

Add Course Request

Submitted on: 2012-02-08 12:06:16

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|---|---|
| 1. COURSE SUBJECT | WGSS |
| 2. COURSE NUMBER (OR PROPOSED NUMBER) | 3257W |
| 3. COURSE TITLE | Feminist Disability Studies |
| 4. INITIATING DEPARTMENT or UNIT | Women's, Gender, and Sexuality Studies (forme |
| 5. NAME OF SUBMITTER | Katherine A Hurley-Dizigan |
| 6. PHONE of SUBMITTER | Phone: +1 860 486 1134 |
| 7. EMAIL of SUBMITTER | Email: kate.hurley@uconn.edu |
| 8. CONTACT PERSON | Nancy A. Naples |
| 9. UNIT NUMBER of CONTACT PERSON (U-BOX) | 2181 |
| 10. PHONE of contact person | Phone: 860-486-1131 |
| 11. EMAIL of of contact person | Email: nancy.naples@uconn.edu |
| 12. Departmental Approval Date | 10/10/2011 |
| 13. School/College Approval Date | 12/13/2011 |
| 14. Names and Dates of additional Department and School/College approvals | |
| 15. Proposed Implementation Date | Term: Fall, Year: 2012 |
| 16. Offered before next printed catalog is distributed? | No |
| 17. General Education Content Area | |
| 18. General Education Skill Code (W/Q). Any non-W section? | W Yes |
| 19. Terms Offered | Semester: Fall Spring Year: Odd_Years |
| 20. Sections | Sections Taught: 1 |
| 21. Student Number | Students/Sections: 19 |
| 22. Clarification: only one session likely to be offered once every other year | |
| 23. Number of Credits | 3 if VAR Min: Max: credits each term |
| 24. INSTRUCTIONAL PATTERN depends on instructor, but likely twice weekly as lecture | |

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| 25. Will this course be taught in a language other than English? | No If yes, then name the language: |
| 26. Please list any prerequisites, recommended preparation or suggested preparation: Prerequisite: ENGL 1010 or 1011 or 3800; Recommended: 1000 level WGSS course; sophomores with consent of instructor | |
| 27. Is Instructor, Dept. Head or Unit Consent Required? | No |
| 28. Permissions and Exclusions: Open only to Juniors or higher | |
| 29. Is this course repeatable for credit? | No If yes, total credits allowed: Allow multiple enrollments in same term? |
| 30. Grading Basis | Graded |
| 31. If satisfactory/unsatisfactory grading is proposed, please provide rationale: | |
| 32. Will the course or any sections of the course be taught as Honors? AsHonors | |
| 33. Additional Details: | |
| 34. Special Attributes: | |
| 35. REGIONAL CAMPUS AVAILABILITY: if a regional campus has someone qualified to teach this class, they may do so – instructors need to be approved by WGSS director in Storrs first | |
| 36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: WGSS 3257W: Feminist Disability Studies Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; Recommended: 1000 level WGSS course; sophomores with consent of instructor Examines the social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, we will explore how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures. | |
| 37. RATIONALE FOR ACTION REQUESTED This is the only course within the WS program that explicitly addresses disability. In this course, disability is widely defined to include a range of impairments, differences, and any other features that could be considered different. We will explore certain ethical issues relating to gender and disability including prenatal testing, ethics of care, and sexual agency. The course is interdisciplinary and will use popular cultural texts including reality television, history, ethics, and autobiography. | |
| 38. SYLLABUS: Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/anp05007- | |

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

a. A brief (2-3 sentences) course description that includes course goals and learning objectives. This course examines the social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, we will explore how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures. In this course, disability is widely defined to include a range of impairments, differences, and any other features that could be considered different. We will also explore certain ethical issues relating to gender and disability including prenatal testing, ethics of care, and sexual agency. The course is interdisciplinary and will use popular cultural texts including reality television, history, ethics, and autobiography to aid our exploration.

b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

Course Texts:

- The Cancer Journals: Special Edition (Aunt Lute Books; 1997) by Audre Lorde
- How to Be a Sister: A Love Story with a Twist of Autism (The Experiment; 2010) by Eileen Garvin
- Mean Little Deaf Queer (Beacon Press; 2009) by Terry Galloway
- Unspeakable: The Story of Junius Wilson (The University of North Carolina Press; 2007) by Susan Burch and Hannah Joyner
- Also additional course readings will be made available through the Husky CT course site. These readings are indicated with a (CT) in the syllabus. All course books are available for purchase through the campus bookstore. You may purchase your books at any bookstore or online retailer.
- All readings should be completed before class.

Requirements:

1. Class Participation and Attendance (10% of grade)
2. Reading Quizzes (12% of grade)
3. Cancer Journals Reflection (15% of grade)
4. Cultural Artifact (8% of grade)
5. Book Review (15% of grade)
6. Final Paper (40% of grade)

Class Participation: The success of this class depends on your participation. As such, all students are expected to come to class having read all of the assigned materials. You do not have to agree with the arguments in the readings. However, you are required to critically engage with the authors we are reading during the semester. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. The class is designed for you to explore aspects related to disability and gender in relation to your personal experiences, the assigned texts, current social situations, and the

lectures. Each student's active participation is crucial for a productive class experience. Students are expected to be respectful of the other students, the instructor, and guests as well as the people in the readings and the films. The class acknowledges and challenges prejudice, discrimination, privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disabilities. Students are required to attend class and finish readings before the class and prepare to discuss the contents.

Reading Quizzes: Throughout the semester, I will be giving 4 quizzes on the contents of the assigned readings. These will consist of short answer, true/false, and multiple choice questions. These quizzes are given to insure that you are keeping up with and comprehending the course readings. The dates for the quizzes are listed in the syllabus. I will be dropping your lowest quiz score. There will be no makeup quizzes allowed. Each quiz is worth 4% of your final grade, for a total of 12%.

Reflection on The Cancer Journals: As part of the class, we are going to be exploring breast cancer, disability identity, and prosthesis. For this paper, you should comment on Lorde and Herndl's views of breast cancer, illness, disability and the use of breast prosthesis. What portions of Lorde's narrative did you find most compelling? What about Herndl's? Write a 4 page reflection on breast cancer and disability. This paper is due on October 5th and is worth 15% of your final grade.

Cultural Artifact: Twice during the semester, you will bring in a cultural artifact of disability to class. These artifacts can be anything that conveys a message of disability including a newspaper article, advertisement in a magazine, piece of junk mail, photo of graffiti, found item on the ground, etc. When it is your turn to bring an artifact to class, you will briefly explain your artifact to the class as well as how the artifact expresses disability. On the second day of class we will sign up for days to bring artifacts. Each artifact presentation is worth 4% of your final grade.

Book Review: For this paper, you will write a 4 page review of either Eileen Garvin's *How to Be a Sister: A Love Story with a Twist of Autism* or Terry Galloway's *Mean Little deaf Queer*. This is your opportunity to spend time critically reflecting on the themes in your chosen book. This is due on October 31st and is worth 15% of your final grade.

W Class Requirement: Research paper: The paper assignment involves completing a term paper of at least 15 double spaced pages (excluding footnotes, bibliography, diagrams, etc.). You will be able to choose a topic within the broad-based area of the disability and gender that is of particular interest to you. This will enable you to explore a topic that we will not have an extended opportunity to examine in the course. You will need to include between 10-12 scholarly sources in your paper.

Once you identify a topic for your paper, please submit a short proposal describing your idea for the paper so that I can make sure you are on the correct path. You are expected to submit drafts of the paper at least two times throughout the semester. At each of these three stages of development, I will give you feedback on both the content and writing style. You will also submit your final draft to a classmate for peer review. Your final grade on the paper will be

based on the quality of your argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts. Additionally, will give a short presentation on your research paper during the last week of class. Final papers should be posted on the course Husky CT site no later than our scheduled final exam time.

Important dates to consider:

- Proposals due on 9/21
- List of references or 1st drafts due in class on 10/19
- For those choosing the paper assignment, a 2nd draft due in class on 11/9 – Bring 2 copies
- Final papers, annotated bibliographies, or literature reviews are due during our final exam period.
- This paper is worth 40% of your final grade and is due during our scheduled final exam period.

c. List the major themes, issues, topics, etc., to be covered.

Week 1: Course Descriptions / Defining Disability

Week 2: Disability Rights

Week 3: Feminism, Disability, and Foundations / Social Model of Disability

Week 4: Experiences of Disablement

Week 5: Cancer, Illness and Prosthesis

Week 6: Eugenics / Physician Assisted Suicide/ Media Representations

Week 7: Neurodiversity

Week 8: Disability and Queerness

Week 9: Queerness and Sexuality

Week 10: Constructing Difference / Freak Shows / Eugenics

Week 11: Racism, Intersectionality and Junius Wilson

Week 12: Junius Wilson / HIV/AIDS and the Politics of Cure

Week 14: Mothering, Reproduction, and Selective Abortion

Week 13: Thanksgiving Break – No Class – November 21st and 23rd

Week 15: Disabled Masculinity

d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.

n/a

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

n/a

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**

d. Diversity and Multiculturalism:

43. **International:**

e. **Q course:**

f. **W course:**

this class requires 2 four page writing assignments (each worth 15% of final grade) and a 15 page final paper (worth 40% of the final grade) that students will work on over the course of the semester and put through instructor-guided drafts prior to the final submission of this paper at the end of the semester.

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

syllabus updated and replaced

43. SUPPLEMENTARY INFORMATION:

ADMIN COMMENT:

Senate approved W 12/10/12 // GEOCWapp_111512AP. newW_020812AP.

**WGSS 3257W Feminist Disability Studies
Fall 2011**

Instructor: Michael Gill

Office Hours: Monday and Wednesday 11:00 to 12:00 and by appointment

Office: Beach 419

Email: michael.gill@uconn.edu

Class: **2:00 to 3:15 Monday and Wednesday
ARJ 139**

Course Description: This course examines the social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, we will explore how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures. In this course, disability is widely defined to include a range of impairments, differences, and any other features that could be considered different. We will also explore certain ethical issues relating to gender and disability including prenatal testing, ethics of care, and sexual agency. The course is interdisciplinary and will use popular cultural texts including reality television, history, ethics, and autobiography to aid our exploration.

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All readings should be completed before class.

Requirements:

1. **Class Participation and Attendance (10% of grade)**
2. **Reading Quizzes (12% of grade)**
3. **Cancer Journals Reflection (15% of grade)**
4. **Cultural Artifact (8% of grade)**
5. **Book Review (15% of grade)**
6. **Final Paper (40% of grade)**

NOTE: You cannot pass this course without a passing grade on the final paper.

Class Participation:

The success of this class depends on your participation. As such, all students are expected to come to class having read all of the assigned materials. You do not have to agree with the arguments in the readings. However, you are required to critically engage with the authors we are reading during the semester. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. The class is designed for you to explore aspects related to disability and gender in relation to your personal experiences, the assigned texts, current social situations, and the lectures. Each student's active participation is crucial for a productive class experience. Students are expected to be respectful of the other students, the instructor, and guests as well as the people in the readings and the films. The class acknowledges and challenges prejudice, discrimination, privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disabilities. Students are required to attend class and finish readings before the class and prepare to discuss the contents.

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for the quizzes are listed in the syllabus. I will be dropping your lowest quiz score. There will be no makeup quizzes allowed. **Each quiz is worth 4% of your final grade, for a total of 12%.**

Reflection on *The Cancer Journals*

As part of the class, we are going to be exploring breast cancer, disability identity, and prosthesis. For this paper, you should comment on Lorde and Herndl's views of breast cancer, illness, disability and the use of breast prosthesis. What portions of Lorde's narrative did you find most compelling? What about Herndl's? Write a 4 page reflection on breast cancer and disability. This paper is due on **October 5th and is worth 15% of your final grade.**

Cultural Artifact:

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Book Review:

For this paper, you will write a 4 page review of either Eileen Garvin's *How to Be a Sister: A Love Story with a Twist of Autism* or Terry Galloway's *Mean Little deaf Queer*. This is your opportunity to spend time critically reflecting on the themes in your chosen book. **This is due on October 31st and is worth 15% of your final grade.**

Final Paper:

You are expected to write an 15 page paper on one aspect of disability and gender. This is your chance to research what interests you regarding disability in an intersectional framework. You are expected to use 6 scholarly sources. **At the end of week 3 you will submit a proposal that includes a tentative title, description of your paper, and at least 3 relevant references on the topic. At the end of week 6 you will submit a first draft of the paper. I will review and provide comments to you for revision of the paper. At the end of week 9 you will submit a second draft that will incorporate my comments. This paper is worth 40% of your final grade and is due during our scheduled final exam period. NOTE: You cannot pass this course without a passing grade on the final paper.**

Course Policies:

Attendance – You are strongly encouraged to attend every class. If you wish you get an absence excused, you will need to provide documentation. If you are having trouble attending class for whatever reason, please talk to me when the problem first arises. If you do miss a class, it is your responsibility to obtain the missed information from a fellow student in the class.

Assignments – **Late assignments are not accepted.** You are required to hand-in your assignments in person. Additionally, you are required to post an electronic copy of your papers to the course Husky CT site.

Grading Policy -

| | | |
|----------------|----------|----------|
| A 100-94 | A- 93-90 | |
| B+ 89-87 | B 86-84 | B- 83-80 |
| C+ 79-77 | C 76-74 | C- 73-70 |
| D+ 69-67 | D 66-64 | D- 63-60 |
| F 60 and below | | |

Papers – All papers are to be completed using a word processing program, in 12 point Times New Roman font. The papers should be double-spaced with one inch margins and page numbers. All papers should be proofread and utilize consistent citing formats (e.g. MLA, APA, Chicago). A separate works cited page is required. Papers will be graded for grammar, readability, a coherent and persuasive argument, and connections to the course materials. The writing center is available to help you with improving your writing ability:

<http://www.writingcenter.uconn.edu/index.php>

Plagiarism – Plagiarism is a serious violation of university codes on academic integrity. Plagiarizing material from the web, printed sources, other students' work, or any other source constitutes grounds for failure in this course. Incidents of plagiarism may also be brought before the university judiciary board resulting in further disciplinary action. Students uncertain of the definition of plagiarism must ask the instructor prior to submitting their work. Information about the university policy on academic integrity can be found at the Office of Student Services and Advocacy: <http://www.ossa.uconn.edu/> If you have any questions about what constitutes plagiarism ask the instructor.

Students with Disabilities- To obtain accommodations for this course, students with disabilities should contact the Center for Students with Disabilities and the instructor in charge as soon as possible. The student will need to contact the center at 860-486-2020 (voice) or 860-486-2077 (TDD). I also recognize that at times the class might not be accessible, despite efforts to ensure universal access. Please contact me if you find that lecture or discussion format to be not accessible to your learning style. Additionally, if the facilities are inaccessible please let me know. I am committed to making your learning experience as accessible as possible.

Cell phones, Facebook, Laptops – As a matter of courtesy and for your educational purpose, please refrain from answering your cell phone in class or using your phone to send text messages. Phones should be silenced or turned off during class. Laptops should be used to take notes for the class, not accessing your Facebook page, surfing the Internet, checking emails or chatting with friends.

Course Schedule:**Week 1: Course Descriptions / Defining Disability**

August 29th

- Class Canceled (Hurricane Irene)

August 31st

- Introduction to Course
- Screening of *Vital Signs: Crip Culture Talks Back*

Week 2: Disability Rights

September 5th

- **Labor Day – No class**

September 7th

- Shapiro, “Tiny Tim, Supercrrips, and the End of Pity” (CT)
- Longmore, “The Second Phase: From Disability Rights to Disability Culture” (CT)
- Marie Wade, “I am Not One of The” and “Cripple Lullaby” (CT)

Week 3: Feminism, Disability, and Foundations / Social Model of Disability

September 12th

- Shakespeare, “The Social Model of Disability” (CT)
- Wendell, “Toward a Feminist Theory of Disability” (CT)
- Screening of *When Billy Broke His Head*

September 14th

- Garland Thomson, “Integrating Disability, Transforming Feminist Theory” (CT)
- Wendell, “Who Is Disabled? Defining Disability” (CT)
- Bell, “Is Disability Studies Actually White Disability Studies?” (CT)

Week 4: Experiences of Disablement

September 19th

- Linton, “Conscripts to the Calvary,” “Brave New World” and “Pleasures and Freedoms” (CT)
- **Quiz #1**

September 21st

- Mairs, “Ups and Downs” and “Plunging In” (CT)
- Finger, “Helen and Frida” (CT)
- Clare, “Gawking, Gaping, Staring” (CT)

Week 5: Cancer, Illness and Prosthesis

September 26th

- Lorde, *The Cancer Journals*, pgs. 7 - 55

September 28th

- Lorde, *The Cancer Journals*, pgs. 56-99
- Price Herndl, “Reconstructing the Posthuman Feminist Body Twenty Years after Audre Lorde’s *Cancer Journals*” (CT)

Week 6: Eugenics / Physician Assisted Suicide/ Media Representations

October 3rd

- Longmore, “Elizabeth Bouvia, Assisted Suicide, and Social Prejudice” (CT)
- McBryde Johnson, “Unspeakable Conversations” (CT)
- Haller, “Not Worth Keeping Alive? *New York Times* Narratives About Assisted Suicide” (CT)

October 5th

- Haller, “Media Advocacy and Films: The ‘Million Dollar Baby’ Effect” (CT)
- Watch *Shameless: The Art of Disability* (streaming through the library)
- Class screening of clips from *Million Dollar Baby*, *The Sea Inside*, *Shameless*
- **Cancer Journals Reflection Due**

Week 7: Neurodiversity

October 10th

- Garvin, *How to Be a Sister*, Chapters 1-6
- **Quiz #2**

October 12th

- Garvin, *How to Be a Sister*, Chapter 7-11
- Class Screening of *Loving Lampposts*

Week 8: Disability and Queerness

October 17th

- McRuer, “Introduction: Compulsory Ablebodiedness and Queer/Disabled Existence” (CT)
- Galloway, *Mean Little deaf Queer*, pgs. ix-70.

October 19th

- Galloway, *Mean Little deaf Queer*, pgs. 73-163
- Class screening of *Annie Dearest* and other MickeeFaust YouTube videos, starring Terry Galloway.

Week 9: Queerness and Sexuality

October 24th

- Galloway, *Mean Little deaf Queer*, pgs. 167-228
- Class screening of *Sound and Fury*

October 26th

- Siebers, “A Sexual Culture for Disabled People” (CT)
- Shakespeare, “The Sexual Politics of Disabled Masculinity” (CT)
- Koppers and Marcus, “Selections from Cripple Poetics”
- Class screening of clips from *Sins Invalid*

Week 10: Constructing Difference / Freak Shows / Eugenics

October 31st

- Garland Thomson, "The Cultural Work of American Freak Shows, 1835-1940" (CT)
- Bogdan, "The Social Construction of Freaks" (CT)
- **Book Review Due**

November 2nd

- Lisa Lindquist Dorr, "Arm in Arm: Gender, Eugenics, and Virginia's Racial Integrity Acts of the 1920s" (CT)
- Anna Stubblefield, "Beyond the Pale": Tainted Whiteness, Cognitive Disability, and Eugenic Sterilization" (CT)
- Class screening of clips from *Are You Fit to Marry*

Week 11: Racism, Intersectionality and Junius Wilson

November 7th

- Burch and Joyner, *Unspeakable*, 1-90
- **Quiz #3**

November 9th

- Burch and Joyner, *Unspeakable*, 91-162

Week 12: Junius Wilson / HIV/AIDS and the Politics of Cure

November 14th

- Burch and Joyner, *Unspeakable*, 163-216
- Erevelles and Miner, "Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality" (CT)

November 16th

- McRuer, "Critical Investments: AIDS, Christopher Reeve, and Queer/Disability" (CT)
- Munoz, "Pedro Zamora's Real World of Counterpublicity: Performing an Ethics of Self" (CT)

Week 13: Thanksgiving Break – No Class – November 21st and 23rd

Week 14: Mothering, Reproduction, and Selective Abortion

November 28th

- Baily, "Why I had an Amniocentesis" (CT)
- Ralston, "Reflections from the Trenches: One Doctor's Encounter with Disability Rights Arguments" (CT)
- Saxton, "Disability Rights and Selective Abortion" (CT)

November 30th

- Landsman, "On Mothering, Models, and Disability Rights" (CT)

- Millet-Gallant, “Sculpting Body Ideals: Alison Lapper Pregnant and the Public Display of Disability” (CT)

Week 15: Disabled Masculinity

December 5th

- Shuttleworth, “Disabled Masculinity: Expanding the Masculine Repertoire” (CT)
- Ferris, “Uncovery to Recovery: Reclaiming One Man's Body on a Nude Photo Shoot” (CT)
- **Quiz #4**

December 7th

- Lindemann and Cherney, “Communicating In and Through ‘*Murderball*’: Masculinity and Disability in Wheelchair Rugby” (UW)
- Kudlick, “The Blind Man’s Harley: White Canes and Gender Identity in America” (CT)
- Class Screening of Clips of *Murderball*

Final Paper/ Project Due Monday December 12th – 3:30pm