

	DIST4??
	Credits: [[3]], Section(s): [[01]]
	Semester: [[Fall]], Year: [[2017]]
	Meeting Days, Times, Location and Room: SHARP LAB 103 T/R 9:30-10:45

1. Instructor Information

Instructor name	ANDREW JENKS
E-mail address	AJENKS@UDEL.EDU
Website	
Office location	SMITH 333
Office hours	T/R 11-1

2. Course Description

This course is an Introduction to Disability Politics. It is intended to provide an overview of not only the history of disability in terms of policy and state action, but also to attenuate students to the diversity of the disability experience. Disability is a phenomenon which affects all of us and the course will focus on uncovering how we all interact with different disabling conditions everyday. Special attention will be paid to questions of who counts, who speaks for whom, and what bodies are and are not accepted as being able to legitimately participate in politics. While the course will primarily focus on the American disability experience students will also be exposed to global examples of disability politics, as well as non-mainstreamed understandings of best practices for people with disabilities.

The course will be conducted as a mix of lecture, activities, small, and large group discussion. This course will meet in class. Completed work will be uploaded electronically. No “hard” copies of assignments will be accepted. Technology in the classroom is *encouraged*, however, please use phones, tablets, laptops, etc. in a responsible and respectful manner.

Major themes addressed in this course will be the following:

- Disability Policy (history, current status, global connections, future directions)
- Theory (origins & debates in political & disability theory)
- Future concerns (viability of Universal Design, policy, development, on-campus)

3. Learning Outcomes

- Students will evaluate critically laws and policies which affect people with disabilities and critique the ways in which laws and policies do and do not do what they pre/proscribes

- Students will learn about, be able to explain, and evaluate the merit of theories on and models of disability present in scholarship.
- Students will reflect upon their personal relationships with disability throughout the semester, recognizing the ways in which disability is as important in the societal context as it is in an individual one.
- Students will examine the ways in which disability and diversity interact in an intersectional way, not understanding disability in only a male, white, North, wealthy, urban, hetero-, cis-, etc. identity.

4. Learning Resources

Class readings available on Sakai will be indicated in the course schedule. Readings are to be completed prior to the class which they are assigned. Students should take detailed class notes for reference during discussion and lecture. Lectures will not simply be a summary of the readings.

Clickers: I-clickers will be used for both attendance and participation in class. This will include short questionnaires during class which are not “graded” but used to better understand class opinions on contentious issues. Students can rent/buy clickers at the UD bookstore

Required Learning Materials

- Oliver, Michael & Barnes, Colin (2012) *The New Politics of Disablement*. Palgrave
- Other Readings will be available on Sakai

5. Course Policies

Attendance: Students are expected to attend all classes. Attendance and participation are a large component of the overall course grade (20%). Students have 2 “free” absences. Absences not excused, as per University policy, may be excused by instructor prior to their occurrence (for conflicting events) or after (for unexpected sickness/life events). After the allotted absences student’s final grades will drop ½ letter grade for each extra absence. (Ex. A student who has 3 unexcused absences with a grade of B+ will have a final grade of a B).

Late Work: Submission windows will be open after assignments are to be turned in to Sakai. A point deduction of 10 points per day (including the day the assignment is due) will be assessed. If an assignment is due one day at 4pm and the student turns in the assignment at any point on the next day the penalty assessed will be 20 points. **Rarely does it benefit the student to attempt to continue working on an incomplete or less complete assignment response after the due date.**

Extra Credit: There will be no extra credit opportunities. Students will be able to re-write weekly briefs.

Conduct: This course welcomes diversity of opinion. Students will be discussing sensitive issues such as race, impairment, disability, sex, and gender. While I, as the professor, would like to encourage an environment where all opinions, even highly those which are ethically unpopular, can and at points will be presented, students must recognize the diversity of others’ experiences in life. Trigger warnings will be given when I believe they should be and I encourage students to disclose any reservations they have with any material either publicly or with me in private. There will be no tolerance towards derogatory or otherwise defamatory language.

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 Hullahen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu .

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of a person's race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion <http://sites.udel.edu/sexualmisconduct/how-to-report/> if you believe a violation has occurred.

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. In the event that you, or someone you know, has experienced sexual misconduct that you would like to discuss with a trained individual in a confidential setting, please go to the website of the University's Office of Equity and Inclusion. Here, you will find resources to help you. You are not alone, and this is not your fault. There are members of the University community that you can speak to confidentially, including licensed counselors and members of the clergy. These individuals can be found at the Center for Counseling & Student Development, as well as certain licensed counselors in Student Wellness & Promotion and within pastoral care. UD provides 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, [click here](#). For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct.

Accommodations

This course is open to all students who meet the academic requirements for participation. Any student who has documented a need for accommodation should contact Disability Support Services and the instructor privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at 302-831-4643, or dssoffice@udel.edu . DSS staff will coordinate accommodations for students.

Please note: The University of Delaware is committed to all students' learning and welcomes students with disabilities. If you have a documented disability and need for an accommodation in this course, please contact the Office of Disability Support Services located at dssoffice@udel.edu or call 302-831-4643 to coordinate accommodations.

In addition, undocumented disability is not uncommon amongst the biodiversity of the human existence

Diversity and Inclusion Statement

The University of Delaware is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans' status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

6. Course Assessment

Final Grade Breakdown

The final course grade will be calculated using the following categories:

Course Component	Percentage of Total
Attendance & Participation	20%
Weekly Briefs	40%
Final Project	40%

Attendance & Participation

As discussed above (Section 5), attendance and participation are crucial to the successful completion of this course.

Weekly Briefs

Briefs will typically be due on Tuesday of each week. Note exceptions. Class meets for 14 weeks of regular class time. Students will be expected to submit briefs addressing the question posed (on Sakai) integrating the readings. Students will complete **8 briefs** in total. Briefs should be 500 words. We will discuss brief writing in the first few weeks of the semester. While these briefs are each worth 5% of your total course grade, your overall grade for this section is not directly representative of your grades on the brief. While briefs are graded on a scale of 1-5. If you receive a grade of a 3 on your first brief this does not mean you have lost 2% of your course grade. The brief writing process is intended to improve your writing, in making clear, synthesized arguments from the text, as well as with other knowledge you have from the course and outside of it.

Revisions: Briefs will be submitted on Tuesday and graded by Thursday of that week. You then have until *the following Tuesday* to resubmit an edited version of your brief. Late work penalties will still be assessed on this work (.5 pt. for day late). In addition to in-class instruction on brief writing, handouts will be provided on Sakai. Revisions will stop after the first 5 briefs

Final Project: Connecting the Personal to the Policy

Throughout the semester we have made it a goal to both constantly reflect on our own relationships with disability, as well as working to evaluate laws and policies which affect our daily lives. This project will combine these two objectives. This assignment will be broken into two parts. The first will be an interview of someone who identifies as a person with a disability. The second part will be to write a research paper, incorporating data from your interview, into an analysis of a law or policy which combines different research methods.

Breakdown:

Interview (10%)

Rough Draft & Peer Revision (10%)

Final Draft (20%)

Interview

A major methodological issue with research on disability is the lack of rich and detailed data. We have touched on the issue of correlation v. causation previously, when we talked about Eugenics and the Medical Model of Disability. Much of the expert data on disability, used in creating policy, is compiled from large datasets. While these datasets are purportedly effective at informing policymakers what issues face people with disabilities, they often create an understanding amongst the general public that these are the objective “facts” of disability. In essence, people are bound by their medical diagnosis, or how others perceive them, and may feel compelled to act in a certain way.

The Interview portion of this project has the explicit goal of helping you understand the lived experience of a person with a disability. You will pick from a list of people with disabilities provided by the instructor. Questions will be centered on understanding the lived experiences of the person with a disability and how they interact with a policy you chose to focus on in your questions.

The interview will be conducted prior to the beginning of Week 7, with a transcript of the interview to be completed no later than the beginning of Week 9.

Interview Timeline

Task/Lesson	Time	Deliverable
How to Conduct An Interview	Week 4	
Writing Interview Questions	Week 5	Draft Due 9/26
Peer & Instructor Review of Questions	Week 6	Revised Questions Due 10/3
Interview	Week 7	Completed Consent Form Due 10/12
Transcript	Week 9	Completed Transcript Due 10/26

Rough Draft and Peer Revision

Throughout the semester you will have been introduced to a number of different policies which affect the lives of people with disabilities. The interview you conducted will be used in conjunction with class materials, as well as any outside research you may wish to conduct. This draft should be 2000-2500 words and should be as complete(!) as a final paper would be. It will be due at the end of Week 12 (11/16). It should incorporate the following elements (both substantive and procedural) and work to answer the following questions:

- How should policy affect people with disabilities?
- How do the interviewee's experiences reflect interactions with policy?
- What theories or understandings of disability reflect their experience?
- In what ways does the interview data you collected change/reify your understandings of disability in this case and disability politics in general

Substantive Elements:

- Historical development of the policy you have chosen and how it affects the current state of the policy area, as well as how it impacts/could impact the individual you have interviewed
- Theoretical Models of Disability and how these explain (or do not explain) the interaction between the lived experience of your interviewee and policy which affect them
- Personal reflection on how data from interviews, class readings, and policies have changed or reinforced your previous assumptions about the nature of a particular area of disability policy

Procedural Elements:

- Thesis Statement
 - This is your overall point. What did you find?.
- Organization
 - The paper should follow a clear line of logic; incorporating class sources, interview data, and external data where relevant.
- Mechanics
 - Proper citation style, grammar, spelling, etc.

You will exchange papers with one other student and make comments using the review function in Word, using track changes, and upload these comments online. These suggestions, as well as those made by the instructor should be incorporated into the final paper.

Final Draft

The final draft should be a more polished version of the rough draft, using instructor and peer feedback in creating a paper which critically evaluates policy based on course readings and interview data. It will be due on the date of the scheduled final exam for the course.

Grading Scale

Students will be assigned the following letter grade, based on the calculation coming from the course assessment section.

Grade	Interval		Grade	Interval
A	93+		D+	67-69
A-	90-92		D	63-66
B+	87-89		D-	60-62
B	83-86		F	59-
B-	80-82			
C+	77-79			

C	73-76			
C-	70-72			

7. Course calendar

Date	Theme/Topic	Learning Outcomes Addressed	Assignments Due
8/30 Week 1	Introduction	3 Students will reflect in this session about their biases on what disability is and broaden their understandings through in-class activities	
9/1	Defining Disability Brief Writing	2 (learning about models) 1 (brief centered on how definitions of disability are affected and affect law & policy)	Bring i-clicker to class Brief # 1 due Read in Oliver & Barnes: Introduction, Ch. 1
9/5 Week 2	What is Disability? Thesis Statements	2 (what do the models say, writing) 1 (ID how laws construct disability, writing)	Brief #2 Due Read in Oliver & Barnes: Ch. 4-6
9/7	The Problem of Disability	2 (disability as a problem, individual narrative) 3 (class exercise on disabling conditions) 4 (examination of intersections)	Brief #1 Revisions due
9/12 Week 3	Ableism & Able-nationalism	2. Theoretical discussion/engagement	Brief #3 Due Brief #2 Revisions due Read: Campbell Ch. 1* Snyder & Mitchell Ch. 1* Hughes "Civilizing Modernity"*
9/14	Ableism in Law	1 (in-class activity/discussion will work w/students towards analyzing law for final projects)	

9/19 Week 4	The ADA Policy Brief Writing	1 (learning what law & policy says as well as reading critiques of it) 2. (draw connection to DS theory)	Brief #4 Due Brief #3 Revisions Due Read: selections from The Americans with Disabilities Act* Engel & Munger Ch. 1 & Conclusion* Mayerson & Yee "The ADA and Two Models of Equality"
9/21	Socio-legal Analysis Interviewing	1 (learning about how to do analysis including interviewing) 3 (learning about how they as the researcher affect research)	
9/26 Week 5	Disability Studies	2 (working through understanding models of disability)	Brief #5 Due Brief #4 Revisions Due Read: Oliver & Barnes Ch. 2-3
9/28	Organizing Writing: Outlines	1 (working on writing, analyzing policy through written work)	
10/3 Week 6	Future of DS?	2 (theories, models present) 4 (expanding understanding of disability and exploring non-hegemonic interpretations)	Brief #6 Due Brief #5 Revisions Due Revised Interview Questions Due Read: Oliver & Barnes Ch. 7-9
10/5	Organizing Writing: Subject Headings	“ “ Additional: writing emphasis	
10/10 Week 7	Disability & Political Theory	2	Brief #7 Due Read Arniel, Knight
10/12	Organizing Writing: Conducting Research	1, 2, 4 Additional: writing emphasis	
10/17 Week 8	Disability & Democracy	2, 4	Brief #8 Due Read Clifford articles
10/19	Organizing Writing: Bibliographies	1, 2 Additional: writing emphasis	
10/24 Week 9	Intersectionality	4 Students will address the issue of intersectionality this week	Brief #9 Due Read: Garland-Thompson (2002)
10/26		4	
10/31	Disability Outside	1, 2, 4	Brief #10 Due

Week 10	of the US		Selection "Loneliness & Its Opposites" Selection "Feminist, Queer, Crip"
11/2	Disability & Sexuality	2, 3, 4.	
11/7 Week 11	Disability in the Global South	1, 2, 4	Brief #11 Due Soldatic (2014) Meekosha & Soldatic (2013)
11/9	Exercise: Cultural understandings of disability	Case studies addressing outcome 1 & 4 where students will work through examples of what disables in a cultural context	
11/14 Week 12	Employment & Education	1, 4	Brief #12 Due Read: IDEA, Review of Employment, Article on FAPE
11/16	Peer Review Process Intro	Additional: writing emphasis	Rough Draft of Paper Due
11/28 Week 13	Phenomenology	2 (theory) 3 (personal experience and phenomenological exploration of their own embodiment/lived experiences)	Read: Michalko & Titchkosky (2012) Sherry (2015)
11/30	Student Suggestions	2. we will select literature to read which students think is missing/fills gaps in knowledge accumulated/presented during the semester.	Peer Revisions Due
12/5 Week 14	Wrap Up	1, 2, 4. This week will include readings which students will select themselves. They will select these based on their relevance to SLOs	Readings: TBD based on previous week's discussion
12/7		" "	
12/14 Final Exam	No Class		Final Draft Due

