

JOURNAL READING Disability and the Humanities

Syllabus

Instructor:	Instructor	Phone: 797-7157
Class Time:	Date and Time here	Office: Instructor Office
Meeting Place:	Place class will meet	Email: Instructor Email
Office Hours:	By appointment	

Purpose/Overview

This course is an introduction to disability as represented in the arts and humanities. It is designed to be a uniquely collaborative class and your regular attendance will be required. Throughout the course, you will be reading articles, manuscripts, and chapters of texts that 1) give voice to the disability experience; 2) define disability as a personal interaction with society; 3) demonstrate the effectiveness of the Arts in helping understand the disability experience; and 4) address the legacy of disability stereotyping. Throughout the class, you are encouraged to analyze how the various authors/artists represent people with disabilities, disability, and related issues.

During the first seven weeks participants will be assigned readings which address disability literature and art plus items from major art forms (films, artwork, and music). Participants will analyze the art forms for effectiveness, universality of appeal, and possible inclusion in a class proposed and designed anthology of disability literature and art. Participants will also choose one art form and search for quality examples, which they will provide to the class and instructor for analysis, discussion, and possible anthology inclusion. Selection of quality sample items for anthology inclusion, defense of those items, and presentation of the included items and defense of the entire anthology will constitute the final class project.

It is essential that students come prepared to every class meeting with homework completed and assignments read.

Required Readings

* Articles and texts will be available on electronic course reserve.

Schedule
Readings/Assignments due This Day

Class One	<p>Introduction</p> <p>Assigned Readings Due</p> <ul style="list-style-type: none"> ➤ Critical Reading: A Guide by Professor John Lye ➤ From Disabilities Studies: Enabling the Humanities. Introduction: Integrating Disability into Teaching and Scholarship <p>Thoughts or Questions for discussion (on first reading)</p> <ol style="list-style-type: none"> 1. What constitutes “good” or classic literature, poetry, or art? 2. Define or be able to discuss the analytical elements of poetry. 3. Define or be able to discuss the analytical elements of fiction. 4. Define or be able to discuss the analytical elements of prose in fiction. 5. What are the elements of a good analytical essay? <p>General Discussion on expectations, grading, class requirements</p> <ul style="list-style-type: none"> ✚ Compile class e-mail list <p>Choose your chapter for next week (2-7 of Enabling the Humanities)</p>
Class Two	<p>Theme: Disability Through the Ages</p> <p>Assigned Readings Due</p> <ul style="list-style-type: none"> ➤ From Disabilities Studies: Enabling the Humanities. Individual choice of chapter from the first 7 chapters. (You will not be required to present formally, but you will be expected to be able to share with the class the main points of the chapter). ➤ From Staring Back: Introduction <p>Thoughts or Questions for discussion (see class 1)</p> <p>After choosing a chapter, students must come to class prepared to present the 5-10 major concepts addressed in the chapter. This is not a formal presentation. For this week, you will also need to compile a list of the media/literature/art items referred to in your chapter of choice as an indication of the quantity and quality of items available.</p> <p>Select participant art form concentration</p>
Class Three	<p>Theme: Autobiography (Inside Looking Out)</p> <p>Assigned Readings Due</p> <ul style="list-style-type: none"> ➤ From Staring Back. <i>Pony Party</i> by Greeley

	<ul style="list-style-type: none"> ➤ From Staring Back: <i>Walking with the Kurds</i> by Hockenberry ➤ From Staring Back: <i>Imperfection is a Beautiful Thing</i> by Tollefson ➤ From Staring Back: <i>Bells</i> by Mehta <p style="text-align: center;">Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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<p>Class Four</p>	<p>Theme: Biography (Outside Looking In) Assigned Readings Due</p> <ul style="list-style-type: none"> ➤ From Staring Back: <i>The Unification of Stephen Hawking</i> by O’Brien ➤ <i>Truth and Beauty</i> by Ann Patchett <p style="text-align: center;">Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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<p>Class Five</p>	<p>Theme: Fiction/Short Story/Novel Assigned Readings Due</p> <ul style="list-style-type: none"> ➤ From Staring Back: <i>Dancing After Hours</i> by Debus ➤ From Staring Back: <i>How Much It Hurts</i> by Mix ➤ From Staring Back: <i>Helen and Frieda</i> by Finger <p style="text-align: center;">Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability
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	<ol style="list-style-type: none"> 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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Class Six	<p>Theme: Poetry and Art Assigned Readings Due</p> <p>➤ Choose any five poems from Staring Back pages 115-177.</p> <p>Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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Class Seven	<p>Theme: Film and Drama Assigned Readings Due</p> <p>➤ From Staring Back: <i>Blue Baby</i> by Neuhof ➤ In class: See <i>Autumn Sonata</i> (Bergman)</p> <p>Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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Class Eight	<p>Theme: Internet Assigned Readings Due</p> <p>➤ http://www.ebility.com/links/arts.php go to this site and select one of the</p>
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	Internet sites provided and be ready to discuss, analyze, and share what you found. Based on your selection, see if you can find an Internet site (not on this list) that might fit on this list.
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Class Nine	<p>Theme: Autobiography/Biography</p> <p>Assigned Readings Due</p> <ul style="list-style-type: none"> ➤ <i>Willow Weep for Me</i> by Danquah ➤ Student Theme Selection (sent 2 weeks in advance) <p>Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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Class Ten	<p>Theme: Short Story/Fiction/Novel</p> <p>Assigned Readings Due</p> <ul style="list-style-type: none"> ➤ From <i>Voices of the Edge: Chair Unseen</i> by Atkins ➤ Student Theme Selection (sent 2 weeks in advance) <p>Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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Class Eleven	<p>Theme: Poetry and Art</p> <p>Assigned Readings Due</p> <ul style="list-style-type: none"> ➤ Student Theme Selection (sent 2 weeks in advance)
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	<p>Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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Class Twelve	<p>Theme: Film and Drama</p> <p>Assigned Readings Due</p> <p>➤ Student Theme Selection (sent 2 weeks in advance)</p> <p>Thoughts or Questions for discussion</p> <p>In what way do the above selections address the following issues in disability studies</p> <ol style="list-style-type: none"> 1. problems specific to the disability 2. stereotypes 3. gender issues 4. relationship issues 5. stigma 6. abuse 7. societal models of disability
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Class 13	<p>Students will spend this week collecting, analyzing, and selecting materials for anthology, designing appropriate covers or related graphic material. Getting permissions.</p>
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Class 14	<p>Students will spend this week collecting, analyzing, and selecting materials for anthology, designing appropriate covers or related graphic material. Getting permissions.</p>
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Class 15	<p>➤ Student Presentations on Completed Project</p>
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Requirements

<p>Participation Participation is a critical component of a doctoral class. Without quality discussion, the class cannot succeed. Therefore, your verbal participation is crucial. Make sure that you verbally contribute to the class with questions, comments, and insights each time we meet. Please also make sure that you do not dominate discussion and, therefore, silence others.</p>	25%
<p>Your readings and/or media contributions for each class</p> <ol style="list-style-type: none"> 1. By the second week, all participants will choose (by listing first, second, or third choice) one of the five art forms being analyzed for anthology inclusion: autobiography, biography, fiction, poetry and art, drama and film. The participant is responsible to locate quality items appropriate to their chosen art form and provide them to the instructor and other participants via e-mail attachment to weeks prior to the week the art form is to be discussed, which is the second rotation of discussion. If the item cannot be e-mailed (novels, art pieces, musical selections, or films) the instructor must be notified three weeks in advance to allow ample time for location and distribution. 2. On the assigned week for discussion (example: autobiography/biography in week 9 or fiction in week 10) the participant will lead the discussion regarding the items they have selected during the class session designated for their art form in the second rotation. 	30%
<p>Anthology Project During classes 13 and 14, participants will meet and select the items to include in an anthology of disability and art. Justification for each selection based on previous class discussions and criteria must be made. It is important that consensus be reached regarding the inclusion or exclusion of each item. A presentation of the final anthology will be designed to be presented to the instructor during the final class.</p>	20%
<p>Final Presentation Presentation is a group endeavor and is a presentation of the items to be included in the anthology. All participants will need to be involved in the design and/or oral presentation. Presentation should be conference quality. Must be shown on PowerPoint or similar presentation software. One hour presentation must use following format:</p> <ol style="list-style-type: none"> 1. Introduction 2. Significance of Collection 3. Anthology Sections 4. How Choices Were Made 5. What Is Most Impactful/Significant about Collection <p>Please adhere to the time constraints. Make the presentation streamlined.</p>	25%

Grades

The following final grades will be given:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
100-93	92-90	89-87	86-83	82-80	79-78	77-73	72-70	69-68	67-60	<59

Policies

It is expected that students come to class having carefully read the assigned readings and completed assigned homework.

It is expected that students will verbally and intellectually contribute to the class by sharing insights, opinions, and other thoughts about the topics we will be discussing in a respectful manner, this critical to the success of this class.

It is expected that students will come to every class on time and stay the entire class period. Please talk with instructor ahead of time if you expect to be absent.

Students with disabilities. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Academic honesty is expected for all students. Details of the USU Honor Code, expectations, and disciplinary procedures can be found on this website:
http://studentlife.tsc.usu.edu/stuserv/pdf/honor_system.pdf

Please note that some materials or assignments may change with class dynamics.

Attendance

Students are expected to attend all class periods – to come on time and to stay the full class period. Only documented emergencies will be excused.