

APPROVED

# The University Of Toledo

## New Graduate Course Proposal

\* denotes required fields

1. College\*: Coll Lang, Lit, and Soc Sci

Department\*: Women's and Gender Studies

2. Contact Person\*: Charlene Gilbert Phone: 530-2233 (xxx - xxxx) Email:

charlene.gilbert@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)\*: WGST - 6260

4. Proposed title\*: Women, Gender and D

Proposed effective term\*: 201240 (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit?

 Yes No

Approval of other academic unit (signature and title)

Is the course offered at more than one level?

 Yes No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).

6. Credit hours\*: Fixed: 3 or Variable:

to

7. Delivery Mode:

Primary\*

Secondary

Tertiary

a. Activity Type \*

Lecture

Web Assisted Instru

--SelectType--

b. Minimum Credit Hours \*

3

Maximum Credit Hours \*

3

c. Weekly Contact

Hours \*

3

8.

Terms offered:  Fall  Spring  Summer

Years offered:  Every Year  Alternate Years

9. Are students permitted to register for more than one section during a term?  No  Yes

May the courses be repeated for credit?  No  Yes Maximum Hours

10.

Grading System\*:

- Normal Grading (A-F, PS/NC, PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit Only
- No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

[Empty text box for prerequisites]

PIN (Permission From Instructor)  PDP (Permission From Department)

Co-requisites (must be taken **together**):

[Empty text box for co-requisites]

12.

Catalog Description\* (75 words Maximum)

This course will be an interdisciplinary exploration of the intersections of gender and disability and the significance of these categories of analysis as they are understood and experienced by American women with and without disabilities.

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for template.

Syllabus: \* | Choose File | WomenGende...ySyllabus

Additional Attachment 1: | Choose File | no file selected

Additional Attachment 2: | Choose File | no file selected

**Course Approval:**

Department Curriculum Authority: Alvan Brown Date 4/17/12

Department Chairperson: Walter D. Altus Date 4/16/12

College Curriculum Authority or Chair: David Black Date 4/17/12

College Dean: Christine A. Habrecht Date 9/19/12

Graduate Council: [Signature] Date 11/13/2012

Dean of Graduate Studies: [Signature] Date 11/13/2012

Office of the Provost : \_\_\_\_\_ Date \_\_\_\_\_

Submit New Course Proposal

**Administrative Use Only**

**Effective Date:** \_\_\_\_\_ (YYYY/MM/DD)

**CIP Code:** \_\_\_\_\_

**Subsidy Taxonomy:** \_\_\_\_\_

**Program Code:** \_\_\_\_\_

**Instructional Level:** \_\_\_\_\_

**University of Toledo**  
**College of Languages, Literature and Social Sciences**

**Women, Gender & Disability**  
**WGST 6260**  
**MW 4:10-5:25 - Fall**  
**Hours: 3.0**

Patricia A. Murphy, PhD

Phone: 530-2233

Email: [pmurphy@utnet.utoledo.edu](mailto:pmurphy@utnet.utoledo.edu)

Department Website: [www.utoledo.edu/llss/wgst](http://www.utoledo.edu/llss/wgst)

Office Hours: Monday and Wednesday 12:30PM – 3:00PM

Class Location: TBA

**Course Description**

Carol Gill, Ph.D., Assistant Professor of Disability and Human Development at the University of Illinois Chicago and a leading proponent of the rights of women with disabilities wrote:

"A recent online discussion of disability studies drew a parallel between disability studies and women's studies. In women's studies, the focus is not the physiological aspects of femaleness--which would be the concern of gynecology or medical anthropology--but the social construction of gender and the impact on women's lives of social/economic/political/cultural systems and practices. Similarly, disability studies does not focus primarily on physiological aspects of disability--which would be the domain of rehabilitation medicine and other applied fields--but on the social construction of such designations as normal v. disabled and the impact of social systems and practices on the lives of people with disabilities."

*In Alert: Newsletter of the Institute on Disability & Human Development*, Volume 9(3). (Spring 1998).  
Chicago: University of Illinois.

This course will be an interdisciplinary exploration of the intersections of gender and disability and the significance of these categories of analysis as they are understood and experienced by American women with and without disabilities. We will use both a women's studies and a disability studies approach in exploring the rise of a women's rights movement within the disability rights movement. The meaning of the confluence of these two movements for all

women will be examined through guest speakers from the local independent living center, The Ability Center of Greater Toledo, from the University of Toledo's Office of Accessibility, readings, film, journal work, and a discursive paper. Upon completion of this course students will be able to do the following: 1) understand the social constructions of both gender and disability 2) map theoretical discourse rooted in disability studies and feminism to disability struggles and activism and 3) write an analytical essay on women and disability informed by both feminism and theories of disability.

**\*Texts (Required and Recommended, Reserve Materials, etc.)**

**Required Reading:**

**Articles and Short Essays**  
(Available through e-reserves)

- Asch, A. & Fine, M. (1997). Nurturance, sexuality and women with disabilities. *The Disability Studies Reader* In Davis, L.J.( Ed.), pp. 241-259. New York: Routledge.
- Elman, R. A. (1997, June). Disability pornography: The fetishization of women's vulnerabilities. *Violence Against Women*, vol. 3, No. 3, pp. 257-270.
- Finger, A. (1997). Helen and Frida. *The Disability Studies Reader* In Davis, L.J., (Ed.), pp. 401-407. New York: Routledge.
- Gabel, S. (1999). Depressed and disabled: Some discursive problems with mental illness. In Corker and French (Eds.) *Disability Discourse*, pp. 38-46. Philadelphia: Open University Press.
- Garland, R. T. (1997). Integrating disability studies into the curriculum. *The Disability Studies Reader* In Davis, L.J.( Ed.), pp. 296-306. New York: Routledge.
- Gill, C. *Disability Studies: Looking at the FAQ's (Frequently Asked Questions)*. [http://www.uic.edu/depts/idhd/Disability\\_Studies.htm](http://www.uic.edu/depts/idhd/Disability_Studies.htm)
- Hubbard, R. (1997). Abortion and disability: Who should and who should not inhabit the world? *The Disability Studies Reader* In Davis, L.J.( Ed.), pp. 187-200. New York: Routledge.
- Kesselman, A., McNair, L.D., Shniedewind, N. (1999). What is women's studies? *Women: Images and Realities*, pp. 8-13. Mountain View, CA: Mayfield Publishing.
- Meekosha, H. (1997). Body battles: Bodies, gender and disability. In Shakespeare (Ed.), pp. 162-180. Great Britain: Redwood Books.
- Nicolaisen, I. (1995). Persons and nonpersons: Disability and personhood among the Punan Bah of Central Borneo. In Ingstad and Whyte (Eds.), pp. 38-55. Berkeley: University of California Press.
- Singer, J. (1999). Why can't you be normal for once in your life? From a 'problem with no name' to the emergence of a new category of difference. In Corker and French (Eds.) *Disability Discourse*, pp. 60-67. Philadelphia: Open University Press.
- Trahan, J. (1997). Queen of the Girls. *The Disability Studies Reader* In Davis, L.J. ( Ed.), pp. 410-415. New York: Routledge.

## Monograph

Murphy, P.A. (1994). *The edge of a large hole: Writings on the request for reasonable accommodation under the Americans with Disabilities Act of 1990*. Chicago: Center for Research on Women and Gender University of Illinois Chicago.

## Book

Wendell, S. (1996). *The rejected body: Feminist philosophical reflections on disability*. New York: Routledge.

### Books and Articles Available at:

University of Toledo Bookstore  
1 Towerview Boulevard East  
Toledo, OH 43606  
Telephone: (419)530-2516

Hours: Monday - Wednesday, 9:00AM – 7:00PM  
Thursday – Saturday, 9:00AM – 8:00PM  
Sunday – 11:00AM – 7:00PM

The Electronic Reserves can be accessed through the library website. For more information on hours and access to the reserves call the Carlson Library at 419-530-2324.

### Course Requirements: Expectations of students in course

Participation in class discussions, one class presentation, readings, weekly reading reports, and a final paper.

**Readings:** Students are required to complete the assigned readings provided in class or through the Electronic reserves. You will write 16 essays based on the books and other essays of a minimum of 300 words. Papers must identify disability and feminist issues. All students must be able to access the books and readings for this course by the second week of class or students will face losing grade points on assignments. All readings will be on reserve in the Carlson Library.

**Discussion and Participation:** You will be asked to read and to respond to the essays presented by at least 3 other students. Rules for feedback on the work of other students include: 1) acknowledge what's there in an essay; 2) note what is missing in the essay if anything; 3) acknowledge what was best about the essay; and 4) identify what essay you are addressing.

### Final Paper

The final paper, due the last week of class, should have 15 to 20 sources and be 15 to 20 pages in length. The paper should be discussed via email with the instructor prior to writing it.

### **\*Grading policy or criteria**

**Grading:** The final course grades are based on the university standard. Individual exam and paper scores use the same scale.

- A Achievement of outstanding quality 93-100
- A- Achievement of slightly less than outstanding quality 90-92
- B+ Achievement of slightly better than high quality 87-89
- B Achievement of high quality 83-86
- B- Achievement of slightly less than high quality 80-82
- C+ Work of slightly better than average quality 77-79
- C Work of average quality 73-76
- C- Work of slightly less than average quality 70-72
- D+ Work well below the average quality 67-69
- D Poor but passing 63-66
- D- Barely above failing 60-62
- F Failure 59 and below

**\*Assessment of Learning: Identification of methods used to assess student learning in the course**

### **EVALUATION:**

- Weekly Papers— 25%
- Reading Reports – 20%
- Discussion – 25%
- Final Paper – 30%

**Classroom Procedures: Expectations of classroom behaviors including UT policies**

### **CLASSROOM PROCEDURES**

**Course Schedule:** The following schedule presents due dates for the readings, writing, exams, and major assignments. Please note that while we will make every effort to stick to the schedule, we may change readings, assignments, and due dates to meet our evolving needs and expectations. Revisions of the syllabus will be negotiated in class as needed and repeated during the subsequent class sessions. If you miss a class, you are responsible for **notifying** the instructor and checking to ensure that you have the current information on all assignments..

**Grades:** I will post your grade immediately after reading your assignment. Please email me if you do not receive a grade for an assignment.

**Late Work:** Late work will result in a loss of grade points depending on the length of the delay. Please make time for your reading and research. I do not comment on late work. I comment only on work submitted on time.

**Course Navigation Tips** – This is a hybrid course which will use Blackboard to supplement the land-based instruction. Below are few tips on how we will use this particular course element:

**Discussion Board General Facilitation:** This is where I send you to the numbered topics for your assignments and make announcements about general trends I see happening in the course. You should ALWAYS check this section before anything else.

**Group discussion:** Once you are assigned to your group, you will only be able to post to the Discussion Board within your group.

**Topics:** Please post to the topic on the Discussion Board. Please note that I will be numbering topics as we go along. This will make it easier for us to know what we are commenting upon when we read each other's comments. I will give the outlines for each assignment in the assignment section of the Discussion Board.

**Questions:** Questions about course navigation and course content should be posted to the Questions section on the Discussion Board so all students can benefit.

**Computer Help:** If you are unable to get into your discussion group or are having problems getting into the course go to [http://www.utoledo.edu/dl/helpdesk/hlp\\_index.html](http://www.utoledo.edu/dl/helpdesk/hlp_index.html).

## **RESOURCES for STUDENTS:**

### **Office of Accessibility**

If you are a person with a disability, which may require a classroom accommodation, you will need to register with the Office of Accessibility (Rocket Hall Room 1820, Voice 419-530-4981, TTY 419-530-2612) to ensure that the appropriate support services are available. Information shared with the Office of Accessibility will be kept confidential to the extent consistent with State and Federal law. Please contact the instructor to discuss your classroom concerns.

### **Writing Center**

The Writing Center works with current UT undergraduate and graduate students, faculty and staff on a variety of writing projects in any subject. Experienced, polished writers read, review, and respond to papers in order to assist other writers individually at any stage of academic or personal writing. Writers meet with Writing Center tutors in order to generate ideas, organize notes and thoughts, and receive feedback on drafts or completed papers. Spring Hours: Monday through Thursday 10-8 pm, Friday 10-5 pm. The Writing Center is located in Carlson Library, Room 1005. For more information call, 419-530-4939.

### **Learning Enhancement Center**

The Learning Enhancement Center provides academic assistance to all University of Toledo students. Their services include drop-in tutoring and supplemental instruction. For more information call 419-530-2176. The LEC is located in the basement of the Carlson Library.

### **Counseling Center**

The Counseling Center works with current UT students, without cost. Counseling by a therapist is provided based on availability. The Center provides assistance to resolve personal, social,



family, or academic concerns that may be interfering with a student's ability to get the most out of a university career. Call 419-530-2426 for more information.

**Some Thoughts on Academic Integrity:** For University policy on this topic, go to <http://www.utoledo.edu/dl/students/dishonesty.html>. One great thing about writing academic papers is that you are not alone. That is, you have the company of scholars who have gone before you and this is true in articles, essays, unpublished work by another person, newspaper reports, website discoveries, films, interviews, and audio reports. Academic integrity means “no stealing of the ideas of others.” Academic integrity means an attitude of gratitude which is expressed by acknowledging the authors in quotes or with other documentation strategies. For more detail on the proper way to do this go to <http://utoledo.edu/dl/students/ewriting.html>.

## Course Outline

### (Subject to Change as Announced in Class)

**Note on Session Readings:** Each semester the 2 books selected for the session reading may change. The session reading below is an example from one academic year. Current trends in the discipline will inform the selection for the Session books and topics.

**Session 1:** We will spend the first 8 weeks of the course with the readings from *Women and Deafness* edited by Brueggemann and Burch. Although the disability issue appears to be deafness, we will learn from the essays on such topics as the female dynamic in deaf schools, Helen Keller's multiple disabilities, women teachers of deaf students, oralist ideology, deaf photography, and producing gendered signs that categorizing deafness as disability is not a simple matter. The position of both deaf and hearing women around deafness is also more problematic than one would suspect.

**Session 2:** We will spend the next 8 weeks by reading Simon's *Riding the Bus with My Sister: A True Life Journey*. This memoir is an excellent example of the new disability memoir as well as allowing us to explore the relationships between sisters, one with a diagnosed disability and one without.

During each of the weeks that overlap with the 2 Sessions, we will also be doing reading reports and journal writing based on the weekly readings and media listed below:

**8/21**

Discussion: What is Disability Studies? Reading: *Disability Studies: Looking at the FAQ's (Frequently Asked Questions)* by Carol Gill.

**8/23**

Discussion: What is Women's Studies? Reading: *What Is Women's Studies?* Kesselman, et al.

**8/28**

Guest Speaker: Denise Heberle, Attorney. The Americans with Disabilities Act of 1990.

McNeil, M. J. and Kroll, T. (2004). Women and Emerging Disabilities. In (Smith, B. G. & Hutchison, B. Eds.) pp. 286-293. *Gendering Disability*, New Jersey: Rutgers University Press.

**8/30**

Discussion: Defining Disability. Reading: *Who Is Disabled? Defining Disability*. Wendell, Chapter 1.

**9/6**

Videos: *A Little History Worth Knowing*. Tracing the history of people with

disabilities. *Disabled Women: Visions & Voices* - Lecture: The Construction of Normalcy.

**9/11**

Discussion: Disability as Social Construction. Reading: *The Social Construction of Disability* - Wendell, Chapter 2.

O'Toole, C. J. (2004). The Sexist Inheritance of the Disability Movement. In (Smith, B. G. & Hutchison, B. Eds.) pp. 294-300. *Gendering Disability*, New Jersey: Rutgers University Press.

**9/18**

Video: Marilyn Monroe. Reading: *Integrating Disability Studies into the Curriculum* - Garland. Discussion: Is Marilyn Monroe the Ideal Woman?

Herndl, D.P. (2002). Reconstructing the Posthuman Feminist Body Twenty Years after Audrey Lorde's *Cancer Journals*. In (Snyder, Brueggeman, Garland-Thomson, Eds.) *Disability studies: Enabling the humanities*. pp. 144-155. New York: Modern Language Association.

**9/20**

Video: *The Life & Times of Sara Baartman: The Hottentout Venus*. Reading: *Integrating Disability Studies into the Curriculum*. Garland - Discussion: Was Sara Baartman Beautiful? Normal?

**9/25**

Reading: *Disability as Difference* - Wendell, Chapter 3. Lecture: Feminist Standpoint Theory.

Wendall, S. (2006). Toward a Feminist Theory of Disability. In *The disability studies reader* (Davis, L., Ed.) pp. 243-256. New York: Taylor & Francis.

**9/27**

Reading: *The Flight from the Rejected Body* - Wendell, Chapter 4. Guest Speaker: Jennifer Hamburg, Ability Center of Greater Toledo -- Eugenics and the Not Dead Yet Movement.

**10/2**

Reading: *Nurturance, Sexuality and Women with Disabilities* - Asch & Fine. Guest Speaker: Debbie Arbogast, UT Office of Accessibility - Pregnancy & Motherhood.

Mairs, N. (2002). Sex and Death and the Crippled Body: A Meditation. In (Snyder, Brueggeman, Garland-Thomson, Eds.) *Disability studies: Enabling the humanities*. pp. 144-155. New York: Modern Language Association.

**10/4**

Video: Nazi Medicine: In the Shadow of the Reich.

**10/9**

Lecture: Franz Kafka and Workers Compensation Systems. Reading: *The Cognitive and Social Authority of Medicine* - Wendell, Chapter 5.

**10/11**

Reading: *Queen of the Girls* - Trahan. Lecture: Without Identity - Women with Disabilities.

**10/16**

Reading: *Body battles: Bodies, gender and disability* - Meekosha, H. Guest Speaker: Shelley Papenfuse, Ability Center, Disability and Abuse.

**10/18**

Reading: *Disability and Pornography: The Fetishization of Women's Vulnerabilities*.

**10/23**

Reading: *Disability and Feminist Ethics* - Wendell, Chapter 6. Students report on topics for presentation and theory paper.

**10/25**

Guest Speaker: Sandy Kosmyna, Center for Women, Mother of children with disabilities. Lecture: Independence? What Does It Mean?

**11/1**

Reading: *Abortion and Disability: Who Should and Who Should Not Inhabit the World?* - Hubbard. Guest Speaker: Renee Riddle, Ability Center, Anti-abortion Activist.

**11/6**

Reading: *Persons and nonpersons: Disability and personhood among the Punan Bah of Central Borneo* - Nicolaisen. Lecture: Invisibility and Disability.

**11/8**

Reading: *The edge of a large hole: Writings on the request for reasonable accommodation under the Americans with Disabilities Act of 1990* - Murphy. Lecture: The Dynamics of Abuse and Disability.

**11/13**

Reading: *Depressed and disabled: Some discursive problems with mental illness*. Lecture: Is Mental Illness Disability? What Are the Accommodations under the ADA?

**11/15**

Reading: *Why can't you be normal for once in your life? From a 'problem with no name' to the emergence of a new category of difference* - Singer. Student presentations.

**11/20**

Video: Frida Kahlo. Reading: *Helen and Frida* - Finger. Discussion: Two Icons of Women with Disabilities. Student Presentations.

Greeley, R. A. (2004). Disability, Gender, and National Identity in the Painting of Frida Kahlo. In (Smith, B. G. & Hutchison, B. Eds.) pp. 216-232. *Gendering Disability*, New Jersey: Rutgers University Press.

Finger, A. (2006). Helen and Frida. In *The disability studies reader* ( Davis, L., Ed.) pp. 405-410. In *The disability studies reader* (Davis, L., Ed.) pp. 79-92. New York: Taylor & Francis.

**11/27**

Video: Life of Helen Keller. Reading: *Helen and Frida* - Finger. Discussion: Two Icons of Women with Disabilities. Student Presentations.

**11/29**

Reading: *Feminism, Disability & Transcendence of the Body* - Wendell, Chapter 7. Student Presentations. Lecture: Writing the Theory.

**12/4** Student Presentations. Lecture: Writing the Final Paper

**12/6**

Student Presentations. Turn in Final paper. Summing up.