This class will introduce students to disability arts and culture, and to the perspectives of artists who navigate stigmatized identities, and yet find community and identity in difference. We will investigate different cultural perspectives on disability, and on differences in the conception of embodiment. This version of the course will work through the arts, not just about them – writing and performance exercises will be part of the class work. Students will also have the opportunity to interact with visiting speakers. Accessible classroom with realtime captioning.

Requirements:

1 credit: attendance and Canvas responses to each class’s readings/exercises, wellness exercise

3 credits: attendance, Canvas responses, wellness exercise, final class project or paper

About Canvas responses: These are due before noon on class day, and they allow me to gauge your comprehension and engagement, find out what issues you had with the readings and the exercises etc.. Please post two to three paragraphs, no need to polish these.
January 13  
Introduction. Arranging our classroom. SDAC, chapter 1 + Linton
(both readings are on C-Tools/Canvas: please read them before class)

20  
Disability and Art Practice. Guest Artist: Kanta Kochhar-Lindgren.
(Watch this documentary: Disability Culture: Research in
Motion: http://www.youtube.com/watch?v=AI77zqrAvoo (Links to an external site.)

Reading: SDAC, chapter 2 (Disability and Language)
Kochhar-Lindgren, Kanta: Turbulence essay in Files section

27  
Boal and Ekphrasis Action in the Museum. SDAC, chapter 3:
Disability Discourses.

Additional Reading: excerpt from Kafer, Alison (2013) Feminist Queer Crip. Bloomington, IN:
Indiana University Press.

Feb 3  
Symposium. Class meets in Duderstadt Studio.

SCAC, chapter 4: Embodiment/Enmindment

Symposium Reading Pack.

10  
Good Kings Bad Kings discussion.

SDAC, chapter 5. Disability Culture.

Additional Reading: Erevelles, Nirmala and Minear, Andrea (2010) “Unspeakable Offenses:
Untangling Race and Disability in Discourses of Intersectionality,” Journal of Literary &
17 Guest Visitor: Erin Manning. SDAC, chapter 10.


24 Guest Visitor: Denise Leto. SDAC, chapter 6 (Institution), excerpt from Beauty is a Verb

March 10 Good Kings Bad Kings continued.


17 SDAC, chapter 7 (Theatre)


Final Project Proposals due

24 Body and Soul Documentary

SDAC, chapter 9 (Superheroes).


31 Disability and Campus Climate event with Carrie Sandahl

April 7 Call me Ahab discussion

(Wellness Exercise due)
Course Books:

Petra Kuppers: Studying Disability Arts and Culture

Susan Nussbaum: Good Kings Bad Kings

Anne Finger: Call me Ahab

Additional readings are provided via Canvas.

Attendance:

You are required to attend seminars: most of what we do is experiential, and hard (but not impossible) to recreate by yourself. You can miss up to two times: no need to email, hand in excuses or prepare doctor’s notes.

Make sure to have a buddy in class who can fill you in on what you missed.

I realize that you have complex lives with lots going on. Note, though, that no excuses will count beyond these two absences. So be careful with your absences: you might need one of them for illness later in the semester. Having said all this draconian stuff, I want as many people as possible to participate, and to find ways to be with us. So if disability (documented or un-documentated) and other long-term issues can make life and in-class presence hard for you, let’s talk, and we’ll find a way. That’s one of the good things about writing and its relations to space and time.

ADA Statement – UMINDS courses

It is our intention to support the full participation of all students in the learning process of this class. We have incorporated a variety of instruction techniques and evaluation methods
in the course process. In spite of these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate. It is our expectation that students who require specific or additional support to acquire the course content or demonstrate their achievement of the objectives will inform us of their needs immediately. A useful contact is the Office of Students with Disabilities, G664 Haven Hall, at 763-3000.