



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

Course Information:

GENWS/ENGL 370: Special Topics: Gender and Disability

Topic: Gender, Disability and Sexuality

UW-Madison Fall 2020

Online, Asynchronous course with optional live lectures once per week (exact date and time TBD)

3 Credit Hours with Optional Honors Component (45 hours of work per credit)

Canvas Course URL: <https://canvas.wisc.edu/courses/223518>

Credit Hour Workload: This class meets for 75 minutes per week online (lectures can be viewed live or watched later). Additional learning will occur via reading, writing, group work, studying and participating in online forums. For a 3 credit hour course, students should expect 135 hours of labor over the course of the semester, approximately 9 hours per week on average.

Instructor Information:

Dr. Sami Schalk

Associate Professor

sdschalk@wisc.edu

Virtual Office Hours: TBD on BBC Ultra or by appointment. Schedule meetings at

<https://drschalk.youcanbook.me/>

Course Description

This class will explore the gender identity and sexuality among disabled people using historical and theoretical articles to discuss and analyze films, memoirs, and poetry by people with disabilities. The course will provide a brief introduction to disability studies and intersectionality before delving into academic discussions and artistic representations of the intersections of disability, gender, and sexuality.

Learning Outcomes

- To increase knowledge of disability identity and disability studies
- To develop and hone critical thinking and communication skills
- To increase knowledge of intersectionality and intersectional approaches to reading and writing

Required Materials

- *A Quick & Easy Guide to Sex & Disability* by A. Andrews (Simon & Schuster 2020)
- Netflix access
- Reliable internet access

Course Policies

Universal Design and Disability Accommodations: I believe everyone has a right to a quality education and that classrooms can adapt to students' needs. Everyone learns differently. If you have ideas on how you can best learn and express your learning in this class, if you have an undocumented disability, or if you have a change in disability status during the semester, I encourage you to meet with me as soon as possible to discuss a learning plan. If you have a documented disability, please provide me your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty, will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Questions about documenting your disability can be directed to the McBurney Disability Resource Center (mcburney@studentlife.wisc.edu, 608/263-2741).

Diversity and Inclusion: This is a course invested in justice which moves beyond notions of diversity and inclusion to seek systemic change to end oppression and liberate all people. I acknowledge as an educator that the University of Wisconsin-Madison is a place that has long been—and continues to be—hostile to marginalized people, especially people of color, disabled people and queer and trans people. The University statement on diversity and inclusion reads as follows:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

Academic Integrity: Students are expected to uphold University expectations for academic integrity by submitting only their own original works and ideas for all assignments in this course. Violations of academic integrity can result in a range of repercussions depending on the severity of the violation, from having to repeat the assignment to expulsion from the University. All academic integrity violations will be recorded and reported to the Office of Student Conduct & Community Standards (OSCCS). For more on academic misconduct procedures at UW-Madison see: <https://students.wisc.edu/student-conduct/academic-integrity/>

Rules, Rights, and Responsibilities for UW students: During the global COVID-10 pandemic, we must

prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community. For more see:

<https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext> and the Badger Pledge (<https://smartrestart.wisc.edu/badgerpledge/>)

COVID-19: Official UW Statement reads: “Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.”

Further, I ask that we each be patient and understanding with each other and ourselves as we try to learn, teach, work and survive during a global pandemic. This will not be a “normal” semester for any of us and I want us all to do our best while recognizing that our best is going to vary from person to person based on our resources, support networks, personal obligations and health. Take care of yourself and each other this semester.

Late Policy: All major assignments will lose 5% for each day late unless an extension is requested in advance or a disability accommodation plan is already in place. To request an extension, students should write Dr. Schalk prior to the assignment deadline. For the final, students should also provide evidence of progress on the assignment thus far in their e-mail.

Grading and Assignments

This course is graded on the UW-Madison grading system: A (93-100%), AB (88-92%), B (83-87%), BC (78-82%), C (70-77%), D (60-69%), F (below 60%). The assignments are weighted as follows:

Participation	10%
Reading Responses	20%
Cultural Object Papers (2)	30%
Final Paper/Project Proposal	5%
Final Paper/Project	35%

Participation: Participation in this course is a subjective evaluation of student engagement with the course including: participating in live lectures, submitting questions in advance of lecture, attending virtual office hours to discuss readings, and participating in Canvas discussion forums. Participation is not about a particular quantity of comments or questions, rather about the quality of your engagement with lecture, the materials, and your peers. Participation is 10 percent of the final grade.

Reading Responses: Each week students will be given one or more prompts to respond to in order to demonstrate their understanding of course material. All responses are due by Saturday at 11:59pm. The lowest 2 scores will be dropped. Responses constitute 20 percent of the final grade.

Cultural Object Papers: Throughout the semester students should be on the lookout in their lives for small/short cultural objects representing disability or ableism such as advertisements, news stories, building structures, social media posts, and even conversations with friends. ***Please save television shows and films for your final paper.*** The cultural object paper should explain the object and then discuss how the object is an example of a concept from class or connect the object to at least one course reading. The paper should clearly demonstrate an understanding of the concept/reading being discussed through analysis of the object. Students will write two* short response papers about these cultural objects they encounter this semester. Each response paper should be 3-4 pages double-spaced and is worth 15 percent of the final grade (30 percent total).

***Paper Alternative:** students who are less inclined to write may choose to instead create one of ten concept videos about a key term in disability studies to be submitted early in the semester for the class. This may be done alone or with a group depending on how many students volunteer. The video should be 7-10 minutes in length. It should provide an overview of what the concept is, how it is used in disability studies, and a concrete example of the concept. Each person or group should include their sources for the presentation as a PDF handout. Creating one video replaces one cultural object paper. Students working in groups will have the opportunity to grade other group members on their contributions.

Final Paper/Project Proposal: All students will be required to submit a substantive 2-3 page (double-spaced, 12 pt font) proposal for their final paper or project (see Final Paper/Project assignment description for details on these two options). Proposals for final papers should include the name of the object of analysis, a thesis statement, an outline, an annotated bibliography with two academic sources. The annotated bibliography should be a single paragraph per source summarizing the source and stating how you plan to use it in the paper to support your arguments. Proposals for the final projects should detail what the project will entail, the rationale behind it, and a timeline for completion. In the case of group final projects, the proposal should also explain who will do what work. The proposal is worth 5 percent of the final grade.

Final Paper/Project: For the final, students may decide between two options, a traditional paper or a creative project. The final paper/project is worth 30 percent of the final grade.

Option 1: Traditional academic paper. Write a 6-8 page paper (double-spaced, 12 point font). The paper should analyze the representation of disability and gender or disability and sexuality in any contemporary cultural media representation (news, film, advertisement, television, music or literature). The paper should include a clear, concrete thesis on the topic of your choice and reference at least two academic secondary sources which may come from course readings or external research.

Option 2: Creative project. This project can be done independently, in pairs, or in a group of three students. The project should be a creative engagement with some of the issues and themes we have addressed throughout the semester regarding disability, gender and sexuality. Examples include short films, zines, original songs, spoken word poetry, creative writing, and visual art. Length of the project depends on the medium, though generally aim for 5 minutes for performative projects and 5-10 pages for creative writing. All creative projects must also include a 3-4 page artist statement which explains and analyzing the artist choices made in the project in direct relationship to readings, discussions and ideas from this semester. The artist statement should cite at least two academic secondary sources

which may come from course readings or external research. The artist statement should include a formal works cited.

Honors Students: Students enrolled for honors credit will be held to higher participation standards. For the final, honors students will either write an 10-12 page paper with minimum 4 academic sources (at least one of which must come from outside of class) or write a 5-6 page artist statement for a creative project that will be held to higher quality expectations.

Course Schedule

Week 1: September 4, 2020

Welcome Week

- Watch welcome video by the end of the week

Introduction to Disability Studies and Intersectionality

Week 2: September 7, 2020

- *Crip Camp*
- Alice Hall "An Introduction to Disability Studies"
- Lennard Davis "Introduction: Normality, Power and Culture"

Week 3: September 14, 2020

- "Intersectionality Primer"
- Judith Lorber "The Social Construction of Gender"
- Susan Wendell "Social Construction of Disability"

Week 4: September 21, 2020

- Bethany Stevens "Politicizing Sexual Pleasure, Oppression and Disability: Recognizing and Undoing the Impacts of Ableism on Sexual and Reproductive Health" Barbara Waxman Fiduccia Papers On Women and Girls With Disabilities. 2012.
- *Invitation to Dance*

Week 5: September 28, 2020

- Keywords in Disability Studies Presentations

Disability and Gender

Week 6: October 5, 2020

- Rosemarie Garland-Thomson "Integrating Disability, Transforming Feminist Theory" NWSA Journal 14 (3):1-32. 2002.
- *Little Women NY*, Season 1, Episodes 1-3

Week 7: October 12, 2020

- C.J. Pascoe "What Do We Mean by Masculinity?" from *Dude You're a Fag: Masculinity and Sexuality in High School*
- Sarah Smith Rainey "Disidentification and Ingenuity in the Sex Lives of Disabled Men"
- *Murderball*
- Cultural Object Paper 1 due (Keyword presenters exempt)

Week 8: October 19, 2020

- Optional: "Trans- Terminology"
- Alexandre Baril "transness as debility: rethinking intersections between trans and disabled embodiments." *Feminist Review* 111 (1):59-74. 2015.
- Eli Clare excerpts from *Brilliant Imperfection*: "Wanting a Flat Chest," "Gender Identity Disorder," and "Gender Transition"

Week 9: October 26, 2020

- Sky Cubacub *A Queercrip Dress Reform Movement Manifesto*
- Article on masks
- ReBirth Garments Instagram

Sex & Disability

Week 10: November 2, 2020

- *Quick and Easy Guide to Sex and Disability*
- Cultural Object Paper 2 due

Week 11: November 9, 2020

- Alison Kafer "Desire & Disgust: My Ambivalent Adventures in Devoteeism," in *Sex and Disability*, ed. Robert McRuer and Anna Mollow (Durham, NC: Duke University Press, 2012), 331-353.
- Jillian Weiss "The Amputee's Guide to Sex," "The Old Questions," "The Devotee"

Week 12: November 16, 2020

- *Monica & David*
- Rachel Adams "Privacy, Dependency, Discegenation: Toward a Sexual Culture for People with Intellectual Disabilities" *Disability Studies Quarterly* 35.1 (2015)

Week 13: November 23, 2020 (Thanksgiving)

- Final Paper/Project Proposals due

Week 14: November 30, 2020

- Eunjung Kim. "Asexuality in disability narratives." *Sexualities* 14.4 (2011): 479-493.
- Lydia Brown "Reconnecting Disability and Asexuality" from *Disability Intersections* blog
- Optional: "Just the Basics, Ace: An Asexuality Primer" from *Scarleteen.com*

Week 15: December 7, 2020

- *Sins Invalid: An Unashamed Claim to Beauty* (<https://wisc.kanopy.com/video/sins-invalid-unashamed-claim-beauty>)
- Patty Berne "Disability Justice – A Working Draft"

Week 16: December 14, 2020 (Exam Week)