GWS 720 “Feminist Disability Studies”
UW Madison, Fall 2018
Tuesdays 2:30-5:00 – Van Hise 482

Instructor Information:
Dr. Sami Schalk
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Office Hours: Thursdays 12:30-2:30pm or by appointment. Book appointments at:
https://drschalk.youcanbook.me/

Course description:
This reading intensive seminar will explore both the emergence of and recent work within the field of feminist disability studies. As an interdisciplinary field, feminist disability studies uses the critical lenses of feminist theory and disability studies to interrogate bodyminds norms at the intersections of (dis)ability and gender as well as race and sexuality.

Learning Goals:
1. To understand the origins of and developments in feminist disability studies in the past four decades
2. To understand disability studies as a method and theoretical framework for research
3. To apply feminist disability studies concepts and approaches to one’s own research topics

Required Materials:
1. Feminist Queer Crip by Alison Kafer
2. Fantasies of Identification by Ellen Samuels
3. Curative Violence by Eunjung Kim
4. Bodyminds Reimagined by Sami Schalk

Course Policies:
Universal Design & 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).

Classroom Conduct:
Students are expected to conduct themselves in a respectful manner toward both their peers and faculty at all times. While disagreement and passion are welcome in our discussions, the emotional and intellectual safety of everyone is of utmost importance. Students behaving in a way which harms, threatens or otherwise significantly negatively impacts others in the classroom will be asked to leave class and be counted as absent for the day. In this class, we will assume goodwill, educate each other, and strive to learn and grow, even when it is difficult or painful. Come to class open and willing to learn and change.

Late Policy
All assignments lose ten percent for each day they are late, unless an accommodation plan is already in place. In emergency cases, students may request extensions, but must do so at least 24 hours before the assignment is due with evidence of the emergency situation and evidence of progress on the assignment. A common complaint is work being lost on broken computers or missing flash drives. I highly recommend all students set up a cloud account like Dropbox or Google Docs to save their drafts and final work.

Technology
Technology is a vital part of our everyday lives and, for many, a useful learning tool. You are welcome to bring laptops or tablets to use during class for referring to articles, taking notes, or looking up information related to the class discussion. Make choices about technology in the classroom that are right for you and your learning, however, please make sure all devices and your use of them are not distracting to your peers: turn off sound and vibrations before class begins. Internet is not required during class meetings, however, students should have regular, reliable access to the internet to access course readings online well as to submit their written work.

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/
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 25%
- Leading Class Discussion 15%
- Paper Proposal 10%
- Draft for Peer Review 5%
- Leading Peer Review 5%
- Final Paper 40%

Participation
Participation is a vital part of the course and one of the primary ways through which students learn to become critical thinkers. Participation in this course means being actively involved in the class in a respectful manner through in-class discussions and Canvas discussions, including asking questions, providing additional resources for peers, and taking intellectual risks. This is a reading and discussion intensive graduate level course, therefore it is important that students be on time and prepared for class, ready to actively participate each day. Missing more than 3 classes constitutes grounds for failing the course unless an accommodation plan is in place. If a medical or personal emergency arises, contact Dr. Schalk as soon as possible. Participation counts as 25 percent of the final grade.

Leading Class Discussion
Each student will be responsible (with a partner or group) for leading class discussion at some point in the semester. Leading class discussion should include a brief presentation (5-10 minutes) about the author(s), the text(s), and your major takeaways, such as lessons in method, theory, writing or pedagogy gained from the reading(s). Discussion leaders should provide a handout with relevant resources and 5-7 discussion questions. The presentation and handout are intended to help frame the discussion for the day and get it started. Discussion leaders are encouraged to take a leading role in the discussion that follows their presentation and handout distribution, but will not be graded on the quality of their peers’ discussion. Leading class discussion counts for 15 percent of the final grade.

Paper Proposal
All students are required to submit a 3-5 page proposal for their final paper. The proposal must include a topic/focus, an initial thesis argument, and an annotated bibliography of at least 3 academic sources to be used in the paper. The paper proposal is due October 30 by midnight and is worth 10 percent of the final grade.

Peer Review: Draft and Leading
In the final three weeks of the semester, we will practice peer review of papers. All students are required to submit a full draft for peer review. Submission of the draft is worth 5 percent of the final grade. Students will be divided into groups to perform peer review. Each week students will be required to read the papers submitted for peer review and once the three weeks each student will take the lead in running the peer review for another student and will be responsible for
providing substantive feedback on that paper. Leading peer review counts for 5 percent of the final grade. **Note: If a student submits a draft which is already at A-level quality for peer review, they will not be required to revise the paper for final submission and will automatically receive an A on the final paper.**

**Final Paper**
All students are required to write a 15-20 page final research paper which uses feminist disability studies as the primary theoretical lens. The paper may follow the standards in each students’ respective disciplines, but must be more than a literature review of existing scholarship—there must be some original research, analysis and critique included. Dr. Schalk will work with students to develop ideas both before and after the proposal process. Final papers are worth 40 percent of the final grade and are due Monday, December 17 by midnight.

**Reading Schedule:**

**Week 1**
**Tuesday 9/11: Introduction to the Course**
- Hall, Alice “Introduction to Disability Studies” from Hall, Alice. *Literature and Disability*. Routledge, 2015, 19-29. [read prior to class]
- Hall, Kim Q. “Gender” from *Keywords for Disability Studies*. Ed Rachel Adams, Benjamin Reiss, and David Serlin. NYU Press, 2015, 89-91. [read prior to class]
- Screen *Invitation to Dance* in class

**Week 2**
**Tuesday 9/18: Early Feminist Disability Studies**
- Optional Additional Reading:

**Week 3**
**Tuesday 9/25: Feminist Queer Crip**

**Week 4**
**Tuesday 10/2: Reproductive Justice**
- Optional Additional Reading:

Week 5
Tuesday 10/9: Fantasies of Identification

Week 6
Tuesday 10/16: Transnational & Postcolonial Approaches
- Optional Additional Reading:

Week 7
Tuesday 10/23: Curative Violence
- *Paper Proposals due*

Week 8
Tuesday 10/30: Mental Disability
- Optional Additional Reading:

Week 9
Tuesday 11/6: Bodyminds Reimagined

Week 10
Tuesday 11/13: Disability Justice
• Optional Additional Reading:

Week 11
Tuesday 11/20: LBGTQ+
• Optional Additional Reading:

Week 12
Tuesday 11/27: Peer Review

Week 13
Tuesday 12/4: Peer Review

Week 14
Tuesday 12/11: Peer Review
*Final papers due Monday December 17 by midnight.*