HSHM S439
Disability and Deviance in the United States
Instructors: Katherrine Healey and Caroline Lieffers
Summer 2017

Email: katherrine.healey@yale.edu and caroline.lieffers@yale.edu
Class Date/Time: Tuesday and Thursday, 9-12:15
Office Hours: Thursday 1-4 PM or by appointment
Location: TBC
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


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.


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](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](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:**


**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*

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

**Primary Sources:**

- Palmer and Co, *The Orthopedic or Artificial Leg Reporter* (1852), selections.

**Secondary Sources:**

- “Normal” (130-132) and “Work” (187-190) in *Keywords*.
3. **Tuesday, July 11: Deviance, Coercion, and Exploitation**

**Primary Sources:**
- Extract from *Freaks* (1932)

**Secondary Sources:**

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

**Primary Sources:**
Secondary Sources:
- Chapter 6 (100-130) from Disability History of the United States
- “Eugenics” (74-78) and “Institutions” (109-112) in Keywords

5. Tuesday, July 18: The World Wars

Primary Sources:
- Red Cross Bureau of Pictures, Heroes All (1919)

Secondary Sources:

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).
- Americans with Disabilities Act (1990), selections.
Secondary Sources:
- Chapter 7 (131-156) and Chapter 8 (157-183), *Disability History of the United States*

7. Tuesday, July 25: Civil Rights and Deviance

Primary Sources:

Secondary Sources:
- “Rights” (158-160) from *Keywords*
8. Thursday, July 27: Medicalization and Moral Quandaries

Primary Sources:

Secondary Sources:
- “Reproduction” (155-157), “Sex” (164-167), and “Sexuality” (167-70) from Keywords

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

Primary Sources:
Secondary Sources:

- “Genetics” (92-94), “Prosthetics” (140-143), “Queer” (143-45), and “Technology” (176-179) from *Keywords*