

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 360k/387R27	Instructor:	Dr. Nick Wings-Yanez
Unique Number:	60670/61050	Email:	nwingesyanez@utexas.edu
Semester:	Fall 2024	Office:	SHSSW 3.122E
Meeting Time/Place:	Online: Modules open Mondays @ 12a; monthly meetups in person and on zoom	Office Phone:	512-232-0744
		Drop-In Office Hours:	Mondays 10a-12p via zoom If these do not work for you, please reach out to make an appointment
The University's Website On COVID-19 Related Matters (Http://Protect.Utexas.Edu)			Other times by appointment

Women & Disability

I. STANDARDIZED COURSE DESCRIPTION

The voice of women in multiple minority statuses is largely missing from discussions of disability. This course examines the meaning and experience of being female and disabled and/or a cultural/ethnic minority member. An in-depth examination of the intersection of sex-roles stereotypes, disability stereotypes, and cultural stereotypes occurs through readings, interviews, and research.

II. STANDARDIZED COURSE OBJECTIVES

Learning objectives for this course are as follows:

1. Understanding of key theoretical frameworks for and definitions of *disability*.
2. Understanding of the role of intersectionality in lived experiences with disability, with a focus on gender.
3. Understanding of how gender and disability intersect with other forms of diversity to produce distinctive disability experiences.
4. Understanding of the historical and cultural context of contemporary disability worlds.

III. TEACHING METHODS

This class is asynchronous online AND has monthly meetups in-person and online.

You are required to attend at least three meetups.

In addition, you must schedule a conference time with me (during office hours preferably) for a 15-minute discussion of your goals for this course mid semester. Further instructions are part of the Self-Grading section.

In order for this course to succeed, we must all make a commitment to honoring the diversity of the human experience and remaining open to the exploration of this diversity. As part of our commitment to cultivating this kind of environment, we bring the following assumptions to the course:

- Students and professors both bring valuable experience, knowledge, and insights, and our learning this semester will be a collective effort.
- We all have areas of knowledge and mastery. Likewise, we all have gaps. Education is the process of filling these gaps, sharing knowledge, and illuminating new insights, connections, and questions.
- Everyone has the right to voice. We ask that you treat one another professionally, but encourage you all to ask questions, interrogate assumptions, and share your knowledge.
- Critical feedback and evaluation are constructive tools for growth and improvement. Throughout this class, you will be pushed to think deeply and critically about course materials, and to question your assumptions. This is all part of the learning process.
- It is accepted as a given in this course that discrimination, oppression, and marginalization are part of our society. This includes ableism, sexism, racism, classism, homophobia, transphobia, and other forms of intolerance. We will not tolerate their expression (in any form) in this course. We will, however, invite these issues into our dialogue for critique and exploration.

(excerpted from Dr. Ben Anderson-Nathe)

IV. REQUIRED TEXTS AND MATERIALS

All 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 Mondays, at which point students can access the materials and prompts for that lesson. Each Module is two weeks long. All assignments will be due Sunday by 10:00pm., which gives students one 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

Because this course is designed in a web-based environment, that gives us a certain kind of flexibility in creating learning opportunities for students.

Critical Thinking: Disability studies is the study of how disability interacts with society, economics, history, politics, and other areas. Disability as an identity and an experience is integral to any discussion of -isms (eg. Racism, heterosexism, classism, etc.). I do not want any work in this course to be busy work. My goal is for students to unpack preconceived notions,

biases, and unlearn a lot of misinformation AND THEN figure out how to apply this new information or way of thinking to life; this application can mean professionally or personally or both.

To This End: [Self-grading](#). What is this? Grading every student on a Universal Standard (traditional grading) does not work and is contrary to Critical Disability Studies. Every student engages with material differently. The multidimensional experience of learning requires not a standard rubric, but a discussion – but how to do this? Well, I will give students some assignments during the first couple of weeks and provide a very general rubric of what I’m looking for. Then, students will begin to assess themselves. For each assignment, I will provide a lot of feedback versus a grade. Why? Because generally, once students see their grade, they abandon the feedback– **but the feedback is the most important part!**

I expect students to engage a lot with each other through Slack and Canvas. Again, the most important facet of this process is the feedback and interaction with the materials and your peers. The work and effort you choose to put in leads to the grade you choose. This also demands mutual trust with your peers, me, and yourself. The grade you are assigning yourself is what you feel you have put into the work and the course overall.

At the end of the course, you will write up a paper, do a podcast, create a video – create a final product that discusses what you got out of this course and **how you can take this material with you in the future** – whether it be the actual material OR how to talk with someone about a very delicate subject (like disability, religion, politics). Each student, in this product, will also provide the grade they believe they should get based on their interaction with the course*.

*I reserve the right to change any grade a student gives themselves. Students may feel uncomfortable with this process, so this is why I am the backup. This usually means I need to add points to a student’s assessment. If you do not complete an assignment, this is a 0, however.

Assignments: Students will complete all readings or other assigned materials (including videos or additional topical research) for each lesson. In addition, students will complete assignments to demonstrate their understanding of these readings and course materials. Details will be provided each lesson so that these activities can best address the topics at hand. There are assignments in Canvas AND outside Canvas.

Canvas Assignments

Student Conferences

At midsemester, I will meet 1:1 with students to discuss your progress towards your chosen course goals as well as your overall feedback about the course. Please use the [Calendly](#) link to sign up.

Privilege Pie

See Canvas for directions. Each student will post a short video describing their own personal privilege pie. Module 1 and Final Module.

Course Goals

In Module 1, all students will identify why they are taking this particular course. From this, students will then create an outline of their unique course goals for this course and how they plan to achieve those goals. A specific grade can be one goal, but please choose an overarching framework; for example, what about this course specifically is useful to either your discipline or your life? What would you like to achieve by the end of the semester outside of a specific letter grade? We will review this outline at our midsemester conferences.

Discussion Boards: This is where students will interact with the whole class to answer a specific prompt or question related to lesson materials.

- Your post must be at least 2 paragraphs AND add something new to the discussion. Alternately, students can post an audio/video that is at least two minutes long.
- You must respond to at least one other student (if you are the first to post, ask some questions of your peers regarding the topic). This can also be an audio/video.
- These discussion posts substitute in-class discussions. Respond to one another, comment, and respectfully and thoughtfully counterpoint. I do read all posts. At times, I will respond and comment as well. However, I try not to interrupt the flow of the conversation between students.

AI incorporation

Throughout this semester, we will use AI (ChaptGPT, CoPilot, etc.) to create a question from the topics in class and then analyze the information using class resources. Students will need to screenshot the AI prompt and then analyze per instructions on the assignment in Canvas. A rubric will be provided for self-grading.

Annotated Readings

Throughout the course, we will use Perusall to annotate readings. In this course, annotation refers to commenting (at least three sentences) and replying to someone else's comment. A total of at least two comments for each reading is required. FOR GRAD STUDENTS: Grad students will have additional annotated readings for some modules.

Reflection Product: At the end of each module (every two weeks), students will write a paper or create a video reflecting on the materials **AND** assignments from the module. What was new? What was surprising? What was uncomfortable? How was the group interaction? At the end of each paper/video, tell me what grade you think you earned for that module.

Final Project: Each student will write up a paper, create a podcast, create a video – a product that you create about your overall takeaways from this course, the learning process, the self-assessment process, and how to apply the material/skills gained from this class to your profession or your personal life (if you are not yet sure of your profession).

Questions to consider:

1. What was most useful in this class?
2. What was the process of Self-grading like?
3. How do you feel about engaging in discussions about disability/sexuality with others?
4. What is something you learned? What surprised you?
5. How is this material useful to you?
6. **REQUIRED** – what grade do you give yourself and why?

EXTRA CREDIT: An extra 1 point (to be attributed to Final Grade) is possible for completing the TCDS survey posted at the beginning and end of the semester in the announcement section of Canvas.

Other Assignments – NOT on Canvas

Slack:

Join:

You will need to join Slack (app) to have additional group discussions; these discussions are in addition to your Canvas discussions and self-assessments.

Guidance for SLACK:

- Each student will be part of the same SLACK group for the entire semester.
- Each group needs to provide at least one new outside resource (twitter thread, film, TV show, news article, etc.) **PER MODULE** related to the current module to your group and engage in a conversation about that resource (*e.g.: ask questions to your group members about the resource; state what is most interesting or relevant; connect it to current course topic; etc*) – your group decides how to delegate whose turn it is to find a new resource during the first two weeks of class.
- You should post at least twice per module (every two weeks). A “post” is at least 50 words. A post should meaningfully move the conversation forward or dive deeper into the material(s).

Meetups: The Disability Cultural Center has a [calendar](#) of events throughout the semester. You must attend an event in September, October, and November. You will then write or record a short reflection of the event and how it corresponds to our course materials. There will also be options to attend [Crip Conversations](#) throughout the semester. **In total, you must attend three events throughout the semester.**

There will be no exams for this class. Students will demonstrate their understanding of the materials and proficiency in the course learning objectives through lesson assignments. I will often ask you to synthesize information from previous lessons in order to build upon what you've already learned.

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: Whenever possible, contact the professor in advance of any anticipated late work. Discussion posts can only occur during the week assigned since class interaction is part of the grade.

Class Participation: Students are expected to participate in any required activities or assignments. Since this is an online course, student participation will be assessed via assignments, online discussions, and the required online meetup.

Behavior Expectations: All students are expected to carry themselves in a 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 36 hours.

Grades: **An extra 1 point** is possible for the final grade by completing both surveys (beginning and end of semester) for TCDS (these will be in announcements).

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

VIII. UNIVERSITY POLICIES

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

Policy on Academic Integrity. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the

right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Steve Hicks School of Social Work Policies

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

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.

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 and Mental Health 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

Behavior Concerns and Covid-19 Advice Line (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the **Title IX pregnancy and parenting resource page** for more information or contact the **Title IX Support and Resources team** connect with a Case Manager.

Campus Carry Policy. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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.

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
Lesson 1			

Week 1:	Mapping the Course	<i>Privilege Pie</i>	Intersectionality APA Style Guide: Bias Free Language Ungrading essays
Week 2:	Discourse of Gender, Disability	<i>Course Goals</i> <i>Discussion Post</i> <i>Slack</i> <i>Reflection Product</i>	Hall, K. Q. (2015). Gender. In R. Adams, B. Reiss, and D. Smith (Eds.) Keywords for Disability Studies. Pp. 89-91 (2015). Crip. In R. Adams, B. Reiss, and D. Smith (Eds.) Keywords for Disability Studies. (2015). Impairment. In R. Adams, B. Reiss, and D. Smith (Eds.) Keywords for Disability Studies. (2015). Disability. In R. Adams, B. Reiss, and D. Smith (Eds.) Keywords for Disability Studies.
Lesson 2			
	History!	<i>Discussion Post</i> <i>Grad Only Discussion Post</i> <i>Slack</i>	Lecture: Women's Movement Burch, S. & Patterson, L. (2013). Not just any body: Disability, gender, history. Journal of Women's History 25(4), 122-137. (grad only) Elliot, L. (2018). Part 1: Badass disabled women from history you should know about.

			<p>Medium.</p> <p>https://lcelliot2.medium.com/badass-disabled-women-from-history-you-should-know-about-part-one-1509a938fefc</p>
	History!	<p><i>Discussion Post</i></p> <p><i>Slack</i></p> <p><i>Grad and Undergrad Reflection Product</i></p>	<p>Lorde, A. (1988). Living with Cancer. In A Burst of Light.</p> <p>Radiolab (2022). The Helen Keller exorcism. (ASL translation available on the website via YouTube).</p> <p>Washington, H. (2006). Profitable wonders. In <i>Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present</i> (pp. 52-73). New York: Doubleday.</p>
	Lesson 3		
Week 5	Femme, Queer, Crip	<p><i>Discussion Post</i></p> <p><i>Slack</i></p> <p><i>Grad Only Post</i></p>	<p>Kafer, A. (2015). Introduction. <i>Femme, queer, crip</i>. Pp. 1-24.</p> <p>Doin' the Work. (2018). Ep. 8: Black Disability, Disabled Women of Color, Empowerment, Advocacy – Vilissa Thompson, LMSW. https://dothework.podbean.com/e/episode-8-vilissa-thompson-lmsw-black-disability-disabled-women-of-color-empowerment-advocacy/</p>
Week 6	Femme, Queer, Crip	<p><i>Discussion Post</i></p> <p><i>Slack</i></p>	<p>Carlson, L. (2010). Gender objects, gendered subjects. The faces of intellectual disability: Philosophical reflections. Pp. 53-84. Indiana University Press.</p>

		<i>Grad AND Undergrad Reflection Product</i>	<p>Piepzna-Samarasinha, L.L. (2019). A modest proposal for a fair trade emotional labor economy (centered by disabled, femme of color, working-class/poor genius). Care work: Dreaming disability justice. Pp. 136-148. Arsenal Pulp Press.</p> <p>Project LETS. (2017). Savants and serial killers: Mental illness’s place in pop culture. https://projectlets.org/blog/2018/2/21/savants-and-serial-killers-mental-illnesss-place-in-pop-culture?rq=women</p>
Lesson 4	Family Making		
Week 7	Reproductive Justice	<p><i>Discussion Post</i></p> <p><i>Slack</i></p>	<p><u>Lecture</u></p> <p>Kafer, A. (2012). Debating feminist futures: Slippery slopes, cultural anxiety, and the case of the Deaf lesbians. In Feminist, Queer, Crip. Indiana University Press.</p> <p>Jarman, M. (2021). Disability rights through reproductive justice: Eugenic legacies in the abortion wars. In R. Shuttleworth & L.R. Mona (Eds.) The Routledge handbook of disability and sexuality (pp. 132-143). Routledge.</p> <p><u>ASAN (2022). Reproductive justice is a disability justice issue.</u></p>
Week 8	Parenting	<p><i>Discussion Post</i></p> <p><i>Slack</i></p> <p><i>Reflection Product</i></p>	<p><u>We Belong to One Another: Disability and Family Making</u></p> <p>Parenting without Pity: rooted in rights.</p>
Lesson 5			

Week 9	Brilliant Imperfections	<p><i>Discussion Post</i></p> <p><i>Slack</i></p>	<p>Eli Clare – Brilliant Imperfections</p> <p>Thornton, M. (2019). Trans/criptions: Gender, disability, and liturgical experience. <i>Transgender Studies Quarterly</i> 6(3), 358-367. (grad only)</p> <p>Disability Visibility Project. (2017). American hate: Interview with Dominick Evans. https://disabilityvisibilityproject.com/2018/08/07/american-hate-interview-with-dominick-evans/</p>
Week 10	Brilliant Imperfections	<p><i>Discussion Post</i></p> <p><i>Slack</i></p> <p><i>Reflection Product</i></p>	<p>Kattari, S. (2019). Troubling binaries, boxes, and spectrums: A galactic approach to queerness and crip-ness. <i>QED: A Journal in LGBTQ Worldmaking</i> 6(3). 136-142. (grad only)</p> <p>Piper, R. (2018). 12 people on what it felt like to discover autism. https://awnnetwork.org/12-people-on-what-it-felt-like-to-discover-autism/</p> <p>Disability Visibility Podcast: Ep. 12: Advocacy, Intersectionality & Mental Health: https://disabilityvisibilityproject.com/2017/12/03/ep-12-advocacy-intersectionality-mental-health/#site-content</p>
Lesson 6	Gendered Diagnoses		
Week 11	Film	<p><i>Discussion Post</i></p> <p><i>Slack</i></p>	<p>Unrest Film</p> <p>Health Rebels</p>

Week 12	Readings	<i>Discussion Post</i> <i>Slack</i> <i>Reflection Product</i>	Autism Piper, R. (2018). 12 people on what it felt like to discover autism. https://awnnetwork.org/12-people-on-what-it-felt-like-to-discover-autism/ Pyer, J. (2021). Autistic disruptions, trans temporalities: A narrative “trap door” in time. <i>The South Atlantic Quarterly</i> 120(2); pp. 343-361.
Lesson 7			
Week 13	Representation	<i>Discussion Post</i> <i>Slack</i>	Barnard Center for Research on Women. (2017). We Move Together: Disability Justice and Trans Liberation (youtube). https://www.youtube.com/watch?v=3nhL19cAb84 Clipson, N. (n.d.). I’m a trans, disabled, young person, not one or the other. https://www.glsen.org/blog/im-trans-disabled-young-person-not-one-or-other
Week 14 (11-27- Dec. 3)	Representation Now	<i>Discussion Post</i> <i>Slack</i> <i>FINAL Reflection Product</i>	Piepzna-Samarasinha, L.L. (2019). Disability justice/Stonewall’s legacy, or: Love mad trans Black women when they are alive and dead, let their revolutions teach your resistance all the time. (grad only). <i>QED: A Journal in GLBTQ Worldmaking</i> 6(2), pp. 54-62. Radin, S. (2020). Queer crip fashion: For standing out, proudly. https://www.refinery29.com/en-us/2020/07/9921895/queer-crip-fashion-disability-rebirth

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Carlson, L. (2010). Gender objects, gendered subjects. The faces of intellectual disability: Philosophical reflections. Pp. 53-84. Indiana University Press.

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