

Sociology of Disability and Rehabilitation

SOCIOLOGY 255

Spring 2008

Case Western Reserve University

Class Meeting: Tuesday & Thursday, 10 – 11:15am
Sears 356

Instructor: Jessica Kelley-Moore, Ph.D.

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Office Hours: By appointment

Course Objectives

After taking this class, you should understand:

1. How we define, represent, and react to disability in modern society. This includes an analysis of stigma and discrimination.
2. The timing and experience of disability from a life-course perspective.
3. The political, social, and economic influences on disability and rehabilitation, including the Disability Rights movement.
4. The impact of geography (place and space) on the experience of disability.

Required Readings

Shapiro, Joseph P. 1994. *No Pity: People With Disabilities - Forging A New Civil Rights Movement*. Times Books. Paperback. ISBN: 0812924126.

All other assigned readings for the course will be located in Blackboard.

You will select and read one other book for the course (see list at end of syllabus). It is your responsibility to obtain that book. The library should be able to request any book not currently in their collection. See further instructions under “Book Review.”

Blackboard

This course requires the use of Blackboard, which is an online course management program. Blackboard will be my primary tool for announcements, changes in readings or due dates, web site links, online discussions, and posting grades. You are responsible for keeping up with the material on Blackboard. Lectures will not be posted on Blackboard. You must attend class to get the notes.

Grade Distribution

	Points	Date Due
Unit 1 Paper	100 pts	February 14
Unit 2 Paper	100 pts	March 27
Unit 3 Paper	100 pts	TBA
Movie Review	50 pts	March 18
Book Review	100 pts	April 15
Accessibility Report Contribution	25 pts	April 22
Blackboard Postings	25 pts	Variable
Discussion Questions	25 pts	Variable
Participation	25 pts	Variable
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Total	550 pts	

Unit Questions

Both of these will be take-home essay exams. You will have one week to complete the exams and you are free to use all of your readings. **You may NOT work with other students.** Graduate and undergraduate students will be graded separately. Identify whether you are enrolled as 455 or 655 on your exams.

I use a service called Turn It In.com. It identifies text that appears in other places such as scholarly articles, encyclopedia entries, and web sites. You will submit an electronic copy of all of your exams and papers to the web site, **as well as a paper copy to me.** Turnitin.com produces a report of your paper, as well as links to the web sites with the material. You are able to access this report, but no one else in the class (other than me) can see it. This is a tool to help teach students about proper citation and use of intellectual property.

Book Review

You will read one of the books listed on the last page of the syllabus. Books not on the list may be read with the approval of the instructor. You will complete a formal review of the book. Instructions for the book review will be posted on Blackboard.

Accessibility Report of CWRU

The Americans with Disabilities Act requires that higher education must be accessible for those with disabilities. However, some aspects of campus and campus life may not be naturally accessible for all persons. Persons with physical or mental limitations may be excluded from certain activities, services, or facilities, creating barriers to a full educational experience.

Your team (your discussion group) will select one aspect of campus or campus life and create an accessibility report. Your report will include potential barriers, consequences of these barriers, and potential solutions. Each team will present their report to the entire class on the night of April 22. Further instructions will be posted on Blackboard.

Your grade will be based on several criteria: quality of final report, quality of presentation, willingness to participate, and quality of contributions to the group. Your participation prior to the presentation is evaluated by the other students on the team and your participation during the class is evaluated by the instructor.

Blackboard Postings

Throughout the semester, we will have an ongoing discussion on Blackboard regarding disability in America. You are welcome to participate at any time and as often as you would like. *At a minimum*, you must contribute 3 postings over the course of the semester. These postings can be comments or responses to the discussion, link to an interesting article from a newspaper or magazine, link to other websites such as blogs or federal accommodations, etc. You will be graded on the quality of contributions and the critical thought that you put into the postings.

Discussion Questions

I will distribute the list of topics that we will be covering during the semester. You will sign up for one *in each unit* (three total days). Your responsibilities include the following:

1. Read the articles or chapters in time to submit **2 discussion questions per article** to me the previous day by 3pm. You may submit them by email to me.
2. Contribute to the class discussion of the topic and readings. Bring out points from the readings that were interesting to you, difficult to understand, or controversial. One of your responsibilities is to keep the discussion moving in the class because it is assumed that you have taken the time to really think about this particular topic.

Grading criteria include: willingness to participate, quality of contributions, and stimulation of discussion.

Academic Honesty

It is my hope that this is an unnecessary statement about academic honesty. You are responsible for producing original work in this course. Intellectual property includes the ideas, words, statements, and concepts that are produced by an individual. It is wrong to take any of these without giving credit where it is due.

Here are a few guidelines for you:

1. If you take 3 or more words in a row from any source, it must be in quotation marks and followed by the author's last name, year of publication, and page number. **THIS INCLUDES CONTENT FROM THE WEB.** Web content should be cited with the web page, author, and date retrieved.
2. If you take ideas or facts from a source but use your own words, you still must use a citation (author's last name and year of publication) to give credit to the source of the work.
3. You **MAY NOT** take the words, statements, or ideas of other students who are currently or previously in this class. This includes borrowing the work of another student and simply rephrasing it.
4. The work you produce in this class must be original. You cannot use a paper that you have previously or simultaneously submitted to another class.
5. Do not give copies of your work to other students. If someone copies your work, both of you will be considered guilty and will receive equal discipline for the action.

Consequences for breaches of academic honesty such as those mentioned above will result in failure for the assignment. A second instance will result in failure for the course.

Course Conduct

Absolutely no cell phones, pagers, or other devices that beep, ring, chirp, ding, or otherwise make noise will be tolerated. Please turn them off or, if absolutely necessary to have them, program the signal to silently alert you.

We will have students from different backgrounds and perspectives. Students are expected to respect opinions different from their own and allow others the same opportunity to share those. This is a safe classroom and what is shared stays within those walls.

January 15 – Class Organization and Introduction

January 17 – What is Disability?

Oliver, Michael. 1995. "Rehabilitating Society." Pages 95 – 109 in *Understanding Disability From Theory to Practice*. New York: St. Martin's Press.

January 22 – Representation of Disability in Society: What is Normal?

Bogdan, Robert and Douglas Biklen. 1993. "Handicapism." Pages 69 – 76 in *Perspectives of Disability* edited by Mark Nagler. Palo Alto, CA: Health Markets Research.

January 24 – Disability and Stigma

Susman, Joan. 1994. "Disability, Stigma and Deviance." *Social Science and Medicine* 38: 15 – 22.

January 29 – Social Construction of Disability

Reeve, F. D. 2003. "Relatively Disabled." Pp. 256 – 261 in Susan Crutchfield and Marcy Epstein (Eds.) *Points of Contact: Disability, Art, and Culture*. Ann Arbor: The University of Michigan Press.

Siebens, Tobin. 2003. "My Withered Limb." Pp. 21 – 30 in Susan Crutchfield and Marcy Epstein (Eds.) *Points of Contact: Disability, Art, and Culture*. Ann Arbor: The University of Michigan Press.

January 31

Thomson, Rosemarie Garland. 1997. "The Cultural Work of American Freak Shows, 1835-1940." Pages 55-80 in *Extraordinary Bodies*. New York: Columbia University Press.

February 5

Zola, Irving K. 1987. "Any Distinguishing Features: The Portrayal of Disability in the Crime/Mystery Genre." *Policy Studies Journal* 15: 485-513.

February 7

Receive Unit 1 Questions

Zola, Irving K. 1982. "Four Steps on the Road to Invalidity." Pages 212-237 in *Missing Pieces*. Philadelphia: Temple University Press.

February 12 – No Class

February 14 – Unit 1 Paper Due

February 19 – Disability in Early Life Course

Tisdall, Kay. 2001. "Failing to Make the Transition? Theorising the 'Transition to Adulthood' for Young Disabled People." Pp. 167 – 178 in Mark Priestley (Ed.) *Disability and the Life Course: Global Perspectives*. Cambridge, MA: Cambridge University Press.

February 21

Rowlands, Allison. 2001. "Breaking my Head in the Prime of my Life: Acquired Disability in Young Adulthood." Pp. 179 – 191 in Mark Priestley (Ed.) *Disability and the Life Course: Global Perspectives*. Cambridge, MA: Cambridge University Press.

February 26 – Disability in Mid Life Course

Golfus, Billy. 1997. "Sex and the Single Gimp." Pp. 419 – 428 in Lennard J. Davis (Ed.) *The Disability Studies Reader*. New York: Routledge.

Zink, Jean. 1992. "Adjusting to Early- and Late-Onset Disability." *Generations* 16: 59 – 60.

February 28 – Special Issues for Women

Readings TBA

March 4 - Disability in Older Adulthood

Breitenbach, Nancy. 2001. "Ageing with Intellectual Disabilities; Discovering Disability with Old Age: Same or Different?" Pp. 231 – 239 in Mark Priestley (Ed.) *Disability and the Life Course: Global Perspectives*. Cambridge, MA: Cambridge University Press.

March 6 – Developmental & Intellectual Disability

Johnson, Kelley, Rannveig Traustadottir, Lyn Harrison, Lynne Hillier, and Hanna Björg Sigurjonsdottir. 2001. "The Possibility of Choice: Women with Intellectual Disabilities Talk about Having Children." Pp. 206 – 218 in Mark Priestley (Ed.) *Disability and the Life Course: Global Perspectives*. Cambridge, MA: Cambridge University Press.

Todis, Bonnie. 1992. "'Nobody Helps!' Lack of Perceived Support in the Lives of Elderly People with Developmental Disabilities." Pages 61-77 in *Interpreting Disability: A Qualitative Reader* edited by Philip M. Ferguson, Dianne L. Ferguson, and Steven J. Taylor. New York: Teachers College Press.

March 11 – Spring Break

March 13 – Spring Break

March 18 - Developmental & Intellectual Disability, cont.

Taylor, Steven J. 2000. "You're Not a Retard, You're Just Wise' Disability, Social Identity and Family Networks." *Journal of Contemporary Ethnography* 29: 58 – 92.

March 20 - Movie Discussion

Murderball

Movie Review Due at Class Time

Receive Unit 2 Questions

March 25 – No Class

March 27 – Unit 2 Paper Due

April 1 – Book Discussion

No Pity Chapters 1 - 4

April 3 – Book Discussion

No Pity Chapters 5 - 10

April 8 – Political Issues of Disability

Batavia, Andrew and Kay Schriener. 2001. "The Americans with Disabilities Act as Engine of Social Change: Models of Disability and the Potential of a Civil Rights Approach." *Policy Studies Journal* 29: 690 – 702.

Beedon, L. 1992. "Autonomy as a Policy Goal for Disability and Aging." *Generations* 16: 79 – 81.

April 10 – Disability or Subculture?

Tucker, Bonnie Poitras. 1997. "The ADA and Deaf Culture: Contrasting Precepts, Conflicting Results." *The Annals of the American Academy of Political and Social Science* 549: 24 – 36.

April 15 – Disability in Higher Education – Guest Speaker

Susan Sampson, Director of Campus Disability Services

Book Review Due

April 17 – Disability as Sick Role: Embrace or Reject the Label?

Genton, Claire. 2003. "Chronic Back Pain Sufferers – Striving for the Sick Role." *Social Science and Medicine* 57: 2243-2252.

April 22 – Accessibility Reports of CWRU

April 24 – Wrapping Up

Receive Unit 3 Questions

Your Unit 3 Paper will be due during Finals Week. Date TBA.

Selected Books for Review

- Bauby, Jean-Dominique. 2007. *The Diving Bell and the Butterfly*. Vintage International Publications. ISBN-10: 0307389251
- Baynton, Douglas C. 1996. *Forbidden Signs: American Culture and the Campaign Against Sign Language*. University of Chicago Press. ISBN-10: 0226039633.
- Beuf, Ann H. 1989. *Biting Off the Bracelet: A Study of Children in Hospitals*. University of Pennsylvania Press. ISBN-13: 978-0812212785
- Bottoms, Greg. 1995. *Angelhead: My Brother's Descent into Madness*. University of Chicago Press. ISBN-10: 0226067645
- Cohen, Leah Hager. 1995. *Train Go Sorry: Inside a Deaf World*. Vintage Publications. ISBN-10: 0679761659
- Davis, Lennard J. 1995. *Enforcing Normalcy: Disability, Deafness, and the Body*. Verso Books. Paperback. ISBN: 1859840078.
- Davis, Lennard J. 1999. *My Sense of Silence: Memoirs of a Childhood with Deafness*. University of Illinois Press. ISBN-10: 0252025334
- Fadiman, Anne. 1998. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*. Farrar Straus and Giroux.
- Grandin, Temple. 1996. *Thinking in Pictures: and Other Reports from My Life with Autism*. Vintage Books.
- Grealy, Lucy. 1994. *Autobiography of a Face*. Perennial Books.
- Groce, Nora Ellen. 1985. *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard*. Harvard University Press. ISBN-10: 067427041X
- Hine, Robert V. 2006. *Broken Glass: A Family's Journey Through Mental Illness*. University of Mexico Press. ISBN-10: 0826339972
- Mairs, Nancy. 1997. *Waist-High in the World: A Life Among the Nondisabled*. Beacon Press. ISBN-10: 0807070874
- Murphy, Robert F. 1990. *The Body Silent*. New York: W. W. Norton. ISBN: 0393320421.
- Penney, Darby, Peter Stastny, and Lisa Rinzler. 2008. *The Lives They Left Behind: Suitcases from a State Hospital Attic*. Bellevue Literary Press. ISBN-10: 1934137073

Robinson, John Elder. 2007. *Look Me in the Eye: My Life with Asperger's*.
Crown Books. ISBN-10: 0307395987

Zola, Irving Kenneth. 2003. *Missing Pieces: A Chronicle of Living with a
Disability*. Temple University Press. ISBN-10: 1592132448