The first half of the semester is dedicated to reading major texts in disability history; the second, to individual projects. Because this course attracts students from a variety of disciplines, the paper requirements—topic, types of evidence, citation style, methodology—are flexible. I want the class to be useful to your work in your own field and to contribute to your progress. As long as you make use of historical evidence, address change over time and historical context—in other words, incorporate a historical dimension into your work—you may write the paper on a topic and in a manner appropriate to your discipline.

Graduate students in history have the choice of counting the class as either a research seminar or a readings course. If the former, you will produce original scholarship using both primary and secondary material. If the latter, you will write an historiographical essay on the literature around a particular topic, period, theme, or methodology, along with an annotated bibliography. Final papers in both cases should be 20 to 30 pages.

Janalyn Moss is the Reference Librarian for American History, African American Studies, American Studies, American Indian and Native Studies Program, Anthropology, and Museum Studies. I encourage you to meet with her for consultation on your research.

Contact: janalyn-moss@uiowa.edu 335-5698

**Weekly assignments**

- Come to class prepared to discuss the assigned readings. For each reading, write a concise description of the argument and the types of evidence used. Half a page or so (dbl sp) for each should be sufficient.
- For two classes of your choice, write a brief description of a potential research project related to the topic for that week, appropriately limited and defined for a semester project, including the kinds of source material you could use and where you would look for them. A page or two is sufficient.
- All readings can be accessed via ICON, library reserve, and/or electronically via InfoHawk.

**Reading Schedule**

1. **January 23**  
   Introduction to the course

2. **January 30**  
   Introduction to the field

   **Read**

   - Shapiro, *No Pity*, 1-40. Icon & Reserve
   - Longmore & Umansky, *New Disability History*, 1-29. Icon & Reserve
   - Thomson, *Extraordinary Bodies*, 5-51. Electronic & Reserve

**Look over** the following—useful for considering research projects and secondary sources:
Further Reading


Further Reading

- Simi Linton, Claiming Disability: Knowledge and Identity. NYU Press 1998.

3. February 6 Disability, Race, Gender, Sexuality Read

- Susan Schweik, The Ugly Laws, 1-88, 141-206. Reserve and electronic
- Elizabeth Reis, Bodies in Doubt: An American History of Intersex, Johns Hopkins UP, 2009, Intro and chapters 1-3.

Further Reading

- Alison Kafer, Compulsory Bodies: Reflections on Heterosexuality and Able-bodiedness,” Journal of Women's History 15.3 (2003) 77-89. ICON

4. **February 13  Eugenics, euthanasia, assisted suicide**

**Read**
- Philip Reilly, *The Surgical Solution*, 30-127. Reserve
- Paul Longmore, *Why I Burned My Book*, 149-212. Icon, Reserve & Electronic
- James Trent, *Inventing the Feeble Mind*, 131-166. Icon & Reserve

**Further reading:**

5. **February 20  Normality and Freakery**

**Read**
- Dreger, *One of Us*. Reserve
- Ian Hacking, *Taming of Chance*, 1-10, 160-179. Icon
- Lennard Davis, *Enforcing Normalcy*, 1-49. Reserve and Electronic

**Further Reading**
6. **February 27**  
**Disability Rights**

**Read**
- Shapiro, *No Pity*, 41-73.  
- Paul K. Longmore, *Why I Burned My Book*  
  - “The League of the Physically Handicapped,” 53-101  
- UC Berkeley website on the Disability Rights Movement.  
  Read “Introduction,” browse “The Collection,” look over “Timeline” (in Related Resources), and read or watch any parts of the Symposium that look interesting (you might watch the short clip of Longmore, since we’re reading several of his articles).  
  [http://tiny.cc/NYjvK](http://tiny.cc/NYjvK)

Further reading:
- James Charlton, *Nothing About Us without Us: Disability Oppression and Empowerment*.  
- Doris Zames Fleischer and Frieda Zames, *The Disability Rights Movement: From Charity to Confrontation*.  
- Richard Scotch, *From Good Will to Civil Rights: Transforming Federal Disability Policy*.  

7. **March 6**  
**Meanings of disability: deafness and blindness**

**Read**
- Longmore & Umansky, eds. *The New Disability History*:  

Further Reading:


8. March 13  
**Cognitive and Psychiatric Disability**

**Read**

• Joshua Wolf Shenk, *Lincoln’s Melancholy*. Reserve


**Further Reading**


**Spring break**

9. March 27  *Due today: paper proposals (2 pg) with an annotated bibliography of sources you have so far identified.  
   *Bring copies for everyone.*

10. April 3  No class: individual conferences as needed.

11. April 10  No class: individual conferences as needed.

12. April 17  No class: individual conferences as needed.

13. April 24  First drafts due -- bring three copies to class, two to exchange with other students for critique, and one for the instructor. Progress reports and problem solving.


15. May 8  Presentations.

May 15  Final papers due.

**Assigned Books**


**Web resources**