

# **SOCY 178Z: Disability & Society**

Lecturer: Laura Harrison, PhD  
Summer Session II, 2022

## **COURSE INFORMATION**

Welcome to Disability & Society! Link to Canvas Page [HERE](#).

We are embarking upon an online, remote, synchronously taught course hosted by the Department of Sociology. This course explores the field of Disability Studies from a Critical Sociological perspective. But... what does that really mean?

Sociology is the study of social patterns, structures, and formations. It is often organized around three major categories of analysis: sex/gender, race/ethnicity, class/caste. Critical Sociology is the study of social inequalities, particularly as formed around racial, sexual, and/or economic formations of power/control. Taking a Critical Sociological lens to the study of disability suggests a fourth category, a fourth formation of power, an intersecting structure of inequality. It is by no means a coincidence that the “social model of disability” made its scholastic debut (ushering in a wave of interdisciplinary disability studies) by way of a British Sociologist doing ethnographic research with disabled Brits working toward economic equity. In this course, we will explore how these classic sociological structures of inequality are and were tangled up with the emergence, formation, and production of categories of disability in U.S. history and today.

In the grand scheme of things, it may help to think of the course in two parts:

### **Part I:**

The first half of the course takes us back in time – we begin with an introduction to the History of Disability in the U.S. This history situates the emergence of the dominant models of disability that guide thought and practice in the West. With this history we will also begin to position the major disability-led movements that continue to challenge disability inequality in the U.S. to this day. Post-midterm, we situate this history today.

### **Part II:**

The second half of the course – situated in a disability history of the present – examines contemporary conditions and imagines the future. We will move forward together by applying principles of Disability Justice as we explore canonical and contemporary Disability Studies from a Critical Sociological perspective. This portion of the course is theory-rich; and/but, our last few weeks thinking together are dedicated to disability arts and culture as well as a very brief exploration of disability beyond U.S. borders.

## COVID-19 INFORMATION FOR IN-PERSON COURSES

**While this is an ONLINE ONLY COURSE, you may need to go to campus for other or related reasons. While on campus, these guidelines may be helpful to you:**

***What we can expect from each other:***

*Each individual at UC Santa Cruz should act in the best interests of everyone else in our community. Please take care to comply with all university guidelines about masking in indoor settings, performing daily symptom and badge checks, testing as required by the campus vaccine policy, self-isolating in the event of exposure, and respecting others' comfort with distancing. Please do not come to class if your badge is not green. If you forget your mask, you can ask me for one; there is a limited supply of disposable masks in each classroom. If you are ill or suspect you may have been exposed to someone who is ill, or if you have symptoms that are in any way similar to those of COVID-19, please err on the side of caution and stay home until you are well or have tested negative after an exposure. Let me know that you're not feeling well and I'll respond about how best you can keep learning.*

***What you can expect from me:***

*I have designed our course following campus guidance and with current public health guidelines in mind. However, these guidelines may change in accordance with shifting infection rates or the emergence of new variants. If updated public health recommendations and university requirements make our current course format unfeasible, or if I experience a need to self-isolate, I will alter the format. This may include moving in-person sessions onto Zoom, modifying course assignments to work in a remote format, and reconfiguring exams (if applicable). I will communicate clearly with you via email or Canvas announcement about any changes that occur. I will provide as much advance warning as possible and give you all the information you need to transition smoothly to the new format. If you have questions about the changes, please reach out to me so I can answer them.*

***What I expect from you:***

*If you experience an illness or exposure that requires you to miss class sessions or to attend remotely, please communicate with me as soon as possible and I will provide you with options to allow you to continue making progress in the class. [Alternatively, based on your own plans for instruction, you may want to add specificity to this section; for instance, that you will provide alternative assignments, links to recordings of class sessions, or Zoom links to allow students to participate in class from home.]*

## INSTRUCTOR INFORMATION

LECTURER: Laura Harrison, PhD

LAURA'S CONTACT INFORMATION: [lharris@ucsc.edu](mailto:lharris@ucsc.edu) or via Canvas Course Mail

LAURA'S OFFICE HOURS: Wednesdays, 5:30p – 6:30p or by appointment

*ABOUT LAURA: Laura earned two BAs (English/Creative Writing & Sociology) as well as an MA in Sociology from Cleveland State University (2006-2012), located in Cleveland, Ohio, her hometown. In 2019, Laura graduated with her PhD from the Department of Sociology at the University of California, Santa Cruz. Her doctoral ethnographic research focused on the intersections of grand self-determination theory and special education theories of self-determination that depoliticize intellectually and developmentally disabled people’s attempts to self-advocate for multiple possible futures. The Autistic former-director of the Ala Costa Adult Transition Program in Berkeley, CA hosted Laura where they worked together as co-researchers on this project to document the “Neurodivergent Leadership” practices and training provided at this one-of-a-kind Autistic designed and directed transition program. Now, Laura works as the Economic Empowerment & Independent Living Skills Coordinator at the Center for Independence of Individuals with Disabilities serving San Mateo County (just north of Santa Cruz) in addition to her position as a Lecturer of Disability & Society with the Department of Sociology at UCSC.*

Course Name	Days/Times	Location
SOCY 178Z: Disability & Society	Tuesdays & Thursdays 6:00PM – 9:30PM	Zoom Meeting Join URL: <a href="https://ucsc.zoom.us/j/99855340240?pwd=WHRlb0Z3a2xQUWJnZXM0ZG1LejNGdz09">https://ucsc.zoom.us/j/99855340240?pwd=WHRlb0Z3a2xQUWJnZXM0ZG1LejNGdz09</a>

## LEARNING OUTCOMES

- Demonstrate critical thinking skills by analyzing and evaluating social, political, and/or cultural arguments, across a variety of areas such as inequality; social problems; and race, class, and gender.
- Demonstrate sociological understandings of phenomena, for example, how individual biographies are shaped by social structures, social institutions, cultural practices, and multiple axes of difference and/or inequality.
- Demonstrate an understanding of the intersections of Critical Sociology and Critical Disability Studies
- Recognize and distinguish clearly between the charity, medical, and social models of disability
- Analytically and historically situate the history of “disability” in the U.S
- Demonstrate knowledge of disability-led social movements in the U.S. history
- Interpret qualitative and quantitative analyses of disability as a social category
- Examine how models of disability, disability history, and disability-led movements impact lived experiences of disability today and the ways that disability is represented in popular culture
- Begin to challenge internalized notions of ableism and gain access to thinkers, activists, and discourses with the capacity to help us imagine anti-ableist affects

- Interrogate how race, class and sex intersect with disability, and vice versa
- Critically and sociologically question Western notions of “independence” as challenged by notions of “interdependence” proposed in Disability Justice work

## **PREREQUISITES/COREQUISITES**

There are no required pre-requisites to participate in this course. However, it is recommended that you have an introductory understanding of the field of Sociology before considering this course. Such an understanding can be found in any number of introductory courses offered by UCSC’s Sociology Department; for example, Introduction to Sociology (Soc 1).

## **REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY**

1. **REQUIRED TEXTBOOK:** Kim E. Nielsen (2013) *A Disability History of the United States (Revising American History)*. Boston: Beacon Press. ISBN: 978-080702204-7. Pages: 240.

NOTE: Please be sure to order a copy from the vendor of your choice before the end of Week 1 to ensure you have access to the readings as scheduled.

### **PURCHASE OPTIONS FOR YOUR CONVENIENCE:**

- [Amazon](#): New, Used, Kindle and Audiobook Options
- [Beacon Press](#): Publisher’s Paperback
- [Social Justice Books](#): Paperback, Audio, and E-Book Options
- [UCSC Bookstore](#): Multiple Print Options

2. **REQUIRED READING:** Course Literature Provided on Canvas

NOTE: Whenever possible, I provide PDF copies of assigned course readings. In the absence of an accessible PDF, I provide direct links to the assigned readings. All PDFs and links are accessible to you via Canvas. Please be sure to regularly review our Canvas Course for resources, updates, and additional supplemental materials.

3. A RELIABLE COMPUTER
4. CONSISTENT ACCESS TO A ZOOM-STRONG INTERNET CONNECTION
5. A QUIET SPACE WHERE YOU WILL NOT BE INTERRUPTED DURING YOUR CLASS SESSIONS AND WHERE YOU CAN PARTICIPATE IN CLASS VIRTUALLY WITHOUT HINDRANCE

## **COMMUNICATION**

Lecturer, Laura Harrison's Weekly Open Office Hours: Wednesdays, 5:30-6:30, or by Appointment

Zoom Meeting Join URL for Weekly Open Office Hour:

<https://ucsc.zoom.us/j/99858548074?pwd=SEyclExMnVadlkwOWNMTklxZmNZUT09>

Please expect a potential 24-hour turn-around time on email correspondences between the hours of 8am – 5pm, Monday – Friday.

## ASSIGNMENTS & ASSESSMENT

Assignments	Due Date(s)	Percentage of Your Grade
<b>Weekly Reflection Papers</b>	July 28 <sup>th</sup> August 4 <sup>th</sup> August 11 <sup>th</sup> August 18 <sup>th</sup> August 25 <sup>th</sup>	50% *10% Per Paper
<b>Attendance / Participation</b>	10 Online Zoom Meetings	20% *2% Per Day
<b>Midterm Essay</b>	August 15 <sup>th</sup>	20%
<b>Creative Project Presentation</b>	August 25 <sup>th</sup>	2%
<b>Final Portfolio (2 Parts)</b> -Written Portion -Creative Portion	August 28 <sup>th</sup>	8% *5% Collected Writing *3% Creative Projects
<b>Total</b>	<b>10 Assigned Assessments</b>	<b>100%</b>

### **\*Important Information about Assignments & Assessments\***

1. **Weekly Reflection Papers:** Each Thursday you will be asked to submit a reflection paper (NOTE: This includes week one!). Each reflection paper will account for 10% of your final grade. Combined, all five of your Reflection Papers account for 50% of your final grade. These Reflection Papers will be collected and submitted as a major portion of your final portfolio (an additional 5%). Prompts for each Reflection Paper will be provided one-week in advance and accessible via Canvas.

### **WEEKLY REFLECTION PAPER DUE DATES:**

Reflection #1: July 28<sup>th</sup>

Reflection #2: August 4<sup>th</sup>  
Reflection #3: August 11<sup>th</sup>  
Reflection #4: August 18<sup>th</sup>  
Reflection #5: August 25<sup>th</sup>

**FORMAT REQUIREMENTS:** Each reflection paper should be 1-2 *full* pages in length, with 1-inch margins, double-spaced, and 12-pt font. Citations should be provided in a standard academic format and do not count toward page limits.

**NOTE:** These weekly reflection papers will be the bulk of the contents of your Final Portfolios. For examples of how you can construct your citations, you can also look to your assigned reading list in this syllabus.

2. **Attendance & Participation:** Each student is required to attend all online class sessions (Tuesdays and Thursdays from 6pm – 9:30pm). Class attendance will be taken during each class session verbally. If you do not inform the lecturer via email in advance of classes when you will be absent, you cannot make-up attendance & participation credit. In the event of an emergency, please contact the lecturer at your earliest convenience.

**FORMAT REQUIREMENTS:** Most of the time, I will not require you to have your Zoom cameras turned-on during class sessions. However, I reserve the right to request that you turn your cameras on at any time for class purposes and without advance notice (ex. Class discussions, class presentations, class/group activities, class demonstrations, guest lecturers, etc.). Students who do not participate in “cameras-on” time, will lose participation credit for the class session. The only advance notice of required camera-based participation is for August 25<sup>th</sup>, when all class participants will use their cameras to present their final projects.

**NOTE:** Participation credit is difficult to earn without attendance and attendance will be taken each class session.

3. **Midterm Essay:** DUE AUGUST 15<sup>th</sup>. Each student will be asked to submit a midterm essay by August 15<sup>th</sup>. Your midterm essays will be based on a prompt that will be distributed no later than the second week of the course (August 2<sup>nd</sup>).

**FORMAT REQUIREMENTS:** Your midterm essay should be 5-7 full pages, 1-inch margins, double spaced, 12-point font. Minimum requirement of four citations including at least two course texts; there is no limit on allowable citations. Citations should be provided in a standard academic format and do not count toward page limits.

4. **Final Portfolio Submission:** DUE AUGUST 28<sup>th</sup>. Each student will be asked to submit a final portfolio that combines two quarter-long projects. Each student will

combine 1) all of their written work from the quarter (five reflection papers and a midterm essay) with 2) their creative project (three creative complements to three pages of your written work) into a Zine-esque, single file documenting their experience in Disability & Society. Submissions can be sent via Canvas or via email, depending on your preference and formatting needs.

**PART I: Collection of Your Written Work:** A chronological collection of your own written work throughout the quarter in a single file: Reflection #1, Reflection #2, Reflection #3, Midterm Essay, Reflection #4, and Reflection #5 (including your citations with each written work).

**PART II: Creative Project Portion:** To complement your mostly written work throughout the quarter, you are asked to make “creative representations” of at least three pages of the written work in your final portfolio. Each of the three (minimum) creative representations will be strategically positioned by you within (and submitted with) your final portfolio, and each should precede or follow the page of writing it is meant to complement. The creative complements you create to reflect upon your written work throughout the quarter can take any form you can imagine—as long as you can also imagine a very real, practiced, and reliable way to 1) share it with the class during final presentations, and 2) share it with your lecturer/reader as part of your final portfolio submission. Three creative reflections – for example, song, poetry, photographs, drawing, collage, video, story, connected popular media analysis, concept maps, accessible design schematics, etc. – of your choosing are the minimum requirement; however, you can make and include as many as you want, and in as many different forms as you want! The creative project is to make this creative portion (3 pages minimum) of your final portfolio.

**FORMAT REQUIREMENTS:** The easiest way to submit your final portfolio is a single PDF file or PowerPoint Presentation. All written work should be presented chronologically. Each of the three (minimum) creative representations you create should be strategically positioned by you within (and submitted with) your final portfolio. Each creative representation should precede or follow the page of your writing it is meant to complement. If you need support planning a submission method that would accommodate both your written work and creative projects in a single, deliverable, and accessible file, please let me know as soon as possible (ie. Before Week 5!) so we can strategize! Your final portfolio must be deliverable and accessible upon delivery.

**NOTE:** Each student is \*highly\* encouraged to start their creative projects early. Don't save this for the last minute—give your creativity all the time/space we have! There are reminders throughout the course schedule to support you in your creative process. And remember, you will need to

present something on August 25<sup>th</sup>—before your final portfolio is due on August 28th.

5. **Creative Project Presentation**: DUE AUGUST 25<sup>th</sup>. Before final portfolios are due, each student will be asked to present the creative portion of their final portfolio—even if still in-progress. During the final day of class, each student will share something about their creative projects. This presentation can include the actual creative projects you plan to submit, or a description of them, or some other creative way you may imagine sharing and presenting the creative portion of your final project.

## GRADING POLICY

Late work will be accepted until August 28th, 2022 at 11:59PM PST. The due dates listed for each assignment in the table in the previous section of this syllabus (“Assignments & Assessments”) are the due dates for potential full credit. These due dates are \*highly\* recommended for you to stay on track in this rapid, 5-week summer session. All work submitted after its respective due date will face a 1-point deduction—reducing the potential for full credit by 1-point and no more. Any assignments missing at 12:00 AM PST on August 29th, 2022 will receive zero (0) credit. Grade turn-around time will be approximately one week on each assignment.

Please consider referencing these resources while participating in this class so that you make well-informed decisions throughout this course: 1) a clear understanding of the Sociology Department’s expectations when it comes to your Academic Integrity; 2) access to Sociology Research Guides offered by the University Library; and, 3) a guide to submitting your citations in ASA Style.

- [Sociology Department Statement on Academic Integrity](#)
- [Sociology Research Guides](#), provided by the University Library
- [ASA Citation Guide](#)

## STUDENT HOURS FOR CLASS

UCSC 5-Unit Coursework Expectations: *Systemwide Senate Regulation 760* specifies that one academic credit corresponds to a total of 30 hours of work for the median student over a quarter (e.g., 3 hours per week for a 10-week quarter). Disability & Society is a 5-unit course. A five academic credit course corresponds to a total of 150 hours of work for the median student this upcoming 5-week quarter; that equates to approximately 30 hours of course related-work per week.

### **Weekly Goals for Socy 178Z: Disability & Society Students, Summer Session II 2022**

- 7 hours online class time each week (Tuesday/Thursday, 6p-9:30p)
- 20.75 hours reading, writing, review, and “wiggle” time each week

- 9 hours reading/studying
- 9 hours writing/notetaking
- 3 hours creative reflection/review
- 2 hours “wiggle-room”
- Please Review the Goals Listed Above and Plan Appropriately for Yourself.
- If you find that you are struggling to meet the goals outlined above, please come speak with me as soon as possible so we can figure out why and strategize alternative goals for you.

## INSTRUCTOR FEEDBACK

Written feedback on student’s written assignments will be offered *upon request only*. To receive regular written feedback on your written assignments, please contact your course reader, [Add name and email here]. For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Please click here to learn how to access grading rubrics for assignments.](#)

## STUDENT FEEDBACK

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

## COURSE SCHEDULE

Week	Reading and Activities	Deliverables
One: July 25 <sup>th</sup> - 29 <sup>th</sup>	<p><b><u>July 26th: Introduction to Disability &amp; Society</u></b></p> <p>Mia Mingus. (2011) “Changing the Framework: Disability Justice, How Our Communities Can Move Beyond Access to Wholeness.” <i>Leaving Evidence</i>, retrieve <a href="#">here</a>.</p> <p>Patty Berne. (2015). “Disability Justice ~ a working draft by Patty Berne.” <i>Sins Invalid</i>, retrieve <a href="#">here</a>.</p>	<p><b>Welcome to <i>SOCY 178Z: Disability &amp; Society!</i></b></p> <p><b>Weekly Lessons:</b> -Getting Started with Introductions: Syllabus &amp; Course Overview -Models of Disability</p> <p><b>REMINDERS:</b> -<b>July 25<sup>th</sup>-27<sup>th</sup>:</b> If you have yet to do so – ORDER YOUR TEXTBOOK – We start Neilsen’s <i>History</i> next</p>

	<p>Lydia X. Z. Brown. (2016). “Ableism/Language.” <i>Autistic Hoya</i>. Retrieve <a href="#">here</a>.</p> <p style="text-align: center;"><b><u>July 28th: Models of Disability</u></b></p> <p>Tom Shakespeare. (2013). “The Social Model of Disability” in L.J. Davis’ (Ed.) <i>The Disability Studies Reader</i> (4th ed): 214-21.</p> <p>Richard Scotch (2000). “Models of Disability and the Americans with Disabilities Act.” <i>Berkeley Journal of Employment &amp; Labor Law</i>, 21.1: 213-222.</p> <p>Lydia X. Z. Brown. (2013). “Constructing Disability: Deviant Bodies, Deviant Minds, Disabling Society.” <i>Autistic Hoya</i>. Retrieve <a href="#">here</a>.</p>	<p>week! See above for purchase options.</p> <p><b>-July 28<sup>th</sup>:</b> Reflection #1 DUE -Start your Creative Projects!</p>
<p><b>Two: August 1<sup>st</sup> - 5<sup>th</sup></b></p>	<p style="text-align: center;"><b><u>August 2nd: U.S. Disability History - Colonization &amp; Slavery</u></b></p> <p>Kim E. Nielsen (2012). <i>A Disability History of the United States (Revising American History)</i>: Introduction and Chapters 1-3 (ix-30).</p> <p>Alma Carten. (2015). “How Slavery’s Legacy Affects the Mental Health of Black Americans.” <i>The New Republic</i>, retrieve <a href="#">here</a>.</p>	<p><b>U.S. Disability History</b></p> <p><b>Weekly Lessons:</b> -Disability, Colonization &amp; Slavery -The Institutionalization of Disability</p> <p><b>REMINDERS:</b></p> <p><b>-August 4<sup>th</sup>:</b> -Reflection #2 DUE -Recommended Date to have completed one creative representation for your Creative Project</p>

	<p>Mia Mingus. (2010). “Interdependency (excerpts from several talks).” <i>Leaving Evidence</i>. Retrieve <a href="#">here</a>.</p> <p>Lilian Bankiyan-Monfard. (2021). “Against Accessibility? It is Time to Decolonize Ableism.” <i>SOAS</i>, retrieve <a href="#">here</a>.</p> <p><b><u>August 4th: U.S. Disability History - The Institutionalization of Disability</u></b></p> <p>Kim E. Nielsen (2012) <i>A Disability History of the United States (Revising American History)</i>: Chapters 4-5 (pp. 31-99).</p> <p>Amy Goodman &amp; Adam Cohen. (2016). “Buck v. Bell: Inside the SCOTUS Case that Led to Forced Sterilization of 70,000 &amp; Inspired the Nazis.” <i>Democracy Now!</i> View/read <a href="#">here</a>.</p> <p>Gina McDonald and Mike Oxford. (2005). “History of Independent Living.” <i>ILRU</i>. Retrieve <a href="#">here</a>.</p> <p>ASAN. (2021). “Institutions: The Old, The New, and What We Should Do (Plain Language Version).” <i>Autistic Self-Advocacy Network (ASAN)</i>. Retrieve <a href="#">here</a>.</p>	<p><b>Optional Additional Readings for Week 2:</b></p> <p>- Jane Clayson &amp; Camila Beiner. (2021). “Living Under Conservatorship: Women Forced to Take Birth Control, Get Sterilized.” <i>WBUR</i>. Retrieve <a href="#">here</a>.</p> <p>-Sara Luterman. (2021). “For Women Under Conservatorship, Forced Birth Control is Routine.” <i>The Nation</i>. Retrieve <a href="#">here</a>.</p>
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<p><b>Three: August 8<sup>th</sup> - 12<sup>th</sup></b></p>	<p><b><u>August 9th: U.S. Disability History – Eugenic Medicine vs. Disability Rights Movements</u></b></p> <p>Kim E. Nielsen (2012) <i>A Disability History of the United States (Revising American History)</i>: Chapters 6-8 (pp. 100-183).</p> <p>Susan Schweik. (2011). “Lomax’s Matrix: Disability, Solidarity, and the Black Power of 504.” <i>Disability Studies Quarterly</i>, 31:1. Retrieve <a href="#">here</a>.</p> <p>Shanna Lewis. (2018). “40 Years Ago, Denver Became the Birthplace of the Disability Rights Movement.” <i>CPR</i>. Retrieve <a href="#">here</a>.</p> <p>U.S. Department of Justice, Civil Rights Division, Disability Rights Section. (2020) “A Guide to Disability Rights Laws.” <i>ADA.gov</i>. Retrieve <a href="#">here</a>.</p> <p>8:30-9:30PM FILM: <i>Crip Camp: A Disability Revolution</i>, 2020. YouTube Video <a href="#">here</a>.</p> <p>-First Half of the Movie</p> <p><b><u>August 11th: Making Disability Count – Quantitative Analysis</u></b></p>	<p><b>Emergence of the Disability Rights Movement &amp; Quantitative Analyses of Disability Today</b></p> <p><b>Weekly Lessons:</b></p> <ul style="list-style-type: none"> <li>-Eugenic versus Disability Rights Movements</li> <li>-Making Disability Count: Contemporary Quantitative Perspectives</li> </ul> <p><b>REMINDERS:</b></p> <ul style="list-style-type: none"> <li>-<b>August 11<sup>th</sup>:</b></li> <li>-Reflection #3 Due</li> <li>- Recommended Date to have completed two creative representations for your Creative Project</li> <li>-<b>August 15<sup>th</sup>:</b> (next Monday) Midterm Essay DUE</li> </ul> <p><b>Optional Additional Readings for Week 3:</b></p> <ul style="list-style-type: none"> <li>-Arlene Mayerson. (1992). “The History of the Americans with Disabilities Act: A Movement Perspective.” <i>Disability Rights Education &amp; Defense Fund (DREDF)</i>. Retrieve <a href="#">here</a>.</li> <li>-Gina McDonald and Mike Oxford. (2005). “History of Independent Living.” <i>ILRU</i>. Retrieve <a href="#">here</a>.</li> <li>-World Health Organization:</li> </ul>
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	<p>6-7PM FILM: <i>Crip Camp: A Disability Revolution</i>, 2020. YouTube Video <a href="#">here</a>. -Second Half of the Movie</p> <p>7PM: FILM DISCUSSION</p> <p>Danielle M. Taylor. (2018). “Americans with Disabilities: 2014, Household Economic Studies, Current Population Reports.” <i>U.S. Census Bureau</i>. 1-32. Retrieve <a href="#">here</a>.</p> <p>Natalie A. E. Young. (2021). “Childhood Disability in the United States: 2019, American Community Survey Briefs.” <i>U.S. Census Bureau</i>. 1-14. Retrieve <a href="#">here</a>.</p> <p>Joseph Shapiro. (2018). “The Sexual Assault Epidemic No One Talks About.” <i>NPR</i>. Retrieve <a href="#">here</a>.</p> <p>U.S. Bureau of Labor Statistics. (2020). “Persons with a Disability: Labor Force Characteristics – 2020.” <i>BLS</i>. Retrieve <a href="#">here</a>.</p> <p>Martha Ross and Nicole Bateman. (2018). “Disability Rates Among Working-Age Adults are Shaped by Race, Place, and Education.” <i>Brookings Institute</i>. Retrieve <a href="#">here</a>.</p>	<p>- (2011) “World Report on Disability.” pp 1-47. Retrieve <a href="#">here</a>.</p> <p>- (2020) “Disability and Health Fact Sheet.” Retrieve <a href="#">here</a>.</p> <p>- (2008) “Backgrounder: Disability Treaty Closes in Protecting Human Rights.” Retrieve <a href="#">here</a>.</p>
<p><b>Four: August 15<sup>th</sup> – 19<sup>th</sup></b></p>	<p><b><u>August 16<sup>th</sup>: “Freaking” Compulsory Ablebodiedness, Early</u></b></p>	<p><b>Disability Theory</b></p> <p><b>Weekly Lessons:</b></p>

	<p style="text-align: center;"><b><u>Feminist &amp; Queer Disability Theory</u></b></p> <p>Liz Crow. (1996). “Including All Our Lives: Renewing the Social Model of Disability.” <i>Roaring Girl Productions</i>. 1-18.</p> <p>Rosemarie Garland-Thomson (2013) “Integrating Disability, Transforming Feminist Theory.” <i>National Women’s Studies Association (NWSA) Journal</i>, 14.3: 1-32.</p> <p>Robert McRuer. (2013) “Compulsory Able-Bodiedness and Queer/Disabled Existence” in <i>Crip Theory: Cultural Signs of Queerness and Disability</i>. New York: NYU Press: 1-32.</p> <p>Eli Clare. (2009). “Freaks and Queers” from <i>Exile and Pride: Disability, Queerness and Liberation</i>. South End Press. Cambridge, MA. 67-101.</p> <p style="text-align: center;"><b><u>August 18<sup>th</sup>: The “Cost of Getting Better,” Debility &amp; The Medical Industrial Complex</u></b></p> <p>Jasbir Puar. (2013). “The Cost of Getting Better: Ability and Debility” in L.J. Davis’ (Ed) <i>The Disability Studies Reader</i> (4th ed.): 177-184.</p>	<p>-Early Feminist &amp; Queer Disability Theory -The Medical Industrial Complex</p> <p><b>REMINDERS:</b></p> <p>-<b>August 15<sup>th</sup></b>: Midterm Essays DUE (Monday by 11:59PM PST) -<b>August 18<sup>th</sup></b>: -Reflection #4 DUE - Recommended Date to have completed three creative representations for your Creative Project</p> <p><b>Optional Additional Readings for Week 4:</b> -Fiona Kumari Campbell. (2008). “Refusing Able(ness): A Preliminary Conversation about Ableism.” <i>M/C Journal</i>, 11:3. Retrieve <a href="#">here</a>.</p>
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	<p>Mia Mingus. (2015). “Medical Industrial Complex Visual.” <i>Leaving Evidence</i>. Retrieve <a href="#">here</a>.</p> <p>Rebecca Vallas and Shawn Fremstad. (2014). “Disability is a Cause and Consequence of Poverty.” <i>Talk Poverty</i>. Retrieve <a href="#">here</a>.</p> <p>Terrence McCoy. (2015). “How Companies Make Millions Off Lead-Poisoned, Poor Blacks.” <i>The Washington Post</i>. Retrieve <a href="#">here</a>.</p>	
<p><b>Five: August 22<sup>nd</sup>- 26<sup>th</sup></b></p>	<p><b><u>August 23<sup>rd</sup>: Crippin’ Jim Crow, School-to-Prison Pipeline, &amp; Prison Industrial Complex</u></b></p> <p>Lauren Camera. (2018). “After Water Crisis, Flint Students to be Screened for Disabilities.” <i>U.S. News</i>. Retrieve <a href="#">here</a>.</p> <p>Jackie Mader and Sahar Butrymowicz. (2014). “Pipeline to Prison: Special Education Too Often Leads to Jail for Thousands of American Children.” <i>The Hechinger Report</i>. Retrieve <a href="#">here</a>.</p> <p>Nirmala Erevelles. (2014). “Crippin’ Jim Crow: Disability, Dis-Location, and the School-to-Prison Pipeline,” in L. Ben-Moshe, C. Chapman, &amp; A. Carey (Ed.) <i>Disability</i></p>	<p><b>Disability Theory &amp; Beyond</b></p> <p><b>Weekly Lessons:</b></p> <ul style="list-style-type: none"> <li>-The Prison Industrial Complex</li> <li>-Moving Beyond Borders with Disability Justice</li> <li>-Disability Arts &amp; Culture</li> </ul> <p><b>REMINDERS:</b></p> <ul style="list-style-type: none"> <li>-<b>August 25<sup>th</sup></b>: LAST DAY OF CLASS</li> <li>- Reflection #5 DUE</li> <li>- Creative Project Presentations</li> <li>-<b>August 28<sup>th</sup></b>: (upcoming Sunday at 11:59PM PST) Last day to submit Final Portfolios and/or Late Work</li> </ul> <p><b>Optional Additional Readings for Week 5:</b></p>

	<p><i>Incarcerated: Imprisonment and Disability in the United States and Canada.</i> New York: Palgrave MacMillan: 81-100.</p> <p>Liat Ben-Moshe. (2011). “Disabling Incarceration: Connecting Disability to Divergent Confinements in the USA.” <i>Critical Sociology</i>, 1-19. Retrieve <a href="#">here</a>.</p> <p>Susan Mizner. (2015). “There is No Police Exception to the Americans with Disabilities Act.” <i>ACLU</i>. Retrieve <a href="#">here</a>.</p> <p style="text-align: center;"><b><u>August 25<sup>th</sup>: Moving Beyond Borders - Disability Justice, Disability Arts &amp; Culture</u></b></p> <p>Sins Invalid. (2016). <i>Skin, Tooth, and Bone: The Basis of Movement is Our People: A Disability Justice Primer</i>. Retrieve <a href="#">here</a>.</p> <p>Helen Meekosha (2008). “Contextualizing Disability: Developing Southern/Global Theory” the keynote paper given to the 4<sup>th</sup> Biennial Disability Studies Conference at Lancaster University, UK: 1-20.</p> <p>Mike Levin. (2010). “The Art of Disability: An Interview with Tobin</p>	<p>- National Council on Disability. (2015). “Breaking the School-to-Prison Pipeline for Students with Disabilities.” <i>NCD</i>. Retrieve <a href="#">here</a>.</p> <p>- Leroy F. Moore Jr., Tiny aka Lisa Gray-Garcia, &amp; Emmitt H. Thrower. (2016). “Black and Blue: Policing Disability &amp; Poverty Beyond Occupy” in P. Block, D. Kasnitz, A. Nishida, &amp; N. Pollard (Eds.) <i>Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability</i>. New York: Springer. 295-318.</p> <p>- Krip-Hop Nation. (2019). “Summer 2019 Krip-Hop Nation’s African Disabled Musician Bay Area Tour.” YouTube Video <a href="#">here</a>.</p> <p>-Leroy Moore. (2019). “2018 Invisible Man (Captioned) by Leroy F. Moore Jr.” YouTube Video <a href="#">here</a>.</p> <p>-Leah Lakshmi Piepzna-Samarsinha. “Leah Lakshmi in Sins Invalid 2009 – Part I.” YouTube Video <a href="#">here</a>.</p>
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	<p>Siebers by Mike Levin.” <i>DSQ</i>, 30:2. Retrieve <a href="#">here</a>.</p> <p>Angela Weddle. (2021). “Black History Month: Lois Curtis Artist and Disability Advocate Paved the Way.” <i>The Art of Autism</i>. Retrieve <a href="#">here</a>.</p> <p>Corbett O’Toole. (2014) “Quilts for Starting Conversations.” Paul K. Longmore Institute on Disability, Disability Remix Blog. Retrieve <a href="#">here</a>.</p> <p>Liz Crow. (2015). “Figures.” Roaring Girl Productions. Retrieve <a href="#">here</a>.</p> <p>Explore the Krip-Hop Nation (2021) website <a href="#">here</a>. -Krip-Hop Nation Music <a href="#">here</a>. -Krip-Hop Nation Videos <a href="#">here</a>. -Krip-Hop Nation Visual Art <a href="#">here</a>.</p> <p><b>Creative Project Presentations: 8:00-9:30PM</b></p>	
<b>August 28<sup>th</sup>, 2022</b>	Sunday after last class session, 11:59PM PST	Final Day to Submit Final Portfolios and/or Late Work

## ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

## **ACCESSIBILITY**

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

## **INTELLECTUAL PROPERTY**

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

## **RELIGIOUS ACCOMMODATION**

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first

discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

## **ALL-GENDER RESTROOMS**

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

## **PRINCIPLES OF COMMUNITY**

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

## **TITLE IX/CARE ADVISORY**

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options,

accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

## **DIFFICULT CONVERSATIONS**

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

## **REPORT AN INCIDENT OF HATE OR BIAS**

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

## **CONTENT ADVISORY**

This course examines some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence. I will do my best to provide individual warnings on in class and in presentation slides for class contents that are particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

## STUDENT SERVICES

### [Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

### [Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

### [Tutoring](#) and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

### [Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

### Slug Help/[Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email [help@ucsc.edu](mailto:help@ucsc.edu).

### On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.