

Desiring Justice: Sex, Difference and Social Movements (GWS 402)

Spring 2015

Wednesdays 1:15-4:00pm

Fanning 305

Professor: Ariella Rotramel, PhD

E-mail: ariella.rotramel@conncoll.edu

Office Location: Department of Gender and Women's Studies, 740 Williams Street

Office Hours: Mondays 9-10:30am and by appointment – use <http://bit.ly/1s6rEqW> to schedule.

Course Overview

This course explores the intertwined histories of disability and sexuality. Topics we study include eugenics and reproductive justice, as well as arts movements that challenge mainstream attitudes about sexuality and disability. We seek to develop critical understandings of disability and sexuality as categories central to socio-political structures and practices. As a seminar course, your own path into this topic is centered alongside seeking out connections with other students as you study sexuality, disability, and (in)justice.

Learning Goals

This course fulfills components of the Gender and Women's Studies departmental learning goals. Students in this course learn to:

- How are sexuality and disability justice concerns intertwined? How are they articulated and represented?
- How does an understanding of social history illuminate contemporary disability and sexuality concerns?
- How have social understandings and responses to disability developed and been challenged?
- What are the theoretical and practical interventions made in feminist studies by queer and disability studies?
- What are the varying forms of disability and sexuality justice advocacy? What are the movement histories?

Universal Learning

I am committed to the principle of universal learning. All of us learn in different ways and our course can be organized to accommodate all students, including through the use of oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible.

Please meet with me at the start of the semester to discuss your individual learning needs for this course.

Office Hours

I hold office hours in order to provide you with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit my office hours include: discussing a course topic further; questions or concerns about your work in this course; or a personal issue is affecting your work and we need to find a strategy to address this challenge. Do not hesitate to meet with me as soon as possible if you are having difficulties with the course because there is little we can do at the end of the semester.

Course Texts

- o D'Emilio and Freedman, *Intimate Matters* (3rd edition). Chicago: UC Press, 2012. ISBN: 978-0226923802.
- o Silliman et al., *Undivided Rights*. New York: South End Press, 2004. ISBN: 978-0896087293.
- o Carey, et al. *Disability Incarcerated*. Palgrave Macmillan, 2014. ISBN: 978-1137404053.
- o McRuer and Mollow, eds. *Sex and Disability*. Durham, NC: Duke UP, 2012. ISBN: 978-0822351542.
- o Ellen Samuels, *Fantasies of Identification*. New York: NYUP, 2014. ISBN: 978-1479859498.

Course texts are on library reserve. All other sources for our course are available via our Google Drive folder.

Course Assignments

	Participation	Course Glossary	Representation Project	Justice Paper	Reflection Essay
Due	weekly	Google Doc - Finals	March 25 @ 1:15pm	May 7 @ 5:00pm	Finals
Grade %	20	25	20	20	15

Your final grade is based on your performance in class and on your assignments. The grading scale is: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D = 69-60; F= 59 and below.

Late assignments will receive a deduction of one letter grade per 24-hour period they are late. Assignment extensions may be requested with timely notification. This course does not have extra credit work.

Participation

Course participation in this course includes engagement in and outside of the classroom including class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading. As a seminar participant, you are expected to come to class prepared with notes, ready to delve into a discussion of the day's readings and course topics.

You are required to come to class on time. Lateness and unexcused absences will count negatively towards your grade. 2 unexcused absences will result in the lowering of your grade by one full letter. 3 or more unexcused absences will result in a failing course grade. Attendance is mandatory for required outside class events. You provide proper documentation for unavoidable absences in order for them to not negatively impact your final grade.

As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions and hostile remarks will not be tolerated. Use of electronic devices in class is solely for work related to our course. Usage of your laptop or tablet for work in other classes or entertainment may result in laptop use being disallowed for the rest of the semester and is negatively reflected in your participation grade.

Course Glossary

Our course glossary is collaboratively developed throughout the semester via Google Drive. In our folder, each term get its own document that will be used to provide a working definition (and possible alternatives), sources, and additional resources related to the term. Each week you identify two new terms from our readings to create a new document for in the glossary folder. After our second week of class, you make one contribution a week to an existing topic ranging from a relevant new media, linking to another glossary term or adding content from a course readings.

Representation Project

This project asks you to consider how is a sexuality and/or disability justice issue represented through media? You conduct academic, advocacy and popular research to explore this concern. Drawing upon your research, you use Prezi to dynamically bring together these materials, your developing ideas, and a resulting representational response that you create. You write an annotated bibliography to accompany your work for this assignment and share it with the seminar. Your annotated bibliography will include a minimum of 10 academic and 5 miscellaneous source entries. You will share your Prezi and upload your bibliography to your Google Drive course work folder.

Justice Paper

You define justice and examine its pursuit through a social movement in this eight to ten-page paper. Key questions include: What are the possibilities or limitations of justice as a framework? Is it explicitly drawn upon in the movement you study or are other concepts used? You use a mix of sources to study and support your argument.

Reflection Essay Exam

This take home exam is completed within three hours total (you may schedule your work as appropriate) during the finals period (due May 11@5:00pm for graduating students, May 13@12:00pm otherwise). You receive the essay prompt at the start of finals and write a three to five-page essay response that makes a clear argument and supports it using course readings, discussions and other materials. The exam is open book and open note.

All formal written work is submitted through your Google Drive student folder. Further information about each component is provided during the semester.

Course Schedule

WEDNESDAY, JANUARY 21 INTRODUCTION

WEDNESDAY, JANUARY 28 ENGAGING THE FIELDS

- Clare, "Stolen Bodies, Reclaimed Bodies: Disability and Queerness," 359-365.
- Linton, Mello and O'Neill, "Disability Studies: Expanding..." 4-10.
- Leake, "Self-Determination Requires Social Capital," 34-43.
- Garland-Thomson, "Disability and Representation," 522-527.
- Schalk, Sami, "Metaphorically Speaking..." <http://dsq-sds.org/article/view/3874/3410>
- Briggs et al, "Roundtable: Reproductive Technologies and Reproductive Justice," 102-125.

WEDNESDAY, FEBRUARY 4 REPRODUCTIVE JUSTICE: THEORY AND ACTION

- Silliman et al., *Undivided Rights*, 1-156.

WEDNESDAY, FEBRUARY 11 INTERSECTING OPPRESSIONS & SPECIFIC CHALLENGES

Continuing class work:

- refining class glossary, add new pages and edit/augment existing pages
- meetings w/ Chris Colbath - please consider setting up further meetings as needed

1:15-2:30 Representation Project Workshop with Ashley Hanson, Lyndsay Bratton, and Laura Little

- Visit: <https://www.facebook.com/ThisIsWhatDisabilityLooksLike> (check out images & media coverage)
- <http://www.nytimes.com/2015/02/02/opinion/our-curse.html>
- Silliman et al., *Undivided Rights*. 157-305.
- Mason, "How Not to Pimp Out Reproductive Justice," 226-241.
- bring Garland-Thomson, "Disability and Representation," 522-527.

WEDNESDAY, FEBRUARY 18 HISTORICIZING SEXUALITY

- D'Emilio and Freedman, *Intimate Matters*, 1-167.

WEDNESDAY, FEBRUARY 25 SEXUAL LEGACIES

- D'Emilio and Freedman, *Intimate Matters*, 171-395.

Annotated bibliography due at start of class for discussion

WEDNESDAY, MARCH 4 4 Months, 3 Weeks and 2 Days, directed by Cristian Mungiu

Screening and discussion with Laura Little

- Cormoș, Grațian. 2010. "Romanian Women under Political Repression..." 18-28.
- Cazan, Roxana. 2011. "Constructing Spaces of Dissent in Communist Romania..." 93-112.

WEDNESDAY, MARCH 25 INTERSECTIONS OF SEX & DISABILITY I
Representation Project Discussions

WEDNESDAY, APRIL 3 INTERSECTIONS OF SEX & DISABILITY II
ARI AND KAREN SHARE PREZIS

- McRuer and Mollow, eds. *Sex and Disability*.
 - Introduction / Anna Mollow and Robert McRuer 1
 - 1. A Sexual Culture for Disabled People / Tobin Siebers 37
 - 3. The Sexualized Body of the Child: Parents and... / Michel Desjardins 69
 - 4. Dismembering the Lynch Mob: Intersecting... / Michelle Jarman 89
 - 7. Touching Histories: Personality, Disability, and Sex in the 1930s / David Serlin 145
 - 10. I'm Not the Man I Used to Be: Sex, HIV, and Cultural "Responsibility" / Chris Bell 208
- **E-mail Prof. R - topic and possible research questions**

Monday, April 6 @ 5:30pm in Silfen Auditorium (Bill Hall), John Elder Robison, "Be Different" - MANDATORY EVENT

WEDNESDAY, APRIL 8 INTERSECTIONS OF SEX & DISABILITY III

- McRuer and Mollow, eds. *Sex and Disability*.
 - 11. Golem Girl Gets Lucky / Riva Lehrer 231
 - 12. Fingered / Lezlie Frye 256
 - 13. Sex as "Spock": Autism, Sexuality, and Autobiographical Narrative / Rachel Groner 263
 - 14. Is Sex Disability?: Queer Theory and the Disability Drive / Anna Mollow 285
- 3 sources related to paper to discuss
- Writing prompt - provide three examples from different chapters that demonstrate why we must unravel both compulsory heterosexuality and compulsory able-bodiedness (265)

WEDNESDAY, APRIL 15 STUDENT READING SELECTIONS

- Yang - Sunyoung, The Movement for Abolishing Licensed Prostitution
- Mavrokordatos - Media Representations of Bullying Toward Queer Youth
- Cardona - Disrupting the myth of maquila disposability
- Flessas - Commercial Surrogacy

WEDNESDAY, APRIL 22 QUESTIONING CULTURE AND SCIENCE

Bring to class research and brainstorming notes for discussion.

- Samuels, *Fantasies of Identification*:
 - Introduction (1-27)
 - The Disability Con Onscreen (66-82)
 - Of Fiction and Fingerprints (98-121)
 - Proving Disability (121-140)
 - Conclusion (213-214)

WEDNESDAY, APRIL 29 CASE STUDY: PRISON INDUSTRIAL COMPLEX

Bring to class paper outline and/or draft for peer-review

- Samuels, *Fantasies of Identification*

Each student share their notes for the chapter via Google Drive and facilitates 10-15 min. discussion

- Introduction (1-27) - Teo
- The Disability Con Onscreen (66-82) - Ari
- Of Fiction and Fingerprints (98-121) - Karen
- Proving Disability (121-140) - Jier

WEDNESDAY, MAY 6

CASE STUDY: PRISON INDUSTRIAL COMPLEX

We will begin class with time to complete the all-campus course evaluation (please bring your laptop/tablet)

- Carey, et al. *Disability Incarcerated*.
 - Preface (ix-xvi)
 - Reconfiguring Confinement (3-24)

Each student share their notes for the chapter via Google Drive

- Crippin' Jim Crow... (81-99) - Ari
- Racing Madness... (201-216) - Jier
- Refugee Camps... (217-236 - Teo
- Self-Advocacy... (237-254) - Karen

THURSDAY, MAY 7 @ 5:00pm JUSTICE PAPER DUE

Connecticut College Resources and Policies

Library Research Liaison

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at ashley.hanson@conncoll.edu and her campus phone is x2653.

Office of Student Accessibility Services

If you have a physical, mental or learning disability, either hidden or visible, which may require classroom, test taking, or other reasonable modifications, please see me as soon as possible. If you have not already done so, please be sure to register with the Office of Student Accessibility Services. You can do so by going to the Office of Student Accessibility Services, which is located in Crozier Williams, Room 221, or by contacting the Office at 860-439-5240 or 860-439-5428, or by e-mail to barbara.mcllarky@conncoll.edu or lillian.liebenthal@conncoll.edu. If you do not have a documented disability, please remember that other support services, including the Academic Resource Center, Writing Center, and Counseling Services are available to all students and offer a range of services that are helpful for everyone.

Academic Resource Center (ARC)

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Our offices are located in Main Street West, The Plex. Please visit us or call 860-439-5294 for more information or to schedule an appointment.

Roth Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work *before* you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of

academic dishonesty including plagiarism, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

Title IX Confidentiality/Mandated Reporter Statement

As a faculty member, I am deeply invested in the well being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are mandated reporters of any incidents of sexual misconduct. That means that I cannot keep information about sexual misconduct confidential if you share that information with me. Darcie Folsom, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Darcie can also help you access other resources on campus and in the local community. You can reach Darcie at x2219 or darcie.folsom@conncoll.edu, and her office is in Cro 222. The student sexual misconduct policy is in the Student Handbook, which can be found on Camelweb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures and resources.

Student Health Services

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling [860-439-2275](tel:860-439-2275). Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under [Student Health Services](#).

Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

- o Evaluation
- o Individual and group counseling
- o Psychopharmacological evaluation and medication management
- o Crisis intervention services
- o Outreach and consultation to the College community
- o Psycho-educational forums
- o Referral to off-campus clinicians for specialized and/or intensive treatment

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at [\(860\) 439-4587](tel:860-439-4587) or via email at SCS@conncoll.edu.