

# Disability Studies, Feminist Theory & Representation

CHID 430 A Sp 18: Topics in Disability Studies  
SPRING 2018 DIS ST/LSJ/CHID 430 A

Instructor: Ronnie Thibault

[ronnie22@uw.edu](mailto:ronnie22@uw.edu)

Class Meetings: Monday/Wednesday 10:30-12:20

Savery Hall Room 131

Office Hours: Mon/Wed 12:30-1:30 p.m. or by appointment Smith 017

## **University of Washington Disability Studies Program Website Disability Studies Program Objectives:**

Like other oppressed groups throughout history, disabled people have been marginalized; this has led to minimal attention to the historical, cultural, and political/legal dimensions of disability. The effects of disability-based discrimination have been particularly severe in the fields of education, employment, housing, transport, cultural life, and access to public places and services. The development of Disability Studies represents a much-needed pro-active educational approach to address this pervasive discrimination towards disabled people in our society. The University of Washington is at the forefront of the development of Disability Studies as an academic discipline through the individual research and teaching of growing numbers of faculty across campuses and disciplines, increasing student interest in the subject area, and an expansion of traditional diversity efforts to include disability.

## **Course Description**

This course will engage with and respond to some of the more pressing current-day questions in disability studies and feminist practice. What is the relationship between gender and disability? What do critical disability studies have to offer feminist disciplines? Kim Q. Hall has made the argument that disability studies “like the gendered or disabled body, is more than a sum of its parts,” (p.1) and feminist scholars make the case that a fuller exploration of race, class, gender, ethnicity and embodied experience can help us understand how oppression operates across identities of difference. This interactive course includes in-class workshop activities, canvas online interactions, in class discussions and group activities.

As a starting point for locating how these two critical approaches inform and complement one another, we begin with an introduction to early theoretical frames in feminism and disability studies. Once this we establish some of the grounding commonalities, we will take a deeper look at some of the ongoing tensions between disability studies and feminist scholarship and enter into

some of the more critical debates concerning representation, subjectivity, visibility, inclusion and embodied experience. We will explore emergent postcolonial approaches to gender and disability, engage in the intersections of race, disability, sexuality, and identities of difference, and in the final weeks of the course, we will discuss the multiple ways these disciplines work together to form critical interventions and approaches. This course will help you think differently about how gender, disability, and identities of difference are represented in multiple contexts and how common misconceptions are actively contested and resisted.

**Disability Resources for Students (DRS)** offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at any time and feel free to approach me with any requirements specific to this course.

DRS Website: <http://depts.washington.edu/uwdrs/> (Links to an external site.)Links to an external site.

**Respect for Diversity-** In all contexts related to this course, students are expected to respect individual differences which may include: age, cultural background, disability, ethnicity, family status, gender presentation, national origin, personality differences, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and/or veteran status. When you disagree with someone in class, please speak up, but focus your comments on the larger issues, institutions, and frameworks at hand rather than that particular person.

I strive to cultivate an inclusive learning environment for all students in this class. If you are experiencing obstacles within the class or outside of your coursework, there are medical, legal, mental health, and social-support resources available to you (generally at no or low cost) as a student at the University of Washington. I encourage you to communicate with me about any barriers to your learning that might arise throughout the quarter and we will work together to resolve them. Many of the topics covered raise sensitive questions of ethics, identity, and policy. Students in the class have a wide range of backgrounds and experiences. For some, the information and perspectives may be completely new; others may have previous knowledge of disability, oppression, history, or representation. Please keep in mind that this course is being taught from an anti-oppressive point of view, and a principal goal is to teach and apply the academic disability studies approach.

***\*\*Alternative assignments will be arranged individually for students who are uncomfortable speaking in class.***

## Course Learning Goals

- 1.) Understand Feminist Disability Studies Frameworks
- 2.) Conceptualize the differences and/or similarities in the medical, deficit, social, cultural, feminist, crip, queer, and postcolonial models of disability.
- 2.) Appreciate the multiple ways that power and representation shape social perceptions of disability and influence disability experience.
- 3.) Be able to discuss disability in national and transnational contexts.
- 4.) Ask new and critical questions about gender, disability, identity, and difference, and understand how socially and culturally constructed disability categories are exploited to marginalize multiple forms of difference.
- 5.) Engage in disability history, arts, activism, and social justice endeavors.

## Policies and Expectations

**Communication:** It is my goal that each student in this class gain as much out of the course materials and experience as possible. I encourage you to come to my office hours to ask questions, have a discussion, brainstorm about your projects, or to make suggestions about the course. If my office hours conflict with your schedule we can arrange a different meeting time. I am very responsive to e-mail and encourage you to feel comfortable asking me questions through e-mail if you find yourself struggling with materials or assignments. There is also an open discussion forum in the Canvas discussion posts section if you would like to pose a question to the class or to me.

**Laptops and electronic devices policy:** All laptop and tablet use in the classroom must relate to our classwork. What is on your screen can be distracting to those around you. I fully respect that there are diverse learning styles in every classroom and laptops and tablets can serve as valuable learning tools. However, while I do allow laptop and tablet use in the classroom if I find students are surfing social media or other non-course related sites, this will be reflected in the overall student participation score. Please mute your cell phones and step outside of the classroom if you must respond to a text or a phone call.

**Canvas:** I expect you to check the Canvas site and the email account associated with your Canvas account so that I can communicate with each of you electronically between classes. You are responsible for all materials and announcements covered during class sessions.

**Late work:** I will deduct half a letter grade for each day an assignment is turned in past the due date. If you find you have circumstances that may delay your submissions please contact me before the submission date and I will work with you if you have valid extenuating circumstances.

**Academic Integrity:** Students at the University of Washington are expected to maintain a certain standard of conduct and be responsible members of the

community. The Student Conduct Code defines prohibited conduct and describes how the University holds students accountable as they pursue their academic goals.

**Avoiding Plagiarism:** Properly crediting and citing your sources is an important step in the writing process. If you have questions about how to properly cite resources please contact me or make an appointment at the writing center. If I determine you appear have intentionally copied work directly from a source without giving proper credit you will receive a null grade on the assignment and any future instances will be referred to Academic Affairs.

Review the UW plagiarism policies

here: <https://depts.washington.edu/pswrite/plag.html> (Links to an external site.)Links to an external site.

Review the student code of conduct guidelines here: <https://www.uwb.edu/academic-affairs/policies/academicconduct/student-guide> (Links to an external site.)Links to an external site.

*Incident Weather:* Please check if the campus may be closed due to weather. Information on the suspension of operations will be made public and available through the media. I will also make a course announcement on the Canvas site.

**Illness and emergencies:** If you are sick please do stay home and take care of yourself, send me a notice as soon as possible and we will arrange a time to make up the in-class activity or to go over class materials. If you have a group project or collaboration the day you are ill you must communicate with your group members.

**Course Readings: All of our class readings are available electronically in the weekly Canvas modules.**

### **Assessment & Grading**

*\*COMPLETE ASSIGNMENT DESCRIPTIONS ARE LOCATED IN THE ASSIGNMENTS MODULE OR ASSIGNMENT DISCUSSION POST.*

**In Class Discussions, worksheets and projects - 15%**

**Weekly Reading Reflection and Discussion Posts - 20%**

**In Class Group Facilitation - 5%**

**Advocacy/Activism Organization Research Project - 60% (breakdown below)**

### **Course Participation 15%**

This course is participatory in nature and reading and discussion intensive.

This is an interactive course with a strong emphasis on in class collaborations between students and the instructor. It is crucial you are in class and ready to participate in the workshops, reading discussions and in-class activities.

Participation takes many forms and your course participation grade will reflect your level of engagement with the readings in your reflections, your interaction

during in-class group collaborations and workshops and your preparation for the group presentations. All students are expected to maintain a collegial and respectful atmosphere in the classroom and through online canvas interactions. We will address complex and at times difficult topics throughout the course and healthy scholarly debate is encouraged, and diverse perspectives are welcomed and expected. However, all members of the class should observe common courtesies that promote civil discourse and strive to be open to views that may differ or conflict with their own.

\* Participation comes in different forms and is not always evident through verbal means alone; there are various ways you can demonstrate your participation including through the course canvas website, engagement during in class-activities and in your discussion posts.

### **Weekly Reading Reflection and Discussion Response Posts 20%**

Reading Reflection: 150-300 word reflection post and 100-200 word response to a classmates post.

Your weekly reading reflections are due before we meet for class each Wednesday. I will post a few prompts that relate to the readings for you to consider and you should think of these as a way to guide your discussion and spark your critical thinking about the issues brought to the surface by the authors. These questions are intended as a guide and you do not have to respond to every prompt. Your post should demonstrate your engagement with the readings and reflect your understanding through at least one direct references (in-text citation) of the theories and concepts outlined by the authors.

Discussion Response: Discussion post responses are due on canvas by Sunday 11:59 p.m. Provide a thoughtful response to one of your classmates reading reflection posts. In order to get full credit for your post and comments on other students' posts, be aware that both post and comments should be thoughtful and engage in depth and critically with the topics of the week and the ideas posed by other students.

***\*No discussion post is required the week your group facilitates the class.***

**In-Class Group Presentation 5%:** Beginning in week 4, groups of 4-5 will lead the class reading discussions and activities each Wednesday. During week 3, I will circulate a sign-up sheet for you to select your preferred topic week to facilitate with 3-4 of your classmates. Your group will be responsible for leading the class in an activity, discussion, creative facilitation of your choosing that addresses the weekly readings and topic. This is a group graded assignment. You will turn in your facilitation outline the day before you facilitate.

**Advocacy/Activist Organization Research Project 60% (point breakdown as follows):**

-*Select Your Organization/Group 25 points* Submit the organization assignment sheet provided in the assignments section on canvas with your answers to the prompts regarding your advocacy/activist organization of choice. (See the list of organizations provided at the end of this syllabus. If you wish to research an organization or group that does not appear on the list please see me and we can discuss whether your choice is a viable alternative)

-*Representational Worksheet 100 points* Write a 3-5 page short paper describing that responds to the prompts provided. These questions will address the representational practices, both internal and external, that influence public perceptions about the organization and its members and projects. Be sure to follow the assignment prompts provided in the assignment submission link on the course website. Include in-text author citations from the course readings and a complete bibliography, you should engage at at least two of the course texts in your responses.

-*Annotated Bibliography 100 points* write an annotated bibliography of at least 4 external primary or secondary sources, do not include course readings. Include proper in-text citations and bibliography.

-*Research Outline/Rough Draft -Peer Review Sheet 25 points* bring a hard copy of a rough draft to our final class and complete the in-class peer review of your assigned cohort member's bibliography and rough draft/outline.

-*Final Paper 300 points:* In this final paper you will draw from the work you have completed during the previous 3 research assignments to compose a 7-10 page critical essay regarding your organization of choice. See assignment description on canvas for complete details and instructions.

## Reading List:

Week 1 Introduction to Disability Studies:

### **Monday Readings:**

Garland-Thomson, R. (2013). Integrating Disability, Transforming Feminist Theory. In L. J. Davis (Ed.), *The Disability Studies Reader* (4th ed., pp. 333-352). New York: Routledge.

Hall, K. Q. (2011). *Feminist Disability Studies*. Bloomington: Indiana University Press. *An Introduction*, pp. 1-10.

### **Wednesday Readings:**

Kafer, A. (2013). *Feminist, Queer, Crip*. Introduction: "Imagined Futures" Bloomington: Indiana University Press. pp. 1-24.

### **Week 1: Optional Readings and Materials:**

Garland-Thomson, R. (2005). Feminist Disability Studies. *University of Chicago Press Journals*, 1557-1587

Garland-Thomson, R. (2016). The Story of My Work: How I Became Disabled. *Disability Studies Quarterly*. Retrieved from <http://dsq-sds.org/article/view/4254>

Kafer, A. (2013). *Feminist, Queer, Crip*. "At the Same Time, Out of Time: Ashley X"  
Bloomington: Indiana University Press. pp. 47-68.

### **Week 2 Disability, Intersectionality & Difference:**

#### **Monday Readings:**

Baynton, D. (2013). "Disability and the Justification of Inequality in American History," in L.J. Davis (Ed.), *The Disability Studies Reader* (4<sup>th</sup> ed., pp. 17-33). New York: Routledge.

Erevelles, N., & Minear, A. (2010). Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality. *Journal of Literary & Cultural Disability Studies* , 127-145

**\*\*Trigger Warning\*\* The Erevelles article describes instances of police violence, rape, and institutional abuse. If you prefer an alternative reading please notify me prior to the reflection due date.**

#### **Wednesday Readings:**

Clare, E. (2001). Stolen Bodies, Reclaimed Bodies: Disability and Queerness. *Public Culture*, 359-365.

Lukin, J. (2013). Disability and Blackness. In L. J. Davis (Ed.), *The Disability Studies Reader* (4<sup>th</sup> ed., pp. 306-316). New York: Taylor & Francis.

### **Week 2 Optional Readings and Materials:**

Eli Clare website: <http://eliclare.com/>

McRuer, R. (2010). Disability Nationalism in Crip Times. *Journal of Literary & Cultural Disability Studies* , 163-178.

NPR article from Saturday 3/30 "Don't Call This Rebel on Wheels and Angel from Above"  
<https://www.npr.org/sections/goatsandsoda/2018/03/18/594088583/dont-call-this-rebel-on-wheels-an-angel-from-above> (Links to an external site.)Links to an external site.

In class video: Kimberle Crenshaw Ted Talk "The Urgency of Intersectionality"  
[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)  
#t-243050

## Week 3 Representation & Difference:

### Monday Reading:

Hall, S. (2013). "The Work of Representation" in *Representation* (2nd ed. pp. 1-47). (J. Evan, & S. Nixon, Eds.) London: Sage Publications.

### Wednesday Readings:

Sandell, R., & Dodd, J. (2010). Activist Practice . In *Re-Representing Disability: Activism and agency in the museum* (pp. 3-40). New York: Routledge.

Longmore, P. K. (2016). Smashing Icons Gender, Sexuality, and Disability. In *Telethons: Spectacle, Disability, and the Business of Charity*. (K. Kudlick, Ed. pp. 138-153.) New York: Oxford University Press.

### Week 3 Optional Readings and Materials (includes examples of representational analysis)

Hall, S. (2013). "The Spectacle of The Other" in *Representation* (2nd ed., pp. 215-271). (J. Evan, & S. Nixon, Eds.) London: Sage Publications.

Nepveux, D., & Beitiks, E. S. (2010). Producing African Disability through Documentary Film: Emmanuel's Gift and Moja Moja. *Project Muse, IV*(3), 237-254.  
doi:10.1353/jlc.2010.0011

Longmore, P. (2013). "Heaven's Special Child": The Making of Poster Children. In L. J. Davis (Ed.), *The Disability Studies Reader* (4th ed., pp. 34-41). New York: Taylor & Francis.

Waltz, M. (2012). Images and narratives of autism within charity discourses. *Disability & Society*, 219-233.

LeBesco, K. (2011). Disability, Gender, and Difference on The Soprano's. In G. Dines, & J. M. Humez (Eds.), *Gender, Race, and Class in Media: A critical reader* (pp. 185-193). Thousand Oaks: Sage Publications, Inc

Thibault, R. (2014, June 3). Can Autistic Redefine Autism? The Cultural Politics of Autistic Activism. *Journal Trans-Scripts*, 4, 57-88. Retrieved from [http://www.humanities.uci.edu/collective/hctr/trans-scripts/recent\\_issue.html](http://www.humanities.uci.edu/collective/hctr/trans-scripts/recent_issue.html)

## Week 4 Artistic Space, Disability & Performance:

Fox, A. M., & Lipkin, J. (2002). Res(Crip)ting Feminist Theater Through Disability Theater Selections from the DisAbility Project. *Feminist Formations*, 14(3), 77-98.



McGrath, E. (2012). Dancing with Disability: An Intersubjective Approach. In D. Goodley, H. Bill, & L. Davis (Eds.), *Disability and Social Theory New Developments and Directions* (pp. 143-158). New York: Palgrave macmillan.

Millett-Gallant, A. (2013). Sculpting Body Ideals: Alison Lapper Pregnant and the Public Display of Disability. In *The Disability Studies Reader* (pp. 398-410). New York : Routledge.

Parker-Starbuck, J. (2005). Shifting Strengths: The Cyborg Theater of Cathy Weis. In *Bodies in Commotion: Disability and Performance* (pp. 95-108). Ann Arbor: The University of Michigan Press.

Kuppers, P. (2007). The Performance of Disability. *The Drama Review*, 80-88.

#### **Week 4 Optional Readings and Materials**

Mirzoeff, N. (2006). Blindness and Art. In L. J. Davis (Ed.), *The Disability Studies Reader* (2nd ed., pp. 379-398). New York: Routledge: Taylor and Francis Group.

Cathy Wies website: <http://www.cathyweis.org/>

#### **In Class Video Analysis:**

[Valuable Bodies | Riva Lehrer | TEDxGrandRapids Links to an external site.](#)

[Physically Being Me - Six Stories from Deaf and Disabled Dancers by Foundation for Community Dance \(Links to an external site.\)Links to an external site.](#)

[Adaption \(Links to an external site.\)](#)

[N.Y./Region: 'Collision' of Dance and Disability | The New York Times](#)

[China Disabled Dance \(Links to an external site.\)](#)

[AXIS Dance 2014: Divide by Marc Brew- Changing the Face of Dance and Disability \(Links to an external site.\)](#)

**Optional Video: Riva Lehrer A Self-Portrait in Formaldehyde (not cc enabled)**

[https://youtu.be/obJaZtu3Ams \(Links to an external site.\)](https://youtu.be/obJaZtu3Ams)

<https://www.rivalehrerart.com/totems-and-familiars>

[http://codeofthefreaks.com/ \(Links to an external site.\)](http://codeofthefreaks.com/)

## **Week 5 U.S. History and the Exploitation of Disability Categories:**

#### **Monday Readings:**

Carey, A. C. (2010). Beyond the Medical Model: A reconsideration of 'feeblemindedness', citizenship, and eugenic restrictions. *Disability & Society*, 411-340.

Lamp, S., & Cleigh, W. C. (2011). A Heritage of Ableist Rhetoric in American Feminism from the Eugenics Period. In K. Q. Hall (Ed.), *Feminist Disability Studies* (pp. 175-190).  
Bloomington: Indiana University Press.

### **Wednesday Readings:**

Carlson, L. (2001). Cognitive Ableism and Disability Studies: Feminist Reflections on the History of Mental Retardation. *Hypatia*, 124-146.

Erevelles, N. (2011). The Color of Violence: Reflecting on Gender, Race and Disability in Wartime. In K. Q. Hall (Ed.), *Feminist Disability Studies* (pp. 117-135). Bloomington: Indiana University Press.

## **Week 6 No Readings: Research and Library Week**

### **Week 7 Postcolonial Feminist Disability Studies:**

#### **Monday Readings:**

Chataika, T. (2012). Disability, Development and Postcolonialism. In D. Goodley, B. Huges, & L. Davis (Eds.), *Disability and Social Theory: New Developments and Directions* (pp. 252-269). New York: Pallgrave Macmillan.

Barker, C., & Murray, S. (2013). Disabling Postcolonialism: Global Disability Cultures and Democratic Criticism. In L. J. Davis (Ed.), *Disability Studies Reader* (4th ed., pp. 61-73). New York: Taylor & Francis.

#### **Wednesday Readings:**

Ghai, A. (2012). Engaging with Disability with Postcolonial Theory. In D. Goodley, B. Hughes, & L. Davis (Eds.), *Disability and Social Theory: New Developments and Directions* (pp. 270-286). New York: Pallgrave Macmillan.

Erevelles, N. (2011). Embodied Antinomies: Feminist Disability Studies Meets Third World Feminism in *Disability and Difference in Global Contexts*. New York: Pallgrave Macmillan. (pp. 121-146).

#### **Week 7 Optional Readings and Materials:**

Grech, S. (2011). Recolonising debates or perpetuated coloniality? Decentring the spaces of disability, development and community in the global South. *International Journal of Inclusive Education*, XV(1), 87-100.

Cheyne, R. (2010). Literary, Cultural, & Disability Studies: A Tripartite Approach to Postcolonialism. *Literary & Cultural Disability Studies*, 201-204.

Connell, R. (2011). Southern Bodies and Disability: re-thinking concepts. *Third World Quarterly*, XXXII(8), 1369-1381.

**Online access to the documentary: "Fixed: The Science Fiction of Human Enhancement":** <https://www-newday-com.offcampus.lib.washington.edu/streaming/index.php?film=FIX-01&license=dc66aba50b88fd2def94990cf3c32bad> (Links to an external site.)

## Week 8 Disability Embodiment & Cyborg Theory:

### Monday Readings:

Kafer, A. (2013). The Cyborg and the Crip: Critical Encounters. In *Feminist, Queer, Crip*. Bloomington: Indiana University Press (pp. 103-128).

Reeve, D. (2012). Cyborgs, Cripples and iCrip: Reflections on the Contribution of Haraway to Disability Studies. In D. Goodley, B. Huges, & L. Davis (Eds.), *Disability and Social Theory: New Developments* (pp. 91-111). New York: Palgrave Macmillan.

### Wednesday Readings:

Samuels, E. (2011). Two Critical Divides: Judith Butler's Body Theory and the Question of Disability. In K. Q. Hall (Ed.), *Feminist Disability Studies* (pp. 48-66). Bloomington: Indiana University Press.

### Week 8 Optional Readings and Materials:

Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial. *Feminist Studies*, 575-599.

In class representation analysis materials:

### Monday class materials:

#### Seahawks Editorial:

<https://247sports.com/nfl/seattle-seahawks/Article/Shaquem-Griffin-named-Seahawks-player-to-root-for-by-NFLcom-118151928> (Links to an external site.)

#### Seahawks Video:

<https://www.seahawks.com/video/nfl-360-i-am-shaquem-griffin> (Links to an external site.)

USA Today article on Griffin:

<https://www.sbnation.com/2018/4/28/17216154/shaquem-griffin-nfl-draft-2018-hand-highlights>.

Inspirational Billboards Campaign:

<https://www.passiton.com/inspirational-sayings-billboards/34-overcoming> (Links to an external site.)

<https://www.passiton.com/inspirational-sayings-billboards/15-determination-brooke-ellison> (Links to an external site.)

<https://www.passiton.com/inspirational-sayings-billboards/32-opportunity> (Links to an external site.)

<https://www.passiton.com/inspirational-sayings-billboards/44-strength> Links to an external site.

<https://www.passiton.com/inspirational-sayings-billboards/47-vision> (Links to an external site.)

## Week 9 Activist Movements & Coalitions:

### Monday Readings:

Frohman, C., & Meekosha. (2012). Recognition, Respect and Rights: Women with Disabilities in a Globalized World. In D. Goodley, B. Hughes, & D. Lennard (Eds.), *Disability and Social Theory: New Developments and Directions* (pp. 287-307). New York: Palgrave macmillan.

Sandell, R., & Dodd, J. (2010). Activist Practice . In *Re-Representing Disability: Activism and agency in the museum* (pp. 3-40). New York: Routledge.

Kafer, A. (2013). Accessible Futures, Future Coalitions, in *Feminist, Queer, Crip*. Bloomington: Indiana University Press (pp. 149-169).

### Week 9 Optional Readings and Materials:

<https://longmoreinstitute.wordpress.com/2018/04/16/alice-wong-longmore-lecture-with-video-transcript-storytelling-as-activism-the-politics-of-disability-visibility/> (Links to an external site.)