

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



MASTER SYLLABUS

ENGL 307 – DISABILITY AND LITERATURE

CIP Code: 230101

Created by: Nadine N. Jennings, PhD
Updated by: Nadine N. Jennings, PhD

SCHOOL OF BUSINESS AND LIBERAL ARTS
ENGLISH AND HUMANITIES
SPRING 2020

A. **TITLE:** DISABILITY AND LITERATURE

B. **COURSE NUMBER:** ENGL 307

C. **CREDIT HOURS:**

3 Credit Hours

3 Lecture Hours: 3 per week

Course Length: 15 Weeks

D. **WRITING INTENSIVE COURSE:** Determined by Semester

E. **GER CATEGORY:** 7 Humanities

F. **SEMESTER(S) OFFERED:** Fall

G. **COURSE DESCRIPTION:**

In this course students will be introduced to 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.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): ENGL 101: Composition and the Spoken Word AND one literature course AND 30 credit hours earned

Pre-requisite must be in progress or completed at the time of registration.

b. Co-requisite(s): None

c. Pre- or co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

By the end of this course the student should be able to:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Evaluate various works in order to determine literary merit.		7 Humanities	2[CA]
b. Describe the history of the portrayal of disability in literature.			2[CA]
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 [CA]

d. Analyze the range of responses to the people who have impairments or disabilities as reflected in literature, especially with regard to stigma			4[ER]
e. Demonstrate understanding of the concept of normalization as applied to impairment and disability			4 [ER]
f. Analyze texts to determine whether a medical model or social construction model is being used.			2[CA]

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No X _____

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.

Montalván, Luis Carlos, and Bret Witter. Until Tuesday: A Wounded Warrior and the Golden Retriever Who Saved Him. New York: Hachette Books, 2012.

Pershall, Stacy. Loud in the House of Myself: Memoir of a Strange Girl. W.W. Norton, 2012.

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: technology enhanced classroom

N. GRADING METHOD: A--F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Exams

Review Quizzes

Discussion boards

Essays

P. DETAILED COURSE OUTLINE:

I. Terminology

A. Impairment

B. Disability

C. Ableism

D. Medical model

E. Social Construction model

F. Normalization

G. Eugenics

II. Selected Literary representation of people who have identified disabilities in contrast with Life Writings by authors experiencing impairments and disabilities, e.g.:

A. Visible Disabilities

a. Cerebral Palsy

b. Dystonia

c. Hearing impairment and deafness

- B. Intellectual Disability and Developmental Disability
 - a. Down Syndrome
 - b. Intellectual disability in fiction
- C. Autism
- D. PTSD
- E. Mental Illness
- G. LGBTQ history as disability

Q. **LABORATORY OUTLINE:**