

**FIRST YEAR SEMINAR COURSE PROPOSAL**  
**UNIVERSITY OF MARY WASHINGTON**

Use this form to submit **FSEM 100 topics** courses for review **or any other existing course** that you wish to have designated to meet the first year seminar requirement.

<b>COURSE NUMBER:</b>	<b>FSEM 100</b>		
<b>COURSE TITLE:</b>	<b>SEEING DIFFERENT: DISABILITY IN MEDIA AND SOCIETY</b>		
<b>SUBMITTED BY:</b>	Dr. Roberta Gentry	<b>DATE:</b>	11/20/2014
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			

**COURSE DESCRIPTION.** In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

This course is designed to introduce students to how persons with disabilities have been portrayed in a variety of media (print materials, videos, commercials, photography, etc). Participants will engage in critical dialogue around disability and its various contexts while exploring personal values and beliefs related to disability and evaluate these beliefs as they intersect with broad cultural perspectives on disability. In order to develop a greater understanding of the disability experience, course participants will read current and historical literature by and about people with disabilities, investigate legislative and policy ramifications for people with disabilities, and deconstruct current issues impacting the disability community.

**RATIONALE.** Include short statement addressing how this course meets the FSEM’s basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This course contributes the FSEM’s goals of utilizing active, discussion, based participatory learning through an in-depth study of disability. The design of this course is to be highly interactive and for students to use a variety of sources to gather knowledge and meaning on their own and through collective discussions held in class. Classroom participation will be a graded component of the course. Students will be exposed to a variety of media and print resources and are required to analyze and synthesize this information into written and oral formats. Students will research and prepare presentations and develop original arguments as a way to engage peers in discussions about disability. Presenters will be encouraged to explore and consider multiple perspectives on issues, including documenting media and print resources. Students will be given instruction in locating resources through the reference librarian at Simpson Library; will learn how to write in an academic fashion through resources and a presentation from the Writing Center; and will also learn about planning and presenting in college courses through the Speaking Center. After the initial instruction, they will be asked to locate, read, and synthesize resources to write two essays and also to plan and present two formal presentations to the class. The first essay will undergo a peer and instructor review process and be revised.

**SUBMIT this form and attached syllabus electronically as one document to Dave Stahlman ([wdstahlm@umw.edu](mailto:wdstahlm@umw.edu)). All submissions must be in electronic form.**

**First-Year Seminar 100 (FSEM 100)  
Seeing Different: Disability in Media and Society**

**Fall, 2014  
Location  
Tuesdays and Thursdays**

**Instructor:** Dr. Roberta Gentry  
**Office Location:** **Stafford Campus**  
Room B 249  
Days and Hours  
**Phone Number:** 540-286-8083

E-mail: [rgentry@umw.edu](mailto:rgentry@umw.edu)  
**Fredericksburg Campus**  
Adjunct Office  
Days and Times

**Course Description:**

This course is designed to introduce students to how persons with disabilities have been portrayed in a variety of media (print materials, videos, commercials, photography, etc). Participants will engage in critical dialogue around disability and its various contexts while exploring personal values and beliefs related to disability and evaluate these beliefs as they intersect with broad cultural perspectives on disability. In order to develop a greater understanding of the disability experience, course participants will read current and historical literature by and about people with disabilities, investigate legislative and policy ramifications for people with disabilities, and deconstruct current issues impacting the disability community.

**Course Goals/Student Learning Outcomes:**

The main goal of this course is to help develop the intellectual skills necessary for liberal learning. Consequently, this course should provide students with an opportunity to practice careful analysis of primary source materials (both written and visual) in a focused and directed way. It also should allow participants to demonstrate independent critical thinking skills in a variety of ways. Finally, this course aims to lead you to a complex, profound engagement with a variety of issues pertaining to disabilities and the complex intersection(s) of disability and media.

More generally, students will

- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication; and
- communicate effectively in a variety of settings, including public speaking and group discussion.

**Course Format:**

The majority of class time will consist of discussions and presentations. Reading and viewing course material prior to class is imperative.

**Class Participation:**

This is a student-centered, discussion-based course and, as such, your active class participation is required. Our discussions will require your close reading of the assigned texts. Accordingly, you need to take these discussions seriously by coming prepared to talk about what you have read in a variety of thoughtful ways. You needn't be an "expert" to participate. Remember that asking a good question is as (and sometimes even more so) valuable than offering a completed thought and that participation includes engaging in meaningful dialogue with your classmates as well as with me, or, when necessary, providing energy and leadership in small groups sessions. Active participation also includes listening and respectful consideration of the comments of others. While students may engage in debate with one another, courtesy is always expected.

**Grading:**

The distribution that will make up your final grade is as follows:

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
Classroom Participation	20	Throughout the class
Essay 1	20	
Essay 2	25	
Presentation 1	15	
Presentation 2	20	

**Course Assignments:** You will write two formal essays and you will also give two in-class oral presentations. You must complete all four of these major assignments in order to pass the course. Attendance and Active Participation is also a significant component of your grade.

**Classroom Participation:**

This is a seminar course. That means that the class is discussion based and that your participation will be crucial for the success of the course. Class time will not be devoted to lecture but rather will be based on discussions of primary source articles that we read and apply to your own project and paper ideas. You will be expected to contribute to class discussion on a consistent basis. This includes asking questions, answering questions, expanding on another person's comments, constructively disagreeing with someone's comments, and making connections among multiple comments and/or the readings. Every week I will ask you to reflect on both the quantity and especially the quality of your contributions to the class discussion and I will provide feedback on these reflections so that you can adjust your engagement if needed. Remember that in order to contribute to the class discussion you must be present (both physically and mentally). You must also come prepared having done the reading and completed all assigned discussion questions.

**Essays:**

For your first essay you will need to offer a detailed argument in support of a critical thesis drawn from ideas presented in/suggested by our first unit, **Introduction to Disability Studies**. You may focus on one disability or upon disability more generally. This essay will undergo a peer review process. It will be reviewed by two classmates and based on feedback provided you will resubmit the final version to the instructor.

For your **second essay** you synthesize information from at least three sources (print, internet/digital, video, and/or peer reviewed journal articles to conduct a critical analysis to support a viewpoint related to Disability in Media and Society. The focus of this paper should be on analyzing, synthesizing, and integrating rather than describing. This paper should be approximately 8-10 pages in length. The instructor will be looking for growth in your knowledge between essay one and two as part of the grading criteria. Please refer to the rubric on Canvas for more details.

**Class Presentations:**

Effectively communicating your ideas with your professors and peers is an important skill for all college courses. You will be practicing this skill daily with class and small-group discussion. For your **first presentation**, you will need to offer a detailed argument in support of a critical thesis concerning how your life has (or, has not) been impacted by disability. For your **second presentation**, you will read an account by or about a person with a disability, or view a film, and compare the portrayal of the disability to the definition of the disability and also place it within the historical context of the timeframe of when it was written/produced.

**Class Absences/Late Assignment Policy:**

Students need to be present in class in order to participate. If a student is absent more than four times then all class participation points will be forfeited for this course. Additionally, students need to be on time for class and prepared.

If you are absent, please consult **another student** regarding what you missed in class and not the instructor. Finally, all assignments remain due whether you are in class that day or not and late point deductions of 10% of the grade will be deducted daily until the assignment is turned in. No assignments will be accepted one week beyond the original due date of the assignment.

**Grading Scale:**

A	95-100%
A-	90-94%
B+	87-89%
B	85-86%
B-	80-84%
C	74-79%
C-	70-73%
D	60-69%
F	59% or less

**Course Readings:**

In addition to course readings, you will pick one trade book and one video for review from a list provided. Some books are available either through the UMW Library system or through the local library. Movies are usually available through NetFlix, RedBox, and other similar outlets.

**Technology Expectations:**

Canvas will be used regularly for course documents, handouts, and rubrics. **You should check Canvas for announcements regularly.** I will also post assignment rubrics that you are responsible for using as you complete your work. Paper assignments will not

be accepted. If you have any difficulty accessing Canvas, email UMW computer help, at [help@umw.edu](mailto:help@umw.edu)

**Honor Code:**

The University of Mary Washington Honor Code will be used and upheld in this course. The full honor code states: *"I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work."* The instructor will accept the shortened "I pledge". Students are expected to comply with the Honor Code. All work is to be pledged and completed by the student without assistance unless otherwise indicated by the instructor. Any violations of the code in or outside of class will be brought to the attention of the Honor Council for appropriate action. All members of the UMW community abide by the Honor Code. A student's pledge on an exam or written assignment in this course will be a statement of academic honor. Pledging an exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience or requirement has been completed by the student.

**Statement from the Office of Disability:** *"The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Services and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266."*

**Writing Center:** The Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, white papers, and research projects. The Writing Center can also help you prepare for in-class essay exams and for standardized tests that include essays such as the Praxis I writing exam.

<http://academics.umw.edu/writing-fredericksburg/>  
<http://academics.umw.edu/writing-stafford/>

**University Emergency Information:** The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about closings of the university (unplanned) due to weather or other safety hazard.

540/654-2424 (hotline)

540/286-8000 (Stafford campus receptionist)

<http://www.umw.edu/advisories/default.php>

**Changes to Syllabus:** The instructor reserves the right to change the class structure, activities, assignments, or readings to render the course more responsive to the needs of the class. Changes will be announced in class and posted on Canvas. It the student's responsibility to be aware of any policy changes and adjust plans accordingly.

Week	Topic	Readings (due the following week)	Assignments
Week 1	Introduction to Syllabus/Course Overview	Rosemarie Garland-Thomson, "Disability and Representation" (Readings [hereafter, R]) Simi Linton, "Reassigning Meaning" from <i>Claiming Disability</i> (R) Paul K. Longmore, "The Cultural Framing of Disability: Telethons as a Case Study" (R) Sharon L. Snyder, "Infinities of Forms: Disability Figures in Artistic Traditions" (R) Rosemarie Garland-Thomson, "The Case for Conserving Disability" (R)	
Week 2	Introduction to Disabilities Library Presentation	Michael Bérubé, "Disability and Narrative" (R) David T. Mitchell and Sharon L. Snyder, "Disability as Narrative Supplement" from <i>Narrative Prosthesis</i> (R) Sharon L. Snyder and David T. Mitchell, "Introduction: Cultural Locations of Disability" and "Conclusion: Compulsory Feralization" from <i>Cultural Locations of Disability</i> (R)	Sign up for Presentation #1
Week 3	UMW Resources continued	Writing Center and Speaking Center Presentations	
Week 4	History of Disabilities	Chris Bell, "Introducing White Disability Studies: A Modest Proposal" (R) Ato Quayson, "Introduction: Aesthetic Nervousness" from <i>Aesthetic Nervousness</i> (R) Michael Davidson, "Universal Design: The Work of Disability in an Age of Globalization" (R) Tobin Siebers, "Disability in Theory: From Social Constructionism to the New Realism of the Body" (R)	
Week 5	The Narrative of Disabilities and Representations of Disabilities	Robert McRuer, "Introduction: Compulsory Able-Bodiedness and Queer/Disabled Existence" and "Epilogue: Specters of Disability" from <i>Crip Theory</i> (R) Robert McRuer, "Disability Nationalism in Crip Times" (R) Clare Barker and Stuart Murray, "Disabling Postcolonialism: Global Disability Cultures and Democratic Criticism" (R)	Presentations next week
Week 6	Presentations	Thomas Hardy, "The Withered Arm" ( <a href="http://www.lang.nagoya-u.ac.jp/~matsuoka/ghost-stories-hardy.html">http://www.lang.nagoya-u.ac.jp/~matsuoka/ghost-stories-hardy.html</a> ) Oscar Wilde, "The Birthday of the Infanta" ( <a href="http://etext.virginia.edu/toc/modeng/public/WilInfA.html">http://etext.virginia.edu/toc/modeng/public/WilInfA.html</a> ) John Clare, "I Am" ( <a href="http://en.wikisource.org/wiki/I_Am">http://en.wikisource.org/wiki/I_Am</a> )	Paper #1 due to peer editor
Week 7	Disability in Media Peer Editing	Emily Dickinson, 327 ( <a href="http://en.wikisource.org/wiki/Before_I_got_my_eye_put_out">http://en.wikisource.org/wiki/Before_I_got_my_eye_put_out</a> ), 435 ( <a href="http://en.wikisource.org/wiki/Much_Madness_is_divinest_Sense_%E2%80%94">http://en.wikisource.org/wiki/Much_Madness_is_divinest_Sense_%E2%80%94</a> ), and 670 ( <a href="http://en.wikisource.org/wiki/One_need_not_be_a_Chamber_%E2%80%94_to_be_Haunted_%E2%80%94">http://en.wikisource.org/wiki/One_need_not_be_a_Chamber_%E2%80%94_to_be_Haunted_%E2%80%94</a> ) Amy Levy, "Felo de Se" ( <a href="http://webapp1.dlib.indiana.edu/vwwp/view?docId=VAB7098">http://webapp1.dlib.indiana.edu/vwwp/view?docId=VAB7098</a> )	Sign Up for Presentation #2/

		Charlotte Smith, 70 ( <a href="http://andromeda.rutgers.edu/~jlynch/Texts/headland.html">http://andromeda.rutgers.edu/~jlynch/Texts/headland.html</a> ) Walt Whitman, "The Wound-Dresser" ( <a href="http://whitmanarchive.org/published/LG/1891/poems/169">http://whitmanarchive.org/published/LG/1891/poems/169</a> ) Dorothy Wordsworth, "Thoughts on My Sick-Bed" ( <a href="http://www.rc.umd.edu/pop-blog/?p=217">http://www.rc.umd.edu/pop-blog/?p=217</a> ) William Wordsworth, "The Mad Mother" ( <a href="http://etext.lib.virginia.edu/toc/modeng/public/Wor2Lyr.html">http://etext.lib.virginia.edu/toc/modeng/public/Wor2Lyr.html</a> )	
Week 8	Fall Break	No Class	
Week 9	Disability in Literature	Keith Banner, "The Wedding of Tom to Tom" (R) Raymond Carver, "Cathedral" (R) Jhumpa Lahiri, "The Treatment of Bibi Haldar" (R) Flannery O'Connor, "Good Country People" (R) Jean Rhys, <i>Wide Sargasso Sea</i> [17-61 (through Part One)]	Paper 1 Final Version due
Week 10	Literature continued	Jean Rhys, <i>Wide Sargasso Sea</i> [through end]	
Week 11	Disability and Performance	Samuel Beckett, <i>Endgame</i> ( <a href="http://www.samuel-beckett.net/endgame.html">http://www.samuel-beckett.net/endgame.html</a> ) Joy Harjo, "The Woman Hanging From the Thirteenth Floor Window" ( <a href="http://www.poetryfoundation.org/archive/poem.html?id=180960">http://www.poetryfoundation.org/archive/poem.html?id=180960</a> ) Petra Kuppers, "Crip Time" and "disabled lilacs" ( <a href="http://www.dsqsds.org/article/view/86/86">http://www.dsqsds.org/article/view/86/86</a> ) Laurie Clements Lambeth, "Symptoms" and "Hypoesthesia" ( <a href="http://www.dsqsds.org/article/view/88/88">http://www.dsqsds.org/article/view/88/88</a> ) Sylvia Path, "Tulips" ( <a href="http://www.sylviaplathforum.com/tulips.html">http://www.sylviaplathforum.com/tulips.html</a> )	
Week 12	Disability, Comics, and Comedy	Caryl Churchill, <i>A Mouthful of Birds</i> (R) Rafael Campo, "Technology and Medicine" ( <a href="http://litmed.med.nyu.edu/poems/technology.medicine.rc.html">http://litmed.med.nyu.edu/poems/technology.medicine.rc.html</a> ) and "Towards Curing AIDS" ( <a href="http://litmed.med.nyu.edu/poems/towards.curing.rc.html">http://litmed.med.nyu.edu/poems/towards.curing.rc.html</a> ) Jim Ferris, "Poet of Cripples," "Normal" ( <a href="http://www.mainstreetrag.com/JFerris.html">http://www.mainstreetrag.com/JFerris.html</a> )	
Week 13		Obviously" ( <a href="http://www.dsqsds.org/article/view/82/82">http://www.dsqsds.org/article/view/82/82</a> ) Ayisha Knight, "Until" ( <a href="http://www.youtube.com/watch?v=4py3SA4DVns">http://www.youtube.com/watch?v=4py3SA4DVns</a> ) ( <a href="http://www.poets.org/viewmedia.php/prmMID/15285">http://www.poets.org/viewmedia.php/prmMID/15285</a> )	Presentations
Week 14	Presentations	Rebecca Foust, "Apologies to my OB-GYN" ( <a href="http://www.rebeccafooust.com/poems.html#">http://www.rebeccafooust.com/poems.html#</a> ) and "Dark Card" ( <a href="http://www.fishhousepoems.org/archives/rebecca_foust/dark_card.shtml">http://www.fishhousepoems.org/archives/rebecca_foust/dark_card.shtml</a> ) Tito Rajarshi Mukhopadhyay, Five Poems ( <a href="http://www.dsqsds.org/article/view/1192/1256">http://www.dsqsds.org/article/view/1192/1256</a> ) Dawn Prince, "she knew the way the wind" and "Our dust swirls . . ." (R)	
Week	Summary of Course	Dora Raymaaker, "A Poem" ( <a href="http://autisticadvocacy.org/2012/05/a-poem">http://autisticadvocacy.org/2012/05/a-poem</a> ) DJ Savarese, "Alaska," "Daring To Be Brave," "Rescue," and "Spring" (R)	Final Paper due

15		Nancy Carlin and Michael Rasbury, <i>Max Understood</i> (R) or ( <a href="http://www.michaelrasbury.com/music/maxunderstood/maxunderstood.htm">http://www.michaelrasbury.com/music/maxunderstood/maxunderstood.htm</a> )	