

DISABILITY, ETHICS AND THE BODY
HYBRID ONLINE, WRITING INTENSIVE
LEH 355; DST/PHI 336
Spring 2014

Instructor: Professor Julie Maybee
Office: 371 Carmen Hall
Office hours: Wednesdays 8:30 – 9:30, 11:00 – 12:00, and by appointment.
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(1) Course Description

Examination of how disability is defined and of moral issues surrounding the treatment of people with disabilities. Topics may include the role of the body in the definition and experience of disability, privacy issues, disability identity, and the moral issues involved in eugenics, prenatal screening, rehabilitation, and social services for disabled people.

(2) Course Learning Objectives

By the end of this course, students will be able to:

- Describe theoretical debates about the definition of disability
- Explain the concept and significance of disability identity
- Describe debates about the role of the body (if there is one) in defining disability and the experience of disability
- Explain a variety of ethical issues associated with disability (to be selected by instructor), such as privacy, eugenics, prenatal screening, and rehabilitation
- Describe ethical issues raised by various individual and social responses to disability, including social services and the law
- Incorporate an understanding of disability into their own ethical responses, at both the individual and social levels

(3) Required Text and Readings

All readings will be made available through the Blackboard Web learning system. Access to and use of the Blackboard web learning system is therefore **required** for this course. Access to and use of your Lehman e-mail account is also required for this course.

Students are required to use a **bibliographic program**. You should use the free program **Zotero**. Zotero works as an add-on to the Firefox web browser, and allows you to capture bibliographic references from library web-databases, as well as from many other websites such as WorldCat.org and Amazon.com. See the weekly module for Week 1 to see a video I created to demonstrate what Zotero can do for you, as well as to see links to tutorials on how to install and use Zotero.

(4) Work for the Course

Weekly Discussion Wikis	25%
Class Participation, Short Assignments & Attendance	15%
Short film/autobiography paper	10%
Final Paper (in two required drafts)	25%
Final Exam (in class, during the exam period)	25%

The **discussion wikis** give you the opportunity to help build the content of the course. You build the content of the wikis, and so help to determine what gets discussed and focused on in each wiki itself. Moreover, in-class discussions will also be based on the wikis. Wiki entries are always **due by 9:00 pm on the Tuesday of the relevant week** (so, for instance, wiki contributions for the Week 2 Discussion Wiki are due by 9:00 pm on the Tuesday of Week 2).

Wiki participation: Students are required to work collaboratively with other students each week on the week's "Discussion" wiki. The wiki is a shared document on which students will write questions they have about the

readings and help to answer questions that other students raise about the readings. At the highest level of performance, students' contributions to the wiki will demonstrate that the student has actively engaged with the materials by connecting the materials to each other, to other materials in the course, or to materials outside the course with which the student is familiar. Students' questions must not only raise a question but also explain the context of the question. Students should also be able to answer at least some of the questions posed by other students.

Class attendance: Students will be expected to attend each Wednesday class and participate in discussions. If a student has an emergency, please let the instructor know if possible, by email before class.

Final paper: Students are required to write a final paper in three drafts: the second draft after comments from a student peer, and the third draft after comments from Prof. Maybee.

Short film/Autobiography paper: Students are required to attend the **Disability Film Festival** on March 10th or 11th (bonus points for attending both nights) and write a short, three-page paper explaining what at least two of the films tell us about the embodiment of people with disabilities along different dimensions of embodiment. Students who can **document** an inability to attend the Film Festival on either night may read the following book and write their short papers about the book: Zola, Irving Kenneth. 2003. *Missing Pieces : A Chronicle of Living with a Disability*. Temple University Press. Students will have to obtain the book on their own either through a library or by purchasing it online or at a bookstore (I have not ordered the book through the bookstore).

When assigning the overall grade, I consider a student's performance on each and every assignment, but I also take into consideration improvement over the course of the semester, and will weigh later grades more heavily than earlier ones when such improvement is shown. In cases where improvement is shown, I may use the final exam as an good indication of a student's involvement with and participation in the course, and weigh its grade heavily.

(6) Academic Misconduct and Plagiarism:

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism.

- Copying another person's actual words **without the use of quotation marks** and **without footnotes** attributing the words to their source;
- Presenting another person's ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework or laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

This class will be governed by Lehman College's general policies on intellectual property, academic misconduct, and plagiarism. Students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals.

A student who plagiarizes may incur both academic and disciplinary penalties. Academic penalties are grade penalties assigned by the instructor. STUDENTS WHO PLAGIARIZE IN THIS COURSE WILL RECEIVE A GRADE OF "F" FOR THE ASSIGNMENT.

Disciplinary penalties are penalties assigned by the College, including suspensions, and expulsion.

For more complete information about expectations regarding academic integrity, please see the section entitled "Academic Integrity" in the "Academic Services and Policies" section of Lehman's Undergraduate Bulletin at <http://www.lehman.edu/undergraduate-bulletin/academicintegrity.htm>.

Students caught cheating and/or plagiarizing will receive a grade of 0 (zero) for the relevant assignment.

(7) Accessibility, accommodations, abilities: It is our goal for students to feel comfortable in discussing how to maximize student learning, participation and access to the course. If any student has specific accommodation needs, please let the instructor know **as soon as possible** so they can be addressed. Please don't hesitate to contact your instructor by email, telephone or before or after class to discuss these issues. To make arrangements for accommodations, please contact the Office of Student Disability Services at 718-960-8441 or visit their website at <http://www.lehman.edu/vpstud/splstudentserv/home.html>.

(8) Course Reading Schedule

Week	Date	Reading
1	2/5	<p>Introductions</p> <p><u>Topic: The Status of the Body in Western Culture and Western Philosophy</u> Aristotle Excerpts <i>Nicomachean Ethics</i>, Book One, §§1-5 and part of §6 <i>Politics</i>, Book One (all)</p> <p>Short Video: <i>Reading Aristotle</i>, 2013. http://www.youtube.com/watch?v=9Dgtozw64eI&feature=youtube_gdata_player.</p> <p>Descartes, René Excerpts from <i>Meditations on First Philosophy</i>, Meditation I (all), Meditation II (all)</p> <p>Short Video: <i>Three Minute Philosophy: Rene Descartes</i>, 2009. http://www.youtube.com/watch?v=BHihkRwisE&feature=youtube_gdata_player.</p>
2	2/12	<p>Davis, Lennard J. 2006. "Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century." In <i>The Disability Studies Reader</i>, edited by Lennard J Davis, Second, 3–16. New York: Routledge.</p> <p>Maybee, Julie E. "Dimensions of Embodiment: From (Standpoint) Theory to (Standpoint) Practice." Paper Prepared for the Invited Symposium, "Standpoint Theory: New Directions," American Philosophical Association, Pacific Division Meeting, Wednesday, April 16, 2014</p>
3	2/19	<p><u>Topic: Defining Disability & The Role of the Body</u> <i>An Example of the "Medical Model" of Disability</i> Boorse, Christopher. 1977. "Health as a Theoretical Concept." <i>Philosophy of Science</i> 44 (4): 542–73.</p> <p><i>"Social Models" of Disability</i> Shakespeare, T, and N Watson. 1997. "Defending the Social Model." <i>Disability and Society</i> 12 (2): 293–300.</p>
4	2/26	<p><i>"Social Models" of Disability (cont.)</i> Olkin, R. "The Minority Model of Disability" (Chapter 2), <i>What Psychotherapists Should Know about Disability</i>. New York: Guilford Press.</p> <p>Tremain, Shelley. 2001. "On the Government of Disability." <i>Social Theory & Practice</i> 27 (4): 617–36.</p>
5	3/5	<p><i>Critiques of "Social Models" of Disability:</i> From the medical/functional perspective: Bickenbach, Jerome E, Somnath Chatterji, E.M Badley, and T.B ÅcstÅ¼n. 1999. "Models of Disablement, Universalism and the International Classification of Impairments, Disabilities and Handicaps." <i>Social Science & Medicine</i> 48 (9): 1173–87. doi:10.1016/S0277-9536(98)00441-9.</p> <p>From the "social relational" perspective: Thomas, Carol. 2004. "How Is Disability Understood? An Examination of Sociological Approaches." <i>Disability & Society</i> 19 (6): 569–83.</p>
6	3/12	<p><u>Topic: Disability Identity</u> Putnam, Michelle. 2005. "Conceptualizing Disability: Developing a Framework for Political Disability Identity." <i>Journal of Disability Policy Studies</i> 16 (3): 188–98.</p> <p><i>Social Models, Disability Identity and Politics:</i> Shakespeare, Tom, and Nicholas Watson. 2001. "The Social Model of Disability: An Outdated Ideology?" <i>Research in Social Science and Disability</i> 2: 9–28.</p>

7	3/19	<p>Topic: Access to Health Care Krahn, Gloria L., Laura Hammond, and Anne Turner. 2006. "A Cascade of Disparities: Health and Health Care Access for People with Intellectual Disabilities." <i>Mental Retardation & Developmental Disabilities Research Reviews</i> 12 (1): 70–82.</p> <p>Ward, Rolanda L., Amanda D. Nichols, and Ruth I. Freedman. 2010. "Uncovering Health Care Inequalities among Adults with Intellectual and Developmental Disabilities." <i>Health & Social Work</i> 35 (4): 280–90.</p>
8	3/26	<p>Topic: Race, Disability and Education Connor, David J., and Beth A. Ferri. 2007. "The Conflict within: Resistance to Inclusion and Other Paradoxes in Special Education." <i>Disability & Society</i> 22 (1): 63–77.</p> <p>Stubblefield, Anna. 2009. "The Entanglement of Race and Cognitive Dis/ability." <i>Metaphilosophy</i> 40 (3-4): 531–51.</p>
9	4/2	<p>Topic: The Built Environment Hockenberry, John. 2004. "Public Transit." In <i>Voices From the Edge: Narratives about the Americans with Disabilities Act</i>, edited by Ruth O'Brien, 137–53. Oxford: Oxford University Press.</p> <p>Topic: Violence and Abuse Powers, Laurie E., and Mary Oschwald. 2004. "Violence and Abuse against People with Disabilities: Experiences, Barriers and Prevention Strategies". Center on Self-Determination Oregon Institute on Disability and Development. http://www.directcareclearinghouse.org/l_art_det.jsp?res_id=129410.</p>
10	4/9	<p>Wilson, Anne, and Peter Beresford. 2002. "Madness, Distress and Postmodernity: Putting the Record Straight." In <i>Disability/postmodernity: Embodying Disability Theory</i>, edited by Mairian Corker and Tom Shakespeare, 143–158. London; New York: Continuum.</p> <p>Topic: Bioethics & Eugenics Stubblefield, Anna. 2007. "'Beyond the Pale': Tainted Whiteness, Cognitive Disability, and Eugenic Sterilization." <i>Hypatia: A Journal of Feminist Philosophy</i> 22 (2): 162–81.</p> <p>FIRST DRAFT OF PAPER DUE DURING CLASS April 9th.</p>
	4/16	NO CLASS (Spring Break) – You have 2 weeks to complete assignments for Week 11
11	4/23	<p>Hentoff, Nat. 1985. "The Awful Privacy of Baby Doe: Should Infants Born with Treatable of Manageable Handicaps Be 'Allowed' to Die? One Civil Libertarian Says No." <i>Atlantic Monthly</i> (02769077) 255 (1): 54.</p> <p>Topic: Bioethics and Physician-Assisted Suicide Dworkin, Ronald, Thomas Nagel, Robert Nozick, John Rawls, and Judith Jarvis Thomson. 1997. "Assisted Suicide: The Philosophers' Brief." <i>The New York Review of Books</i>, March 27. http://www.nybooks.com/articles/archives/1997/mar/27/assisted-suicide-the-philosophers-brief/.</p>
12	4/30	<p>Longmore, Paul K. 2005. "Policy, Prejudice, and Reality: Two Case Studies of Physician-Assisted Suicide." <i>Journal of Disability Policy Studies</i> 16 (1): 38–45.</p> <p><i>Vacco v. Quill</i>. 1997, 521 US 793. Supreme Court.</p> <p>Silvers, A. 1997. "Protecting the Innocents. People with Disabilities and Physician-Assisted Dying." <i>The Western Journal of Medicine</i> 166 (6) (June): 407–409.</p>
13	5/7	<p>Topic: Bioethics and Prenatal Screening Madedo, Anne C., Barbara B. Biesecker, Campbell Brasington, Lori H. Erby, and Kathryn F. Peters. 2011. "The Relationship between the Genetic Counseling Profession and the Disability Community: A Commentary." <i>American Journal of Medical Genetics Part A</i> 155 (8): 1777–1785.</p> <p>Resta, Robert. 2011. "Are Genetic Counselors Just Misunderstood? Thoughts on 'The Relationship Between the Genetic Counseling Profession and the Disability Community: A Commentary.'" <i>American Journal of Medical Genetics Part A</i> 155 (8): 1786–1787.</p>

		<p>Bauer, Patricia E. 2011. "Reaching across the Disability Divide: The Case for Collaboration with the Disability Community to Construct a Robust Informed Consent Process around Prenatal Screening and Diagnosis." <i>American Journal of Medical Genetics Part A</i> 155 (8): 1788–1790.</p> <p>Dent, K.M., C. Harper, L. Kearney, C. Lieber, and B. Finucane. 2011. "Embracing the Unique Role of Genetic Counselors: Response to the Commentary by Madeo et Al." <i>American Journal of Medical Genetics Part A</i> 155 (8): 1791–1793.</p>
14	5/14	NO CLASS – Work with Other Students on Required Study Wiki
	05/21	<u>FINAL EXAM, Wednesday, May 21, 9:30 am – 11:30 pm</u>