

ENG 6075 Spring 2018  
R 6-8 (12:50-3:50)  
Professor Delia Steverson

Office Hours: T, R 10:30-11:30 or by appointment  
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## Disability Studies

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“...*Disability is everywhere once you start noticing it.*”  
--Rosemarie Garland-Thomson

Disability Studies is a wide, diverse, and vastly-growing field of academic inquiry. Often interdisciplinary in perspective, Disability Studies explores the ways in which disability as a category has been created, (re)defined, and maintained across time, groups, and spaces. This course introduces students to the field of Disability Studies to explore how disability is understood in relation to what it means to be human. We will explore issues of access, care, illness, trauma, impairment, pain, and other subjects in relation to matters of disability, race, sex, and gender. This course is not meant to be exhaustive, but rather give students breadth across intersections of disability, including history, culture, literature, law, education, and debates in the field. It is the aim of this course that students can take the concepts learned throughout the semester and apply them to their own interests.

### Required Texts

- ✚ Kim Nielsen—*A Disability History of the United States* (2012)
- ✚ Nancy Mairs—*Waist High in the World* (1996)
- ✚ Meri Nana-Ama Danquah—*Willow Weep for Me: A Black Woman's Journey Through Depression* (1998)
- ✚ Suzan Lori Parks—*Venus* (1996)
- ✚ Rosemarie Garland-Thomson—*Extraordinary Bodies: Figuring Disability in American Culture and Literature\** (1997)
- ✚ Mark Haddock—*The Curious Incident of the Dog in the Night-Time* (2003)
- ✚ Toni Morrison—*Sula* (1973)
- ✚ David Conner, Beth Ferri, and Subini Annamma—*DisCrit: Disability Studies and Critical Race Theory in Education* (2016)

*Note: Secondary sources are located on Canvas via Course Reserves, except where the urls are specifically given on the syllabus.*

## Course Requirements and Grade Distribution

### + Discussion Leader

- **Twice** throughout the semester, (one by yourself and the other in collaboration with a partner) you will be required to lead discussion for the chosen texts of the day. The way you choose to lead discussion is up to you. The point is to give the class critical points of departure for discussing that day's texts. It doesn't mean that you have to fill *every* minute. Feel free to be creative. For instance, you can bring in outside texts (blogs, current events, films, art, music, literature, etc) or create an in-class assignment. Whatever your "lesson plan" will be for that day, please **email to me by 5pm the Tuesday before** the Thursday you present, your lesson plan that includes **6-8 discussion questions**. For the day that you co-lead, you will write an additional **1 page response** about your process. Questions that you might consider include: How was it working with your partner? How did the experience team leading differ from leading alone? Which do you prefer? Why? What did you find the most useful about collaborating? The most difficult? Enjoyable?

### + Proposal/Annotated Bibliography

- You will write a short (**2-3 page**) proposal outlining your topic for your final seminar paper. In your proposal you may choose to include your thesis, research questions, points of concern, importance of your research, roadmap for your final paper, etc. Your annotated bibliography should include **6-8 sources**. Both should be written in MLA formatting.

### + Abstract

- You will craft a **200-250 word** abstract of your conference presentation. Email me your abstract **and a two sentence biography** by Wednesday 4/11 at 5pm. I will then name our conference panel and circulate the abstracts to the class before the panel on Thursday.

### + Conference Presentation

- You will deliver a **15-20-minute** presentation of your research to the class. You will need to time yourself, but it is generally eight pages double-spaced.

### + Seminar Paper

- Your final seminar paper (**18-20 pages**) will be an extension of your conference paper.

**Attendance and Participation**—It should go without saying that attendance and participation in a graduate seminar are imperative to your success in the program. However, I do understand that sometimes things happen. If you miss one class (due to extraordinary circumstances) there will be no penalty. If you miss two classes, I will subtract a half of letter grade from your final grade. Three or more absences will result in a failure of the course.

**Late Work**—Any assignments that are turned in after the due date will be penalized half a letter grade for each day the assignment is late.

**Disability accommodation**—Should you be in need of accommodation, register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide me with the appropriate accommodations. Likewise, as this is a Disability Studies course, I will strive as the professor, and I want you to strive as the student, to make our classroom accessible for all learners.

## Schedule of Readings

- Week 1     **Introducing Disability Studies**  
1/11       Introduction, Syllabus
- Week 2     Tobin Siebers—*Disability Theory* Chapter 1 “Introduction”  
1/18       Simi Linton—*Claiming Disability* Chapters 1-2\*  
            Lennard Davis—*Enforcing Normalcy* Chapter 1\*  
            Chris Bell—“Introducing White Disability Studies: A Modest Proposal”  
            In Class: *Lives Worth Living* (2011)
- Week 3     **Disability and History**  
1/25       Kim Nielsen—*A Disability History of the United States* Introduction, Chapters 4-5, 7, 8  
            In Class: *Criminal* Podcast Episode #27: “No Place Like Home”  
            <http://www.thisiscriminal.com/episode-27-no-place-like-home-9-25-2015/>  
  
            Discussion Leader(s): \_\_\_\_\_
- Week 4     Steven Noll— *Feeble-Minded in Our Midst* Introduction, Chapters 4-5  
2/1       Douglas Baynton—“Disability and Justification of Inequality in American History”  
            Susan Burch & Hannah Joyner—*Unspeakable: The Story of Junius Wilson* Introduction, Chapters 1-2  
            **Guest Speaker: Dr. Steven Noll, Department of History**
- Week 5     **Disability and Memoir**  
2/8       Nancy Mairs—*Waist High in the World*  
            Thomas G. Couser—“Introduction” in *Recovering Bodies: Illness, Disability, and Life Writing*  
            Timothy Barrett—“De-individualising Autobiography: A Reconsideration of the Role of Autobiographical Life Writing Within Disability Studies”  
  
            Discussion Leader(s): \_\_\_\_\_ **Yvonne** \_\_\_\_\_
- Week 6     Meri Nana-Ama Danquah—*Willow Weep for Me: A Black Woman’s Journey Through Depression*  
2/15       Anna Mollow—“‘When Black Women Start Going on Prozac’: Race, Gender, and Mental Illness in Meri Nana-Ama Danquah’s *Willow Weep for Me*”  
            Susan Wendell—“Unhealthy Disabled: Treating Chronic Illnesses as Disabilities”  
  
            Discussion Leader(s): \_\_\_\_\_ **Corinne** \_\_\_\_\_
- Week 7     **Disability and Culture**

2/22 Suzan Lori Parks—*Venus*  
Rosemarie Garland-Thomson—*Extraordinary Bodies* Chapters 1 and 3\*  
In Class: Tod Browning's *Freaks* (1932)

Discussion Leader(s): \_\_\_\_\_ **Andrea** \_\_\_\_\_

Week 8 Robert McRuer—"Compulsory Able-Bodiedness and the Queer/Disabled Existence" in *Crip*  
3/1 *Theory*  
Watch: Greg Walloch—"Fuck the Disabled"  
Paul Longmore—"Screening Stereotypes" in *Why I Burned My Book*  
Ann Millett-Gallant—"Sculpting Body Ideals: *Alison Lapper Pregnant* and the Public Display of  
Disability (for this article, please reference <http://marcquinn.com/artworks/alison-lapper> to see  
the sculpture)

Discussion Leader(s): \_\_\_\_\_ **Andrea and Delia** \_\_\_\_\_

Week 9 **NO Class Spring Break**  
3/8

Week 10 **Disability and Literature**

3/15 Mark Haddock—*The Curious Incident of the Dog in the Night-Time*

Michael Bérubé—"Disability and Narrative"

Greg Olear—"When Popular Novels Perpetuate Negative Stereotypes: Mark Haddon, Asperger's  
and Irresponsible Fiction" [https://www.huffingtonpost.com/greg-olear/curious-incident-dog-  
night-time\\_b\\_1099692.html](https://www.huffingtonpost.com/greg-olear/curious-incident-dog-night-time_b_1099692.html)

Discussion Leader(s): \_\_\_\_\_ **Claire and Yvonne** \_\_\_\_\_

Week 11 Toni Morrison—*Sula*

3/22 Trudier Harris—"This Disease called Strength: Some Observations on the Compensating  
Construction of Black Female Character." *Literature and Medicine*. 14.1 (1995) 109-126.  
<https://muse.jhu.edu/article/20105>

Rosemarie Garland-Thomson—*Extraordinary Bodies* Chapter 5\*

**Proposals due**

Discussion Leader(s): \_\_\_\_\_ **Rachal** \_\_\_\_\_

Week 12 **Disability and Education/Law**

3/29 David Conner, Beth Ferri, and Subini Annamma—*DisCrit: Disability Studies and Critical Race  
Theory in Education* Touchstone Text and Chapters 2, 10, 11

Nirmala Erevelles—"Crippin' Jim Crow: Disability, Dis-Location, and the School-to-Prison  
Pipeline"

In Class: *In His Own Home* (2016)

**Annotated Bibliography due**

Discussion Leader(s): \_\_\_\_\_ **Rachal and Corinne** \_\_\_\_\_

Week 13 **Dr. Dee at a Conference**

4/5

Week 14 Conference Presentations (Abstract and two-sentence biography due 4/11 by 5pm)  
4/12

Week 15 **Growing Disability Studies**

4/19 Shaun Grech—"Decolonising Eurocentric Disability Studies: Why Colonialism matters in the Disability and Global South Debate"

Helen Meekosha and Russell Shuttleworth—"What's so 'critical' about Critical Disability Studies?"

Julie Minich—"Enabling Whom? Critical Disability Studies Now" <http://csalateral.org/issue/5-1/forum-alt-humanities-critical-disability-studies-now-minich/>

Discussion Leader: \_\_\_\_\_ **Claire** \_\_\_\_\_

Final Seminar Paper due on Canvas **April 29<sup>th</sup> by 11pm.**

\*denotes full text available on-line through the library