**Seminar: Topics in Disability History**

**HIST 6365, Fall 2015**

**Thursday, 7:00-9:50 pm**

**University Hall 14**

**Professor:** Dr. Sarah Rose

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**Office:** UH 328

**Office Hours:** Tuesdays & Thursdays, 10:45 am-12:15 pm, and by appointment

**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. Traditionally, scholars treated disability as simply a medical impairment, rather than exploring its cultural and historical variability. Historians 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.

The most important goal of this course is to help beginning students learn (and more advanced students to improve) skills in historical research and writing. Using appropriate primary and secondary sources, students will write a 18-20 page research paper on a topic pertaining to disability history: a field that ranges from madness, freak shows, and justifications for colonialism and slavery to prosthetics, eugenics, and the treatment of injured veterans, among many other topics.

Topics are not geographically limited, provided that they are narrow enough to be analyzed cogently in one semester’s time and that appropriate sources are accessible via local archives (including UTA Libraries’ new Texas Disability History Collection), ample online disability history source sites, or inter-library loan.

\*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 Structure:**

Students will spend the first part of the course reading and evaluating recent scholarship that sets up the terms of analysis and sheds light on a few significant debates concerning the study of disability history You should take advantage of this introduction to try to formulate questions that you might be able to uncover with research and to become acquainted with some of the pertinent secondary literature. At the same time, we will discuss research strategies, including where and how to conduct historical research in the Metroplex and online.

During the second part of the semester, you will research and write a draft of a paper. To keep you on task during what is essentially an individual enterprise, I will require a proposal that includes an analysis of your primary sources, the first page or two or your paper, and a full draft, each of which will be discussed with me, and with at least one other person in the class. (I will suggest study groups based on members of the class who have similar interests, but ultimately your responsibility to share your work with at least one other student will be your own responsibility. These collaborations, even those that do not directly involve me, are meant to help you identify potential problems early on, and to provide a more polished product by the end of class. My expectations regarding each of these assignments will be discussed below and in class.

During the last few weeks of the semester, you will have time to revise your essay according to the questions and comments of your readers (of which I am one). I expect you also to read the essays of your classmates carefully. Revising is an essential part of the process, and many, but not all, sins can be redeemed at this point. Even students who have found writing a research paper difficult can still make a decent grade by working hard at the revision stage of the course.

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

* Susan Burch and Michael Rembis, eds., *Disability Histories* (University of Illinois Press, 2014)
* Kim E. Nielsen, *A Disability History of the United States* (New York: Beacon, 2012)
* Joseph Williams, *Style: Toward Clarity & Grace* (University of Chicago Press, 1995)

**RECOMMENDED TEXT (two copies available at reference desk at floor 2)**

\*Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition* (Chicago: University of Chicago Press, 2007) more limited online version at <http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html>)

<http://www.libs.uga.edu/ref/turabian.html>

<http://www.aresearchguide.com/styleguides.html#4>

\* You will be required to follow the *Chicago Manual of Style* format, of which Turabian offers a condensed version.

**MAVSPACE MATERIALS**

All other readings will be available via MavSpace. You can access these materials by navigating to the class Blackboard site at <https://elearn.uta.edu> and logging in with your UTA NetID and password. Select HIST 6365, then “Readings” on the left-hand menu; this will take you to a MavSpace folder with many disability history readings. You will need to log in once again here. The direct link is [https://mavspace.uta.edu/xythoswfs/webview/\_xy-1976678\_1](https://mavspace.uta.edu/xythoswfs/webview/_xy-1976678_1?stk=39232401847ECBD)

Please bring all readings under discussion to class.

**COURSE REQUIREMENTS**

Participation and attendance 10% (100 points)

*Disability History of the U.S.* research topics 5% (50 points)

Model article analysis 5% (50 points)

Research facilities descriptions 7% (70 points)

Proposal 8% (80 points)

First page 5% (50 points)

Draft of research paper 30% (300 points)

Final revision of research paper 20% (200 points)

Oral presentation of research 10% (100 points)

**Grading scale:** A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points;   
F = 599 points and below

The professor reserves the right to deduct points from the final semester grade for missed classes, inadequate class participation, or missed deadlines. All assignments must be uploaded to Blackboard.

***Regular class attendance and participation (10% or 100 points):*** This includes participating in class discussions, participating in study group discussions, and offering thoughtful analyses of your own and classmates’ papers. 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.

Attendance at all meetings of the seminar is required, unless prior permission to miss is secured from the professor. The instructor reserves the right to determine if your attendance has been inadequate to pass the course.

***Part I assignments***

Disability History of the United States *research topics (5% or 50 points),* ***due September 3****:* Identify and briefly explain five potential research topics that you gleaned from your reading of Nielsen’s *A Disability History of the United States*. You may or may not end up writing your paper on one of these topics, but the exercise is intended to make you *think* about topics.

*Model article analysis (5% or 50 points),* ***due September 10****:* Choose one of the chapters assigned in *Disability Histories* for Sept 10, perhaps the one closest to the sort of project you envision taking on (either by category of question, the major primary source, or time period covered). This analysis should cover the following topics: 1) identify the historical problem or question that the author is seeking to address, 2) outline the major arguments and sub-arguments, 3) identify the primary sources used by the author and why they are appropriate, 4) state the implications of the argument for disability history, and 5) briefly assess the relative success of the article.

*Research facilities descriptions & primary source analysis (6.5% or 65 points),* ***due September 17:***instructions on Blackboard. This assignment is intended to help you become acquainted with UTA’s Special Collections and the collections of at least one other online or physical archive and also practice analyzing a primary source relevant to your interests.

***Part II assignments***

*Proposal (8.5% or 85 points),* ***due September 24***

1. Your written proposal (2-3 pages typed) should summarize your topic, provide a discussion of your research methodology and the sources you plan to use, place your research and its potential contributions in the historical literature to the extent possible, and outline a proposed structure for the paper. It should clearly indicate what question or questions you intend to ask and suggest what answers you might expect to get to those questions,
2. Write an annotated bibliography that includes ~3 primary and ~10 secondary sources useful for your research.
3. List two journals and two conferences where you might submit or present this research professionally some time in the future

*“First page” of research paper* (5% or 50 points), **due Nov. 5**: This is a first stab at writing your introduction and statement of the paper’s thesis/argument in a clear and intriguing way. This is always the hardest section to write, but we will discuss strategies and share “first pages” (first 2-3 pages if necessary) in class. Bring enough copies for everyone to read.

***Draft of research paper (30% or 300 points):*** due on Blackboard and to my office (UH 328) or the History Department office **by 6 pm on Tuesday, November 24;** please also upload your draft to Blackboard.

This is your entire paper, complete with notes and bibliography, approximately 18 to 25 pages. It must have a thesis based on evidence that you thoroughly discuss within the body of the paper, be grounded in primary source research, be informed by current historical scholarship, and be essentially free of major grammatical and spelling errors. I will read and critique these as quickly as possible.

***Final version of research paper (20% or 200 points):*** due to my office (UH 328) or the History Department office (UH 201) **with a time stamp by 7 pm on Thursday, December 17;** please also upload your draft to Blackboard. The final version should be revised in accordance with the comments that you receive from me, your study group, and feedback on and questions about your oral presentation. You must turn in both your final version and the draft with my comments with it.

***Oral presentation (10% or 100 points):*** A ten-minute formal presentation during our final class in which you explain your topic, outline your major research questions, discuss how you researched it, and summarize your major findings and conclusions, as well as answer questions from classmates. These presentations will be graded on clarity, organization, and presentation of your major argument and evidence. If at all possible, presentations should include illustrations and a good PowerPoint; we will talk about how to use PowerPoint. All students are expected to attend the presentations and to offer constructive criticism to their peers.

**Librarians to Contact:**

History & Disability Studies: Andy Herzog (amherzog@uta.edu)

History (Special Collections): Ben Huseman ([huseman@uta.edu](mailto:huseman@uta.edu))

**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 must be on vibrate and remain in your bag 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, sleep, send or read texts, read non-course materials during class, engage in chitchat during class, or otherwise neglect to participate, I will grade you down for the day and 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 cell phone out of your bag (e.g., family emergency) *and* you have asked permission from me, phones must remain on vibrate and in your bag for the duration of the class. Otherwise, I will count you as absent.

If you use your laptop for taking notes, I expect you to stay off social media and e-mail for the duration of class. If you are using your laptop for purposes unrelated to classwork, I will mark you as absent for that day.

**Other notes on grading**

1. Extensions will only be granted in cases of documented emergencies (e.g., police report or doctor’s note). Late assignments will penalized one grade per day.
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 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.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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).

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket@exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f" \t "_blank) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**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 November 4. 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/>).

**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 individuals with disabilities.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**SCHEDULE OF TOPICS AND ASSIGNMENTS**

**WEEK 1**

**August 27: Introductions, visit Special Collections, and what is disability?**

* Nielsen, *A Disability History of the United States*, introduction & ch. 1-3 (p. xi-xxiii and 1-48)

**WEEK 2**

**September 3: What is disability history?**

* Nielsen, *A Disability History of the United States*, ch. 4-end
* In *Disability Histories*: Burch and Rembis,”Re-Membering the Past: Reflections on Disability Histories,” p. 1-13
* Douglas C. Baynton, “Disability and the Justification of Inequality in American History,” in *The New Disability History: American Perspectives*, ed. Paul K. Longmore and Lauri Umansky (New York: NYU Press, 2001), p. 33-57 **(MavSpace)**
* Williams, preface & ch. 1-2

Assignment: *A Disability History of the United States* research topics

**WEEK 3**

**September 10:** **Disability in family, community, & culture; library research strategies session**

* In *Disability Histories*
  + Part 1: introduction, Blackie, Richards, and Block & Cavalcante
  + Part 2: introduction, Ott, Bösl, and Kinder
* Sarah F. Rose, “‘We do not prefer cripples, but they can earn full wages’: Mechanization, Efficiency, and the Quest for Interchangeable Workers, 1880s-1920s,” in *No Right to Be Idle: The Invention of Disability, 1840s-1930s* (under contract with University of North Carolina Press)
* Williams, ch. 3-4

Assignment: model article analysis

**WEEK 4**

**September 17:** **No class; attend Dr. Gabaccia’s talk at 7:30 pm; individual consultations**

Assignment: research facilities assignment and analysis of primary source

**WEEK 5**

**September 24: Disability, medicine, & citizenship; Proposals**

* In *Disability Histories*
  + Part 3: introduction, Kudlick, Boster, Bernstein, and Pemberton
  + Part 4: introduction, Lawrie, Jennings
* 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 **(MavSpace)**
* Williams, ch. 5-6

Assignment: proposals due

**WEEK 6**

**October 1: meet with Dr. Rose**

**WEEK 7**

**October 8**: **Meet with study groups**

**WEEK 8**

**October 15:** independent work; check in via phone, e-mail, or in person

**WEEK 9**

**October 22: meet with Dr. Rose**

**WEEK 10**

**October 29:** independent work; check in via phone, e-mail, or in person

**WEEK 11**

**November 5: first page due; presentation and discussion of them**

* Williams, ch. 7

**WEEK 12**

**November 12:** independent work; check in via phone, e-mail, or in person

**WEEK 13**

**November 19**: **drafts due**

**WEEK 14**

**November 26: study group meetings; NO CLASS (Thanksgiving)**

**WEEK 15**

**December 3: Class presentations; study group meetings (if need be); meet with Dr. Rose**

**Finals Week**

**Thursday, December 17**: **Upload your final draft to Blackboard and deliver a paper version and your draft with my comments to my office or to UH 201 (with time stamp) by 7 pm**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

—Dr. Sarah Rose