

Disability: A Democratic Dilemma

POLSCI 495 002 (Winter 2021)

Tuesday & Thursday 4:00-5:30PM

Professor: Ann K. Heffernan

Email: akheff@umich.edu

Office Hours: TBD

OVERVIEW:

This course considers the challenge presented by disability to the way we think about democratic inclusion. Put differently, what would it mean to achieve full inclusion on behalf of disabled people? Can we reconcile the demand for inclusion with the difference posed by disabilities that require more extensive support to realize their full potential? Is full inclusion possible for individuals with profound disabilities, and if so, what form might it take? With these questions in view, we will begin by tracing the evolution of the concept of disability and its role in securing the boundaries of normal, able-bodied citizenship. Focusing on the tension between equality and dependency, we will proceed to examine the ways in which the demand for equality and inclusion stands at odds with the perception of disabled people as the proper objects of pity, charity, and care. More specifically, we will consider how the distinction between the so-called deserving and undeserving poor is echoed in the structure of entitlements programs and the fixation on delineating “real” disability from disability fraud.

Turning to the disability rights movement and the demand for disability equality, we will examine the legal instantiation of disability rights in the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, before considering the possible limits and unintended consequences of rights-based claims. The remainder of the course will address forms of disability that are endemic to neoliberalism and the challenges they pose for a disability rights movement that privileges the celebration of disabled identity.

Readings include work in political theory, philosophy, disability studies, and feminist theory. While this course is not intended as an introduction to disability studies, it assumes no prior knowledge of the field. That said, I would be more than happy to offer suggestions for further reading if you are interested!

ASSESSMENT:

Attendance and Participation:

25%

I view this class as a collaborative enterprise grounded in engaged discussion and open debate. I understand participation to include not only comments or questions, but the ability to actively listen to your colleagues and thoughtfully and respectfully engage with—and challenge—their ideas.

Readings/Perusall:

15%

All readings will be posted to Perusall, which can be accessed through the course’s Canvas page. While this is partly done to help you stay on top of the readings, I’m mostly using it to help guide

discussions. Often, the areas that confuse, frustrate, or excite you about a reading will also confuse, frustrate, or excite your classmates (and me). I will **not** be using the Perusall grading algorithm, rather, but will grade purely on completion. I will post directions along with guiding questions at least a week in advance of the readings.

Initial Reflection (Due Monday, January 25th at 6pm) 10%
See below for explanation and instructions.

Disability Plan and Accompanying Statement (Due Date TBD) 35%
We will spend a portion of classes analyzing the 2020 Presidential candidates' disability plans. Using these examples, and what you've learned in the course, you will each formulate your own disability plan. Your plan be accompanied by a 4-6 page statement that explains why you made the choices you did, drawing on discussions and materials from the course.

Note: I have reached out to a few of the activists and campaign staff members who collaborated on these plans to have them visit the class (more on this soon).

Final Reflection (Due Date TBD) 15%

OTHER POLICIES AND INFORMATION:

Attendance: While complete attendance in the class is encouraged, you may miss **3** classes over the course of the semester. You do not need to provide a reason for your absence(s). Missing more than 5 classes will result in possible failure of the course. That said, please reach out if you are struggling. We are each trying to navigate the current moment as best we can, and I want to be sensitive to the many different stressors we're each experiencing.

Late Policy: While I generally do not grant extensions on written assignments (barring illness or emergency), you are allowed one 48-hour extension to be used at your discretion. You do not need to provide a reason, but please do let me know in advance. Late assignments will be graded down 1/3 of a letter grade per day late (an A- would become a B+, etc.).

Accessibility: If you have a physical, sensory, cognitive, or psychological disability and require accommodations, please let me know if I can do more to make the class (and class materials) more accessible. You do not have to disclose your disability status in order to request accommodations from me. I do want to know about what kinds of accommodations will make our classroom a productive learning environment for you, but I also want you to know that disclosure is a choice. Disclosure isn't limited to disability status, either: it may come up with respect to past trauma, gender identity, sexuality, etc. I have a legal obligation to disclose sexual misconduct and civil rights violations to the college, so be aware of my legal obligations as your professor.

Formal requests for accommodations may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of

the term. While I don't require you to have completed a formal request with the SSD Office, it can be helpful for accessing resources (OCR PDFs, for example).

Student Well-Being: Students may experience stressors that can impact both their academic experience and their personal well-being (especially this year). These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing any issues, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at [Resources for Student Well-being](#) on the Well-being for U-M Students website. You can also search for additional resources on that website.

Academic Honesty and Integrity: The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see lsa.umich.edu/lsa/academics/academic-integrity.html

Zoom Policies: Building rapport and a classroom community is essential in a small seminar. However, I recognize Zoom (and remote learning in general) presents some significant hurdles. In light of this, a few brief notes:

- Please mute your microphone if you are not speaking (and remember to turn it on when you are).
- Please try and keep your video on if and when you can (I recognize that some of us have less-than-great internet connections). You may use virtual backgrounds, though be aware that they can cause bandwidth issues.
- Pets are absolutely allowed and eagerly welcomed.

Contacting me: I am here to be a resource for you. **Do** take advantage of my office hours, and feel free to email me at any point with questions or concerns. I will try to reply to emails within 24 hours. You can sign up for office hours [here](#). If there are no times available that work, please just email me and we'll figure something out!

Finally: The keyword for this semester is flexibility. Please let me know if something isn't working for you and we'll try to figure out a solution. I will be sending out periodic anonymous questionnaires about the course as well. You're under no obligation to answer them, but appreciate your thoughts and suggestions. Zoom is very new for me (at least as an instructor), so there will invariably be a learning curve (and more than a few glitches).

COURSE SCHEDULE

Tuesday, January 19th: Introduction

PART I: HISTORIES OF DISABILITY

Thursday, January 21st: Locating Disability

Required Reading:

- Douglas C. Baynton, "Disability and the Justification of Inequality in American History," in *The New Disability History: American Perspectives*, ed. Paul K. Longmore and Lauri Umansky (New York: NYU Press, 2001), 33–57.

Recommended Reading:

- Barbara Arneil and Nancy J. Hirschmann, *Disability and Political Theory* (New York: Cambridge University Press, 2016).
- Harlan Hahn, "The Potential Impact of Disability Studies on Political Science (as well as vice-versa) *Policy Studies Journal* 21, no. 4 (December 1993): 740-51.
- Nancy J. Hirschmann and Beth Linker (eds.), *Civil Disabilities: Citizenship, Membership, and Belonging* (Philadelphia, PA: University of Pennsylvania Press, 2015).

ASSIGNMENT 1: Due Monday, January 25th at 6pm

(500 wds) Initial Reflection and Response: Political science has for the most part overlooked disability as a category of analysis. Although this is changing, disability remains a little discussed aspect of political and social life. Why do you think this is? Although our readings will draw from a number of disciplines—particularly history—what distinctive perspective do you think political scientists (and, more specifically, political theorists) can bring to the study of disability? Feel free to reference former classes, readings, assignments, etc.

Please note: There is no right answer here. While you're welcome to reference the Baynton (or other) readings, you don't need to—I am mostly interested in your thoughts and reflections. We will revisit these pieces at the end of the course (think of it as a kind of baseline).

Tuesday, January 26th: The Body in/of the Archive

Required Reading:

- Saidiya Hartman, "Venus in Two Acts," *Small Axe* 26 (June 2008): 1-14.
- Marisa J. Fuentes, "Jane: Fugitivity, Space, and Structures of Control in Bridgertown," and "Epilogue," in *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia, PA: University of Pennsylvania Press, 2016), 13-45; 144-148.

Recommended Reading:

- Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals* (New York: W. W. Norton & Co., 2019).
- Allan Sekula, "The Body and the Archive," *October* 39 (Winter 1986): 3-64.
- Ann Laura Stoler, "Colonial Archives and the Arts of Governance," *Archival Science* 2 (2002): 87-109.
- Jennifer Terry, "Theorizing Deviant Historiography," *differences: A Journal of Feminist Cultural Studies* 3, no. 2 (1991): 55-73.

Thursday, January 28th: Spectacles of Disability

Content warning: both assigned articles contain graphic depictions of their subjects. The ethics of reprinting these images, even for the purposes of critique and analysis, is discussed in Samuels (and is an issue we can discuss further in class). I have also included links to some of the sources cited by Samuels, among them a 2006 online exhibit at the National Library of Medicine, to give you a sense of the context in which these images (continue to) circulate. *You do not need to view these images if you do not wish to.* They are here purely for reference.

Required Reading:

- Rosemarie Garland-Thomson, “The Cultural Work of American Freak Shows, 1835-1940,” in *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature* (New York: Columbia University Press, 1997).
- Ellen Samuels, “Examining Millie and Christine McKoy: Where Enslavement and Enfreakment Meet,” *Signs* 37, no. 1 (2011): 51- 81.

Resources:

- [“From ‘Monsters’ to Modern Medical Miracles: Selected Moments in the History of Conjoined Twins from Medieval to Modern Times,”](#) online exhibition, National Library of Medicine, 2006.
- [“Cast and Livers of Chang and Eng Bunker,”](#) The Mütter Museum of the College of Physicians of Philadelphia.

Recommended Reading:

- Georges Canguilhem and Therese Jaeger (trans.), “Monstrosity and the Monstrous,” *Diogenes* 10, no. 40 (1962): 27–42.
- Michel Foucault, *Abnormal: Lectures at The College de France, 1974-1975*, trans. Graham Burchell (New York: Verso, 2003), 22 January 1975 (pp. 55-80).
- Sadiya Qureshi, “Displaying Sara Baartman, the ‘Hottentot Venus,’” *History of Science* 42, no. 2 (June 1, 2004): 233–57.
- Dan Hicks, *The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution* (London: Pluto Press, 2020).

Tuesday, February 2nd: Slavery, the Laboring Body, and Disability

Required Reading:

- Walter S. Johnson, “A Person with a Price,” and “Reading Bodies and Making Race,” in *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, MA: Harvard University Press, 1999), 1-18, 135-161.
- Stefanie Hunt-Kennedy, “Unfree Labor and Industrial Capital: Fitness, Disability, and Worth,” in *Between Fitness and Death* (University of Illinois Press, 2020), 69-93.

Recommended Reading:

- Jennifer L. Barclay, “The Greatest Degree of Perfection: Disability and the Construction of Race in American Slave Law,” *South Carolina Review* 46, no. 2 (Spring 2014): 27-43.
- Dea H. Boster, *African American Slavery and Disability: Bodies, Property, and Power in the Antebellum South, 1800-1860* (New York: Routledge, 2013).
- Jim Downs, *Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction* (New York: Oxford University Press, 2012).

- Michael Ralph, “‘Life...in the Midst of Death’: Notes on the Relationship between Slave Insurance, Life Insurance, and Disability,” *DSQ: Disability Studies Quarterly* 32, no. 3 (2012).

Thursday, February 4th: Figuring the Good Worker/Citizen

Required Reading:

- Judith Shklar, *American Citizenship: The Quest for Inclusion* (Cambridge, MA: Harvard University Press, 1991), 1-24, 63-101.

Recommended Reading:

- Eric Foner, “The Idea of Free Labor in Nineteenth-Century America, in *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War* (New York: Oxford University Press, 1995), ix-xxxix.
- William E. Forbath, “Caste, Class, and Equal Citizenship,” *Michigan Law Review* 98, no. 1 (Oct. 1999): 1-91.
- Evelyn Nakano Glenn, “Labor: Freedom and Coercion,” in *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Cambridge, MA: Harvard University Press, 2002), 56-92.
- David Roediger, “White Slaves, Wage Slaves, and Free White Labor” in *The Wages of Whiteness: Race and the Making of the American Working Class* (rev. ed.) (New York: Verso, 1991), 65-92.

Tuesday, February 9th: Disability, Immigration, and Race Suicide

Required Reading:

- Jay Dolmage, *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability* (Columbus, OH: University of Ohio Press, 2018), 1-50, 72-97.
 - Note: Dolmage chose not to include the described images in “Explosion,” instead maintaining a “shadow archive” on the Ohio State Press’s website, available [here](#).
- Tom Dickinson, “Trump Preached White Supremacy in Minnesota, America Barely Noticed,” *Rolling Stone*, September 22, 2020, <https://www.rollingstone.com/politics/politics-news/trump-white-supremacy-racehorse-theory-1064928/>

Recommended Reading:

- Douglas C. Baynton, *Defectives in the Land: Disability and Immigration in the Age of Eugenics* (Chicago, IL: The University of Chicago Press, 2016).
- Evelyn Nakano Glenn, *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Cambridge, MA: Harvard University Press, 2002).
- Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, NJ: Princeton University Press, 2004).
- Daniel J. Tichenor, *Dividing Lines: The Politics of Immigration Control in America* (Princeton, NJ: Princeton University Press, 2002).

Thursday, February 11th: Eugenics, Social Control, and Social Protection

Required Reading/Listening:

- *Buck v. Bell*, 274 U.S. 200 (1927)

- “Emma, Carrie, Vivian: How A Family Became A Test Case For Forced Sterilizations,” *Hidden Brain* (NPR, April 23, 2018) <https://www.npr.org/2018/04/23/604926914/emma-carrie-vivian-how-a-family-became-a-test-case-for-forced-sterilizations>. (transcript available at the link)
- Eli Clare, “Yearning toward Carrie Buck,” *Journal of Literary & Cultural Disability Studies* 8, no. 3, 2014): 335-344.

Recommended Reading:

- Desmond King and Randall Hansen, “Buck v. Bell and Beyond,” in *Sterilized by the State: Eugenics, Race, and the Population Scare in Twentieth-Century North America* (New York: Cambridge University Press, 2013), 102–16.
- Paul A. Lombardo (ed.), *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era* (Bloomington, IN: Indiana University Press, 2011).
- Dorothy Roberts, “The Dark Side of Birth Control,” in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (Pantheon Books, 1997), 56-103.
- Alexandra Minna Stern, *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America* (Berkeley, CA: University of California Press, 2005).

PART II: RIGHTS REVOLUTIONS

Tuesday, February 16th: Equality of What? Part I

Required Reading

- Elizabeth S. Anderson, “What Is the Point of Equality?” *Ethics* 109, no. 2 (January 1999), pp. 287-337. (Please note that there’s an error with the digitization, and page 289 is split over two pages. Despite this, no text is missing.)

Recommended Reading:

- G. A. Cohen, “On the Currency of Egalitarian Justice,” *Ethics* 99 (1989): 906-944.
- Ronald Dworkin, “What Is Equality? II. Equality of Resources,” *Philosophy and Public Affairs* 20 (1991): 101-31.
- Thomas Nagel *Equality and Partiality* (New York: Oxford University Press, 1991).
- Philippe Van Parijs, “Why Surfers Should be Fed: The Liberal Case for Unconditional Basic Income,” *Philosophy and Public Affairs* 10 (1981): 283-345.
- Iris Marion Young, “Displacing the Distributive Paradigm,” in *Justice and the Politics of Difference* (Princeton, NJ: Princeton University Press, 1990).

Thursday, February 18th: Equality of What? Part II

Required Reading:

- Anita Silvers, “Formal Justice,” in *Disability, Difference, Discrimination: Perspectives on Justice in Bioethics and Public Policy*, eds. Anita Silvers, David Wasserman, and Mary B. Mahowald (New York: Roman and Littlefield, 1998), 13-53, 132-145.

Recommended Reading:

- Gary Albrecht, *The Disability Business: Rehabilitation in America* (London: Sage, 1992).
- Allen Buchanan, “Choosing Who Will Be Disabled: Genetic Intervention and the Morality of Inclusion,” *Social Philosophy and Policy* 13, no. 2 (Summer 1996): 18-46.
- John Rawls, “Justice as Fairness: Political Not Metaphysical,” *Philosophy and Public Affairs* 14 (1985): 223-251.

- Anita Silvers, "Reconciling Equality to Difference: Caring (f)or Justice for People with Disabilities," *Hypatia* 10, no. 1 (Winter 1995): 30-55.

Tuesday, February 23rd: Citizenship, Membership, and Belonging I

Required Reading:

- J. G. A Pocock, "The Ideal of Citizenship Since Classical Times," in *Citizenship: Critical Concepts in Political Science*, eds. Richard Bellamy and Madeleine Kennedy-Macfoy (New York: Routledge, 2014), 67-85.
- Linda Bosniak, "Defining Citizenship: Substance, Locations, Subjects," in *The Citizen and The Alien: Dilemmas of Contemporary Membership* (Princeton, NJ: Princeton University Press, 2006), 17-36.

Recommended Reading:

- Alice Kessler-Harris, "In Pursuit of Economic Citizenship," *Social Politics: International Studies in Gender, State, and Society* 10, no. 2 (Summer 2003): 157-175.
- Michael Ignatieff, "The Myth of Citizenship," in *Citizenship: Critical Concepts in Political Science*, eds. Richard Bellamy and Madeleine Kennedy-Macfoy (New York: Routledge, 2014), 137-155.
- Rogers M. Smith, "Modern Citizenship," in *Handbook of Citizenship Studies*, eds. Engin F. Isin and Bryan S. Turner (London: Sage Publications, 2002), 105-116.

Thursday, February 25th: Citizenship, Membership, and Belonging II

Required Reading:

- Alison Carey, "Introduction," and "A Theory of Rights and Disability," in *On the Margins of Citizenship* (Philadelphia, PA: Temple University Press, 2009), 1-35.

Resources:

- [Documents related to *PARC v. Commonwealth of Pennsylvania* \(discussed by Carey\)](#)

Recommended Reading:

- Michael Bérubé, "Equality, Freedom, and/or Justice for All: A Response to Martha Nussbaum," *Metaphilosophy* 40, nos. 3-4 (July 2009): 352-365.
- Eva Feder Kittay, "When Caring is Just and Justice Is Caring: Justice and Mental Retardation," *Public Culture* 13, no. 3 (1985): 557-579.
- Martha C. Nussbaum, "The Capabilities of People with Cognitive Disabilities," *Metaphilosophy* 40, nos. 3-4 (July 2009): 331-351.

Tuesday, March 2nd: Paternalism and Citizenship

Required Reading:

- Alison Carey, "The Rise of the Parents' Movement and the Special Child," in *On the Margins of Citizenship* (Philadelphia, PA: Temple University Press, 2009), 105-133.
- John Locke, *Two Treatises of Government*, ed. Peter Laslett (New York: Cambridge University Press, 1988), "Of Paternal Power," §§52-76.

Recommended Reading:

- Barbara Arneil, "Disability, Self Image, and Modern Political Theory," *Political Theory* 37, no. 2 (April 2009): 218-242.

- Alison Carey, Pamela Bock, and Richard K. Scotch, "Sometimes Allies: Parent-Led Disability Organizations and Social Movements," *Disability Studies Quarterly* 39, no. 1 (2019).
- Lucas Pinheiro, "The Ableist Contract: Intellectual Disability and the Limits of Justice in Kant's Political Thought," in *Disability and Political Theory*, eds. Barbara Arneil and Nancy J. Hirschmann (New York: Cambridge University Press, 2016), 43-78.

Thursday, March 4th : The Disability Rights Movement I

Required Reading:

- Samuel Bagenstos, "The Projects of the American Disability Rights Movement," in *Law and the Contradictions of the Disability Rights Movement* (New Haven, CT: Yale University Press, 2009), 12-33.
- Read one of the following interviews from the Disability Rights and Independent Living Movement Project:
 - [Corbett O'Toole](#): Advocate for Disabled Women's Rights and Health Issues.
 - [Johnnie Lacy](#), Director, Community Resources for Independent Living: An African American Woman's Perspective on the Independent Living Movement in the Bay Area, 1960s-1980s.
 - [Herbert R. Willismore](#), Student Resident at Cowell Hospital Residence Program for Physically Disabled Students, 1969-70.

Recommended Reading:

- Fred Pelka, *What We Have Done: An Oral History of the Disability Rights Movement* (Amherst, MA: University of Massachusetts Press, 2012).
- Richard Scotch, *From Good Will to Civil Rights* (Philadelphia, PA: Temple University Press, 2001).
- Doriz Zames Fleischer and Frieda Zames, *The Disability Rights Movement: From Charity to Confrontation* (Philadelphia, PA: Temple University Press, 2011).

Tuesday, March 9th: The Disability Rights Movement II

Required Reading:

- Susan Schweik, "Lomax's Matrix: Disability, Solidarity, and the Black Power of 504," *DSQ: Disability Studies Quarterly* 33, no. 1 (2011).
- Kitty Cone, "[Organizing the Struggle to Sign the 504 Regulations, 1977](#)," Disability Rights and Independent Living Movement Oral History Project, University of California, Berkeley.
- Julia Carmel, "Before the ADA, There was Section 504," *The New York Times*, July 22, 2020, <https://www.nytimes.com/2020/07/22/us/504-sit-in-disability-rights.html?action=click&module=RelatedLinks&pgtype=Article/>

Resources:

- [Section 504, Rehabilitation Act of 1973](#)

Recommended Reading:

- Scot Danforth, "Becoming the Rolling Quads: Disability Politics at the University of California, Berkeley, in the 1960s," *History of Education Quarterly* 58, no. 4 (November 2018): 506-536.

- Jennifer Erkulwater, "How the Nation's Largest Minority Became White: Race Politics and the Disability Rights Movement, 1970-1908," *Journal of Policy History* 30, no. 3 (2018): 367-399.
- Serena Mayeri, "'A Common Fate of Discrimination': Race-Gender Analogies in Legal and Historical Perspective," *The Yale Law Journal* 110, no. 6 (April 2001): 1045-1087.

Thursday, March 11th: The Disability Rights Movement III

Please Note: I'm still figuring out the best way to screen a movie over Zoom. While it's doable synchronously, it can be difficult for those with less-than-great internet connections. My current plan is to "host" a screening that you're welcome to join (details and time TBD), otherwise you can view the movie in your own time (you can also set up watch parties with classmates, if you'd like).

Required Reading/Viewing

- Jim LeBrecht and Nicole Newnham. *Crip Camp: A Disability Revolution*. Netflix, 2020. <https://www.youtube.com/watch?v=OFS8SpwioZ4>. (available for free on YouTube, with captions and audio description)
- Sinead Burke, "Letters from Camp," Interview with *Crip Camp* Co-Directors Jim LeBrecht and Nicole Newnham, Netflix Queue, <https://www.netflixqueue.com/jim-lebrecht-and-nicole-newnham-revisit-crip-camp/>

Further Resources:

- Keah Brown, "Seeds of Revolution," Interview with Judy Heumann, Netflix Queue, <https://www.netflixqueue.com/judy-heumann-seeds-of-revolution/>
- Alice Wong, "From Virtual to Virtually Accessible," *Break the Story Volume IV: Disability Visibility* (2020), <https://popcollab.org/from-virtual-to-virtually-accessible/>
- [Crip Camp Twitter Feed](#) (regularly posts material on the documentary, including articles, photos, and archival footage)

Tuesday, March 16th: Rights and the Dilemma(s) of Difference

Required Reading:

- Martha Minow, "The Dilemma of Difference," *Making All the Difference: Inclusion, Exclusion, and American Law* (Ithaca, NY: Cornell University Press, 1990), 19-48.
- Samuel Bagenstos, "The Limits of the Antidiscrimination Model," in *Law and the Contradictions of the Disability Rights Movement* (New Haven: Yale University Press, 2009), 116-130.

Recommended Reading:

- Samuel R. Bagenstos, "Disability Rights and the Discourse of Justice," *SMU Law Review Forum* 73 (April 2020): 26-34.
- Michael Ashley Stein, "Same Struggle, Different Difference: ADA Accommodations as Antidiscrimination," *University of Pennsylvania Law Review* 153, no. 2 (December 2004): 579-673.

Thursday, March 18th: Rights and Limits

Required Reading

- Austin Sarat, "...The Law Is All Over": Power, Resistance and Legal Consciousness of the Welfare Poor," *Yale Journal of Law and the Humanities* 2, no. 2 (Summer 1990): 343-380.
- Lisa C. Bower, "Queer Acts and the Politics of 'Direct Address': Rethinking Law, Culture, and Community," *Law & Society Review* 28, no. 5 (1994): 1009-1034.

Recommended Reading:

- Jeffrey R. Dudas, "In the Name of Equal Rights: 'Special' Rights and the Politics of Resentment in Post-Civil Rights America," *Law & Society Review* 39, no. 4 (2005): 723-758.
- Katerina Kolárová, "How Sam Became a Father Became a Citizen: Scripts of Neoliberal Inclusion and Disability," in *Hegemony and Heteronormativity: Revisiting "The Political" in Queer Politics*, eds. María do Mar Castro Varela, Nikita Dhawan, and Antke Engel (Farnham, UK: Ashgate Publishing, 2011), 121-142.
- Michael McCann, "The Unbearable Lightness of Rights: On Sociolegal Inquiry in the Global Era," *Law & Society Review* 48, no. 2 (2014): 245-273.
- Wendy Brown and Janet Halley, *Left Legalism/ Left Critique* (Durham, NC: Duke University Press, 2002).

Tuesday, March 23rd: WELLNESS DAY (NO CLASS)

Thursday, March 25th: Fear of the Disability Con

Required Reading:

- Nancy Fraser and Linda Gordon, "A Genealogy of Dependency: Tracing a Keyword in the U.S. Welfare State," *Signs* 19, no. 2 (Winter 1994): 309-336.
- Henry J. Whittle et. al., "'The Land of the Sick and the Land of the Healthy': Disability, Bureaucracy, and Stigma Among People Living with Poverty and Chronic Illness in the United States," *Social Science & Medicine* 190 (2017): 181-189.

Recommended Reading:

- Doron Dorfman, "Fear of the Disability Con: Perceptions of Fraud and Special Rights Discourse," *Law & Society Review* 53, no. 4 (2019): 1051-1091.
- Helena Hansen, Philippe Bourgeois, Ernest Drucker, "Pathologizing Poverty: New Forms of Diagnosis, Disability, and Structural Stigma Under Welfare Reform," *Social Science & Medicine* 103 (2014): 76-83.
- Julilly Kohler-Hausmann, "'The Crime of Survival': Fraud Prosecutions, Community Surveillance, and the Original 'Welfare Queen,'" *Journal of Social History* 41, no. 2 (Winter 2007), 329-354.
- Craig Konnoth, "Medicalization and the New Civil Rights," *Ethics, Medicine and Public Health* 12 (January-March 2020): 1165-1267.

PART III: NEW DIRECTIONS

Tuesday, March 30th: Disability in Public

Required Reading:

- Aimi Hamraie, "Sloped Technoscience: Curb Cuts, Critical Frictions, and Disability (Maker) Cultures," in *Building Access: Universal Design and the Politics of Disability* (Minneapolis, MN: University of Minnesota Press, 2017), 95-130.

- Bess Williamson, "Kneeling to the Disabled: Access and Backlash," in *Accessible America: A History of Disability and Design* (New York: NYU Press, 2019), 129-146.

Recommended Reading:

- Sasha Costanza-Chock, *Design Justice: Community-Led Practices to Build the Worlds We Need* (Cambridge, MA: The MIT Press, 2020).
- Emily Krebs, "Baccalaureates or Burdens? Complicating 'Reasonable Accommodations' for American College Students with Disabilities," *DSQ: Disability Studies Quarterly* 39, no. 3 (2019).
- Ellen Samuels, "Proving Disability," in *Fantasies of Identification: Disability, Gender, Race* (New York: NYU Press, 2014), 121-140.

Thursday, April 1st: The Right to Live in the World

Required Reading:

- Sara Hendren, "Who is the Built World For?" and "Limb," in *What Can a Body Do? How We Meet the Built World* (Riverhead Books, 2020), 3-64.
- Mia Mingus, "Access Intimacy: The Missing Link," *Leaving Evidence* (blog), February 12, 2011, <https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/>

Recommended Reading:

- Gillie Collins, "Sara Hendren: The Body Adaptive," *Guernica*, February 6, 2017, <https://www.guernicamag.com/sara-hendren-the-body-adaptive/>
- Aimi Hamraie, "Entangled Principles: Crafting a Universal Design Methodology," in *Building Access: Universal Design and the Politics of Disability* (Minneapolis, MN: University of Minnesota Press, 2017), 223-254.
- s. e. Smith, "The Beauty of Spaces Created for and By Disabled People," *Catapult*, October 22, 2018, <https://catapult.co/stories/the-beauty-of-spaces-created-for-and-by-disabled-people>
- Bess Williamson, "Beyond Ramps: Crippling Design," in *Accessible America: A History of Disability and Design* (New York: NYU Press, 2019), 185-208.

Tuesday, April 6th: Disability Justice and Disability Studies

Required Reading

- Sami Schalk and Jina B. Kim, "Integrating Race, Transforming Feminist Disability Studies," *Signs: Journal of Women in Culture and Society* 46, no. 1 (Fall 2020): 31-55.
- Julie Avril Minich, "Enabling Whom? Critical Disability Studies Now," *Lateral: Journal of the Cultural Studies Association* 5, no. 1 (Spring 2016): <https://csalateral.org/issue/5-1/forum-alt-humanities-critical-disability-studies-now-minich/>.

Recommended Reading:

- Patty Berne, "[Disability Justice: A Working Draft](#)" (2015).
- Rosemarie Garland-Thomson, "Integrating Disability, Transforming Feminist Theory," *NWSA Journal* 14, no. 3 (2002): 1-32.
- Jina B. Kim, "Toward a Crip-of-Color Critique: Thinking with Minich's 'Enabling Whom?'" *Lateral: Journal of the Cultural Studies Association* 6, no. 1 (Spring 2017),

<https://csalateral.org/issue/6-1/forum-alt-humanities-critical-disability-studies-crip-of-color-critique-kim/>

- Leah Lakshmi Piepzna-Samarasinha, *Care Work: Dreaming Disability Justice* (Vancouver: Arsenal Pulp Press, 2018).

Thursday, April 8th: Disability Justice: Thinking in Crip Time

Required Reading

- Alison Kafer, "Time for Disability Studies and a Future for Crips," in *Feminist, Queer, Crip* (Bloomington, IN: Indiana University Press, 2013), 25-46.
- Sara Hendren, "Clock," in *What Can a Body Do? How We Meet the Built World* (New York: Riverhead Books, 2020), 161-196.

Recommended Reading:

- Joanna Hedva, "Sick Woman Theory," *Mask Magazine*, January 2016, <http://www.maskmagazine.com/not-again/struggle/sick-woman-theory>
- Robert McRuer, *Crip Times: Disability, Globalization, and Resistance* (New York: NYU Press, 2018).
- Ellen Samuels, "Six Ways of Looking at Crip Time," *DSQ: Disability Studies Quarterly* 37, no. 3 (2017)

Tuesday, April 13th: Slow Death and Toxic Harm

Required Reading:

- Joseph Masco, "Atomic Health: or How the Bomb Altered American Notions of Death," in *Against Health: How Health Became the New Morality*, eds. Jonathan Metzl and Anna Kirkland (New York: NYU Press, 133-153).
- s. e. Smith, "When Disability Is a Toxic Legacy," *Catapult*, April 23, 2019. <https://catapult.co/stories/when-disability-is-a-toxic-legacy-se-smith>.

Recommended Reading/Watching:

- Julia Watts Belser, "Disability, Climate Change, and Environmental Violence: The Politics of Invisibility and the Horizon of Hope," *Disability Studies Quarterly* 40, no. 4 (2020).
- Lauren Berlant, "Slow Death (Sovereignty, Obesity, Lateral Agency)," *Critical Inquiry* 33, no. 4 (Summer 2007): 754-780.
- Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Cambridge, MA: Harvard University Press, 2011).
- Sunaura Taylor, *Disabled Ecologies: Living with Impaired Landscapes*, Othering and Belonging Institute, 2019. <https://www.youtube.com/watch?v=OOEXLyhT4>.

Thursday, April 15th: COVID-19

Required Reading:

- Colin Gordon and Walter Johnson, "COVID-19 and the Color Line," *Boston Review*, April 30, 2020. <http://bostonreview.net/race/colin-gordon-walter-johnson-jason-q-purnell-jamala-rogers-covid-19-and-color-line>.
- Heather Hogan, "The Soft Butch That Couldn't (Or: I Got COVID-19 in March and Never Got Better)," *Autostraddle* (blog), August 5, 2020.
- Judith Levine, "Body Politics," *Boston Review*, April 20, 2020, <https://bostonreview.net/politics/judith-levine-body-politics>

- Alice Wong, “Healthcare Rationing,” Disability Visibility Project, <https://disabilityvisibilityproject.com/2021/01/10/ep-94-healthcare-rationing/>.

Tuesday, April 20th: Wrap-Up