New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** GSWS 315

2. **Course title:** Disability Justice

3. **Abbreviated title for class schedule** (30 characters or less): Disability Justice

4. **Credit hours:** 4.0
   (note: if credits are variable, list range of credits (e.g. 1-8 credits)
5. **Catalog description:** Disability Justice introduces students to the areas of queer disability studies and feminist disability studies. Drawing from the intersections of disability, gender, and sexuality in relation to other categories such as race and class, we examine the embodiment and lived experiences of people with disabilities as well as the connections between disability and crip studies, feminist studies, and queer studies. Students gain knowledge of queer and feminist disability studies as fields of inquiry as well as interrogate topics important to activists and scholars who work in this area.

6. **Prerequisites (*to add each additional prerequisite, start a new line*):**
   (*See attached Note for samples***)**

   A. (course prefix, (space) and number) N/A

7. **Co-requisites (including labs, if any):**
   A. (course prefix, (space) and number) N/A

8. **Major/Class restrictions: Please indicate any class or major restrictions:** N/A

9. **Is course repeatable? Yes No X If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture:** N/A **; # of hours lab:**

11. **Fees: List any course fees:** N/A

12. **Grade Mode: Graded only: X Pass/No Pass only: Option:**

13. **CIP Code: Six-digit CIP code** (check with your Division Director): 05.02

14. **Special qualifications; Is course proposed for (yes/no):**
    A. University Studies? No If yes, list Strand(s)

    B. Honors? No

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at https://inside.sou.edu/provost/curriculum.html):** N/A

16. Strategic justification for proposed course:

A. **Rationale**: This course provides an elective in the GSWS major and minor. Disability Studies is a developing field that overlaps the humanities, social sciences, natural sciences, and public policy. This course is interdisciplinary and highlights the work of disability scholars and activists from an intersectional lens. Offering this course at SOU will introduce students to the broader scholarly work within the field of Gender and Women's Studies and meet student interest in the area of identity/issues.

B. **Alignment**:

1. How does this course align with the unit's mission plan? The focus of this course will assist students in understanding and interrogating the concept of "disability," which is an important field in Gender, Sexuality, and Women's Studies. Feminist and queer studies have long focused on the importance of the body in our social world, and the emerging field of disability studies is in alignment with the critical goals of Gender, Sexuality, and Women's Studies.

2. How does the course fit into the rest of the unit's curriculum? It provides an additional elective for GSWS majors and minors. An introduction to some of the fields stemming from Gender Studies, such as Disability Justice, occurs in GSWS 201: Introduction to Gender, Sexuality, and Women's Studies. This elective will further explore this field as it relates to GSWS. It will also serve as one of the courses in a sequence that address fields of inquiry stemming from Gender Studies, including the Masculinity Studies (GSWS 311), Transgender Studies GSWS 312), and Fat Studies: Bodies, Culture, and Politics (GSWS 313).

C. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 **15**; Year 2 **n/a**; Year 3 **25**

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? Developed and taught spring 2020 by Dr. Carey Jean Sojka
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course will be offered every 2-3 years. It will be accommodated within Sojka's normal teaching load.
   c. If additional faculty members are needed, how will that need be met? N/A

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Like all GSWS classes, this class requires

circle seating (either all-class circle seating or small group circle seating) and accessible seating for all students (e.g. no small desks).

3. *Other*:
   a. Are Hannon Library resources sufficient to meet the needs of this course? Currently yes. As the major develops, we would benefit from access to a specific Gender Studies electronic database.
   b. Are any other resources needed to support this course? No
      If so, please explain how they will be obtained. N/A

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? This elective offering is expected to support the needs and interests of students with interests in "disability studies" as well as students seeking to understand emerging gender developments more conceptually. No negative effect on other programs is expected, though the course will probably prove to be of interest to a variety of individual students as well as to GSWS majors and minors.
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

_____ _____

Signature of Division Director Date

4/29/16

GSWS 315: Disability Justice

4 credits

Instructor: Dr. Carey Jean Sojka
Pronounced CARE-ree JEEN SOY-kah
Most students call me Carey; you can also call me Dr. Sojka.
Course Day/Time:
Email: sojkac@sou.edu
Office Phone: 541-552-6750 (you can leave me messages on this phone that I will receive in my email)
Office hours:

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Course Information

Course Description

Disability Justice introduces students to the areas of queer disability studies and feminist disability studies. Drawing from the intersections of disability, gender, and sexuality in relation to other categories such as race and class, we examine the embodiment and lived experiences of people with disabilities as well as the connections between disability and crip studies, feminist studies, and queer studies. Students gain knowledge of queer and feminist disability studies as fields of inquiry as well as interrogate topics important to activists and scholars who work in this area.

GSWS Course Criteria

1. A significant portion of the course content and/or methodology should pertain to the study of women, sexuality, and/or gender diversity within an anti-racist feminist and/or anti-racist queer framework.

2. Course content should challenge the intersecting systems of oppression and privilege (e.g. sexism, racism, heterosexism, cissexism, ableism, classism, etc.) that shape the experience and disproportionately affect marginalized groups.
3. Course content must exclude oppressive or sex-role stereotypical definitions as the desirable cultural norm.
4. Assigned work should address in some consistent manner the following learning objectives:
    a. Analyzing course topics from feminist and/or queer perspectives
    b. Analyzing intersecting systems of oppression and privilege
    c. Understanding one's own position in those systems of oppression and privilege

Course Goals

1. Students will gain an understanding of feminist and queer approaches to disability studies
2. Students will understand intersectional approaches to disability studies and disability justice
3. Students will implement their own disability activism by implementing ideas from course material
4. Students will reflect on how course material relates to their own lives.

Required Texts

- *Exile and Pride: Disability, Queerness, and Liberation* by Eli Clare (required)
    - Content Note for *Exile and Pride*: This text deals with many issues of violence and abuse. We are reading it at the end of the term so that if you need extra time to go through this text, you can start reading it earlier with more time and the social supports you may need.
- *Skin, Tooth, and Bone: The Basis of Movement is our People (A Disability Justice Primer), 2nd edition* by Sins Invalid (required)
- Articles/chapters on Moodle (required)

Course Grading and Assignments

You are responsible for your work in this course. Remember that you are not graded on effort; grades will reflect the **quality** of your work in this course. All work you submit must be your own.

Participation	30%
Sins Invalid Documentary Reflection	10%
Disability Justice: Reflections on a Pandemic	10%
Small Group Presentations	10%
Activist Project	20%
Exile and Pride: Disability Intersectionality Final Reflection	20%

Participation

Attendance and participation will include attending and participating in Zoom sessions as well as participating in Moodle forums. Your attendance and participation will be graded on your activity in Moodle forums. If you have technology challenges, communicate them with the instructor as soon as they arise.

All participation, whether during Zoom sessions or in Moodle Forums, should follow these community guidelines:

- Work together to foster a community of care in this class.
- Recognize that many people may be dealing with difficult situations in their lives.
- Respect each other and the material. You can disagree with each other or with the material, but do so respectfully.
- Move up/move back (particularly for Zoom). If you contribute less, find ways to 'move up' and contribute more; if you already contribute more, find ways to 'move back' and give other people room to contribute.
- Be mindful of how we communicate with others all the time, and especially how we communicate when we are experiencing stress or other difficulties.
- Recognize the difference between discomfort and safety/respect (refer to class content note later in syllabus) and take responsibility for our own feelings of discomfort.
- Avoid assumptions about others.
- Share overall lessons we learn through the course, but never share specifics (to protect confidentiality).
- If you're confused about what someone said, ask for clarification.

- If someone says something problematic, try to call them in instead of calling them out. Call in by explaining why it was problematic.
- If someone calls you in for something you said, first take time to understand what they are saying instead of responding immediately. Immediate responses are more likely to be defensive instead of productive.

Zoom sessions help us to foster a community of care by combating social isolation many of us may be feeling. Positive participation in Zoom sessions includes qualities such as: Demonstrate a thorough understanding of the readings through insightful comments and/or questions. Demonstrate constructive, active listening. Refer to course texts during discussions. Refer to specific pages, paragraphs, and quotes from the readings at least once during each class session when we discuss readings to relate to your discussion contributions. Take notes on lectures. Engage other students in course discussions by responding directly others' comments and questions and building on discussion ideas. Keep comments during course discussions related to the course topics and readings for the day and build on them by identifying new applications. Save tangential comments and questions for one-on-one meetings during the professor's office hours. Encourage other students to contribute and avoid dominating the conversation.

Moodle forums help us to foster a community of care by allowing for communication and collaboration outside of our class time, as some people may have new demands on their time. Positive participation in Moodle forums includes qualities such as: Demonstrate a thorough understanding of the readings through insightful comments and/or questions. Demonstrate a careful reading of others' posts in your responses. Cite course texts (using at the least the last name of the author and page number and preferably using MLA, APA, or ASA). Engage other students by responding to others' comments and questions responding to each person who responds to your initial posts. Keep questions/comments related to the course topics and readings for the day and build on them by identifying new applications. Avoid tangential comments and questions. Encourage other students to contribute.

Note: I will be recording our Zoom class sessions to post on Moodle for students who miss a session. Like all things in this class, these are protected by copyright and cannot be shared by students (copyright statement for our entire class is at the end of this syllabus).

Sins Invalid Documentary Reflection

Purpose: This reflection will help you to process and critically consider the documentary we will watch.

Skills/Knowledge: This will strengthen your critical thinking skills and help you to increase your knowledge of the disability activism by thoughtfully considering the documentary.

Criterial for Success: This is a **critical thinking** response to the documentary. You may complete this as a 300+ word essay OR a 3-4 minute prepared, edited, and uploaded speech. Do not summarize the documentary; instead, provide your thoughtful ideas about it as it relates to disability justice. Address one or more of the following questions:

- How is this an effective example of disability activism?
- Why should people know about this activism?
- How does this activism change our world?

Grading:

- Check plus (10/10) for exceptional; exceeds expectations, shows strong critical thinking, demonstrates a thorough understanding of the documentary, and has a highly polished quality.
- Check (8/10) for satisfactory; meets all criteria, shows some critical thinking, demonstrates an understanding of the documentary, and has a satisfactory quality
- Check minus (6/10) for needs work; meets some but not all criteria, not much critical thinking, documentary addressed but without demonstration of understanding, and has a poor quality
- 5/10 or lower for failing; does not meet criteria, does not show critical thinking, does not reference the documentary, and/or has a poor quality
- 0/10 for missing assignment

Disability Justice: Reflections on a Pandemic

Purpose: This assignment gives you the opportunity to connect the text *Skin, Tooth, and Bone: The Basis of Movement is our People* to our current social situation in the midst of a global pandemic.

Skills/Knowledge: Applying knowledge from the text to this real-world example will help you to connect course concepts to a new area.

Criterial for Success: After completing the text, also read "Social Distancing and Crip Survival: A Disability Centered Response to COVID-19" as well as "wash your hands" and "in the corona". Then, you may either write a 300+ word essay OR a 3-4 minute prepared, edited, and uploaded speech, answering the following question: How/why is disability justice important in our social response to the COVID-19 pandemic?

Your essay/speech should cite at least 3 concepts from the text *Skin, Tooth, and Bone: The Basis of Movement is our People* and also cite "Social Distancing and Crip Survival: A Disability Centered Response to COVID-19". Cite each concept in **bold** if writing. Clearly highlight each concept by citing page numbers if you do a speech.
This reflection essay is graded using the following:

- Check plus (10/10) for exceptional; exceeds expectations, shows strong critical thinking, demonstrates a thorough understanding of the text, and has a highly polished writing quality.
- Check (8/10) for satisfactory; meets all criteria, shows some critical thinking, demonstrates an understanding of the text, and has a satisfactory writing quality
- Check minus (6/10) for needs work; meets some but not all criteria, not much critical thinking, text cited but without demonstration of understanding, and has a poor writing quality
- 5/10 or lower for failing; does not meet criteria, does not show critical thinking, does not cite readings, and has a poor writing quality
- 0/10 for missing assignment

Small Group Presentations

Purpose: This will allow for students to engage with more nuanced ideas about disability topics related to GSWS.

Skills/Knowledge: You will work in groups to create a presentation about an assigned reading and synthesize how that reading relates to the topic of the week and the course overall. You will then facilitate a discussion about the reading using prepared discussion questions.

Criterial for Success: Your presentation should be 8-12 minutes long (not including a facilitated discussion afterwards). All of the people in your group will need to collectively create the presentation, although not everyone has to participate in actually presenting it (for instance, if someone is not able to join us in Zoom the day of the presentation, that's fine as long as they contributed to the work that was put into the presentation ahead of time). Your presentation should include the following parts:

1. Introduce the entire presentation (about 1 minute)
2. Teach us about the reading your group was assigned in an interesting and engaging way. Tell us what's important about the reading, why it matters, what's interesting about it, what concepts are most critical to understand, and that sort of information. (about 4-6 minutes)
3. Connect the reading to the other readings for the week and the topic for the week. Make connections between readings (verbally cite), and clearly explain how this reading relates to the topic (feminism, queerness, trans, or anti-racist work). (about 3-4 minutes)
4. Meaningfully conclude the entire presentation (about 1 minute)

You may wish to create slides and share them via screen sharing, but this is not required. If you do wish to create slides, I recommend Google Slides for more effective collaboration.

Following your 8-12 minute presentation, you should facilitate a discussion about your reading. Note that you will have had to effectively taught your reading in order for people to understand it enough to discuss it. Prepare 3 discussion questions about your reading for the class to discuss. Effective discussion questions:

- Require students to engage with the material in your presentation *and* readings we've done for class in order to respond
- Ask for student arguments/ideas that are informed directly by the readings/presentation
- Ask students to compare and contrast ideas.
- Ask students to discuss the implications of ideas from the readings/presentation
- Help students to address the ideas from your article in more depth
- Help students to connect ideas from the readings to other topics we've read about and discussed in class
- Help students to apply ideas from the readings to new realms

Effective discussion questions do NOT:

- Require outside knowledge (everything students need to know to answer the question should already be available to them from your presentation and from what we have already covered in the class

- Ask for opinions (opinions are uniformed ideas about a topic that may have been formed prior to joining this class. You may, however, ask about students' informed arguments based on the readings – informed arguments are not the same as simple opinions, as they require students to engage with information from class in their responses).
- Ask students to simply recall knowledge (from the presentation or from readings).

You will also submit a peer evaluation which includes your assessment of each person's contributions to your group. Note that not everyone has to contribute in the same way, but everyone needs to contribute. In your peer evaluation, write a response about each person in your group, including yourself, addressing their/your collaboration, follow-through, insight and creativity, and quality of project work.

Grading on presentation (may be altered for students who contribute more or less based on peer evaluations; also, not turning in your peer evaluation will also lower this grade):

- Check plus (10/10) for exceptional; exceeds expectations noted above.
- Check (8/10) for satisfactory; meets expectations.
- Check minus (6/10) for needs work; meets some but not all expectations.
- 5/10 or lower for failing; does not meet expectations
- 0/10 for missing or non-participation in group

Activist Project

Purpose: This assignment gives you the opportunity to put ideas from class into action!

Skills/Knowledge: This assignment helps you to build your skills in synthesizing ideas, deciding on solutions, and implementing a new response to a problem through activism.

Criteria for Success: This assignment includes two parts:

1. Creating and distributing a GSWS-themed disability justice activist resource or participating in another form of (safe) GSWS-themed disability justice activism as approved by the instructor. (may be done by yourself or in groups within the class). In addition to distributing your resource, you will also need to upload it to Moodle.
2. You may write a 500+ word reflection OR do a 5-6 minute prepared, edited, and uploaded speech. In your assignment, answering the following questions:
   a. How does your project promote disability justice?
   b. How is your project feminist and/or queer?
   c. In what ways was your project effective in creating social change that promotes disability justice?
   d. How did your project

Exile and Pride: Disability Intersectionality Final Reflection

Purpose: This assignment will allow you to both reflect on our final text, *Exile and Pride,* as well as to reflect on the course material as a whole.

Skills/Knowledge: This will strengthen your critical thinking skills and help you to increase your knowledge of the disability activism by thoughtfully considering the documentary.

Criterial for Success: This essay/speech serves as a final for the entire term and should demonstrate your knowledge of course readings from across the term and your ability to synthesize them. You should deeply engage with and cite *Exile and Pride* throughout your entire essay, while also citing *Skin, Tooth, and Bone* and at least one reading from *each* of the weeks 4-7.

You may complete this as a 750+ word essay OR a 6+ minute prepared, edited, and uploaded speech (you may need more words/time to address all of the following questions – use as many words or as much time as needed). Address **ALL** of the following questions in your reflection:

1. In what ways is Clare's text intersectional? Why is intersectionality important to disability justice? How does Clare's approach to disability intersectionality compare and contrast with other articles and texts we've read this term?
2. What lessons does Clare's text hold for how to make the world better? What does it suggest about disability activism? How does Clare's approach to disability activism compare and contrast with other articles and texts we've read this term?

3. How does Clare's book relate to one (or more) of the following: your academic experience(s); your future career/life goal(s); your personal life/experiences/identities?

Rubric will be posted on Moodle.

Formatting Guidelines and Other Grading Information

Please use the following formatting for all assignments unless otherwise noted.

- Times New Roman 12-point font
- Double-spacing and 0 point spacing before and after paragraphs
- Titles, headers, block quotes, visuals, and other such paper materials may be required, allowed and/or encouraged, but they do not count toward page lengths.
- Your surname, citation style, and page numbers in the footer (e.g. Sojka ASA 1)
    a. Use ASA, APA, or MLA citation style consistently and accurately for in-text citations and a reference page. Failure to cite is plagiarism regardless of intent; please see the academic honesty section below. Meet with me and/or the writing center for help with citations.
- Do not include the titles of books/articles in the text of your paper; make sure that any exceptions to this are intentional (for instance, when referring to the historical importance of a well-known text or discussing the rhetorical significance of an article/book title). Use only the author's surname, page number, and/or publication year in the text (depending on citation style)
- All assignments submitted online must be submitted in .docx format unless otherwise noted. Note that Microsoft Word is free to download for SOU students and can also be found on campus computers.

If you disagree with a grade you receive on an assignment, please do the following:

1) Type a concise paragraph stating your case. Support for your argument in the form of citations from class readings and/or the syllabus is required.

2) Bring your paragraph with the original, graded assignment to my office hours (or by appointment) within one week of receiving the graded assignment.

Please feel free to meet with me to discuss your grade at any time during the quarter by visiting my office hours or by appointment. Letter grades will be based on the following percentages:

A = 94-100%	B = 83-86.99%	C = 73-76.99%	D = 63-66.99%
A-= 90-93.99%	B-= 80-82.99%	C-= 70-72.99%	D-= 60-62.99%
B+= 87-89.99%	C+= 77-79.99%	D+= 67-69.99%	F = 59.99% & below

Important Information on Class Policies

Student Expectations and Responsibilities

Respectful behavior is expected in this course.

It is important to remember that everyone will be coming into this course with different levels of experience, and all should be given a chance to learn in a safe environment. In order to foster a safe and productive learning environment, it is your responsibility to treat the course material as well as all other members of this class with respect. You may disagree with the course material or with one another, but make sure your questions and arguments revolve around the readings and theories that are being discussed as much as possible.

The SOU statement on diversity states: "The strength of curricular and co-curricular experiences depends upon a campus community rich with diversity of ethnicity, race, gender and gender identity, size, nationality, age, language, religious affiliation, sexual orientation, socioeconomic background, disability, and political affiliation. Without this diversity, the educational process is diminished" (http://www.sou.edu/diversity/). Your responsibility for respectful behavior in this class includes all of these aspects both in regard to representation in the classroom as well as discussion around these topics. Please refrain from calling out or tokenizing other students in relation to any of these categories. Please also do not use victim blaming rhetoric, which involves blaming people for their own victimization or oppression.

Please also be aware that many Gender, Sexuality, and Women's Studies courses bring up issues of privilege and oppression. It is important to remember "that there are few pure victims or oppressors, and that each one of us derives varying amounts of penalty and privilege from the multiple systems of oppression that frame our lives" (Collins

1993:26). As such, most of us are both privileged by some aspects of our lives and oppressed through others. However, privilege and oppression are not individual aspects of our identities. We may benefit from privilege without wanting those benefits or even recognizing that they exist! Similarly, we may be oppressed and not see how it influences our own lives. Instead, privilege and oppression operate on a structural level to influence our individual and interpersonal lives; many studies have documented these structural inequities, and if you have any questions about these, you may request further reading from the instructor. Because of this, it is important to note that neither privilege nor oppression are emotions; we cannot simply *feel* privileged or *feel* oppressed. We may feel emotions **because** of both, but they are ultimately about systems of power. Some of these related emotions may arise when recognizing how we are privileged, particularly when this happens for the first time, and responses may include any or all of the following: anger, outrage, distress, denial, and/or motivation to action (Johnson 2005). It is expected that you will take note of these issues throughout the course; examine and take responsibility for the ways in which your own emotions may relate to systems of power; and recognize that others in the course may be at a different point in relation to identifying the complexities of privilege and oppression. By following these expectations, it will help to ensure that all students are given a chance to critically engage with course material around privilege and oppression.

Any personal information shared in class should be kept confidential. You may relate the course material to personal experiences, but please know it is not expected that you will share any particular personal information with the class. If you feel that you would like to share personal information, please ensure that it is relevant to the course and that you relate it back to the course material. Use "I" statements when voicing opinions or beliefs and avoid making assumptions about other people and their opinions or beliefs.

You are responsible for participating in this course, being well-prepared, engaged, and attentive, completing and submitting all course work on time, taking responsibility for your own success and shortcomings, and communicating any problems or concerns with the instructor as soon as problems arise.

References:
Johnson, Allan. 2001. *Privilege, Power, and Difference*. Mountain View, CA: Mayfield Publishing Company.
Collins, Patricia Hill. 1993. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis." *Race, Class, and Gender* 1(1):25-45.

Expected workload

Based on federal guidelines, the expectation for college-level classes is that you will spend 2 hours on work outside of class for each hour you spend in class; this means that in a week of class, you should expect to spend about 8 hours outside of class on readings, assignments, studying, and so on. Some weeks may have more work and others may have less, so please plan accordingly. If you find that you are exceeding this amount, please meet with me so we can discuss time-saving techniques for your coursework.

Class Content

Classrooms are often spaces of discomfort; it can be uncomfortable to be challenged in new ways. If you experience discomfort, please take responsibility and use this as a learning moment to better understand your own relationship to the material. However, if your discomfort turns to distress or a trauma-related response, please know that you can take the space you need. You are responsible for checking in to determine alternative participation or other grading, but if this is required and completed, please know that your grade for the course will in no way be penalized. Please also know that there are multiple resources on campus including Personal Counseling Services at the Student Health and Wellness Center (www.sou.edu/health/counseling.html) and the campus resource centers (http://www.sou.edu/su/centers.html) if you need help. I would be happy to refer you if you would like.

Absences

If you miss a Zoom session, please watch/listen to/read the class recording (note on transcripts: for people without formal accommodations, we will try to find volunteers to transcribe each session; for people with formal accommodations, I was told you should be able to use the same tools for accommodation that you would use in class. Let me know if you need assistance or if something isn't working as it should).

Late Policy

I developed this late policy to give students the flexibility to request extensions while maintaining responsibility for the timely submission of academic work. All course work is due on time unless it meets this late policy. I will give a 15-minute grace period for in-class assignments, which means that assignments need to be turned in no later than 15

minutes after the start of class when they are due. Also note that at the discretion of the instructor, some assignments may not qualify for exceptions 1 and 2 below, usually because late submissions would interfere with student and/or class productivity; these assignments would still qualify for exception 3.

1. Late assignments without extensions or documentation*:* It is your responsibility to print or upload all assignments ahead of time depending on the submission format so that you do not have technical difficulties at the last minute. Late assignments will be graded at a maximum of 50% of the original points. All late work is due by Friday of Week 10.
2. Extensions requested in advance*:* Extension requests will be considered on an individual basis, but they require advance planning on your part if you will not be able to meet the deadline. The extension request must be completed and **emailed to me no later than midnight before the class deadline**. If you would like a particular assignment to be considered for an extension, you must complete an extension request by emailing the professor with numbered responses to all of the following:
    1) Your name
    2) Course name and number
    3) Assignment
    4) Original assignment due date
    5) Reason for requesting an extension
    6) Proposed extension deadline (including due date and time)
    7) Reason for requesting this amount of time for the extension
    8) Any other information you feel is relevant (optional)

    Extensions will usually be approved to be turned in during the following class session and will only rarely be approved past this timeframe. Also note that turning in an extension form does not ensure that you will be granted the extension you would like, as I may ask you to change details such as the proposed deadline. Incomplete or late extension requests will not be accepted. If you do not meet the extension deadline, you will be graded using the criteria from #1 above. You may submit multiple extension requests throughout a term, even for the same assignment. **Your extension request(s) must be included with/in your work when it is submitted.**
3. Unforeseeable crisis*:* Documentation is required. In the case of severe illness, hospitalization, the death of a family member or loved one, a personal crisis documented by a therapist, or another unforeseeable crisis with documentation of some kind, you do not need to complete an extension request as long as you work within the following guidelines. You will automatically receive a one-week extension from the original deadline if you provide documentation stapled to your late assignment. If you need more time, you will be need to submit an extension request for the extension beyond that time frame, at which point you will also need to meet with me to discuss potential accommodations. I also recommend that you contact the Office of Student Life at (541) 552-6221 or student_affairs@sou.edu.

Save Your Work

It is your responsibility to maintain a copy of all graded material for use as documentation in case there are questions regarding the final grade earned in this course. Students will also need to keep a copy (electronic is fine) of all assignments turned in.

University Policies

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at https://inside.sou.edu/ssi/index.html. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are strongly encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialling 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at https://inside.sou.edu/ssi/confidential-advisors.html, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at https://inside.sou.edu/dr/index.html for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.

COURSE SCHEDULE AND READINGS

(subject to change)

Day	Topic	Readings	Assignments
Week 1 Day 1	Welcome		
Week 1 Day 2		Sins Invalid, pp. 4-27 Sins Invalid, Glossary pp. 143-174 (can skim for words that are new to you)	
Week 2 Day 1	Disability Justice	Sins Invalid, pp. 47-63 and 94-123	
Week 2 Day 2		Sins Invalid, pp. 28-46 and 64-71	Sins Invalid Documentary Reflection Due
Week 3 Day 1	Disability Justice	Sins Invalid, pp. 72-93 and 124-141	
Week 3 Day 2		Social Distancing and Crip Survival: A Disability Centered Response to COVID-19 (https://www.sinsinvalid.org/news-1/2020/3/19/social-distancing-and-crip-survival-a-disability-centered-response-to-covid-19) – also skim through the mutual aid and skill sharing links at the bottom of this page wash your hands, by Dori Midnight (https://dorimidnight.com/uncategorized/wash-your-hands/) in the corona by adrienne maree brown (http://adriennemareebrown.net/2020/02/29/in-the-corona/)	Disability Justice: Reflections on a Pandemic Due
Week 4 Day 1	Feminist and Disability Intersections	Garland-Thomson, Integrating Disability, Transforming Feminist Theory (http://dx.doi.org/10.1353/nwsa.2003.0005) Bailey and Mobley, Work in the intersections: A black feminist disability framework (https://doi.org/10.1177/0891243218801523)	
Week 4 Day 2		Small group presentation: Mays, Feminist disability theory: Domestic violence against women with a disability (https://doi.org/10.1080/09687590500498077)	
Week 5 Day 1	Queer and Disability Intersections	Spieldenner, Considering the Queer Disabled/Debilitated Body: An Introduction of Queer Cripping (https://www.jstor.org/stable/10.14321/qed.6.3.0076) Hobson, Fibromyalgia: A Queer-Femme Crip Narrative Essay (https://www.jstor.org/stable/10.14321/qed.6.issue-3)	
Week 5 Day 2		Small group presentation: Kafer, Slippery Slopes, Cultural Anxiety, and the Case of the Deaf Lesbians	
Week 6 Day 1	Trans and Disability Intersections	Baril, transness as debility: rethinking intersections between trans and disabled embodiments (https://doi.org/10.1057/fr.2015.21) Clare, Promise of Cure, pp. 171-190 in Brilliant Imperfection: Grappling with Cure	
Week 6 Day 2		Small group presentation: Baril, Needing to Acquire a Physical Impairment/Disability: (Re)Thinking the Connections between Trans and Disability Studies through Transability (https://doi.org/10.1111/hypa.12113)	
Week 7	Anti-racist and	Puar, Hands Up, Don't Shoot (excerpt from "The Right to	

Day 1	Disability Intersections	Maim" (https://thenewinquiry.com/hands-up-dont-shoot/) Samuels, Examining Millie and Christine McKoy: Where Enslavement and Enfreakment Meet (https://www.jstor.org/stable/10.1086/660176)	
Week 7 Day 2		Small group presentation: Stubblefield, 'Beyond the Pale': Tainted Whiteness, Cognitive Disability, and Eugenic Sterilization (https://doi.org/10.1111/j.1527-2001.2007.tb00987.x)	
Week 8 Day 1	No Class (Memorial Day)		
Week 8 Day 2	Exile and Pride	Clare, Forward to the 2015 edition, Preface to the 2009 edition, A note about gender, or why is this white guy writing about being a lesbian?, and The Mountain (pp. xi-14)	Activist Project resource due
Week 9 Day 1	Exile and Pride	Clare, Part i: place (pp. 17-80)	
Week 9 Day 2			Activist Project reflection due
Week 10 Day 1	Exile and Pride	Clare, Part ii: bodies (pp. 81-160)	
Week 10 Day 2			Exile and Pride: Disability Intersectionality Final Reflection Due

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