

HIST: 4203 History of Disability in America

Fall 2014

MW 3:30-4:45 150 Schaeffer Hall

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Department of History

Professor: Douglas Baynton

Office: 322 SH 335-2300

Office hrs: MTW 11-12:00

& by appointment

DEO: Elizabeth Heineman

I would like to hear from anyone who has a disability which may require accommodations for seating, testing, or other class requirements so that appropriate arrangements may be made. Please see me after class or at my office.

Texts

- Joseph Shapiro, *No Pity: People with Disabilities Forging a New Civil Rights Movement*
- Joshua Wolf Shenk, *Lincoln's Melancholy*
- Paul K. Longmore, *Why I Burned My Book and other Essays on Disability*
- Kim E. Nielsen, *Disability History of the United States*
- ICON readings

All books available at Prairie Lights Books

Course Description

We will explore disabilities as cultural and historical phenomena that have changed over time and have had fundamental role in shaping the construction of race, class, and gender, attitudes toward reproduction and immigration, the idea of progress, and the ideals of the natural and the normal.

Attendance is not counted toward your grade. Collaboration on research projects allowed with prior permission. CLAS policy is that students should expect to spend approximately two hours per week for each semester hour credit preparing for class sessions.

Grading

1.	Midterm Exam	30%
2.	Final Exam	40%
3.	Research Project	30%

Assignments and Important Dates

1.	August 25 August 27	Introduction to the Course Joseph Shapiro, <i>No Pity</i> , Introduction Chapter 1	
2.	September 1 September 3	Nielsen, <i>A Disability History</i> , Introduction, Chapters 1-2 Alice Dreger, <i>One of Us</i> , Chapter 1 Nielsen, <i>A Disability History</i> , Chapters 3-4	ICON
3.	September 8 September 10	Gitter, <i>Imprisoned Guest</i> , Prologue, Chapters 3-4 Gitter, <i>Imprisoned Guest</i> , Chapter 5	ICON
		Shenk, <i>Lincoln's Melancholy</i> , Introduction, Chapter 1	
4.	September 15 September 17	Shenk, <i>Lincoln's Melancholy</i> , Chapters 2-3 Due: Paper proposal, and service learning plan if applicable (see p 3) Shenk, <i>Lincoln's Melancholy</i> , Chapters 4-5	
5.	September 22 September 24	Shenk, <i>Lincoln's Melancholy</i> , Chapters 6-8 Shenk, <i>Lincoln's Melancholy</i> , Chapters 9-10 & epilogue	

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| 6. | September 29
October 1 | Nielsen, <i>A Disability History</i> , Chapter 5
Rosemarie Garland Thomson, <i>Freakery</i> , Chapters 2 & 3 | ICON |
| 7. | October 6

October 8 | Helen Keller, <i>The Story of My Life</i> , Chapters 1-7, 9, 13
Kim Nielsen, "Rethinking Helen Keller"
Nielsen, <i>A Disability History</i> , Chapter 6 | ICON
ICON |
| 8. | October 13
October 15 | Review
Midterm exam. | |
| 9. | October 20
October 22 | Longmore, <i>Why I Burned My Book</i> , Chapters 2-4
Due: paper outline (see p 3)
Nielsen, <i>A Disability History</i> , Chapter 7 | |
| 10. | October 27
October 29 | Shapiro, <i>No Pity</i> , Chapters 2 & 4
Nielsen, <i>A Disability History</i> , Chapter 8 | |
| 11. | November 3
November 5 | Shapiro <i>No Pity</i> , Chapters 5-7
Longmore, <i>Why I Burned My Book</i> , Chapter 11 | |
| 12. | November 10
November 12 | Shapiro, <i>No Pity</i> , Chapter 9
Longmore, <i>Why I Burned My Book</i> , Chapters 8-10 | |
| 13. | November 17

November 19 | Longmore, <i>Why I Burned My Book</i> , Chapters 6-7
View two movies from a list that I will provide
Bring paper draft to History Writing Center <u>no later than</u> today | |
| <i>Fall Break</i> | | | |
| 14. | December 1
December 3 | Shapiro, <i>No Pity</i> , Chapter 3
Final papers due today | |
| 15. | December 8

December 10 | Longmore, <i>Why I Burned My Book</i> , Chapter 13
Shapiro, <i>No Pity</i> , Chapter 8, 10, Epilogue, Postscript
Review | |
| 16. | | Final Exam, place and time TBA | |

Research Project

- Option 1: research paper and poster session
 - Research paper: at least 2500 words, 4 scholarly and 2 primary sources
 - Poster session: see description on Icon
- Option 2: research paper and service learning
 - Research paper: at least 2500 words, 4 scholarly and 2 primary sources
 - Service learning
 - 12 hours volunteer work w/ an approved disability-related service organization
 - Service learning report – two-pages, informal, with three distinct parts:
 1. description of the work you performed
 2. reflection on what you learned, how your assumptions were challenged, changed, or reinforced as a result of your work
 3. evaluation of the usefulness of your work both for you and the community—did your work matter and would you do it again?

Deadlines

- **September 17** Two-page paper proposal, w/ at least one scholarly and one primary source
*For the service option, organization with name and phone number of a contact person
- **October 22** Preliminary paper outline, 1-2 pg, & list of at least 4 scholarly, 2 primary sources
- **November 17** Bring a draft to History Writing Center for feedback by today. Make an app't in advance. Feel free to go at any stage for advice (303 SH; 335-2584). Keep the draft and attached slip to turn in with your final paper. <http://clas.uiowa.edu/history/teaching-and-writing-center>
- **December 3** Papers due. Include the Writing Center draft with comments and attached slip.

Research Go to: <http://guides.lib.uiowa.edu/amhist> Databases/Find Articles tab to explore indexes. Do searches for titles, subjects, keywords. *Academic Search Elite* covers various fields, *America History and Life* just history. Explore other indexes. Once you find a scholarly source, look at footnotes & bibliography for other sources. Look at the tabs for e-books, newspapers, etc. If you want help, Janalyn Moss's contact info is on the main page. Start early! Research takes time.

Sources Primary sources are those from the time period under study. All secondary sources (written later and looking back at the time period) must be scholarly—the best indication of this is the use of citations, but ask me if you have any doubts.

Citation History majors use footnotes/endnotes. Others may use the citation style of their field.

See citation/style guides at <http://clas.uiowa.edu/history/teaching-and-writing-center>

Web resources

- Disability History Museum <http://www.disabilitymuseum.org/>
- Museum of Disability History <http://www.museumofdisability.org/>
- Disability History Association <http://www.dishist.org/>
- Society for Disability Studies <http://www.disstudies.org/>
- Disability Studies in the Humanities <http://tiny.cc/JpoMk>
- H-Disability <http://www.h-net.org/~disabil/>
- Encyclopedia of Disability <http://www.sage-ereference.com/disability/>
- UC Berkeley-Disability Rights / Independent Living Movement <http://tiny.cc/NYjvK>

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS [Academic Policies Handbook](#).

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondence ([Operations Manual, III.15.2](#). Scroll down to k.11).

Academic Honesty

All students taking CLAS courses have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS [Academic Policies Handbook](#)).

CLAS Final Examination Policies

The date and time of every final examination is announced by the Registrar generally by the 5th week of classes. Final exams are offered only during the final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. It is the student's responsibility to know the date, time, and place of the final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor, and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS [Academic Policies Handbook](#)).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the [UI Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Public Safety website](#).

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Resources for Students

Writing Center	www.uiowa.edu/~writingc
Speaking Center	http://clas.uiowa.edu/rhetoric/for-students/speaking-center
Tutor Iowa	http://tutor.uiowa.edu/
University Counseling Service	http://counseling.studentlife.uiowa.edu/