

HSHM S439

Disability and Deviance in the United States

Instructors: Katherrine Healey and Caroline Lieffers
Summer 2017

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Class Date/Time: Tuesday and Thursday, 9-12:15

Location: TBC

Office Hours: Thursday 1-4 PM or by appointment

Office: TBC

Course Description:

In 2001 the historian Douglas Baynton famously wrote that “[d]isability is everywhere in history, once you begin looking for it, but conspicuously absent in the histories we write.” This course traces the history of disability, as well as its relationship to ideas of normal and deviant personhood, in the United States, focusing on the period from the mid-nineteenth century to the present. Health specialists and the general public have understood disabilities as medical conditions to be remedied through science and technology. However, disability can also be viewed as a social phenomenon intricately linked to other minority social movements, to the law, and to the media. We will examine how differences in bodies and abilities have been interpreted in the past, and how they might be approached in the future.

This course examines and contextualizes diverse models of disability that have circulated since the nineteenth century. It examines key moments in American disability history, such as the Civil War, the First and Second World Wars, the eugenics movement, and the Americans with Disabilities Act (1990), as well as the evolving terminology and categorizations of disability and deviance. In examining disability’s entanglements with power, this course will also consider the history of institutions, the built environment, and activism, as well as ideas of beauty, stigma, risk, and responsibility. Through seminar discussions and assignments – including personal responses, a blog post, and a primary source analysis – this course will equip students to use history to interrogate the ways in which disability, deviance, and human difference continue to manifest in American society and culture. It will also prepare students to consider ongoing questions of disability rights and justice in the United States.

Prerequisites: None

Assignments and Evaluation:

2 reading responses (350 words each): 20% (10% each)

You are required to submit two reading responses about the material on four days of your choice. These responses, which should be approximately 350 words in length, should identify themes or issues that cut across several texts, and offer your own critical appraisal or pose questions for further study.

10 to 15-minute presentation on a primary source (5-7-page essay): 20%

At the beginning of the semester, you will pick one day for which you will find and present a primary source to the class. Your presentation should be approximately 10 to 15 minutes, and you will also submit your presentation script to the instructors for evaluation.

1 blog post (500 words) about a contemporary disability issue: 10%

You are required to write one blog entry, to be posted on the class blog, about a present-day disability issue. We will discuss these together on the last day of class.

Due Thursday, July 27.

In-Class Final Exam: 30%

The two-hour final exam, which will be held during the last class session on **August 3**, will consist of 3 short essays. The first will require you to demonstrate knowledge of the history of disability and deviance from both the discussions and the readings, and the second will be based on an analysis of one or more primary sources. The third essay will ask you to put disability history and present-day issues of disability and deviance into conversation.

Class participation: 20%

Attendance in class is mandatory, and students should come prepared to discuss the readings and engage in active and constructive conversation with other students.

Readings:

Required texts available for purchase at the Yale bookstore or in Bass Library on 24-hr reserve

- Kim Nielsen, *Disability History of the United States* (Boston: Beacon Press, 2012).
- Rachel Adams, Benjamin Reiss, and David Serlin, eds., *Keywords for Disability Studies* (New York: NYU Press, 2015).

Other readings will be available online (as indicated in syllabus) or on Canvas.

Academic Integrity

Yale University has strict and clear rules regarding academic honesty. Cheating, plagiarism, fabricating research and citations, submitting the same paper for credit in two courses without authorization, and other forms of academic dishonesty, regardless of the student's intent, are taken extremely seriously and may be met with severe penalties.

Please familiarize yourself with Yale's statements and policies on academic integrity at: http://yalecollege.yale.edu/sites/default/files/files/URegs_14-15.pdf (starting on page 42).

Plagiarism—the use of someone else's work, ideas, images, or words without proper citation and attribution—is a serious and avoidable offense. The Yale Writing Center offers information on “Understanding and Avoiding Plagiarism” at <http://writing.yalecollege.yale.edu/advice-students/using-sources/understanding-and-avoiding-plagiarism>. Be sure to ask questions if you are unsure about how to use a source honestly.

Classroom Etiquette

Seminar classes rely on the engaged participation of students and instructors alike. Electronic devices will only be permitted for note-taking and referring to readings, and should be used sparingly. All seminar participants should strive for constructive, respectful, and professional academic dialogue, which includes active listening as well as speaking.

Accessibility

Students needing accommodation for disability should contact the Resource Office on Disabilities (see <http://yalecollege.yale.edu/student-services/resource-office-disabilities>) *as soon as possible*.

Schedule – subject to change

1. Tuesday, July 4: Introduction: What is Disability?

Primary Sources:

- Rosemarie Garland-Thomson, “Becoming Disabled,” *New York Times*, 21 August 2016, available at <http://www.nytimes.com/2016/08/21/opinion/sunday/becoming-disabled.html>

- Hermann Vollmer, “Help for the Disabled,” *New York Times*, 20 September 1953, available at <http://query.nytimes.com/mem/archive-free/pdf?res=9B02E6DD123EE43ABC4851DFBF668388649EDE>
- Cobi Sewell, “Disability is Just a Word,” *Ai-Media*, 4 October 2016, <https://www.youtube.com/watch?v=MbZjvAzbdcc>

Secondary Sources:

- “Introduction” (1-4), “Disability” (5-11), “Ability” (11-13), and “Deafness” (48-51) from *Keywords for Disability Studies*.
- Chapters 1 (1-11) and 3 (31-48) of *Disability History of the United States*
- Kerry Ferris and Jill Stein, Chapter 6 “Deviance,” *The Real World: An Introduction to Sociology* (New York: Norton, 2014), 150-172.
- Douglas Baynton, “Disability and the Justification for Inequality in American History,” in *The New Disability History*, ed. Paul Longmore and Lauri Umansky (New York: NYU Press, 2001), 33-57.

2. Thursday, July 6: Disability, War, and Industrialization in the Nineteenth Century

Primary Sources:

- Oliver Wendell Holmes, “The Human Wheel, Its Spokes and Felloes,” *Atlantic Monthly* 11 (1863): 567-580.
- William Minto, “The Letters of Charles Dickens,” *Eclectic Magazine of Foreign Literature, Science and Art* 31, no 1 (January 1880): 165-175.
- Palmer and Co, *The Orthopedic or Artificial Leg Reporter* (1852), selections.

Secondary Sources:

- “Normal” (130-132) and “Work” (187-190) in *Keywords*.
- Frances M. Clarke, “Honorable Scars,” in *War Stories: Suffering and Sacrifice in the Civil War North* (Chicago: University of Chicago Press, 2011), 144-174.
- Steven Mihm, “A Limb Which Shall be Presentable in Polite Society,” in *Artificial Parts, Practical Lives: Modern Histories of Prosthetics*, ed. Katherine Ott, David Serlin, and Stephen Mihm (New York: New York University Press, 2002), 282-299.
- David D. Yuan, “Disfigurement and Reconstruction in Oliver Wendell Holmes’s ‘The Human Wheel, Its Spokes and Felloes,’” in *The Body and Physical Difference: Discourses of Disability*, ed. David T. Mitchell and Sharon L. Snyder (Ann Arbor: University of Michigan Press, 1997), 70-88.

3. Tuesday, July 11: Deviance, Coercion, and Exploitation

Primary Sources:

- Extract from *Freaks* (1932)
- “Sub-Minimum Wages for the Disabled: Godsend or Exploitation,” *NPR*, 23 April 2014, available at <http://www.npr.org/templates/transcript/transcript.php?storyId=305854409>.
- “Colonel Carter’s Mr. Toney, and Others: Malingering, Bad Work, Lying, and Drunkenness,” in *A Documentary History of Slavery in North America*, ed. Willie Lee Rose (1976; Athens: University of Georgia Press, 1999), 257-261.

Secondary Sources:

- Dea Hadley Boster, “‘Useless’: Disability, Slave Labor, and Contradiction on Antebellum Southern Plantations,” *Review of Disability Studies* 7, no. 3-4 (2011): 26-33.
- Jim Downs, “The Continuation of Slavery: The Experience of Disabled Slaves during Emancipation,” *Disability Studies Quarterly* 28, no. 3 (2008).
- Rachel Adams, “Disability and the Circus,” in *The History of the Circus in America*, ed. Kenneth Ames (New Haven: Yale University Press, 2012), 2-20.
- Joan Hawkins, “‘One of Us’: Tod Browning’s Freaks,” in *Freakery: Cultural Spectacles of the Extraordinary Body*, ed. Rosemarie Garland Thomson (New York: NYU Press, 1996), 265-74.

4. Thursday, July 13: Deviance, Disability, and Eugenics

Primary Sources:

- Alexander Graham Bell, *Marriage: An Address to the Deaf* (Washington, DC: Volta Bureau, 1898).
- Helen Keller, “Physicians’ Juries For Defective Babies,” *The New Republic*, 18 December 1915, available at <http://www.disabilitymuseum.org/dhm/lib/detail.html?id=3209#1>
- Extract from *Buck v. Bell* (1927), available at <http://law.jrank.org/pages/2886/Buck-v-Bell-1927-Supreme-Court-Reviews-Case.html>
- Eric Mennel, “Payments Start For N.C. Eugenics Victims, But Many Won't Qualify,” *NPR*, 31 October 2014, <http://www.npr.org/sections/health-shots/2014/10/31/360355784/payments-start-for-n-c-eugenics-victims-but-many-wont-qualify>

Secondary Sources:

- Chapter 6 (100-130) from *Disability History of the United States*
- “Eugenics” (74-78) and “Institutions” (109-112) in *Keywords*
- Kim Nielsen, “Helen Keller and the Politics of Civic Fitness,” in *The New Disability History: American Perspectives*, ed. Paul Longmore and Lauri Umansky (New York: New York University Press, 2001), 268-290.
- Allison Carey, “Gender and Compulsory Sterilization Programs in America: 1907-1950,” *Journal of Historical Sociology* 11, no. 1 (1998): 74-105.
- Michael Rembis, Introduction, in *Defining Deviance: Sex, Science, and Delinquent Girls, 1890-1960* (Urbana: University of Illinois Press, 2011), 1-12.

5. Tuesday, July 18: The World Wars

Primary Sources:

- Red Cross Bureau of Pictures, *Heroes All* (1919)
- Jaroslav Hasek, *The Good Soldier, Schweik* (New York: F. Ungar, 1962), Chapter 8, pages 62-78.

Secondary Sources:

- Beth Linker, Introduction (1-9) and Chapter 5 (98-119), in *War's Waste: Rehabilitation in World War I America* (Chicago: University of Chicago Press, 2011).
- David Serlin, “Crippling Masculinity: Queerness and Disability in U.S. Military Culture, 1800-1945,” *GLQ: A Journal of Lesbian and Gay Studies* 9, no. 1/2 (Winter/Spring 2003), 149-179.
- Tracey Loughran, “A Crisis of Masculinity? Re-Writing the History of Shell-Shock and Gender in First World War Britain,” *History Compass* 11, no. 9 (2013): 727-738.

6. Thursday, July 20: Civil Rights and Social Movements

Primary Sources:

- Katherine DeLorenzo, “Students: Deaf President Now!” *The Buff and Blue* 96, no. 6 (4 March 1988).
- Anthony Mowl, “Why I’m Protesting,” *Inside Higher Ed*, 5 May 2006, available at <https://www.insidehighered.com/views/2006/05/05/why-im-protesting>
- Americans with Disabilities Act (1990), selections.
- Thomas Szasz, “The Myth of Mental Illness,” *American Psychologist* 15 (1960): 113-118.

Secondary Sources:

- Chapter 7 (131-156) and Chapter 8 (157-183), *Disability History of the United States*
- Paul Longmore and D. Goldberger, “The League of the Physically Handicapped and the Great Depression: A Case Study in the New Disability History,” *Journal of American History* 87, no. 3 (2000): 888-921.
- Corbett O’Toole, “Flexing Power: San Francisco 405 Sit-In,” in *Fading Scars: My Queer Disability History* (Fort Worth: Autonomous Press, 2011), 54-74.
- Robert L. Burgdorf, “Why I Wrote the Americans with Disabilities Act,” *Washington Post*, July 24 2015, available at https://www.washingtonpost.com/posteverything/wp/2015/07/24/why-the-americans-with-disabilities-act-mattered/?utm_term=.fa44cc5385b0

7. Tuesday, July 25: Civil Rights and Deviance

Primary Sources:

- “Deaf Man, 96, Freed after 68 Years in Hospital,” *New York Times*, February 6, 1994, <http://www.nytimes.com/1994/02/06/us/deaf-man-96-freed-after-68-years-in-hospital.htm>
- Lincoln Caplan, “(Fill in the Blank) Made Me Do It,” *New York Times*, October 16, 1994, <http://www.nytimes.com/1994/10/16/books/fill-in-the-blank-made-me-do-it.html?pagewanted=all>
- “Hinckley Found Not Guilty, Insane,” *Washington Post*, June 22, 1982, available at <https://www.washingtonpost.com/archive/politics/1982/06/22/hinckley-found-not-guilty-insane/939fafa6-9441-4579-bb04-39da0d287e2d/>
- *This American Life*, “Episode 204: 81 Words,” 18 January 2002, <http://www.thisamericanlife.org/radio-archives/episode/204/81-words>

Secondary Sources:

- “Rights” (158-160) from *Keywords*
- Jonathan Metzl, Preface, *The Protest Psychosis: How Schizophrenia Became a Black Disease* (Boston: Beacon Press, 2009), ix-xx.
- Susan Burch and Hannah Joyner, Introduction (1-8) and Chapter 2 (31-50), *Unspeakable: The Story of Junius Wilson* (Chapel Hill: University of North Carolina Press, 2007).
- Janet Lynne Golden, Chapter 8, *Message in a Bottle: The Making of Fetal Alcohol Syndrome* (Cambridge, Mass: Harvard University Press, 2005), 152-172.

8. Thursday, July 27: Medicalization and Moral Quandaries

Primary Sources:

- Liza Mundy, “A World of their Own,” *The Washington Post*, 31 March 2002, <https://www.washingtonpost.com/archive/lifestyle/magazine/2002/03/31/a-world-of-their-own/abba2bbf-af01-4b55-912c-85aa46e98c6b/>
- Bob Liang, “German Measles and Pregnancy,” *Life*, June 4, 1965, 24-31, available at <https://books.google.com/books?id=8VIEAAAAMBAJ&lpq=PA3&ots=cJyXT6WFah&dq=Bob%20Liang%2C%20%E2%80%9CGerman%20Measles%20and%20Pregnancy%2C%20%E2%80%9D%20Life&pg=PA24#v=onepage&q=Bob%20Liang,%20%E2%80%9CGerman%20Measles%20and%20Pregnancy,%20%E2%80%9D%20Life&f=false>
- Selections from Convention on the Rights of Persons with Disabilities (2007)
- Daniel Engber, “What Anna Stubblefield Believed She Was Doing,” *New York Times Magazine*, February 3, 2016, https://www.nytimes.com/2016/02/03/magazine/what-anna-stubblefield-believed-she-was-doing.html?_r=0Long

Secondary Sources:

- “Reproduction” (155-157), “Sex” (164-167), and “Sexuality” (167-70) from *Keywords*
- Janet E. Lord, “Screened Out of Existence: The Convention on the Rights of Persons with Disabilities and Selective Screening Policies,” *International Journal of Disability, Community, and Rehabilitation* 12, no. 2 (2013), available at http://www.ijdcr.ca/VOL12_02/articles/lord.shtml
- Leslie J. Reagan, Introduction, *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America* (Berkeley: University of California Press, 2010), 1-21.
- Rayna Rapp, Chapter 6, *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America* (New York: Routledge, 2000), 129-164.

9. Tuesday, August 1: Cyborgs, Fetishism, and Disability Futures

Primary Sources:

- Aimee Mullins, “My Twelve Pairs of Legs,” TED Talk (2009), available at https://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics
- Jillian Keenan, “We’re Kinky, Not Crazy,” *Slate*, March 8, 2013, available at http://www.slate.com/articles/health_and_science/medical_examiner/2013/03/sexual_kinks_in_the_dsm_v_paraphilic_disorders_describe_unhappy_kinksters.html

Secondary Sources:

- “Genetics” (92-94), “Prosthetics” (140-143), “Queer” (143-45), and “Technology” (176-179) from *Keywords*
- Alison Kafer, Introduction (1-24) and Chapter 7 (149-170), *Feminist, Queer, Crip* (Bloomington: Indiana University Press, 2013).
- Richard L. Bruno, “Devotees, Pretenders, & Wannabes: Two Cases of Factitious Disability Disorder,” *The Journal of Sexuality & Disability* 15, no. 4 (1997): 243-260.
- *Fixed: The Science/Fiction of Human Enhancement* (2013), [view and discuss selections in class]
<https://yale.kanopystreaming.com/video/fixed-sciencefiction-human-enhancement>