
DISABILITY - SYLLABUS

COURSE DESCRIPTION

The disability rights movement made substantial progress in improving the freedoms, opportunities and political status of persons with disabilities, but there is a growing recognition that law and justice are not enough to ensure that people with disabilities are treated appropriately. Disabled people seek to be respected, appreciated and regarded as full members of society in education, sports, personal relationships and so on alongside wheelchair ramps and accessible buses. Unfortunately, they continue to face an uphill battle in these respects – disabled people are often silently ridiculed, portrayed as monstrous or gruesome in popular media, they tend to be pitied, stigmatized and disrespected, often in subtle ways by well-meaning people who have no intention to be insulting. For example, we may notice an aging parent, for example, struggling with some activity, so we immediately rush in to provide assistance, but our well-intentioned efforts may turn out to be somewhat disrespectful by inadvertently undermining or impugning the person's own self-respect.

This course will take up the question: when we are in everyday social settings, what does it take to show people with disabilities proper respect and appreciation, and what obligations of respect do the disabled have to themselves? Not only is disability a multi-faceted concept, bringing together a multitude of perspectives, methodologies and experiences, but philosophical issues about how to treat people with disabilities depend on an understanding of the variety of contexts in which we encounter disabled people. We will examine issues of disability that arise in a variety of disciplines, including how disabled people are portrayed in the arts and literature, historical treatment of the disabled, feminist perspectives on disability, the role of geography and space, sociological studies of stigma, disability in education, and clinical accounts of disability.

The two themes of the course will be respect for the disabled and appreciation of them. We will ask, for example, whether choosing not to have a disabled child expresses disrespectful messages to the disabled, whether quality of life assessments that are prevalent in economics and health policy discriminate against people with disabilities, and how, if at all, we should go about deciding for the disabled when they are unable to exercise their own autonomy. Our focus will also be on appreciating and valuing the achievements, differences and abilities of the disabled, not only in how they overcome their impairments but also in the ways they challenge conventional understandings in art, literature, film, education and sexuality. Both respect and appreciation are the next step in full inclusion for people with disabilities, but it is incredibly difficult to determine how to put them into practice, so drawing on the experiences of people with disabilities, academic studies of disabilities, and artistic portrayals of them will give us the needed background to assess our own moral struggles with doing right by the disabled.

SCHEDULE

(We will mostly be focused on selections from the following)

WEEK 1 - DEFINING DISABILITY – MODELS OF DISABILITY AND INVISIBLE DISABILITIES

Terzi, L. (2004). The Social Model of Disability: A Philosophical Critique. *Journal of Applied Philosophy*, 21(2), 141-157.

Verbrugge, L. M., & Jette, A. M. (1994). The Disablement Process. *Social Science & Medicine*, 38(1), 1-14.

Davis, N. A. (2005). Invisible Disability. *Ethics*, 116(1), 153-213.

WEEK 2 - DISABILITY IN ART AND LITERATURE

Mirzoeff, N. (2006). Blindness and Art. In L. J. Davis (Ed.), *The disability studies reader* (2nd ed., pp. 379-390). New York: Routledge.

Screen the film: Klein, B. S. (Director). (2006). *Shameless: The ART of Disability*: National Film Board of Canada. Time TBD

Shakespeare, W. (2004). *King Richard III*. New York: Simon and Schuster.

Williams, T., Kushner, T., Duncan, R., & Hale, A. (2011). *The Glass Menagerie: New Directors*.

WEEK 3 - DISABILITY IN POPULAR CULTURE

Garland-Thomson, R. (1997). *Extraordinary bodies: figuring physical disability in American culture and literature*. New York: Columbia University Press.

Knight, D. S. (2006). Madness and disability in contemporary Chinese film. *The Journal of medical humanities*, 27(2), 93-103.

Screen the film: Rubin, H. A., & Shapiro, D. A. (Directors). (2005). *Murderball*: THINKFilm. Time TBD

Look at excerpts from TV shows such as Family Guy, Glee and South Park and horror films.

WEEK 4 - SOCIOLOGY AND THE SOCIAL STIGMA OF DISABILITY

Goffman, Erving (1986), *Stigma: Notes on the management of spoiled identity* (New York: Simon & Schuster).

Joan, & Susman. (1994). Disability, stigma and deviance. *Social Science & Medicine*, 38(1), 15-22.

Gallagher, H. G. (1985). *FDR's splendid deception*. New York: Dodd, Mead.

WEEK 5 - DISABILITY AND GEOGRAPHY – SPACE, SOCIETY AND IMMIGRATION

Park, D. C., Radford, J. P., & Vickers, M. H. (1998). Disability studies in human geography. *Progress in Human Geography*, 22(2), 208-233.

Golledge, R. G. (1993). Geography and the Disabled: A Survey with Special Reference to Vision Impaired and Blind Populations. *Transactions of the Institute of British Geographers*, 18(1), 63-85.

Richards, P. (2004). Points of Entry: Disability and the Historical Geography of Immigration. *Disability Studies Quarterly*, 24(3).

WEEK 6 - FEMINIST PERSPECTIVES ON DISABILITY – CAREGIVERS, BODY IMAGE AND OPPRESSION

Wendell, S. (1996). *The Rejected Body: Feminist Philosophical Reflections on Disability*. New York: Routledge.

WEEK 7 - HISTORY OF DISABILITY – EUGENICS AND ASYLUMS

Kevles, D. J. (1985). *In the name of eugenics : genetics and the uses of human heredity* (1st ed.). New York: Knopf.

Wright, D. (2001). *Mental disability in Victorian England : the Earlswood Asylum, 1847-1901*. Oxford ; New York: Clarendon Press.

WEEK 8 - DISABILITY AND THE LAW – THE UGLY LAWS, SHAME AND DISGUST

Schweik, S. M. (2009). *The ugly laws : disability in public*. New York: New York University.

Nussbaum, M. C. (2004). *Hiding from humanity : disgust, shame, and the law*. Princeton: Princeton University Press.

WEEK 9 - DISABILITY AND AUTONOMY – DECIDING FOR OTHERS, ADVANCED DIRECTIVES AND PERSONAL DECISION-MAKING

Buchanan, Allen E. and Brock, Dan W. (1989), *Deciding for others : The ethics of surrogate decision making* (Cambridge: Cambridge University Press).

Dworkin, R. M. (1993), *Life's dominion : An argument about abortion, euthanasia, and individual freedom* (New York: Knopf).

Anderson, J., & Lux, W. (2004). Accurate Self-Assessment, Autonomous Ignorance, and the Appreciation of Disability. *Philosophy, Psychiatry, & Psychology*, 11(4), 309-312.

WEEK 10 - SELECTING FOR OR AGAINST HAVING DISABLED CHILDREN AND THE MESSAGES THIS CAN SEND

Mcmahan, J. (2005). Causing disabled people to exist and causing people to be disabled. *Ethics*, 116(1), 77-99.

Kuhse, H., & Singer, P. (1985). *Should the baby live? : the problem of handicapped infants*. Oxford Oxfordshire ; New York: Oxford University Press.

Parens, E., & Asch, A. (2000). *Prenatal testing and disability rights*. Washington, D.C.: Georgetown University Press.

Malek, J. (2010). Deciding against disability: does the use of reproductive genetic technologies express disvalue for people with disabilities? *Journal of medical ethics*, 36(4), 217-21.

WEEK 11 – DISABILITY, ECONOMICS AND PUBLIC POLICY – BURDENS OF DISEASE, QUALITY ADJUSTED LIFE YEARS (QALY'S) AND DISCRIMINATION

Murray, C.J.L. & Lopez, A.D., 1997. Alternative projections of mortality and disability by cause 1990-2020: Global burden of disease study. *LANCET*, 349(9064), pp.1498-1504.

Goering, S. (n.d.). "You Say You're Happy, but...": Contested Quality of Life Judgments in Bioethics and Disability Studies. *Journal of Bioethical Inquiry*, 5(2-3), 125-135.

Bickenbach, J. (2005). Disability and Health Systems Assessment. In D. T. Wasserman, R. S. Wachbroit & J. E. Bickenbach (Eds.), *Quality of life and human difference : genetic testing, health care, and disability* (pp. 237-265). Cambridge: Cambridge University Press.

Nord, E. (2005). Values for Health States in QALYs and DALYs: Desirability versus Well-Being and Worth. In D. T. Wasserman, R. S. Wachbroit & J. E. Bickenbach (Eds.), *Quality of life and human difference : genetic testing, health care, and disability* (pp. 125-141). Cambridge: Cambridge University Press.

WEEK 12 - CULTURES OF DISABILITY – CASE STUDY OF DEAF CULTURE AND COCHLEAR IMPLANTS

Padden, C., & Humphries, T. (2005). *Inside deaf culture*. Cambridge, Mass.: Harvard University Press.

Sparrow, R. (2005). Defending Deaf Culture: The Case of Cochlear Implants*. *Journal of Political Philosophy*, 13(2), 135-152.

WEEK 13 - THE DISABILITY RIGHTS MOVEMENT

Charlton, J. I. (1998). *Nothing about us without us : disability oppression and empowerment*. Berkeley: University of California Press.

WEEK 14 - DISABILITY AND SEXUALITY

Schriempf, A. (2001). (Re)fusing the Amputated Body: *Hypatia*, (4), 53.

Appel, J. M. (2010). Sex rights for the disabled? *Journal of medical ethics*, 36(3), 152-4.

Di Nucci, E. (2011). Sexual rights and disability. *Journal of medical ethics*, 37(3), 158-61.

WEEK 15 - DISABILITY AND EDUCATION

Cigman, R. (2007). A Question of Universality: Inclusive Education and the Principle of Respect. *Journal of Philosophy of Education*, 41(4), 775-793.

Asch, A. (2008). Criticizing and Reforming Segregated Facilities for Persons with Disabilities. *Journal of Bioethical Inquiry*, 5(2-3), 157-167.

Parens, E. (2009). Respecting Children with Disabilities—and Their Parents. *Hastings Center Report*, 39(1), 22-23.