Nearly 50 million Americans are currently experiencing some form of physical, cognitive, or sensory impairment, and that number will only go up. According to statistics from the US Bureau of Labor, people with disabilities are twice as likely to be unemployed as able-bodied people, and even those that do have jobs make far less money. Contributing to the stigma and oppression of variably-embodied and -enminded people are longstanding stereotypes that persist due to how impairment is portrayed in popular cultural forms, including literature and film. These stereotypical representations mark disabled people as ‘other’, further marginalizing an already alienated population. This cultural practice that goes back centuries. However, disability is the rule, not the exception: it is something that all people will experience at some point in their lives. In this course, we will read literature and view film by and about disabled people to critique assumptions about the myth of the “normal” body that upholds such ableist conditions. We will consider impairment in relation to race, gender, and sexuality. We will dedicate a unit to historicizing disability in eighteenth-century British Literature for a sense of literary and historical perspective. Throughout the course, students will conduct informal writing (in the form of blogging) and formal essays intended to prepare them for their final written exams.

**Student Learning Outcomes:** After completion of the course students will be able to:

1) understand some of the foundational theoretical models of disability studies, such as the social model of disability, queer-crip theory, and narrative prosthesis.

2) apply these theoretical models to literature and film in discussion and in written form.

3) grasp the complex ways in which disability is informed by gender, sexuality and race, and to countenance how these intersections form identity.

4) produce a research paper on a primary text (or texts) of one’s own choosing using disability theory.
5) better understand the M.A. written examination through practicums.

**Required Texts:**

- *Millenium Hall*, Sarah Scott (9781551110158)
- Other essays available on e-reserve.

**Email:**

- Check your email everyday. I often use email to correspond with the class.

- Please treat email exchanges with me as a professional form of correspondence. In other words, include a salutation (Dear Dr. Farr), a polite message communicating your question or concern, and a closing (Sincerely, your name).

- Please give me 48 hours to respond to your emails, and also, please understand that I usually do not check my email on weekends or in the evenings.

- Lengthy emails or involved conversations are best conducted in person. Email is great for quick questions, but if your message is going to involve a long response from me, please come see me during my office hours instead.

**Major Course Requirements:**

1) Weekly Tumblr Posts (10%).
2) In-class presentation (10%).
3) Mid-term essay practicum (30%).
4) Final essay practicum (40%).
5) Attendance and participation (10%).

1) **Weekly Tumblr Posts:** Please sign up for a tumblr account as soon as possible (and be sure that the account you are using has an appropriate handle, avatar, etc). Your weekly posts must include an image, clip, or news article that in some way speaks to that week’s theoretical or cultural topics. Your post should include a paragraph or so of written text that analyzes your post in relation to the theory that we are reading for this course. Also, you should respond to at least one other student. Please be sure to include @jasonsfarr somewhere in your post so that I can easily track your posts, and so that we can all find one another. Feel free to follow me and each other, and let’s create an online think-tank community! On each post, you will be graded out of 5 points for the following:

- 2 points for **relevance** of post,
- 2 points for substance and coherence of write-up (including your use of theory),
- 1 point for interactiveness (i.e. you engage with other posts).

Your entry should be completed by midnight of each Sunday. I do not accept late tumblr posts. If you miss a week, pick yourself up, dust yourself off, and be sure to post the next week! Each post
should be headed by the appropriate week # for the semester (i.e. Week #1, 2, etc). No post needed for week #0.

2) **In class presentation:** During the first class of the semester, you will sign up to present on a given week. You will be responsible for introducing the class to an assigned essay for the class. In your presentation, you will summarize the arguments made by the author of the piece you have found, thinking in particular about how the argument is put together (what is the claim? are there are any sub-claims? How does the author support the argument? What kinds of critical methodologies are used? What unstated assumptions are evident in the piece?). You will also discuss how the piece relates to the primary reading that week. And finally, you will be responsible for creating a set of questions that will guide class discussion. Please be mindful of how you use powerpoint, as a supplemental aide, not as the primary focus of the presentation (i.e. there should not be a lot of text on your slides, try to use a sharp contrast between text and background, etc. Please keep in mind guidelines for accessibility found here: [http://www.ed.ac.uk/information-services/help-consultancy/accessibility/creating-materials/powerpoint-presentations](http://www.ed.ac.uk/information-services/help-consultancy/accessibility/creating-materials/powerpoint-presentations)). Please visit me during office hours to discuss the presentation—I have an open-door policy and welcome visitors!

3) **Mid-term essay practicum.** You will be assigned an essay in which you apply at least two theoretical sources to a primary source (Me Before You).

4) **Final essay practicum.** In this essay, you must apply at least three theoretical sources to your reading of a primary source of your choosing.

5) **Attendance / Participation / Group Work:** I will be taking attendance. You are allowed four absences. Anything beyond that will result in an automatic 3 percentage point drop per absence. Much of class will be discussion and group-work based, so I expect you in class, participating. I will be keeping track of this and other group activities, so please be present and engaged!

Grading will be on a point system, as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
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<td>70 - 79</td>
<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
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<tr>
<td>59 &amp; below</td>
<td>F</td>
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</tbody>
</table>

**Dropping a Class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **November 15** is the last day to drop a class with an automatic grade of “W” this term.

**Plagiarism:** Whenever you use an outside source in order to write your exam or paper, whether it be a book, an article in a journal, material from lecture, or something from the internet, you must cite each source at the end of the paper. This applies to any use of that source, whether you quote from it, paraphrase it, or just use it to help your own thinking. Copying or paraphrasing a source
without attribution, or turning in another person’s work as your own—whether it be another student or a published writer—constitutes plagiarism, a serious academic offense. You must acknowledge all of your sources in footnotes and bibliography, regardless of whether you use the source throughout your paper or only in a single sentence or paragraph. If you are discovered plagiarizing you will automatically receive an "F" for the paper, or depending on the severity, for the class, and will be reported to the appropriate officials for further disciplinary action.

Classroom / Professional Behavior: Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. I am certified as a Green Zone ally and Safe Zone ally. I am also the faculty advisor for the TAMUCC Pride Alliance. I am an advocate for diversity on campus and in the classroom.

Grade Appeals: As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Disabilities Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary
and a secondary means of contacting each student.

**Academic Advising:** It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: [http://www.tamucc.edu/academics/advising.php](http://www.tamucc.edu/academics/advising.php)

**A Note about “Campus Carry”:** With the recent establishment of “Campus Carry” legislation in the State of Texas, all those that are at least 21 years of age and have a permit may now carry concealed firearms on campus (with the exception of restricted zones, which are clearly marked with signage). Our classroom is not a gun-free zone, nor is my office. By law, I cannot restrict you from exercising the right extended to you by the Campus Carry initiative, but I hope that you might consider contributing to the spirit and ethos of the safe space mentality that I seek to establish in the classroom and in my office. Please feel free to talk with me about this issue. You may also consult a representative from the office of Student Engagement and Success, an employee from the campus police department, or a member of the ICARE community. For more information about Campus Carry, please consult the TAMUCC website at [http://campuscarry.tamucc.edu/](http://campuscarry.tamucc.edu/) and [http://www.tamus.edu/campus-carry-rules/](http://www.tamus.edu/campus-carry-rules/)

Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac)

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Reading Schedule (subject to change):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Material</th>
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| T 8/29 | **CLASS INTRODUCTION**  
UNIT 1: WHY DISABILITY?: An Introduction to Disability Studies |
| T 9/5 | **UNIT 1: WHY DISABILITY?: An Introduction to Disability Studies**  
Lennard J. Davis, “Introduction: Disability, Normality, Power” (*DSR*).  
David Mitchell & Sharon Snyder, “Narrative Prosthesis” (*DSR*).  
In class, we will watch a scene from *Examined Life*, featuring Judith Butler on disability.  
Blog #1 Due |
| T 9/12 | **UNIT 2: ABLEISM AND ITS DISCONTENTS**  
Victoria Ann Lewis, “Crip” from *Disability Keywords* (available on e-reserve).  
Tom Shakespeare, “The Social Model of Disability” (*DSR*).  
Blog #2 Due |
| T 9/19 | **UNIT 2: ABLEISM AND ITS DISCONTENTS**  
Blog #3 Due |
T 9/26 Finish Moyes (207-409).
Reading TBA
Blog #4 Due

T 10/3 In-class screening of Mad Max: Fury Road.
Mid-term Essay Practicum Due.

T 10/10 UNIT 3: THE INTERSECTIONAL TURN
Josh Lukin, “Disability and Blackness” (DSR).
William and Ellen Craft, Running a Thousand Miles for Freedom, (Part 1, please read from the text found at: http://docsouth.unc.edu/neh/craft/craft.html)
Blog #6 Due

T 10/17 Nirma Erevelles and Andrea Minear, “Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality” (DSR).
Finish Running a Thousand Miles for Freedom.
Blog #7 Due

Screening of Any Day Now
Blog #8 Due

T 10/31 Alison Kafer, “Imagined Futures,” from Feminist, Queer, Crip (available on e-reserve).
Finish Any Day Now.
Blog #9 Due

T 11/7 UNIT 4: CRIP ENLIGHTENMENT: Disability in the Eighteenth Century
The Ugly Club MS (available on e-reserve)
Blog #10 Due

T 11/14 Sarah Scott, Millenium Hall
Blog #11 Due

W 11/15 LAST DAY TO DROP CLASS WITH A ‘W’

T 11/21 Finish Scott
Instead of an in-class meeting, we will hold class activities online. Final essay prep.

T 11/28 Finish discussion of eighteenth century.
In-class screening of Finding Nemo.

T 12/5 In-class discussion of final essays / workshop.
F 12/8 Final essay due by midnight, uploaded online (NO LATE PAPERS ALLOWED).

Final exam hours, Tuesday, December 12th 7:15-9:45