**U.S. Disability History**

**History 3307, Spring 2014**

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

**University Hall 08**

**Professor:** Dr. Sarah Rose

**Office:** University Hall 328

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

**Office Hours:** Tuesday & Thursday 3:00-4:30 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 We will spend most of our time in class talking about the readings, films, or historical documents.  Therefore, it is crucial that students do the readings in advance, take notes on them, and come to class prepared for discussion. 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.  This class also counts towards UT Arlington’s minor in disability studies, for which it is the core requirement.

**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)**

Susan Burch & Hannah Joyner, *Unspeakable: The Story of Junius Wilson* (University of North Carolina Press, 2007)

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)

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 3307-001, then select “Readings”. The readings are organized by the due date.

**Please bring all readings under discussion to class.**

**COURSE REQUIREMENTS**

Participation and attendance 20%

Reading responses on discussion board 20%

Two short papers 25% total (12.5% each)

Midterm 15%

Final or research paper 20%

**Grading scale:** A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = 59.9% and below.  
I will take improvement into account when calculating your final grade.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend *at least* an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, conducting research.

***Regular class attendance and participation (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 (20%)*:** *By 9:30 am on the day of each class*, unless otherwise noted, you must make a 1-2 paragraph post on the discussion board that responds to the posted question(s) for that day.

Starting on January 21, I will grade thirteen entries on an unannounced basis but will drop the lowest three scores. You will have the opportunity to do a trial run on January 16. Each entry is worth 10 points.

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. If you come up with a similar idea to another student, rather than repeat their point, you should build off of it, debate with it, or expand on it.

**Strong (A)**

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

**Good (B)**

* Answers majority of question(s)
* Covers majority of readings
* Engages with some major points of readings but may miss or misunderstand a few key points
* Provides some examples or quotes to support argument/muddiest point but could be more thorough

**Needs improvement (C-)**

* Answers only part of question(s)
* Minimal or no engagement with readings
* Does not offer evidence to support “muddiest point” or argument
* Suggests only a passing glance at readings

**No credit**

* Not completed or substantially repeats another student’s points

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 16 (optional but recommended!), January 28, March 4, and March 27.

***Two short papers (12.5 each, 25% total):***For the first paper (3-4 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 28 at 11 am. No reading response will be due 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 27 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 am 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 (15%):*** The midterm essay questions will be posted on Blackboard on Tuesday, February 18. We will go over the questions in class that day. The midterm must be uploaded to Blackboard by Tuesday, March 4 at 11 am. There will be no reading response that day; we will watch and discuss a film in class.

***Take-home final or research paper (20%):*** The essay questions for the final will be posted on Blackboard on Tuesday, April 22. We will go over the questions in class that day. The final (or research paper) is due Tuesday, May 6 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 long research paper on a disability history topic of your choosing (approved by me). Please meet with me to discuss potential topics by March 6 and plan to submit a short proposal (~1.5-2 pages) by March 20 with a summary of your topic and your planned sources.

**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 and must remain in your bag.*

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.

**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

**IMPORTANT POLICIES**

**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 March 28. 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://wweb.uta.edu/aao/fao/>).

**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](http://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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://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 READINGS**

*The instructor in this course reserves the right to adjust the schedule in any way that serves the educational needs of the students enrolled. I will notify you about any changes in class and by   
e-mail.*

**UNIT 1: WHAT IS DISABILITY?**

**Week 1**

**Tuesday, January 14: Introductions**

* Read the full syllabus and e-mail me with any questions ([srose@uta.edu](mailto:srose@uta.edu))

**Thursday, January 16: What is disability?**

* Kim E. Nielsen, *A Disability History of the United States* (Beacon, 2012), pp. xi-xvi **(Blackboard)**
* Groce, *Everyone Here Spoke Sign Language*, pp. 1-11, 50-94, 113-117

**UNIT 2: DISABILITY IN EARLY AMERICA**

**Week 2**

**Tuesday, January 21: Early conceptions of disability**

* Groce, *Everyone Here Spoke Sign Language*, pp. 43-49, 94-110, 119-124
* Kim E. Nielsen, *A Disability History of the United States* (Beacon, 2012), pp. 19-40 **(Blackboard)**

**Thursday, January 23: Life with a disability in Early America**

* 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)**
* 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): pp. 443-466 **(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)**

**UNIT 3: THE RISE OF ASYLUMS AND DISABILITY CELEBRITIES**

**Week 3**

**Tuesday, January 28: The asylum movement**

* Paper #1 due in class at 11 am; no reading response required
* Excerpt from Dorothea Dix, *Memorial to the Legislature of Massachusetts,* 1843 **(Blackboard)**
* Excerpt from Perkins School for the Blind, “Annual Report of the Trustees of the New-England Institution for the Education of the Blind,” 1834 **(Blackboard)**
* Freeberg, *The Education of Laura Bridgman*, introduction and ch. 1-2 (pp. 1-28)

**Thursday, January 30: Disability celebrities**

* Freeberg, *The Education of Laura Bridgman*, ch. 3-4 (pp. 29-90)

**Week 4**

**Tuesday, February 4: Disability and science**

* Freeberg, *The Education of Laura Bridgman*, ch. 5-8 (pp. 91-172)

**Thursday, February 6: Legacies of Howe’s experiment**

* Freeberg, *The Education of Laura Bridgman*, ch. 9-10 and “Legacy” (pp. 173-221)
* 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)**

**Week 5**

**Tuesday, February 11: Evaluating nineteenth-century asylums**

* Rebecca Edwards, “Learning to Be Deaf: Lessons from the Residential School,” in *Words Made Flesh: Nineteenth-Century Deaf Education and the Growth of Deaf Culture* (New York University Press, 2012), pp. 51-88 **(Blackboard)**
* James E. Moran, “Asylum in the Community: Managing the Insane in Antebellum America,” *History of Psychiatry* (1998): 217-240 **(Blackboard)**

**UNIT 4: CITIZENSHIP AND EUGENICS**

**Week 5 (continued)**

**Thursday, February 13: Reconstructing disability after the Civil War**

* 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 **(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)**

**Week 6**

**Tuesday, February 18: Disabled citizens?**

* Questions for midterm posted on Blackboard
* Douglas C. Baynton, “Disability and the Justification of Inequality in American History,” in *The New Disability History: American Perspectives*, eds. Paul K. Longmore and Lauri Umansky (NYU Press, 2001), pp. 33-57 **(Blackboard)**
* 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): pp. 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 20: Building a better race**

* Paul A. Lombardo, *Three Generations, No Imbeciles* (Johns Hopkins University Press, 2008), 1-29 **(Blackboard)**
* Burch and Joyner, *Unspeakable*, pp. 1-30

**Week 7**

**Tuesday, February 25: Jim Crow and the eugenics movement**

* Burch and Joyner, *Unspeakable*, pp. 31-50
* 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)**

**Thursday, February 27: Special schooling**

* Robert L. Osgood, "From 'Public Liabilities' to 'Public Assets': Special Education for Children with Mental Retardation in Indiana Public Schools, 1908-1931," *Indiana Magazine of History* (September 2002): 203-225 **(Blackboard)**
* John Vickrey Van Cleve, “The Academic Integration of Deaf Children: A Historical Perspective,” in *The Deaf History Reader*, ed. John Vickrey Van Cleve (Gallaudet University Press, 2002), pp. 116-136 **(Blackboard)**

**Week 8**

**Tuesday, March 4**

* Midterm due on Blackboard at 11 am; no reading response required

**UNIT 5: DISABILITY AND WORK**

**Week 8 (continued)**

**Thursday, March 6: Life as a disabled worker**

* 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)**
* John Williams-Searle, “Cold Charity: Manhood, Brotherhood, and the Transformation of Disability, 1870-1900,” *The New Disability History: American Perspectives*, eds. Paul K. Longmore and Lauri Umansky (NYU Press, 2001), pp. 157-186 **(Blackboard)**

**Week 9**

**Tuesday, March 18: The exclusion of disabled workers**

* Robert M. Buchanan, *Illusions of Equality: Deaf Americans in School and Factory, 1850-1950* (Gallaudet University Press, 1999), 37-48, 69-84 **(Blackboard)**
* In Longmore’s *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 20: Freak Shows**

* Optional: research paper proposal and sources (1 page) due in class
* 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)**
* 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 **(Blackboard)**

**UNIT 6: REHABILITATION**

**Week 10**

**Tuesday, March 25: The rise of the rehabilitation movement**

* Beth Linker, *The War’s Waste: Rehabilitation in World War I America* (Chicago: University of Chicago Press, 2011, pp. 35-60 **(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), pp. 5-33 **(Blackboard)**

**Thursday, March 27: FDR & the pressures of rehabilitation**

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

**Week 11**

**Tuesday, April 1: Disabled veterans and the pressures of rehabilitation**

* David Serlin, “Engineering Masculinity: Veterans and Prosthetics after World War Two” in *Artificial Parts, Practical Lives*, pp. 45-74 **(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)**

**UNIT 7: DISABILITY RIGHTS & DISABILITY CULTURE(S)**

**Week 11 (continued)**

**Thursday, April 3: Building disability communities**

* Kim E. Nielsen, *A Disability History of the United States* (Beacon, 2012), pp. 131-156 **(Blackboard)**
* Pelka, *What We Have Done*, pp. 30-38, 48-76

**Week 12**

**Tuesday, April 8: Lives in institutions**

* Burch and Joyner, *Unspeakable*, pp. 51-82
* Pelka, *What We Have Done*, pp. 77-93, 131-150

**Thursday, April 10: Deinstitutionalization**

* Burch and Joyner, *Unspeakable*, pp. 82-112
* Pelka, *What We Have Done*, pp. 174-182, 283-297, 312-324, 333-334

**Week 13**

**Tuesday, April 15: Claiming rights**

* Burch and Joyner, *Unspeakable*, pp. 113-130
* Pelka, *What We Have* Done, pp. 113-117, 125-130, 151-156, 183-190, 197-205, 211-215

**Thursday, April 17: The ADA**

* In Longmore’s *Why I Burned My Book*: “Why I Burned My Book,” pp. 230-261 **(Blackboard)**
* Pelka, *What We Have Done*, 355-85, 413-422, 439-443, 460-464

**Week 14**

**Tuesday, April 22: Assessing disability rights**

* Questions for take-home final posted on Blackboard
* In Longmore’s *Why I Burned My Book:*  “Disability Watch,” pp. 19-31
* Burch and Joyner, *Unspeakable*, pp. 131-216

**Thursday, April 24: Disability pride, disability culture(s)**

* Joseph N. Straus, “Autism as Culture” in *The Disability Studies Reader, Third Edition,* ed. Lennard Davis (Routledge, 2010), pp. 535-559 **(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)**

**CONTEMPORARY DISABILITY ISSUES IN HISTORICAL CONTEXT**

**Week 15**

**Tuesday, April 29: What is a life worth?**

* In Longmore’s *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)**

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

* Elizabeth Haiken, “Modern Miracles: The Development of Cosmetic Prosthetics,” in *Artificial Parts, Practical Lives*, pp. 171-198 **(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)**

**Finals Week**

**Tuesday, May 6: FINAL (OR RESEARCH PAPER) DUE BY 1:30 PM**