

Colloquium in Identities & Encounters in Transatlantic History
Disability in the Atlantic Basin
History 6304, Fall 2013
Thursdays, 7:00 pm-9:50 pm, University Hall 25

Professor: Dr. Sarah Rose
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Office Hours:

COURSE DESCRIPTION

"Disability is everywhere in history, once you begin looking for it, but conspicuously absent in the histories we write."* Indeed, twenty percent of the population worldwide has a disability, but the experiences of most people with disabilities remain invisible to us. Scholars of disability, in turn, have argued that notions of ability and disability play a crucial role in how we think about the world—a role on par with ideas about race, class, and gender.

This course will explore the conceptual role played by disability in creating identities on both sides of the Atlantic, as well as how transatlantic encounters shaped both social policies and the lived experiences of disabled people from railroad workers, rights activists, and colonial subjects to cyborgs, slaves, and participants in freak shows. Rather than treating disability as merely a medical impairment, we will investigate the historical and cultural variability of disability between the seventeenth and twentieth centuries.

Our explorations in disability history (and, to a lesser extent, disability studies) will also offer a new way of engaging with major topics in transatlantic history such as colonialism, migration, slavery, policy transfers, identity formation, the rise of industrial capitalism, and problematizing the nation-state. Units will include: early modern religious and legal conceptions of disability; the asylum movement; eugenics, citizenship, and work; disabled veterans and rehabilitation; disability rights and disability culture; and contemporary disability issues in historical perspective.

*Douglas C. Baynton, "Disability and the Justification of Inequality in American History," in *The New Disability History*, eds. Paul K. Longmore and Lauri Umansky (NYU Press, 2001), p. 52.

COURSE OBJECTIVES

- 1) Students will be able to discuss major themes in disability history in the Atlantic basin, such as the ways in which disability history can illuminate the histories of migration, relative importance of the nation-state, and the rise of industrial capitalism.
- 2) Students will be able to articulate how conceptions of disability helped to shape identities on both sides of the Atlantic and how transatlantic encounters shaped both social policies and the lived experiences of people with disabilities.
- 3) Students will be able to explain how disability can be used as a category of historical analysis on par with race, class, and gender and engage in intersectional analysis.
- 4) Students will be able to create well-supported arguments about the disability history in the Atlantic basin.

REQUIRED TEXTS (PLUS READINGS ON MAVSPACE):

- Jamie L. Bronstein, *Workplace Accidents and Injured Workers in Nineteenth-Century Britain* (2008)
- R. A. R. Edwards, *Words Made Flesh: Nineteenth Century Deaf Education and the Growth of Deaf Culture* (2012)
- Ernest Freeberg, *The Education of Laura Bridgman: First Deaf and Blind Person to Learn Language* (2001)
- Nora Ellen Groce, *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard* (1985)
- Stefan Kühl, *The Nazi Connection: Eugenics, American Racism, and German National Socialism* (2002)
- Beth Linker, *War's Waste: Rehabilitation in World War I America* (2011)
- Julie Livingston, *Debility and the Moral Imagination in Botswana* (2005)
- Jonathan Sadowsky, *Imperial Bedlam: Institutions of Madness in Colonial Southwest Nigeria* (1999)

COURSE REQUIREMENTS

Participation in Discussion (30%): The high percentage reflects how important it is that you are in class, with the reading done and ready to participate, every week. 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. If you need to be absent for an illness, family emergency, etc., please let me know in advance.

Pre-class preparation (25%): By midnight the night before ten of our class meetings, you must post two discussion questions and a short description (1-3 sentences) of your “muddiest point” and/or your “most interesting connection” for that week’s reading on the class blog (address to be sent out via e-mail). You should add your contribution as a comment on each week’s post (marked “Questions/Comments for Week X”). You are welcome to comment on and build off each others’ posts as well.

Strong discussion questions are open-ended, engage with major points in author(s)’ arguments, and are not factual in nature. Examples will be provided on the blog.

Take-home midterm (15%): This 5-6 page essay will be due on October 24 by 7 pm to my office (UH 328) or my box in UH 201. We will not have class that day. I will not grant extensions except in cases of emergency and with documentation provided.

Question: Just after the turn of the millennium, Paul Longmore and Catherine Kudlick called for historians to undertake the history of disability and outlined several potential areas of investigation. Now, more than ten years later, what themes do you see as central to disability history in the Atlantic Basin? What implications do these themes have for transatlantic history in general?

Final paper (30%): An interpretive essay (~15 pages long) based on secondary readings will be due at the end of the semester. This paper should focus on a significant gap, interpretive conflict, or historiographic contradiction within the history of the body in the United States. You should begin with a selected subset of the course’s *common readings*, and then add a few other relevant texts that will help you address the three following questions: 1) How, in short, do historians currently understand the selected subfield? 2) What are the limits and/or contradictions in the literature to date? 3) How might you imagine a research project (a seminar paper? thesis? dissertation?) that could address this gap, interpretive conflict, or historiographic contradiction? Your paper should provide a clear elucidation of the problem together with an agenda for resolving it, i.e. not a research paper *per se* but

the justification for same together with some sense of how it might be pursued. The idea, in short, is to use this class to jumpstart a subsequent writing project.

Paper Schedule:

October 7: A paper proposal with bibliography (~1 page) due in class. I encourage you to meet with me to discuss potential ideas for topics before this date.

November 21: Be prepared to give a brief summary (~3 minutes) of your paper in class. Optional: you can submit a draft of your paper.

Thursday, December 12th: Final paper due by 5 pm.

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 penalized 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.

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, play on your phone, send or read texts, 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.

Unless you have a legitimate reason for having your phone out of your bag (e.g., family emergency) *and* you have asked permission from me, cell phones must remain on vibrate and in your bag for the duration of the class. Otherwise, I will count you as absent.

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.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** The final drop day is October 30. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/faol/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364. 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.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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 assignments 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 expulsion if you have a record.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

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.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the center of UH on the side away from the main quadrangle. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

SCHEDULE OF TOPICS AND ASSIGNMENTS

AUGUST 22 (WEEK 1): DEFINING DISABILITY

- 1) Nora Ellen Groce, *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard* (1985)
- 2) Simi Linton, *Claiming Disability: Knowledge and Identity*, forward and ch. 1-3 (NYU Press, 1998), pp. 1-70 (**MavSpace**)
- 3) Choose one of the following:
 - a) Ian Tyrrell, "Reflections on the Transnational Turn in United States History: Theory and Practice," *Journal of Global History* 4, no. 3 (November 2009): 453-474 (**MavSpace**)
 - b) "AHR Conversation: Transnational History," *American Historical Review* 111, no. 5 (December 2006): 1441-1464 (**MavSpace**)

AUGUST 29 (WEEK 2): DEFINING DISABILITY HISTORY & EARLY FRAMEWORKS

Defining Disability History

- 1) Paul K. Longmore and Lauri Umansky, "Introduction: Disability History: From the Margins to the Mainstream," in Paul K. Longmore and Lauri Umansky, *The New Disability History: American Perspectives* (Temple University Press, 2001), pp. 1-29 (**MavSpace**)
- 2) Catherine J. Kudlick, "Disability History: Why We Need Another 'Other,'" *American Historical Review* 108, no. 3 (June 2003): 763-793 (**MavSpace**)

Religion & the Monstrous

- 1) "Crippling the Middle Ages, Medievalizing Disability Theory" in Edward Wheatley, *Stumbling Blocks Before the Blind: Medieval Constructions of a Disability* (University of Michigan Press, 2010), pp. 1-28 (**at** <http://www.press.umich.edu/pdf/9780472117208-ch1.pdf>)
- 2) Kevin Stagg, "The Materiality of the Monstrous" in *Social Histories of Disability and Deformity*, ed. David M. Turner and Kevin Stagg (Routledge, 2006), pp. 19-38 (**MavSpace**)

The Poor Law

- 1) Deborah A. Stone, *The Disabled State* (Temple University Press, 1984), pp. 15-55 (**MavSpace**)
- 2) Parnel Wickham, "Idiocy and the Law in Colonial New England," *Mental Retardation* 39, no. 2 (April 2001): 104-113 (**MavSpace**)

The Familiarity of Disability

- 1) 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 (**MavSpace**)
- 2) "The Limits of Community Care" and "Remarkable Unremarkedness: Disabled War Veterans," in Kim E. Nielsen, *A Disability History of the United States* (Beacon, 2012), pp. 31-40, 53-56 (**MavSpace**)

SEPTEMBER 5 (WEEK 3): DISABILITY AND THE ENLIGHTENMENT

- 1) Ernest Freeberg, *The Education of Laura Bridgman: First Deaf and Blind Person to Learn Language* (Harvard University Press, 2001)
- 2) Lennard J. Davis, "Constructing Normalcy," in *The Disability Studies Reader, Third Edition*, pp. 3-19 (**MavSpace**)

SEPTEMBER 19 (WEEK 5): THE SPECTACLE OF THE DISABLED "OTHER"

Slavery & Disability

- 1) Douglas C. Baynton, "Disability and the Justification of Inequality in American History," in *The New Disability History*, pp. 33-57 (**MavSpace**)
- 2) "'Refuse Slaves' and the Slave Trade," in Nielsen, *A Disability History of the United States*, pp. 41-47 (**MavSpace**)
- 3) 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 (**MavSpace**)

Gender, Monsters, and Savages

- 1) Laura Briggs, "The Race of Hysteria: 'Overcivilization' and the 'Savage' woman in Late Nineteenth-Century Obstetrics and Gynecology," *American Quarterly* 52, no. 5 (June 2000): 246-273 (**MavSpace**)
- 2) Philip K. Wilson, "Eighteenth-Century 'Monsters' and Nineteenth-Century 'Freaks': Reading the Maternally Marked Child," *Literature and Medicine* 21, no. 1 (Spring 2002): 1-25 (**MavSpace**)

Freak Shows & the Gaze

- 1) Rosemarie Garland-Thomson, "Why Do We Stare?" in *Staring: How We Look* (Oxford University Press, 2009), pp. 3-11 (**MavSpace**)
- 2) "Introduction: Exhibiting Freaks" in Nadja Durbach, *Spectacle of Deformity: Freak Shows and Modern British Culture* (University of California Press, 2010), pp. 1-32 (**MavSpace**)
- 3) Choose one case study to read:
 - a. Holly E. Martin, "Cheng and Eng Bunker, 'The Original Siamese Twins': Living, Dying, and Continuing under the the Spectator's Gaze," *The Journal of American Culture* 34, no. 4 (December 2011): 372-388 (**MavSpace**)
 - b. Filip Herza, "'Tiny Artists from the Big World': The Rhetoric of Representing Extraordinary Bodies during the Singer Midgets' 1928 Tour in Prague," in *Exploring the Cultural History of Continental European Freak Shows & 'Enfreakment'*, ed. Anna Kérchy and Andrea Zittlau (Cambridge Scholars Publishing, 2012), pp. 193-210 (**MavSpace**)

SEPTEMBER 19 (WEEK 5): IMAGINING COMMUNITIES: DEBATING DEAF EDUCATION

- 1) R. A. R. Edwards, *Words Made Flesh: Nineteenth Century Deaf Education and the Growth of Deaf Culture* (NYU Press, 2012)
- 2) Leila Monaghan, "A World's Eye View: Deaf Cultures in Global Perspective," in *Many Ways to Be Deaf: International Variation in Deaf Communities*, ed. Leila Monaghan et al (Gallaudet University Press, 2003), pp. 1-24 (**MavSpace**)
- 3) Choose one of these case studies to read:
 - a. 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): 216-243 (**MavSpace**)
 - b. William O. McCagg, Jr., "Some Problems in the History of Deaf Hungarians," in *Deaf History Unveiled*, pp. 252-271 (**MavSpace**)

- c. Iain Hutchinson, "Oralism: A Sign of the Times? The Contest for Deaf Communication in Education Provision in Late Nineteenth-Century Scotland," *European Review of History—Revue européenne d'Histoire* 14, no. 4 (December 2007): 481-501 **(MavSpace)**
- d. Anne T. Quartararo, "Republicanism, Deaf Identity, and the Career of Henri Gaillard in Late-Nineteenth-Century France," in *Deaf History Unveiled: Interpretations from the New Scholarship*, ed. John Vickrey Van Cleve (Gallaudet University Press, 1993), pp. 40-52 **(MavSpace)**

SEPTEMBER 26 (WEEK 6): ASYLUMS ACROSS THE ATLANTIC: INSANITY, COLONIALISM, & COMMUNITY

- 1) Michel Foucault, "The Great Confinement" in *Madness & Civilization: A History of Insanity in the Age of Reason*, pp. 38-64 **(MavSpace)**
- 2) Jonathan Sadowsky, *Imperial Bedlam: Institutions of Madness in Colonial Southwest Nigeria* (University of California Press, 1999)
- 3) Richard C. Keller, "Pinel in the Maghreb: Liberation, Confinement, and Psychiatric Reform in French North Africa," *Bulletin of the History of Medicine* 79:3 (2005): 459-99 **(MavSpace)**
- 4) James E. Moran, "Asylum in the Community: Managing the Insane in Antebellum America," *History of Psychiatry* (1998): 217-240 **(MavSpace)**

OCTOBER 3 (WEEK 7): FIT CITIZENS? DISABILITY AND THE NATION-STATE

Defining Disability History (Redux)

- David Turner, "Disability History: Looking Forward to a Better Past," *History Workshop Journal* 71, no. 1 (2011): 283-287 **(MavSpace)**

Quarantining the Nation

- 1) Examples of "ugly laws" from Susan M. Schweik, *The Ugly Laws: Disability in Public* (New York University Press, 2009), pp. 201-206 **(MavSpace)**
- 2) Douglas C. Baynton, "Defectives in the Land: Disability and American Immigration Policy, 1882-1924," *Journal of American Ethnic History* (Spring 2005): 31-44 **(MavSpace)**
- 3) Daniel Bender, "Perils of Degeneration: Reform, the Savage Immigrant, and the Survival of the Unfit," *Journal of Social History* 42, no. 1 (2008): 5-29 **(MavSpace)**
- 4) Diana Obregón, "Building National Medicine: Leprosy and Power in Colombia, 1870-1910," *Social History of Medicine* 15, no. 1 (2002): 89-108 **(MavSpace)**
- 5) Sandy Sufian, "Mental Hygiene and Disability in the Zionist Project," *Disability Studies Quarterly* 27, no. 4 (2007) (available at <http://dsq-sds.org/article/view/42/42>)

Measuring Citizens

- John Carson, "The Science of Merit and the Merit of Science: Mental Order and Social Order in Early Twentieth-Century France and America," in *States of Knowledge: The Co-Production of Science and Social Order*, ed. Sheila S. Jasanoff (London: Routledge, 2004), pp. 181-205 **(MavSpace)**

OCTOBER 10 (WEEK 8): CAPITALISM AND CULTURES OF RISK AND DISABILITY

- 1) Jamie L. Bronstein, *Workplace Accidents and Injured Workers in Nineteenth-Century Britain* (2008)

- 2) John Williams-Searle, "Cold Charity: Manhood, Brotherhood, and the Transformation of Disability, 1870-1900," in *The New Disability History*, pp. 157-186 (**MavSpace**)
- 3) Greg Eghigian, "Embodied Entitlement: The Policy, Practice, and Politics of Disability Compensation," in *Making Security Social, Disability, Insurance, and the Birth of the Social Entitlement State in Germany* (University of Michigan Press, 2000), pp. 67-116 (**MavSpace**)

OCTOBER 17 (WEEK 9): MIGRATION AND THE COSTS OF CARE

Note: Enabling Disability: Disability Studies at UT Arlington conference: 12:30-4:30 pm today in CPB 300

- 1) Julie Livingston, *Debility and the Moral Imagination in Botswana* (Indiana University Press, 2005)
- 2) Natalia Molina, "Medicalizing the Mexican: Immigration, Race, and Disability in the Early-Twentieth-Century United States," *Radical History Review* 94 (Winter 2006): 22-37 (**MavSpace**)

OCTOBER 24 (WEEK 10): NO CLASS

- **Midterm due by 7 pm on October 24th to my office (UH 328) or to my box in UH 201**

OCTOBER 31 (WEEK 11): REHABILITATING THE NATION

- 1) Beth Linker, *The War's Waste: Rehabilitation in World War I America* (University of Chicago Press, 2011)
- 2) Jennifer 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 (**MavSpace**)
- 3) Choose one of the following:
 - a. Greg Eghigian, "The Regenerative Welfare State: Therapy, Work, and the Birth of Rehabilitation, 1884-1914," in *Making Security Social, Disability, Insurance, and the Birth of the Social Entitlement State in Germany* (University of Michigan Press, 2000), pp. 117-158 (**MavSpace**)
 - b. Seth Koven, "Remembering and Dismemberment: Crippled Children, Wounded Soldiers, and the Great War in Britain," *American Historical Review* 99, no. 4 (October 1994): 1167-1202 (**MavSpace**)
- 4) Choose one of the following:
 - a. 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," pp. 236-267 (**MavSpace**)
 - b. Joanna Bourke, "Effeminacy, Ethnicity, and the End of Trauma: The Sufferings of 'Shell Shocked' Men in Great Britain and Ireland, 1914-1939," *Journal of Contemporary History* 35, no. 1 (2000): 57-69 (**MavSpace**)

NOVEMBER 7 (WEEK 12): THE EUGENIC ATLANTIC: BUILDING A BETTER CITIZENRY

- 1) Stefan Kühl, *The Nazi Connection: Eugenics, American Racism, and German National Socialism* (Oxford University Press, 2002)
- 2) "Disability and Nazi Culture" in Carol Poore, *Disability in Twentieth-Century German Culture* (University of Michigan Press, 2009), 67-134 (**MavSpace**)

- 3) Philippa Levine and Alison Bashford, "Introduction: Eugenics and the Modern World," in *The Oxford Handbook of the History of Eugenics*, eds. Alison Bashford and Philippa Levine (Oxford University Press, 2010), 1-25 **(MavSpace)**
- 4) Choose one of the following case studies:
 - a) Pamela Block "Institutional Utopias, Eugenics, and Intellectual Disability in Brazil," *History and Anthropology* 18, no. (June 2007): 177-196 **(MavSpace)**
 - b) "'To End the Degeneration of a Nation': Debates on Eugenic Sterilization in Interwar Romania," *_Medical History_* 53(1) (January 2009): 77-104 **(MavSpace)**

NOVEMBER 14 (WEEK 13): WAR, TECHNOLOGY, AND & DISABILITY COMMUNITIES

Veterans & the State

- 1) David A. Gerber, "Disabled Veterans, the State, and the Experience of Disabled Veterans in Western Societies, 1914-1915," *Journal of Social History* 36, no. 4 (Summer 2003): 899-916 **(MavSpace)**
- 2) Deborah Cohen, "Will to Work," Disabled Veterans in Britain and Germany after the First World War," in *Disabled Veterans in History*, ed. David A. Gerber (University of Michigan Press, 2000), 295-321 **(MavSpace)**
- 3) 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 **(MavSpace)**

Early Disability Rights Organizing

- 1) Carol Poore, "Recovering Disability Rights in the Weimar Republic," *Radical History Review* 94 (Winter 2006), 38-58 **(MavSpace)**
- 2) Paul K. Longmore and David Goldberger, "The League of the Physically Handicapped and the Great Depression: A Case Study in the New Disability History," *Journal of American History* 87, no. 3 (December 2000): 888-922 **(MavSpace)**

Technology and Community

- 1) Julie Anderson and Neil Pemberton, "Walking Alone: Aiding the War and Civilian Blind in the Inter-War Period," *European Review of History—Revue européenne d'Histoire* 14, no. 4 (December 2007): 459-479 **(MavSpace)**
- 2) 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 **(MavSpace)**
- 3) Julie Anderson, "'Turned into Taxpayers': Paraplegia, Rehabilitation and Sport at Stoke Mandeville 1944-1956," *Journal of Contemporary History* 38 (3) (2003): 461-476 **(MavSpace)**

NOVEMBER 21 (WEEK 14): DISABILITY RIGHTS

Establishing Disability Rights

- 1) Susan Schwartzberg, *Becoming Citizens: Family Life and the Politics of Disability* (University of Washington Press, 2005), pp. 5-9, 18-27, 35-41, 63-65 **(MavSpace)**
- 2) Tom Shakespeare, "The Social Model of Disability," in *The Disability Studies Reader, Third Edition*, ed. Lennard J. Davis (Routledge, 2010), pp. 266-273 **(MavSpace)**
- 3) Paul Hunt, "The Critical Condition," in *Stigma: The Experience of Disability* (Geoffrey Chapman, 1966) **(MavSpace)**

- 4) Paul K. Longmore, "The Disability Rights Movement: Activism in the 1970s and Beyond," in Paul Longmore, *Why I Burned My Book and Other Essays on Disability* (Philadelphia: Temple University Press, 2003), p. 102-115 **(MavSpace)**
- 5) Paul K. Longmore, "Why I Burned My Book," in *Why I Burned My Book and Other Essays about Disability* (Temple University Press, 2005), pp. 230-261 **(MavSpace)**

The Transmission of Disability Rights

- 1) "Disability Rights, Disability Culture, Disability Studies" and "German/American Bodies Politic" in Carol Poore, *Disability in Twentieth-Century German Culture*, pp. 273-323 **(MavSpace)**
- 2) Thomas F. Burke, "The European Union and the Diffusion of Disability Rights," in *Transatlantic Policymaking in an Age of Austerity: Diversity and Drift*, ed. Martin A. Levin & Martin Shapiro (Washington, D.C.: Georgetown University Press, 158-176 **(MavSpace)**

NOVEMBER 28 (WEEK 15): THANKSGIVING: NO CLASS!

DECEMBER 12: FINAL PAPERS DUE BY 5 PM TO MY OFFICE (UH 328) OR MY BOX IN UH 201