**Introduction to Historical Research/**

**Research in Disability Studies**

**HIST 3300-005/DS 3331-001, Fall 2016**

**Monday & Wednesday, 2:30-3:50 pm**

**University Hall 13**

**Professor:** Dr. Sarah Rose

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

**Department of History phone:** 817-272-2861

**Faculty Profile:** http://www.uta.edu/profiles/Sarah-Rose

**Office:** UH 328

**Office Hours:** Mondays & Wednesdays, 4:15-5:45 pm, and by appointment (I am on campus most days from 11 am on)

**COURSE DESCRIPTION**

This course will introduce students to the craft of history in a hands-on manner. Students will explore the nature of history, the standards historians seek to follow, different ways of writing history, methods for evaluating evidence, and how to structure a narrative. To better focus our investigations, this class will concentrate on the history of disability: a field that ranges from madness, prosthetics, and freak shows to wheelchair sports, and injured veterans, among many other topics.

This course is designed to break the process of research and writing into a series of manageable steps and to help students build the analytical, research, and writing skills crucial for upper-level history classes.  We will begin by exploring major perspectives on the writing of disability history; our primary focus will be on the United States but with some excursions elsewhere. Students will then frame their own essay-length studies on a topic within the history of disability that can be written using ample online primary sources as well as oral histories and other locally-available sources. Past topics have included the history of accessibility in video games, masculinity and injuries in professional football, artistic representations of medieval madness, and uranium mining on the Navajo reservation, among others.

This course counts towards the B.A. in History and the Minor in Disability Studies (<http://disabilitystudies.uta.edu>), the Leadership Studies Minor, and the culture course requirement for Interdisciplinary Studies, among other programs.

**STUDENT LEARNING OUTCOMES**

After successfully completing this course, students will be able to:

1. Gather and distinguish between primary and secondary sources.
2. Analyze competing secondary historical accounts and discuss the differences in historians’ interpretations of past events.
3. Drawing on their secondary historical knowledge, analyze and interpret primary sources in historical context.
4. Write a thesis-driven essay that presents a new and coherent interpretation of an aspect of U.S. disability history.

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

Richard A. Marius and Melvin E. Page, *A Short Guide to Writing about History, 9th edition* (New York: Longman, 2014)

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

**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>)

**BLACKBOARD MATERIALS**

All other readings will be available via the class Blackboard site. You can access these materials by navigating to <https://elearn.uta.edu> and logging in with your UTA NetID and password. Select HIST 3300-005, then “Readings” on the left-hand menu.

Please bring all readings under discussion to class.

**COURSE REQUIREMENTS**

Participation and attendance 10% (100 points)

Journal entries (5 of 7 count) 2.0% each (100 points total)

Analytical outlines (3) 12% (120 points)

Research development assignments (3) 13% (130 points)

Draft of research paper 20% (200 points)

Final revision of research paper 25% (250 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

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

**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, and conducting research.

***Regular class attendance and participation (100 points or 10%):*** 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: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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 will take attendance every day. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

You cannot participate unless you attend class and arrive on time. I understand that the unexpected can occur, and you are *allowed two* *unexcused absences* without affecting your grade. Regular tardiness or leaving early will also affect your grade. If you miss class for a legitimate reason (documented family emergency, illness, athletic team event, work emergency, 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.

0-2 unexcused absences A = maximum participation grade

3 unexcused absences B = maximum participation grade

4 unexcused absences C = maximum participation grade

5 unexcused absences D = maximum participation grade

6+ 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.

***Journal entries (20 points each and 100 points total, or 10%)*:** To help you prepare for class discussion and practice careful, analytical reading, you will submit five journal entries on Blackboard during the first several weeks of class. The seven dates for which journal entries can be submitted are marked in the syllabus with “Assignment: Journal entry.” You can therefore choose to skip two of those days. Each graded entry will be worth 20 points (or 2% of your grade). Journals are due by 12 pm on the day of class.

Journal entries should be ~2 substantial paragraphs long and should respond to the question posted for that day. (<http://elearn.uta.edu>). Each journal entry should directly engage with the readings for that day (e.g., quotes or examples); please give a page number if you use a quote.

***Analytical outlines (120 points total or 12%):*** This assignment will help you practice critical reading skills and prepare you for your research paper and upper-level history coursework. You will submit three analytical outlines of articles that we will read in class. Each outline 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, 4) state the implications of the argument for disability history, and 5) state your evaluation of the article. The analytical outlines will be worth 30, 40, and 50 points, respectively, and will be due on Sept. 12, Sept. 21, and Sept. 28.

***Research development assignments (130 points total or 13%):***research questions, proposal, annotated bibliography, and “first page of paper.” You must turn in these assignments on time to receive these points.

Research questions (~1 page, 30 points), *due Oct. 5* at the beginning of class and on Blackboard. State and briefly discuss 3-4 questions that you are interested in investigating within disability history. Explain why these questions might be important to the larger field of study and why you are interested in them. We will discuss these in class.

Research plan and annotated bibliography (3-4 pages, 50 points), *due at 2:30 pm on Oct. 24 on Blackboard:* Your research plan should outline your research topic, explain what historical questions your essay will attempt to answer, indicate how several other historians have approached this topic, and suggest how your research will contribute to current scholarship. Think about what might be controversial about your topic, unexplained, incomplete, or in need of reinterpretation. Although you probably will have several research questions that you wish to answer, focus on outlining an overarching question that will drive your research. Finally, address the “so what?” question: why is your project important and interesting to the study of history, writ large?

The annotated bibliography should briefly discuss the primary sources and secondary sources that you have found so far. Explain the different types of primary sources that you have identified, their location, and what they contain that is important for your project. Briefly comment on the books, journal articles, and book chapters that you have found thus far and their relevance to your project. If you are covering a topic about which no one else has written, explore what scholars have written on similar topics.

“First page” of research paper, *due Nov.* *14* at beginning of class and on Blackboard (50 points): This is a first stab at writing your introduction in a clear and intriguing way. The introduction 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.

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.

***Draft of research paper (200 points or 20%):*** due to my office (UH 328) or the History Department office (UH 201) with a time stamp **by 2:30 pm on Wednesday, November 23;** please also upload your draft to Blackboard.

This paper should draw on your research in primary and secondary sources and be 15-20 pages in length. You must have a thesis based on evidence that you thoroughly discuss within the body of the paper. Your draft must be properly footnoted (or an honest effort at following Turabian/Chicago style) and must be virtually free of grammatical errors. You must have someone else proofread it before you turn it in.

***Oral presentation (100 points or 10%):*** A ten-minute presentation near the end of the semester in which you outline your major research question, your key sources, and your findings, 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, be engaged listeners, and to offer constructive criticism to their peers.

***Final version of research paper (250 points or 25%):*** due to my office (UH 328) or the History Department office (UH 201) **with a time stamp by 4:30 pm on Wednesday, December 14;** please also upload your draft to Blackboard. The final version should be revised in accordance with the comments that you receive on your draft and oral presentation.

***Extra credit (up to 10 points or 1%)****:* optional and available several times during the semester. Attend one of the approved extra credit events announced in class and on Blackboard and write at least one page discussing 1) what you learned and 2) how it relates to the material covered in HIST 3300-005/DS 3331.

Your extra credit paper must be typed and should be double-spaced; please upload it to Blackboard in one of the Extra Credit slots.

**Librarians to Contact:**

History & Disability Studies: Rafia Mirza (rafia@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. *Unless you have explicit permission from me, 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.

**Disability Accommodations:** UTArlington 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. 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).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

***Title IX Policy:*** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or <jmhood@uta.edu>.

**Academic Integrity:** Students enrolled all UT Arlington courses 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

**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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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 <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**The Library’s 2nd floor Academic Plaza** offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**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**. 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/>). **Students will not be automatically dropped for non-attendance.** The final drop day is November 2. 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 face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** 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 29: Introductions**

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

**August 31: What is disability? What is history? Reading secondary sources**

* Marius & Page, *A Short Guide*, p. 1-21
* Nielsen, *A Disability History of the United States*, introduction & ch. 1 (p. xi-xxiii and 1-11)

Assignment: Journal entry

**WEEK 2**

**September 5: NO CLASS (Labor Day)**

**September 7: Disability in early America/Historical thinking**

* Marius & Page, *A Short Guide*, ch. 2 (p. 26-47)
* Nielsen, *A Disability History of the United States*, ch. 2 & 3 (p. 12-48)

Assignment: Journal entry

**WEEK 3**

**September 12: Disability & Community in Antebellum America/Texas Disability History Collection**

* Marius & Page, *A Short Guide*, p. 21-25
* Choose one for analytical outline #1:
  + Alice R. Wexler, “Chorea and Community in a Nineteenth-Century Town,” *Bulletin of the History of Medicine* 76, no. 3 (Fall 2002): 495-527 **(Blackboard)**
  + 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)**

Assignment: Analytical outline #1 due

**September 14:** **The rise of the asylum/Evaluating primary sources**

* Nielsen, *A Disability History of the United States*, ch. 4 & 5 (p. 49-99)
* Primary sources (read both):
  + 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)**
  + Examples of “ugly laws” from Susan M. Schweik, *The Ugly Laws: Disability in Public* (New York University Press, 2009), pp. 201-206 **(Blackboard)**

Assignment: Journal entry

**WEEK 4**

**September 19: Research strategies workshop at library and Special Collections visit**

* Marius & Page, *A Short Guide*, p. 48-85 (ch. 3 and first part of ch. 4)

Assignment: Journal entry

**September 21:** **Eugenics and citizenship/Plagiarism**

* Nielsen, *A Disability History of the United States*, p. 100-102, 110-124 (parts of ch. 6)
* Choose one for analytical outline #2:
  + Douglas C. Baynton, “Defectives in the Land: Disability and American Immigration Policy, 1882-1924,” *Journal of American Ethnic History* (Spring 2005): 31-44 **(Blackboard)**
  + Paul A. Lombardo, *Three Generations, No Imbeciles* (Johns Hopkins University Press, 2008), 1-29 **(Blackboard)**

Assignment: Analytical outline #2

**WEEK 5**

**September 26: Life as a disabled worker/Digitized primary sources**

* 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* (forthcoming from University of North Carolina Press, 2017) **(Blackboard)**
* Primary sources:
  + Correspondence and publicity materials from Ford Motor Company archives and research notes from social reformer John Fitch **(Blackboard)**

Assignment: Journal entry

**September 28: Meanings of disability/Primary source discussion**

* 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 **(Blackboard)**

Assignment: Analytical outline #3 on Baynton’s essay & bring in a primary source on a topic that interests you

**WEEK 6**

**October 3: Freak Shows/Historiography**

* 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)**
* Susan Burch and Michael Rembis, “Re-Membering the Past: Reflections on Disability Histories,” in *Disability Histories*, ed. Susan Burch and Michael Rembis (2014), pp. 1-13 **(Blackboard)**

Assignment: Journal entry

**October 5: The rehabilitation movement/Visual sources**

* Daniel J. Wilson, “Passing in the Shadow of FDR: Polio Survivors, Passing, and the Negotiation of Disability” in *Disability and Passing*, pp. 13-35 **(Blackboard)**
* Rosemarie Garland Thomson, *Staring*, ch. 11, pp. 161-182 **(Blackboard)**

Assignment: Research questions due; be prepared to briefly discuss yours in class

**WEEK 7**

**October 10**: **Disability Communities, Disability Rights/Oral histories**

* Nielsen, *A Disability History of the United States*, ch. 7-8 and epilogue (p. 131-185)
* Primary sources:
  + Oral history from the Texas Disability History Collection website **(Blackboard)**

Assignment: Journal entry

**\*\*\*\*October 10-13:** individual meetings with professor about potential topic**\*\*\*\***

**October 12**: **Constructing a strong research proposal & bibliography, citing sources, & navigating the research process**

* Marius and Page, *A Short Guide*, ch. 6 (p. 124-142)

**WEEK 8**

**October 17 & 19:** independent work on research proposal and bibliography (no class)

**WEEK 9**

**October 24:** Research proposal and annotated bibliography due to my office or the Department of History office by 2:30 pm on October 24; please also upload to Blackboard

**\*\*\*\*October 24, 25, & 26** individual meetings with professor about research plan & bibliography**\*\*\*\***

* Marius & Page, *A Short Guide*, p. 86-97 (part of ch. 4)

**October 26:** work independently on research (no class)

**WEEK 10**

**October 31 & November 2:** independent work on your research and writing (no class)

**WEEK 11**

**November 7 & 9:** thesis and outlining workshops (class will be divided in half by topic and period); continue research & start writing

**WEEK 12**

**November 14: Framing your argument**

* Marius & Page, *A Short Guide*, ch. 5 (p. 98-123)—be prepared to discuss it with me

Assignment: “first page” of paper due at beginning of class

* Bring enough copies of your “first page” for the entire class; we will go over them as a group
* Be prepared to discuss what writing challenges you are facing, as well as ch. 5 of Marius and Page

**\*\*\*\*November 14-18: The pleasure and pain of writing:** individual check-in meetings\*\*\*

**November 16: The makings of a good first draft**

* Read *all of the* sample research papers posted on Blackboard. We will discuss these first in small groups and then move to a class-wide discussion of grammar, style, and citation.
* We will also discuss best practices for oral presentations and you will sign up for a time slot

**WEEK 13**

**November 21:** work independently on draft (no class)

**November 23**: Draft of research paper due in my office or UH 201 (with time stamp) by 2:30 pm; please also upload it to Blackboard!

**WEEK 14**

**November 28 & 30: Class presentations (attendance required);** revise draft

**\*\*\*\*November 28-30 & December 1, 2:** Pick up drafts in individual meetings with professor**\*\*\*\***

**WEEK 15**

**December 5 & 7: Class presentations continue (attendance required);** continue revising draft

**Finals Week**

**Wednesday, December 14**: Upload your final draft to Blackboard and deliver both a paper version and your draft with my comments to my office or to UH 201 (with time stamp) by 4:30 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