

# AMH 3340-12CG

## DISABILITY IN AMERICAN HISTORY

Fall 2015

T- 4<sup>th</sup> Period-

Th- 4<sup>th</sup> & 5<sup>th</sup> Periods

Keene-Flint Hall 111

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Office Hours-Keene-Flint Hall 217- Monday & Wednesday 10-11 AM; Tuesday 12-1

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](http://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.

	A	93-100	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	68-69	D	66-67	D-	64-65
F	<64				

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)

A Disability History of the United States. Kim Nielsen. (2012)

Known as **Nielsen** in the Weekly Syllabus

The Lobotomist. Jack El-Hai. (2007)

Seeing Voices. Oliver Sachs. (2000)

The New Disability History- American Perspectives. edited by Paul

Longmore & Lauri Umansky. (2001)

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 Ordovery  
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 3<sup>rd</sup>**

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 Schwick

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 24<sup>th</sup>- 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 6<sup>th</sup>**

**Last Day of Class- Tuesday- December 6<sup>th</sup>**

Final Exam- Wednesday, December 14<sup>th</sup>, 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.

4. Research Paper Prospectus (5%)- Due Thursday, October 13.

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:

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