

DSP 101
Introduction to Disability Studies
Spring 2024
Tuesday and Thursday, 9:30am to 10:50am
Huntington Hall 070B

Instructor: Micah Fialka-Feldman

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Office Hours: by appointment

Instructor: Mike Gill

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Office Hours: Every Wednesday from 9am to 10am (via Zoom) and by appointment

Zoom Link for Office Hours is posted to Blackboard

OFFICE HOURS – Twice during the semester, you will have an individual check in with us via Zoom. During these meetings you can share with us your thoughts that you have not had an opportunity to share during class. We expect these meetings to last around 15 minutes. We will circulate a sign-up sheet for you to pick a time that works for you.

Course Description:

This course examines the social, historical, cultural, and political construction of categories of disability. Through a wide variety of texts and cultural examples, we will explore various meanings of disability. In addition, the class will explore topics including disability rights movements in the United States, different models and theories of disability and disability identities and cultures. In this course, disability is widely defined to include a range of impairments and differences.

Course Objectives / Learning Goals:

In this course students will:

- Understand the development of disability rights, arts, and culture movements in the United States and internationally
- Explore how built environments disable
- Articulate various models and theories of disability
- Complete a group project addressing campus accessibility

DSP 101 has course objectives that align with the following competencies:

Critical and Creative Thinking

One of the important course learning objectives is to give students the tools to articulate various models of disability including the social and medical models. In doing so, students will be able to explain the development of disability rights, arts, and culture movements in the United States.

Ethics, Integrity, Diversity, and Inclusion

This course also asks students to apply their knowledge learned in the class to real-life applications. Students will learn about the various barriers disabled people face in accessing education, employment, transportation, and other systems. Students will evaluate Syracuse University and the campus environment to determine how welcoming it is for students with disabilities with their intersectional experiences and identities. In doing so, students will create interventions that allow for more access and a sense of belonging.

Course Texts:

- Susan Nussbaum, *Good Kings, Bad Kings* (2013, Algonquin Books)
- Junauda Petrus, *The Stars and the Blackness Between Them* (2019, Dutton Books)
- Alice Wong, *Year of the Tiger: An Activist's Life* (2022, Vintage Random House)

Most course books are available for purchase through the campus bookstore. You may purchase your books at any bookstore or online retailer. Additionally, copies of the course texts are on electronic reserve in Bird Library. Note: some of the course texts are available electronically through the library. All other course readings will be made available through Blackboard. These readings are indicated with a (BB) in the syllabus.

All readings should be completed before class.

REQUIREMENTS:

1. **Class Participation and Attendance (20%)**
2. **Cultural Artifact (10% of grade)**
3. ***Good Kings, Bad Kings* Assignment (15%)**
4. ***Year of the Tiger* Assignment (15%)**
5. ***The Stars and the Blackness Between Them* Letter (15%)**
6. **Campus Project Proposal (25%)**

Class Participation and Attendance:

The success of this class depends on your participation. As such, all students are expected to come to class having read all the assigned materials. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete and raise questions rather than propose final answers. Each student's active participation is crucial for a productive in-class experience. This requires both pre-class preparation and in-class interactions. Students are expected to be respectful of the other students, the instructor, and guests, as well as the people in the readings and the films. The class acknowledges and challenges prejudice, discrimination, privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disability status.

All students will have an opportunity to self-evaluate their participation in the class around spring break.

Cultural Artifact:

Twice during the semester, you will bring in a cultural artifact of disability to class. These artifacts can be anything that conveys a message about disability including a newspaper article, advertisement in a magazine, piece of junk mail, photo of graffiti, products, found item on the ground, etc. When it is your turn to bring an artifact to class, you will briefly explain your artifact to the class as well as how the artifact expresses the messages, with connections to the course themes. On the second day of class, we will sign up for dates to bring artifacts. **Each artifact presentation is worth 5% of your final grade.**

***Good Kings, Bad Kings* Book Review:**

In this creative assignment, you will choose **one critical theme** from Susan Nussbaum's book *Good Kings, Bad Kings* to explore through **two different genres**. The assignment is worth **15% of your final grade**. The assignment is **due on Feb 29th**.

Year of the Tiger Assignment:

Alice Wong's *Year of the Tiger* covers many important topics including Medicare funding, mentorship, the importance of family and celebrations, and the power of telling your story. Based on Wong's text, for this assignment, you will either pick a topic that Wong discusses and interview someone about it. You can then share the findings of that interview as a presentation, vlog, podcast, photo essay, or blog post. Alternatively, you can tell your own story based on the topic that you pick. Regardless of which approach you take; **the assignment is due March 19th and is worth 15% of your final grade.**

***The Stars and the Blackness Between Them* Letter:**

Letter writing is an important component in Junauda Petrus' novel, *The Stars and the Blackness Between Them*. For this assignment you will write a letter to one of the characters in the novel. Your letter should communicate your connections to the character. What do you want to share with the character? How can you reach across time and space to share your thoughts and connections? For this assignment you should be intentional in your choice of form and style. This assignment is worth **15% of your final grade** and is **due on April 4th**.

Campus Project Proposal: Using what we have discussed in class and at least one outside source, create a project around transforming our Syracuse University community toward equality, anti-discrimination, and universal design to accommodate the various differences and needs of its members. This assignment is designed to allow for a certain level of creativity and is open to many different formats. Examples can include: a short film, a series of posters, or a website. Work should be the equivalent of 3 to 4 pages worth of work. **Projects need to be approved by Mike and Micah by the end of class on April 9^h and is due May 7th** You will complete this project in pairs and present your projects in class on April 23rd or April 25th. The presentations should be about 10 minutes long. **This assignment is worth 15% of your final grade.**

All assignments are to be uploaded to Blackboard. All submissions should be PDF or Microsoft Word files. A grading rubric for each assignment will be posted prior to the due date.

Extra Credit:

You can attend up to two campus events for extra credit. These events should be broadly connected to the themes of the course. To receive credit of 1% per event you should attend the event (including question and answer sessions) and write a single-spaced one-page reflection of the event. The reflections are due no later than one week after the event. I will post information about these and other events to the course blackboard site. Please also share information about events with the class.

Course Policies:

Attendance: You are expected to attend every class. Each absence will affect your participation grade. If you wish to get an absence excused, you will need to contact me via email before class. **If you miss more than four class sessions, you will receive 0 points for participation and attendance for the course.** Being tardy or leaving early will also impact your participation grade. If you are having trouble attending class for whatever reason, please talk to me when the problem first arises. If you do miss a class, it is your responsibility to obtain the missed information from a fellow student in the class or see me during my office hours.

If you are feeling sick, please do not come to class.

Observance of Religious Holidays: Syracuse University recognizes the diverse faith traditions represented among its campus community and supports the rights of faculty, staff, and students to observe according to these traditions. Students, who would like to be accommodated for the observance of religious holidays that will coincide with class assignment due dates or meetings, **must consult with me before the end of the second week of classes**, so that we may reach a mutual understanding of how to accommodate your religious observance while meeting course requirements. More information about the Religious Observances Policy can be found here: http://supolicies.syr.edu/studs/religious_observance.htm

Late Paper Policy: Papers turned in late will have three percentage points (of the paper grade) taken out for each 24-hour period after the due date. Late papers will not be accepted more than three days after the due date, unless extension is arranged in advance.

Grading Policy:

A 100-94	A- 93-90	
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D 69-64	D- 63-60	
F 60 and below		

Papers: All papers are to be completed using a word processing program, in 12-point Times New Roman font. The papers should be double-spaced with one-inch margins. All papers should be proofread and utilize consistent citing formats (e.g. MLA, APA, Chicago). A separate works

cited page is required. Papers will be graded for grammar, readability, a coherent and persuasive argument, and connections to the course materials. The writing center is available to help you with improving your writing ability: <http://wc.syr.edu/>

Plagiarism / Academic Integrity: Syracuse University's Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about University policy. The University policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. For more information and the complete policy, see <http://academicintegrity.syr.edu>

Student Food Pantry: The Hendricks Chapel Food Pantry is stocked with food and personal care items, available at no cost to all students with valid Syracuse University or SUNY ESF ID (<https://chapel.syracuse.edu/student-support/food-pantry/>)

Student Mental Health: Please familiarize yourself with the range of resources the Barnes Center provides (<https://ese.syr.edu/bewell/>) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000.

You can also access services from Syracuse Community Health Center (Syracuse Community Health Center is a Federally Qualified Health Center (FQHC) serving the Greater Syracuse area and Onondaga County. Founded in 1978, Syracuse Community Health Center (SCHC) serves more than 34,000 patients each year. As a FQHC, we are a non-profit community-based health dedicated to providing comprehensive primary care, dental and mental health services to residents of our area, especially to those who might have limited access to health care. We also assist patients in obtaining access to specialty and hospital care services not available at the Center.) https://www.schcnyc.com/?page_id=283 and Vera House (Vera House is a comprehensive domestic and sexual violence service agency providing shelter, advocacy, and counseling services for women, children & men, education and prevention programs and community coordination.) (<https://www.verahouse.org/>)

Students with Disabilities: I strive to create a fully inclusive classroom; thus, I welcome individual students to approach me about your learning needs and requests for accommodation. To obtain accommodations for this course, students with disabilities should contact the Office of Disability Services (ODS), located in Room 309 of 804 University Avenue, or call 315-443-4498 for an appointment to discuss the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations.

I also recognize that at times the class might not be accessible, despite efforts to ensure universal access. Please contact me if you find that lecture or discussion format to be not accessible to your needs. Additionally, if the facilities are inaccessible, please let me know. I am committed to

making your learning experience as accessible as possible. I want to ensure that accessibility is a process that we communicate as a class together throughout the semester.

Cell phones, Facebook, Laptops: As a matter of courtesy, please refrain from answering your cell phone in class or using your phone to send text messages. Phones should be silenced or turned off during class. Laptops should be used to take notes for the class, not accessing any Internet contents including your Facebook page or chatting with friends. The use of your laptop other than note taking is distracting not only to you but also to other students who can see your computer screen.

Course Schedule

1/16

Introduction to Course

1/18

Leah Lakshmi Piepzna-Samarasinha, “The Joyful Intersections of Disability Justice, Care, and Pleasure” <https://www.yesmagazine.org/social-justice/2019/05/29/pleasure-activism-disability-justice-care-joy/>

Travis Chi Wing Lau, “Curvature: Learning to Stand Up Straight; or, Growing Up Sideways” in *QDA_A Queer Disability Anthology* (BB)

1/23

Lydia Brown, Autistic Hoya, “The Significance of Semantics: Person-First Language: Why It Matters”

<http://www.autistichoya.com/2011/08/significance-of-semantics-person-first.html>

Lydia Brown, Autistic Hoya, “Identity and Hypocrisy: A Second Argument Against Person-First Language”

<http://www.autistichoya.com/2011/11/identity-and-hypocrisy-second-argument.html>

In class screening: clip from *Examined Life*

1/25

Stacey Park Milbern, “On the Ancestral Plane: Crip Hand Me Downs and the Legacy of Our Movements” <https://disabilityvisibilityproject.com/2019/03/10/on-the-ancestral-plane-crip-hand-me-downs-and-the-legacy-of-our-movements/>

Alice Wong, “Loving Stacey Park Milbern: A Remembrance”

<https://disabilityvisibilityproject.com/2020/05/19/loving-stacey-milbern-a-remembrance/> (Make sure to click through the links in this piece, too. Take some time to let Stacey Park Milbern’s insights and truths wash over you)

1/30

Eli Clare, “Digging Deep: Thinking About Privilege”

<http://eliclare.com/what-eli-offers/lectures/privilege>

Mia Mingus, "Access Intimacy: The Missing Link"

<https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/>

In class screening: *Beyond Disability: The Fe Fe Stories*

2/1

Leroy Moore Jr, "Black Disabled Ancestors Can't Rest in Peace Until We Write the Whole Story"
Peace Review (BB)

In class screening: Stella Young, "I'm Not Your Inspiration, Thank you Very Much" Ted Talk

2/6

Susan Nussbaum, *Good Kings Bad Kings*, 1-83

2/8

Susan Nussbaum, *Good Kings Bad Kings*, 84-142

2/13

Susan Nussbaum, *Good Kings Bad Kings*, 143-225

2/15

Class Visit: Carrie Ingersoll-Wood, PhD Candidate, Director, Disability Cultural Center

2/20

**Class Visit: Brianna M. Shults, MSed, MPA, Director of Inclusive U
Sam Roux, Academic Coordinator, Inclusive U**

Antonio Contreras, "I Want to Go to College" (BB)

Stirling Peebles, "Adventures in Postsecondary Education" (BB)

2/22

Class Visit: Leo True-Frost, Disability Activist and Theatre Aficionado

Before class, please read the selected readings located on Blackboard. (BB)

2/27

Susan Nussbaum, *Good Kings Bad Kings*, 226-294

2/29

Alice Wong, *Year of the Tiger*, Introduction and Origins Section

3/5

Alice Wong, *Year of the Tiger*, Activism and Access Sections

3/7

Alice Wong, *Year of the Tiger*, Culture, Storytelling, and Pandemic Sections

3/12 and 3/14 – No Class Spring Break

3/19

Jennifer Senior, “The Ones We Sent Away” (BB)

3/21

Junauda Petrus, *The Stars and the Blackness Between Them*, read prologue through the end of Leo Season

3/26

Class Visit: Andrea Hayes, Independent Broker

3/28

Class Visit: Olivia Baist, Inclusive U Alumni and Videographer, Editor and Cast of *And They Were Roommates*

Before class review: Olivia Baist and Kylie Walter, “Taking the Llama for a Walk and Other Things That Helped Us” (BB)

4/2

Junauda Petrus, *The Stars and the Blackness Between Them*, read through the rest of the book

4/4

In Class Screening: *Fire Through Dry Grass*

4/9

Campus Project Proposal Ideas Discussed in Class

4/11

Visit this website and read through the materials posted, especially the shareable files, including the plain language version: <https://abolitionanddisabilityjustice.com/>

4/16

Alice Wong, *Year of the Tiger*, Future Section

4/18

In class screening: *Intelligent Lives*

4/23

Class Presentations: Campus Project Proposals

4/25

Class Presentations: Campus Project Proposals