

AMH 3340- 8SN2(25838)

DISABILITY IN AMERICAN HISTORY

Fall 2020

T- 4th Period-

Th- 4th & 5th Periods

OnLine!

Dr. Steven Noll

Office Hours: by Zoom appointment

Flint Hall Office Phone # **352-273-3380** (because I will not be on campus, I will only check this periodically)

E-Mail- nolls@ufl.edu ***this is the best way to get in touch with me as I check my e-mail more than once a day and will reply promptly.***

Before we discuss the nuts and bolts of the class, I need to talk about the trying times under which this class will be taught this semester. I hope to engage you through this course with empowerment, agency, a sense of community, and care. As a group (professor, grad students grader, and undergrad students), we need to think about meaningful activities beyond the screen that extend the lessons of the course, building in ways students can be co-teachers as well as co-learners, actively contributing to their own education and empowerment, connecting students across the barriers of courses, institutions, and locations. We need to think about what we all can offer one another--curiosity, imagination, knowledge, power--as antidotes to the present disruption, as tools towards helping us not only survive but thrive a bit as we navigate these times. I understand that this learning experience will not to be the same as a face to face one. We will experience challenges from technology and interaction that may seem daunting. Understand that I too am facing same challenges you are- none of us want to be in this situation. But we are here and we will make the best of it, persevere, and have as good a semester as we can. The key to this is communication- If you have questions, concerns, issues, or problems. PLEASE let me know and we can try to alleviate them as quickly as possible.

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. 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.

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

As you know, this class will meet all on-line. We will meet synchronously (6 months ago, I had no idea what this word meant regarding teaching!) on Zoom- which means we will meet on-line on Zoom during regularly scheduled class meeting times- Tuesdays 4th period and Thursdays 4th & 5th periods. There are times, however, when we will meet asynchronously and not have a live class (that will usually be on Thursdays, when we have the double period and we might have just one period of live class). I will give you plenty of notice for that- the live class will be replaced by a recorded lecture, or a video, or a powerpoint. I am working really hard to make this a great class- I understand we may have issues or problems along the way but if we all hang in there, it WILL work!

You may access the class on Zoom through the Zoom Conferences link on the Class Canvas page- You may also link to it here-

<https://ufl.zoom.us/j/91625288285?pwd=Qnh6UnVNdk1WaWFB0U0yOTY3UEh0Zz09>

The passcode for the class Zoom is 9j052q

Class attendance is an important component of your learning experience. Since students are adults, a mandatory attendance policy will not be in effect for this course. And I understand the difficulties of dealing with “attending” classes online, which is why lectures will be recorded BUT I really hope you will “attend” class when it is scheduled unless you have a health or technology problem. “Attending” the lecture live will allow you to participate in discussion during the lecture either through the chat function or through voice interaction. Last semester this worked really well as long as students could handle my atrocious typing & spelling during a chat! Thanks.

It is important that you keep up with the class on Canvas. I will send LOTS (maybe too many!) of Canvas announcements on both course content and class issues. Please read them & let me know if you have questions. You also need to keep up with the assigned readings, as they supplement, not duplicate, class lectures and discussions.

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. This is especially problematic during this time of pandemic, but I will work extra hard to accommodate student disability needs.

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:

<https://networks.h-net.org/h-disability>

Grades and Assignments

Your grade for this course will be determined in the following manner:

Reading Journals 20%

Based on readings from course reserves (listed as **Course Pack** in the syllabus below) & *A Disability History of the United States (Nielsen)* & *The New Disability History (Longmore)*

To be collected 4 times during the semester

Short Papers 40% (4 of them at 10% apiece)

Two 2-3 page book reviews of required books *The Lobotomist* & *Seeing Voices*

One 2-3 page book review of the book you have selected to present on individually

One 2-3 page think piece on the relationship of disability to either the pandemic or racial issues or both

Oral Presentation 5%

A presentation to the class on the book you have selected

Research Paper Prospectus	5%
Final Research Paper	30%

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				

Syllabus & Weekly Assignments- It is important that you follow the syllabus carefully & keep up on the readings

Required Course books (these are available on-line & at the UF bookstore)

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)

These will be available through the UF library's web page at

<https://login.ufl.edu/idp/Authn/UserPassword>

Once you create an account, you can access the readings for this course. This may seem difficult, but it is actually easy & it certainly saves you the expense of purchasing a course pack of readings. These will be submitted 4 times per semester through Canvas. Submission dates are highlighted in yellow in the syllabus below. Each submission is worth up to 5 points- making a total of 20 points total for the reading journals.

You can also access these reading through the Course Reserves link in the left side menu of our Canvas class home page. HOWEVER, that link does not work currently in Chrome & the UF IT gurus are trying to fix that. Therefore, if you want to access the articles through Canvas, you must use Firefox as your browser- Sorry!

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 31- September 4- 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- September 7-11- 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 14-18- Developmental Disabilities

Assigned Readings-

Nielsen- Chapter One

“A Far Greater Menace”- **Course Pack**

Week Four- September 21-25- Developmental Disabilities

Assigned Readings-

“A ‘Simple’ Farmer Accused of Murder”- **Course Pack**

“The Town Fool”- **Course Pack**

Books for Reports- Thursday, September 24

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

Reading Journal #1 due- Thursday, September 24

Week Five- September 28-October 2- 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, October 1

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

The Peculiar Institution & the Making of Modern Psychiatry

1840-1880- Wendy Gonaver

Week Six- October 5-9- Mental Illness

Assigned Readings-

The Lobotomist - pgs. 157-312

“Abuse in American Mental Hospitals in Historical Perspective”- **Course Pack**

Paper on The Lobotomist due on Thursday October 8 at 11:59 PM

Books for Reports- Thursday, October 8

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

Mind Fixers- Anne Harrington

Madness in the City of Magnificent Intentions- Martin Summers

Week Seven- - October 12-16- Blindness

Assigned Readings-

Nielsen- Chapter Three

Longmore - Chapter 7 “The Outlook of the Problem” and Chapter 12 “Blind & Enlightened”

Books for Reports- Thursday, October 15

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

The Manliest Man James Trent

Week Eight- October 19-23- 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**

Reading Journal #2 due- Thursday, October 22

Books for Reports- Thursday, October 22

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

The Fearless Benjamin Lay- Marcus Rediker

Week Nine- October 26-30- 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 29

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

The Life & Times of T. H. Gallaudet- Edna Sayers

Week Ten- November 2-6- Eugenics

Assigned Readings-

Nielsen- Chapter Five

“Charles Benedict Davenport and the Irony of American Eugenics”- **Course Pack**

“Carrie Buck’s Daughter”- **Course Pack**

Prospectus for Research Paper Due- Tuesday, November 3 at 11:59 PM

Paper on *Seeing Voices* due on Thursday November 5 at 11:59 PM

Books for Reports- Thursday, November 5

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 Ordoover

Reproducing Empire- Laura Briggs

Building a Better Race- Wendy Kline

In Reckless Hands- Victoria Nourse

Three Generations of Imbeciles- Paul Lombardo

Imbeciles- Adam Cohen

Fixing the Poor: Eugenic Sterilization and Child Welfare in the Twentieth Century- Molly Ladd-Taylor

Week Eleven- November 9-13- Disability & Its Public Presence

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**

Reading Journal #3 due- Thursday, November 12

Books for Reports- Tuesday, November 12

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 Schwiek

Becoming Citizens- Susan Schwartzenberg

The Radical Lives of Helen Keller- Kim Nielsen

Telethons- Paul Longmore

African-American Slavery & Disability- Dea Boster

Week Twelve- November 16-20- 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 19

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
No Right to Be Idle: The Invention of Disability- Sarah Rose
American Psychosis: How the Federal Government Destroyed the
Mental Illness Treatment System- E. Fuller Torry
From Asylum to Prison- Anne Parsons

Week Thirteen- November 23-27- Disease, Disorders, & Disability- New Categories?

Assigned Readings-

Nielsen- Chapter Eight & Epilogue

“Learning Disabilities”- **Course Pack**

There will be no class on Thursday- November 26th- Happy Thanksgiving

Week Fourteen- November 30- December 4- Conclusion- Whither Disability History?

Reading Journal #4 due- Thursday, December 3

Books for Reports- December 3

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
Patient Zero & the Making of the AIDS Epidemic- Richard McKay
How to Survive a Plague- David France
Asperger's Children: The Origins of Autism in Nazi Vienna- Edith Sheffer

Week Fifteen- December 7-9

Think Piece Paper Due- Tuesday- December 8th

Last Day of Class- Tuesday- December 8th

Final Paper: Friday 12/18/2020 by 12:00 noon to Canvas- Research Paper Due

Course Requirements and Grading-

1. Reading Journals (5% each for a total of 20%)- Due September 24, October 22, November 12, and December 3.

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 submitted to Canvas four times during the semester. We will discuss what is expected for the journal early & often throughout the semester.

2. 2 book review papers (10% each for a total of 20%)

The Lobotomist paper due Thursday October 8

Seeing Voices paper due on Thursday November 5

These papers will be an examination of the book designated to be read.

You will write a 2-3 page review on the book, stressing analysis and the relationship of the book to the broader themes discussed in class. I do not expect simply a synopsis of the author's work.

3. Short Paper on Book that you choose (10%) and Oral Book Presentation (5%)

This paper will be an examination of a book selected from the report list. You will write a 2-3 page review on the book, stressing analysis and the relationship of the book to the broader themes discussed in class. I do not expect simply a synopsis of the author's work. This book analysis will be worth 10 points and is due by 11:59 of the day you give your book presentation to the class.

You will also be required to give a 10-12 minute presentation to the class on the book and your reaction to it to the class. This oral presentation will be worth 5 points. You may use any form of presentation software for this.

4. Research Paper Prospectus (5%)- Due Tuesday, November 3

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. Short Think Piece Paper (10%)- Due Tuesday, December 8

You will submit a short 2-3 page paper on how the pandemic and/or race affects the issues of disability that we have discussed in class. You will receive more detailed information on this assignment as the semester progresses.

6. Research Paper (30%)- Due Friday, December 18 (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 discussing 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. Under these circumstances, most of your research will be done on the web.

Summary of Important Course Dates:

Thursday September 24	First Reading Journal Due (11:59 PM)
Thursday October 8	Paper on <i>The Lobotomist</i> Due (11:59 PM)
Thursday, October 22	Second Reading Journal Due (11:59 PM)
Tuesday, November 3	Prospectus for Research Paper Due (11:59 PM)
Thursday November 5	Paper on <i>Seeing Voices</i> Due (11:59 PM)
Thursday, November 12	Third Reading Journal Due (11:59 PM)
Thursday, December 3	Fourth Reading Journal Due (11:59 PM)
Tuesday, December 8	Think Piece Paper Due (11:59 PM)
Friday, December 18	Research Paper Due (12 noon)