

Topics: Justice & Disability
JSTD 350-01
Rhode Island College, Fall 2023
Gaige 106

Instructor Information

Dr. Mikaila Mariel Lemonik Arthur

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Student Meetings: Drop-In hours Tuesdays 4:30-5:30 & Wednesdays 2:30-3:30, Gaige 351, or immediately after most class meetings; You can also book an in-person, Zoom, or phone appointment at <https://calendly.com/mmlarthur> or let me know if you need an alternate time (I am often sometimes free before or after class on Thursdays)

Course Description

This course draws on the fields of disability studies along with sociology and other social sciences to explore a variety of topics, ranging from disability as an identity and inclusive design to disability in law and politics and the possibilities of social change.

Materials

Mattlin, Ben. 2022. *Disability Pride: Dispatches from a Post-ADA World*. Penguin Random House.

Wong, Alice (editor). 2020. *Disability Visibility: First-Person Stories from the Twenty-First Century*. Penguin Random House.

Additional reading materials will be made available via Blackboard. Both required texts are available as ebooks on reserve from Adams Library.

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE.



**IN THE SPRIT OF UNIVERSAL DESIGN, EQUITY, & INCLUSION, THIS COURSE WILL BE
A MASKS-REQUIRED SPACE. PLEASE DO NOT COME TO CLASS IF YOU ARE
EXPERIENCING COVID/FLU SYMPTOMS OR HAVE BEEN EXPOSED.**



This syllabus is presented in Atkinson Hyperlegible, a font designed for those with vision impairments. Learn more at <https://brailleinstitute.org/freefont>.

Course Activities

This course is graded out of 110 points; the cutoff for an A grade is roughly 95. There are a variety of ways to engage with course content, and students can choose those assignments that are most meaningful to them. Extensions are possible for most assignments (not response papers or course presentations); instructions for requesting extensions are available under “course assignments” in Blackboard.


1. **Participation.** This is a seminar-style class, and we will all benefit if everyone participates. Thus, while I understand that emergencies, health issues, and other conflicts occur, you should do your best to attend in-person class every day. RIC does not make remote attendance technology available in most classes, unfortunately. I particularly encourage active participation in class discussions; if this is something you struggle with, we can discuss alternative ways to participate, including writing thoughts down and asking classmate to share them or sending them to me in advance of class so I can share them. **Up to 20 points.**
2. **Larger Assignments.** Students can choose which of these assignments they wish to complete. Detailed assignment guidelines are available in Blackboard; students must get prior approval before beginning to work on assignments other than a, b, and c. Most students will need to complete three of these assignments, though students who complete very many response papers may be able to complete only two, and students who complete few response papers may need to complete four. Assignments may be returned without grading for resubmission if they do not meet basic assignment requirements.
 - a. Accessibility Audit of RIC or another organization/facility workplace
 - b. Critical analysis of an episode of the *No End In Sight* podcast
 - c. Critical autoethnographic essay
 - d. Interview paper based on life-history interview with someone else
 - e. Course presentation on a disability-related topic not covered on the syllabus
 - f. Podcast or video investigation into a disability justice topic
 - g. Creative or artistic project
 - h. Policy paper or policy advocacy project
3. **Final reflection.** All students will be required to complete a final reflective essay of 800-1200 words in which they discuss what they will take away from this class.

1. **Response Papers.** Response papers are informal papers, generally about 600-1000 words long, in which you respond to an idea, thought, or argument presented in a reading or audiovisual course text. Sample prompts are provided in Blackboard for each set of readings, but you can also write on anything that you find inspiring, troubling, or otherwise thought-provoking in the reading. Note that response papers *must* engage with specific ideas from the assigned texts and represent students' own work. These are due prior to the class session in which the text will be discussed; extensions are not possible for these papers. Non-textual responses may be accepted with prior discussion (e.g. artistic engagements with ideas). **1 point per response paper.**

Note: federal guidelines expect students to complete three hours of work (including both in-class and out-of-class time) for every credit hour earned.

(<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>)

Course Schedule

The schedule below is subject to change. All readings are due prior to the class meeting under which they are listed; response papers can be submitted prior to any class and must draw on the readings for that class session. Readings followed by (DP) are from *Disability Pride*. Readings followed by (DV) are from *Disability Visibility*. All other readings can be found in Blackboard. Assignments among which you have a choice are marked with an  symbol.

Tuesday, August 29: First Class Meeting

- Read entire syllabus
- Complete Getting to Know You Survey (due by Friday at noon)

Unit 1: Introduction to Disability Studies

Thursday, August 31: What is Disability?

- Brook, "The Girl on the Train" (1-4)
- Mattlin, "Introduction," xi-xxii (DP)

Tuesday, September 5: Terminologies and Identities

- "Disability as a Form of Diversity," Psychologists off the Clock podcast (1:07)
- Mattlin, "Neurodiversity and Autistic Self-Advocacy," 60-72 (DP)

Thursday, September 7: Intersectionality

- Romero, pages from *Introducing Intersectionality* (10-11, 58-60, 66-71)
- Harriet Tubman Collective, "Disability Solidarity: Completing the 'Vision for Black Lives'" 236-42 (DV)

Monday, September 11 is the deadline to drop without receiving a W

Tuesday, September 12: Ableism

- Yancy, "Ableism Enables All Forms of Inequity and Hampers All Liberation Efforts," *Truthout* (1-17)
- Henley, "There's a Mathematical Equation that Proves I'm Ugly," 39-46 (DV)
- Goffman, "Stigma and Social Identity," *Stigma* 1-40

Thursday, September 14: Models of Disability

- Kafer, "Introduction: Imagined Futures," *Feminist, Queer, Crip* (1-19)
- Moore, "I'm Tired of Chasing a Cure," 75-81 (DV)
- Samuels, "Six Ways of Looking at Crip Time," 189-96

Tuesday, September 19: Invisible Disability

- Samuels, "My Body, My Closet," 233-55
- Finkelstein, "To Share or Not to Share?" 143-57
- Yoshino, "The Pressure to Cover," *New York Times* (1-7)

Thursday, September 21: Visibility

- Cubacub, "Radical Visibility," 90-100 (DV)
- Kessock, "Falling/Burning," 179-88 (DV)
- Mattlin, "Visibility, Community, and Context," 89-100 (DP)
- Response Paper Journal 1 closes

Tuesday, September 26: Art and Culture

- Gehrig, "Time's Up for Me Too," 243-49 (DV)
- Mattlin, "The Politics of Beauty," 101-12 (DP)
- Mattlin, "Casting and Miscasting," 113-24 (DP)
- Critical Chronic Illness Podcast Review Paper Due
- Interview Questions Due for Approval

Unit 2: Rights and Wrongs

Thursday, September 28: Introduction to the ADA & Disability Rights

- Mattlin, "Creating Rights," 2-19 (DP)
- Mattlin, "Successes, Disappointments, and Shortcomings," 20-33 (DP)

Tuesday, October 3: The Governor's Commission on Disabilities, RI

Guest Speaker: Elisabeth Hubbard, Assistant ADA Coordinator

- Additional Reading TBA
- Interview Paper Due

Thursday, October 5: Caregiving

- Mauldin, "Care Tactics: Hacking an Ableist World," *The Baffler* (1-9)
- Mauldin, "Widow's Peak," *LA Review* (2-15)
- Hershey, "Confessions of a Cash Cow," *Ragged Edge Online* (1-4)
- Reaume, "Why My Novel is Dedicated to My Disabled Friend Maddy," 149-59 (DV)

Tuesday, October 10: No Class Meeting—today is a Monday at RIC

Thursday, October 12: Access

- Girma, "Guide Dogs Don't Lead Blind People, We Wander as One" 101-03 (DV)
- Leland, "The Right Stuff," Radiolab (43 minutes)
- McLeod, "Gaining Power through Communication Access," 220-26 (DV)
- Wilson, "On NYC's Paratransit...", 205-19 (DV)
- Course Presentation and Advocacy Project Proposals Due by October 15

Tuesday, October 17: Disability and Family

- Slice, "Imposter Syndrome and Parenting with a Disability," 139-33 (DV)
- Showalter, "A Love Language Spoken With Hands," *New York Times* (1-4)
- Hill, "Love Means Never Having to Say...Anything," 262-6 (DV)
- Accessibility Audit Assignment due

Thursday, October 19: Institutions and Deinstitutionalization

Guest Speaker: Tony Antosh, former director of the Sherlock Center

- Mattlin, "Easy to Get In But Impossible to Get Out," 170-82 (DP)
- Butler, "The Evening and the Morning and the Night," *Callaloo* (477-94)
- Response Paper Journal 2 closes

Tuesday, October 24: Disability and Work

- Diaz-Merced, "How a Blind Astronomer Found a Way to Hear the Stars," 168-73 (DV) – or watch/listen to TED Talk version
- Additional Reading TBA

Thursday, October 26: Disability and Higher Education

Guest Speaker: Erin Brown, Director, Disability Services Center at RIC

- Macfarlane, "Testing Accommodations are Not a Gift of Extra Time," Ms. JD Blog (1-4)
- Additional Reading TBA

Unit 3: Seeking Justice

Note: this portion of the syllabus may be rearranged if needed due to speaker availability.

Tuesday, October 31: Disability in the Criminal Justice System

- Woody, "The Isolation of Being Deaf in Prison," 59-62 (DV)
- Eisner, "Prison is Even Worse When You Have a Disability Like Autism," (1-4)
- Morgan, "Why Disability Studies in Criminal Law and Procedure?" *Journal of Legal Education*, (124-40)
- Podcast Proposals and Policy Paper Proposals Due

Thursday, November 2: Voting and Elections

- Astor, "G.O.P. Bills Rattle Disabled Voters: 'We Don't Have a Voice Anymore,'" *New York Times* (1-4)
- Abrams, "People With Disabilities Face Challenges Campaigning for Office. This Group Wants to Change That," *Time* (1-6)
- Landman, "John Fetterman Survived a Stroke. It Could Be an Asset if He's Elected." (Spoiler alert: he was!) *Vox*, (1-5)

Tuesday, November 7: Disability Activism

Guest Speaker: Tina Pederson, RAMP

- Kramer, "1,112 and Counting," (1-13)
- Mattlin, "Sparks of Activism Everywhere," 183-96 (DP)
- Mattlin, "What is Pride—and Why Does it Matter?" 33-46 (DP)

Wednesday, November 8 is the deadline to withdraw without permission

Thursday, November 9: Working Internationally

Guest Speaker: Steven Allen, Validity Foundation, Hungary

- Reading TBA
- Response Paper Journal 3 closes

Tuesday, November 14: Rights to Decide?

- Mattlin, "Not Dead Yet vs. the Right to Die," 157-69 (DP)
- Johnson, "Unspeakable Conversations," 3-27 (DV)
- Cokely, "The Antiabortion Bill You Aren't Hearing About," 159-63 (DV)
- Creative or Artistic Project Proposals Due

Thursday, November 16: Justice and Care

Guest Speaker: Casey Gallagher, Luna Community Care

- Mattlin, "Disability Justice," 74-88 (DP)
- Additional reading TBA
- Annotated Bibliographies Due for Policy Paper

Tuesday, November 21 Zoom class today

- We'll watch *Crip Camp* together on Zoom
- Write short reflection

Thursday, November 22: No class today (Thanksgiving)

Tuesday, November 28: COVID

- Yong, “Long COVID is Being Erased—Again,” *Atlantic* (1-9)
- Samuels, “Elegy for a Mask Mandate,” *Massachusetts Review* (719-20)
- Mattlin, Health Care Disparities: Lessons of COVID-19,” 142-56 (DP)

Thursday, November 30: Universal Design

- smith, “The Beauty of Spaces Created for and by Disabled People,” 271-76 (DV)
- Acton, “Plain Language for Disability Culture,” *Crip Authorship* 58-72
- Podcasts, Policy Papers, and Advocacy Projects due December 3

Tuesday, December 5: Special Topics & Presentations

- Reading TBA
- Response Paper Journal 4 closes

Thursday, December 7: Course Conclusion

- Reading TBA
- Critical Autoethnographic Essays Due

Final Reflection Paper Due December 19 at 2 pm; any outstanding work with extensions must be turned in by then as well.

Course Policies

Academic Integrity

All students enrolling in this course are expected to abide by the Rhode Island College guidelines on academic honesty. More information about academic integrity and avoiding plagiarism, as well as RIC policies, can be found at <http://ric.libguides.com/proethics>.

Examples of academic dishonesty include, but are not limited to:

- Using AI writing systems and turning in the results as if they are your own work.
- Plagiarizing written work, including copying some or all of your work from a book, a website, or another student’s paper. Think about how you would feel if someone passed off your hard work as their own.
- Using sources without proper attribution. Remember that all claims in a paper that did not spring fully formed from your own head need attribution, regardless of whether or not they are paraphrased, and all direct quotes should appear in quotation marks. If you are unsure how to document sources, please see me or check the links in Blackboard.

- Turning in research reports that are fabricated or which do not accurately represent the research activities in which you engaged.
- Turning in work completed for other classes without prior permission.
- Working together with other students or seeking help from professionals or peers on assignments which prohibit such activities.
- Destroying course materials or otherwise preventing other students from achieving fully in this course.

Cheating successfully is often harder than you think, and you might as well just put your effort into doing the assignment legitimately. The penalties for academic dishonesty are severe, and include receiving a 0 on the assignment for the first minor offense, receiving an F for the class for a repeated offense, and report to the Vice President for Academic Affairs at RIC for all offenses. If you feel the urge to engage in academic dishonesty, stop and think about what you are doing, and then come see me so we can work out a plan together to ensure your success in the course.

Extensions, Absences, and Attendance

Please make every effort to attend all scheduled class sessions. Class sessions will not be recorded and group activities cannot be made up. However, we can work out a plan for alternative assignments if you become ill, face quarantine, or otherwise will miss more than a class or two. If you need an extension, instructions for requesting one are available in Blackboard.

Unless otherwise noted, assignments are due in Blackboard at specific times as indicated in Blackboard; you can request an extension for eligible assignments using the link in Blackboard. Assignments **must** be saved in *.rtf, *.doc, or *.docx (preferred). Blackboard does log your submissions; you can return to an assignment yourself to see if you have submitted it correctly, and I am happy to show you how to do this so that you will not need to email me to see if I have received your work.

Course Technology

Students are expected to check their RIC email addresses and Blackboard frequently, at least a couple of times per week, and to have sufficient Internet access to complete readings & assignments via Blackboard. If you primarily use another email account, you must forward your RIC email, as I do use email to disseminate important information about the course. If you are not able to access email or Blackboard, you should seek assistance from User Support Services right away (<https://www.ric.edu/department-directory/user-support-services> or 456-8803).

Students with Disabilities

If you have a disability that requires or would benefit from accommodations to ensure you have equal access to success in this course, it is your responsibility to come and speak with me as early as possible in the semester so that we can develop a plan together. I do not need to know *why* you are requesting the accommodation, only what you need. All reasonable accommodations will be made. Students with disabilities should be sure that they are registered with Disability Services in order to ensure access to the full range of services available at Rhode Island College. Information about these services and about registration is available at <https://www.ric.edu/department-directory/disability-services-center> (though in this course we will discuss the limits and problems with such systems).

Supplemental Services

Everyone, even excellent students, benefits from having another set of eyes on their writing, so visit the **Writing Center** early often to help develop your ideas, organize your writing, and improve your drafts: <https://www.ric.edu/department-directory/writing-center>

- Seek support to develop your academic & study skills at **OASIS**:
<https://www.ric.edu/department-directory/office-academic-support-and-information-services-oasis>
- Visit the **Counseling Center** to obtain support with anxiety, depression, or other distress you may be experiencing. Services are free & confidential:
<https://www.ric.edu/department-directory/center-health-and-wellness/counseling-services>
- Any student who faces challenges securing food, housing, or other basic needs is urged to contact **Learning for Life** (<https://www.ric.edu/department-directory/learning-life>) and/or the **Dean of Students' Office** (https://cm.maxient.com/reportingform.php?RhodeIslandCollege&layout_id=33).

If you would like more information about the resources available, you can ask me at any time this semester. You do not need to tell me why you are asking to get help for a friend, another student, or yourself.

These services are available and free to **all** students. **Use them!!**