



Dr. Delia Steverson  
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Tuesdays 9:35-12:35pm

Virtual Office Hours: Wed 2pm-4pm

**Welcome!** I'm so glad to have you in our class. This course will consider critical disability studies (CDS) not just as a subject-oriented field of inquiry but rather as Julie Minich defines, "a methodology that proceeds not from narrowly-defined notions of what 'counts' as a disability but one that seeks to radically disrupt the multiple sociopolitical ideologies that assign more value to some bodies and minds than to others". We will use CDS as methodology through an interdisciplinary approach that explores issues of access, care, illness, impairment, trauma, and other subjects in relation to race, class, gender, sexuality, and citizenship among others. We'll also be interested in key debates in the field of disability studies as well as consider how CDS can serve as a tool of social justice for all people.

## **Table of Contents:**

- Required Texts
- Inclusion and Accessibility
- Learning Environment
- Assignment Breakdown
- Participation and Attendance
- Late Work and Make-Up Policy
- Additional Resources
- Schedule of Readings

## Required Texts

- ✚ Jay T. Dolmage—*Academic Ableism: Disability and Higher Education* (2017)
- ✚ David Connor, Beth Ferri, and Subini Annamma—*DisCrit: Disability Studies and Critical Race Theory in Education* (2016)
- ✚ Liat Ben-Moshe—*Decarcerating Disability: Deinstitutionalization and Prison Abolition* (2020)
- ✚ Phyllis Alesia Perry—*Stigmata* (1998)
- ✚ Sami Schalk—*Bodyminds Reimagined: (Dis)ability, Race, and Gender in Black Women's Speculative Fiction* (2018)
- ✚ Nirmala Erevelles—*Disability and Difference in Global Contexts: Enabling a Transformative Body Politic* (2016)
- ✚ Eunjung Kim—*Curative Violence: Rehabilitating Disability, Gender, and Sexuality in Modern Korea* (2017)
- ✚ Meri Nana-Ama Danquah—*Willow Weep for Me: A Black Woman's Journey Through Depression* (1998)
- ✚ Leah Lakshmi Piepzna-Samarasinha—*Care Work: Dreaming Disability Justice* (2018)
- ✚ [Sins Invalid—\*Skin, Tooth, and Bone: The Basis of Movement is Our People, A Disability Justice Primer 2<sup>nd</sup> ed.\* \(2019\)](#)
- ✚ Susan Nussbaum—*Good Kings Bad Kings* (2013)
- ✚ Additional materials accessible through Course Reserves and Canvas Files

### Inclusion and Accessibility

I'd love to hear your input regarding how I can make online teaching more accessible for everyone. We all learn in different ways and it's important to me that you feel supported throughout the semester. Please let me know if you need specific accommodations, and I will do my absolute best to make sure that all students have multiple ways of accessing our class information. Institutional support is also available, and should you seek additional accommodations I invite you to connect with the [Disability Resource Center](#).

## **Learning Environment**

We're all in this together, and especially during these unprecedented times, I want to encourage all of us to **give each other lots of grace**. For many of us, online education is still new and requires a lot of adjustment. So, let's be mindful of ourselves and each other as we navigate this semester.

Additionally, sometimes the material we discuss may make you a little uncomfortable—that's okay. Sit with it a little bit. However, there's a difference between feeling uncomfortable and feeling bullied. **I don't tolerate personal attacks** on fellow students or myself. If you feel you are being threatened, bullied, or devalued in any way, please let me know via any avenue you feel comfortable and I will rectify the situation.

**Zoom Recording:** For sake of accessibility and inclusion, our Zoom meetings will be recorded. These recordings will allow you and your classmates to refer back to the discussion as well as aid students who were unable to attend that day's seminar.

## **Assignment Breakdown**

<b>Name of Assignment</b>	<b>Percent of Grade</b>
Critical Pedagogy Assignment (15%) and Presentation (5%)	20%
Discussion Posts and weekly Assignments/Participation	25%
Structured Note Taking	10%
CDS as Methodology Assignment	15%
Final Seminar Paper	30%

**Total Value: 100%**

## Critical Pedagogy Assignment and Presentation

- ✚ For this assignment, you will have the opportunity to work with a partner to **create open access resources aimed toward critical pedagogy and disability justice**. As students and educators of CDS, it is important that we actively work toward disability justice and this semester we will focus our efforts on education. We will collaborate with the Disability Resource Center to brainstorm ideas about what types of resources would be beneficial for disability justice work at UF. Resources could take the form of instructional worksheets, syllabi templates, presentations, instructional videos (disability history, activism, keywords, etc) or wherever else your creativity takes you. *The Critical Pedagogy worksheet created by Wieland, Stewart-Taylor, and Jackson, is an excellent starting point for ideas.* Use technology and your creativity, skills, and talents to your advantage.
- ✚ During the last week of class, you and your partner will share your resources with us and the DRC in a **10-15 minute presentation**. Feel free to discuss the process, challenges, successes, etc.

## Discussion Posts and Weekly Assignments

- ✚ As a way to account for varied learning styles as well as Zoom fatigue, you will often have the opportunity to pose questions, expand further, and respond to classmates and myself, through various discussion posts. Sometimes the discussion posts will be due at the beginning of that week's seminar and would be a place to gather your thoughts in preparation for the seminar. Other times, discussion posts may be in direct response to certain prompts or questions that I might pose to the class or on topics that we didn't have enough time to discuss. Sometimes discussion posts can take the form of a thread and can be

a place where all of us respond to each other's inquiries. I envision these assignments to be quite organic. *These will be graded for completion.*

- ✚ Each week, please come to class with **at least two discussion questions and a short response** to that week's reading. The response has no word requirement or limit. These are to help you generate/work through/articulate your own thoughts and reactions to the readings before we discuss them together. They can be in paragraph form, bullet points, images with text, etc. Your response should take the form of however you process information. The discussion questions and response are due on Canvas by **Monday of that week's class at 5pm.**

### **Structured Note Taking**

- ✚ A few times throughout the semester, you and a partner will be responsible for taking notes for that week's seminar. Your notes will help synthesize and recap the information we discuss for that week's seminar. I ask that you place these notes under the corresponding "pages" tab for that week by **Thursday at 5pm ET.**

### **Critical Disability Studies as Methodology Assignment**

- ✚ The purpose of this assignment is to engage your thinking of CDS with a topic of your choice. This assignment can serve in at least one or two ways. First, it can be a springboard for your final seminar paper, in the form of a proposal, or it can be a standalone essay that explores further your interest in anything related to disability studies. Either way, the purpose is help facilitate your learning and use of CDS as methodology.
- ✚ This assignment should be **5-7 pages** and use at least one source from our CDS syllabus. You will have the opportunity to share your

work with the class on November 17<sup>th</sup>. The form of this sharing will be decided closer to week 12.

### **Seminar Paper**

- ✚ Your final seminar paper (**18-20 pages**) should formulate an original argument and critically engage with at least one of the texts we've discussed in class. It will be due **December 15<sup>th</sup>, at 5pm**. Please email it to me in .doc form. [dsteverson@ufl.edu](mailto:dsteverson@ufl.edu).

## **Participation and Attendance**

Although it's easy to feel impostor syndrome (trust me, I feel it too at times) please feel confident in the fact that **you are extremely valuable** and I want to encourage you to participate in whatever way is best suited for you. Challenge yourself to step outside your comfort zone a little bit throughout the semester. Please try to participate in your own way every seminar.

Graduate seminars are generally small in number, so your attendance is needed in order to lead to more fruitful conversations.

I've allotted **Tuesday October 20<sup>th</sup>, as our Self-Care Tuesday**.

This week we will not meet in class, but rather you will tend to your self-care needs. I've placed it in the middle of the semester when morale can sometimes begin to slump. If you know in advance that there will be a scheduling conflict that will allow you to miss more than one seminar, please let me know ahead of time so that we can

make the proper adjustments.

Missing multiple graduate seminars without communication with your instructor is pretty bad form, so when possible, hold yourself accountable and be mindful of your classmates' time and my time as well. Plus, I'll be worried about you, so please just communicate with me.

Furthermore, because of Zoom fatigue, our class will not be a continuous three hour Zoom meeting. My goal is for everyone to not just attend, but participate, learn, and grow, so to optimize our discussions, we'll shoot for no more than two hours of combined Zoom time per week. Even though there will be several breaks that will occur organically, please feel free to turn off your camera from time to time, eat a snack, take a restroom break, or any additional breaks you may need. I just ask that you consider your classmates' experience too and strive to not distract from their learning.

## **Late Work and Make-Up Work**

I strive for flexibility, and this includes flexible deadlines. If you know that you are going to need extra time on specific assignments, please let me know ahead of time. I have deadlines to ensure that I will be able to give feedback to you in a timely manner. **Please give me up to two weeks for feedback.** I want you to produce your best work, so if additional time is needed, specifically for the final seminar paper, communicate with me and we can make adjustments—just be aware that I may not be able to give you as much comprehensive feedback.

## **Additional Resources**

Graduate school is stressful, so here are some additional UF resources that might be useful for you throughout the semester:

- ✚ [Counseling and Wellness Center](#) provides counseling and support as well as crisis and wellness services including a [variety of workshops](#) throughout the semester (e.g., Yappy Hour, Relaxation and Resilience).
- ✚ [Dean of Students Office](#) provides a variety of services to students and families, including [Field and Fork](#) (UF's food pantry) and [New Student and Family programs](#).
- ✚ [Multicultural and Diversity Affairs](#) celebrates and empowers diverse communities and advocates for an inclusive campus.
- ✚ [Office of Student Veteran Services](#) assists student military veterans with access to benefits.
- ✚ [ONE.UF](#) is the home of all the student self-service applications



## Schedule of Readings

### Week 1 What is Critical Disability Studies?

- T 9/1
- ✚ Helen Meekosha and Russell Shuttleworth—“What’s so ‘critical’ about Critical Disability Studies?”
  - ✚ [Julie Minich—“Enabling Whom? Critical Disability Studies Now”](#)
  - ✚ [Jina B. Kim—“Toward a Crip-of-Color Critique: Thinking with Minich’s ‘Enabling Whom’”](#)
  - ✚ [Sami Schalk—“Critical Disability Studies as Methodology”](#)

Note Taker: Dr. Dee

### Week 2 Pedagogy, Access, and Design

- T 9/8
- ✚ [Jay Timothy Dolmage—Introduction and Chapter 4 of \*Academic Ableism: Disability and Higher Education\*](#)
  - ✚ Cara Wieland, F. Stewart-Taylor, remus jackson—Critical Pedagogy and Disability Justice Worksheet
  - ✚ Jane Dunham et al—[“Developing and Reflecting on a Black Disability Studies Pedagogy: Work from the National Black Disability Coalition”](#)
  - ✚ The Disability History Association podcast Episode 18: [Disability and Design with Bess Williamson](#) (there is a transcript as well)

Note Takers:

### Week 3 Critical Race Theory in Education

T 9/15

David Connor, Beth Ferri, and Subini Annamma—*DisCrit: Disability Studies and Critical Race Theory in Education*

- ✚ “Touchstone Text: Dis/ability Critical Race Studies (DisCrit): Theorizing at the Intersections of Race and Dis/ability
- ✚ Chapter 2: What a Good boy: The Deployment and Distribution of “Goodness” as Ideological Property in Schools
- ✚ Chapter 7: “Shadow Play: DisCrit, Dis/respectability and Carceral Logics”
- ✚ Chapter 10: Toward unity in school Reform: What DisCrit Contributes to Multicultural and Inclusive Education”
- ✚ Chapter 11: “A DisCrit Perspective on *The State of Florida v. George Zimmerman*: Racism, Ableism, and Youth Out of Place in Community and School”

Watch—“In His Own Home” dir. Malini Schueller 2015

Note Takers:

#### **Week 4      Disability and the Carceral State**

**T 9/22**      Liat Ben-Moshe—*Decarcerating Disability: Deinstitutionalization and Prison Abolition*

**Law**      ✚ Introduction: Intersecting Disability, Imprisonment, and Deinstitutionalization”

- ✚ Chapter 6: “Political and Affective Economies of Closing Carceral Enclosures”

Anna Mollow—“Unvictimized: Toward a Fat Black Disability Studies”

Listen to [Criminal Podcast Episode #27: “No Place like Home”](#)

Note Takers:

**Week 5**      **Disability and Literature: Neo-Slave Narratives**

**T 9/29**

Phyllis Alesia Perry—*Stigmata*

Sami Schalk—*Bodyminds Reimagined: (Dis)ability, Race, and Gender in Black Women’s Speculative Fiction*

✚ Introduction

✚ “Whose Reality is it Anyway? Deconstructing Able-Mindedness”

Note Takers:

**Week 6**      **Disability, Citizenship, and the Nation**

**T 10/6**

Nirmala Erevelles—*Disability and Difference in Global Contexts*

✚ Chapter 1—Disability as “Becoming”: Notes on the Political Economy of the Flesh

✚ Chapter 4—“Embodied Antinomies: Feminist Disability Studies Meets Third World Feminism”

✚ Chapter 6—“The ‘Other’ Side of the Dialectic: Toward a Materialist Ethic of Care”

Eunjung Kim—*Curative Violence: Rehabilitating Disability, Gender, and Sexuality in Modern Korea*

✚ “Introduction: Folded Time and the Presence of Disability”

Note Takers:

**Week 7**

**Disability and Life-Writing**

**T 10/13**

- ✚ Meri Nana-Ama Danquah—*Willow Weep for Me: A Black Woman's Journey Through Depression*
- ✚ Anna Mollow—“When Black Women Start Going on Prozac’: Race, Gender, and Mental Illness in Meri Nana-Ama Danquah’s *Willow Weep for Me*”
- ✚ Thomas G. Couser—“Introduction” in *Recovering Bodies: Illness, Disability, and Life Writing*

Note Takers:

**Week 8**

**Care Work**

**T 10/20**

- ✚ Leah Lakshmi Piepzna-Samarasinha—*Care Work: Dreaming Disability Justice*
- ✚ Amy Marvin—“Groundwork for Transfeminist Care Ethics: Sara Ruddick, Trans Children, and Solidarity in Dependency”
- ✚ [Disability Visibility Project Podcast episode 6: Labor, Care Work, and Disabled Queer Femmes](#)

Note Takers:

**Week 9**

**Crip Theory and Crip of Color Critique**

**T 10/27**

- ✚ Robert McRuer—“Introduction: Compulsory Able-Bodiedness and Queer/Disabled Existence” in *Crip Theory: Cultural Signs of Queerness and Disability*

- ✚ Eli Clare—“Body Shame, Body Pride: Lessons from the Disability Rights Movement”
- ✚ Ellen Samuels—“My Body My Closet: Invisible Disability and the Limits of Coming-Out Discourse”
- ✚ Robert McRuer—“Chapter 2: Crip Resistance” in *Crip Times: Disability, Globalization, and Resistance*

Note Takers:

**Week 10 Self-Care Tuesday**

T 11/3

**Week 11 Disability Justice and Activism**

T 11/10

- ✚ Sins Invalid—*Skin, Tooth, and Bone: The Basis of Movement is Our People, A Disability Justice Primer*
- ✚ [Mia Mingus—Access intimacy, Interdependence and Disability Justice”](#)
- ✚ [Lee—“How to be an Ally to Disabled & Neurodiverse Folks in Activist & Academic Communities”](#)

Note Takers:

**Week 12 CDS as Methodology Presentations**

T 11/17

**Week 13 Disability and Literature: Mixing Art and Politics**

T 11/24

- Susan Nussbaum—*Good Kings Bad Kings*
- David T. Mitchell and Sharon L. Snyder—*Narrative Prosthesis: Disability and the Dependencies of Discourse*
- ✚ Chapter 2: “Narrative Prosthesis and the Materiality of Metaphor”

Gesine Wegner—[review of Nussbaum, \*Good Kings Bad Kings\*](#)

Note Takers:

**Week 14      Art and Culture**

T 12/1      Watch: [Vital Signs: Crip Culture Talks Back](#)

Watch: [Crip Camp: A Disability Revolution](#)

[Krip Hop Nation](#)

[The Deaf Poets Society](#)

Note Takers:

**Week 15      Pedagogy Assignment Presentations**

T 12/8      Semester recap