

## LAH/WOH 3931: History of Disability in the World

Fall 2021

Tuesday 1:55-2:45pm and Thursday 1:55-3:50pm

Keene-Flint 0119

Dr. Heather Vrana

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Office hours: In-person drop-in on Weds., 11:30am-1:30pm and Zoom on Mon., 11:30am-1:30pm

This course introduces students to the history of disability as a subfield of study. It emphasizes Latin America, Asia, and Africa, and may focus on one or all of these broad geographic areas. The course covers how disabilities have been labeled, identified, treated, and contested over time, emphasizing the centrality of disability to broader historical narratives. Themes of war, nationhood, gender, family, sex, revolution, and popular culture will be reexamined through the lens of disability.

### Course Objectives:

1. Be able to define “disability” in social, cultural, and medical terms.
2. Be able to place disability in social and historical context within Latin American, Asian, and/or African societies.
3. Demonstrate competence of and explain the changing meanings of disability across time and space.
4. Explain how disability can be used as a historical category of analysis analogous to race, class, and gender.
5. Explain how disability intersects with race, class, and gender over time and what that means for persons with disabilities.
6. Show how the struggle for rights and citizenship can be explained through the lens of disability.
7. Explain how the disability rights movement responds to other historical social movements pushing for equality.
8. Move past the “overcoming” view of disability as seen through historical examinations of famous individuals and view it through the lives of ordinary people and their interactions with society.

These outcomes will be assessed through papers, presentations, and other assignments suitable to the course.

### Required Books

- Cristina Rivera Garza, *No One Will See Me Cry*
- Julie Livingston, *Debility and the Moral Imagination in Botswana*
- Salih Can Açıksöz, *Sacrificial Limbs : Masculinity, Disability, and Political Violence in Turkey*

Most course readings will be articles and book chapters available on the course Canvas website and through UF Libraries.

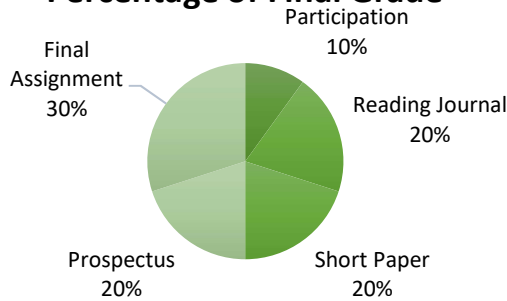
## Assignments:

1. Participation (100 points or 10%) Your participation in class is crucial to our and your success. You will grade your own participation on a scale of 0-10 once every two weeks. I reserve the right to modify the grade, either up or down, and will inform you on a biweekly basis of these modifications. The scores will be averaged to calculate the final participation grade (out of 200 points). If you are sick, please use caution and take care of yourself and your classmates by staying home. The ongoing COVID-19 pandemic presents new hardships to which we are all attempting to adapt. If you need to discuss an attendance concern, feel free to reach out to me. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
2. Reading Journal (200 points or 20%). Each week as you read for class, you will write some reflections on or reactions to the week's readings. Your entries should be clearly written, formatted, and proofread. Every entry should include 1) a brief synopsis of the central theme or argument of the assigned readings, 2) a discussion of the sources used and/or methodology, and 3) connection to previous weeks' readings or discussions. You might also consider how the readings resonate with your experience, differ from what you thought before, or challenge previous readings. Your entries should be dated and completed (at least) once a week. These will be collected four times during the semester.
3. Short Paper (200 points or 20%). This is a short paper of about 5 pages where you will discuss how the meaning of disability changed from the 1800s to the 1950s. You should pick region (Latin America, Africa, or Asia) or perhaps even one country. You should draw from assigned readings and expect to do a minor amount of outside research.
4. Prospectus (200 points or 20%). This is a proposal for your final assignment. In this prospectus, you should include a title, 200-word abstract, research questions, short bibliography including primary and secondary sources, and research plan with research and writing tasks effectively mapped out.
5. Final Paper, Podcast, Website, or other Multimedia Project (300 points or 30%). This assignment will be based on original archival research on a topic of your choice related to Disability History in the World. You must meet with me to discuss your final paper topic. The final paper should be about 12-15 pages in length. Podcasts should include at least 45 minutes of material and may include several short episodes. Websites should be comprehensive and include around 4,000 words of text. The assignment will be due at the end of the Final Exam Period.

All of these assignments will be given earned points out of potential points. You will receive detailed comments on all of your work.

Total: 1000 points

## Percentage of Final Grade



Note: I will enter grades into Canvas, but you are responsible for monitoring your own grade by adding the points you earned on assignments by the points you could have earned.

### Grade Scale

A+	980	C+	770
A	930	C	730
A-	900	C-	700
B+	870	D+	670
B	830	D	630
B-	800	D-	600

For information regarding current UF policies for assigning grade points, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Course Policies

#### *Accessibility and accommodations*

Students with disabilities requesting accommodations should register with the Disability Resource Center (352-392-8565 or [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which should be presented to the instructor when requesting accommodation. Students should follow this procedure as early as possible in the semester.

We will work together proactively to improve accessibility in this classroom and syllabus. Please let me know how I can support you and I, too, will seek opportunities to make assignments, discussion, the classroom itself, and technologies more accessible.

#### *Cell phones and laptops*

Cell phone usage during class is distracting, as are online shopping and developing your social media presence. In our class, please enjoy distraction-free thinking. We will have a class break during which you can freely catch up on anything you missed. Please also refrain from computer use that is not directly related to the class.

#### *Honor Code & Pledge*

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

#### The Honor Pledge

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

#### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Note: I may update the syllabus if necessary through the course of the semester. If changes are made, the updated syllabus will be announced in class and on the course Canvas site.

#### Contact information for two classmates in case you miss class:

- 1.
- 2.

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## Course Schedule

### Week 1: Introduction to the Course and the Field

August 24 & 26

- Day 1: Introduction to the Course
- Day 2: Introduction to the Field – Reading: Julie Avril Minich, “Enabling Whom? Critical Disability Studies Now” and Penny Richards and Susan Burch, “Documents, Ethics, and the Disability Historian,” *Oxford Handbook of Disability History* (hereafter *OHDH*)

### Week 2: The Birth of the Medical Model

August 31 & September 2

- Day 3: History of Medicine versus Disability History – Beth Linker, “Comment: On the Borderland of Medical and Disability History: A Survey of the Fields” and Catherine Kudlick, “Comment: On the Borderland of Medical and Disability History,” *Bulletin of the History of Medicine* 87, no.4 (Winter 2013)
- Day 4: Disability, Debility, and the Problem(s) of History – Chia Yu Lien, “The Concept of Debility” *SYNOPSIS* (<https://medicalhealthhumanities.com/2020/06/09/the-concept-of-debility/>) and C.F. Goodey and M. Lynn Rose, “Disability History and Greco-Roman Antiquity,” *OHDH*

### Week 3: Medicine and Eugenics, Part I

September 7 & 9

- Day 5: Eugenics – Michael Rembis, “Disability and the History of Eugenics,” *OHDH* OR BAYNTON classic and Nancy Leys Stepan, “Introduction,” *The Hour of Eugenics*
- Day 6: Eugenics in Latin America – Stepan, “Chapter 2,” *The Hour of Eugenics* – Self-guided Field Trip to the UF Natural History Museum

### Week 4: Medicine and Eugenics, Part II (September 14 & 16)

- Day 7: Sterilization – Alexandra Minna Stern, ‘The Hour of Eugenics’ in Veracruz, Mexico: Radical Politics, Public Health, and Latin America’s Only Sterilization Law,” *Hispanic American Historical Review* 91, no. 3 (2011) and Fabiola López Durán, “Paris Goes West” in *Eugenics in the Garden*
- Day 8: Mental Hygiene – Sandy Sufian, “Mental Hygiene and Disability in the Zionist Project,” *Disability Studies Quarterly* 27, no. 4 (2007). Access online here: <https://dsq-sds.org/article/view/42/42>.

Reading Journal collected on Tuesday

### Week 5: Asylums (September 21 & 23)

- Day 9: Total Institutions – Erving Goffman, “On the Characteristics of Total Institutions” and Cristina Rivera Garza, “Introduction” and/or “Chapter 1,” *La Castaneda Insane Asylum: Narratives of Pain in Modern Mexico*
- Day 10: Psychiatry and the State – Rivera Garza, *No One Will See Me Cry*

### Week 6: Diagnosis (September 28 – No Class on September 30 – Work on Short Papers)

- Day 11: Diagnoses over Time – Finish Rivera Garza

- Day 12: National Ills, National Cures – Harriet Deacon, “Insanity, institutions, and society: the case of the Robben Island Lunatic Asylum, 1846-1910” and Akihito Suzuki, “The state, family, and the insane in Japan, 1900-1945” in *The Confinement of the Insane: International Perspectives, 1800-1965* [Ebook available online through UF Libraries website.]

Week 7: Social Pathologies (October 5 & 7) – Short Paper Due on Tuesday

- Day 13: Colonial Ills, Colonial Cures – Aparna Nair, “‘They shall see his face’: blindness in British India, 1850-1950,” *Medical History* 61, no. 2 (April 2017): 181-199
- Day 14: Migrants and Immigration – Penny L. Richards, “Points of Entry: Disability and the Historical Geography of Immigration,” *Disability Studies Quarterly* 24, no. 3 (2004) (Read online here: <https://dsq-sds.org/article/view/505/682Cached>) and Joan Flores-Villalobos, ‘Freak Letters’: Tracing Gender, Race, and Diaspora in the Panama Canal Archive,” *Small Axe* 23, no. 2 (July 2019): 34-56 – Field Trip to Panama Canal Zone collection at UF Smathers Library (we will meet at the Library on this day)

Week 8: Charity, Philanthropy, and Public Welfare (October 12 & 14)

- Day 15: From Charity to Welfare – Sho Konishi, “AHR Forum: The Emergence of an International Humanitarian Organization in Japan: The Tokugawa Origins of the Japanese Red Cross,” *American Historical Review* 119, no. 4 (October 2014), Andrew Piper, ‘Mind-Forg’d Manacles’: The Mechanics of Control Inside Late-Nineteenth Century Tasmanian Charitable Institutions,” *Journal of Social History* 43, no. 4 (Summer 2010): 1045-1063, and José S. Arcilla, S.J. “The Cullion Leper Colony, 1900s-1970s,” *Philippine Studies* 57, no. 2 (2009): 307-326.
- Day 16: Class Debate

Reading Journal collected on Tuesday

Week 9: Birth and Childrearing (October 19 & 21)

- Day 17: Puericulture – Nancy Hunt, “‘Le Bebe en Brousse’: European Women, African Birth Spacing, and Colonial Intervention in Breast Feeding in the Belgian Congo,” *The International Journal of African Historical Studies* 21, no. 3 (1988) and Bonnie McElhinny, “Producing the A-1 Baby: Puericulture Centers and the Birth of the Clinic in U.S.-Occupied Philippines, 1906-1946,” *Philippine Studies* 57, no. 2
- Day 18: Family Planning – Eunjung Kim, “Unmothering Disability,” *Curative Violence: Rehabilitating Disability, Gender, and Sexuality in Modern Korea*

Week 10: War: Survivors, and Veterans, Part I (October 26 & 28)

- Day 21: Armenian Genocide – “The League of Nations’ Rescue of Armenian Genocide Survivors and the Making of Modern Humanitarianism, 1920-1927,” *AHR* 115, no. 5 (Dec. 2010)
- Day 22: Casualty and Injury – Janice Matsumura, “State Propaganda and Mental Disorders: The Issue of Psychiatric Casualties among Japanese Soldiers during the Asia-Pacific War,” *Bulletin of the History of Medicine* 78, no. 4 (Winter 2004) and Lee K. Pennington, “Wives for the Wounded: Marriage Mediation for Japanese Disabled Veterans during World War II,” *Journal of Social History* 53, no. 3 (2020): 667-697.

Week 11: Disability and the Cold War (November 2 & 4)

- Day 25: Battles for Hearts and Minds – Jennifer Lambe, “Revolutionizing Cuban Psychiatry: The Freud Wars, 1955-1970,” *Bulletin of the History of Medicine* 91, no. 1 (Spring 2017)
- Day 26: The Body Politic – Matthew Kohrman, “Why Am I Not Disabled? Making State Subjects, Making Statistics in Post-Mao China,” *Medical Anthropology Quarterly* 17, no. 1 (2003): 5-24 and Merav Shoheit, “Chapter 1. ‘Not only those on the battlefield’: (Extra) Ordinary Sacrifice,” *Silence and Sacrifice: Family Stories of Care and the Limits of Love in Vietnam*. The “Introduction” is optional, but may be helpful and interesting.

Week 12: Work (November 9 – No Class on November 11)

- Day 23: Labor and Marginalization – Jeff Grischow, “Disability and Work in British West Africa” in *OHDH* OR Grischow, “Kwame Nkrumah, Disability, and Rehabilitation in Ghana, 1957-1966,” *Journal of African History* and Angela Vergara, “The Recognition of Silicosis: Labor Unions and Physicians in the Chilean Copper Industry, 1930s-1960s,” *Bulletin of the History of Medicine* 79, no. 4 (Winter 2005)
- Day 24: Silicosis – Watch Film, *Dying for Gold* (South Africa 2018) – Rent this online at Vimeo (<https://vimeo.com/ondemand/dyingforgold>).

Reading Journal collected on Tuesday

Week 13: Colonialism and Debility (November 16 & 18)

- Day 19: Dependency – Julie Livingston, *Debility and the Moral Imagination in Botswana*
- Day 20: Development – Livingston, *Debility and the Moral Imagination in Botswana*

Week 14: War: Survivors and Veterans, Part II (November 23)

- Day 27: Ethnography of War – Salih Can Açıksöz, *Sacrificial Limbs: Masculinity, Disability, and Political Violence in Turkey*

Week 15: Human Rights and Beyond (November 30 & December 2)

- Day 29: Catch up day (and continued discussion of *Sacrificial Limbs*)
- Day 30: Crip Theory – Aparna Nair, “‘Like Bananas with Brown Spots’: Epilepsy, Embodiment, Vulnerability, and Resilience in South Asia,” *Canadian Journal of Disability Studies* 8, no. 4 (2019): 169-194

Week 16: Research Presentations (December 7)

Reading Journal collected on Tuesday

Final Papers/Projects are due on December 17 by 12:30pm

## **UF Policies & COVID-19 Precautions in our Classroom**

In accordance with UF policies, I expect that you will wear a mask while you are in class.

This class will not have a Hy-Flex option unless I decide it is expedient to change the policy.

I will audio record my lectures. These recordings will be available on the course Canvas page under the Modules. They will be posted as quickly after each class as possible.

In order to encourage you to mask, screen, and report, I will not assign an attendance grade based on presence in class, but rather on participation. It is your responsibility to participate in class throughout the semester. Absences related to COVID-19 infection will be treated like other illnesses in accordance with UF's attendance policy.

Office hours will be available to you in in-person and Zoom modalities (see pg. 1 of the syllabus). You are free to choose which you would prefer. Masks are expected during office hours.

Please review UF policies regarding quarantine and isolation here:

<https://coronavirus.ufhealth.org/screen-test-protect-2/information-for/students/student-isolation-and-self-quarantine/>.

## **Resources**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.