“You might wonder why people should care about disability history if they do not have disabilities themselves. The truth is that over time, disability will affect the lives of most Americans.”


**COURSE DESCRIPTION**
This seminar introduces students to the historical variability of disability and the lived experiences of disabled people to offer new interpretations of classic themes in American history, including gender, race, class, and activism. We will explore disability as a cultural and historical phenomenon that is tied to broader cultural attitudes, such as immigration, progress, and labor. This course is for PhD students to obtain historiographical knowledge for their examination fields and for upper-level undergraduates and MA students to obtain insight the representation and changing meanings of disability in society.

**COURSE OBJECTIVES**
- Introduce students to the major themes and trends in disability history scholarship
- Familiarize students with the nuances of disability definitions and analytical models
- Address the prevalence of disability in diverse histories
- Assist PhD students with preparation for qualifying exams
- Provide job training for students planning to establish careers in academia
- Enhance critical thinking and writing skills
- Develop an inclusive classroom with a respectful and engaged community

**COURSE TEXTBOOK**
Susan Burch and Michael Rembis (eds.), *Disability Histories* (Urbana, IL: University of Illinois press, 2014), available via UD Bookstore or online.

**ASSIGNMENTS & GRADING**

**Seminar Participation (20%)**
Classroom discussions are opportunities for free exchange of ideas and debate. They are the heart of the seminar: a chance for you to demonstrate your grasp of the readings and course themes, and a way for me to get to know each of you. Active participation is essential for any seminar course. You are required to attend each class prepared and ready to discuss the readings. It is a good idea to prepare by assembling a list of questions or critical observations for each reading. Your mark will be assessed on the quality of your contributions and facilitation with your peers. Come to class prepared to engage with the readings and participate in a respectful, fruitful conversation.

Part of the participation grade will require you to facilitate discussion at least once during the semester on the readings for the week. Send a list of 8-10 discussions to me the day before class with brief answers to the questions. Focus the questions on the readings themselves: are there any key arguments that are
problematic or controversial? How does the author contextualize disability within the historical theme in their work(s)? Why is this piece important? What sources are used and what presence do disabled people have in this work?

**Book Review (20%)**
Write a 1,000–1,200 word book review on a book on disability history that closely aligns with your interests. Check under “Recommended Reading” for a list; PhD students are encouraged to contact a Book Reviews Editor of a journal to review recently published books for publication. These reviews should contextualize the author(s)’ arguments within broader historiographical trends. Examine *Reviews in American History* or *H-Disability Reviews* for examples. Due in class on the unit you selected.

**Op-Ed Piece (20%)**
One feature of being a historian is to address current events for a public unfamiliar with historical scholarship. Write a 1,000–1,200 word essay in response to an issue that has made waves in the media, or in response to media misconceptions of historical facts. You are encouraged (but not required) to submit your piece for publication to popular blogs like *Nursing Clio, Remedia, All of Us* (the Disability History Association blog), etc., or to general interest magazines like *Slate, Vox, The Atlantic.* This is good practice for those wanting to venture into a career in public history. This is due whenever you find something to write about.

**Final Project (40%)**
Your final project is designed for you to think about how disability fits in your relevant subfields or special interests and how you can apply your learning from this seminar to other aspects of your scholarship. You are to choose one of three options:

1. **Historiographical Essay:** A 5,000-word analysis of books and articles relevant to your subfield/interests, contextualized to reflect a particular area of scholarship (e.g. Women’s History / U.S. History / World History / Queer & Crip Theory, etc.).

2. **Research / Grant Proposal:** In your academic career, you will find that writing research and grant proposals can be just as invasive as writing their dissertation or thesis. It is good practice to know how to strategize your proposal to address an engaging historical question you wish to answer, why this project is relevant, and where it fits within broader historiography. Include a list of primary sources that are crucial for supporting your research question. Demonstrate originality and familiarity with scholarship and archives. Look at the types of grants and fellowships you aspire to apply for guidance on how to write this, but proposals should be approximately 15 pages long with a 2-page bibliography.

3. **Research Essay:** A 5,000 word argumentative essay supported by primary sources and secondary scholarship to support your thesis, with a full bibliography.

Your final project will be due on the last day of class. You are required to make an appointment with me sometime during the semester to discuss your final project and receive permission for your topic.
POLICIES

Statement of Diversity and Inclusion
This class gathers on the ancestral territory of the Unami-speaking Lenape people. This class is an inclusive learning environment and I am committed to ensuring all students are respected and valued. My intention is to view student diversity in identity and background as a crucial source of strength. This course aims to provide materials and activities to present inclusive histories with respect to gender, sexuality, race, disability, class, culture, and ethnicity. I acknowledge that students have different learning styles and factor that with regards to assignments and grading. It is expected that for all class activities and discussions, we will together contribute to enriching our learning environment by being respectful of the diversity of thoughts, perspectives, and experiences by listening to others’ views. This means all personal attacks or insults that degrade someone’s character will not be tolerated. I will gladly honor any requests to address an alternate name or gender pronoun. Please advise me at the start of the semester.

Accessibility
If you have any specific personal and/or academic accessibility requirements (learning disability, physical disability, language comprehension, etc.), I welcome you to speak with me or email me to let me know how to best accommodate your needs, especially if you don’t have an apparent disability, have ongoing health issues or are trying to pass. You are NOT obligated to disclose any of these issues with me, only specify if there’s any accommodations required. Trust me when I say I’ll understand. If you need any adaptations for course materials (large font, pacing, image description, closed captioning), this is easy for me to do, so let me know. You are also encouraged to register with the Office of Disability Support Services, but it is not a requirement.

Technology Etiquette
Respect the classroom time: Use courtesy and common sense. Silence your cellphones. Laptops are for notetaking and accessing course readings only.

Academic Honesty
The University of Delaware Student Guide to Academic Honesty indicates:

“All students must be honest and forthright in their academic studies. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance.”

Read the Statement and outline of violations in plagiarism and cheating: http://www1.udel.edu/stuguide/17-18/code.html#honesty

Title Image: Disabled and paralysed people lying outside a wall of the cemetery Santo Spirito in Rome begging for alms. Colored lithography by F. Villian after A.J.-B. Thomas, 1823. Wellcome Collection.
Required Readings


Catherine Kudlick, “Disability History: Why We Need Another ‘Other,’” The American Historical Review 108.3 (June 2003): 763-793.


Recommended Readings


Alison M. Parker, “Intersecting Histories of Gender, Race, and Disability,” Journal of Women’s History 27.1 (Spring 2015): 178-186.


Required Readings


Recommended Readings


Early / Antebellum America
February 27

Required Readings


Recommended Readings


Race / Colonialism
March 6

Required Readings


Paul R.D. Lawrie, ‘‘Salvaging the Negro:’ Race, Rehabilitation and the Body Politic in World War I America,” in Disability Histories 321-344.


Recommended Readings


Sara Scalenghe, Disability in the Ottoman Arab World, 1500-1800 (New York: Cambridge University Press, 2014).
War / Rehabilitation
March 13

Required Readings


Paul R.D. Lawrie, “‘Salvaging the Negro’: Race, Rehabilitation, and the Body Politic in World War I America, 1917-1924,” in Disability Histories, 321-44.


Recommended Readings

Julie Anderson, War, Disability, and Rehabilitation in Britain: “Soul of a Nation” (Manchester: University of Manchester Press, 2011).


Guy R. Hasegawa, Mending Broken Soldiers: The Union and Confederate Programs to Supply Artificial Limbs (Southern Illinois University Press, 2012).


Required Readings


Recommended Readings


Required Readings


Liz Jackson, “We are the Original Lifehackers,” The New York Times (30 May 2018).


Recommended Readings

Margaret Andersen, “Why Accessible Design Isn’t a Niche Market,” Eye on Design (13 February 2018).


Required Readings


Audra Jennings, “Engendering and Regendering Disability: Gender and Disability Activism in Postwar America,” in Disability Histories, 345-364.


Recommended Readings


Required Readings


Recommended Readings


Required Readings


Recommended Readings


Required Readings


Recommended Readings


Required Readings


Recommended Readings


Vanessa Warne, “‘To Invest a Cripple with Peculiar Interest:’ Artificial Legs and Upper Class Amputees at Mid-Century,” Victorian Review 35.2 (2009): 83-100.


Required Readings


Recommended Readings


