**U.S. Disability History**

**DS 3307/HIST 3307, Spring 2016**

**Tuesdays & Thursdays, 12:30-1:50 pm**

**University Hall 14**

**Professor:** Dr. Sarah Rose

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**Office Hours:** Tuesdays & Thursdays 11:00 am-12:15 pm, Wednesdays 11:00 am-12:00 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 We will spend most of our time in class talking about the readings, films, or historical documents.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 a 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 and Michael Rembis, eds., *Disability Histories* (University of Illinois Press, 2014)

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 A. Lombardo, *Three Generations, No Imbeciles: Eugenics, the Supreme Court, and Buck v. Bell*(Johns Hopkins University Press, 2010)

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 DS 3307/HIST 3307, then select “Readings”. The readings are organized by the due date.

**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.

I will post grades for all assignments on Blackboard, as well as a midterm progress grade for participation.

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

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**FACULTY EXPECTATIONS**

I expect that students will

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by attending class regularly and being prepared for discussions and other assignments.  Being prepared means doing your reading assignment or other class prep *before* the class session
* do college-level work in all written assignments.  You will receive specific and detailed instructions for all assessments within this course, follow them.  Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
* turn in work on time
* show respect to your instructor and your fellow students in all interactions
* ask for help when needed
* instructor-specific expectations

**EXPECTATIONS FOR OUT-OF-CLASS STUDY**

A general rule of thumb is this: for every credit hour earned, a student should spend at least 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. 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, preparing for exams, etc.

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**DESCRIPTION OF COURSE REQUIREMENTS**

***Participation and attendance (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

At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I require attendance.

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 11:00 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 26, 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 21. Each entry is worth 20 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 19, January 21 (optional but strongly recommended!), February 4, March 1, April 6, and April 28.

***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 Friday, February 4 at 12:30 pm. 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, April 6 at 12:30 pm. 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 1 at 12:30 pm. 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 Thursday, April 27. We will go over the questions in class that day. The final (or research paper) is due on Blackboard Thursday, May 12 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 8 and plan to submit a short proposal (~1 single-spaced page) by March 29 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.

**Electronic device policy: 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.** **If you use your laptop, e-reading, or tablet for any purpose other than note-taking or consulting course readings and assignments, you will be banned from using a computer during class. If you violate either of these policies, the following stepped penalties will apply:**

* first time: verbal warning
* second time: unexcused absence for that day and be banned from using a computer, tablet, or e-reader in class
* third time: you will be asked to leave the classroom for that day and will receive an unexcused absence

**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**

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 April 1. 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.

**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/).

**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 disabled individuals.

**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 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 19: Introductions**

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

**Thursday, January 21: What is disability?**

* Simi Linton, *Claiming Disability: Knowledge and Identity*, ch. 2 (NYU Press, 1998), pp. 8-33 **(Blackboard)**
* Kim E. Nielsen, *A Disability History of the United States* (Beacon, 2012), pp. xi-xvi **(Blackboard)**

**Week 2**

**Tuesday, January 26: Defining disability & disability history**

* Groce, *Everyone Here Spoke Sign Language*, ch. 1 and 5-6 (pp. 1-11, 50-98)
* In *Disability Histories*: Susan Burch & Michael Rembis, “Re-Membering the Past: Reflections on Disability Histories,” pp. 1-13

**UNIT 2: DISABILITY IN EARLY AMERICA**

**Week 2 (continued)**

**Thursday, January 28: Early conceptions of disability**

* Groce, *Everyone Here Spoke Sign Language*, ch. 7-8 and appendix B (pp. 98-110, 118-124)
* Kim E. Nielsen, *A Disability History of the United States* (Beacon, 2012), pp. 19-40 **(Blackboard)**

**Week 3**

**Tuesday, February 2: Life with a disability in the early United States**

* In *Disability Histories*: Daniel Blackie, “Disability, Dependency, and the Family in the Early United States,” pp. 17-34
* In *Disability Histories*: Dea H. Boster, “‘Unfit for Ordinary Purposes’: Disability, Slaves, and Decision Making in the Antebellum American South,” pp. 201-217
* In *Disability Histories*: Penny L. Richards, “Thomas Cameron’s ‘Pure and Guileless Life,’ 1806-1870,” pp. 35-57
* 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 (continued)**

**Thursday, February 4: The asylum movement**

* Paper #1 due on Blackboard by 12:30 pm; no reading response required

**Week 4**

**Tuesday, February 9: The asylum movement (continued)**

* Excerpt from Dorothea Dix, *Memorial to the Legislature of Massachusetts,* 1844 **(Blackboard)**
* Freeberg, *The Education of Laura Bridgman*, introduction and ch. 1-3 (pp. 1-65)

**Thursday, February 11: Disability celebrities**

* Freeberg, *The Education of Laura Bridgman*, ch. 4-6 (pp. 66-121)

**Week 5**

**Tuesday, February 16: Disability and science**

* Freeberg, *The Education of Laura Bridgman*, ch. 7-9 (pp. 122-190)

**Thursday, February 18: Legacies of Howe’s experiment**

* Questions for midterm posted on Blackboard
* Freeberg, *The Education of Laura Bridgman*, ch. 10-12 (pp. 191-221)
* 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 6**

**Tuesday, February 23: Evaluating 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)**
* Examples of “ugly laws” from Susan M. Schweik, *The Ugly Laws: Disability in Public* (New York University Press, 2009), pp. 201-206 **(Blackboard)**

**UNIT 4: CITIZENSHIP AND EUGENICS**

**Week 6 (continued)**

**Thursday, February 25: Disabled citizens?**

* 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)**
* In *Disability Histories*: Kim E. Nielsen, “Property, Disability, and the Making of the Incompetent Citizen in the United States, 1860s-1940s,” pp. 308-320

**Week 7**

**Tuesday, March 1: Film in class TBD**

* Midterm due on Blackboard by 12:30 pm; no reading response due this day

**Thursday, March 3: Building a better race**

* Lombardo, *Three Generations, No Imbeciles*, introduction, prologue, and ch. 1-5 (pp. ix-78)

**Week 8**

**Tuesday, March 8: Defining competent citizenship**

* Lombardo, *Three Generations, No Imbeciles*, ch. 6-12 (pp. 78-173)

**Tuesday, March 10: Eugenic legacies**

* Lombardo, *Three Generations, No Imbeciles*, ch. 13-18 and epilogue (pp. 174-279)

**~~~Spring Break~~~**

**UNIT 5: DISABILITY AND WORK**

**Week 9**

**Tuesday, March 22: Life as a disabled worker**

* 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)**
* 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* (in press with the University of North Carolina Press, forthcoming in 2017) **(Blackboard)**

**Thursday, March 24: The exclusion of disabled workers**

* 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)**
* Nate Holdren, “Incentivizing Safety and Discrimination: Employment Risks under Workmen’s Compensation in the Early Twentieth Century United States,” *Enterprise & Society* 15, no. 1 (March 2014): 31-67 **(Blackboard)**
* Lisa Ossian, “League of the Physically Handicapped,” in *Encyclopedia of American Disability History*, ed. Susan Burch (Facts on File, 2009), pp. 556-557 **(Blackboard)**
* *New York Times* articles on blind workshop strikes & Frank Scott, “Infantile Paralysis and the Four Freedoms” **(Blackboard)**

**Week 10**

**Tuesday, March 29: 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 Spectator’s Gaze,” *The Journal of American Culture* 34, no. 4 (December 2011): 372-388 **(Blackboard)**

**UNIT 6: REHABILITATION**

**Week 10 (continued)**

**Thursday, March 31: The rise of the rehabilitation movement**

* In *Disability Histories*: Paul R. D. Lawrie, “‘Salvaging the Negro’: Race, Rehabilitation, and the Body Politic in World War I America,” pp. 321-344
* 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. 1-33 **(Blackboard)**

**Week 11**

**Tuesday, April 5: Building disability communities**

* In *Disability Histories*: John M. Kinder, “‘Lest We Forget’: Disabled Veterans and the Politics of War Remembrance in the United States,” pp. 163-182
* In *Disability Histories*: Audra Jennings, “Engendering and Regendering Disability: Gender and Disability Activism in Postwar America,” pp. 345-364

**Thursday, April 6: FDR & the pressures of rehabilitation: *Warm Springs***

* Papers on *Freaks* due by 12:30 pm on Blackboard; no reading response due today

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

**Week 12**

**Tuesday, April 12: Fighting for access**

* Pelka, *What We Have Done*, pp. 30-38, 48-76, 94-112
* 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)**

**Thursday, April 14: Lives in institutions & deinstitutionalization**

* In *Disability Histories*: Allison C. Carey, “Parents and Professionals: Parents’ Reflections on Professionals, the Support System, and the Family in Twentieth-Century United States,” pp. 58-76
* Pelka, *What We Have Done*, pp. 77-93, 131-150, 174-182, 283-297, 312-324, 332-333

**Week 13**

**Tuesday, April 19: Claiming rights**

* Questions for take-home final posted on Blackboard
* Paul K. Longmore, “Why I Burned My Book,” in *Why I Burned My Book and Other Essays on Disability* (Temple University Press, 2003), pp. 230-261 **(Blackboard)**
* Pelka, *What We Have* Done, pp. 113-117, 125-130, 151-156, 183-190, 197-205, 211-215

**Thursday, April 21: The ADA and assessing disability rights**

* Pelka, *What We Have Done*, 355-85, 413-422, 439-443, 460-464
  + Anne E. Parsons, “From Asylum to Prison: The Story of Lincoln, Illinois,” *Journal of Illinois History* 15 (Winter 2012): 242-260 **(Blackboard)**
  + Overview of status of PWD on the 25th anniversary of the ADA **(Blackboard)**

**Week 14**

**Tuesday, April 26: 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)**

**Thursday, April 28: *Invitation to Dance* film**

**CONTEMPORARY DISABILITY ISSUES IN HISTORICAL CONTEXT**

**Week 15**

**Tuesday, May 3: What is a life worth?**

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

**Tuesday, May 5: Ability, disability, and the ethics of technology**

* In *Disability Histories*: Stephen Pemberton, “The Curious Case of the ‘Professional Hemophiliac’: Medicine, Disability, and the Contested Value of Normality,” pp. 237-257 **(Blackboard)**
* Sarah F. Rose and Joshua A. T. Salzmann, “Bionic Ballplayers: Risk, Profit, and the Body as Commodity, 1964-2007,” *LABOR: Studies in the Working-Class History of the Americas* 11, no. 1 (February 2014): 47-76 **(Blackboard)**

**Finals Week**

**Thursday, May 12: FINAL (OR RESEARCH PAPER) DUE ON BLACKBOARD BY 1:30 PM**