

THE UNIVERSITY OF TEXAS AT AUSTIN

STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW n360K/n395K

Unique Number: 88695/88830

Semester: Summer 2019

Meeting Time/Place: By Appointment

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Office Hours: By appointment

Sexuality and Disability

I. STANDARDIZED COURSE DESCRIPTION

In this course, we will review the intersection of sexuality and disability and the complex historical influences that impact discussions of sexuality in relationship to disability. The intersection of sexuality and disability is rarely acknowledged or analyzed. People with disabilities have been viewed as asexual, hypersexual, or as victims, where their agency as sexual beings is overlooked. This course will explore the social justice issues surrounding disability and sexuality using the perspective of social work values and ethics to guide learning. Particular attention will be given to the concepts of diversity and inclusion in relation to disability and sexuality.

II. STANDARDIZED COURSE OBJECTIVES

Learning objectives for this course are as follows:

- Demonstrate understanding of how sexuality has played an integral role in defining society's understanding of disability.
- Identify ways people with disabilities are excluded from discussions of sexuality.
- Demonstrate understanding of the social justice issues surrounding sexuality and disability.
- Demonstrate understanding, affirmation, and respect for persons from different backgrounds, including age, gender, race, ethnicity, culture, class, religious belief or spirituality, family structure, sexual orientation, physical or mental ability, national origin, or other issues of diversity related to disability and sexuality.
- Identify current movements associated with challenging the barriers people with disabilities face interacting with and expressing their sexuality
- Demonstrate understanding of the complexity of human sexuality and intersectionality.
- Demonstrate skills in engagement, assessment and intervention planning around sexuality issues and disability.

III. TEACHING METHODS

This class is entirely online and includes no in-person classroom time.

IV. REQUIRED TEXTS AND MATERIALS

- McRuer, R. & Mollow, A. (Eds.). (2012). *Sex and Disability*. Durham, NC: Duke University Press.

Additional texts and materials for weekly class assignments will be available online, either via links or as documents available on the course Canvas page. Students will need to access additional sources for their final projects, such as via the University library system or online.

Each weekly module in Canvas will be published for class access on Thursdays, at which point students can access the materials and prompts for that week. All assignments will be due each Wednesday by 11:59 p.m., which gives students a full week to complete them. Note, however, that students are encouraged to complete assignments in a timely manner and are welcome to submit them at any time during a particular module.

V. COURSE REQUIREMENTS

Weekly Assignments: Students will complete all readings or other assigned materials (including videos or additional topical research) for each weekly session. In addition, students will complete weekly assignments to demonstrate their understanding of these readings and course materials. Details will be provided each week so that these activities can best address the topics at hand. Most weekly assignments will be writing exercises. Students' weekly grades will also include participation in targeted online discussions about the week's themes. Together, these weekly assignments are critical for developing an understanding of the intersections of disability and gender. **Again, each weekly assignment will be due by Wednesday at 11:59 p.m. at the latest, unless otherwise specified.**

ASSIGNMENTS

There will be no exams for this class. Students will demonstrate their understanding of the materials and proficiency in the course learning objectives through weekly assignments, as well as through a series of additional progressive assignments (detailed below) culminating in a **final research project**. Students will receive additional instructions regarding the following assignments:

- **Assignment 1:** Each student will identify either: government, subject, biopower, or normalization to analyze for their final project using current media. For this assignment, each student will provide a one-page write-up identifying their chosen concept, explaining the rationale for their selection, and brainstorming potential areas of interest to connect this concept with. Examples include: Podcast (more than one episode must be used), Blog, TV/Web Series (more than just one show from the series must be used). This connection must discuss sexuality and disability in a broad sense as illustrated throughout this course. Students will receive written feedback to assist with further developing their final projects.
- **Assignment 2:** Final research project. Students will elect to complete either a research paper (4-6 pages for undergraduate; 6-8 pages for graduate), create a narrated PowerPoint

or Prezi that could be used for an applied project, OR provide another form of final that has been preapproved by instructor (such as a zine, graphic novel, podcast, etc).

Students grades will be determined based on the following:

- Weekly assignments**: 50%*
- Assignment 1: 10%
- Assignment 2: 40%

*Weekly grades will be broken down as follows: 30% for the weekly activity (mostly written assignments), and 20% for participation in online discussions.

- The Weekly writing assignment is a two-page paper (3 for Graduate students) answering the prompt for the assignment. All papers must be double-spaced and include references to the week's material with in-text citations following APA formatting.
- [APA formatting guideline](#)
- All papers are to follow APA formatting, 12-point font, double-spaced with a reference page; **NO** title page, abstract, or running head
- All assignments have a rubric for transparency in grading

**Graduate students will have a weekly writing assignment in addition to online discussion posts. Undergraduate students need to complete 4 of 6 weekly writing assignments before end of term and weekly online discussion posts.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Late Work: Late work will not be accepted unless extenuating circumstances are a factor (e.g., family emergency, severe illness). Contact the professor for any questions regarding exceptions to this policy. Whenever possible, contact the professor in advance of any anticipated excused late work.

Class Participation: Students are expected to participate in any required activities or assignments. Failure to do so will have a negative impact on one's grade. Since this is an online course,

student participation will be assessed via weekly assignments and online discussions and, in addition, through the assignments detailed later in this syllabus.

Behavior Expectations: All students are expected to carry themselves in a civil, respectful, and professional manner.

Communication: Students are encouraged to contact the professor with any questions or concerns. Email will be the primary form of communication, and the professor will respond to emails received on weekdays (Monday-Friday) within 24 hours.

Grades: Grades received are final and are not subject to negotiation. There will be no opportunities for extra credit in this course.

The professor reserves the right to make changes to course readings, assignments, and due dates detailed in this syllabus.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social

networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students

with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Module	Topic	Assignment Due	Readings Due
Week 1: 06/06-06/12	Mapping the Course: Disability & Sexuality	<i>Discussion Post</i>	<p>Adams Ruins Everything - Circumcision</p> <p>Winges-Yanez, N. (2018). A Foucaultian discourse analysis of person-centered practice using a genealogical framework of intellectual disability.</p> <p>McWhorter, L. (2009). Two great dangers.</p>
Week 2: 06/13-06/19	History of Sexuality and Disability	<i>Weekly Writing</i>	Jarman, M. (2012). Dismembering the lynch mob: Intersecting narratives of disability, race, and sexual menace.

		<i>Discussion Post</i>	McWhorter, L. (2009). Managing evolution.
Week 3: 06/20-06/26	History of Sexuality and Disability pt. 2	<i>Weekly Writing Discussion Post</i>	O’Connel, R. (2012). “That cruel spectacle”: The extraordinary body eroticized in Lucas Malet’s <i>The History of Sir Richard Calmady</i> . Buck v. Bell Whatcott, J. (2017). Sexual deviance and “mental defectiveness” in eugenics era California. Serlin, D. (2012). Touching histories: Personality, disability, and sex in the 1930s.
Week 4: 06/27-07/03	Sexuality as Dispositif	<i>Weekly Writing Discussion Post</i>	Desjardins, M. (2012). The sexualized body of the child: Parents and the politics of “voluntary” sterilization of people labeled intellectually disabled. Flores, E. (2019). The #metoo movement hasn’t been inclusive of the disability community. #DisabilityToo Video The Sexual Assault Epidemic No One is Talking About -NPR Podcast
Week 5: 07/04-07/10	Normalization	<i>Weekly Writing Discussion Post</i>	smith, s.e. (2019). Skin hunger and the taboo of wanting to be touched. Maurya, A.K. (2016). Beyond penetration: Why touch is so important. Sandie Yi (artist) Wilkerson, A. (2012). Normate sex and its discontents.

<p>Week 6: 07/11-07/17</p>	<p>Discourse and Subject</p>	<p><i>Discussion Post</i></p> <p><i>ASSIGNMENT 1 DUE</i></p>	<p>Blake, M. (2019). Here's what Dr. Phil got wrong in his episode on interabled relationships.</p> <p>Tastrom, S. (2019). Sex work is a disability issue. So why doesn't the Disability Community recognize that?</p> <p>Neal, D.C. (2019). The saccharine sweet lies of Special, a Netflix original series.</p> <p>Kafer, A. (2012). Desire and disgust: My ambivalent adventures in devoteism.</p>
<p>Week 7: 07/18-07/24</p>	<p>Biopower and Government</p>	<p><i>Weekly Writing</i></p> <p><i>Discussion Post</i></p>	<p>McMahon, C. (2018). Sex Education is for everyone. Even disabled kids.</p> <p>Marrone, K. (2016). The importance of expanding sex-ed to people with developmental disabilities.</p> <p>Scarlateen!</p> <p>Wade, H.A. (2002). Discrimination, sexuality, and people with significant disabilities: Issues of access and the right to expression in the United States.</p>
<p>Week 8: 07/25-07/31</p>	<p>A New Discourse</p>	<p><i>Weekly Writing</i></p> <p><i>Discussion Post</i></p>	<p>Siebers, T. (2012). A sexual culture for disabled people.</p> <p>Sins Invalid Film (available in UT Library Kanopy)</p> <p>Sakellariou, D. (2011). Sexuality and disability: A discussion on care of the self.</p>
<p>Week 9: 08/01-08/07</p>	<p>Future</p>	<p><i>Discussion Post</i></p>	<p>Davidson, M. (2012). Pregnant men: Modernism, disability, and biofuturity.</p>

			Loeser, C., Pini, Barbara, & Crowley, V. (2018). Disability and sexuality: Desires and Pleasures.
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X. BIBLIOGRAPHY (not complete)

Jarman, M. (2012). Dismembering the lynch mob: Intersecting narratives of disability, race, and sexual menace. In R. McRuer & A. Mollow (Eds.), *Sex and Disability* (pp. 89-107).

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Malet’s *The History of Sir Richard Calmady*. In R. McRuer & A. Mollow (Eds.), *Sex and Disability* (pp. 108-122). Durham, NC: Duke University Press.

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smith, s.e. (2019). Skin hunger and the taboo of wanting to be touched. Retrieved from:

<https://catapult.co/stories/skin-hunger-and-the-taboo-of-wanting-to-be-touched>

Wade, H.A. (2002). Discrimination, sexuality, and people with significant disabilities: Issues of access and the right expression in the United States. *Disability Studies Quarterly* 22(4), 9-27.

Whatcott, J. (2017). Sexual deviance and “mental defectiveness” in eugenics era California. Retrieved from: <http://notchesblog.com/2017/03/14/sexual-deviance-and-mental-defectiveness-in-eugenics-era-california/>

Wilkerson, A. (2012). Normate sex and its discontents. In R. McRuer & A. Mollow (Eds.), *Sex and Disability* (pp. 183-207). Durham, NC: Duke University Press.

Winges-Yanez, N. (2018). A Foucaultian discourse analysis of person-centered practice using a genealogical framework of intellectual disability. Retrieved from <http://ezproxy.lib.utexas.edu/login?url=https://search.proquest.com/docview/2109015230?accountid=7118>