**U.S. Disability History**

**History 3307, Spring 2013**

**Tuesday & Thursday, 11:00 am-12:20 pm**

**Preston Hall 210**

**Professor:** Dr. Sarah Rose

**Office:** University Hall 328

**E-mail:** [srose@uta.edu](mailto:srose@uta.edu)

**Office Hours:** Tuesday & Thursday 2 pm-3:30 pm; and by appointment

**COURSE DESCRIPTION**

Twenty percent of Americans have a disability, but the experiences of most disabled people remain invisible to us. This course will explore the changing lives of people with disabilities—from railroad workers and rights activists to wheelchair athletes and participants in freak shows—as well as the history of disability policy and conceptions of disability. Rather than treating disability as merely a medical impairment, we will investigate the historical and cultural variability of disability during the nineteenth and twentieth centuries. Our explorations in disability history will also offer a new way of looking at classic topics in American history, such as citizenship, work, gender, education, and the civil rights movement.

This course will be taught as a seminar-style, discussion-focused course with limited lectures and is accessible to non-majors. We will spend most of our time in class talking about the readings, films, or historical documents.  Specific topics will include the eugenics movement, cyborgs, slavery and disability, President Franklin Delano Roosevelt and other disability celebrities, freak shows, disabled veterans, and the Deaf community.

**COURSE GOALS**

1. Students will be able to discuss major themes in U.S. disability history, such as the rise of asylums, the impact of the eugenics and rehabilitation movements, and the development of the disability rights movement and disability culture(s).
2. Students will be able to explain the ways in which policymakers and ordinary people have defined and experienced disability and how these notions and experiences have changed throughout U.S. history.
3. Students will be able to create well-supported arguments about the history of disability in the United States using both primary and secondary sources.

**REQUIRED TEXTS (available at the UTA Bookstore & on 2-hour reserve at the Central Library)**

Ernest Freeberg, *The Education of Laura Bridgman: First Deaf and Blind Person to Learn Language* (Harvard University Press, 2001)

Nora Ellen Groce, *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha’s Vineyard* (Harvard University Press, 1985)

Paul K. Longmore, *Why I Burned My Book and Other Essays on Disability* (Temple University Press, 2003)

Paul K. Longmore and Lauri Umansky, eds., *The New Disability History: American Perspectives* (NYU Press, 2001)

Kim E. Nielsen, *A Disability History of the United* States (Beacon Press, 2012)

Fred Pelka, *What We Have Done: An Oral History of the Disability Rights Movement* (University of Massachusetts Press, 2012)

**BLACKBOARD MATERIALS**

All other readings will be available on the class Blackboard site. You can access these materials at <http://elearn.uta.edu> and logging in with your UTA NetID and password. Select HIST 3307, then select “Readings”. The readings are organized by the due date.

Please bring all readings under discussion to class.

**GRADING**

Participation and attendance 200 points (20%)

Reading responses 200 points (20%)

Two short papers 125 points each (25% total)

Midterm 150 points (15%)

Final or research paper 200 points (20%)

**Grading scale:** A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points;   
F = 599 points and below. I will take improvement into account when calculating your final grade.

I will post grades for blog entries, papers, and the exams on Blackboard, as well as a midterm progress grade for participation.

***Regular class attendance and participation (200 points or 20%):*** As with any course, participation is crucial for success in this class. Good participation involves three inter-connected elements: preparation, attendance, and engaged participation.

Preparation: I expect you to prepare by critically reading the assigned materials *before class*. I strongly advise that you mark up the readings and/or take notes and bring these notes to class. *Please bring make sure to bring all readings under discussion to class.*

Attendance: You cannot participate unless you attend class and arrive on time. I understand that the unexpected can occur, and you are *allowed three* *unexcused absences* without affecting your grade. Regular tardiness or early departures will also affect your grade. If you miss class for a legitimate reason (documented family emergency, illness, athletic team event, etc.), you must contact me in advance if at all possible. Each class, I will pass around a sign-in sheet. It is your responsibility to make sure that you sign in.

0-3 unexcused absences A = maximum participation grade

4 unexcused absences B = maximum participation grade

5 unexcused absences C = maximum participation grade

6 unexcused absences D = maximum participation grade

7+ unexcused absences F = maximum participation grade

Engaged Participation: Good participation means contributing thoughtfully to discussions and in-class activities and demonstrating careful consideration of the readings. It also means asking good questions just as much as knowing how to answer a question. During discussions, please keep in mind that the goal is balanced participation. If you find yourself hogging the floor, please yield it. If you find yourself being a wallflower, please speak up. At the midpoint of the semester, I will give each student a written progress report on how I think she or he is doing and also post a tentative progress grade on Blackboard.

***Reading responses (200 points or 20%)*:** By 9:30 am before every class, you must you must make a 1-2 paragraph post of the class blog at <http://blog.uta.edu/13sphist3307-001> responding to the question that I post. Your response should directly engage with the readings (e.g., quotes or examples); please give a page number if you use a quote. I strongly encourage you to read each other’s responses.

Starting on January 22, I will grade every entry (25 total) on the following basis, but will drop your 5 lowest scores. Each entry is worth 10 points.

**Strong (9.5 points)**

* Answers *entire* question thoughtfully and covers all assigned readings
* Engages with central points from the reading(s) and supports argument (or “muddiest point”) with appropriate examples and quotes

**Acceptable (8.25 points)**

* Answers most of question well and covers most of readings well (may be stronger on one reading than other)
* Engages with some major points of readings; provides some support for argument/muddiest point but could be more thorough

**Weak (7 points)**

* Answers only part of question
* Minimal or no engagement with readings or offer examples/quotes to support “muddiest point” or argument
* Suggests only a passing glance at readings

You will have the opportunity to do a trial run on January 17; I will send comments on those entries but will not grade them.

If you must miss class for an excused absence, please do your best to post your reading response on time. If that is not possible, please contact me to make alternate arrangements. Reading responses are not required for the following days: January 14, January 17 (optional trial run), January 31, March 5, and March 28.

***Two short papers (125 points each; 25% total):***For the first paper (3 pages), I will ask you to interview a person with a disability and then use your interview to think through the definitions of disability that we have talked about in class. The first paper must be uploaded to Blackboard by Tuesday, January 31 at 11 am. No blog will be required that day.

The second paper (3-4 pages) will focus on the film *Freaks* and related readings and must be uploaded to Blackboard by Thursday, March 28 at 11 am. A reading response will not be required that day.

Grades for written work will be based on both the content and the quality of writing. Your paper must be typed in a standard 12-point font (e.g., Times, not Courier). You must properly cite all quotes, paraphrases, and ideas. We will discuss proper citation format in class.

I will be happy to look at outlines and drafts if given advance notice (i.e., not the night before a paper is due). You may also wish to consult with the Writing Center (http://www.uta.edu/owl/services.htm). *Make sure to have someone else proofread your paper for you before you turn it in.*

***Take-home midterm (150 points or 15%):*** The midterm essay questions will be posted on Blackboard before class on Tuesday, October 5. The midterm must be uploaded to Blackboard by Thursday, February 28 at 11 am. There will be no reading or blog due for February 28, but we will have class that day.

***Take-home final or research paper (200 points or 20%):*** The essay questions for the final will be posted on Blackboard before class on Tuesday, April 30. The final (or research paper) is due Tuesday, May 7 by 1:30 pm. The final will be comprehensive in nature but will focus on the second half of the class.

Alternatively, you may choose to write a 7-8 page research paper on a disability history topic of your choosing (approved by me). Please meet with me to discuss potential topics by March 7; I will also ask you to submit a short proposal (one page maximum) with a summary of your topic and your planned sources by April 2.

**Etiquette**

I strive to create a respectful, distraction-free learning environment. Please be respectful of the class and your fellow students.*You are expected to arrive on time and remain for the duration of the class.* Please inform me if you need to leave early. *Cell phones and pagers must be turned off during class.*

If you are regularly absent, routinely arrive late or leave the room during the middle of class, use your laptop for anything other than taking notes, read non-course materials during class, engage in chitchat during class, or otherwise neglect to participate, I will not give you the benefit of the doubt if your final grade is on the border between two grades.

**Other notes on grading**

1. I will grant extensions on the short papers in cases of legitimate need, but you must request an extension at least 24 hours before the paper is due (except in case of emergency). Late assignments will docked one grade per day. Make-up exams will only be offered with a documented, legitimate excuse (e.g., police report or doctor’s note).
2. I will consider improvement in your work over the course of your semester when calculating your final grade.
3. You must complete all assignments to pass the course.

**IMPORTANT POLICIES**

This syllabus is subject to revision over the course of the semester. I will notify you about any changes in class and by e-mail.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

Reasonable accommodations for people with disabilities can be made by talking with the professor as early in the semester as possible. Solutions that benefit one student can end up helping the class as a whole, so please feel free to come forward with any questions or suggestions inside or outside of class. In order for me to make accommodations, you must document your disability through the Office for Students with Disabilities (University Hall Room 102; 817-272-3364). Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.

**Dishonesty Policy:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.   
  
"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

**My Plagiarism Policy:** If you copy someone else’s words or ideas—from the internet, books, other people’s papers, encyclopedias, among other sources—without crediting them and using quotation marks for any direct quotes, you are committing plagiarism. If you change just a few words and do not credit the author, that is also plagiarism. If you have any questions, please see me or consult Charles Lipson’s *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*, 2nd edition (Chicago, 2008) in the library.

Penalties for plagiarism on the papers or exams will range from a zero on the assignment to an F in the class. I also will report you to the Office for Student Conduct, which might lead to suspension or expulsion.

**Drop Policy**:I am not allowed to drop you if you stop attending class. You will need to drop this course yourself. The final day to do so is March 29.

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, veterans’ services, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 (<http://www.uta.edu/uac/maverickscholars/student-success-programs>) for more information and appropriate referrals.

**E-Culture Policy:** The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation are only sent to students through email. All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**SCHEDULE OF TOPICS AND READINGS**

**INTRODUCTIONS**

**Tuesday, January 15: Introductions**

* Print and read the full syllabus and bring any questions to class

**Thursday, January 17: What is disability?**

* Paper topic #1 posted on Blackboard
* Longmore, *Why I Burned My Book*, introduction and ch.1 & 7: “Disability Watch,” & “Screening Stereotypes,” pp. 1-32, 131-146

**Tuesday, January 22: What is disability? (continued)**

* Groce, *Everyone Here Spoke Sign Language*, introduction and ch. 5-8 (pp. 1-11, 50-110)

**DISABILITY IN EARLY AMERICA**

**Thursday, January 24: Early conceptions of disability**

* Nielsen, *A Disability History of the United States*, introduction, ch.1-3 and part of 4, pp. xi-xxiii, 1-40
* Excerpts from colonial poor laws **(Blackboard)**

**Tuesday, January 29: Race, class, and disability in the early United States**

* Nielsen, *A Disability History of the United States*, pp. 41-65, 75-77
* Dea H. Boster, “An ‘Epeleptick’ Bondswoman: Fits, Slavery, and Power in the Antebellum South,” *Bulletin of the History of Medicine* 83, no. 2 (Summer 2009): 271-301 **(Blackboard)**
* Excerpts from Simon P. Newman, *Embodied History: The Lives of the Poor in Early Philadelphia* (University of Pennsylvania Press, 2003), pp. 111-113, and Peter Linebaugh and Marcus Rediker, *The Many Headed-Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (Beacon Press, 2000), pp. 160, 163-164 **(Blackboard)**

**Thursday, January 31: Family, community, and disability in antebellum America**

* Penny L. Richards and George H. S. Singer, “‘To Draw Out the Effort of His Mind’: Educating a Child with Mental Retardation in the Early Nineteenth-Century South,” *Journal of Special Education* 31, no. 4 (Winter 1998): ppp. 443-466 **(Blackboard)**
* Alice R. Wexler, “Chorea and Community in a Nineteenth-Century Town,” *Bulletin of the History of Medicine* 76, no. 3 (Fall 2002): 495-527 **(Blackboard)**

**THE RISE OF ASYLUMS AND DISABILITY CELEBRITIES**

**Tuesday, February 5: The asylum movement**

* Paper #1 due in class at 11 am; no reading response required

**Thursday, February 7: The asylum movement (continued)**

* Freeberg, *The Education of Laura Bridgman*, introduction and ch. 1-2 (pp. 1-48)
* Excerpt from Dorothea Dix, *Memorial to the Legislature of Massachusetts, January 1, 1843* **(Blackboard)**
* Samuel Gridley Howe, “A Selection from *Report Made to the Legislature of Massachusetts Upon Idiocy* (1848)” from *Mental Retardation in America*, pp. 23-26 **(Blackboard)**

**Tuesday, February 12: Disability celebrities**

* Freeberg, *The Education of Laura Bridgman*, ch. 3-5 (pp. 49-108)

**Thursday, February 14: Disability and science**

* Freeberg, *The Education of Laura Bridgman*, ch. 6-9 (pp. 109-190)

**Tuesday, February 19: Evaluating nineteenth-century asylums**

* Questions for take-home midterm posted on Blackboard
* Freeberg, *The Education of Laura Bridgman*, ch. 10 and “Legacy” (pp. 190-221)
* James E. Moran, “Asylum in the Community: Managing the Insane in Antebellum America,” *History of Psychiatry* (1998): 217-240 **(Blackboard)**
* Elizabeth Packard documents **(Blackboard)**

**CITIZENSHIP AND EUGENICS**

**Thursday, February 21: Reconstructing disability after the Civil War**

* Nielsen, *A Disability History of the United States*, pp. 78-87
* Davis McDaid, “‘How a One-Legged Rebel Lives’: Confederate Veterans and Artificial Limbs in Virginia,” in Katherine Ott, David Serlin, and Stephen Mihm, eds., *Artificial Parts, Practical Lives: Modern Histories of Prosthetics in America* (NYU Press, 2002), pp. 119-143 **(Blackboard)**
* Douglas C. Baynton, “‘A Silent Exile on this Earth’: The Metaphorical Construction of Deafness in the Nineteenth Century,” *American Quarterly* 44, no. 2 (June 1992): pp. 216-243 **(Blackboard)**

**Tuesday, February 26: Disabled citizens?**

* In *The New Disability History*: Douglas C. Baynton, “Disability and the Justification of Inequality in American History,” pp. 33-57
* Douglas C. Baynton, “‘The Undesirability of Admitting Deaf Mutes’: American Immigration Policy and Deaf Immigrants, 1882-1924,” *Sign Language Studies* 6, no. 4 (Summer 2006): ppp. 391-415 **(Blackboard)**
* Examples of “ugly laws” from Susan M. Schweik, *The Ugly Laws: Disability in Public* (New York University Press, 2009), pp. 201-206 **(Blackboard)**

**Thursday, February 28: The Deaf community**

* Midterm due on Blackboard before class; no reading response required

**Tuesday, March 5: The eugenics movement**

* Nielsen, *A Disability History of the United States*, pp. 100-102, 110-124
* Martin Pernick, “Defining the Defective: Eugenics, Aesthetics, and Mass Culture in Early-Twentieth-Century America,” in *The Body and Physical Difference: Discourses of Disability*, ed. David T. Mitchell and Sharon L. Snyder (University of Michigan Press, 1997), pp. 89-110 **(Blackboard)**
* R. D. K. Herman, “Out of Sight, Out of Mind: Leprosy, Race, and Colonization in Hawai’I,” *Journal of Historical Geography* 27, no. 3 (July 2001): 319-337 **(Blackboard)**

**DISABILITY AND WORK**

**Thursday, March 7: Life as a disabled worker**

* Paper topic #2 posted on Blackboard
* Stephen Mihm, “‘A Limb Which Shall Be Presentable in Polite Society’: Prosthetic Technologies in the Nineteenth Century,” in *Artificial Parts, Practical Lives*, pp. 282-299 **(Blackboard)**
* Robert M. Buchanan, *Illusions of Equality: Deaf Americans in School and Factory, 1850-1950* (Gallaudet University Press, 1999), ch. 5 (pp. 69-84) **(Blackboard)**
* In *The New Disability History*: Natalie A. Dykstra, “‘Trying to Idle’: Work and Disability in *The Diary of Alice James*,” pp. 107-132

**Tuesday, March 19: The exclusion of disabled workers**

* In *The New Disability History*: John Williams-Searle, “Cold Charity: Manhood, Brotherhood, and the Transformation of Disability, 1870-1900,” pp. 157-186
* In *Why I Burned My* Book: Paul K. Longmore and David Goldberger, “The League of the Physically Handicapped and the Great Depression: A Case Study in the New Disability History,” pp. 53-101

**Thursday, March 21: Freak Shows**

* Robert Bogdan, “The Social Construction of Freaks,” in *Freakery: Cultural Spectacles of the Extraordinary Body*, ed. Rosemarie Garland Thomson (1996), pp. 23-37 **(Blackboard)**
* David A. Gerber, “The ‘Careers’ of People Exhibited in Freak Shows: The Problem of Volition and Valorization,” in *Freakery* pp. 38-54 **(Blackboard)**
* Christopher A. Vaughan, “Ogling Igorots: The Politics and Commerce of Exhibiting Cultural Otherness, 1898-1913,” in *Freakery*, pp. 219-233 **(Blackboard)**

**REHABILITATION**

**Tuesday, March 26: The rise of the rehabilitation movement**

* In *The New Disability History*: Brad Byrom, “A Pupil and a Patient: Hospital-Schools in Progressive America,” pp. 133-156
* Douglas C. McMurtrie, *Jimmy’s Fight for Independence* (pamphlet, 1910) **(Blackboard)**
* Hugh Gregory Gallagher, *FDR’s Splendid Deception: The Moving Story of Roosevelt’s Massive Disability and the Intense Efforts to Conceal It from the Public* (Dodd, Mead & Company, 1985), ch. 1-4 & 10, pp. 10-33, 88-105 **(Blackboard**)

**Thursday, March 28: FDR & the pressures of rehabilitation**

* Papers on *Freaks* due by 11 am on Blackboard; no reading response due today

**Tuesday, April 2: Disabled veterans**

* Optional: research paper proposal and sources (1 page) due in class
* In *The New Disability History*: K. Walter Hickel, “Medicine, Bureaucracy, and Social Welfare: The Politics of Disability Compensation for American Veterans of World War I,” ppp. 236-267
* David Serlin, “Engineering Masculinity: Veterans and Prosthetics after World War Two” in *Artificial Parts, Practical Lives*, pp. 45-74 **(Blackboard)**

**DISABILITY RIGHTS & DISABILITY CULTURE(S)**

**Thursday, April 4: Building community**

* Nielsen, *The New Disability History*, pp. 131-156
* In *The New Disability History*: Susan Burch, “Reading between the Signs: Defending Deaf Culture in Early Twentieth-Century America,” pp. 214-235
* Susan Schwartzenberg, *Becoming Citizens: Family Life and the Politics of Disability* (University of Washington Press, 2005), pp. 5-9, 18-27, 35-41, 63-65 **(Blackboard)**

**Tuesday, April 9: Education & access in the mid-twentieth century**

* Pelka, *What We Have Done*, ch. 1, 3, pp. 30-47, 61-76
* Mary Tremblay, “Going Back to Civvy Street: A Historical Account of the Impact of the Everest and Jennings Wheelchair for Canadian World War II Veterans with Spinal Cord Injury,” *Disability & Society* 11, no. 2 (1996): 149-169 **(Blackboard)**
* Sarah F. Rose, “The Right to a College Education? The GI Bill, Public Law 16, and Disabled Veterans,” *Journal of Policy History* 24, no. 1 (Winter 2012): 26-52 **(Blackboard)**

**Thursday, April 11: Lives in institutions**

* Pelka, *What We Have Done*, ch. 2, 4, part of 15, 17-18, pp. 48-60, 77-93, 283-302, 312-338

**Tuesday, April 16: Independent living**

* Pelka, *What We Have Done*, part of ch. 8 and ch. 10-11, pp. 151-156, 159-63, 183-226

**Thursday, April 18: Disability rights**

* Pelka, part of ch. 13 and ch. 14, 20-21, pp. 246-253, 261-282, 355-396

**Tuesday, April 23: The ADA**

* Longmore, *Why I Burned My Book*, ch. 13: “Why I Burned My Book,” pp. 230-261
* Pelka, *What We Have Done*, ch. 24-25, 35, pp. 397-419, 429-433, 439-451, 548-555

**Thursday, April 25: Introduction to disability culture(s)**

* Questions for take-home final posted on Blackboard
* Longmore, *Why I Burned My Book*, ch. 11: “The Second Phase: From Disability Rights to Disability Culture,” 215-224
* Joseph N. Straus, “Autism as Culture” in *The Disability Studies Reader, Third Edition,* ed. Lennard Davis (Routledge, 2010), pp. 535-559 **(Blackboard)**
* Disability sports reading TBD

**CONTEMPORARY DISABILITY ISSUES IN HISTORICAL CONTEXT**

**Tuesday, April 30: What is a life worth?**

* Paul K. Longmore, *Why I Burned My Book:* “The Resistance: Disability Rights and Assisted Suicide,” pp. 175-204
* Peter Singer, “Taking Life: Humans,” excerpted from *Practical Ethics*, 2nd edition (Cambridge University Press, 1993), read through “Not Justifying Involuntary Euthanasia” **(Blackboard)**
* Martha Saxton, “Disability Rights and Selective Abortion,” in *The Disability Studies Reader, Third Edition*, pp. 120-132 **(Blackboard)**

**Thursday, May 2: Prosthetics, cyborgs & passing**

* Elizabeth Haiken, “Modern Miracles: The Development of Cosmetic Prosthetics,” in *Artificial Parts, Practical Lives*, pp. 171-198 **(Blackboard)**
* R. A. R. Edwards, “‘Hearing Aids Are Not Deaf’: A Historical Perspective on Technology in the Deaf World,” in *The Disability Studies Reader, Third Edition*, pp. 403-416 **(Blackboard)**
* Leslie Swartz and Brian Watermeyer, “Cyborg anxiety: Oscar Pistorius and the boundaries of what it means to be human,” *Disability & Society* 23, no. 2 (March 2008): 187-190 **(Blackboard)**
* Brenda Brueggemann, “On (Almost) Passing,” in *The Disability Studies Reader, Third Edition*, pp. 209-219 **(Blackboard)**

**Tuesday, May 7: FINAL (OR RESEARCH PAPER) DUE BY 1:30 PM**