**English 7891**

**Disability Studies in Language and Literature**

**Spring 2017**

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|  | “In which theories and in which movements do we recognize ourselves, or recognize disability?” (149)  —Alison Kafer, *Feminist Queer Crip* |

Professor: Margaret Price

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Office location: Denney 509

Office hours: Tuesday 1-4 pm, and by appointment. If possible, please let me know you plan to come by ahead of time, as my office hours tend to get booked up.

Classroom/time: Friday 9:10 am-12:10 pm; see course website for locations.

Course website: <https://u.osu.edu/eng7891spring17>

**Course Description**

This course asks, “What does it mean to recognize disability studies?” To explore this question, we will first learn about the history of disability studies: how it emerged and was established as a field; its trajectory through the 80s, 90s, and early 2000s; and finally, what newer questions are re-shaping it. We will then turn to the challenges that have faced disability studies through shifting theoretical and cultural times—especially challenges having to do with areas that it has historically neglected, including critical race theory, mental disability, chronic illness, and the nonhuman. Finally, we will take up the (deliberately provocative) binary offered by Simi Linton in her 1998 book *Claiming Disability*, in which she declared some fields of study “Not Disability Studies” and another “Disability Studies.” We’ll ask about the role of adjacent fields—including narrative medicine, disability justice, bioethics, science studies, medical rhetoric, and health humanities—and inquire into the ways that *disability* and *disability studies* might signify into the future.

**Course Objectives**

Learning in this course will proceed by means of reading, discussion, collaborative work, and analysis. Students in English 7891 will acquire a working understanding and vocabulary for discussing disability as a field, as a critical framework, and as a methodology. You will also acquire a working knowledge of ways that disability studies intersects with adjacent fields, including cultural studies, sociology, education, gender studies, science studies, and history (to name just a few). You are encouraged to focus on the intersecting fields that are most relevant for your own studies; in other words, you are not required to master all aspects of disability studies and its wildly interdisciplinary reach, but rather to gain a sense of *how* to apply a disability-studies framework to areas of your own interest. Activities will include participating in an online course discussion forum; creating an accessible collaborative presentation; and designing and completing a final project (for those taking the course for a grade).

**Course Readings and Viewings**

Our course website includes a detailed reading list, which is also attached to this syllabus. Books should be purchased in your preferred form, from your preferred vendor. Ensure you order far enough in advance to have books in hand at least a week before the reading is due.

If I have obtained an e-copy of a given course text from the library, I will note it on the calendar. **Please note that library e-copies restrict the number of people who can read the text simultaneously; for this reason, do not assume a reading will be available to you for long periods of time on the day or two before class.** Other readings will be made available via links or downloads on our course website.

All course readings will be delivered in formats that are as accessible as possible, including Word; screen-readable PDF; HTML or other screen-readable formats. I will maintain a discussion throughout the semester about whether, and in what ways, course texts are accessible. Please participate in this discussion by notifying me immediately if a course text is not accessible for you. Again, do not wait until shortly before class (or during class) to deliver this news.

You are encouraged to read in the format that works best for you. You’ll notice in class that I often read texts in paper form. If you have any difficulty producing our course texts in formats that work for you, please let me know.

**Our Course Website**

Our course website (see URL on page 1) is password-protected; in other words, only people registered for the site or who have the password can access it. I don’t consider this a site where we are speaking to a more general audience, but rather one where we can exchange ideas among ourselves. However, please do be aware that I may end up inviting some guests to visit the site. For that reason, do not consider it confidential.

**Course Projects**

Reading responses

* You must post your reading response 24 hours before class begins (i.e. by 9:10 a.m. Thursday) so that we all have a chance to read and respond to it. Repeated late posting, or missed posts, will affect your overall course grade.
* When you read others’ responses, please make an effort to respond to at least two. If we find that comments are not being distributed equally, we may institute a round-robin system.
* Reading responses may summarize, ask questions, make connections to other readings, and/or connect to your lived experience. These are meant to be spaces in which you explore and get started on ideas—even take risks, to the extent that that feels right to you—so please try to take pressure off yourself in terms of needing to “perform” in your responses. As long as it’s evident that you are reading carefully and are engaging seriously with the readings, you are doing satisfactory work. (If I feel that you aren’t reading carefully and engaging seriously, I’ll ask to talk with you individually.)
* Aim for about 300-500 words per post. Longer posts might make it difficult for us to complete this reading, since there are 13 of us. That said, if you have a lot to say, you might consider labeling part of your post “optional reading” or perhaps putting up a second post for the same course session, titled something like “Extra thoughts from Margaret for [date]—Optional.”
* Feel free to write your response in any style you like. Bullet-point lists are fine, as are paragraphs. Sketches and other visual elements are also fine, so long as you ensure that they are accessible (videos must be captioned, any images must be described).
* 35 points.

Presentation of Supplemental Reading

* Working with one other person, you will create a presentation of one of the texts on the “Supplemental Reading” list (see course website).
* You may choose the person you wish to work with, or wait to have me assign you to a pair. If I have not received notice from you by January 28 about your preferred partner, I will assign you a partner. If you want to discuss any issues related to working collaboratively, please talk with me.
* Your presentation will include the following:
  + A summary and guide to the reading, to be distributed to the class in both electronic and paper formats. By “guide,” I mean adding any contextual information, questions, or discussion topics that you think will be useful for the class. This document should be 500-1,000 words.
  + You and your partner will have 60 minutes of class time to lead a discussion on your reading and the topics it raises. If you wish to provide your classmates with an excerpt (no more than five pages), that’s fine; however, be sure you provide it ahead of time so everyone has a chance to read it.
  + All presentation materials (slides, video, etc.) must be presented in accessible formats. If you are unsure how to create accessible formats (e.g. how to describe an image effectively), ask me—I can provide you with information on how to do this.
* One pair will present per week, over 6 weeks distributed across the middle of the semester. I will provide a sign-up sheet on which pairs can sign up for a presentation day.
* 20 points. Both members of the pair will receive the same grade. If you are concerned about the dynamics of your pairing, please address me individually (by email or in person) as soon as possible.

Final project

* My primary concern is that your project be both *substantive* as a scholarly DS project, and that it be *relevant* to your own work and disciplinary “home.” The most conventional form of this project would be a seminar paper of 6,000-8,000 words (inclusive of notes and references), modeled on the genre of the peer-reviewed journal article, and aimed at a disability-studies audience (e.g. composed as if to be submitted to *Disability Studies Quarterly*). However, if you have another genre, approach, or medium in mind, that’s fine.
* Your proposal, due on March 24, should outline your planned project as if it were an assignment given to you by a graduate instructor. In other words, it should contain an exigency (why are you doing this project?), objectives that will be met upon completion, and specifications as to form, content, purpose, audience, formatting, and medium. Think of it as writing your own assignment.
* If it makes you feel a bit nervous—or just in need of guidance—to be writing your own final project assignment, please talk with me.
* When I respond to proposals, I will let you know about any requirements that need to be added to your project (e.g. if it should be more substantive; wider or narrower in scope; clearer about purpose, audience, or content; and so forth).
* We will workshop proposals in class.
* 10 points for proposal; 35 points for completed project.

**Grading and Credit**

All course requirements must be met in order to receive credit for this course. Students taking the course S/U may omit the final project, but should plan to complete all other course assignments. In addition, remember that overarching criteria such as attendance and timeliness will affect your final grade. If you are taking the course for a grade, the maximum number of points you can earn is 100.

A 93-100 C+ 77-79

A- 90-92 C 73-76

B+ 87-89 C- 70-72

B 83-86 D+ 67-69

B- 80-82 D 60-66

Please see OSU Faculty Rule 3335-8-21 for a qualitative description of each grade:

http://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html

**Accommodations, Disabilities, and Academic Support**

The Office of Student Life Disability Services (SLDS) provides services to any student who feels they may need an accommodation based on the impact of a disability. Disabled students that have been certified by SLDS will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 150 Pomerene Hall, 1760 Neil Ave. Phone (614) 292-3307, VRS (614) 429-1334. Email [slds@osu.edu](mailto:slds@osu.edu). Web <http://slds.osu.edu>

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the written handouts I provide may be difficult to absorb. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them.

**Plagiarism and Academic Integrity**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct (<http://studentlife.osu.edu/csc/>), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct (and this syllabus) may constitute “Academic Misconduct.”

The OSU Code of Student Conduct (Section 3335-23-04) defines academic misconduct as “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

Plagiarism is the representation of another’s work or ideas as one’s own. Such representation includes the unacknowledged word-for-word and/or paraphrasing of another person’s work and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with University rules, will be reported to the appropriate departmental or University body.

**Attendance**

This class is interactive and discussion-based. Without each member’s presence and active participation, the class doesn’t work. Therefore, attendance, preparedness and participation are required. Please be aware of these specific requirements:

* You are expected to attend each class session. Excused absences will be accepted for documented health reasons, documented personal emergencies, and documented University activities (such as attending a conference). Documentation for an excused absence (email noting University obligation, signed doctor’s note) must be presented to me at or before the next class session after the absence. If it is not, the absence will go on record as unexcused.
* One unexcused absence is “free.” Two unexcused absences will result in a 10% course grade reduction. Three unexcused absences will result in a 15% course grade reduction. Four or more absences (of any kind) will result in failure of the course. If you find that you are missing multiple classes and are concerned, please talk with me right away.

**Punctuality, Preparedness, and Collective Access**

* Readings do not have to be printed out, but note that you must download them to your device if you plan to access them digitally. This is to avoid any potential problems that may arise if wireless is not working (or is just slow) during a class period.
* If you have a laptop or tablet, you are welcome to use it during class. Please do not conduct any business not related to this course during class time. If this is a repeated issue, it may affect your attendance record.
* You are encouraged to agree with, disagree with, and add to each others’ arguments during discussion. However, please keep in mind that not everyone understands “participation” the same way; for some, what feels like a “lively debate” could feel to others like “a terrifying ordeal.” Try to be attentive to the dynamic of the group and think about how you can support our developing ideas as a collective. Some questions to consider:
  + Do you need to listen more? For example, do you find that you tend to speak almost every time there is a pause? If so, try waiting to see if someone who is quieter will speak up after a short wait.
  + Do you need to ask questions more than make arguments? Although argument is an important part of academic exchange, so is the effort to deeply and genuine understand what another person is saying. Ensure you are attending to both.
  + Do you need to speak out more during discussion, even if that requires a somewhat awkward form of breaking in (such as holding up a hand, or asking me privately to call on you occasionally)?
  + Do you find that we need to keep better track of ongoing questions or ideas as a group—i.e., are some getting left by the wayside? Consider adopting a strategy such as taking notes on behalf of the whole class in a post on our course website. Or note down questions you’d like us to return to, and put them in your next discussion post. (Or in an extra one!)
* As our discussions develop, we will practice interdependence and collective access—responding and adjusting to one another.
* If there is something you need to do during class to enhance your own access (such as drawing, stimming, knitting, standing up, stretching, etc.) please feel invited to do so. If it’s a form of participation that I’m not accustomed to, I might ask you about it (privately), and if it’s disruptive to others, we might have to figure out a compromise that works for everyone. In general, please know that you are invited to make our space as accessible as possible for yourself, and that I look forward to learning from you what that means.

**Course Calendar**

**English 7891 (Spring 2017)**

This list contains readings and viewings for the course--both required and suggested. As class members suggest additional material, and as we adjust our reading/composing pace, I'll keep updating the "Not required" (i.e. suggested) readings.

**NOTE: Book-length readings should be purchased. All other readings will be provided.**

**For January 13 (Location: Denney 419)**

Theme: Historical, cultural, and political alliances that give rise to and challenge disability studies. Take note of the dates of each piece you read, as well as the dates of the events discussed in each piece. I've intentionally given you some early DS work, along with some current work.

Important: If any course text is not accessible for you, please notify me immediately by emailing me or texting (404-849-8593). Please do not wait until the day before class (or the day of class) to inform me about inaccessible materials.

*To read--required*

* Simi Linton. *Claiming Disability* (1998). Chapters 5 ("[Enter Disability Studies](https://u.osu.edu/eng7891spring17/files/2016/12/Linton-Chapter-5-23q34bf.pdf)") and 6 ("[Disability Studies/Not Disability Studies](https://u.osu.edu/eng7891spring17/files/2016/12/Linton-Chapter-6-2nbjdyc.pdf)").
* David Pfeiffer and Karen Yoshida. "[Teaching Disability Studies in Canada and the USA](https://u.osu.edu/eng7891spring17/files/2016/12/Teaching-Disability-Studies-in-Canada-and-the-USA-1nq919h.pdf)." (1995). NOTE: If the above link is not accessible for you, try using the interactive PDF ([Pfeiffer and Yoshida, "Teaching Disability Studies](http://www-tandfonline-com.proxy.lib.ohio-state.edu/doi/abs/10.1080/09687599550023462#aHR0cDovL3d3dy10YW5kZm9ubGluZS1jb20ucHJveHkubGliLm9oaW8tc3RhdGUuZWR1L2RvaS9wZGYvMTAuMTA4MC8wOTY4NzU5OTU1MDAyMzQ2Mj9uZWVkQWNjZXNzPXRydWVAQEAw)") available through the OSU library.
* Douglas Baynton. "[Disability and the Justification of Inequality in American History](https://u.osu.edu/eng7891spring17/files/2017/01/Baynton-Disability-and-the-Justification-of-Inequality-2m4djw1.pdf)." (2001). NOTE: This PDF is not screen-readable. I am still working with the university to ensure I can get screen-readable copies made of all course materials. You can access a screen-readable copy by going to the library's [electronic copy of *The Disability Studies Reader*](http://proxy.lib.ohio-state.edu/login?url=http://site.ebrary.com.proxy.lib.ohio-state.edu/lib/ohiostate/docDetail.action?docID=11297763), 4th  or 5th ed.
* Jay Dolmage. *Disability Rhetoric* (2014). Chapter 1 ("[Disability Studies of Rhetoric](https://u.osu.edu/eng7891spring17/files/2016/12/Dolmage-Chapter-1-28q6lwi.pdf)").
* Patricia Berne. "[Disability Justice: A Working Draft](http://sinsinvalid.org/blog/disability-justice-a-working-draft-by-patty-berne)" (2015).
* Alyson Patsavas. "[Disabilities Studies Gains Cultural Capital? And Now What?](http://www.thefeministwire.com/2013/11/disabilities-studies-gains-cultural-capital-and-now-what/)" (2013).

*To compose--required*

* Complete a discussion post by 9 a.m. on Thursday, January 12. Please write about 250 words. To post, go to the top of the page, select "New," and then select "Post." Prompt:
  + What are your engagements with disability, disability studies (DS), and/or adjacent fields? (Note: It's fine to say things like "I'm just interested" or "I don't know yet." Try to add some detail about your own work, and your interest in DS, so I and your seminar-mates have some sense of where you're coming from and why you're interested.)
  + What are one, two, or three things you hope we'll discuss this semester? Feel free to name topics, authors, specific readings/viewings, or questions that interest you particularly.
  + No need to address the readings in your post for this week; we'll discuss them during our first class and then write more about them next week.

*To read--not required. These readings provide further background or expansion on today's theme.*

* Union of the Physically Impaired Against Segregation (1976). "[Fundamental Principles of Disability](http://disability-studies.leeds.ac.uk/files/library/UPIAS-fundamental-principles.pdf)."
* Disability Action Center (n.d.) "[Ed Roberts](https://actionctr.org/resources/profiles-in-courage/ed-roberts/)."
* Susan Schweik. "[Lomax's Matrix: Disability, Solidarity, and the Black Power of 504](http://dsq-sds.org/article/view/1371/1539)" (2011).

**For January 20  (Location: Denney 316)**

Theme: Continued from January 13. Please be prepared to return to the readings from last week, and to discuss the two new readings.

*To read--required*

* Bell, "[Introducing *White* Disability Studies: A Modest Proposal](https://u.osu.edu/eng7891spring17/files/2017/01/Bell-Introducing-White-Disability-Studies-s95iz7.pdf)." (2006)
* Garland-Thomson, "[Disability Studies: A Field Emerged](https://u.osu.edu/eng7891spring17/files/2017/01/Garland-Thomson-DS-A-Field-Emerged-2ktc2a2.pdf)." (2013)

*To compose--required*

* Discussion post for this week. Please see syllabus for details. Two notes:
  + Just for this week, comment on last week's readings as well as this week's. Remember that it is fine to emphasize the readings that engaged you the most. Questions, summaries and especially thoughts on things you'd like to discuss more are all good choices for your post.
  + To help everyone navigate the posts easily, go to the right-hand side of the page while writing your post and scroll down to the box marked "Tags." I've set up a tag for each person's name, and a tag for each class date for the next several weeks. To choose tags that already exist, click on "Choose from most used tags." You can also make up your own tags by typing them into the box under "Tags," then clicking "Add." If you don't want to deal with tagging, don't worry about it--I can tag your posts for you.

*To read--not required.*

* Young, Damon A. & Ruth Quibell. “[Why Rights are Never Enough: Rights, Intellectual Disability, and Understanding](https://u.osu.edu/eng7891spring17/files/2017/01/Why-Rights-are-Never-Enough-Rights-intellectual-disability-and-understanding-27ognrk.pdf).” *Disability & Society* 15.5 (2000): 747-764.
* Russell, Marta. "[What Disability Civil Rights Cannot Do: Employment and Political Economy](https://u.osu.edu/eng7891spring17/files/2017/01/Russell-What-Civil-Rights-Cannot-Do-26lyakz.pdf)." *Disability & Society* 17.2 (2002): 117-135.

**For January 27 (Location: 18th Avenue Research Library, 3rd floor)**

"[Medicine, Narrative, Disability, Rhetoric: A ColLABoratory](https://english.osu.edu/events/narrative-medicine-disability-studies-collaboratory)." Plan to attend the first half of the day; if possible, please attend all day.

*To read--required*

* Start on reading for February 3rd.

*To compose--not required*

* Discussion post. If you have the time and inclination, I'd love to read your thoughts about the ColLABoratory--either before or after it takes place (or both). However, there is no post required for this week.

*To read--not required.*

* Selected works by presenters. These can be found at [http://u.osu.edu/collaboratory/presenters.](https://u.osu.edu/collaboratory/presenters/)

**For February 3  (Location: Denney 316)**

Theme: Where DS has been, and where it needs to go.

*To read--required*

* Minich, Julie Avril. "[Enabling Whom? Critical Disability Studies Now](http://csalateral.org/wp/issue/5-1/forum-alt-humanities-critical-disability-studies-now-minich/)." *Lateral* 5.1 (2016).
* Meekosha, Helen and Russell Shuttleworth. “[What's So Critical about Critical Disability Studies?](https://u.osu.edu/eng7891spring17/files/2016/12/Meekosha-Whats-So-Critical-pcp4jr.pdf)” *Australian Journal of Human Rights* 15.1: 47-75.
* [BOOK] Tom Shakespeare, *Disability Rights and Wrongs Revisited* (2nd ed.) NOTE: Please read the first 110 pages (Introduction and Part I), as well as "Concluding Thoughts" (pp. 238-239). In addition, read one chapter of your choice in Part II. (If you'd like to read more, that's great!--the whole book is worthwhile reading.)

*To compose--required*

* Discussion post for this week.

*To read--not required*

* United Nations. [Convention on the Rights of Persons with Disabilities](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html). New York, 2006.
* Crow, Liz. "[Including All Of Our Lives](https://u.osu.edu/eng7891spring17/files/2016/12/Crow-Including-All-Of-Our-Lives-2gjrzj2.pdf)." *Encounters with Strangers: Feminism and Disability*. Ed. Jenny Morris. London: Women's Press, 1996. NOTE: This copy is not screen-readable. I am getting a screen-readable copy made.
* Brown, Lydia. "[The Significance of Semantics](http://www.autistichoya.com/2011/08/significance-of-semantics-person-first.html)." *Autistic Hoya*. 4 Aug. 2011.
* "[Person-First Language](http://www.med-u.org/the-library/person-first-language)." MedU. n.d.
* Mingus, Mia. "[Reflections on an Opening: Disability Justice and Creating Collective Access in Detroit](https://leavingevidence.wordpress.com/2010/08/23/reflections-on-an-opening-disability-justice-and-creating-collective-access-in-detroit/)." *Leaving Evidence*. 23 Aug. 2010.
* Brewer, Elizabeth and Brenda Jo Brueggemann. "[The View from DSQ](http://dsq-sds.org/article/view/4258/3598)." 34.2 (2014).

**February 10 (Location: Denney 316)**

Theme: Crip theory.

*To read--required*

* Sandahl, Carrie. "[Queering the Crip or Cripping the Queer? Intersections of Queer and Crip Identity in Solo Autobiographical Performance](https://u.osu.edu/eng7891spring17/files/2017/01/Sandahl-Queer-the-Crip-19ev6y1.pdf)." *GLQ* 9.1-2 (2003): 25-56.
* McRuer, Robert. Introduction, "[Introduction: Compulsory Able-Bodiedness and Queer/Disabled Existence](https://u.osu.edu/eng7891spring17/files/2017/01/McRuer-Introduction-1ncuuev.pdf)."*Crip Theory: Cultural Signs of Queerness and Disability.* New York: NYUP, 2006. 1-32.
* Johnson, Merri Lisa and Robert McRuer. "[Cripistemologies](https://u.osu.edu/eng7891spring17/files/2017/01/Johnson-and-McRuer-Cripistemologies-1m1fyne.pdf)." Introduction to vol. 1 of a special issue of the *Journal of Literary and Cultural Disability Studies* 8.2 (2014): 127-147.
* "[Proliferating Cripistemologies](https://u.osu.edu/eng7891spring17/files/2017/01/Proliferating-Cripistemologies-Roundtable-1rtp1rb.pdf)." A virtual roundtable in vol. 1 of a special issue of the *Journal of Literary and Cultural Disability Studies* 8.2 (2014): 149-169.
* Chen, Mel. "[Brain Fog: The Race for Cripistemology](https://u.osu.edu/eng7891spring17/files/2016/12/Chen-Brain-Fog-pgeqnt.pdf)." In vol. 1 of the special issue on "Cripistemologies" in the *Journal of Literary and Cultural Disability Studies*8.3 (2014): 171-184.
* Sherry, Mark. "[Crip Politics? Just ... No](http://www.thefeministwire.com/2013/11/crip-politics-just-no/)." *The Feminist Wire*. 23 Nov. 2013.

*To compose--required*

* Discussion post for this week.

*To read--not required*

* McRuer, Robert. "[Composing Queerness and Disability: The Corporate University and Alternative Corporealities](https://u.osu.edu/eng7891spring17/files/2017/01/McRuer-Chapter-4-1o2xprf.pdf)." Chapter 4 in *Crip Theory: Cultural Signs of Queerness and Disability.* New York: NYUP, 2006. 146-170.
* Johnson, Merri Lisa and Robert McRuer. "[Cripistemologies and the Masturbating Girl](https://u.osu.edu/eng7891spring17/files/2017/01/Johnson-and-McRuer-Cripistemologies-and-the-Masturbating-Girl-2helj3o.pdf)." Introduction to vol. 2 of a special issue of the *Journal of Literary and Cultural Disability Studies*8.2 (2014): 245-255. NOTE: In this second introduction, Johnson and McRuer discuss responses to the first volume of the special issue, including Mark Sherry's article.

**February 17 (Location: Denney 316)**

Theme: Disability materiality.

*To read–required*

* [BOOK] Kafer, Alison. *Feminist, Queer, Crip.* Bloomington: Indiana UP, 2013.
* Garland-Thomson, Rosemarie. “[Misfits: A Feminist Materialist Disability Concept](https://u.osu.edu/eng7891spring17/files/2017/01/Garland-Thomson-Misfits-1u4jq96.pdf).” *Hypatia* 26.3 (2011): 591-609.

*To compose–required*

* Discussion post for this week.

*To read–not required*

* Kafer, Alison. “[Un/Safe Disclosures: Scenes of Disability and Trauma](https://u.osu.edu/eng7891spring17/files/2016/12/Kafer-UnSafe-Disclosures-1zmxj52.pdf).” *Journal of Literary and Cultural Disability Studies* 10.1 (2016): 1-20.

**February 24 (Location: Denney 316)**

Theme: Disability materiality (continued) (with a shameless focus on the work of Nirmala Erevelles).

*To read–required*

* Erevelles, Nirmala. “[Signs of Reason](https://u.osu.edu/eng7891spring17/files/2016/12/Erevelles-Signs-of-Reason-1zvhqf1.pdf): Rivière, Facilitated Communication, and the Crisis of the Subject.” *Foucault and the Government of Disability*. Ed. Shelley Tremain. Ann Arbor: U of Michigan P, 2005. 45-64.
* Erevelles, Nirmala and Andrea Minear. “[Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality](https://u.osu.edu/eng7891spring17/files/2016/12/ErevellesMinearJLCDS-1ndae40.pdf).” *Journal of Literary & Cultural Disability Studies* 4.2 (2010): 127–146.
* Erevelles, Nirmala. “[Disability as ‘Becoming’: Notes on the Political Economy of the Flesh](http://library.ohio-state.edu.proxy.lib.ohio-state.edu/record=b8097733~S7).” *Disability and Difference in Global Contexts*. New York: Palgrave, 2011. NOTE: This volume is available as an e-book from the library. I recommend downloading this selection early, since e-books are generally available to only 3-5 patrons at once.
* Erevelles, Nirmala. “[Crippin’ Jim Crow: Disability and the School-to-Prison Pipeline](http://library.ohio-state.edu.proxy.lib.ohio-state.edu/record=b8097734~S7).” *Disability Incarcerated: Imprisonment and Disability in the United States and Canada*. Ed. Liat Ben-Moshe, Chris Chapman, and Allison C. Carey. New York: Palgrave, 2014. 81-99. NOTE: This volume is available as an e-book from the library. I recommend downloading this selection early, since e-books are generally available to only 3-5 patrons at once.
* Adams, DL and Nirmala Erevelles. “[Shadow Play: DisCrit, Dis/respectability, and Carceral Logics](https://u.osu.edu/eng7891spring17/files/2017/02/Adams-and-Erevelles-Shadow-Play-1rlpaxb.pdf).” *DisCrit: Disability Studies and Critical Race Theory in Education*. New York: Teacher’s College Press, 2015.

*To compose–required*

* Discussion post for this week.

**March 3 (Location: Denney 419)**

Theme: Identification, disidentification, and biocertification. Or, How do you know if you’re disabled?

*To read–required*

* [BOOK] Ellen Samuels, *Fantasies of Identification: Disability, Gender, Race.* New York: NYUP, 2014.
* Schalk, Sami. “[Coming to Claim Crip: Disidentification with/in Disability Studies](http://dsq-sds.org/article/view/3705/3240).” *Disability Studies Quarterly* 33.2 (2013).

*To compose–required*

* Discussion post for this week.

*Presenters*: Arielle and Tess.

**March 10 (Location: Denney 419)**

Theme: Disability as metaphor. Spoiler alert: Not always a bad thing.

*To read–required*

* Bailey, Moya. “‘[The Illest’: Disability as Metaphor in Hip Hop Music](https://u.osu.edu/eng7891spring17/files/2016/12/The-Illest-2jdxc8l.pdf).” *Blackness and Disability: Critical Examinations and Cultural Interventions*. Ed. Christopher M. Bell. Germany: LIT Verlag, 2011.
* Vidali, Amy. “[Seeing What We Know: Disability and Theories of Metaphor](https://u.osu.edu/eng7891spring17/files/2016/12/VidaliSeeingKnow-2ap1xhn.pdf).” *Journal of Literary and Cultural Disability Studies* 4.1 (2010), 33–54.
* Dolmage, Jay. “[Between the Valley and the Field: Metaphor and Disability.](https://u.osu.edu/eng7891spring17/files/2016/12/Dolmage-Between-the-Valley-and-the-Field-1snzpeu.pdf)” *Prose Studies* 27.1-2 (2005): 108-119.
* Mitchell, David T. & Sharon L. Snyder. “[Introduction: Disability as Narrative Supplement](https://u.osu.edu/eng7891spring17/files/2016/12/Mitchell-and-Snyder-Disability-as-Narrative-Supplement-1o8y0pb.pdf).” *Narrative Prosthesis: Disability and the Dependencies of Discourse*. Ann Arbor: U of Michigan P, 2001.

*To read–not required*

* Cohen-Rottenberg, Rachel. “[Doing Social Justice: 10 Reasons to Give Up Ableist Language](http://www.huffingtonpost.com/rachel-cohenrottenberg/doing-social-justice-thou_b_5476271.html).” *The Huffington Post*. June 10, 2014.
* Schalk, Sami. “[Metaphorically Speaking: Ableist Metaphors in Feminist Writing](http://dsq-sds.org/article/view/3874/3410).” Disability Studies Quarterly 33.4 (2013).

*To compose–required*

* Discussion post for this week.

*Presenters*: Ishtiaq and Vic.

**SPRING BREAK**

**March 24 (Location: Denney 419)**

NOTE: We discussed presentation guidelines in class on March 10. The guidelines are posted at the top of the page [Collaborative Presentations](https://u.osu.edu/eng7891spring17/supplemental-readings-for-collaborative-presentations/). (These are the same as the guidelines that appear in the syllabus, with some clarifications and additions.)

Theme: The nonhuman and the environment.

*To read–required*

* [BOOK] Mel Chen, *Animacies: Biopolitics, Racial Mattering, and Queer Affect.* Durham, NC: Duke UP, 2012.

*To read–not required*

* Alaimo, Stacey. (2008). [Trans-corporeal feminisms and the ethical space of nature](http://library.ohio-state.edu.proxy.lib.ohio-state.edu/record=b7640920~S7). In Alaimo, S. & S. Hekman,  *Material Feminisms* (237-264). Bloomington: Indiana University Press, 2008.
* Barad, Karen. (2003). [Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter](https://u.osu.edu/eng7891spring17/files/2016/12/Barad-Posthumanist-Performativity-twms38.pdf). *Signs 28*(3), 801-831.
* Gibson, B.E. (2006). [Disability, Connectivity and Transgressing the Autonomous Body](https://u.osu.edu/eng7891spring17/files/2016/12/Gibson-Transgressing-Autonomous-Body-2aqnrda.pdf). *Journal of Medical Humanities 27*(3), 187-196.
* Kim, Eunjung. (2015). [Unbecoming human: An ethics of objects](https://u.osu.edu/eng7891spring17/files/2016/12/project_muse_581603-1zr3u3n.pdf). *GLQ 21*(2-3), 295-320. (NOTE: This entire special issue on “Queer Inhumanisms,” edited by Mel Y. Chen and Dana Luciano, is worth perusing.)

*To compose–required*

* Discussion post for this week.
* Proposal for final project.

*Presenters*: Megan and Ryann.

**March 31 (Location: Scharer Room, Student Union, 3rd floor).**

Theme: Pain, and why it’s difficult for disability studies. And everybody else. (Special event: Lecture by Dr. Diana Louis during second half of seminar.)

*To read–required*

* Louis, Diana. “[The Bitterness of Mental Suffering: Psychological Costs of Black Womens’ Enslavement in Harriet Jacobs’ *Incidents in the Life of a Slave Girl*](https://u.osu.edu/eng7891spring17/files/2016/12/Louis-Bitterness-of-Mental-Suffering-1nuuofr.pdf).” *PMLA*. Forthcoming.

*To compose–required*

* Discussion post for this week.

*To prepare for–required*

* Peer response on final project proposals. No written response required; just be sure you have read the proposals carefully and are ready to discuss them. If you would like to offer written feedback to anyone, I’m sure they will appreciate it.
* NO discussion post this week. However, please be sure you are prepared to ask Dr. Louis at least one question after her lecture.

**April 7 (Location: Denney 419)**

Theme: Pain, and why it’s difficult for disability studies. And everybody else (continued).

*To read–required*

* Siebers, Tobin. “[In the Name of Pain](https://u.osu.edu/eng7891spring17/files/2016/12/Siebers-In-the-Name-of-Pain-p1yizt.pdf).” *Against Health: How Health Became the New Morality*. New York: NYU Press, 2010. 183-194.
* Patsavas, Alyson. “[Recovering a Cripistemology of Pain: Leaky Bodies, Connective Tissue, and Feeling Discourse](https://u.osu.edu/eng7891spring17/files/2017/01/Patsavas-Recovering-a-Cripistemology-of-Pain-1ur711f.pdf).” In vol. 2 of the special issue on “Cripistemologies” in the *Journal of Literary and Cultural Disability Studies*8.3 (2014): 203-218.

*To compose–required*

* Discussion post for this week. Include comments on Dr. Louis’s lecture as well as thoughts on the new reading.

*To read–not required*

* Kafer, Alison. “[Un/Safe Disclosures: Scenes of Disability and Trauma](https://u.osu.edu/eng7891spring17/files/2016/12/Kafer-UnSafe-Disclosures-1zmxj52.pdf).” *Journal of Literary and Cultural Disability Studies* 10.1 (2016): 1-20. (I’ve recommended this earlier on the calendar too; just adding it again here since it’s relevant to both topics.)
* Price, Margaret. “The Bodymind Problem and the Possibilities of Pain.” *Hypatia* 30.1 (2015). 268-284.

*Presenters*: Brittany and Rebecca.

**April 14 (Location: Denney 419)**

Theme: Disability, technology, design.

*To read–required*

* Hamraie, Aimi. 2013. Designing collective access: A feminist disability theory of universal design. *Disability Studies Quarterly* 33.4. <http://dsq-sds.org/article/view/3871/3411>
* Yergeau, Melanie, Elizabeth Brewer, Stephanie Kerschbaum, Sushil Oswal, Margaret Price, Michael Salvo, Cynthia Selfe, and Franny Howes. 2013. “Multimodality in motion: disability and kairotic spaces.” *Kairos: A journal of rhetoric, technology and pedagogy* 18.1. <http://kairos.technorhetoric.net/18.1/coverweb/yergeau-et-al/index.html>
* Hendren, Sara. “[Adaptation, Part I](https://ablersite.org/2010/05/17/adaptation-part-i-how-the-eames-chair-came-from-leg-splints-and-why-disability-studies-isnt-just-identity-politics/)“; “[Adaptation, Part II](https://ablersite.org/2010/05/01/adaptation-part-ii-hearing-aid-jewelry-chairs-that-give-hugs-and-the-art-of-changing-the-question/)“; “[Adaptation, Part III](https://ablersite.org/2010/04/17/adaptation-part-iii-art-as-research-braille-tattoos-socially-adept-handbags/).” *Abler*. 17 May 2010; 1 May 2010; 17 April 2010.

*To compose–required*

* Discussion post for this week.

*Presenters*: Jacob and Michael.

**April 21 (Location: Denney 419)**

Theme: Disability, humans, and animals.

*To read–required*

* [BOOK] Sunaura Taylor, [*Beasts of Burden: Animal and Disability Liberation*](http://thenewpress.com/books/beasts-of-burden)*.* New York: The New Press, 2017.

*To compose–required*

* Discussion post for this week.

**April 28**

Due date for final project. Please submit your project in electronic format via email. If it must be submitted in another format, discuss this with me well ahead of time.