DIS ST / CHID / LSJ 430 Topics in Disability Studies

HSTCMP 490 Advanced Topics in Comparative/Global History

**Disability History**

**Summer A-term 2022**

ASSIGNMENTS

## Documentation of sources and academic integrity:

You must document where you found ALL the information, ideas, opinions, etc. that you borrowed and utilized in your essay. Direct quotations, paraphrases, information, interpretations, and opinions taken from another person’s work must be identified. Cite the sources of all material by means of in-text citations or footnotes (give page numbers), and provide a bibliography at the end of your paper listing all sources you consulted. Any standard documentation style is acceptable, as long as you are consistent and give all the required publication information.

All work submitted for course credit must be an original effort. Plagiarism means presenting the words or ideas of another person as if they were your own, for example by turning in someone else’s work or failing to document material you have quoted or borrowed. You are responsible for understanding all aspects of University regulations regarding academic integrity.

## Participation (15% total)

### Options: Do any one (or more) of these three things in order to get participation credit for the day:

1. **Synchronous** small-group, breakout zoom group, and/or full-group work where you will answer discussion questions or prompts by voice and/or by in-class group writing. Report out your group's ideas in full-class discussion.
2. **Asynchronous written answers** to discussion questions or prompts, and replies to peers’ written answers. Class Activity discussion boards will be set up for each class day with a deadline for posting.
3. You may do this no more than ONE DAY each week: **Annotate the designated reading(s) for the day** using the Hypothesis tool. For full credit, you must write at least 4 annotations on each reading, and reply to at least 2 peer annotations. The documents for Participation annotating will be found and clearly labeled in the MODULE for each week. In order to receive credit for participation by annotations, you must also make a post to the Class Activity discussion board telling us which reading you annotated.

### Participation requirements:

Your participation grade will be based on evidence of preparedness and the quality and consistency of your contributions. It will be assessed holistically based on class activities and other engagement in the discussion that are completed synchronously and/or asynchronously. Each class session will be recorded for asynchronous viewing and participation.

Most but not all of the class activities will be graded for each student, so you can skip 3 days without penalty. Class activities must be turned in via Canvas by the due dates given in order to be counted for participation points. Each student may choose to participate in any of the modes offered each day.

Most of the activities will be based on questions or prompts about the readings that are set by the instructor or by student facilitators for a given day.

If you are not present for a synchronous class meeting, it’s your responsibility to read the instructions that were provided for the class activities, watch the class recording, and submit the work on your own by the due date for participation credit.

### Discussion participation policies and expectations:

First, please be assured that I'm here to support you in engaging with the course material in a variety of ways. An interactive class is much more rewarding for all. Please try to stay in communication about your concerns or needs regarding the material or how the course is being taught. We can work out adaptations, flexible deadlines, etc. as needed. Lecture or discussion questions slides will be posted on the course website prior to each class.

Students who enroll in this class must be prepared to engage with a heavy reading load of texts from a variety of scholarly disciplines, primary sources, and media.

Many of the topics covered raise sensitive questions of ethics, identity, and policy. We will work to create a learning environment that feels as safe as possible for everyone and fosters open inquiry. You will be expected to critically examine your own beliefs in comparison with those of others and as they relate to issues in disability studies. Students in the class have a wide range of backgrounds and experiences. For some, the information may be completely new; others may have previous knowledge of disability issues or oppression. Please keep in mind that this course is being taught from an anti-oppressive point of view, and a principal goal is to teach the academic disability studies approach.

Each class day, please be prepared to talk about at least ONE of the assigned readings that day, by sharing your comments, ideas, or wonderings. Students will get the most out of the lectures, films, podcasts, and discussions by completing the readings before class time or before viewing the class recordings asynchronously. Active participation, synchronous or asynchronous, is an important aspect of the learning process in this class.

In all cases, participation involves expressing your own reasoned arguments, as well as listening and responding to classmates. We will share ideas by voice, chat, or posting online synchronously or asynchronously. Participation includes reflecting carefully on what others say or write and responding constructively.

The goal of discussions in class and in discussion posts is to help you understand difficult material and think through your and others’ ideas. Working through unclear understandings or positions that you later reconsider may be part of this process. I am looking for contributions that show you are paying careful attention to the course materials and to the contributions of your fellow students, and that you are thinking critically and creatively about them. You are expected to show that you have analyzed the readings and that you are forming reasoned ideas and opinions about the themes of the course. Participation includes listening carefully and responding constructively.

## Facilitation of Discussion about the Readings (20% total)

You will be responsible for facilitation on 2 days this quarter. The instructor will assign the days. NOTE: This is an individual assignment, you will not be required to work together in groups. Students are welcome to meet with the instructor for any additional guidance on expectations for this assignment.

### Due date: All components are due the evening before the class you facilitate, by about 9:00pm.

### Requirements:

Each student will be assigned TWO class days to help facilitate the discussion of the readings. Each student will work individually to complete all of these components:

1. **Reading Notes**: You will prepare a set of Reading Notes for each of the required readings that day. Write 2-3 pages of notes for each reading. Use bullet-point format. Reading Notes should be submitted to the assignment the evening before the class discussion, and the instructor will then post them for everyone to read. NOTE: During class, the instructor will call on individuals who are facilitating to assist with introducing the text. No PowerPoint or other formal presentation is required or expected. (4 points)

2. Prepare at total of **three (3) discussion questions** for the class activity that day. These should be open-ended questions that will generate class discussion. At least one of your questions should attempt to draw out connecting themes between texts. Please do not submit more than 3 questions. (2 points)

3.  Be prepared to **engage** with classmates’ questions & ideas. You will do this synchronously during class if possible, or asynchronously on the discussion board and via annotations. Each student must be prepared to engage with classmates’ replies to the questions and with the ideas that get expressed and developed during the class discussion. Be ready to pose follow-up questions and comments. It's preferred that the facilitators be present in class synchronously to help lead the conversation, but if that's not possible please check in with the instructor beforehand to arrange for asynchronous facilitation (2 points)

4.  **Annotations:** Each student is assigned to a Reading Group and will be responsible for making critical annotations (notes/comments) on ONE of the readings you’re doing for your Facilitation. (2 points)

The goal of this component will be to foster collaborative exploration of the scholarly texts, outside of the standard confines of 'group work'. Students will work individually on their annotations but be able to see other students’ annotations as well and reply to them. We are using the Hypothesis tool in Canvas to annotate a pdf file. Please do all of the following to complete the Annotations component:

1. Write annotations on any ONE of the readings assigned to your Reading Group for that day.
2. Write at least TWO (2) comments/notes in which you respond to a particular claim or sentence or small section of the text you've been assigned to annotate. Keep your annotations brief so that everyone else can read them in a short amount of time. Just write a short sentence or two and/or a question.
3. Write at least TWO (2) brief replies or questions to the annotations that peer(s) in your Reading Group have made. One of your replies can be a reply to someone who replied to your annotation, if you want.
4. Finish your annotations and replies the evening before your discussion facilitation date.

## Reading Responses (30% total)

* You will be required to hand in Reading Responses a total of THREE (3) times.
* Note: there will be 4 Reading Response assignments, so you can skip any one of them or your lowest grade will be dropped.
* Each reading response paper is worth 10 points.
* Read each assignment prior to writing to see the list of allowed readings.
* Your work will be assessed for content, format, and writing mechanics.

### Requirements:

You will select TWO of the required readings for that week. Each Reading Response paper will engage with both of those readings. Here is the format you must use for each paper:

* Paragraph 1 Context (1 point): Give the name of the author and title of each of the readings. Who is the author? What background do they come from? Please do a bit of internet research.
* Paragraphs 2 & 3 Description (4 points): Summarize the main points from the 2 readings. What do the authors want the reader to know and to do, and why?
* Paragraphs 4 & 5 Analysis and Synthesis (4 points): Analyze the 2 readings and relate them to each other and to disability studies. Be sure to refer to specific passages. How do these readings challenge assumptions about disability or offer new understandings? How do you think they are significant within the context of the topics or themes of the class, and/or in the context of other historical or contemporary issues you know and care about? Make sure your analysis is informed by what we have learned and that you give clearly stated reasons. You can draw on your own knowledge and experience, but you must also engage with course materials and discussions.
* Writing mechanics, style, and organization (1 point).

## Final Essay or Project (35% total)

# **Two components due**

# **10% Draft/preliminary writing for peer workshop due on Wednesday July 20**

# **25% Completed essay (4-6 double-spaced pages) or project due on Wednesday July 27**

### Assignment overview

You will write an essay (4-6 pages) or create a project in other format that synthesizes required class texts along with at least one outside source or optional/required course reading. Your project will aim to make a cohesive argument on a topic of your choice. Your work must refer substantially to and engage in depth with your chosen texts.

If you have an idea for an alternative (non-essay) format for your final project, please contact the instructor to get it approved before you begin. Plan to submit a written element along with your non-essay project, in which you discuss your sources, methods or process, reflections, etc. and include your bibliography.

Your essay or project must develop interpretations of the course readings and additional texts that demonstrate your interests and understanding of a topic that arises from our study of "disability history"

Your essay or project must utilize the critical framework of disability studies and bring disability into the center of inquiry. Consider how the work we’ve done has involving thinking about disability in relationship to other categories of difference, about ableism in relation to other forms of discrimination, and/or about anti-ableism work in relation to other social movements.

### Content and format:

**Content of your project:**

* Create a question of your own that’s about or closely related to the course material and topics we've explored. Write an essay or produce a project in a different format that addresses your question.
* You might choose to pursue a subject or research question that came up when writing your reading responses, or a subject/question that interested you from lectures, podcasts, videos, or our class sessions.
* Or you might think of another subject or research question that is thematically connected to our class work.
* Contact the instructor to have your topic and format approved before you begin your research and writing.

**Format of your project:**

* You may write a traditional essay, or devise an alternative format for presenting your ideas. Some suggestions include:
  + a creative work such as a story, poem, or artwork, with artist’s statement;
  + a video or audio recording (with transcript);
  + a presentation for a workshop;
  + curate a museum exhibit of artifacts or images relevant to disability history, with written descriptions and interpretations;
  + research the accessibility and inaccessibility of a building or other space you’re familiar with, report your findings and relate them to disability history.

### Sources:

* You must substantially utilize at least 2 required course readings (not films, not optional readings).
* You must also utilize a third source, which can be a required reading, optional reading, film, or an outside source you researched.
* In sum, use at least three (3) sources total to support your arguments and interpretations.
* You may cite material from additional required or optional readings, films, etc. from the class website, or your own research, beyond the minimum 3 sources.
* Your project must have page citations and a bibliography, in any standard format.

### Your essay or project will be assessed in terms of how effectively it:

* demonstrates nuanced and thorough reading and engages with all of the cited course texts and other sources.
* substantially uses at least 3 sources - at least two required course readings, and at least one additional sources (optional readings, films, or outside sources).
* develops arguments and interpretations of the course themes as fully as possible, and is well supported by appropriate texts.
* refers to specific passages from the texts to support interpretations. Does not use long quotations.
* utilizes the critical framework of disability studies.
* includes a thesis statement in the introductory paragraph that sums up your main interpretive claims, or makes an argument in a creative way appropriate to your chosen project format.
* ideas must be organized clearly.
* essay or project must be carefully proofread.
* includes exact page citations and a bibliography.
* Essay should be 4-6 double-spaced pages, plus bibliography.
* Project should include a written component that provides a discussion of your sources, methods or process, reflections, etc. along with a bibliography.