

**Humanities 4390-000: Special Topics in the Humanities, CRN: 23303  
(Disability Represented in the Humanities)**

**Dr. Miguel Juárez (He, Him, His, El)**

**SPRING 2023**

**January 17<sup>th</sup> to May 12th**

**Class Period: Mondays and Wednesdays, MW, 1:30-2:50 p.m., EDUC 311**

**[Full Syllabus]**

***\*This syllabus is subject to change. The instructor reserves the right to make changes to the syllabus over the course of the semester. The latest version will be posted on Blackboard.***

**CONTACT INFORMATION**

**Dr. Miguel Juárez, Email: [mjuarez6@utep.edu](mailto:mjuarez6@utep.edu)**

**Office Hours: 3-4:30 p.m. (Mountain Time), LART, Room 324**

Please speak to me during my office hours or contact me using Blackboard's Course Messages first. Outside office hours may take 12 to 24 hours to respond. If you need a virtual live meeting, contact me via Blackboard Messages and I will schedule an appointment.

**Our Humanities Librarian is: Abbie Weiser, CA, Assistant Head, C.L. Sonnichsen Special Collections Department, The Library, The University of Texas at El Paso, Office: 915-747-6839 [ahweiser@utep.edu](mailto:ahweiser@utep.edu).** Abbie will be creating a LibGuide for our class.

Campus IT Remote Learning Support (Mobile Hotspot Checkout, Laptop Checkout, Etc.):  
<https://www.utep.edu/technologysupport/learningremotely.html>

UTEP Student Blackboard Help:

[https://www.utep.edu/technologysupport/ServiceCatalog/BB\\_Students.html](https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html)

Technology Support: UTEP Library Room 300 | [helpdesk.utep.edu](http://helpdesk.utep.edu) | 915-747-4357

NOTE: I strongly recommend that you download the Blackboard App for your mobile devices. If you are using a laptop or desktop computer, I suggest you use Mozilla Firefox or Google Chrome Browsers to access Blackboard.

Technical difficulties - If you experience technical difficulties, you need to contact the help desk and get a receipt/report about the technical difficulty; then forward the receipt to me with a full explanation.

## COURSE DESCRIPTION

Mexican Artist Frida Kahlo is one of the most widely known persons who lived with disability. She used her body as a means of artistic expression to deal with issues she was facing in her life. Using the humanities as a palette, **Humanities 4390: Special Topics in the Humanities (Disability Represented in the Humanities)** takes a broad brush and explores disability in art, culture, literature, music, religion, and philosophy. Through analysis of primary sources, excerpts from major works, reproductions of art and musical works, and lectures, students will be stimulated to develop a capacity for critical assessment of disability in society. Humanities aide us in understanding why we believe what we believe regarding issues like disability. The course will also explore disability in activism, educational, and economic areas, as well as in health and legal systems, and also the perspectives of persons with disabilities. We will also explore topics which intersect with disability like the Fat Civil Rights Movement, Aging, Diabetes, Neuro-disabilities, and Speech and Communication issues.

### Required Books:

#### ***Disability Studies: Enabling the Humanities***

Snyder, Sharon L., 1963-; Brueggemann, Brenda Jo, 1958-; Garland-Thomson, Rosemarie. 2002

### eBooks

***Contemporary World Issues, Disability, A Reference Handbook*** by Michael Rembis (Copyright 2019 by ABC-CLIO LLC, Adobe Digital Editions). **Available electronically (Full text) in the UTEP Library.**

***Claiming Disability: Knowledge and Identity (Cultural Front) Paperback – January 1, 1998*** by Simi Linton (Author). **Available electronically via EbscoHost Ebooks (Full text) in the UTEP Library.**

***The Disability Studies Reader*** by Lennard J. Davis, Taylor & Francis Group, 2013  
ISBN: ISBN number:9780415630528, ISBN number:9781135134570

**Available electronically via eBook Central Perpetual, DDA and Subscription Titles. (Full text) in the UTEP Library**

***Feminist Disability Studies*** by Kim Q. Hall

Publisher: Indiana University Press

**Available electronically via ProQuest eBook Central (Full text) in the UTEP Library.**

**Additional articles will be provided to you on Blackboard or in class, as PDFs.**

## COURSE OBJECTIVES

At the end of this course, students will be able to:

- Understand major trends in disability studies represented in the humanities.
- Understand how disability studies are connected to the humanities.
- Understand how various generations through the ages identified disability and how it has changed.
- Connect the similarities of concepts and intellectual ideas across humanities disciplines.
- Contrast the ideas between dis/abilities and disabilities. Be able to explain how various groups define disability differently but which is inherent in human experiences.
- How to analyze creative works which represent disability in the humanities.
- Understand the roots of modern thoughts on disability.
- Be able to write and have a professional and positive discourse on people with disabilities.

## LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

## COURSE READINGS

This course will consist of required readings in which you are responsible for reading on your own time as well as other required research pertaining to your assignments and projects. Some readings and videos will be subject to change, but an email announcement will be given. Readings will consist of web links which will be posted in the “weekly folders” section on Blackboard by specific week.

### Journal:

I recommend that you use the *Disability Studies Quarterly (DSQ)* to research your articles, in addition to other humanities journals recommended by the Humanities specialist in the Library. The DSQ is the journal of the Society for Disability Studies (SDS). It is a multidisciplinary and international journal of interest to social scientists, scholars in the humanities and arts, disability rights advocates, and others concerned with the issues of people with disabilities. It represents the full range of methods, epistemologies, perspectives, and content that the field of disability studies embraces. *DSQ* is committed to developing theoretical and practical knowledge about disability and to promoting the full and equal participation of persons with disabilities in society. (ISSN: 1041-5718; eISSN: 2159-8371). **The DSQ is available at the UTEP Library.**

## IMPORTANT DATES

<b>Jan 16th</b>	Dr. Martin Luther King, Jr. Holiday – University Closed
<b>Jan 17th</b>	Spring classes begin
<b>Jan 17th-20th</b>	Late Registration (Fees are incurred)
<b>Feb 1st</b>	Spring Census Day Note: This is the last day to register for classes. Payments are due by 5:00 pm.
<b>Feb 13th</b>	20 <sup>th</sup> Class Day Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.
<b>Feb 17th</b>	Graduation application deadline for degree conferral
<b>Mar 13th-17th</b>	Spring Break
<b>Mar 30th</b>	Spring Drop/Withdrawal Deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
<b>Mar 31st</b>	Cesar Chavez Holiday - No classes
<b>Apr 7th</b>	Spring Study Day
<b>Apr 14th</b>	Deadline to submit candidates' names for commencement program
<b>May 4th</b>	Spring – Last day of classes
<b>May 5th</b>	Dead day
<b>May 8-12th</b>	Spring Final Exams
<b>May 13-14th</b>	Spring Commencement
<b>May 17th</b>	Grades are Due
<b>May 18th</b>	Grades are posted to student records; students are notified of grades and academic standing

## COURSE ASSIGNMENTS AND GRADING

Assignments for this course are assessed according to rubrics. The rubric is located at the end of this syllabus.

## GRADE DISTRIBUTION

1000 - 900 = **A**   899 - 800 = **B**   799 - 700 = **C**   699 - 600 = **D**   599 and below = **F**

Class participation, rather than simply listening to lectures, you are expected to construct your own knowledge through collaborative learning, discussions, reading and presentations.

<u>ASSIGNMENTS</u>	<u>Points</u>
<b>Bio Sheet</b>	<b>50</b>
<b>Introduce Yourself</b>	<b>50</b>
<b>7 Discussion Questions (50 points each) Instructions will be provided.</b>	<b>350</b>
<b>Mid-Term Reflective Essay</b>	<b>150</b>
<b>Select a topic of your choice and write a 4-page Research paper</b>	<b>200</b>
<b>Final Reflective Essay + Extra Credit Assignments</b>	<b><u>200</u></b>
<b>Makerspace Extra Credit</b>	
<b>TOTAL POINTS</b>	<b>1,000</b>

#### **ASSIGNMENTS DESCRIPTIONS**

**Bio Sheet:** a mandatory assignment that you need to upload the first week of class. Please answer all the questions in the Bio Sheet. You will need to upload to Blackboard. If you do not know how to use Blackboard, please go to the Blackboard for Students page: [https://www.utep.edu/technologysupport/ServiceCatalog/BB\\_Students.html](https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html)

**Seven Discussion Questions:** I will assign a prompt based on the weekly readings. These assignments will be due every Sunday at 11:59 p.m. (see Course Calendar for deadlines). Directions will be provided.

**Mid-Term Reflection Paper and Final Reflection Paper:** I will provide you with review questions that will be on your Mid-Term and Final Exams that you will answer via essays. Directions will be provided.

**Write a 4-page research paper on a topic of your choice.**

**Guest Speakers** – An emphasis will be placed on inviting guest speakers to class. At times, speakers may not be able to join us. If they cannot join us, we will watch Tedx presentations or have a discussion on the topic for that week.

## **COMMUNICATION**

Please visit me during my office hours in LART 324 or send me an email via Course Messages. Also, be sure to check out the announcements for updates and reminders. Announcements will appear in your email. However, the hyperlinks in the announcements do not show up in the emails. They show up in the Announcements section in Blackboard.

## **ATTENDANCE/PARTICIPATION POLICY**

Check in to Blackboard every Monday to see what is due. Look at the announcements, the unit for that week, and at the syllabus as well to anticipate what is happening in the following weeks. Black Board keeps track when you log in and for how long. Look at all the power points, videos, and the readings for that week.

## **TURNING IN ASSIGNMENTS**

To turn in assignments online.

## **SUBMITTING LATE WORK**

All due dates are according to Mountain Standard Time MST. If you need to make up work due to an excused absence, talk to me during my office hours or email me. You have a week to make up excused work. It would be wise to contact me ahead of time. Do not wait for me to ask you because I will not ask you. If you need to make up work, you need to have a legitimate documented excuse. If you do not have a documented excuse, you will be deducted 10 percent of the grade for every day your work is not turned in.

To make up exams, you must have a documented excuse/emergency. Scheduled appointments are not included as an excuse. There is no time to make up final exams, so there are no make up for final exams. If you need to take an exam early discuss this issue with me in my office. All assignments are to be turned in via Blackboard. **Assignments without proper citations will not be accepted; they must be resubmitted with the proper citations. They will be counted as late and deducted 10 percent every day that it is not corrected and resubmitted. Under student resources below are resources on how to do MLA and Chicago style citations.**

## **ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide

them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Learn more here: [UTEP Center for Accommodations and Support Services](#)

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

### **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports.

**Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another persons as ones' own.** Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Learn more here: [HOOP: Student Conduct and Discipline](#) You will face penalties if you cheat on tests and assignments. You need to turn in your original work. All test and assignments must come from your own efforts and words. Plagiarism is to use ideas, information, and wording as your own without giving credit to the original scholar.

You are not allowed to use notes on your test. Owl at Purdue is a website that has an informative section about the definitions of plagiarism and how to avoid plagiarism: <https://owl.english.purdue.edu/owl/resource/589/01/>. Assignments without proper citations will not be accepted; they must be resubmitted with the proper citations. They will be counted as late and deducted 10 percent every day that it is not corrected and resubmitted. Under student resources below are resources on how to do MLA and Chicago style citations.

### **COVID-19 & VARIANTS PRECAUTIONS**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

## NETIQUETTE

Here is a link to proper on-line communication. [10 Rules of Netiquette for Students](#)  
UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering a course) as well as the resources below.

- MLA Citations: <https://owl.english.purdue.edu/owl/resource/747/2/>
- Chicago Style Citations: <https://owl.english.purdue.edu/owl/resource/717/01/>
- [UTEP Library](#): Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

## TECHNOLOGY REQUIREMENTS

Course content is also connected to the Blackboard Management System. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. **Your assignments must be uploaded online using Microsoft Word files. Do not turn in your assignments as PDF's or other software or links which I will be unable to open.**

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological



needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped to assist you!

### **Course Communication:** How we will stay in contact with each other

There are several ways we can keep the communication channels open:

- **Office Hours:** I will have scheduled office hours for your questions and comments about the course (see above).
- **Email:** **\*\*Please use the Blackboard Course Messages first.\*\*** I will make every attempt to respond to your e-mail within 24-48 hours of receipt. If I do not get back to you within 24-48 hours, then **email me using your UTEP student account (please put the course number and the class CRN# in the subject line)**. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.
- **Announcements:** Check the **Blackboard Announcements** frequently for any updates, deadlines, or other important messages.

### **Course Policies:** What do you need to do to be successful in the course

#### **ATTENDANCE AND PARTICIPATION**

Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards.
- Participating in scheduled Blackboard Collaborate discussions
- Other activities as indicated in the weekly modules
- Attendance will be taken in the course.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

#### **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse

absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

If you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

## **DEADLINES, LATE WORK, AND ABSENCE POLICY**

### Writing Assignments

- **Major writing assignments will be due on Sundays before midnight (11:59 PM).** No late work will be accepted if the reason is not considered excusable. **I will deduct 10 points off your assignment for every day that you are late in turning in it.**

## **MAKE-UP WORK**

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

## **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

## **INCOMPLETE GRADE POLICY**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

## SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when you intentionally or knowingly represent the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. **All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action.** To learn more, please visit [HOOP: Student Conduct and Discipline](#).

## PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

## COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated. You must know the differences between [Copyright and Fair use](#).

### **Course Resources: Where you can go for assistance**

**\*\*History Tutoring Center (HTC):** You can visit the History Department's designated tutor to get help with your history course content, research, and writing assignments either in person in LART 334 or online. For more information, including the HTC's hours for the Fall 2022 or to make an appointment for an online session, just go to [tinyurl.com/utep-htc](https://tinyurl.com/utep-htc).

**TJ Setter is the HTC tutor this upcoming year and he is available to help you with your assignments. Below are the hours of operation for the fall. The HTC's website will be updated soon.**

## UTEP also provides a variety of student services and support:

- **Technology Resources**

[Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- Is the Humanities specialist. You can reach her at:
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

## ATTENDANCE

Attendance will be taken every day we meet for class and will also be measured in the completion of the assignments. If you fail to complete your work, you will be dropped from the course.

**Late Work:** Late papers will be penalized -25 points each day they are late, and no papers will be accepted after 3 days. Further instructions will be given to you online on Blackboard. This assignment will also be due on Blackboard.

**Time Management/Your Investment Online:** [Time Management Tips to Complete an Online Course](#). These tips apply to the time you need to apply to the course. If you are having trouble completing your work or have time management issues, please contact us as ASAP.

**Academic Integrity:** A student must not adopt or reproduce ideas, words, or statements of another person without attribution. The words and ideas of others must be cited. Plagiarism is using information or original wording in a paper without giving proper credit to the source of

that information or wording. Do not submit work under your name that you did not do yourself. Do not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per the official UTEP policy. **Any suspected cases of plagiarism will be referred to the Office of Student Life for investigation. Refer to: <http://sa.utep.edu/osccr/academic-integrity/> for further information.**

## ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### CALENDAR AND ASSIGNMENTS (COURSE CALENDAR)

**“The instructor reserves the right to change the schedule as needed”**

**All readings must be completed each week.**

**\*\*Changes or additions and the latest class syllabus will be uploaded and announced in class. All assignments are due on Blackboard.**

**Suggested time requirement to complete weekly assignments: 1 to 2 hours.**

<p><b>Week 1</b></p>	<p><b>January 18<sup>th</sup></b></p>	<p><b><u>Week 1: Introduction to the Course: What are the humanities and why are they important?</u></b>  <b>Wednesday, January 18th (Lecture and Discussion)</b></p> <ul style="list-style-type: none"> <li>▪ Fill out and use Bio Sheet and introduce yourself in class.</li> <li>▪ Read: “The History of the Americans with Disabilities Act, A Movement Perspective,” by Arlene Mayerson (1992), <a href="https://dredf.org/about-us/publications/the-history-of-the-ada/">https://dredf.org/about-us/publications/the-history-of-the-ada/</a></li> <li>▪ Laura Henshey, “Getting Comfortable,” in <i>The Right Way to Be Crippled and Naked: The Fiction of Disability</i> by Sheila Black, Michael Northern and Annabelle Hayse.</li> <li>▪ <b>Course and Essays expectations. Review Writing Resources.</b></li> </ul>

<p><b>Week 2</b></p>	<p><b>January 23<sup>rd</sup> and 25<sup>th</sup></b></p>	<p><b><u>Week 2: Why Do We Need to Study Disability in the Humanities?</u></b>  <b>Monday, January 23<sup>rd</sup></b>  <b>(Lecture and Discussion)</b></p> <ul style="list-style-type: none"> <li>▪ Read, Rembis: Problems, Controversies, and Solutions</li> <li>▪ Read, “Humanities and the Arts,” pages 141-148 in <i>Claiming Disability : Knowledge and Identity</i> by Simi Linton and Michael Berube.</li> </ul> <p><b>Available online book in the UTEP Library</b></p> <p><b>Wednesday, January 25<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>▪ <b>Question #1</b>, answer the question: <b>“What can we learn about the humanities with disability lenses?” or “How can we study contemporary disabilities via the humanities?”</b> essay is due September 4<sup>th</sup> on Blackboard.</li> <li>▪ Read: “Introduction: Integrating Disability into Teaching and Scholarship,” pages 1-12, in <i>Disability Studies, Enabling the Humanities</i>.</li> </ul>
<p><b>Week 3</b></p>	<p><b>January 30<sup>th</sup> &amp; February 1<sup>st</sup></b></p>	<p><b><u>Week 3: Feminism and Disability, Part 1</u></b>  <b>Monday, January 30<sup>th</sup> (Lecture and Discussion)</b></p> <ul style="list-style-type: none"> <li>▪ Read, Rembis: Table of Contents, Preface and Background and History</li> <li>▪ Read: Mohira Syyarkulova, “Nobody is going to want her like this: Disability, Sexuality, and Un/Happiness in Kyrgyzstan.”</li> </ul> <p><b>Wednesday, February 1<sup>st</sup></b>  Read: “Reconstructing the Posthuman Feminist Body Twenty Years after Audre Lorde’s Cancer Journals,” pages 144-155, in <i>Disability Studies, Enabling the Humanities</i>.</p>
<p><b>Week 4</b></p>	<p><b>February 6<sup>th</sup> &amp; 8<sup>th</sup></b></p>	<p><b><u>Week 4: Feminism and Disability, Part 2</u></b>  <b>Monday, February 6<sup>th</sup></b>  <b>(Lecture and Discussion)</b></p> <ul style="list-style-type: none"> <li>▪ Read, Rembis: Perspectives</li> <li>▪ Read: “Disabling the Body Politic,” by Christina Doonan Memorial University, Canada, <a href="https://dsq-sds.org/article/view/8393/6195">https://dsq-sds.org/article/view/8393/6195</a></li> </ul> <p><b>Wednesday, February 8<sup>th</sup></b> - Read: “The Autobiography of the Aching Body in Teresa de Cartagena’s Arboleda de los enfermos,” pages 131-143, in <i>Disability Studies, Enabling the Humanities</i>.</p> <p><b>Question #2: Do you agree with Christina Doonan’s views on the body politic?</b></p>

<p><b>Week 5</b></p>	<p><b>February 13<sup>th</sup> &amp; 15<sup>th</sup></b></p>	<p><b><u>Week 5: Reimagining Disability &amp; Inclusive Education</u></b>  <b>Monday, February 13<sup>th</sup></b>  <b>(Lecture and Discussion)</b></p> <ul style="list-style-type: none"> <li>▪ Read: Alissa Rausch, Jaclyn Joseph, and Elizabeth Steed, <ul style="list-style-type: none"> <li>○ <a href="https://www.zerotothree.org/resources/3094-dis-ability-critical-race-studies-discrit-for-inclusion-in-early-childhood-education-ethical-considerations-of-implicit-and-explicit-bias">https://www.zerotothree.org/resources/3094-dis-ability-critical-race-studies-discrit-for-inclusion-in-early-childhood-education-ethical-considerations-of-implicit-and-explicit-bias</a></li> </ul> </li> <li>▪ Watch: Reimagining Disability &amp; Inclusive Education   Jan Wilson   TEDxUniversityofTulsa <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=CtRY_1mZWWg">https://www.youtube.com/watch?v=CtRY_1mZWWg</a></li> </ul> </li> </ul> <p><b>Wednesday, February 15<sup>th</sup> : Review the Inclusion Programs site:</b>  <a href="https://www.utep.edu/student-affairs/selc/inclusion-and-advocacy/Inclusion-%20accordion.html">https://www.utep.edu/student-affairs/selc/inclusion-and-advocacy/Inclusion-%20accordion.html</a>, what is missing?</p>
<p><b>Week 6</b></p>	<p><b>February 20<sup>th</sup> &amp; 22<sup>nd</sup></b></p>	<p><b>Week 6: Disability in social media</b>  <b>Monday, February 20<sup>th</sup> (Lecture and Discussion)</b></p> <ul style="list-style-type: none"> <li>▪ Read, Rembis: Resources</li> <li>▪ Watch: Disability Etiquette  <a href="https://www.youtube.com/watch?v=bLIHZUQPLAW">https://www.youtube.com/watch?v=bLIHZUQPLAW</a></li> <li>▪ Watch: The Dos and Don'ts of Disability  <a href="https://www.youtube.com/watch?v=hVFjS_BdZil">https://www.youtube.com/watch?v=hVFjS_BdZil</a></li> </ul>
<p><b>Week 7</b></p>	<p><b>February 27<sup>th</sup> &amp; March 1<sup>st</sup></b></p>	<p><b>Week 7: Mid-Term Reflective Essay – Instructions and Questions will be provided.</b></p>
<p><b>Week 8</b></p>	<p><b>March 6<sup>th</sup> &amp; 8<sup>th</sup></b></p>	<p><b><u>Week 8: Disability in the Arts</u></b>  <b>Monday, October 10<sup>th</sup> (Lecture and Discussion)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Read</b>, Rembis: Chronology, Glossary, Index</li> <li>▪ <b>Read</b>, Elizabeth Guffey: “Designing Disability: Symbols, Space and Society.”</li> <li>▪ <b>Read</b>, Jeremy Johnson: “Touch the Art: Accessible Learning Opportunities for the Blind and Virtually Impaired.”</li> </ul>
<p><b>Week 9</b></p>	<p><b>March 13<sup>th</sup> &amp; 15<sup>th</sup></b></p>	<p><b>Spring Break</b>  <b>March 13<sup>th</sup>-17<sup>th</sup></b></p>

Week 10	March 20 <sup>th</sup> & 22 <sup>nd</sup>	<p><b><u>Week 9: Disability, and Activism</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Monday, October 17<sup>th</sup> Watch:</b> Disability: How you see me <a href="https://www.youtube.com/watch?v=bwW6mYdJ7Xc">https://www.youtube.com/watch?v=bwW6mYdJ7Xc</a> <b>Wednesday</b></li> </ul> <p><b>Wednesday, October 26<sup>th</sup> – TBA</b></p>
Week 11	March 27 <sup>th</sup> & 29 <sup>th</sup>	<p><b><u>Week 10: Disability &amp; Performance and Theater</u></b></p> <p><b>Monday-October 24<sup>th</sup> (Lecture and Discussion)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Read: Andy Best-Dunkley, “The Wind Is the Power”</b> Social Empowerment for Disabled Performers Through Development and Performance of Personalized New Musical Interfaces</li> </ul> <p><b>Wednesday, March 29<sup>th</sup> Guest Speaker (To Be Confirmed).</b></p>
Week 12	April 3 <sup>rd</sup> & 5 <sup>th</sup>	<p><b><u>Week 11: Disability and Philosophy</u></b></p> <p><b>Monday, October 31, 2022 (Lecture and Discussion)</b></p> <p><b>Read:</b> Kurt Borg, “Foucault and Feminist Philosophy of Disability,” 2017</p> <p><b>Read:</b> Philip M. Ferguson and Emily Nusbaum, “Disability Studies: What Is It and What Difference Does It Make?”</p> <p><b>Wednesday, November 2<sup>nd</sup> - Guest Speaker (To Be Confirmed).</b></p>
Week 13	April 10 <sup>th</sup> & 12 <sup>th</sup>	<p><b><u>Week 12: Disability and Short Fiction or the Personal Essay</u></b></p> <p><b>Monday-November 7, 2022 (Lecture and Discussion)</b></p> <p><b>Wednesday, November 9<sup>th</sup> - Read essays in <i>The Right Way to Be Crippled and Naked: The Fiction of Disability</i> by Sheila Black, Michael Northern and Annabelle Hayse. <u>Class members will report out.</u></b></p>
Week 14	April 17 <sup>th</sup> & 19 <sup>th</sup>	<p><b><u>Week 13: Disability and Graphic Novels</u></b></p> <p><b>Monday-November 14, 2022 (Lecture and Discussion)</b></p> <p>Kelly Gross, “Representation, Re-presentation, and Representin’ through Graphic Novels.</p> <p><b>Wednesday, November 16, 2022 - Write and illustrate a two-page graphic novel based on disability represented in the humanities or on a topic of your choice. Due December 1<sup>st</sup>. Instructions will be provided.</b></p>
Week 15	April 24 <sup>th</sup> & 26 <sup>th</sup>	<p><b><u>Week 14: Disability and Identity</u></b></p> <p><b>Monday-November 21, 2022 (Lecture and Discussion)</b></p> <p>Reading: TBA</p> <p><b>Wednesday, November 23, 2022 – Wildcard Extra Credit Assignment.</b></p>



	May 1st & 3rd	Final Reflective Essay – Instructions and Questions will be provided

Grading Rubric for Papers, Essays, and Workshops

**1) Identifies and addresses the problem/question at issue. Includes a strong thesis statement and tells the reader what the paper will cover (Example: This essay will address issues in...)**

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5

**2) Identifies and presents the textbook and/or professor's perspective and position in relation to the issue. Follows the topics to be covered as outlined in the introduction.**

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5

**3) Identifies and considers other salient perspectives and positions that are important to the analysis of the issue. Includes good transition sentences. Includes in-text citations (Author, page#, example: Foner, 39).**

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5

**4) Identifies and assesses the quality of supporting data/evidence or provides own supporting data/evidence about the issue. Makes good use of language. Few misspellings. Does not repeat similar words over and over. Uses proper grammar.**

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5

**5) Identifies and assesses conclusions, implications, and supporting logic. Includes a strong conclusion.**

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5