



## Crip Culture: Meanings of Disability

UN 1001: Perspectives on Inquiry (section R04)  
M/W/F 12:05 – 12:55pm, Fisher 101

### INSTRUCTOR INFORMATION

Dr. Lauren Bowen, Assistant Professor of Composition  
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office hours: M & W 11-noon,  
and by appointment

### COURSE DESCRIPTION

We often think of a disability as a permanent impairment requiring medical treatment or accommodation. But is it possible to see disability as a more flexible (even positive) idea, since we all experience disability at some point in our lives? In fact, disability has been perceived in many ways: as an oppressive label, as a symptom of an impure society, as the heart of activist movements, as an object of curiosity. Examining representations of disability in writing and on film, we'll work toward understanding its many meanings and learn to question the distinction between "normal" and "abnormal" bodies and minds.

### COURSE TEXTS

Burnett, Frances Hodgson. *The Secret Garden*. Simon & Brown, 2012. ISBN 978-1613821435.

Shapiro, Joseph. *No Pity: People with Disabilities Forging a New Civil Rights Movement*. Three Rivers Press, 1994. ISBN 978-0812924121.

*Finding Nemo* (DVD). Disney/Pixar, 2003. (We will watch this in class, but you may want to buy/borrow a copy.)

Additional readings are available on our Canvas course page.

### COURSE GOALS

UN1001 is a course designed to introduce you to college-level practices involving critical thinking, communication, and information literacy (research skills). After completing this course, you should be able to:

- evaluate the viewpoints of others, including published writing by experts;
- develop manageable research questions;
- locate relevant information (research) from scholarly sources;
- integrate your ideas with the ideas of others;
- develop an argument based on evidence;

- explain your ideas effectively to a variety of audiences;
- communicate through multiple media, including writing and aural-visual forms.

#### ASSIGNMENTS & GRADING

	% OF FINAL GRADE	FINAL DUE DATE
Warm-Up Assignments & Participation Reading responses posted in Canvas, reading quizzes, and in-class activities, such as responding to peers' work during in-class workshops. Overall participation (attending class regularly and on time, staying on task, asking questions, leading group work, responding to peers in Canvas, etc.) is also included in this category and will be assigned a grade at the end of the semester.	20%	As assigned.
Space Analysis Project Documenting (in photos and videos) and analyzing a material environment. (teams of 2-3)	15%	February 11
Disability Life Writing Review Essay 4-5 page written review of a nonfiction disability memoir. Includes separate credit for first draft. (individual)	20%	March 4
Children's Fiction Analysis Essay 4-5 page critical analysis of <i>The Secret Garden</i> and <i>Finding Nemo</i> . Includes separate credit for first draft. (individual)	20%	April 3
Inquiry Project Final research project exploring a meaning of disability of your own choosing. Includes a 6-8 page research paper and a formal presentation, as well as separate credit for first draft of the essay. (individual or teams of 2)	25%	April 26

Final grades and all major assignments will be assigned a letter grade according to MTU's standard grading system:

A (excellent) 100% to 92%	B (good) < 88% to 80%	C (average) < 78% to 70%	D (inferior) < 68% to 60%
AB (very good) < 92% to 88%	BC (above average) < 80% to 78%	CD (below average) < 70% to 68%	F (failure) < 60%

Warm-up assignments and essay drafts will be assigned a number of points based on the difficulty and significance of the assignment. Points for these activities are awarded based on completion and adherence to assignment instructions.

#### ATTENDANCE POLICY

Because much of what we learn in this class will depend upon the strength of our discussions as a group, your attendance is mandatory for successful completion of the course. You will be allowed up to 5 penalty-free absences

(though you are still responsible for making arrangements with me to submit work due—missed in-class work cannot be made up). Absences above the five allowed will reduce your final course grade by one-half letter grade per day absent.

#### THE MULTILITERACIES CENTER

The Multiliteracies Center in Walker Hall is an excellent resource for working on your writing. Be sure to make appointments to talk about your projects for this (and any other) course.

#### THE AMERICANS WITH DISABILITIES ACT

Michigan Technological University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, Chair/Dean of your academic unit or the Affirmative Programs Office, at 487-3310.

#### ACADEMIC INTEGRITY

Plagiarism, or knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation, is a violation of MTU's academic integrity policy. This includes but is not limited to reading or hearing another's work or ideas and using them as one's own; quoting, paraphrasing, or condensing another's work without giving proper credit; purchasing or receiving another's work and using, handling, or submitting it as one's own work. Instances of plagiarism occurring in this class will be reported to the Dean of Students. Although we will discuss plagiarism and source documentation, it is ultimately your responsibility to make sure that you are appropriately crediting the sources of your ideas and language. If you have any questions about source use, please contact me, and I will be happy to help you document your sources correctly.

It may be necessary to alter the syllabus as the semester proceeds in order to better meet the instructional needs of the class.

**COURSE CALENDAR**  
(subject to change)

<b>Week 1</b>	<b>Class topic/activity</b>	<b>Your preparation for class</b>
M 1/14	Introductions & expectations	None
W 1/16	Disability history	
F 1/18	Language about disability	Linton (PDF); reading response due in Canvas (150 words)
<b>Week 2</b>	<b>Class topic/activity</b>	<b>Your preparation for class</b>
M 1/21	<i>No class in observance of Martin Luther King, Jr., Day</i>	
W 1/23	Eugenics and the “hegemony of normalcy”	Davis (PDF); reading response due in Canvas (150 words)
F 1/25	social and medical models of disability	Carson (PDF)
<b>Week 3</b>	<b>Class topic/activity</b>	<b>Your preparation for class</b>
M 1/28	The spectrum of human ability	Center for Universal Design (PDF)
W 1/30	supercrips and poster children	Shapiro, chapter 1; reading response due in Canvas (150 words)
F 2/1	Disability Rights Movement	Shapiro, chapter 2
<b>Week 4</b>	<b>Class topic/activity</b>	<b>Your preparation for class</b>
M 2/4	Disability culture	Shapiro, chapter 3; reading response due in Canvas (150 words)
W 2/6		Shapiro, chapter 5
F 2/8	<i>No Class (Winter Carnival)</i>	
<b>Week 5</b>	<b>Class topic/activity</b>	<b>Your preparation for class</b>
M 2/11	Space analysis presentations (5-7 minutes per group)	Space Analysis Project due
W 2/13	hyper-representation of disability	Couser (PDF); reading response due in Canvas (150 words)
F 2/15		Johnson (PDF)

<b>Week 6</b>	<b>Class topic/activity</b>	<b>Your preparation for class</b>
M 2/18		Mairs (PDF); reading response due in Canvas (150 words)
W 2/20	Narrative prosthesis	
F 2/22	Intro to Children's Fiction Analysis	Burnett, chapters 1-5
<b>Week 7</b>	<b>Class Time</b>	<b>Your preparation for class</b>
M 2/25	Peer review workshop	Life Narrative Review Draft due
W 2/27	Phrenology & physiognomy	Burnett, chapters 6-10
F 3/1	<i>Secret Garden</i> quiz; history of the freak show	Burnett, chapters 11-15
<b>Week 8</b>	<b>Class Time</b>	<b>Your preparation for class</b>
M 3/4		Life Narrative Review due
W 3/6		Burnett, chapters 16-19; reading response due in Canvas (150 words)
F 3/8		Burnett, chapters 20-23
<b>M 3/11 – 3/15</b>	<b>Spring Break Week</b>	
<b>Week 9</b>	<b>Class Time</b>	<b>Your preparation for class</b>
M 3/18		Burnett (finish book); extended reading response due in Canvas (350 words)
W 3/20	<i>Finding Nemo</i>	
F 3/22	<i>Finding Nemo</i>	
<b>Week 10</b>	<b>Class Time</b>	<b>Your preparation for class</b>
M 3/25		Response to <i>Finding Nemo</i> due in Canvas (150 words)
W 3/27	Final inquiry project introduced	
F 3/29	Peer review workshop	Children's Fiction Analysis Essay Draft due
<b>Week 11</b>	<b>Class Time</b>	<b>Your preparation for class</b>
M 4/1	Discuss research questions	Post initial research questions to Canvas
W 4/3	Library introduction session: class meets @ 242 Van Pelt & Opie	
F 4/5	Library session (continued)	Children's Fiction Analysis Essay due

<b>Week 12</b>	<b>Class Time</b>	<b>Your preparation for class</b>
M 4/8	Source documentation	
W 4/10	Inquiry project workshop	Complete library tour (bring card to class)
F 4/12	<i>No class meeting</i> (Lauren out of town)	Annotated list of sources due in Canvas
<b>Week 13</b>	<b>Class Time</b>	<b>Your preparation for class</b>
M 4/15	Discuss presentations	Develop a general plan for your presentation, be ready to discuss with class
W 4/17	Peer review workshop	75% inquiry project draft due
F 4/19	Individual conferences	
<b>Week 14</b>	<b>Class Time</b>	<b>Your preparation for class</b>
M 4/22	Workshop day: solidifying your thesis	
W 4/24	Presentations	
F 4/26	Presentations	Final project due in Canvas by 11:59pm
<b>Final Exam Week 4/29 – 5/3</b>		