This class will introduce students to disability arts and culture, to the value and use of arts-based research methods, and to feminist pedagogies and their relationships to social justice. We will investigate different cultural perspectives on disability, and on differences in the conception of embodiment. We will read feminist, cultural and anthropology scholars like Alison Kafer, Karen Nakamura, and Julie Avril Minich, creative writers like Emmanuelle Guattari and Leah Lakshmi Piepzna-Samarasinha, material from the sci-fi anthology Accessing the Future, and others. The course will partly work through the arts, not just about them – creative writing, body awareness practice, and performance exercises will be part of the class work. Students will also have the opportunity to interact with visiting speakers and artists like Carrie Sandahl, Julie Avril Minich, and (via Skype) a theatre group of people deemed to have cognitive differences, A Different Light, from Aotearoa New Zealand. We’ll also fold February’s graduate-student organized Crip Futurities conference into our class program. Let’s investigate together how we can push boundaries, ways of knowing, and ways of doing academe. 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 to each class’s readings/exercises, mid-term, wellness exercise, final class project or paper

About Canvas responses: These are due before noon on Sunday, and they allow me to gauge your comprehension and engagement, find out what issues you had with the readings, how you responded to the exercises etc. Please post two to three
paragraphs, no need to polish these – I am not evaluating these individually, but they are part of the required participation in the class. In addition, please respond to two colleagues’ postings by noon on Tuesday (i.e. class day), so that we have a lively on-line conversation before class.

January 12 Introduction. Arranging our classroom. SDAC, chapter 1 + Simi Linton (both readings are on C-Tools/Canvas: please read them before class)

19 Disability Discourses
(Watch this documentary: Disability Culture: Research in Motion: http://www.youtube.com/watch?v=AI77zqrAvoo).
Reading: SDAC, chapter 2: Disability and Language, and chapter 3: Disability Discourses

26 Disability Cultures

Feb 2 Practical Exercise: Disability Pedagogies
Excerpts from Emmanuelle Guattari: I, Little Asylum. (Semiotext(e)), 2014.
Please read one of the essays in the Disability Pedagogy special issue of Disability Studies Quarterly, and comment on it on Canvas: http://dsq-sds.org/issue/view/144

9 Telling Stories

February 11th and 12th: Crip Futurities Symposium. Please attend at least one session of the symposium, and write a response to it on Canvas.

16 Body/Space Poetics
SDAC, chapter 6 (Institution)

23 Visit with A Different Light Theatre Company
SDAC, chapter 7 (Theatre) + 8 (Dance)
**Mid-term due** (for 3 credit participants): Journal Essay Review + Pedagogical Exercise  (for instruction, see Discussion Posting)

March 8  Guest Speaker: Julie Avril Minich  
Chapter by Julie Minich: *Accessible Citizenships. Disability, Nation, and the Cultural Politics of Greater Mexico* (which was just awarded the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary Cultural Studies, 2015)

15  Cultural Expressions  
SDAC, chapter 9 (Superheroes) and Chapter 10 (Autism)  
Watch Amanda Baggs: In my Language  
(https://www.youtube.com/watch?v=JnylM1hl2jc)

**Final Project Proposals due** (for 3 credit participants, two to three pages, identifying an issue you want to work on, your method, what the outcome will be, and some initial reading/research materials)

22  Guest Artist: Carrie Sandahl – Documentary Film-Making  
Reading: TBC

29  Susan Nussbaum: Good Kings Bad Kings discussion

April 5  Guest Artist: Amber DiPietra – Disability/Sex Work/Performance Art  
Plus TBC  
**Wellness Exercise due** (instruction posted in Files) hand it in as a print-out/hand-written, whatever is appropriate

April 12  Final Projects (if there are pedagogical experiments, or performances) or TBA

**Final Projects due a week after class ends: noon April 19th**

**Course Books:**  
Petra Kuppers: *Studying Disability Arts and Culture* (you will create one response to book exercises per class, as a form of self-study. Sometimes, we’ll discuss these in class, sometimes we do not – often, we focus on other texts during class time. Using the self-directed exercises in the book offers an additional access to the class, and also prepares you to think about disability studies and pedagogy, and the exercise you will be designing for your midterm.)  
Additional readings are provided via Canvas.
**Attendance:**
You are required to attend seminars: a lot 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 – from self-study to reading discussion, from practical experiential exercises to discussion with guest speakers and artists. 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.