

## ENC 1145: Writing about Disability Studies: Extraordinary Bodies in Print and Visual Culture

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### Course Description:

As we celebrate the 25th anniversary of the Americans with Disabilities Act this year, it is imperative that we critically analyze the state of accessibility, identity, and representation of differently-abled citizens in American life and culture. In 1997, only seven years after the ADA was voted into law, Disability Studies' founding mother Rosemarie Garland-Thomson wrote in her seminal text *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature* a call to “reframe ‘disability’ as another culture-bound, physically justified difference to consider along with race, gender, class, ethnicity, and sexuality [...] to unravel the complexities of identity production within social narratives of bodily differences.”

This course is an interdisciplinary study of the representations of “extraordinary bodies” in print and visual culture that aims to trace how representations of physical difference, ability and normalcy in American culture intersect with dialogues in current feminist and queer theory. As an interdisciplinary study, we will read and watch a blend of literary, historical, theoretical, and media texts to understand the role of the disabled body in contemporary American culture. We will be reading the work of Rosemarie Garland-Thomson, including *Extraordinary Bodies*, in addition to writing from Nancy Mairs, Simi Linton, Robert McCruer, Tobin Siebers, Lennard Davis, Eli Clare, Audre Lorde, Judith Butler, *et al.* We will also be watching the 2013 documentary *The Last Taboo: A Documentary on Sexuality and Disability*, select episodes from ABC’s hit show, *Switched at Birth* (a show about two teenaged girls and their families who navigate deaf culture), and watching an episode of *Britain’s Missing Top Model* (a reality show contest for disabled models). The culminating assignment for this course will be a comprehensive research study of a cultural phenomenon/text that deals with any of the issues we discuss this semester.

## Course Objectives

By the end of ENC 1145, students will be able to:

- To separate the medical model from the social/cultural model of disability
- To understand how visual media proliferate images of disability that in turn foster cultural desires to exoticize, sentimentalize, or pity those with disabilities
- To learn a basic history about disability in the U.S.
- To explain how identity and the body are constructed
- To understand disability as constitutive of their constructed identity forms
- To explore some of the interventions disability studies makes on fields such as feminist studies and queer theory.
- Design and maintain a Weebly blog that pays attention to audience
- Analyze the rhetorical characteristics of space
- Conduct original research about cultural phenomena incorporating primary and secondary sources
- Deliver rhetorically effective presentations that make use of Aristotelian rhetoric
- To examine disability studies through new media and digital culture

## Required Texts

Davis, Lennard J. *The Disability Studies Reader*. Fourth ed. New York: Routledge, 1997. Print.

Grealy, Lucy. *Autobiography of a Face*. New York: Houghton Mifflin Harcourt, 2003. Print.

Finger, Anne. *Call Me Ahab: A Short Story Collection*. Lincoln: U of Nebraska, 2009. Print.

\*All other texts/videos will be available in PDF format/linked on our class E-Learning portal.

## Assignments and Grading

### 10% Exploring Life/Writing Project (Including five blog posts @300 words each)

To discuss disability without reading about the real lived experiences of people with disabilities would be to disregard one of the most important aspects of the field of Disability Studies. This project will allow students to read some of these narratives and provide a testing ground for discussing these narratives critically and with sensitivity. Students will combine narrative with critical

thinking through the genre of the blog. They will read excerpts of memoirs and life writing or explore their own experiences with disability (work/family/self) and then use articles from the course readings to discuss these experiences through the lens of Disability Studies theory. There will be five posts of at least 300 words due at different points in the semester.

**10% Investigating Access Project (1500 words + notes and interview materials)**

This project is a rhetorical analysis of a public/private space that combines elements of ethnography with secondary research to investigate the accessibility of a space. Students will choose an on-campus or off-campus location and evaluate if the space is created for able and/or differently-abled bodies. Students may also choose the internet as a space and investigate accessibility online (For example, students may analyze accessibility on social media). Students will have the choice to work in groups (of up to three) and will document the space by visiting the space (more than once) to write extensive notes about what the space looks like and how well it serves its purpose while remaining accessible. Students will also conduct interviews of staff and read secondary research about accessibility in American public spaces. After completing these steps, the students will craft an argument based on their findings in at least 1500 words.

**10% Evaluating Disability Representation Project (1500 words total)**

Students will evaluate disability representation in American popular culture by choosing any of the following topics to formulate an argument about how disability is represented in current times. Students may also choose their own topics that have been cleared by me.

- Disability in Comics Adaptations (Superhero movies)
- Disability in Television (i.e. ABC's hit show *Switched at Birth*)
- Disability on the Internet (i.e. *The Pickle Sandwich*)
- Glamorizing Disability (i.e. Kylie Jenner's *The Interview* images and Lady Gaga's 2009 VMA performance)
- Disability Marketing ( <http://advertisinganddisability.com/> )

**10% Leading Discussions (+ two 250 word written feedback responses)**

Each student will be responsible for leading one class discussion. These discussions will be led individually and must be well planned out in advance. These presentations should be creative ways to engage the class with our weekly readings. Minimum requirements include (but are not limited to): reading a short summary of the text, composing thoughtful questions that will generate a critical discussion of the readings (meaning beyond summary and personal reaction), and incorporating images or video.

In addition, each student will provide two written feedback responses to their peers (these will be assigned in advance). These responses should pay attention to delivery, professionalism, organization, and word usage (noticing how well the student avoids ableist comments).

### **20% Class Exercises, Pop Quizzes, and Participation**

Active participation is crucial to success in this class and for this reason, this portion of the grade is worth 20%. Every week students will have in-class reflections/assignments that will count for participation credit. Some of these reflections are individual and others are group ones. These reflections must be posted to Canvas by the end of the day they are assigned. Keeping up with the reading is crucial to passing the class, so there will be unannounced pop quizzes on the readings from time to time. These quizzes will measure whether or not you did the reading, so I generally ask obvious questions about claims that are made and not obscure details or dates. A big part of learning is articulating the ideas we are reading in class. Part of your participation grade consists of talking in class. This means you can contribute ideas, ask questions, and/or reiterate ideas in the reading to receive participation credit.

### **40% Final Project and Presentation (additional 1000 words to an existing project)**

Students will choose one of the major projects in this class and develop it into a 2500 word project and presentation. This will allow students to practice process writing and expand an important existing idea. This project can be a group or individual project and must add a minimum of 1000 words to the existing project. Students will also formulate a presentation for this project to be delivered in class at the end of the semester. Please be prepared to stay in Gainesville until finals week, as we might need that extra day to complete our presentations. This will be a Power Point presentation that will be 10-15 minutes long and will include: key points, an argument, and a conclusion. I will grade this project based on professionalism (attention to time), completion, organization, and ability to field questions.

## **Grading Scale**

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699

B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). To receive the 6,000-word University Writing Requirement credit (E6), papers **must** meet minimum word requirements totaling 6000 words.

### Assessment Rubric

Letter grades will be given for each major assignment and correspond to the following criteria. Minor assignments and daily grades will be assessed on a complete/incomplete basis. In order to receive the grade in the left hand column, the assignment must meet ALL of the criteria in the description.

Grade	Description
<b>A</b>	<ul style="list-style-type: none"> <li>• Follows ALL instructions specific to the assignment sheet</li> <li>• Generates and elaborates on original ideas relevant to the course content</li> <li>• Assignment is mechanically sound and free of distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment displays clear organizational forethought including attention to transitions, introduction, and conclusion.</li> <li>• Assignment is properly formatted in MLA or other style guide approved by instructor</li> <li>• Assignment incorporates source material appropriately and effectively</li> <li>• Assignment provides evidence to support claims</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Follows most instructions specific to the assignment sheet</li> <li>• Incorporates and elaborates ideas relevant to the course content</li> <li>• Assignment may have a few minor errors but is free of distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment has a few minor formatting issues</li> <li>• Assignment incorporates source material appropriately</li> <li>• Assignment provides evidence to support most of its claims</li> </ul>

<b>C</b>	<ul style="list-style-type: none"> <li>• Follows some instructions specific to the assignment sheet</li> <li>• Incorporates ideas relevant to the course content</li> <li>• Assignment has a few distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment has a few minor formatting issues</li> <li>• Assignment incorporates source material</li> <li>• Assignment provides evidence to support some of its claims</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Follows very few instructions specific to the assignment sheet</li> <li>• Incorporates ideas irrelevant to the course content</li> <li>• Assignment has numerous distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an unclear organizational structure</li> <li>• Assignment has formatting issues</li> <li>• Assignment incorporates no (or very little) source material</li> <li>• Assignment provides little to no evidence to support its claims</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Does not follow instructions specific to the assignment sheet</li> <li>• Incorporates no ideas relevant to the course content</li> <li>• Assignment has numerous distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has no identifiable organizational structure</li> <li>• Assignment has numerous formatting issues</li> <li>• Assignment incorporates no source material</li> <li>• Assignment provides no evidence to support its claims</li> </ul>

## Attendance Policy

Attendance is required. I reserve the right to lower your final grade by 20 points for each unexcused absence after 3 absences. According to the university catalog, “acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate.” Please refer to the [catalog](#) for more information.

Please Note: If students are absent, it is their responsibility to make themselves aware of all graded assignments and due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Three instances of tardiness count as one absence.

## Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

## Classroom Behavior

Please keep in mind that UF students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

## In-Class Work

Papers and drafts are due at the end of the day (midnight) on-line at the assigned deadline unless otherwise stated. Late papers will not be accepted unless we've arranged an extension. Please email me in advance if you know you will have a difficulty submitting assignments for personal/emergency reasons. Do not suffer in silence.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

Bring something to write with to every class. This can be a laptop, notebook, or tablet.

### **Paper Maintenance Responsibilities**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

### **Mode of Submission**

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to their Weebly websites or Canvas, unless otherwise stated in class. Final drafts should be polished and presented in a professional manner. All papers must be in MLA format with 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.

### **Writing Center**

The University Writing Center is located in Tigert 302 and is available to all UF students requiring assistance with basic tasks of writing assignments.

### **Students with Disabilities**

If you need any special accommodations, please let me know by the end of this first week. The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

## Tentative Schedule

		W 1/6	F 1/8	Assignments Due:
Week 1		<p><b>In class:</b> Introductions and Syllabus Review</p> <p><b>HW: 1)</b> Log into Canvas <b>2)</b> Create a Weebly website <b>by 1/10</b></p> <p><b>3)</b> Research Disability Studies</p>	<p><b>In class:</b> How to create a Weebly account <b>and</b> discussion on Disability Studies</p> <p><b>HW:</b> Edit Weebly page Read introduction to <i>The Disability Studies Reader</i></p>	
Week 2	M 1/11	W 1/13	F 1/15	Assignments Due:
What is Disability Studies?	<p><b>In class:</b></p> <p><b>HW:</b> Read introduction to <i>Extraordinary Bodies</i></p>	<p><b>In class:</b></p> <p><b>HW:</b> Read excerpt from Michel Foucault's <i>Madness and Civilization</i></p>	<p><b>In class:</b> Discuss Reading</p> <p><b>HW:</b> Read "America's Largest Mental Hospital is a Jail"</p>	
Week 3	M 1/18	W 1/20	F 1/22	Assignments Due:
	No Classes	<p><b>In class: Discuss Readings</b></p> <p><b>HW:</b> Read Chapters 29 &amp; 33 from <i>The Disability Studies Reader</i></p>	<p><b>In class: Discuss Reading</b></p> <p><b>HW:</b> Read Chapter 40 from <i>DSR</i></p>	

Week 4	M 1/25	W 1/27	F 1/29	Assignments Due:
	<p><b>In class:</b> Discuss reading and Exploring Memoir Project Discussion</p> <p><b>HW:</b> Read through Chapter 1 of <i>Autobiography of a Face</i></p>	<p><b>In class: Discuss Reading</b></p> <p><b>HW:</b> Read Chapters 2 &amp; 3 of <i>Autobiography of a Face</i></p>	<p><b>In class:</b> Discuss Reading</p> <p><b>HW:</b> Read Ch. 4,5, &amp; 6 of AOF</p>	<p><b>LW Project Post #1 1/31</b></p>
Week 5	M 2/1	W 2/3	F 2/5	Assignments Due:
	<p><b>In Class:</b> Discuss Reading and Investigating Access Project</p> <p><b>HW:</b> Read Chs. 7,8, &amp; 9</p>	<p><b>In class:</b> Discuss reading</p> <p><b>HW:</b> Read Chs. 10, 11, &amp; 12</p>	<p><b>In Class:</b> Discuss Reading</p> <p><b>HW:</b> Read “I couldn’t get comfortable at synagogue until I left my comfort zone” -Denise Jacobson (Google title)</p>	<p><b>LW Project Post #2 Due 2/7</b></p> <p><b>Investigating Access: Observation Notes Due 2/7</b></p>
Week 6	M 2/8	W 2/10	F 2/12	Assignments Due:
	<p><b>In class:</b> Discuss IA Project: Part 2 and Reading</p> <p><b>HW:</b> Read Read Nancy Mairs “On Being a Cripple,” Cheryl Marie Wade’s “ I Am Not One of The” and “Cripple lullaby.” Watch Haben Girma’s Ted Talk <a href="https://www.youtube.com/watch?v=Mvoj-ku8zk0">https://www.youtube.com/watch?v=Mvoj-ku8zk0</a></p>	<p><b>In class:</b> Discuss Reading &amp; Overview of Discussion Leading Assignment</p> <p><b>HW:</b> Do preliminary research on your topic.</p>	<p><b>In class:</b> How to Find Academic Research and Reading</p>	<p><b>IA Project: Analysis Due 2/14</b></p>

Week 7	M 2/15	W 2/17	F 2/19	Assignments Due:
	<b>In class:</b> Work on IA paper <b>HW:</b> Work on IA paper	<b>In class:</b> Prepare for Discussion Leading <b>HW:</b> Read Chapter 12 of the <i>DSR</i>	<b>In class:</b> Discussion Group #1 <b>HW:</b> Work on IA paper	<b>LW Project Post #3 Due 2/21</b>
Week 8	M 2/22	W 2/24	F 2/26	Assignments Due:
	<b>In class:</b> Peer Review <b>HW:</b> Read Chapter 26 of the <i>DSR</i>	<b>In class:</b> Discussion Group #2 <b>HW:</b> Re-read Chapter 26 of the <i>DSR</i>	<b>In class:</b> Discuss Evaluating Disability Representation Project <b>HW:</b> Read selected readings on Canvas Pages under Disability and Popular Culture	<b>IA Final Draft Due 2/28</b>
Week 9	M 2/29	W 3/2	F 3/4	Assignments Due:
	<b>Spring Break—No Classes</b>			<b>LW Project Post #4 Due 3/6</b>

Week 10	<b>M 3/7</b>	<b>W 3/9</b>	<b>F 3/11</b>	<b>Assignments Due:</b>
	<b>In class: Discuss Readings and E.D.R Project Prompt</b>  <b>HW:</b> Read Chs. 19 & 34 of the <i>DSR</i>	<b>In Class: Discussion Group #3</b> and watch clips of <i>Switched at Birth</i>  <b>HW:</b> Read Chs. 3 & 20 of <i>DSR</i>	<b>In class: E.D. R. Proposal Activity</b> and watch clips of <i>Britain's Missing Top Model</i>  <b>HW:</b> Read Chs. 24 & 27 of <i>DSR</i>	<b>E.D.R. Proposal Due 3/11 (In class)</b>
Week 11	<b>M 3/14</b>	<b>W 3/16</b>	<b>F 3/18</b>	<b>Assignments Due:</b>
	<b>In class: Screening <i>The Last Taboo: A Documentary on Sexuality and Disability</i></b>  <b>HW:</b> Read Ch. 13 of the <i>DSR</i>	<b>In Class: Discuss Final Project/Presentations</b>  <b>HW:</b> Read Ch. 35 of the <i>DSR</i>	<b>In Class: Discussion Group #4</b>  <b>HW:</b> Work on Draft	<b>Final Projects Due 4/13, 4/15, 4/18 and 4/20</b>
Week 12	<b>M 3/21</b>	<b>W 3/23</b>	<b>F 3/25</b>	<b>Assignments Due:</b>
	<b>In class: E.D.R. Project Peer Review</b>  <b>HW:</b> Read Chs. 31 and 32 of the <i>DSR</i>	<b>In class: Discussion Group #5 and Discuss Final Project</b>  <b>HW:</b> Read Ch. 22 of the <i>DSR</i>	<b>In class: Discussion Group #6</b>  <b>HW: Work on E.D.R. Project</b>	<b>LW Project Post #5 Due 3/20</b>  <b>E.D.R. Project Draft Due 3/21 and Final Draft Due 3/27</b>

Week 13	<b>M 3/28</b>	<b>W 3/30</b>	<b>F 4/1</b>	<b>Assignments Due:</b>
	<b>In class Discuss Final Project Proposals</b> <b>HW:</b> Read Ch. 28 & 38 of the <i>DSR</i>	<b>In class: Discussion Group #7</b>  <b>HW:</b> Work on final project and read “Our Ned” from <i>Call Me Abab</i>	<b>In class: Catch-Up Day</b>  <b>HW:</b> Read Ch. 17 of the <i>DSR</i>	<b>Final Project Proposals Due 3/28</b>
Week 14	<b>M 4/4</b>	<b>W 4/6</b>	<b>F 4/8</b>	<b>Assignments Due:</b>
	<b>In class: Discuss Blog Revisions</b> <b>HW:</b> Read Ch. 21 & 25 of the <i>DSR</i>	<b>In class: Discussion Group #8</b>  <b>HW:</b> Work on final project and read “Vincent” from <i>Call Me Abab</i>	<b>In class: Catch-Up Day</b>  <b>HW:</b> Work on final project and read “Moby Dick, or, The Leg” from <i>Call Me Abab</i>	
Week 15	<b>M 4/11</b>	<b>W 4/13</b>	<b>F 4/15</b>	<b>Assignments Due:</b>
	<b>In class: Final Project Workshopping</b>	<b>In class: Final Project Presentations</b>	<b>In class: Final Project Presentations</b>  <b>LW Blog Revisions Due</b>	<b>Final Project Draft Due 4/11</b>  <b>LW Blog Revisions Due 4/15</b>
Week 16	<b>M 4/18</b>	<b>W 4/20</b>		
	<b>In class: Course Evaluations and Final Project Presentations</b>	<b>Last Day of Classes</b>  <b>In class: Final Project Presentations</b>		
Final's Week	<b>W</b>			
	<b>Final Scheduled Time (3-5)--Final Project Presentations--Class Party?</b>			