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: https://networks.h-net.org/h-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.

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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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 & 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)
  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 22-24- 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 27-31- 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 3-7- Developmental Disabilities
Assigned Readings-
  Nielsen- Chapter One
  “A Far Greater Menace”- Course Pack

Week Four- September 10-14- Developmental Disabilities
Assigned Readings-
  “A ‘Simple’ Farmer Accused of Murder”- Course Pack
  “The Town Fool”- Course Pack

Books for Reports- Thursday, September 13
  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 17-21- 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 20
  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 24-28- Mental Illness
Assigned Readings-
   The Lobotomist - pgs. 157-312
   “Abuse in American Mental Hospitals in Historical Perspective”- Course Pack

Books for Reports- Thursday, September 27
   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 1-5- Blindness
Assigned Readings-
   Nielsen- Chapter Three
   Longmore - Chapter 7 “The Outlook of the Problem” and Chapter 12 “Blind & Enlightened”

Books for Reports- Thursday, October 4
   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 8-12- 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 11

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 11

Week Nine - October 15-19 - 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 18

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 18

Week Ten - October 22-26 - 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 25

The Eugenic Assault on America J. David Smith
In the Name of Eugenics Daniel J. Kevles
Week Eleven- October 29-November 2- 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

Books for Reports- Tuesday, November 1

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 Schwieck
Becoming Citizens  Susan Schwartzgen
The Radical Lives of Helen Keller- Kim Nielsen

Week Twelve- November 5-9- 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 8

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 12-16- Disease, Disorders, & Disability- New Categories?
Assigned Readings-
Nielsen- Chapter Eight & Epilogue
“Learning Disabilities”- Course Pack

Books for Reports- Thursday, November 15
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

Reading Journal #2 due- Thursday, November 15

Week Fourteen- November 20- Conclusion- Whither Disability History?
There will be no class on Thursday- November 24th- Happy Thanksgiving

Week Fifteen- November 26-30
Public School Visits-
There will be no class meetings this week- students will be visiting public schools

Week Sixteen- December 4- Wrapping it all up
2nd Paper Due- Tuesday- December 4th
Last Day of Class- Tuesday- December 4th

Final Exam- Thursday, December 13th, 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 18 & November 15
   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 4.

4. Research Paper Prospectus (5%)- Due Thursday, October 11.
   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 Thursday, December 13 (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:

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<thead>
<tr>
<th>Week</th>
<th>Event</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Meet with me to select Research Paper Topic</td>
</tr>
<tr>
<td>Thursday, October 11</td>
<td>Prospectus for Research Paper Due</td>
</tr>
<tr>
<td>Thursday, October 20</td>
<td>First Reading Journal Due</td>
</tr>
<tr>
<td>Thursday, November 17</td>
<td>Second Reading Journal Due</td>
</tr>
<tr>
<td>Tuesday, December 4</td>
<td>Public School Reaction Paper Due</td>
</tr>
<tr>
<td>Thursday, December 13</td>
<td>Research Paper Due (7:30 AM)</td>
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