

Disability in Society: Theory, Practice and Intersectionality

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“Disability is both a private and public experience. For some, disability represents a personal catastrophe to be avoided if at all possible, a shameful condition to be denied or hidden if present and negotiated within the sanctuary of one’s family and personal space. For others, disability is a source of pride and empowerment—a symbol of enriched self-identity and self worth and a central force coalescing a community intent on extolling the fundamental values of life, human rights, citizenship, and the celebration of difference.”—Albrecht, Seelman and Bury

Course Description:

This course examines the study of disability from a sociological perspective, paying particular attention to social history and evolving social and cultural discourses pertaining to disability identity. After starting with an unpacking of the definition of ‘disability,’ we look at different forms of institutional oppression of the disabled such as eugenics and the freak show.

We seek to understand the sociological perspectives on disability, starting with the difference between the medical and the social models of disability and then moving to the examination of some important sociological texts. We will enhance our understanding of these analyses with important social narratives and documentaries.

In the latter part of the course, we examine the Disability Rights Movement, from the enactment of the Americans with Disabilities Act to the development of the model of Universal Design. Not least, we study the intersectionality of disability with other categories of diversity such as race, class, gender, and sexual orientation.

Course Objectives and Goals:

1. Understand how the definition of disability evolved from a medical to a social one, and the implications of this evolution.
2. Identify the different sociological analyses of disability; from social deviance to labeling theory and social constructionism.
3. See the critical importance of how disability intersects with other historically marginalized identities and groups.

4. Develop knowledge about disability rights, including the Disability Rights Movement and the ADA.
5. Understand how disability is relevant to the important sociological themes of “class” and “culture.”

Online learning: Online classes demand independence, discipline, self-motivation, and very good writing and reading skills (I will be grading your reading comprehension, analysis, and proper citations where relevant. However, this is not a reading or writing class, so I won't be able to spend loads of time with each student correcting basic mistakes in grammar, spelling, citations, etc. If I can't understand what you are trying to say, then I cannot give you credit for proper comprehension of the material). It is CRUCIAL that you have basic computer technology competence. You will be primarily interacting with your peers and myself online through discussion posts, forums, papers, and emails.

You must be competent in CANVAS operation and navigation. In addition, you must be able to commit to:

1. Checking the course website *daily or almost daily*,
2. Referring to this syllabus and your course calendar **OFTEN** to keep up with due dates,
3. Keeping up independently with the readings, online lectures, multimedia clips, and assignments, and
4. You absolutely must be confident enough to contact me if you have any questions or concerns. We may or may not meet face to face, and that should be okay with you.

Can you meet these requirements? Then you are ready to take this course!

Disability

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the Disability Resource Center as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc.

Diversity

While this course is conducted on the Internet, we are still committed to establishing a community of learners, readers and writers. Respect for the diversity of perspectives, histories, experiences and identities that exist in any community is crucial for the productive functioning of the course.

Assignments and Grading:

Forum discussions [due Sundays, response due Mon] (7 forums at 50 points each)	350 points
Quizzes (2 at 50 points each)	100 points
Module Response Paper	100 points
Overall engagement, respect, cordiality	30 points
Total	580 points

Assignments: There will be separate guidelines for each of the above assignments posted under the 'Modules' tab at the left side of the Soc 249 course page on Canvas. When you open the Course Home Page, you will see the forum assignment guidelines and syllabus. **Please print out all of the files and refer to them often, including the syllabus, the class calendar, and all assignment guidelines.**

You will turn in your assignments each week. Look under the 'Modules' tab in Canvas to find the appropriate assignment for that 'Module' of the week we are in and turn in your Forum Answer Sheet or your paper to the discussion or assignment drop box for that module. Refer to your class calendar to confirm due dates!

Grading: All late assignments and postings will be penalized 5 points per day! No exceptions! No late assignments will be accepted 1 week after the due date. One week after the due date, assignments will automatically receive 0 points.

Readings: Each week has assigned readings, found either as single files located in the appropriate module for that week (open the 'Modules' tab on the left side of this courses page on Canvas) or in assigned books. There are modules containing readings for each week in the course. Again, refer to your course calendar if you are confused about which module you are responsible for at the current time. Give yourself enough time to do the readings (at least once, if not twice) so that you can answer the forum questions carefully. Do NOT wait until the last day

or two to complete the readings and address the forum questions, which are lengthy! Expect to read at least 50 to 80 pages per week.

Forums: You are required to respond to three to four forum questions each week (except for weeks when papers are due). Answers are due the following Sunday, and peer responses are due the following Monday. Please keep in mind that this is a very large part of your grade, and it is imperative that you complete the readings on time and respond to the questions in a timely manner. **Late answer sheets will be penalized 5 points per day and no answer sheet will be accepted 1 week or more after the due date.** In terms of length, you will have to provide thoughtful, substantial responses that are based upon your familiarity with the readings and your own critical reflection. This would mean at least 150 words, essentially a whole paragraph, per question. You must answer each part of the question for full credit! Do not ‘blow off’ these responses! I will be carefully reading everyone’s submissions. **You must include direct quotes in your answers when I ask for information from the reading.** You will also respond to one of your peer’s forum posts, focusing on his or her opinion-based answers.

Quizzes: There will be two quizzes, each worth 50 points. They will be **open book and open note** quizzes, each with 10 multiple choice questions (worth 5 points each), and you will have 30 minutes to complete each quiz. **I will open the exam for 24 hours, and you must click on the quiz, complete the multiple choice questions, and submit the completed quiz to me. THE QUIZZES WILL ONLY BE OPEN ON THE DATES INDICATED ON THE CLASS CALENDAR, FROM 11:59 PM THE NIGHT BEFORE THE DATE OF THE EXAM TO 11:59 PM ON THE EXAM NIGHT. THERE WILL BE NO MAKE-UP DATES FOR THESE EXAMS, SO MAKE SURE THAT YOU CAN TAKE THE EXAMS AT SOME POINT ON EACH OF THESE DATES.**

Films: You are required to watch three films in this course and submit a response for each one: 1) *Monica and David*; 2) *Lives Worth Living* (or a series of substitute video clips posted to CANVAS, if you are not able to access this particular film;) and 3) *Fixed: the Science/Fiction of Human Enhancement*. These films are on reserve at the library, and via links provided in the relevant Canvas module. You are advised to watch the films as early as possible. When you watch the films, take notes based on the assignment guidelines you have printed out (available at the beginning of the quarter as an attachment posted on the course home page in Canvas). Then, when you get to the readings, you can refer to your notes and apply the readings to your analysis of the film vis-à-vis my questions.

Cheating: Do not plagiarize!! Do not use other people’s ideas, interpretations and language without proper citation. Scholastic dishonesty includes having others do work for you, doing work for others, and plagiarism, and can lead to failure of the assignment or course. Please obtain help from the Writing Center or the Tutoring and Help Center. Please contact me with any questions.

Communication: I will hold office hours over Skype via appointment, so you must have a Skype account to speak with me. **Send me an email as soon as possible if you are not able to access Skype, and we will set it up together.** Skype is a free service. We can also communicate over email. You must include a proper greeting (Dear Ms. Bahl) and put your topic in the subject line. Do not leave the subject line blank! I will make every effort to respond within 24 hours.

Required Books (available at the bookstore or through Amazon):

Berger, Ronald J. *Introducing Disability Studies*

Zola, Irving. *Missing Pieces: A Chronicle of Living with a Disability*

Course Schedule: Weeks 1 through 8

(Again, readings other than the books listed above are on Canvas under the appropriate module in the 'Modules' tab at the left side of your course page screen.)

1. Social History and Definitions

Readings: Barnes, C. A Brief History...;

Berger, R. Chapters 1 and 3 (**through page 65 only**);

Garland-Thomson, R. Becoming Disabled

Video: Maysoon Zayed

2. The Medical Model vs. the Social Model of Disability

Readings: Berger, R. Chapter 2;

Shakespeare, T. The Social Model of Disability

Video: Examined Life

Video: Inspiration Porn

3. Traditional Sociological Perspectives on Disability: Goffman's Stigma

Readings: *10 Selections from Stigma Erving Goffman*

Coleman. *Stigma Demystified*

4. The Social Experience of Disability: Zola's Narrative

Readings: Zola, I. *Missing Pieces* (pp 1-110)

Mairs, N. *On Being a Cripple* OR Siebers, T. *My Withered Limb*

5. The Social Experience of Disability: Zola's Narrative

Readings: Zola, I. *Missing Pieces* (pp 110-end);

Berger, Chapter 5;

Bartlett, J. Longing for the Male Gaze;

Andrews, E. Pregnancy with a Disability;

Adams, R. Looking for Suffering in all the Wrong Places

Documentary: *Monica and David or A World Without Down Syndrome*

Video: *Right to Fight* (on Canvas)

6. Laws, Policy and Socio-political Movements: the Disability Rights Movement, the ADA and Universal Design

Readings:

Berger, R. **Read pages 65-77**

Francis, L. and Silvers, A. Achieving the Right to Live...;

Imrie, R. Universal Design;

Burgstahler, S. Universal Design: Process, Principles, and Applications;

Documentary: *Lives Worth Living*

Video: International Disabled Women Activists (on Canvas)

7. Disability, Class, and the Life Course

Readings: Russell and Malhotra, Capitalism and Disability;

APA Fact Sheet

Al-jazeera America on People with Disabilities and Poverty

Documentary: *Fixed: the Science/Fiction of Human Enhancement*

8. Intersectionality of Disability with Race, Gender, and Sexuality AND DISABILITY CULTURE

Readings: Berger, R. Chapter 7 and **re-read pp 29-43**;

Jackson, V. In Our Own Voice (pp 5-22);

Vernon, A. The dialectics of multiple...;

Kafer, A. Queer Disability Studies;

Mingus, M. Moving Towards the Ugly

Haller, B. Stigma or Empowerment?

Online video clips: King Montana

TED talk: British Paraorchestra

AXIS Dance Company

Disability Culture: Research in Motion

Now This

Media Dis&Dat Database

Review and Close:

Optional Reading: Chapter 8

Extra Credit: Deaf in the Military and Disability and Police Brutality

Recommended films: Murderball, When Billy Broke his Head, The Sessions, When I Walk