

L32 PolSci 3401

Politics and Disability

T/R 1:00-2:30

Office Hours: Tuesday and Thursday from 2:30-3:30 in Seigle 250

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Seigle 204

Course description:

This course will explore how the existence of disability forces us to rethink certain notions of political engagement. Early liberal thinkers, such as Hobbes and Locke, pushed persons with disabilities to the outskirts of their political system, and Aristotle's reason-based politics excludes persons with severe cognitive disabilities. This course will consider ideas of freedom, equality, self-rule, and representation in the light of disabilities, examining contemporary treatments of disability in political theory, as well as the treatment of disability in literature.

Class books (required):

Exploring Disability, Barnes, 2<sup>nd</sup> Edition. Polity Press.

Housekeeping by Marilynne Robinson (Picador).

Course reserves on Ares: <http://ares.wustl.edu/ares/>

Grading:

Class participation: 15 %

Final exam: 40 %

Paper 1: 35% (approx. 10-12 pages)

Paper presentation: 10%

Course Schedule:

1/15 Introduction; "A Life Beyond Reason." <http://chronicle.com/article/A-Life-Beyond-Reason/125242/>

1/17 Models and Approaches in *Exploring Disability*, 14-41

1/22 Approaches to Disability in *Exploring Disability*, 43-69; "Relationships with Severely Disabled People: The Social Construction of Humanness" by Robert Bogdan and Steven Taylor (<http://www.jstor.org/stable/800804?seq=1>).

Disability and Political Thought:

1/24 Ancient: Plato and Aristotle: <http://www.jstor.org/stable/27718142>

1/29 Christian: Bible: Leviticus 21:16-23, Mark 1:40-45, Mark 2:1-2, Mark 7:32-37, Mark 8:22-26, Mark 8:14-29, John 9: 2-7, Romans 5:3-5, 2 Corinthians 12:9 and *Disability in the Christian Tradition*: Augustine 78-100, Aquinas 125-151 (Ares)

1/31 Modern: Hobbes, Locke, Rousseau on disability, *Frontiers of Justice* 9-22, 25-54 (Ares)

2/5 Contemporary: Martha Nussbaum, “The Capabilities of People with Cognitive Disabilities” in *Cognitive Disability and Its Challenge to Moral Philosophy* (Ares)

2/7 Alasdair MacIntyre, *Dependent Rational Animals*, 1-19, 119-154 (Ares—2 readings)

Disability and Work:

2/12 <http://www.theatlantic.com/video/archive/2012/08/a-recycling-plant-gives-disabled-employees-a-shot-at-rewarding-work/261364/>, Exploring Disability, 71-97, The Politics of Disablement, 85-89 and 95-107 (Ares).

2/14 Exploring Disability, 98-125 and 49-79 in Love’s Labor (Ares).

2/19 Exploring Disability, 127-154.

Disability and Ethics:

2/21 <http://www.guardian.co.uk/society/2012/mar/15/ashley-treatment-rise-amid-concerns>, <http://www.guardian.co.uk/commentisfree/2012/mar/16/ashley-treatment-profoundly-disabled-children>, [http://news.bbc.co.uk/2/hi/south\\_asia/7570192.stm](http://news.bbc.co.uk/2/hi/south_asia/7570192.stm) and Exploring Disability, 213-236.

2/26 Peter Singer, “Speciesism and Moral Status in Cognitive Disability and its Challenge to Moral Philosophy” and Stanley Hauerwas, “Suffering the Retarded: Should we prevent retardation?” in *Critical Reflections on Stanley Hauerwas’s Theology of Disability* (2 Ares readings)

Disability and Representation:

2/28 *Exploring Disability*, 185-211, <http://lens.blogs.nytimes.com/2012/03/30/rare-images-hope-to-spur-action/?hp>

3/5 Marilynne Robinson, Housekeeping

3/7 Toni Morrison, “Recitatif” (<http://www.nbu.bg/webs/amb/american/5/morrison/recitatif.htm>), Nathaniel Hawthorne, “The Birthmark” (<http://etext.lib.virginia.edu/etcbin/toccer-new2?id=HawBirt.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=all>)

3/19 Lars and the New Girl—106 minutes

3/20 7 pm, extra class meeting—screen Ted Browning’s Freaks (64 minutes)

3/21 film discussion

3/28 Class Canceled; paper due

4/2 paper presentations in class

Case Studies:

4/4 Gheel: “Visit to Gheel” (<http://www.jstor.org/stable/3417516>); “A Report on the Care of the Insane Poor” (Part II-- [www.jstor.org/stable/20283520](http://www.jstor.org/stable/20283520) and Part III-- [www.jstor.org/stable/20283616](http://www.jstor.org/stable/20283616)); “Free-Air Treatment for Mental Patients: The Deinstitutionalization Debate of the Nineteenth Century” (<http://www.jstor.org/stable/10.1525/sop.2007.50.3.469>)

4/9 L’Arche: —Website (<http://www.larcheusa.org/>), “Being with the Disabled: Jean Vanier’s Theological Realism” Hans S. Reinders in *Disability in the Christian Tradition* (Ares)

Policy:

4/11 *Exploring Disability*, 156-183.

4/16 ADA as amended (<http://www.ada.gov/pubs/adastatute08mark.htm>); *Sutton v. United Air Lines, Inc.*, 527 U.S. 471 (1999) (Syllabus-- <http://www.law.cornell.edu/supct/html/97-1943.ZS.html> and Opinion of the Court-- <http://www.law.cornell.edu/supct/html/97-1943.ZO.html>); *School Bd. of Nassau County v. Arline* - 480 U.S. 273 (1987) (syllabus-- <http://supreme.justia.com/cases/federal/us/480/273/> and case-- <http://supreme.justia.com/cases/federal/us/480/273/case.html>); *TOYOTA MOTOR MFG., KY., INC. V. WILLIAMS* (00-1089) 534 U.S. 184 (2002) (syllabus-- <http://www.law.cornell.edu/supct/html/00-1089.ZS.html> and case-- <http://www.law.cornell.edu/supct/html/00-1089.ZO.html>)

4/18 UN (<http://www.un.org/disabilities/default.asp?id=128>, <http://www.un.org/disabilities/default.asp?id=129>, <http://www.un.org/disabilities/default.asp?id=130>, <http://www2.ohchr.org/english/law/res2856.htm>, <http://www.un-documents.net/a30r3447.htm>, <http://www2.ohchr.org/english/law/principles.htm>, <http://www.un.org/disabilities/convention/conventionfull.shtml>) WRO (3-13, 261-270) ([http://whqlibdoc.who.int/publications/2011/9789240685215\\_eng.pdf](http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf))

4/23 Course summary

4/25 In class final exam

Class policies: No laptops permitted in class. Please see me if you would like to request an exception.

**Attendance:** Class attendance is mandatory; if you miss more than 2 classes without an official excuse, such as from a doctor, your participation grade will be lowered.

**Participation:** Active participation is expected. This requires a thorough reading and rereading of the text as well as careful reflection on the text. Come to class with questions. Your class participation grade will take into account not only on the quantity, but also the quality of your comments. If you are uncomfortable talking in class A) make an effort; B) you may email me a paragraph response to the reading and discussion so that your participation grade will not suffer.

**Papers:** Turn in all papers to me in hard copy as well as via email. If I do not receive a paper with you on the due date in both forms, your paper will be late until I do receive it in both forms. Each day that the paper is late, your final grade will be reduced by 1/3 of a letter grade (so if you would have gotten a B on the paper, one day late you would receive a B-). Please see me in advance if you have extenuating circumstances.

**Paper layout:** Your papers should be typed, double spaced, in 12 pt. Times New Roman font with 1 inch margins. Citations of the text should be in a scholarly form (such as Chicago or MLA). Avoid colloquial phrases. If you are unsure of how to proceed, contact me or the writing center. I recommend running your paper topic by me during office hours; this is often helpful when you're in the middle of writing, but I can talk to you at any point. I will not read drafts of your paper; however, you should bring a one-page outline of your paper to my office hours.

**Plagiarism:** Academic honesty is critical. If you use a source for your paper, you must cite that source in the works cited. In addition, you must include a citation within the text of the paper itself. Direct quotations must be placed in quotation marks and cited. Plagiarism will not be tolerated—if I detect plagiarism, I will recommend that you receive a zero for the class. In addition, do not use wikipedia in your paper.

**Grading:** If you want to discuss the grade you've received on a particular assignment, 1) I require a written explanation of your reasons for asking for your grade to be reconsidered; 2) You must realize that your grade can go up or down when I reconsider it.

**Rubric for paper grades:**

**A—**An A paper will offer a strong, clear, nuanced, and persuasive argument, supported by the text. The organization will be clear and tight—each paragraph will follow in logical progression, each one tied back to the thesis. Quotations will be used to support the arguments; they will be integrated into the text of the paper and explained. The writing will be of high quality, with few grammatical errors.

**B—**A B paper will offer a strong argument, supported by the text. There will be small problems with either the organization, the integration of quotations, the grammar or the thesis and thesis development.

C—A C paper offers an argument that may miss some nuances, but is generally an accurate reflection of the text. There may be some serious problems with the organization, quotation integration, and/or grammar.

D—A D paper has serious problems with organization, writing, the paper's argument and/or grammar.

Initial assignment:

Please prepare a brief reflection on the nature of political participation. What is political participation? What are its benefits and liabilities? Overall, is it advisable or inadvisable?

This assignment is due on Tuesday, January 22nd. Please bring it to class in hard copy. It should be no more than two pages double spaced. It will be part of your class participation grade. There is no need for you to refer to or cite external sources. Citing more than two is prohibited.