

**Disability: A Democratic Dilemma**  
POLSCI 495 003 (Winter 2023)  
Monday & Wednesday 1:00-2:30pm  
Angell Hall 4211

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Professor: Ann K. Heffernan  
Email: [akheff@umich.edu](mailto:akheff@umich.edu)

Haven Hall 7632  
Office Hours: [By Appointment](#)

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**OVERVIEW:**

This course considers the challenge presented by disability to the way we think about democratic inclusion. Put differently, what would it mean to achieve full inclusion on behalf of disabled people? Can we reconcile the demand for inclusion with the difference posed by disabilities that require more extensive support to realize their full potential? Is full inclusion possible for individuals with profound disabilities, and if so, what form might it take? With these questions in view, we will begin by tracing the evolution of the concept of disability and its role in securing the boundaries of normal, able-bodied citizenship. Focusing on the tension between equality and dependency, we will proceed to examine the ways in which the demand for equality and inclusion stands at odds with the perception of disabled people as the proper objects of pity, charity, and care. More specifically, we will consider how the distinction between the so-called deserving and undeserving poor is echoed in the structure of entitlements programs and the fixation on delineating “real” disability from disability fraud.

Turning to the disability rights movement and the demand for disability equality, we will examine the legal instantiation of disability rights in the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, before considering the possible limits and unintended consequences of rights-based claims. The remainder of the course will address forms of disability that are endemic to neoliberalism and the challenges they pose for a disability rights movement that privileges the celebration of disabled identity.

Readings include work in political theory, philosophy, disability studies, and feminist theory. While this course is not intended as an introduction to disability studies, it assumes no prior knowledge of the field. That said, I would be more than happy to offer suggestions for further reading if you are interested!

**ASSESSMENT:**

**Attendance and Participation:**

25%

I view this class as a collaborative enterprise grounded in engaged discussion and open debate. I understand participation to include not only comments or questions, but the ability to actively listen to your colleagues and thoughtfully and respectfully engage with—and challenge—their ideas.

**Discussion Posts**

20%

In an effort to facilitate class discussion, you are responsible for posting a short discussion question to **Canvas by 9 pm the night before class**. These are not intended to be long (around 3-4 sentences), nor will they be graded. Rather, they are used to help you to focus your reading and to guide me in orienting our in-class discussion. It is *absolutely fine* to ask a question about an aspect of the reading that confused you—don't feel that you have to have answered your question in advance.

You are responsible for posting **12 discussion questions** over the course of the term and respond to (how you decide to split this up is up to you, though I'd recommend not waiting until the last minute). Please remember to cite any relevant quotes or page numbers where applicable.

You are also responsible for responding to **6 discussion questions** from your classmates. Like the questions, these responses should be short (3-4 sentences). You're welcome to go on longer, but it's not necessary.

**Initial Reflection (Due Friday, January 13<sup>th</sup> at 6pm)**

10%

See below for explanation and instructions.

**Disability Plan and Accompanying Statement (Due Tuesday, April 25<sup>th</sup> at 6pm)**

35%

We will spend a portion of classes analyzing the 2020 Presidential candidates' disability plans. Using these examples, and what you've learned in the course, you will each formulate your own disability plan. Your plan be accompanied by a 4-6 page statement that explains why you made the choices you did, drawing on discussions and materials from the course.

Note: I have reached out to some of the activists and campaign staff members who collaborated on these plans to have them visit the class (more on this soon).

**Final Reflection (500 words, due Friday, April 21<sup>st</sup> at 6pm)**

10%

At the beginning of the course, I had you consider why political science has mostly overlooked disability and to think, further, about what the discipline could bring to the study of disability (and vice versa). Now that we've come to the end of the course, I want you to revisit the question of what you think the discipline could bring to the study of disability (and vice versa) given what you've learned in the course. Aside from the demographic significance of disability, why should the discipline take an interest in disability?

**OTHER POLICIES AND INFORMATION:**

**Attendance:** While complete attendance in the class is encouraged, you may miss **3** classes over the course of the semester. You do not need to provide a reason for your absence(s). 5 unexcused absences may result in possible failure of the course. That said, please reach out if you are struggling. And please (please!) stay home if you feel ill. We are each trying to navigate the current moment as best we can, and I want to be sensitive to the many different stressors we're each experiencing.

**Late Policy:** While I generally do not grant extensions on written assignments (barring illness or emergency), you are allowed one 48-hour extension to be used at your discretion. You do not need to provide a reason, but please do let me know in advance. Late assignments will be graded down 1/3 of a letter grade per day late (an A- would become a B+, etc.).

**Accessibility:** If you have a physical, sensory, cognitive, or psychological disability and require accommodations, please let me know if I can do more to make the class (and class materials) more accessible. You do not have to disclose your disability status in order to request accommodations from me. I do want to know about what kinds of accommodations will make our classroom a productive learning environment for you, but I also want you to know that disclosure is a choice. Disclosure isn't limited to disability status, either: it may come up with respect to past trauma, gender identity, sexuality, etc.

Formal requests for accommodations may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term. While I don't require you to have completed a formal request with the SSD Office, it can be helpful for accessing resources and accommodations (Screen-readable PDFs, for example).

**Student Well-Being:** Students may experience stressors that can impact both their academic experience and their personal well-being (especially this year). These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing any issues, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at [Resources for Student Well-being](#) on the Well-being for U-M Students website. You can also search for additional resources on that website.

**Academic Honesty and Integrity:** The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see [lsa.umich.edu/lsa/academics/academic-integrity.html](https://lsa.umich.edu/lsa/academics/academic-integrity.html)

**Contacting me:** I am here to be a resource for you. **Do** take advantage of my office hours (sign up [here](#)), and feel free to email me at any point with questions or concerns. I will try to reply to emails within 48 hours.

## COURSE SCHEDULE

(All readings will be posted on Canvas under the Modules tab. Please read in the order that they appear here)

Wednesday, January 4th: Introduction

### **PART I: HISTORIES OF DISABILITY**

Monday, January 9th: Locating Disability, Part I

Required Reading:

- Douglas C. Baynton, "Disability and the Justification of Inequality in American History," in *The New Disability History: American Perspectives*, eds. Paul K. Longmore and Lauri Umansky (New York: NYU Press, 2001), 33–57.

Recommended Reading:

- Barbara Arneil and Nancy J. Hirschmann, *Disability and Political Theory* (New York: Cambridge University Press, 2016).
- Harlan Hahn, "The Potential Impact of Disability Studies on Political Science (as well as vice-versa) *Policy Studies Journal* 21, no. 4 (December 1993): 740-51.
- Nancy J. Hirschmann and Beth Linker (eds.), *Civil Disabilities: Citizenship, Membership, and Belonging* (Philadelphia, PA: University of Pennsylvania Press, 2015).

### **ASSIGNMENT 1: Due Friday, January 13th at 6pm**

(500 words) Initial Reflection and Response: Political science has for the most part overlooked disability as a category of analysis. Although this is changing, disability remains a little discussed aspect of political and social life. Why do you think this is? Although our readings will draw from a number of disciplines—particularly history—what distinctive perspective do you think political scientists (and, more specifically, political theorists) can bring to the study of disability? Feel free to reference former classes, readings, assignments, etc. There is no right answer here. While you're welcome to reference the Baynton (or other) readings, you don't need to—I am mostly interested in your thoughts and reflections. We will revisit these pieces at the end of the course.

Wednesday, January 11<sup>th</sup>: Locating Disability, Part II

Required Reading:

- Dennis Tyler, *Disabilities of the Color Line* (New York: NYU Press, 2022), Preface and Introduction (pp. ix-28).
- *For Reference*: Frederick Douglass, "The Color Line," *North American Review* 132, no. 295 (June 1881): 567-77.

Recommended Reading:

- Christopher Bell, "Is Disability Studies Actually White Disability Studies?" in *The Disability Studies Reader*, 3<sup>rd</sup> ed., edited by Lennard J. Davis (New York: Routledge, 2010), 374-82.
- Stephen Knadler, *Vitality Politics: Health, Disability, and the Limits of Black Emancipation* (Ann Arbor, MI: University of Michigan Press, 2019).
- Sami Schalk, *Black Disability Politics* (Durham, NC: Duke University Press, 2022).

Monday, January 16<sup>th</sup>: No Class, Martin Luther King, Jr. Day

Wednesday, January 18<sup>th</sup>: The Body in/of the Archive

Required Reading:

- Saidiya Hartman, "Venus in Two Acts," *Small Axe* 26 (June 2008): 1-14.
- Marisa J. Fuentes, "Jane: Fugitivity, Space, and Structures of Control in Bridgetown," and "Epilogue," in *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia, PA: University of Pennsylvania Press, 2016); 13-45, 144-148.

Recommended Reading:

- Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals* (New York: W. W. Norton & Co., 2019).
- Allan Sekula, "The Body and the Archive," *October* 39 (Winter 1986): 3-64.
- Jennifer Terry, "Theorizing Deviant Historiography," *differences: A Journal of Feminist Cultural Studies* 3, no. 2 (1991): 55-73.

Monday, January 23<sup>rd</sup>: Spectacles of Disability

Content warning: both assigned articles contain graphic depictions of their subjects. The ethics of reprinting these images, even for the purposes of critique and analysis, is discussed in Samuels (and is an issue we can discuss further in class). I have also included links to some of the sources cited by Samuels, among them a 2006 online exhibit at the National Library of Medicine, as well as a similar exhibit at the Mütter Museum, to give you a sense of the context in which these images (continue to) circulate. *You do not need to view these images if you do not wish to.* They are here purely for reference.

Required Reading:

- Rosemarie Garland-Thomson, "The Cultural Work of American Freak Shows, 1835-1940," in *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature* (New York: Columbia University Press, 1997), 55-80.
- Ellen Samuels, "Examining Millie and Christine McKoy: Where Enslavement and Enfreakment Meet," *Signs* 37, no. 1 (2011): 51-81.

Resources:

- ["From 'Monsters' to Modern Medical Miracles: Selected Moments in the History of Conjoined Twins from Medieval to Modern Times,"](#) online exhibition, National Library of Medicine, 2006.
- ["Cast and Livers of Chang and Eng Bunker,"](#) The Mütter Museum of the College of Physicians of Philadelphia.

Recommended Reading:

- Georges Canguilhem and Therese Jaeger (trans.), "Monstrosity and the Monstrous," *Diogenes* 10, no. 40 (1962): 27-42.
- Michel Foucault, *Abnormal: Lectures at The College de France, 1974-1975*, trans. Graham Burchell (New York: Verso, 2003), 22 January 1975 (pp. 55-80).
- Sadiya Qureshi, "Displaying Sara Baartman, the 'Hottentot Venus,'" *History of Science* 42, no. 2 (June 2004): 233-57.

Wednesday, January 25<sup>th</sup>: Slavery, the Laboring Body, and Disability

Required Reading:

- Walter S. Johnson, "Reading Bodies and Making Race," in *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, MA: Harvard University Press, 1999), 135-161.
- Stefanie Hunt-Kennedy, "Unfree Labor and Industrial Capital: Fitness, Disability, and Worth," in *Between Fitness and Death* (Urbana, IL: University of Illinois Press, 2020), 69-93.

Recommended Reading:

- Jennifer L. Barclay, "The Greatest Degree of Perfection: Disability and the Construction of Race in American Slave Law," *South Carolina Review* 46, no. 2 (Spring 2014): 27-43.
- Dea H. Boster, *African American Slavery and Disability: Bodies, Property, and Power in the Antebellum South, 1800-1860* (New York: Routledge, 2013).
- Jim Downs, *Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction* (New York: Oxford University Press, 2012).
- Michael Ralph, "'Life...in the Midst of Death': Notes on the Relationship between Slave Insurance, Life Insurance, and Disability," *DSQ: Disability Studies Quarterly* 32, no. 3 (2012).

Monday, January 30<sup>th</sup>: Figuring the Good Worker/Citizen

Required Reading:

- Judith Shklar, *American Citizenship: The Quest for Inclusion* (Cambridge, MA: Harvard University Press, 1991), 1-24, 63-101.

Recommended Reading:

- Eric Foner, "The Idea of Free Labor in Nineteenth-Century America," in *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War* (New York: Oxford University Press, 1995), ix-xxxix.
- William E. Forbath, "Caste, Class, and Equal Citizenship," *Michigan Law Review* 98, no. 1 (Oct. 1999): 1-91.
- Evelyn Nakano Glenn, "Labor: Freedom and Coercion," in *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Cambridge, MA: Harvard University Press, 2002), 56-92.
- David Roediger, "White Slaves, Wage Slaves, and Free White Labor" in *The Wages of Whiteness: Race and the Making of the American Working Class* (rev. ed.) (New York: Verso, 1991), 65-92.

Wednesday, February 1<sup>st</sup>: Disability, Immigration, and Race Suicide

Required Reading:

- Natalie Molina, "Medicalizing the Mexican: Immigration, Race, and Disability in the Early-Twentieth-Century United States," *Radical History Review* 94 (Winter 2006): 22-37.
- Terence Powderly, "With the Board of Review," *International Molders' Journal* 54, no. 7 (July 1923): 397-98.

Recommended Reading:

- Douglas C. Baynton, *Defectives in the Land: Disability and Immigration in the Age of Eugenics* (Chicago, IL: The University of Chicago Press, 2016).
- Jay Dolmage, *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability* (Columbus, OH: University of Ohio Press, 2018), 8-50, 72-97.
- Amy L. Fairchild, *Science at the Borders: Immigrant Medical Inspection and the Shaping of the Modern Industrial Labor Force* (Baltimore, MD: Johns Hopkins University Press, 2003).
- Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, NJ: Princeton University Press, 2004).

Monday, February 6<sup>th</sup>: Eugenics, Social Control, and Social Protection I

Required Reading/Listening:

- *Buck v. Bell*, 274 U.S. 200 (1927)
- “Emma, Carrie, Vivian: How A Family Became A Test Case For Forced Sterilizations,” *Hidden Brain* (NPR, April 23, 2018), <https://www.npr.org/2018/04/23/604926914/emma-carrie-vivian-how-a-family-became-a-test-case-for-forced-sterilizations> (transcript available at the link)
- Eli Clare, “Yearning toward Carrie Buck,” *Journal of Literary & Cultural Disability Studies* 8, no. 3, (2014): 335-344.

Recommended Reading:

- Desmond King and Randall Hansen, “Buck v. Bell and Beyond,” in *Sterilized by the State: Eugenics, Race, and the Population Scare in Twentieth-Century North America* (New York: Cambridge University Press, 2013), 102–16.
- Paul A. Lombardo (ed.), *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era* (Bloomington, IN: Indiana University Press, 2011).
- Alexandra Minna Stern, *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America* (Berkeley, CA: University of California Press, 2005).

Wednesday, February 8<sup>th</sup>: Eugenics, Social Control, and Social Protection, Part II

Required Reading:

- Dorothy Roberts, “The Dark Side of Birth Control,” in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (New York: Pantheon Books, 1997), 56-103.
- Villarosa, Linda. “The Long Shadow of Eugenics in America.” *The New York Times Magazine*, June 8, 2022.

Recommended Reading:

- Allison C. Carey, “The Feeble-minded Versus the Nation, 1900-1930,” in *Margins of Citizenship: Intellectual Disability and Citizenship in Twentieth-Century America* (Philadelphia, PA: Temple University Press, 2009), 52-82.
- Angela Davis, “Racism, Birth Control, and Reproductive Rights,” in *Women, Race, and Class* (New York: Random House, 1982), 202-71.
- Molly Ladd-Taylor, “Who Was Feeble-minded?” in *Fixing the Poor: Eugenic Sterilization and Child Welfare in the Twentieth Century* (Baltimore, MD: Johns Hopkins University Press, 2017), 84-116.
- Ladelle McWhorter, “A Genealogy of Modern Racism, Part 2: From Black Lepers to Idiot Children,” in *Racism and Sexual Oppression in Anglo-America: A Genealogy* (Bloomington, IN: Indiana University Press, 2009), 97-140.

## PART II: RIGHTS REVOLUTIONS

Monday, February 13<sup>th</sup>: Class Cancelled (Professor Illness)

Wednesday, February 15<sup>th</sup>: Equality of What? Part I

- Elizabeth S. Anderson, "What Is the Point of Equality?" *Ethics* 109, no. 2 (January 1999), pp. 287-337. (Please note that there's an error with the digitization, and page 289 is split over two pages. Despite this, no text is missing.)

Recommended Reading:

- G. A. Cohen, "On the Currency of Egalitarian Justice," *Ethics* 99 (1989): 906-944.
- Ronald Dworkin, "What Is Equality? II. Equality of Resources," *Philosophy and Public Affairs* 20 (1991): 101-31.
- Thomas Nagel *Equality and Partiality* (New York: Oxford University Press, 1991).
- Philippe Van Parijs, "Why Surfers Should be Fed: The Liberal Case for Unconditional Basic Income," *Philosophy and Public Affairs* 10 (1981): 283-345.
- Iris Marion Young, "Displacing the Distributive Paradigm," in *Justice and the Politics of Difference* (Princeton, NJ: Princeton University Press, 1990).

Monday, February 20<sup>th</sup>: Equality of What? Part II

Required Reading:

- Anita Silvers, "Formal Justice," in *Disability, Difference, Discrimination: Perspectives on Justice in Bioethics and Public Policy*, eds. Anita Silvers, David Wasserman, and Mary B. Mahowald (New York: Roman and Littlefield, 1998), 13-53, 132-145.

Recommended Reading:

- Gary Albrecht, *The Disability Business: Rehabilitation in America* (London: Sage, 1992).
- Allen Buchanan, "Choosing Who Will Be Disabled: Genetic Intervention and the Morality of Inclusion," *Social Philosophy and Policy* 13, no. 2 (Summer 1996): 18-46.
- John Rawls, "Justice as Fairness: Political Not Metaphysical," *Philosophy and Public Affairs* 14 (1985): 223-251.
- Anita Silvers, "Reconciling Equality to Difference: Caring (f)or Justice for People with Disabilities," *Hypatia* 10, no. 1 (Winter 1999): 30-55.5

Wednesday, February 22<sup>nd</sup>: Citizenship, Membership, and Belonging

Required Reading:

- Alison Carey, "Introduction," and "A Theory of Rights and Disability," in *On the Margins of Citizenship* (Philadelphia, PA: Temple University Press, 2009), 1-35.

Resources:

- [Documents related to \*PARC v. Commonwealth of Pennsylvania\* \(discussed by Carey\)](#)

Recommended Reading:

- Michael Bérubé, "Equality, Freedom, and/or Justice for All: A Response to Martha Nussbaum," *Metaphilosophy* 40, nos. 3-4 (July 2009): 352-365.
- Eva Feder Kittay, "When Caring is Just and Justice Is Caring: Justice and Mental Retardation," *Public Culture* 13, no. 3 (1985): 557-579.

- Martha C. Nussbaum, "The Capabilities of People with Cognitive Disabilities," *Metaphilosophy* 40, nos. 3-4 (July 2009): 331-351.

February 25<sup>th</sup>-March 5<sup>th</sup>: Spring Break

Required Reading/Viewing

- Jim LeBrecht and Nicole Newnham. *Crip Camp: A Disability Revolution*. Netflix, 2020. <https://www.youtube.com/watch?v=OFS8SpwioZ4> (available for free on YouTube, with captions and audio description)

Resources:

- [Section 504, Rehabilitation Act of 1973](#)

Monday, March 6<sup>th</sup>: The Disability Rights Movement I

Required Reading:

- Samuel Bagenstos, "The Projects of the American Disability Rights Movement," in *Law and the Contradictions of the Disability Rights Movement* (New Haven, CT: Yale University Press, 2009), 12-33.
- Skim one of the following interviews from the Disability Rights and Independent Living Movement Project:
  - [Corbett O'Toole](#): Advocate for Disabled Women's Rights and Health Issues.
  - [Johnnie Lacy](#), Director, Community Resources for Independent Living: An African American Woman's Perspective on the Independent Living Movement in the Bay Area, 1960s-1980s.
  - [Herbert R. Willismore](#), Student Resident at Cowell Hospital Residence Program for Physically Disabled Students, 1969-70.

Recommended Reading:

- Scot Danforth, "Becoming the Rolling Quads: Disability Politics at the University of California, Berkeley, in the 1960s," *History of Education Quarterly* 58, no. 4 (November 2018): 506-536.
- Fred Pelka, *What We Have Done: An Oral History of the Disability Rights Movement* (Amherst, MA: University of Massachusetts Press, 2012).
- Doris Zames Fleischer and Frieda Zames, *The Disability Rights Movement: From Charity to Confrontation* (Philadelphia, PA: Temple University Press, 2011).
- 504 Sit-in 20<sup>th</sup> Anniversary Celebration and Commemoration, Disability Rights Education and Defense Fund (DREDF), June 1<sup>st</sup>, 1997, <https://dredf.org/504-sit-in-20th-anniversary/>.

Wednesday, March 8<sup>th</sup>: The Disability Rights Movement III

Required Reading:

- Susan Schweik, "Lomax's Matrix: Disability, Solidarity, and the Black Power of 504," *DSQ: Disability Studies Quarterly* 33, no. 1 (2011).

Recommended Reading/Watching:

- Julia Carmel, "Before the ADA, There was Section 504," *The New York Times*, July 22, 2020, <https://www.nytimes.com/2020/07/22/us/504-sit-in-disability-rights.html?action=click&module=RelatedLinks&pgtype=Article/>

- Jennifer Erkulwater, "How the Nation's Largest Minority Became White: Race Politics and the Disability Rights Movement, 1970-1908," *Journal of Policy History* 30, no. 3 (2018): 367-399.
- Patient No More Virtual Tour, Paul K. Longmore Institute on Disability, San Francisco State University, <https://longmoreinstitute.sfsu.edu/patient-no-more/virtual-tour>.

Monday, March 13<sup>th</sup>: Rights and the Dilemma(s) of Difference

Required Reading:

- Martha Minow, *Making All the Difference: Inclusion, Exclusion, and American Law* (Ithaca, NY: Cornell University Press, 1990); 1-11, 19-48.

Recommended Reading:

- Samuel Bagenstos, "The Limits of the Antidiscrimination Model," in *Law and the Contradictions of the Disability Rights Movement* (New Haven: Yale University Press, 2009), 116-130.
- Ruth Colker, "The Americans with Disabilities Act's Unreasonable Focus on the Individual," *University of Pennsylvania Law Review*, preprint.
- Michael Ashley Stein, "Same Struggle, Different Difference: ADA Accommodations as Antidiscrimination," *University of Pennsylvania Law Review* 153, no. 2 (2004): 579-673.

Wednesday, March 15<sup>th</sup>: Rights and Limits

Required Reading

- Austin Sarat, "...The Law Is All Over?": Power, Resistance and Legal Consciousness of the Welfare Poor," *Yale Journal of Law and the Humanities* 2, no. 2 (Summer 1990): 343-380.
- Jeffrey R. Dudas, "In the Name of Equal Rights: 'Special' Rights and the Politics of Resentment in Post-Civil Rights America," *Law & Society Review* 39, no. 4 (2005): 723-758.

Recommended Reading:

- Lisa C. Bower, "Queer Acts and the Politics of 'Direct Address': Rethinking Law, Culture, and Community," *Law & Society Review* 28, no. 5 (1994): 1009-1034.
- Wendy Brown and Janet Halley, *Left Legalism/Left Critique* (Durham, NC: Duke University Press, 2002).
- Kristin Bumiller, *The Civil Rights Society: The Social Construction of Victims* (Baltimore, MD: Johns Hopkins University Press, 1988).
- Michael McCann, "The Unbearable Lightness of Rights: On Sociolegal Inquiry in the Global Era," *Law & Society Review* 48, no. 2 (2014): 245-273.

Monday, March 20<sup>th</sup>: Fear of the Disability Con

Required Reading:

- Nancy Fraser and Linda Gordon, "A Genealogy of Dependency: Tracing a Keyword in the U.S. Welfare State," *Signs* 19, no. 2 (Winter 1994): 309-336.
- Terrence McCoy, "Disabled or Just Desperate?" *Washington Post*, March 30, 2017.
- Alice Wong, "My Medicaid, My Life," *The New York Times*, May 3, 2017, <https://www.nytimes.com/2017/05/03/opinion/my-medicaid-my-life.html>.

Recommended Reading:

- Doron Dorfman, “Fear of the Disability Con: Perceptions of Fraud and Special Rights Discourse,” *Law & Society Review* 53, no. 4 (2019): 1051-1091.
- Helena Hansen, Philippe Bourgeois, Ernest Drucker, “Pathologizing Poverty: New Forms of Diagnosis, Disability, and Structural Stigma Under Welfare Reform,” *Social Science & Medicine* 103 (2014): 76-83.
- Julilly Kohler-Hausmann, “‘The Crime of Survival’: Fraud Prosecutions, Community Surveillance, and the Original ‘Welfare Queen,’” *Journal of Social History* 41, no. 2 (Winter 2007), 329-354.
- Craig Konnoth, “Medicalization and the New Civil Rights,” *Ethics, Medicine and Public Health* 12 (January-March 2020): 1165-1267.

### PART III: NEW DIRECTIONS

Wednesday, March 22<sup>nd</sup>: Disability in Public

Required Reading:

- Bess Williamson, “Introduction” and “From Accessible to Universal” in *Accessible America: A History of Disability and Design* (New York: NYU Press, 2019); 1-16, 147-184.

Recommended Reading:

- Sasha Costanza-Chock, *Design Justice: Community-Led Practices to Build the Worlds We Need* (Cambridge, MA: The MIT Press, 2020).
- David Gissen, *The Architecture of Disability: Buildings, Cities, and Landscapes beyond Access* (Minneapolis, MN: University of Minnesota Press, 2023).
- Aimi Hamraie, “Universal Design and the Problem of ‘Post-Disability’ Ideology” *Design and Culture* 8, no. 3 (2016): 285-309.
- Ellen Samuels, “Proving Disability,” in *Fantasies of Identification: Disability, Gender, Race* (New York: NYU Press, 2014), 121-140.

Monday, March 27<sup>th</sup>: The Right to Live in the World

Required Reading:

- Sara Hendren, “Who is the Built World For?” and “Limb,” in *What Can a Body Do? How We Meet the Built World* (New York: Riverhead Books, 2020), 3-64.
- Mia Mingus, “Access Intimacy: The Missing Link,” *Leaving Evidence* (blog), February 12, 2011, <https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/>

Recommended Reading:

- Laura Mauldin, “Care Tactics,” *The Baffler*, no. 64 (July 26, 2022), <https://thebaffler.com/salvos/care-tactics-mauldin>.
- s. e. Smith, “The Beauty of Spaces Created for and By Disabled People,” *Catapult*, October 22, 2018, <https://catapult.co/stories/the-beauty-of-spaces-created-for-and-by-disabled-people>
- Bess Williamson, “Beyond Ramps: Crippling Design,” in *Accessible America: A History of Disability and Design* (New York: NYU Press, 2019), 185-208.

Wednesday, March 29<sup>th</sup>: Disability Justice and Disability Studies I

Required Reading

- Sami Schalk and Jina B. Kim, "Integrating Race, Transforming Feminist Disability Studies," *Signs: Journal of Women in Culture and Society* 46, no. 1 (Fall 2020): 31–55.
- Julie Avril Minich, "Enabling Whom? Critical Disability Studies Now," *Lateral: Journal of the Cultural Studies Association* 5, no. 1 (Spring 2016).

Recommended Reading:

- Rosemarie Garland-Thomson, "Integrating Disability, Transforming Feminist Theory," *NWSA Journal* 14, no. 3 (2002): 1-32.
- Jina B. Kim, "Toward a Crip-of-Color Critique: Thinking with Minich's 'Enabling Whom?'" *Lateral: Journal of the Cultural Studies Association* 6, no. 1 (Spring 2017).
- Sami Schalk, "Critical Disability Studies as Methodology," *Lateral: Journal of the Cultural Studies Association* 6, no. 1 (Spring 2017).

Monday, April 3<sup>rd</sup>: Disability Justice and Disability Studies II

Required Reading

- "10 Principles of Disability Justice," *Sins Invalid*, <https://tinyurl.com/DJ10Principles>.
- Derecka Purnell, "Police Violence is a Disability Justice Issue," *Boston Review*, September 29, 2021.
- Leah Lakshmi Piepzna-Samarasinha, *Care Work: Dreaming Disability Justice* (Vancouver: Arsenal Pulp Press, 2018), selections.

Recommended Reading:

- Samuel R. Bagenstos, "Disability Rights and the Discourse of Justice," *SMU Law Review Forum* 73 (2020): 26–34.
- Natalie M. Chin, "Centering Disability Justice," *Syracuse Law Review* 71, no. 3 (2021): 683–750.
- Mia Mingus, "Changing the Framework: Disability Justice," *Leaving Evidence*, February 12, 2011, <https://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/>.
- Leah Lakshmi Piepzna-Samarasinha, "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," *QED* 6, no. 2 (June 2019): 54–62.

Wednesday, April 5<sup>th</sup>: No Class, Prof. Heffernan Away at a Conference

Monday, April 10<sup>th</sup>: Slow Death and Toxic Harm

Required Reading:

- Thom Davies, "Slow Violence and Toxic Geographies: 'Out of Sight' to Whom?," *Environment and Planning C: Politics and Space* 40, no. 2 (March 2022): 409–27.
- Julia Watts Belser, "Disaster and Disability: Social Inequality and the Uneven Effects of Climate Change," *Tikkun* 30, no. 2 (2015): 24-25.
- s. e. Smith, "When Disability Is a Toxic Legacy," *Catapult*, April 23, 2019. <https://catapult.co/stories/when-disability-is-a-toxic-legacy-se-smith>.

Recommended Reading/Watching:

- Julia Watts Belser, "Disability, Climate Change, and Environmental Violence: The Politics of Invisibility and the Horizon of Hope," *Disability Studies Quarterly* 40, no. 4 (2020).
- Lauren Berlant, "Slow Death (Sovereignty, Obesity, Lateral Agency)," *Critical Inquiry* 33, no. 4 (Summer 2007): 754-780.
- Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Cambridge, MA: Harvard University Press, 2011).
- Sunaura Taylor, *Disabled Ecologies: Living with Impaired Landscapes*, Othering and Belonging Institute, 2019. <https://www.youtube.com/watch?v=OOEXLyhT4>.

Wednesday, April 12<sup>th</sup>: Disabled Futures

Required Reading:

- Leah Lakshmi Piepzna-Samarasinha, *The Future is Disabled: Prophecies, Love Notes and Mourning Songs* (Arsenal Pulp Press, 2022), selections.
- Arseli Dokumaci, *Activist Affordances: How Disabled People Improvise More Habitable Worlds* (Durham, NC: Duke University Press, 2023), selections.
- Ari Ne'eman, "What if Disability Rights Were for Everyone?" *New York Times*, October 1, 2021.

Monday, April 14<sup>th</sup>: Wrap-Up and Reflection

**ASSIGNMENT 2: Due Friday, April 21<sup>st</sup> at 6pm**

(500 words) Final Reflection: At the beginning of the course, I had you consider why political science has mostly overlooked disability and to think, further, about what the discipline could bring to the study of disability (and vice versa). Now that we've come to the end of the course, I want you to revisit the question of what you think the discipline could bring to the study of disability (and vice versa) given what you've learned in the course. Aside from the demographic significance of disability, why should the discipline take an interest in disability?