

Sociology of Disability
Sociology 410
Fully Online
Summer Term 2022
First Term: June 20, 2022-July 17th, 2022
Office Hours: by arrangement
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Course Description:

Disability itself can be a relational construct. We can only speak about people with disabilities in relation to people without disabilities, regardless of whether we are aware of it or not. Sometimes we need to modify the very concept of disability to match what we find in social life. For example, when we decide that we need to speak about people with visible disabilities in ways that are different from people with invisible disabilities. Or when we realize that people with some disabilities are subject to different and discriminatory treatment in some classrooms, religious congregations, and, yes, parking lots. Disability is a topic that touches many areas of our social lives and is potentially controversial. In this class, we aim to discuss our attitudes and behavior concerning disability.

There are four themes that will guide the work in this course:

Theme One: Traditional Conceptions of Disability: We will learn to think sociologically/critically about dominant everyday ways that disability appears, this includes how disability appears as a bio-medical, economic, individualistic, and deviance problem.

Theme Two: The Social Model of Disability: We will learn what it means to conceive of disability as a complex social phenomenon produced by capitalism and often used to feed its enterprise.

Theme Three: Disability as a Critical Space for Critical Inquiry into the Human Condition. Is it possible to engage disability in a sociological fashion such that we do more than reproduce everyday conceptions of normalcy? Can we address disability in ways that do not reproduce the values that feed current power structures and that might help us re-think our inter-relatedness?

Theme Four: Disability in Art & Culture. Disability culture, disability art, and Crip theory are discussed, and the social meaning of doing art is analyzed in terms of identity and empowerment.

All four themes, however, always overlap. These themes will help us to learn to address taken-for-granted conceptions of disability as well as how contemporary power arrangements make use of “disability” in order to manage matters of race, class, gender, sexuality as well as conceptions of deserving and undeserving people at the limits of life and death. These social categories are tied up with the ongoing production of the “normal” character of everyday life. In other words, a major focus of this course is to rethink normalcy by examining competing definitions and uses of the concept of disability. The guiding principle is that only through critical engagement with the conceptions of disability ordering everyday reality, can we possibly address the marginalization of millions and millions of people.

Course Objectives:

- Understand how the definition of disability evolved from a medical to a social one, and the implications of this evolution
- Identify the different sociological analyses of disability; from social deviance to labeling theory and social constructionism
- See the critical importance of how disability intersects with other historically marginalized identities and group
- Develop knowledge about disability rights, including the Disability Rights Movement and the ADA.
- Understand how disability is relevant to the important sociological themes of “class” and “culture”
- A capacity to recognize the objectification of disability and to explore the social and political consequences of this activity.
- A capacity to question the significance of understanding disability as an individualized-medicalized trouble and to contrast this with understanding disability as a complex social phenomenon
- A capacity to use social theory so as to examine how the built environment, knowledge production, and norms of interaction combine so as to produce disability.
- A capacity to analyze cultural representations of disability and uncover taken for granted conceptions of normal/abnormal, ability/inability, independence/dependence, human/non-human, etc., as they work to organize conceptions of what it means to be human
- An appreciation of disability within culture and art

Course Structure:

This is an accelerated course. We will be covering 10 weeks of material in four weeks, and my expectations of you meet the reality of this acceleration. You will be expected to log onto Canvas daily, or nearly daily, and complete discussion questions, and view twice-weekly PowerPoint presentations and films. The reading and work expectation of this class are the same as if it was a 10-week course.

- **Weekly Instructions:** A brief statement of the “course meeting’s” theme (i.e.: twice a week). Reminders about upcoming due dates and course requirements.

- **Weekly PowerPoints:** Video lectures in the form of voiced-over PowerPoint slides. **There will be two PowerPoint presentations posted per week: one on Sunday, one on Thursday.** These summarize some of the key information from your readings, but also provide additional information that is important for you to know as you prepare to discuss the week's readings and other material in a discussion with your classmates.
- **Weekly discussion questions:** You will be expected to participate in each discussion by posing a question for your peers to answer, and to answer 2 of your peers' posts. So each lesson (twice a week), your post will include three (3) items: one (1) question you would like to ask of your peers and two (2) responses to your peer's questions. The post with the question to your peers should include a link to a relevant and timely news article, video, or other media. **This means that you will be expected to write two original posts (one for each course meeting) and reply to at least 4 other posts (2 per course meeting).** Postings are due on Wednesdays (for the "first" course meeting) and Sundays (for the "second" course meeting).

Time Management and Course Organization

Because this is an online course, the onus will be on you to stay on top of course material, and to find enough time to complete course requirements. You should be aware that because we do not have a scheduled "face-to-face" meeting, you will instead need to do an equivalent amount of work on your own time. Each week is broken into two "course meetings"- consistent with the posting of PowerPoint lectures on Sundays and Thursdays.

If this were a summer class with regular face-to-face meetings (two per week), you would be expected to spend approximately 6 hours in a traditional classroom; these 6 hours are in addition to the time spent on required readings and out-of-class assignments such as paper writing. Thus, rather than those 6 hours in a face-to-face lecture, you will instead be expected to spend an equivalent amount of time viewing PowerPoint slide videos that will be posted twice weekly, watching other videos/film segments, reading relevant news articles, and participating in discussions about this material. In addition, like any class, you are also expected to complete required readings. Therefore, you do need to plan to find time each week to complete all course requirements.

To help you establish a weekly routine for this course, I have set up the course so that you will have deadlines the same day/same time each week:

"First Course Meeting"- PowerPoint distributed on Sundays:

➤ **WEDNESDAYS AT 11:59 p.m.:** the deadline for discussion Questions and responses to classmates' discussions

"Second Course Meeting"- PowerPoint distributed on Thursdays:

➤ **SUNDAYS AT 11:59 p.m.:** in most weeks, the deadline for discussion Questions and responses to classmates' discussions

Of course, you can do the work whenever it works best in your schedule for the week, but these days/times are the latest you can submit your work to receive credit each week.

The course is not designed for “working at your own pace,” so working ahead on quizzes/discussions will not be allowed (i.e., I won't activate quizzes and discussions early). This course is intentionally designed so that all students are at more or less the same place in the course at the same time. If you do need to “work ahead” due to an upcoming time conflict, you should “work ahead” on required readings and/or the paper assignment

Required Books/Readings:

- *Rethinking Normalcy: A Disability Studies Reader*. 2009. Titchkosky & Michalko (eds). Canadian Scholars Press Inc (this book will be available in the PSU bookstore)
- Additional Readings and reading links will be available on Canvas

Course Requirements and Grades

There are a total of 215 points in this class. These points come from four categories of requirements:

- **Weekly Discussion Participation (70 points):** There will be 8 online discussions (two sets of discussions per week- 1 per “course meeting”). Everyone is expected to review the posted materials and participate in the weekly discussions. Each session's discussion will be worth 10 points. I will drop your lowest discussion score (I will only count the 7 highest scores). Discussions may cover lecture material, power points, readings, and supplemental materials provided in the chat.
- **Film Comparison (70 points):** You are expected to see two films in this course: *Sound and Fury* and *Gattaca*. Both films are available in Amazon Prime. The two films portray disability very differently from each other. In this paper, describe in brief detail the meaning of disability in each film and how disability is portrayed. Discuss whether the film takes a bio-medical or social perspective (or some other perspective) on disability. In 7-10 pages, discuss the pros and cons of each film's portrayal of disability, and the implications of the film's perspective for someone with a disability.

- Exam (75 points): There will be one final exam in this course. The exam will consist of multiple choice, true/false, or essay questions and will be based on required readings and PowerPoint material from the entire four-week course.

| Grading Scale | Letter Grade | Point Range |
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| 92% and above | A | 198-215 |
| 90%-91% | A- | 194-197 |
| 88%-89% | B+ | 192-198 |
| 82%-87% | B | 176-191 |
| 80%-81% | B- | 172-175 |
| 78%-79% | C+ | 168-171 |
| 72%-77% | C | 155-167 |
| 70%-71% | C- | 151-154 |
| 60%-69% | D | 129-153 |
| Below 60% | F | 128 and lower |

EXTRA CREDIT

You can get 10 extra credit points, if you read the short novel “*The Curious Incident of the Dog in the Night-Time*” (written by Mark Haddon, 2004) and write a critical sociological evaluation of how disability is portrayed in this novel. Discuss the meaning of disability, whether it is portrayed bio-medically, socially, or in some other way. Papers should be 1500-2000 words.

WEEKLY COURSE SCHEDULE

NOTE: If you can't access any of the links, try searching for the article name in the library's Academic Search Premier Database

| Week | Topic | Readings | Deadlines |
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| Lecture 1. June 20th | Traditional Conceptions of Disability <i>Models of Disability</i> <i>Ruling Conceptions of Disability: Bio-medical /Individualistic</i> | Mills, C.Wright. 1959. “ <i>The Promise</i> ” World Report on Disability (WHO & World Bank) pp1-19 https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability Hayes & Hannold 2007. <i>The road to empowerment: An historical</i> | Quiz #1 DUE: Tuesday, June 21st at 11:59pm Discussion #1 DUE: Wednesday, June 22nd 11:59pm |

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| | | <p><i>perspective on the medicalization of disability.</i></p> <p>Kroll 2021. <i>Questioning Biomedicine’s Privileging of Disease and Measurability</i></p> | |
| <p>Lecture 2 June 23rd</p> | <p>Traditional Conceptions of Disability</p> <p><i>Normalcy</i></p> <p><i>Guest Lecture- Willa Goodfellow</i></p> <p><i>Sick Role</i></p> | <p><i>Rethinking Normalcy: A Disability Studies Reader – Forward, Preface & Introduction</i></p> <p>Klepp & Rysst 2016. <i>Deviant Bodies and Suitable Clothes.</i></p> <p>Porketova 2021. <i>Almost Equal- Confronting norms and normality in experiencing visual disability.</i></p> | <p>Quiz #2 DUE: Friday June 24th at 11:59pm</p> <p>Discussion #2 DUE: Sunday, June 26th at 11:59pm</p> <p>“Sound and Fury” posted on Canvas</p> |
| <p>Lecture 3 June 26th</p> | <p>Social Model of Disability</p> <p><i>How is disability “social”?</i></p> <p><i>Visible & Invisible disability</i></p> | <p>Iacovou 2021. <i>A contribution towards a possible re-invigoration of our understanding of the social model of disability’s potential</i> https://www-tandfonline-com.proxy.lib.pdx.edu/doi/full/10.1080/09687599.2020.1787816</p> <p>Kohli & Atencio 2021. <i>The person with a disability gets to define their disability’: exploring identity formation through the voices of university students</i> https://www-tandfonline-com.proxy.lib.pdx.edu/doi/full/10.1080/09687599.2021.1965545</p> <p><i>Rethinking Normalcy: A Disability Studies Reader- Oliver. The Social Model in Context.</i></p> | <p>Quiz #3 DUE: Monday, June 27th at 11:59pm</p> <p>Discussion #3 DUE: Wednesday, June 29th at 11:59pm</p> |

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| <p>Lecture 4 June 30th</p> | <p>Social Model of Disability</p> <p><i>Stigma</i></p> <p><i>Disability and discrimination/ Criminal Justice/ Education/Work</i></p> | <p><i>Rethinking Normalcy: A Disability Studies Reader</i>-Garland-Thompson Chp. 4</p> <p><i>Rethinking Normalcy: A Disability Studies Reader</i>-Miller Chp. 14</p> <p>Crossman 2019. <i>Stigma: Notes on the Management of Spoiled Identity</i> (Goffman). https://www.thoughtco.com/stigma-notes-on-the-management-of-spoiled-identity-3026757</p> | <p>Quiz #4 DUE: Friday, July 1st at 11:59pm</p> <p>Discussion #4 DUE: Sunday, July 3rd at 11:59pm</p> <p>“Gattaca” posted on Canvas</p> |
| <p>Lecture 5 July 3rd</p> | <p>Disability as a Critical Space</p> <p><i>Abelism</i></p> <p><i>Cyborg Theory</i></p> <p><i>Assistive technology</i></p> <p><i>Guest Lecture- Dawn Spector</i></p> | <p>Thorneycraft 2020. <i>Walking to the Train Station with Amal: dis/ability and in/visibility</i> https://www-tandfonline-com.proxy.lib.pdx.edu/doi/full/10.1080/09687599.2019.1650720</p> <p>Wright 2021. <i>Deafnormativity: who belongs in deaf culture?</i> https://www-tandfonline-com.proxy.lib.pdx.edu/doi/full/10.1080/09687599.2020.1787818</p> <p>Monforte et al.2021. <i>'It's not a part of me, but it is what it is': the struggle of becoming en-wheeled after spinal cord injury</i></p> | <p>Quiz #5 DUE: Monday, July 4th at 11:59pm</p> <p>Discussion #5 DUE: Wednesday July 6th 11:59pm</p> |
| <p>Lecture 6 July 7th</p> | <p>Disability as a Critical Space</p> <p><i>Crip/Queer Theory of Disability</i></p> | <p><i>Rethinking Normalcy: A Disability Studies Reader</i>-McRuer Chpt 20.</p> | <p>Quiz #6 DUE: Friday, July 8th at 11:59pm</p> <p>Discussion #6 DUE:</p> |

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| | <p><i>Disability & Sexuality</i></p> | <p>Santos & Santos 2018. <i>Yes, we fuck! Challenging the misfit sexual body through disabled women's narratives</i></p> <p>Przybylo & Fahs 2018. <i>Feels and Flows: On the Realness of Menstrual Pain and Crippling Menstrual Chronicity</i></p> | <p>Sunday, July 10th at 11:59pm</p> |
| <p>Lecture 7 July 10th</p> | <p>Disability in Art & Culture</p> <p><i>Disability in Art</i></p> <p><i>Disability in the media</i></p> | <p>Chandler & Johnson 2021. <i>Reflections on Crip Imitations as Cultural Space-Making</i></p> <p>Hammer 2021. <i>A Pirouette with the Twist of a Wheelchair: Embodied Translation and the Creation of Kinesthetic Commensurability</i> https://anthrosource-onlinelibrary-wiley-com.proxy.lib.pdx.edu/doi/10.1111/aman.13539</p> <p>Goethals et al., 2020. <i>I am not your metaphor: frames and counter-frames in the representation of disability</i> https://www-tandfonline-com.proxy.lib.pdx.edu/doi/full/10.1080/09687599.2020.1836478</p> | <p>Quiz #7 DUE: Monday, July 11th at 11:59pm</p> <p>Discussion #7 DUE: Wednesday, July 13th at 11:59pm</p> |
| <p>Lecture 8 July 14th</p> | <p>Disability in Art & Culture</p> <p><i>Disability as culture</i></p> <p><i>Disability Identity</i></p> | <p>Nonplumeleo 2021. <i>'We have no power over perceptions': the lived experiences of women with disabilities in a rural South African community.</i> https://www-tandfonline-com.proxy.lib.pdx.edu/doi/full/10.1080/09687599.2021.1976109</p> | <p>Final Exam DUE: Friday, July 15th at 11:59pm</p> <p>Discussion #8 DUE: Sunday, July 17th at 11:59pm</p> |

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| | | <p>Lopez & Xu 2021. <i>Epilepsy at the intersection of disability, gender, and culture: A duoethnography</i></p> <p>Dolan 2021. ‘...but if you tell anyone, I’ll deny we ever met.’ <i>the experiences of academics with invisible disabilities in the neoliberal university</i></p> | <p>DUE: Film Comparison Sunday, July 17th at 11:59 pm</p> |
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COURSE POLICIES AND RESOURCES TO HELP YOU SUCCEED

- Late Assignments. You should plan to complete assignments by the due date/time. I do not accept late work unless you have a doctor’s note. In the event of a family or medical emergency that may interfere with your ability to complete course requirements, please notify me as soon as possible.

- Course Announcements. Please check Canvas frequently for any announcements related to the course.

- Contact for Technical Support: Helpdesk. Computing and Canvas questions should be directed to the Helpdesk (www.pdx.edu/oit/contact). They may be contacted in the following ways. Helpdesk support is available online, by chat and over the phone. Phone: 725-4357 (5-HELP) Online through the Help Center: <https://portlandstate.atlassian.net/servicedesk/customer/portals>•

Class Questions and Contacting the Professor. The best way to contact me is via email (kburrows@pdx.edu), or **in emergencies** and if you haven’t heard from me, you can text me at 732-425-6506. Please allow approximately 24 hours for a response during the week and up to 48 hours over the weekend. If you have a question about the class or the syllabus, you can post your question on D2L in the discussion titled “Class questions” (in the “Course Material” module). If you see a question posted in “Class questions” and you know the answer, you are encouraged to answer the question yourself

- Access and Inclusion for Students with Disabilities. PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to

schedule an appointment and initiate a conversation about reasonable accommodations. The DRC can be contacted by phone (503-725-4150) or email drc@pdx.edu, website: <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information
- Net Etiquette. In all course communications you are required to observe the rules of netiquette. These include the following:
 - Avoid using all CAPS as it can give the impression that you are shouting. If you want to emphasize a point, use *asterisks* around a word.
 - No personal attacks. If you disagree with a fellow student, describe your perspective clearly and academically. No personal criticism or derogatory language. If you disagree with a fellow student, describe your perspective clearly and politely rather than primarily criticizing her/his comments. Avoid any personal criticism or potentially offensive language. Be respectful when making a comment or responding to others' comments. This rule is the same as for face-to-face classroom behavior. However, as we are not going to have body language and tone of voice in our online communications, please use formal English appropriately.
 - Be extra polite, careful, and kind about how you express yourself while posting to a discussion board or emailing the instructor.
 - Avoid that thousand-word lengthy post and avoid posting dozens of messages a week. In the interest of time only, which I know none of you have enough of, please work on being succinct.
 - Avoid text message abbreviations. Not everyone knows them.
 - Finally, if you run into any net etiquette-related problems, please e-mail the professor directly. I would like to be aware of any concerns.
- Academic Misconduct. According to the PSU Student Code of Conduct, a student is subject to disciplinary action for academic dishonesty. Academic dishonesty is the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts. This includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) The buying or selling of all or any portion of course assignments and research papers; (e) Performing academic assignments (including tests and examinations) for other persons; (f) Unauthorized disclosure or receipt of academic information. Students engaging in academic misconduct will receive a failing grade on that assignment.

•Plagiarism: Plagiarism is a serious offense than can result in a failing grade and other serious consequences, including expulsion. Plagiarism occurs when you utilize the ideas, expressions, phrases or words of another person without correctly citing that person or source. Make sure you understand how to correctly cite sources, including when and how to paraphrase and quote. I expect you to cite all sources used in all assignments assigned for this course. I am not picky about which format you use to cite sources; however, I do require that you choose one (e.g., MLA, APA) and use it correctly and consistently, integrating both internal and external (e.g., works cited/reference list) citations. Chicago style is my personal style of choice, but there is no expectation that you adopt Chicago style. There are many on-line sources that document proper citation format.(See, for example: <https://guides.library.pdx.edu/c.php?g=271259&p=2613696>).

•Title IX Reporting Obligations. Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: www.pdx.edu/sexual-assault/get-help or you may call a confidential interpersonal violence advocate at 503-725-5672 or schedule online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu
- Deputy Title IX Coordinator: Dana Walton-Macaulay by calling 503-725-5651, via email at dana26@pdx.edu.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L

•Other Resources to Help You Succeed at PSU.

•Writing Center (<https://www.pdx.edu/writing-center/>)•One-on-one help with writing, 503-725-3570

•Center for Student Health and Counseling (SHAC) (<http://www.pdx.edu/shac/>)•Mental health, physical health, dental, and testing services. 1880 SW 6thAve., 503-725-2800

•Online grammar and writing resource:•The OWL at Purdue University
https://owl.purdue.edu/owl/purdue_owl.html

I reserve the right to make changes to this syllabus, as I see fit or necessary for the course.