

English 367.01: Disability and The US Experience
Wendy L. Chrisman
Autumn 2004

REQUIRED TEXTS:

- Materials on our course Web CT (class.osu.edu)
- Handouts
- 1 (one) assigned book purchased or checked out from place of your choice

COURSE DESCRIPTION:

English 367 has multiple functions in the university curriculum. It serves as the second part of the writing instruction sequence, and it addresses sociocultural diversity in America. While these seem rather straightforward goals, by 2004 I believe they are more complicated than they first appear. For the past two decades, there has been a clear and necessary drive in academia to better represent and understand particular identity categories – race, class, gender, sexuality. In fact, identity politics has its own place cemented in the academy, not entirely comfortably or uncontested, but canonized nonetheless. Yet, there is an area of identity politics that while clearly emergent, is often left out of the equation: disability. With over a decade passed since the passing of the Americans with Disabilities Act of 1990, at random, how many actually know what ADA is, what it means, and from whence it came?

This course will focus on the body, the mind, disability, and what these mean to (and in) the American experience. Because disability has taken on new definitions, we will explore the movements from the medical and legal models to the social and cultural models. We will read about the experiences of people with disabilities (PWD), and find connections to other experiences: how do other identity categories (race, class, gender, sexuality, etc.) connect with these, and how do our own?

We will also read about the body~mind in trauma, in recovery, and even in expiration. All of these make up part of the American experience, for better or worse. In addition, we will ask critical questions about these readings, such as “What does this matter, and why and how?” and “Where do we go from here?” This is ultimately a second year writing course, which means you will engage in thinking critically about these issues in order to write about them. Some issues you may want to ignore, dismiss as unpleasant, or even unimportant. However, I challenge you to find the importance in them. By truly employing critical analysis to what will likely be new ideas, definitions, and experiences to you, you are fostering your own skills in writing, reading, and speaking. These skills are all connected, and yet, here is another area of analysis for us as we will explore how these functions are done differently when one’s body~mind functions differently. We will challenge ourselves on what “counts” as writing, communicating, and experience.

COURSE REQUIREMENTS:

- **THREE FORMAL ESSAYS:** (sparked by the readings and class discussions). These essays will go through at least 2 drafts, all of which must be turned in on time to your peer response group and to me. You will be responsible for revising these drafts according to your peer response groups' as well as my commentary.
- **FINAL PRESENTATION:** Your 3rd (final) essay will be part of a project, which you will present to the class. We will use the last 2 days of class for these presentations. Attendance MANDATORY!
- **RESPONSE PAPERS:** These are typed responses to the prompts I will assign. Some will be completed in class; most will be outside of class and word-processed on a computer. As with all work, if you are late turning these in, get them done and turn them in anyway but check the grading policy for this. If they were assigned in class and you were absent that day, you cannot make those up but there will be extra credit available near the end of the quarter to balance out this area of your grade. The entries should be at least 2 pages (double-spaced / typed), more if you really have a lot to say. When writing these responses, remember that you may always address the question with your own opinions. Don't just state the facts. Tell me how the material made you feel, what else it made you think about, what you agree and disagree with the writing/author about. Find ways to connect ideas, readings, and outside material to your responses. And yes, you can always write more than the required length but NOT less.
- **DISCUSSION QUESTIONS:** You will be responsible on certain days for formulating critical discussion questions based on the assigned readings. We will use these questions as bridges into our class discussion. These should be written BEFORE class and turned into me after each discussion. I will give you sample questions as well to help guide your reading and to aid you in preparing your own.
- **READING:** Be sure that you've read the selected material before class, since we will discuss them in class, in your response papers, and there will be in-class writing assignments based on these essays. There will also be quizzes to be certain you have read and understand the material.
- **CONFERENCES:** During the drafting of one of the essays, we will schedule a mandatory conference. We will meet in my office and discuss your work and any concerns you have. Attending the conference will count the same as a class attendance, so once you schedule an appointment, if you fail to show up, it will lower your attendance grade. Any time you feel the need to schedule an additional conference, please feel free. Also, email me if you really need to contact me.

GRADING:

- **ESSAYS / FINAL PRESENTATION:** This will count as 15%, 20%, and 25% of your final grade, and the syllabus indicates what day each draft and revised copy is due. Since you will write these essays in a collaborative effort, you must turn in the assignments on time. If you are late turning in a rough or revised or final copy (to me or to your peer response group), this will lower your final grade of the given paper by a "notch." So, an A- becomes a B+, a B+ becomes a B, etc.. If you foresee a problem turning in an assignment on time, talk to me BEFORE it is due so we can possibly arrange an extension. If you fail to turn in the TWO COMPULSORY drafts for EACH essay, you FAIL THE COURSE.
- **RESPONSE PAPERS / DISCUSSION QUESTIONS:** Counts as 20% of your final grade. Missing or late assignments will lower your grade. So will uncritical, sloppy, and completely irrelevant responses/questions.
- **CLASS PARTICIPATION, PEER RESPONSE, GROUP PARTICIPATION, and ATTENDANCE:** This will count as 20% of your final grade. Since the goal of this course is to explore diversity and to add diverse experiences to our own lives, we will rely heavily on class participation in every form. If you are not here, you'll miss assignments and valuable commentary from your peers regarding your progress as a writer, as well as opportunities to sharpen your listening skills.

POLICIES:

*** PAY ATTENTION BECAUSE THIS COULD MAKE YA OR BREAK YA! ***

- **ATTENDANCE:** Each unexcused absence after two will lower your final course grade by a third. (i.e. B+ goes to a B, B to a B-, etc.) 5 or more unexcused absences results in FAILURE of the course. If you are late to class more than twice, that will count as an unexcused absence (university policy). If you leave class, this counts as an unexcused absence. If you are going to be absent, let me know. I will excuse the obvious and only with proper documentation: personal injury, tragedies, or illnesses WITH a doctor's note), jury duty, religious holidays, etc. Without a doctor's note, please call me BEFORE the class so we can arrange something. And, you must contact me whenever you are absent to make arrangements for any work you miss. ALSO, all the lates, late work, and absences count against each other, so if you've been late 5 times your grade has gone down and if you were late turning in your work, your grade goes down, and if you have absences, your grade goes down. So, say you have 3 lates, this equals 1 absent. If you get 3 absences, your grade goes down permanently even if the absents were really excessive lates. Make sure you get what I mean here and if you don't, ASK ME!
- **WORK:** All written work must be turned in by the date and time indicated on the syllabus or it is considered late. Late work is treated the same as absences. After two late essay drafts or writing journals, your FINAL grade drops by a third, in addition to the lowering of each individual essay grade dropping. Complete failure to turn in 2 drafts of each of the 3 essays results in failure of the class.
- **Plagiarism:** This is not acceptable in the academic community, and I will refer any suspected work to the Committee on Academic Misconduct. Plagiarism is the unauthorized use of the words or ideas of another person (or text or website). It is a serious academic offense. The Writer's Companion on-line describes in detail what constitutes plagiarism. Please read this information carefully, and remember that at no point in the writing process should words or ideas that are not your own be represented as such. And folks, if you are really having that much trouble doing your work, PLEASE come see me before you cheat, I am 110% positive I can help you get on track and get a decent grade without being dishonest.
- **Student Work:** I will keep student work for two full quarters after the assigned class. During that time, please feel free to pick up any of your final assignments. After that time, everything is going into the circular filing cabinet.

PAPER FORMAT:

Paper Format: THIS IS YOUR WRITER'S BIBLE. MEMORIZE IT!

Papers must be 4-7 pages typed, double-spaced, with 1-inch margins on all sides. Use a "standard" 12-inch font, Arial. (This is Arial 12 pt.!) Page numbers go in upper right corner of page. PAPERS MUST BE STAPLED!!! PAPERS MUST HAVE AN ORIGINAL TITLE!!! In the upper LEFT corner, you should type the following information:

Your name
 My name
 Class name
 Date
 Essay # Draft #

I will not accept essays that haven't followed these guidelines (and MLA format) and they will be considered late -- therefore your grade will drop. So ask me beforehand if you have any questions about this.

STUDENT RESOURCES:

- **OMBUD**: If you have any concerns about this class that you feel you cannot discuss with me, you can talk with the Ombud, a neutral person whose job is to mediate any problems that might arise in this course. All conversations with the Ombud are strictly confidential. You may contact the Ombud (Matt Cariello) at any time with your concerns or questions. You can contact him at 292-5778 or cariello.1@osu.edu. Walk-in hours for Autumn 2004 are Tuesday, Wednesday and Thursday 11:30 – 2:30; other times are available by appointment. Office: Denney 553.
- **ODS**: If you have any specific needs or concerns regarding any disabilities or disorders etc. I should be aware of to improve your performance in class, please feel free to discuss them with me (confidentially) after class, during my office hours, or via email ASAP. Also, all students with disabilities requiring attention should register with ODS, another valuable resource that offers services for students with documented disabilities. The Office for Disability Services (ODS) is located in 150 Pomerene Hall -- 1760 Neil Avenue Columbus, OH 43210 Phone: (614) 292-3307 E-mail: ods@osu.edu Web site: <http://www.ods.ohio-state.edu>
- **WRITING CENTER**: The writing center is a wonderful resource for writers throughout the university community. The OSU Writing Center is available to provide free, professional writing tutoring and consultation. The staff is composed of instructors and graduate students who are familiar with English 110 and 367. I strongly urge you to take advantage of this service, which is open to all students. You may set up an appointment by calling 688-5865 or by dropping by the center at 485 Mendenhall Laboratories South Oval Mall. If you are interested in on-line writing advice, visit the OWL (On-Line Writing Lab) at www.cstw.ohio-state.edu. Center for the Study and Teaching of Writing (CSTW, The Writing Center) E-mail: cstw@osu.edu Web site: <http://www.cstw.ohio-state.edu> * Writing Across the Curriculum (<http://cstw.ohio-state.edu/wac.htm>)

Daily Schedule of Assignments

SEPTEMBER

23 Th

In Class: 1st Day of Class Introductions; Go over syllabus

GO DO IMMEDIATELY: Get onto Web CT, download reading materials for class

27 Tue

Due: Response paper: How do you define “disability”? What are your own personal experiences with disability? How might this apply to your chosen field?

In Class: Discuss response papers

In Class: Towards a New Definition of Disability – What are the Possibilities? (lecture/discussion)

30 Th

Due: Critical Questions

Have Read: “An Institutional History of Disability” – (David L. Braddock/Susan L. Parrish)

Have Read: “Disability History: From the Margins to the Mainstream” - (Paul Longmore/Lauri Umansky)

In Class: Discuss Readings and Critical Questions

OCTOBER

5 Tue

Have Read: “Disability and the Justification of Inequality in American History” – (Douglas C. Baynton)

Have Read: “Forgotten Crimes: A Report by Disability Rights Activists”

Have Read: “Holocaust”

In Class: Quiz on reading; discussion of quiz and readings

In Class: Discuss essay topics, writing, research

7 Th

Due: Essay # 1 Draft # 1

In Class: Follow up discussion on readings, Critical Questions, and tangents!

In Class: Discuss essay topics, writing, research – The Aftermath!

12 Tue

In Class: Peer Response

Have Read: “What is a Disability?” – (S. Taylor)

Have Read: “Reassigning Meaning” –(from Simi Linton Claiming Disability)

14 Th

Have Read: ADA online links

In Class: Discuss the legal model of disability

In Class: Debate – Has the ADA worked? Yes or No.

Have Read: <http://www.ragged-edge-mag.com/>

(searchable online magazine archive – find your debate material here!)

19 Tue

Due: Essay # 1 Draft # 2

Have Read: Georgina Kleege, from *Sight Unseen*

In Class: Discuss reading

21 Th

Have Read: Stephen Kuusisto, from *Planet of the Blind: A Memoir* – PART 1

In Class: Quiz on Kleege and Kuusisto readings

In Class: Discuss readings

26 Tu

Have Read: Part 2 of Steve Kuusisto's *Planet of the Blind*

Have Read: "How Changing Ads in Health and Fitness Can Change Attitudes"

http://www.ncpad.org/yourwrites/fact_sheet.php?sheet=243

Have Read: "An Insider's View" – Excerpt from "The Judged, Not the Judges" (Ed Murphey's life history)

<http://www.disabilitystudiesforteachers.org/essays.php>

In Class: Discuss readings, response paper – On Inspiration, Pity, Fear, Tragedy

28 Th

DUE: ESSAY # 2 DRAFT # 1

IN CLASS: PEER RESPONSE = ***Bring copies of Peer Response Check List to Class****

NOVEMBER

2 Tu

Have Read: Lucy Grealy's "Masks" and Brenda Brueggemann's "On (Almost) Passing"

Due: 2 response papers to "Masks" and "On (Almost) Passing"

In Class: Discuss readings and response papers

4 Th

Have Read: from Jean-Dominique Bauby's *The Diving Bell and the Butterfly*

In Class: discuss readings

9 Tu

Due: Essay # 2 Draft # 2

Have Read: Eating Disorders in A Disordered Culture (website)

Due: Response Paper to the material on the website

Th 11 = VETERAN'S DAY – NO CLASSES

16 Tu

Have Read: from "In a Tangled Wood: An Alzheimer's Journey" – Joyce Dyer

Have Read: from "My Journey Into Alzheimer's Disease" – Robert Davis

In Class: discuss readings

DUE: response paper

18 Th

Due: Essay # 3 Draft # 1

Have Read: Mental Health Statistics handout

In Class: view film - *A Beautiful Mind*

In Class: Discuss final project options and guidelines

23 Tu

In Class: Finish viewing *A Beautiful Mind*

Due: critical questions

In Class: **discuss readings and critical questions**

25 Th **THANKS FOR GIVING DAY – NO CLASS**

30 Tu

In Class: **FINAL PRESENTATIONS - ATTENDANCE MANDATORY!**

Please Note: WE ARE MEETING IN DENNEY HALL RM. 316

*** This presentation includes Essay # 3 Draft # 2 ***

DECEMBER

2 Th **LAST DAY OF CLASS**

In Class: **FINAL PRESENTATIONS – ATTENDANCE MANDATORY!**

Please Note: WE ARE MEETING IN DENNEY HALL RM. 316

*** This presentation includes Essay # 3 Draft # 2 ***

WEDNESDAY DEC. 8th

Last day work can be turned in for me to make comments for revision. I will NOT make comments on any work turned in after today, and the grades for work turned in after today are final.

FRIDAY DEC. 10th

Last day work can be turned in for a grade. Must be turned in by 4:00pm