This course is a seminar in the historical treatment of persons with disabilities in the United States. It will be both a reading and research seminar, in which students will learn about disability in historical context and produce a paper about a particular aspect of disabilities using primary and secondary sources. This course will stress reading as well as interaction between professor and students. Lecture time will also be part of the course, but this course is designed to get students actively involved in the learning process. This assumes students will be serious about the readings and will take part in the course to make it a dialog about the place of individuals with disabilities in American History.

This course will be both chronological and topical in nature. We will be examining particular disabilities and their treatment over time. We will also look at the medical, legal, and social contexts in which disabilities exist. The course will investigate the relationship of governmental policy and its effects on the lives of persons with disabilities. Finally, we will examine the social construction of disabilities and how new conditions are “discovered,” labeled, and treated.

This course is multi-disciplinary in nature, therefore research materials will be spread out throughout the university’s many libraries. Your research may take you to Library West, Special Collections in Library East, the Marston Science Library, the Education Library in Norman Hall, the Legal Information Center at the Law School, or the Health Center Library at the medical school. It is important for you to become familiar with these facilities and how to conduct research there.

This is a course about both persons with disabilities and how these individuals have been treated by “normal” Americans throughout American history. We will focus on how the issues of disabilities relate to major themes in American history.

Due to the increasingly technological nature of our society, I find it necessary to address the issues of cell phones in class. Please turn off all of these electronic devices before coming to class, as they are disruptive to the learning environment and distracting to other students. Thank You.

I also need to address tardiness to class in a more formalized manner. Lateness is
disruptive and distracting to a positive learning experience. Constant carping on this issue both demeans the class and takes away from learning time. Therefore, I urge you, as responsible adults, to arrive to class on time ready to learn, having done the reading assignments beforehand.

Class attendance is an important component of your learning experience. Since students are adults, and this is an honors course, a mandatory attendance policy will not be in effect for this course. But understand that you cannot achieve a good grade in this course without coming to class. The success of this course depends on interaction between me as professor and you as student—therefore preparation and attendance are important for a positive learning experience. Since much of the course is based on in-class discussions and 20% of your final grade is based upon class participation, it is certainly in your best interest to go to class. Class participation is a difficult concept to assess. First, one needs to come to class. Secondly, one needs to come to class prepared—having done the reading & ready to discuss it. Thirdly, one needs to actively engage with the material & the discussion (this does not mean that quiet shy students will be penalized or that students who talk a lot will automatically get a higher participation grade). Students need to show interest, excitement, & involvement in the class to get a high participation grade.

Students requesting classroom accommodations for disability issues must first register with the Office of the Dean of Students. This office will provide documentation to the student who then must provide this documentation to me. I am more than willing to do whatever is necessary to ensure an optimum learning environment for all students.

Be aware of the University’s policy on plagiarism. The Internet has made this situation more problematic but understand that plagiarists will be caught. Any questions about what constitutes plagiarism, please do not hesitate to ask. All plagiarism offenses will be reported on a Faculty Adjudication Form and forwarded to the Office of Student Judicial Affairs. You may get more information on UF’s Judicial Affairs process at http://www.dso.ufl.edu/judicial/academic.php

The H-DISABILITY website is a valuable resource to use and will provide a valuable help to you in this course. H-DISABILITY is a website and list-serv maintained by H-Net, a series of moderated history topic sites, run through Michigan State University. The URL for this site is: www2.h-net.msu.edu/~disability
Your grade for this course will be determined in the following manner:

- **Reading Journals**: 25% (2 of them at 12.5% apiece)
- **Short Papers**: 20% (2 of them at 10% apiece)
- **Oral Presentation**: 5%
- **Class Participation**: 20%
- **Research Paper Prospectus**: 5%
- **Final Research Paper**: 25%

Grades will be assigned according to the following scale. There will be a possibility of extra credit available- I will keep you posted.

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
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Below find your syllabus & reading list- It is important that you follow the syllabus carefully & keep up on the readings

**Syllabus & Weekly Assignments**

**Required Course books** (these are available at the UF bookstore & textbook stores around town- They are also available on-line)

  Known as **Nielsen** in the Weekly Syllabus
  Known as **Longmore** in the Weekly Syllabus

There will also be a required course pack of readings freely available on Canvas and ARES (it is listed as **Course Pack** in the Syllabus)

**Course Schedule**

**Weekly Syllabus & Readings-**
It is important that you keep up on the readings, as they will provide the base knowledge for class lectures and discussions.

The course is based upon topics in disability history. That said, the Nielsen book is a chronological history that discusses many forms on disability in relation to the broad swath of American history. It will be read in conjunction with the topics-but not necessarily coincide with them. It may seem confusing at first, but it will work out!
Week One- August 22-26- Introduction
Assigned Readings-
Nielsen- “Introduction”
“Disability History: Why We Need Another ‘Other’” - Course Pack
“Who’s Not Here Yet? American Disability History - Course Pack

Week Two- August 29-Sept 2- Topics in the History of Disability
Assigned Readings-
Longmore - Introduction & Chapter One- “Disability & the Justification of Inequality”
“Who’s Not Here Yet? American Disability History”- Course Pack
“The Census, Slaves, and Disability in the Late Antebellum South”- Course Pack

Week Three- September 5-9- Developmental Disabilities
Assigned Readings-
Nielsen- Chapter One
“A Far Greater Menace”- Course Pack

Week Four- September 12-16- Developmental Disabilities
Assigned Readings-
“A ‘Simple’ Farmer Accused of Murder”- Course Pack
“The Town Fool”- Course Pack

Books for Reports- Thursday, September 15
Feeble-Minded in Our Midst  Steven Noll
Inventing the Feeble Mind  James Trent
The Kennedy Family & the Story of Mental Retardation- Edward Shorter
Psychological Testing in American Society  Michael Sokal, editor
Life as We Know It- Michael Berube
God Knows His Name: The True Story of John Doe No. 24- Dave Bakke
On the Margins of Citizenship- Allison Carey

Week Five- September 19-23- Mental Illness
Assigned Readings
Nielsen- Chapter Two
The Lobotomist- pgs. 1-156
“The Myth of Social Control and Custodial Oppression”- Course Pack

Books for Reports- Thursday, September 22
The Discovery of the Asylum  David Rothman
Moonlight, Magnolias, and Madness  Peter McCandless
Masters of Madness  Constance McGovern
Changing Faces of Madness  Mary Ann Jimenez
The Mad Among Us  Gerald Grob
Theaters of Madness  Benjamin Reiss

Week Six- September 26-30- Mental Illness
Assigned Readings-
The Lobotomist  - pgs. 157-312
“Abuse in American Mental Hospitals in Historical Perspective"- Course Pack

Books for Reports- Thursday, September 29
Homes for the Mad  Ellen Dwyer
Conscience and Convenience  David Rothman
Asylums  Erving Goffman
A Generous Confidence  Nancy Tomes
So Far Disordered in Mind  Richard Fox
Acts of Conscience  Steven Taylor
The Lives They Left Behind  Darby Penney & Peter Stastny
Crazy  Pete Earley

Week Seven- October 3-7- Blindness
Assigned Readings-
Nielsen- Chapter Three
Longmore - Chapter 7 “The Outlook of the Problem” and Chapter 12 “Blind & Enlightened”

Books for Reports- Thursday, October 6
The Making of Blind Men  R. A. Scott
The Changing Status of the Blind  Berthold Lowenfield
The Unseen Minority  F. Koestler
The Story of Blindness  G. Farrell
Education of Laura Bridgman- Ernest Freeberg
Imprisoned Guest- Elisabeth Gitter

Week Eight- October 10-14  Physical Disability
Assigned Readings-
Nielsen- Chapter Four
Longmore - Chapter 6- “Cold Charity”
“Uncle Tom and Tiny Tim”- Course Pack
“League of the Physically Handicapped”- Course Pack
Books for Reports- Thursday, October 13

Moving Violations John Hockenberry  
Living with Polio Daniel Wilson  
No Pity Joseph Shapiro  
Disability as a Social Construct Claire Liachowitz  
FDR’s Splendid Deception Hugh Gallagher  
Dirt and Disease Naomi Rogers  
Extraordinary Bodies Rosemarie Thomson  
Polio David Oshinsky  
Splendid Solution Jeffrey Kluger  

Prospectus for Research Paper Due Thursday, October 13

Week Nine- October 17-21- Deafness

Assigned Readings-

Seeing Voices Oliver Sacks  
**Longmore** - Chapter 2- “Speech Has an Extraordinary Humanizing Power,” Chapter 3- “This Unnatural & Fratricidal Strife,” & Chapter 8- “Reading Between the Signs”  
“Sound and Fury”- **Course Pack**

Books for Reports- Thursday, October 20

Everyone Here Spoke Sign Language Nora Groce  
Deaf in America Carol Padden & Tom Humphries  
When the Mind Hears Harlan Lane  
A Place of Their Own John Van Cleve & Barry Crouch  
Signs of Resistance Susan Burch  
Forbidden Signs Douglas Baynton  
From Pity to Pride Hannah Joyner  
Unspeakable: The Story of Junius Wilson Burch & Joyner  
Never the Twain Shall Meet Richard Winefield  

Reading Journal #1 due Thursday, October 20

Week Ten- October 24-28- Eugenics

Assigned Readings-

**Nielsen**- Chapter Five  
“Charles Benedict Davenport and the Irony of American Eugenics”- **Course Pack**  
“Carrie Buck’s Daughter”- **Course Pack**

Books for Reports- Thursday, October 27

The Eugenic Assault on America J. David Smith  
In the Name of Eugenics Daniel J. Kevles
Sex, Race, and Science  Edward Larson  
The Surgical Solution  Philip Reilly  
Creating Born Criminals  Nicole Rafter  
American Eugenics  Nancy Ordover  
Reproducing Empire  Laura Briggs  
Building a Better Race  Wendy Kline  
In Reckless Hands  Victoria Nourse  
Three Generations of Imbeciles  Paul Lombardo  
Imbeciles  Adam Cohen

Week Eleven- October 31- November 4- Disability & Its Public Presence  

NO CLASS THIS THURSDAY, November 3rd  

Assigned Readings-  
  Nielsen- Chapter Six  
  Longmore- Chapter 11- “Martyred Mothers and Merciful Fathers” & Chapter 13- “Seeing the Disabled”  
  “Cinematic Images of (Dis)ability”- Course Pack  
  “Conspicuous Contribution & American Cultural Dilemmas”- Course Pack

Books for Reports- Tuesday, November 1  NOTE THAT THIS IS A TUESDAY  
  Freak Show  Robert Bogdan  
  Sideshow U.S.A.  Rachel Adams  
  White Trash  Edited by Nicole Rafter  
  Why I Burned My Book  Paul Longmore  
  The Ugly Laws  Susan Schwieck  
  Becoming Citizens  Susan Schwartzenberg  
  The Radical Lives of Helen Keller- Kim Nielsen

Week Twelve- November 7-11- Government Policy  

Assigned Readings-  
  Nielsen- Chapter Seven  
  Longmore- Chapter 9 “Medicine, Bureaucracy, & Social Welfare” & Chapter 14- “American Disability Policy in the 20th Century”  
  “A Historical Preface to the Americans with Disabilities Act”- Course Pack

Books for Reports- Thursday, November 10  
  The Willowbrook Wars  David & Shelia Rothman  
  Disabled Policy  Edward Berkowitz  
  Decarceration  Andrew Scull  
  From Good Will to Civil Rights  R. Scotch  
  Crippled Justice- Ruth O’Brien  
  The State Boys’ Rebellion- Michael D’Antonio  
  Voice for the Mad- David Gollaher
Defining Deviance- Michael Rembis
Breakthrough Edwin Martin

Week Thirteen- November 14-18- Disease, Disorders, & Disability- New Categories?
Assigned Readings-
Nielsen- Chapter Eight & Epilogue
“Learning Disabilities”- Course Pack

Books for Reports- Thursday, November 17
AIDS and its Metaphors Susan Sontag
AIDS: The Winter War Arthur Kahn
A Disease of Society edited by D. Nelkin
Learning Disabilities James Carrier
And the Band Played on Randy Shilts
Fevered Lives Katherine Ott
Living in the Shadow of Death Sheila Rothman
Bittersweet Chris Feudtner
In the Sanctuary of Outcasts Neil White

Reading Journal #2 due- Thursday, November 17

Week Fourteen- November 22- Conclusion- Whither Disability History?
There will be no class on Thursday- November 24th- Happy Thanksgiving

Week Fifteen- November 28-December 2
Public School Visits-
There will be no class meetings this week- students will be visiting public schools

Week Sixteen- December 6- Wrapping it all up
2nd Paper Due- Tuesday- December 6th
Last Day of Class- Tuesday- December 6th

Final Exam- Wednesday, December 14th, 7:30-9:30 AM- (no exam, just paper turn-in)-
Research Paper Due

Course Requirements and Grading-
1. Class participation (20%)-
   You are expected to read the assignments carefully and come to class prepared
to discuss the material. You are also expected to participate in class
discussions in an informed and professional manner.
2. Reading Journals (12.5% each for a total of 25%)- Due October 20 & November 17
   You will be required to keep a reading diary during the semester. Your comments should include a brief synopsis of the central theme or argument of the assigned readings, your responses to the questions I have asked you to consider each week, and any thoughts you may have on the topics discussed. This journal will be collected twice during the semester. We will discuss what is expected for the journal early & often throughout the semester.

3. 2 Short Papers (10% each for a total of 20%)- Oral Book Presentation 5%
   One paper will be an analysis of a book selected from the report list. You will write a 2-3 page review on the book, stressing analysis and relationship to the broader themes discussed in class, not simply a synopsis of the author’s work. You will also be required to give a 15 minute summary of the book and your reaction to it to the class, which will lead to a wider discussion of the topic being discussed that week. The report will be worth 10 points; the oral presentation will be worth 5 points. You will get more specific instructions on how to do this assignment the second week of class.
   The 2nd paper will be a reaction to your visit to the public schools. It will be a 2-3 page paper that tells how the themes of this class enhance your public school experience and also how observing in these settings adds to your knowledge of disability history. This paper will be due Tuesday, December 8.

   You will turn in a one page description of your research paper topic, focusing on what you want to do and what sources you will use.

5. Research Paper (25%)- Due Wednesday, December 14 (during exam period).
   You will write a research paper of 12-15 pages, based both on primary and secondary sources, on a topic of your choice. This topic will be selected after meeting with me to determine the appropriateness of the choice. This paper is to be a work of analytical research, not simply a compendium of existing literature. This assignment will focus on your ability to deal critically with an issue related to the history of disability.

Summary of Important Course Dates:

<table>
<thead>
<tr>
<th>Weeks of September 5-October 10-</th>
<th>Meet with me to select Research Paper Topic</th>
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<tbody>
<tr>
<td>Thursday, October 13</td>
<td>Prospectus for Research Paper Due</td>
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<tr>
<td>Thursday, October 20</td>
<td>First Reading Journal Due.</td>
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<tr>
<td>Thursday, November 17</td>
<td>Second Reading Journal Due</td>
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<tr>
<td>Tuesday, December 6</td>
<td>Public School Reaction Paper Due</td>
</tr>
<tr>
<td>Wednesday, December 14</td>
<td>Research Paper Due (5:30 PM)</td>
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