Instructor Information:
Dr. Sami Schalk
sami.schalk@wisc.edu
Sterling Hall 3408
Office Hours: Walk-in Wednesdays 12-2pm or book appointments at drschalk.youcanbook.me

Course description:
This class will explore the gender identity and sexuality among disabled people using historical and theoretical articles to discuss and analyze films, memoirs, and poetry by people with disabilities. The course will provide a brief introduction to disability studies and intersectionality before delving into academic discussions and artistic representations of the intersections of disability, gender, and sexuality.

Learning Goals:
- To increase knowledge of disability identity and disability studies
- To develop and hone critical thinking and communication skills
- To increase knowledge of intersectionality and intersectional approaches to reading and writing

Required Materials:
- Cancer Journals by Audre Lorde (available at Room of One’s Own bookstore)
- Radical Visibility: A Queercrip Dress Reform Movement Manifesto by Sky CubaCub (available via Etsy)
- All other course readings will be made available on Canvas

Course Policies:
Universal Design & Accommodations: I believe everyone has a right to a quality education and that classrooms can adapt to students’ needs. Everyone learns differently. If you have ideas on how you can best learn and express your learning in this class, if you have an undocumented disability, or if you have a change in disability status during the semester, I encourage you to meet with me as soon as possible to discuss a learning plan. If you have a documented disability, please provide me your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty, will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Questions about documenting your disability can be directed to the McBurney Disability Resource Center (mcburney@studentlife.wisc.edu, 608/263-2741).
**Classroom Conduct:** Students are expected to conduct themselves in a respectful manner toward both their peers and faculty at all times. While disagreement and passion are welcome in our discussions, the emotional and intellectual safety of everyone is of utmost importance. Students behaving in a way which disrespects, harms, threatens or otherwise significantly negatively impacts others in the classroom will have their participation grade voided for that class period. Repeated violations will result in a zero for participation in the course.

**Late Policy:** All assignments lose five percent for each day they are late, unless an accommodation plan is already in place. In emergency cases, students may request extensions and must do so at least 24 hours before the assignment is due with evidence of emergency situation and evidence of progress on the assignment. A common complaint is work being lost on broken computers or lost flash drives. I highly recommend all students set up a cloud account like Dropbox or Google Docs to save their drafts and final work.

**Technology:** Technology is a vital part of our everyday lives and, for many, a useful learning tool. You are welcome to bring laptops or tablets to use during class for referring to articles, taking notes, or looking up information related to the class discussion. Make choices about technology in the classroom that are right for you and your learning, however, please make sure all devices and your use of them are not distracting to your peers: turn off sound and vibrations before class begins. Internet is not required during class meetings, however, students should have regular, reliable access to the internet to access course readings online well as to submit their written work.

**Academic Integrity:** Students are expected to uphold University expectations for academic integrity by submitting only their own original works and ideas for all assignments in this course. Violations of academic integrity can result in a range of repercussions depending on the severity of the violation, from having to repeat the assignment to expulsion from the University. All academic integrity violations will be recorded and reported to the Office of Student Conduct & Community Standards (OSCCS). For more on academic misconduct procedures at UW-Madison see: https://students.wisc.edu/student-conduct/academic-integrity/

**Assignments:**
This course is graded on the UW-Madison grading system: A (93-100%), AB (88-92%), B (83-87%), BC (78-82%), C (70-77%), D (60-69%), F (below 60%). The assignments are weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Concept/Keyword Presentations</td>
<td>15%</td>
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<tr>
<td>Cultural Object Analysis (2)</td>
<td>30%</td>
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<tr>
<td>Proposal for Final</td>
<td>5%</td>
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<tr>
<td>Final Paper/Project</td>
<td>30%</td>
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**Attendance:** Attendance is graded by percentage of classes attended. There are **no excused absences** in this class, however, your first three absences count as 50% attendance; all additional absences count as a zero. If you anticipate frequently missing class, you should consider taking another course. If a medical or personal emergency results in your missing **multiple** class sessions, contact Dr. Schalk as soon as possible to set up a meeting to discuss how you can keep up with the course. Students will disabilities should meet with Dr. Schalk to set up an accommodation plan for their absences. Attendance counts for 10 percent of the final grade.

**Participation:** Participation is a vital part of the course and one of the primary ways through which students learn to become critical thinkers. Participation in this course will be half constituted by pre-class writing assignments of 200-300 words submitted to Canvas and half constituted by being actively involved in the class
in a respectful manner. This includes communicating in class discussions (including asking questions) and engaging in class activities, such as group work, in-class writing assignments, writing on the board, and reading aloud. Since participation is essential to practicing expressing critical thinking skills, it is important that students be on time and prepared for class and ready to actively participate each day. Excessive tardiness, sleeping in class, or distracting use of technology will reduce your participation grade.

**Concept Presentations:** Students will be assigned groups to do a presentation on one concept in disability studies. The presentation should provide an overview of what the concept is, how it is used in disability studies, and a concrete example of the concept. Each group will have **ten minutes** to present and should create a handout for the class which provides information about their concept and their sources for the presentation. The group presentation is worth 15 percent of the final grade. Students will be given an opportunity to grade themselves and their group members.

**Cultural Object Response Papers:** Throughout the semester students should be on the lookout in their lives for small/short cultural objects representing disability or ableism such as advertisements, news stories, building structures, social media posts, podcasts, and even conversations with friends. The paper should explain the object and then discuss how the object is an example of a concept from class or connect the object to at least one course reading. The paper should clearly demonstrate an understanding of the concept/reading being discussed through analysis of the object. Students will write two short response papers about these cultural objects they encounter this semester. Each response paper should be 3-4 pages double-spaced and is worth 15 percent of the final grade (30 percent total).

**Final Paper/Project Proposal:** All students will be required to submit a substantive 2-3 page (double-spaced, 12 pt font) proposal for their final paper or project (see below for details on these two options). Proposals for final papers should include the name of the object of analysis, a thesis statement, an outline, an annotated bibliography with two academic sources. The annotated bibliography should be a single paragraph per source summarizing the source and stating how you plan to use it in the paper to support your arguments. Proposals for the final projects should detail what the project will entail, the rationale behind it, and a timeline for completion. In the case of group final projects, the proposal should also explain who will do what work. The proposal is worth 5 percent of the final grade.

**Final Paper/Project:** For the final, students may decide between two options, a traditional paper or a creative project. The final paper/project is worth 30 percent of the final grade.

*Option 1:* Traditional academic paper. Write a 6-8 page paper (double-spaced, 12 point font). The paper should analyze the representation of disability and gender or sexuality in any contemporary cultural media representation (news, film, advertisement, television, music or literature). The paper should include a clear, concrete thesis on the topic of your choice and reference at least two outside academic secondary sources which may come from course readings or external research.

*Option 2:* Creative project. This project can be done independently, in pairs, or in a group of three students. The project should be a creative engagement with some of the issues and themes we have addressed throughout the semester regarding disability, gender and sexuality. Examples include short films, zines, original songs, spoken word poetry, creative writing, and visual art. Length of the project depends on the medium, though generally aim for 5 minutes for performative projects and 5-10 pages for creative writing. All creative projects will be presented in class (5-7 minute presentations) and must also include a 3-5 page artist statement which explains and analyzing the artist choices made in the project in direct relationship to readings, discussions and ideas from this semester. The artist statement should cite at least two outside academic secondary sources which may come from course readings or external research. The artist statement should include a formal works cited.
Reading Schedule:
<table>
<thead>
<tr>
<th>Week</th>
<th><strong>Introduction to the Course</strong></th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Wednesday, January 23</strong></td>
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<td></td>
<td>• Review syllabus</td>
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<td>• <em>(Sex)abled</em> screening</td>
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<td><strong>Week 2</strong></td>
<td><strong>Introduction to Disability Studies and Intersectionality</strong></td>
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<tr>
<td><strong>Monday, January 28</strong></td>
<td>• Alice Hall “An Introduction to Disability Studies”</td>
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<td>• Lennard Davis “Introduction: Normality, Power and Culture”</td>
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<td><strong>Wednesday, January 30</strong></td>
<td>• “Intersectionality Primer”</td>
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<td>• Judith Lorber “The Social Construction of Gender”</td>
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<td>• Susan Wendell “Social Construction of Disability”</td>
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<td><strong>Week 3</strong></td>
<td><strong>Monday, February 4</strong></td>
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<td><strong>Wednesday, February 6</strong></td>
<td>• <em>Invitation to Dance</em> discussion</td>
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<td><strong>Week 4</strong></td>
<td><strong>Disability &amp; Gender Norms: Femininity &amp; Masculinity</strong></td>
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<td><strong>Wednesday, February 13</strong></td>
<td>• <em>Push Girls</em> (episodes 1-3) discussion</td>
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<td><strong>Week 5</strong></td>
<td><strong>Monday, February 18</strong></td>
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<td>• Class Cancelled: Prepare for Group Presentations</td>
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<td><strong>Wednesday, February 20</strong></td>
<td>• Concept Presentations Groups 1-6</td>
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<td><strong>Week 6</strong></td>
<td><strong>Monday, February 25</strong></td>
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<td>• Concept Presentations Groups 7-10</td>
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<td>• Audre Lorde <em>Cancer Journals</em></td>
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<td><strong>Wednesday, February 27</strong></td>
<td>• Audre Lorde <em>Cancer Journals</em></td>
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<td><strong>Week 7</strong></td>
<td><strong>Monday, March 4</strong></td>
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<td>• C.J. Pascoe “What Do We Mean by Masculinity?” from <em>Dude You’re a Fag: Masculinity and Sexuality in High School</em></td>
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<td>• Sarah Smith Rainey “Disidentification and Ingenuity in the Sex Lives of Disabled Men”</td>
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<tr>
<td><strong>Wednesday, March 6:</strong></td>
<td>• Class Cancelled: Cultural Object Paper 1 Due by midnight</td>
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### Week 8
**Monday, March 11**
- *Murderball* discussion

**Wednesday, March 13**
- Robert Temple, Jr. & Leroy F. Moore “Strength of a Man” (song)
- 4Wheel City “The Movement” and “I Fell in Love” (music video/song)

### Week 9
**Monday, March 18 & Wednesday, March 20**
- Classes Cancelled for Spring Break

### Week 10
**Monday, March 25**
- *Optional:* "Trans- Terminology"
- Eli Clare excerpts from *Brilliant Imperfection:* “Wanting a Flat Chest,” “Gender Identity Disorder,” and “Gender Transition”

**Wednesday, March 27**
- Kay Ulanday Barrett, Selected Poems from *When the Chant Comes*
- Eli Clare, Selected Poems from *The Marrow’s Telling*
- Cultural Object Paper 2 Due by midnight

### Week 11
**Monday, April 1**
- Sky Cubacub *A Queercrip Dress Reform Movement Manifesto*
- ReBirth Garments Instagram

*Impairment-Specific Experiences of Sex/Sexuality*

**Wednesday, April 3**

### Week 12
**Monday, April 8**
- Class Cancelled: Final Paper/Project Proposals Due by midnight

**Wednesday, April 10**
- *Monica & David* discussion
- Rachel Adams “Privacy, Dependency, Discegenation: Toward a Sexual Culture for People with Intellectual Disabilities” *Disability Studies Quarterly* 35.1 (2015)
### Week 13
**Monday, April 15**

### New Directions
**Wednesday, April 17**
- *Sins Invalid* discussion
- Patty Berne “Disability Justice – A Working Draft”

### Week 14
**Monday, April 22**
- Lydia Brown “Reconnecting Disability and Asexuality” from *Disability Intersections* blog
- *Optional:* “Just the Basics, Ace: An Asexuality Primer” from Scarleteen.com

**Wednesday, April 24**
- Mia Mingus “Moving Toward the Ugly: A Politic Beyond Desirability” from *Leaving Evidence* blog

### Week 15
**Monday, April 29**
- *Flex day. Activities TBD*

**Wednesday, May 1**
- Presentations of final projects

*Final Papers/Projects due DATE*