CONTACT YOU?

The **Canvas Inbox** is the best way to contact me. Please adhere to email etiquette by including a greeting (exp. Dear Miss Schuster), a closing (exp. Thank you, Sam), a subject line (exp. DST 101 Reading Question, and edited, spell checked text that includes no text language.

Here is an example of an appropriate and complete email.

Subject: Absent Today

Dear Miss Schuster,

I am sick with the flu and will be absent from class today. I have already emailed a classmate to take notes for me. I hope to be back to class the next day. I have attached my doctor's note for documentation.

Thank you,

Fred Jones



COURSE POLICIES AND PROCEDURES

WHAT ARE THE COURSE ATTENDANCE POLICIES?

1. You are expected to **attend EVERY class meeting**.
2. If you must miss class, it should only be due to **extenuating circumstances**.
3. If you miss a class session, **you are required to make up the course work** by the next regular class meeting. You can do so by watching the Zoom meeting recording AND making up any writing or in-class activities, submitting them via Canvas.
4. **More than five unexcused absences may result in a failing grade.**
5. Excused absences = those related to official ASU business, religious practice, or death of immediate family, documentation required for all for all of the above.
6. **Arriving 15 minutes or more late** will result in your being marked absent for the day; additionally, leaving the classroom for extended periods of time or leaving early will result in a tardy/absence for the day.
7. **If absent**, please email me to let me know; include documentation in the email such as a scanned doctor's note, and include any assignments due that day.
8. **Active Participation** is expected of every student and means much more than just "showing up." *It entails an engaged attitude, evidenced in thoughtful comments, thought-provoking questions, careful note taking, arriving punctually and prepared, and maintaining a professional demeanor.*
9. **Professional demeanor** is encouraged in the virtual and literal classroom. Inappropriate behaviors include but are not limited to:
 - Use of extracurricular technology, i.e. checking email, text messaging, etc.
 - Sleeping
 - Performing other class work

- Extracurricular conversations during class discussions or lectures

10. Students attending class in person MUST adhere to ASU's Community of Care Guidelines.

Students who disrespect the learning environment will be asked to immediately desist and may be asked to leave class, resulting in their being marked tardy or absent for the day.

EVALUATION OF COURSEWORK

COURSE GRADING SCALE							
A+	A	A-	B+	B	B-	C+	C
100% & above	99- 94%	93- 90%	89- 88%	87- 84%	83- 80%	79- 78%	77- 70%

FOR FORMAL WRITING ASSIGNMENTS (INTERVIEW FINAL PROJECT AND FINAL COURSE REFLECTION) LETTER GRADES ARE ASSIGNED AND THE FOLLOWING RUBRIC IS USED

GRADE EXPECTATIONS

- A Uniformly excellent work; well beyond that which is required. Creative and imaginative response or interpretation of the assignment.
- B Substantially good work; beyond the level of acceptable or satisfactory.
- C Work meets the minimum requirements and is entirely acceptable or satisfactory. Shows little creativity or initiative.
- D Below what is acceptable or satisfactory. Does not meet or only partially meets the requirements of the assignment.
- E Entirely unsatisfactory. Fails to meet all or the majority of the requirements of the assignment; plagiarized; not turned in; or turned in too late to be passing.

FOR INVENTION WORK (READING RESPONSES AND NARRATIVE)

Letter grades are not assigned. Students will be assessed according to the following: Meets requirements, Meets most requirements, Meets some requirements, or Not submitted

MAY I REVISE MY ASSIGNMENTS FOR A HIGHER GRADE?

Revisions: The Narrative and Interview Project may be revised for a higher grade. Student MUST follow the guidelines listed below:

- From the time the assignment is handed back to you, you have **one week** to review feedback; meet with peers, myself, and/or writing center staff; and to make substantial revisions (i.e. these revisions should go above and beyond the comments I provided).
- **You are required to conference** with me and/or the writing center during this time; if you visit the writing center, please ask them to stamp your draft.

- Revisions **will not be accepted** without the graded copy, conferenced draft, and margin notes on the revised copy indicating changes made. A cover memo detailing revisions made is also acceptable.
- Visits to the Writing Center for the purpose of essay revision for a higher grade are NOT eligible for extra credit.

Reading Responses may not be revised but students may submit more than the required 10, and the lowest grade will be dropped.

WHAT ARE THE COURSE POLICIES AND PROCEDURES FOR SUBMITTING ASSIGNMENTS, LATE WORK, AND COMPUTER ISSUES?

Submitting Assignments: Most assignments will be due at 11:59pm on Sundays. Assignments will be submitted to digitally to Canvas or an outside app such as Flipgrid.

Please choose a style guide (MLA, APA, Chicago, or Turabian) and adhere to it.

Late Work: Unless special arrangements have been made with and agreed upon by the instructor prior to the due date, **late work will receive a 10% deduction per day it is late. Peer Reviews and Reading Responses may NOT be submitted late.**

Computer/Online Issues: Technology issues can occur. The internet goes down, USB drives are lost, computers crash, printers jam, etc. **HOWEVER, technology excuses for late assignments/essays will not be accepted.**

It is your responsibility to have back up plans. For your protection, I strongly suggest saving documents in multiple locations (hard drive, USB, ASU account, etc.). Keep these copies in a safe place until you have received your final grade.

Questions and problems concerning technology, computers, Canvas, Zoom, etc. should be directed to the University Technology Office

<https://uto.asu.edu/services/campus-it-resources/techstudio>

IS THERE EXTRA CREDIT AVAILABLE IN THIS COURSE?

Yes! Students may visit the writing center for extra credit. Schedule an appointment to work with a writing tutor on any DST 101 class assignment. You may do so up to five times throughout the semester. Five points extra credit will be added onto your assignment grade. A one paragraph reflection and proof of attendance are necessary to earn the extra credit. **Virtual appointments are available!**

WHAT IS THE COURSE POLICY ON PLAGIARISM?

Academic Integrity: ASU expects and requires all students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.edu/academicintegrity> and the *Student Conduct Statement* below.

A student having plagiarized another's ideas, either **knowingly or unknowingly**, either in part or in full, will face severe penalties. Students are responsible for knowing and observing the ASU Student Life *Academic Integrity Code*.

Note: Students who plagiarize - whether intentionally or inadvertently - part or all of an assignment

will receive a grade of zero on the assignment.

DETAILED GRADE BREAKDOWN:

Percentages are estimates

Yellowdig

Quizzes and Tutorials

- Syllabus Quiz: 10 points (3%)
- Library Tutorials and Quizzes: 5 x 5 points = 25 points (8%)

Written and Creative Projects

- Reading Responses: 10 x 10 points = 100 points (33%)
- Narrative: 10 points (3%)
- Interview Project: 80 points total (23%)
- Final Course Reflection: 30 points (10%)
- Artifact Presentation: 10 points (3%)

Course Total: 300 points



CAMPUS RESOURCES AND OTHER INFORMATION

CULTIVATING A COMMUNITY OF CARE

ASU has announced community of care guidelines to help keep all students, faculty, and staff on campus safe and healthy during this pandemic. These guidelines include wearing masks and keeping six feet apart in the classroom. However, in our classroom (virtual and in-person), I would like to extend the community of care into a permanent mentality we hold for one another. 2020 has been a difficult year for so many, as much of society as been impacted in regards to health, finance, housing and food, racism, and general social unrest. My goal is to create a community of care where we provide grace to one another during this time as we navigate a new system of learning during the pandemic. Additionally, if you find yourself in need of basic necessities or if you or your family are diagnosed with COVID-19, please reach out to me, I can help place you in touch with an advocate from the Dean of Student's office who can help make sure that you have your needs met.

CREATING AN ACCESSIBLE CAMPUS, CLASSROOM, AND LEARNING EXPERIENCE: Please let me know how I can make our classroom fully accessible for you. I am happy to conference privately with you on what practices will best enhance your learning; please stop by my office hours or schedule an appointment to do so. In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (formerly DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with visible and invisible disabilities (including physical, emotional, learning, and medical). Students wishing to request an accommodation for a disability should contact the Student Accessibility and Inclusive Learning Services Office for their campus:

- West Campus Location: University Center Building Room 304
- Phone: 480-965-1234
- TTY: 480-965-9000
- Email: DRC@asu.edu
- URL: <https://eoss.asu.edu/drc>

WHERE CAN I GO FOR WRITING ASSISTANCE? The writing center is located on all four campuses and online. I encourage all students to visit the writing center! The center offers tutoring via appointment and on a drop in basis (when available). The Writing Center offers FREE tutoring for all enrolled students. All writers can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

Visit: West Campus Location, Lower Level of Fletcher Library

Phone: (602) 543-6169

URL: studentsuccess.asu.edu/writingcenters

WHO CAN HELP ME WITH RESEARCH? ASU libraries offers reference assistance on all four campuses and online.

Visit: Fletcher Library

Phone: 602-543-8502

URL: <https://lib.asu.edu/> (24/7 help is available online)

WHAT IF I NEED SOMEONE TO TALK TO ABOUT LIFE? ASU Counseling Services is available on all four campuses. It provides low cost confidential psychological services to students experiencing emotional concerns, problems in adjusting and other factors that affect their ability to achieve their academic and personal goals.

Walk ins are welcome; no appointment necessary.

Visit: West Campus Counseling Location, University Center Building Room 221

Phone: 602-543-8125

After Hours and Weekend crisis line: 480-921-1006

Crisis Textline: Text HOME to 741741

WHAT IS TITLE IX? Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence, as well as any alleged threats to harm yourself or others.

COURSE/INSTRUCTOR EVALUATION: The Course/Instructor Evaluation for this course will be conducted shortly before the last official day of classes. Your response to the course/instructor evaluation is anonymous and will not be returned to your instructor until after grades have been submitted. The use of the evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4)

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COURSE CALENDAR

Module 1: Overview of Disability Studies

Week 1: Jan 12th and 14th – Course Introduction; What is Disability Studies; Syllabus; ASU Sync; Technology Overviews; and Writing Center

Extra Credit Opportunity: Wednesday January 13th 3 – 4pm, “Disability and Advocacy in Higher Education.”

Due Jan. 17th: Syllabus Quiz, Academic Integrity Quiz, Plagiarism Awareness Quiz, Narrative, and the following readings to be discussed next week:

- Course Syllabus
- Adams, Rachel et al. “Disability.” from *Keywords for Disability Studies*, p. 5-11, <https://books.google.com/books?id=XFxACQAAQBAJ&lpg=PP1&pg=PA9#v=onepage&q&f=false> -
- Campbell, Fiona Kumari. “Ability.” from *Keywords for Disability Studies*, p. 12-14, <https://books.google.com/books?id=XFxACQAAQBAJ&lpg=PP1&pg=PA9#v=onepage&q&f=false>
- Davis, Lennard. “Introduction: Disability, Normality, and Power.” from *The Disability Studies Reader*, p. 2-14, <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=17>

January 17th Drop/Add Deadline

Week 2: Jan. 19th and 21st – What is Disability Studies? Part 2; Critical Reading and Annotation

Due Jan. 24th: *Style Guide (MLA or APA) Quiz, Citing Sources Quiz, Reading Response 1, and the following readings to be discussed next week:*

- Allison, Jay and Laurie Block, prod. "Beyond Affliction: The Disability History Project - An Overdue Revolution, Podcast, 1998. <https://archive.mpr.org/stories/1998/05/06/beyond-affliction-the-disability-history-project-the-overdue-revolution> (Links to an external site.) Transcript available at link. approx 53 minute podcast.
- Baynton, Douglass. "Disability and the Justification of Inequality in American History." from *The Disability Studies Reader*, p. 18-34 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=34> (Links to an external site.)
- Burch, Susan and Kim E. Nielsen. "History." from *Keywords for Disability Studies*, p. 95-98 <https://books.google.com/books?id=XFxACQAAQBAJ&lpq=PP1&pg=PA95#v=onepage&q&f=false> (Links to an external site.)

Optional:

- National Parks Service. Series: Disability History. <https://www.nps.gov/articles/series.htm?id=88713887-1DD8-B71B-0B40487E6097176E>

Week 3: Jan. 26th and 28th – Historical Perspective of Disability; Critical Reading and Annotation; Reflective Writing

Due Jan. 31st: *Research Question Quiz, Reading Response 2, and the following readings to be discussed next week:*

- Longmore, Paul K. "The Disability Rights Movement: Activism in the 1970's and Beyond." from *Why I Burned My Book and Other Essays on Disability*. Philadelphia: Temple U P, 2003. [Longmore-Disability-Rights-Movement.pdf](#)
- Valderrama, Hillary K. "Is the ADAAA a Quick Fix or are We out of the Frying Pan and into the Fire: How Requiring Parties to Participate in the Interactive Process Can Effect Congressional Intent under the ADAAA." *Houston Law Review*, vol. 47, no. 1, 2010, p. 175-214. Hein Online. [ADAAA-Quick-Fix.pdf](#)
 - Read: Section II: History of the ADA, p. 178-181
 - Read Section V: Changing the ADA. p. 197-202
 - Read Section VI: The ADAAA and Beyond
 - Intro, Part A, and Part B - p. 202 - 207
- Williamson, Bess. "Access." from *Keywords for Disability Studies*, p. 14-17

Optional:

- Rose, Sarah. "Work." from *Keywords for Disability Studies*, p. 187-190

Week 4: Feb. 2nd and 4th – Disability Law and Policy; Guest Speaker on Disability Advocacy in K-12 (Haran Phaneuf), Date TBD; Introduce Interview Project; Discuss Research Questions

Extra Credit Opportunity: Friday February 5th 1 – 2pm, "Dehumanization Matters" lecture by David Livingstone Smith, asu.zoom.us/j/9794135014

Due Feb. 7th: *Reading Response 3, Research Question, and the following readings to be discussed next week:*

- DasGupta, Sayantani. "Medicalization." from *Keywords for Disability Studies*, p.120-121
- Meekosha, Helen and Russell Shuttleworth. "What is So "Critical " About Critical Disability Studies?" from *The Disability Studies Reader*, p. 175 - 191. <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=191>
- Shakespeare, Tom. "The Social Model of Disability." from *The Disability Studies Reader*, p. 196 – 203 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=212>
- Wilkerson, Abby. "Embodiment." from *Keywords for Disability Studies*, p. 67 - 70

Week 5: Feb. 9th and 11th – Theoretical Frameworks; Primary Research

Extra Credit Opportunity: Wednesday February 10th 3 – 4pm, "ADA Accommodations in the Workplace," Registration Required:

https://webaccessibility.asu.edu/ada30?_ga=2.8136178.1141992739.1609983357-1468502435.1588459128

Extra Credit Opportunity: Wednesday February 10th 3 – 4pm, "Design Thinking Methods for Building Empathy"

Due Feb. 14th: *Submit Interview Proposal and the following readings to be discussed next week:*

- Siebers, Tobin. "Disability & the Theory of Complex Embodiment." From *The Disability Studies Reader*, p. 314 – 33 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=330> [\(Links to an external site.\)](#)
- Couser, Thomas. "Disability, Life Narrative, and Representation." From *The Disability Studies Reader*, p. 450-453. <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=466> [\(Links to an external site.\)](#)
- Longmore, Paul. "Heaven's Special Child: The Making of Poster Children." From *The Disability Studies Reader*, p. 35-42. <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=51> [\(Links to an external site.\)](#)
- Wade, Cheryl Marie. "I Am Not One of The" and "The Cripple Lullaby." From *The Disability Studies Reader*, p. 508-509 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=524>

Module 2: Identity and Difference ** Reading Responses are no longer due weekly; you may choose which weeks to submit the remaining seven reading responses**

Week 6: Feb. 16th and 18th – Identity, Difference, and Representation; Discuss Interview Preparation

Due Feb. 21st: *Interview Questions and the following readings to be discussed next week:*

- Love, Heather. "Stigma." from *Keywords for Disability Studies*, p.173 – 176. <https://books.google.com/books?id=XFxACQAAQBAJ&pg=PP1&pg=PA173#v=onepage&q&f=false> [\(Links to an external site.\)](#)
- Goffman, Irving. "Selections from Stigma." From *The Disability Studies Reader*, p. 133-144 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=149> [\(Links to an external site.\)](#)

- Hughes, Bill. "Fear, Pity, and Disgust: Emotions and the Non-disabled Imaginary." From *The Routledge Handbook of Disability Studies*, p. 67 – 77. <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=957292&ppg=82>

Week 7: Feb. 23rd and 25th– Stigma and Illness

Due Feb. 28th: *The following readings to be discussed next week:*

- Couser, Thomas. "Illness." from *Keywords for Disability Studies*, 105 – 107.
- Wendell, Susan. "Unhealthy Disabled: Treating Chronic Illnesses as Disabilities." From *The Disability Studies Reader*, p. 160-172 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=177> [\(Links to an external site.\)](#)
- Samuels, Ellen. "My Body, My Closet: Invisible Disability and the Politics of Coming Out." From *The Disability Studies Reader*, p. 343 - 359 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=359> [\(Links to an external site.\)](#)
- Samuels, Ellen. "Sick and Well Time." From *Brevity*, Volume 65, <https://brevitymag.com/current-issue/sick-and-well-time/>

Week 8: March 2nd and 4th – Stigma and Illness; Guest Speaker on Chronic Illness Advocacy (Carmen Cutler), Date TBD

Due March 7th: *The following readings to be discussed next week:*

- Price, Margaret. "Defining Mental Disability." from *The Disability Studies Reader*, p. 333-342 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=350> [\(Links to an external site.\)](#)
- Stalker, Kirsten. "Theorizing the Position of People with Learning Difficulties within Disability Studies." from *The Routledge Handbook of Disability Studies*, p. 122-135 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=957292&ppg=135> [\(Links to an external site.\)](#)
- Kittay, Eva Feder. "The Personal is Philosophical is Political: A Philosopher and Mother of a Cognitively Disabled Person Sends Notes from the Battlefield." from *Metaphilosophy* vol. 40 issue 3/4, p. 606-627 https://www-jstor-org.ezproxy1.lib.asu.edu/stable/pdf/24439804.pdf?ab_segments=0%252Fbasic_search_SYC-5455%252Fcontrol&refreqid=excelsior%3A4590488b51dd0eeaf3ee93b0dc15d7ee [\(Links to an external site.\)](#)
- McGraham, Amie. "Last Words." *Brevity*, volume 65, <https://brevitymag.com/current-issue/last-words/>

Week 9: March 9th and 11th – Identity and Mental Disability; What is Peer Workshop?

Extra Credit Opportunity: Wednesday March 10th 3 – 4pm, "Why Can't We All Get Along? Intergroup Relations, Social Influences, and Social Networks in Education"

Extra Credit Opportunity: Friday March 12th 1 – 2pm, "Bosnian Genocide: Resilience and Recovery" lecture given by Esad Boskailo, MD, asu.zoom.us/j/9794135014

Due March 14th: *Interview Project Rough Drafts and the following readings to be discussed next week:*

- Gilman, Sander L. "Madness." From *Keywords for Disability Studies*, p. 114-119.

- Carlson, Licia. "Institutions." From *Keywords for Disability Studies*, p. 109-112.
- Lewis, Bradley. "A Mad Fight: Psychiatry and Disability Activism." from *The Disability Studies Reader*, p. 102-118. <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=118> ([Links to an external site.](#))
- Leduc, Meg. "Running After Her." from *Brevity*, volume 65, <https://brevitymag.com/current-issue/running-after-her/> ([Links to an external site.](#))
- Fargason, William. "Hollywood." from *Brevity*, volume 65, <https://brevitymag.com/current-issue/hollywood/>

Week 10: March 16th and 18th – Madness; Peer Workshop Rough Drafts

Due March 21st: Final Draft of Interview Project and the following readings to be discussed next week:

- "Marlee Matlin on Cochlear Implants and Deaf Culture" <https://youtu.be/S2Dqvd1Zk3M>
- Kolvacs-Houlihan, Marika. "Deaf Ideology." TEDx Talk at UW Milwaukee. https://youtu.be/pLBw9nYl_Ks
- "Vital Signs: Crip Culture Talks Back, Part 1" <https://youtu.be/r5rWHA0KcFc>
- Baynton, Douglas C. "Deafness" from *Keywords for Disability Studies*, p. 48 - 51
- Rodas, Julie Miele. "Identity" from *Keywords for Disability Studies*, p. 103 - 105 <https://books.google.com/books?id=XFxACQAAQBAJ&lpg=PP1&pg=PA103#v=onepage&q&f=false>

Week 11: March 23rd and 25th – Disability Culture and Deaf Culture

Due March 28th: The following readings to be discussed next week:

- Bell, Chris. "Is Disability Studies Actually White Disability Studies?" from *The Disability Studies Reader*, p. 407 - 415 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=423>[Links to an external site.](#)
- Erevelles, Nirmala and Andrea Minear. "Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality" from *The Disability Studies Reader*, p. 382-394 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=397>[Links to an external site.](#)
- Brune, Jeffrey A. "Minority." from *Keywords for Disability Studies*, p. 122 - 124
- Manning, Lynn. "The Magic Wand." from *The Disability Studies Reader*, p. 517 - 518 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=534>[Links to an external site.](#)
- "Sandra Bland, Eric Garner, Freddie Gray: The Toll of Police Violence on Disabled Americans." from *The Guardian* <https://www.theguardian.com/commentisfree/2020/jun/09/sandra-bland-eric-garner-freddie-gray-the-toll-of-police-violence-on-disabled-americans>

March 28th Course Withdrawal Deadline

Module 3: Intersectionalities and Ethical Questions

Week 12: March 30th and April 1st – Disability and Race; Guest Speaker on Disability, Medicine, and Indigenous Populations (Ana Maldonado), Date TBD

Due April 4th: *The following readings to be discussed next week:*

- Dean, Tim. "Queer." from *Keywords for Disability Studies*, p. 143 - 145
- Shildrick, Margrit. "Sex." from *Keywords for Disability Studies*, p. 164 - 166
- McRuer, Robert. "Compulsory Ablebodiedness and Queer/Disabled Existence." from *The Disability Studies Reader*, p. 396 - 405 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=413> [Links to an external site.](#)
- Kuusisto, Steve. "Selctions from *Planet of the Blind.*" from *The Disability Studies Reader*, p. 510 - 516 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=527> [Links to an external site.](#)

Week 13: April 6th and 8th – Disability, Gender, and Sexuality; Introduce Final Course Reflection Assignment

Due April 11th: *The following readings to be discussed next week:*

- Garden, Rebecca. "Ethics." from *Keywords for Disability Studies*, p. 70 - 74
- Wasserman, David. "Genetics." from *Keywords for Disability Studies*, p. 92 - 94
- Brasswell, Harold. "Euthanasia." from *Keywords for Disability Studies*, p. 79 - 80
- Saxton, Martha. "Disability Rights and Selective Abortion." from *The Disability Studies Reader*, p. 73 - 86 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=89> [\(Links to an external site.\)](#)
- Berube, Michael "Disability, Democracy, and the New Genetics." from *The Disability Studies Reader*, p. 87 - 101 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=104>

Week 14: April 13th and 15th – Disability, Bioethics, and Technology

Due April 18th: *Rough Draft Final Course Reflection and the following readings to be discussed next week:*

- McBryde Johnson, Harriet. "Unspeakable Conversations." from *The Disability Studies Reader*, p. 494 - 506 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=511> [\(Links to an external site.\)](#)
- Weise, Jillian. "Biohack Manifesto." from *The Disability Studies Reader*, p. 519 - 521 <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/reader.action?docID=4741427&ppg=536> [\(Links to an external site.\)](#)
- Jones, Charlie. "Down's Syndrome: In All Honest We Were Offered 15 Terminations" *BBC News*. https://www.bbc.com/news/uk-england-beds-bucks-herts-51658631?fbclid=IwAR176S2mbxtxeFONm_Xw-wPtrZhb4urY-oVoWK940eRCN2FzZEXIQanGetE
- Mills, Mara. "Technology." From *Keywords for Disability Studies*, p. 176 – 179
- Cogdell, Christina. "Design." From *Keywords for Disability Studies*, p. 59 - 60
- Ott, Kathleen. "Prosthetics." ." From *Keywords for Disability Studies*, p. 140 - 142

Week 15: April 20th and 22nd Disability, Bioethics, and Technology; Peer Workshop Final Course Reflection; Goodbyes!

Due April 25th: *Final Course Reflection*

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KEYWORDS FOR DISABILITY STUDIES



EDITED BY

Rachel Adams, Benjamin Reiss, and David Serlin

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THE DISABILITY STUDIES READER

EDITED BY
LENNARD J. DAVIS



FIFTH EDITION

The fifth edition of Lennard Davis' *The Disability Studies Reader* adds a range of new essays on topics from disability and work to disability and sexual abuse. It remains the gold standard to teach your introductory course on disability studies or as the perfect supplement to a medical humanities course to provide materials on disability and culture.

*Sander L. Gilman, Distinguished Professor of the Liberal Arts and Sciences;
Professor of Psychiatry, Emory University, USA*

What is disability? What is disability studies? The first edition of *The Disability Studies Reader* played a foundational role in leading beginning students and advanced scholars to these questions. The newest edition of this canonical anthology, the best one yet, offers an ideal selection of texts through which to explore how both the field and the concept of disability itself are being reconsidered, resisted, extended and reclaimed.

Susan Schweik, Professor of English, University of California, Berkeley, USA

Disability experiences are diverse, nuanced and deeply political. As scholars, advocates and policy-makers, we need to think more and better — and this volume is the best place to start.

Tom Shakespeare, Professor of Disability Research, University of East Anglia, UK

The Disability Studies Reader remains the indispensable volume for all scholars and students working in the interdisciplinary field of disability studies. The new edition continues a solid tradition of providing readers with foundational essays in the field, even as it opens out onto the most exciting new work centering disability and social justice, insisting on the centrality of race to a critical disability studies, or locating disability in a global context.

*Robert McRuer, Professor of English, George Washington University, USA;
author of Crip Theory: Cultural Signs of Queerness and Disability*

The Disability Studies Reader provides critical information for scholars of the field. The thoughtful essays in this text explore the ways in which disability intersects with law, technology, medicine, education, and the world of media. Lennard Davis guides readers through our disability history with fascinating insights and surprising information. This is an excellent book through which to understand disability in today's increasingly interdependent world.

Haben Girma, Global Accessibility Leader

The Disability Studies Reader

Fifth Edition

Lennard J. Davis

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As many as 40 percent of current Americans can trace their ancestry to Ellis Island, a place that Jay Dolmage asks us to consider as a "rhetorical space." Dolmage argues that the policies and practices at Ellis Island created new and influential ways of seeing the body and categorizing deviations.

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5 Disability Rights and Selective Abortion 73

MARSHA SAXTON

Saxton alerts readers to the possible conflict between the goals of the abortion rights movement and that of the disability rights movement, and she proposes goals for both that might bring their aspirations in line with one another.

6 Disability, Democracy, and the New Genetics 87

MICHAEL BÉRUBÉ

Does prenatal testing for genetic diseases fit in with our notions of democracy? Would it be in the interests of a democratic culture to promote or restrict the rights of parents to select the child they want, particularly when it comes to disability?

7 A Mad Fight: Psychiatry and Disability Activism 102

BRADLEY LEWIS

Locates disability activism in the Mad Pride movement which fights for the rights of psychiatric survivors and consumers of mental health services.

8 "The Institution Yet to Come": Analyzing Incarceration Through a Disability Lens 119

LIAT BEN-MOSHE

This essay analyzes the reality of incarceration through the prism of disability by comparing health institutions to prisons. Both structures house people plagued by psychiatric, intellectual, and physical disabilities, and both also produce either abolitionists, those who are against or escape the system, or Foucauldian docile bodies, those who conform to the system. Ben-Moshe suggests the pressing need to expand notions of what comes to be classified as "incarceration."

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9 Selections from *Stigma* 133

ERVING GOFFMAN

*In these passages from *Stigma*, Erving Goffman suggests that a stigma is really a special kind of relation between an attribute and the stereotype that causes a person to be "discredited" by others. Drawing on the testimony of stigmatized individuals, Goffman focuses on the moments of interaction between the stigmatized and "normals."*

10 Stigma: An Enigma Demystified 145

LERITA M. COLEMAN-BROWN

Examines Erving Goffman's key concept of "stigma" from a disability studies perspective.

11 Unhealthy Disabled: Treating Chronic Illnesses as Disabilities 160

SUSAN WENDELL

Chronic illness is a major cause of disability, especially in women. Therefore, any adequate feminist understanding of disability must encompass chronic illnesses. Wendell argues that there are important differences between healthy disabled and unhealthy disabled people that are likely to affect such issues as treatment of impairment in disability and feminist politics, accommodation of disability in activism and employment, identification of persons as disabled, disability pride, and prevention and "cure" of disabilities.

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13 The Social Model of Disability 195

TOM SHAKESPEARE

A description of the social model and a criticism of some aspects of that paradigm.

14 Narrative Prosthesis 204

DAVID MITCHELL AND SHARON SNYDER

The authors develop the idea that narrative requires disability as an essential component of storytelling, particularly so the plot can fix or cure the impairment.

15 Aesthetic Nervousness 219

ATO QUAYSON

Coining a new term—"aesthetic nervousness"—Quayson theorizes the crisis resulting from the inclusion of disability in literary or dramatic works.

16 The Unexceptional Schizophrenic: A Post-Postmodern Introduction 232

CATHERINE PRENDERGAST

This essay argues that postmodernism has failed to deconstruct the schizophrenic, keeping a monolithic view based on some canonical writings rather than seeing the schizophrenic as part of a new emerging group that is active, multivocal, and seeking to fight for its rights.

17 Deaf Studies in the 21st Century: “Deaf-Gain” and the Future of Human Diversity 242

H-DIRKSEN L. BAUMAN AND JOSEPH J. MURRAY

This essay provides an overview of the field of Deaf Studies as it has emerged in the latter part of the 20th century, and then provides a new rhetorical frame for future directions that this field may take in the 21st century, the cultural attitude shifting from “hearing loss” to “Deaf-gain.” “Deaf-gain” provides a rationale for the positive side of sign language and the continuing existence of Deaf culture.

18 Aesthetic Blindness: Symbolism, Realism, and Reality 256

DAVID BOLT

For David Bolt, understanding aesthetics can be important in revealing the principles that socially disqualify and oppress disabled people. In this essay he argues that aesthetic blindness produces an ocularcentric social aesthetic—an aesthetic that disqualifies disabled people.

19 Life with Dead Metaphors: Impairment Rhetoric in Social Justice Praxis 269

TANYA TITCHKOSKY

Tanya Titchkosky points out that many scholars who work for social justice still repeatedly use terminology, such as being “color blind” or “deaf to the call of justice,” that relies on ableism. In this chapter, she seeks to understand how socially aware people and their movements seem to need impairment rhetoric to drive social justice.

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ALISON KAFER

Alison Kafer focuses on the well-publicized case of a girl named Ashley X who was given estrogen treatments and surgery to stop her growth into puberty. The case offers an illustration of how disability is often understood as a kind of disruption in time. Kafer argues that Ashley’s parents and doctors justified her treatment by holding her imagined future body—one that they believed grew out of sync with Ashley’s mind—against her.

21 Centering Justice on Dependency and Recovering Freedom 305

EVA FEDER KITTAY

In Eva Feder Kittay’s view, justice provides the fair terms of social life, given our mutual and inevitable dependency on one another. The way to include disabled people in a model of justice is to focus on the vulnerability of all human beings.

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- 22 Disability and the Theory of Complex Embodiment: For Identity Politics in a New Register** 313
- TOBIN SIEBERS
- Using the ideas of post-positivist realism, Siebers argues that disability is a valid and actual identity as opposed to a deconstructive-driven model.*
- 23 Defining Mental Disability** 333
- MARGARET PRICE
- The contested boundaries between disability, illness, and mental illness are discussed in terms of mental disability. Ultimately, Price argues that higher education would benefit from practices that create a more accessible academic world for those who may have able bodies but disabled minds. The excerpt included here explores the confines of naming and defining Mental Disability, offering a biographical account of the author's academic journey.*
- 24 My Body, My Closet: Invisible Disability and the Limits of Coming Out** 343
- ELLEN SAMUELS
- This essay discusses the coming-out discourse in the context of a person whose physical appearance does not immediately signal a disability. Considering the complicated dynamics inherent in the analogizing of social identities, the politics of visibility and invisibility, and focusing on two "invisible" identities of lesbian-femme and nonvisible disability, Samuels "queers" disability in order to develop new paradigms of identity, representation, and social interaction.*
- 25 Integrating Disability, Transforming Feminist Theory** 360
- ROSEMARIE GARLAND-THOMSON
- This essay applies the insights of disability studies to feminist theory.*
- 26 Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality** 381
- NIRMALA EREVELLES AND ANDREA MINEAR
- Erevelles and Minear draw on narratives exemplifying the intersections between race, class, gender, and disability. Through the stories of Eleanor Bumpurs, Junius Wilson, and Cassie and Aliya Smith, the margins of multiple identity categories are placed at the forefront, outlining how and why individuals of categorical intersectionality are constituted as non-citizens and (no)bodies by the very social institutions (legal, educational, and rehabilitational) that are designed to protect, nurture, and empower them.*

27 Compulsory Able-Bodiedness and Queer/Disabled Existence 396

ROBERT McRUEB

This essay points to the mutually reinforcing nature of heterosexuality and able-bodiedness, arguing that disability studies might benefit by adopting some of the strategies of queer theory.

28 Is Disability Studies Actually White Disability Studies? 406

CHRIS BELL

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29 Token of Approval 416

HARILYN ROUSSO

Harilyn Rouso describes her experiences working in a feminist group while also trying to represent the disability rights community. In this essay she suggests that women’s organizations and others like them become truly inclusive of disability only very slowly—if at all.

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ANN MILLETT-GALLANT

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31 Blindness and Visual Culture: An Eyewitness Account 440

GEORGINA KLEEGE

Kleege critiques philosophers and critics who have exploited the concept of blindness as a convenient conceptual device, erasing the nuances and complexities of blind experience.

32 Disability, Life Narrative, and Representation 450

G. THOMAS COUSER

Disability has become a major theme in memoirs and other forms of life-writing, opening up that experience to readers and taking control of the representation.

- 33 Why Disability Identity Matters: From Dramaturgy to Casting in John Belluso's *Pyretown*** 454
- CARRIE SANDAHL
- Carrie Sandahl addresses the use of disability in dramaturgy at both the level of the play (the words and actions of the play) and the production (who is employed and cast in the making of the play). In this chapter, she focuses on disabled playwright John Belluso and describes a "watershed" moment in the entertainment industry for disabled actors, directors, writers, and producers.*
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- SONYA FREEMAN LOFTIS
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- 37 "I am Not One of The" and "Cripple Lullaby"** 507
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