

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

ENGL 307 – DISABILITY AND LITERATURE

Prepared By: Nadine N. Jennings, PhD

**SCHOOL OF BUSINESS AND LIBERAL ARTS
ENGLISH AND HUMANITIES
MAY 2015**

- A. **TITLE:** Disability and Impairment Narratives in Literature
- B. **COURSE NUMBER:** ENGL 307
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:**
Historical and contemporary poetry, short stories, novels, memoirs, and other fiction and non-fiction life writings are analyzed for portrayals of people who have physical, developmental, or mental health impairments and/or disabilities. Topics include historical changes in what is considered “normal,” stereotypes as limiters of opportunity, comparison of literary portrayals of disability with reality as presented in autobiographical narratives, and others. An overview of the medical and social construction models of disability is included.
- I. **PRE-REQUISITES/CO-REQUISITES:**
a. Pre-requisite(s): ENGL 101: Expository Writing OR ENGL 102: Oral and Written Expression AND one literature course AND 30 credit hours earned.
b. Co-requisite(s): none
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. Evaluate various works in order to determine literary merit.	2. Crit. Thinking
b. Describe the history of the portrayal of disability in literature.	2. Crit. Thinking
c. Analyze connections between literary portrayals of impairment and disability and real-life situations to determine the degree to which the representation mirrors the experience	2. Crit. Thinking
d. Analyze the range of responses to the people who have impairments or disabilities as reflected in literature, especially with regard to stigma.	2. Crit. Thinking
e. Demonstrate understanding of the concept of normalization as applied to impairment and disability	2. Crit. Thinking

K. TEXTS:

Texts are chosen by the instructor but should be similar to the following:

Black, Sheila, Jennifer Bartlett, and Michael Northen, Eds. *Beauty is a Verb: The New Poetry of Disability*. Cinco Puntos Press, 2011.

Ibrahim, Christy Thompson, Ed. *An Anthology of Disability Literature*. Carolina Academic P, 2011.

There are many excellent population-specific anthologies, especially for the hearing impaired.

L. REFERENCES:

Davis, Lennard, Ed. *The Disability Studies Reader*. Routledge, 2006.

Keith, Lois. *Mustn't Grumble: An Anthology of Writing by Disabled Women*. London: The Women's Press, 1994.

---. *Take Up Thy Bed and Walk: Death, Disability, and Cure in Classic Fiction for Girls*. New York: Routledge, 2001.

National Disability Authority. [Republic of Ireland but global in data]. Literature Review on Attitudes towards Disability.
[http://www.nda.ie/cntmgmtnew.nsf/0/B89C8098F9D7A0C8802573B800430A9B/\\$File/Literature_Review.pdf](http://www.nda.ie/cntmgmtnew.nsf/0/B89C8098F9D7A0C8802573B800430A9B/$File/Literature_Review.pdf)

Snyder, Sharon S., Brenda Jo Bruggemann, and Rosemarie Garland-Thompson, Eds. *Disability Studies: Enabling the Humanities*. Modern Language Association, 2002.

Sullivan, Megan. "Teaching Disability in Writing and Literature Courses." Ivy Tech Community College of Indiana. 2013. Accessed April 11, 2014.
<http://nwi.ivytech.edu/atrium/site/archives/fall2013/Sullivan.pdf>

Wilson, James, and Cynthia Lewiecki, Eds. *Embodied Rhetorics: Disability in Language and Culture*. Southern Illinois University Press, 2001.

Journal of Literary and Cultural Disability Studies

Disability Studies Quarterly

M. EQUIPMENT: (university supplied equipment, i.e., technology enhanced classroom) Extron desk or equivalently equipped classroom.

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Review Quizzes
- Discussion boards
- Essays

P. DETAILED COURSE OUTLINE:

- I. Literary Criticism from a Disability Studies perspective
 - A. Medical model
 - B. Social Construction model
 - C. Normalization
 - D. Comparison with selected other forms of literary analysis
- II. Literary representation of people who have identified disabilities in comparison with selected life writings by authors experiencing the same disabilities, e.g.:
 - A. Intellectual disability
 - B. Autism
 - C. Hearing impairment and deafness
 - D. Cerebral Palsy
 - E. Physical Disability
 - F. Mental Illness
 - G. LGBTQ history as disability

Q. LABORATORY OUTLINE: