

SCTS 780: Special Topics: Identity and Intersectionality Lab

Spring Quarter 2016, Wed, 6:00-8:50pm, PISB 109

Instructor: Chloe Silverman, Office Hours, W 4-6 or by appointment

DESCRIPTION

This is a lab course, designed to give students a quarter-long opportunity to engage in sustained, collaborative research on a problem in Science, Technology and Society. For this iteration of the Identity and Intersectionality Lab, we will focus on neurodiversity and intersectionality. We will pair selected readings on neurodiversity, meaning the imperative to value and support a variety of cognitive strengths and challenges in educational, health, social, and occupational settings, with a group project that will attend to intersectional approaches to neurodiversity, meaning programs to affirm neurodiversity that also respond to the overlapping effects of racial and ethnic, class, and gender differences.

Course readings and discussions will cover a variety of topics relevant to our group project, including the history of the disability rights movement and disability accommodations on college campuses, intersectional approaches to disability, critical approaches to social and political representation, social studies of health measurement techniques, and sociological theories of the life course.

TEXTBOOKS (Provisional):

Davis, Lennard. *Enabling Acts: The Hidden Story of How the Americans with Disabilities Act Gave the Largest US Minority Its Rights*. Beacon Press, 2015.

Grzanka, Patrick, Ed. *Intersectionality: A Foundations and Frontiers Reader*. Westview Press, 2014.

McRuer, Robert. *Crip Theory: Cultural Signs of Queerness and Disability*. NYU Press, 2006.

Metzl, Jonathan and Kirkland, Anna, eds. *Against Health: How Health Became the New Morality*. NYU Press, 2010.

Paradiz, Valerie. *The Integrated Self-Advocacy ISA Curriculum: A Program for Emerging Self-Advocates with Autism and Other Conditions (Teacher Edition)*. Autism Asperger Publishing Company, 2009.

LEARNING OUTCOMES

1. Learn to make use of a variety of resources in research, including library databases.
2. Refine literature review skills, including the ability to write critical summaries.
3. Practice methods of collaborative project design.
4. Develop skills conducting oral histories, including writing interview guides and practicing oral history interviews.
5. Improve textual analysis skills.

ASSIGNMENTS

Students will work to collectively produce a white paper, article draft, or policy document in consultation with faculty and staff from the A.J. Drexel Autism Institute Research Program in Life Course Outcomes, who will periodically meet with the class.

This project will include background research on the history of neurodiversity as a concept, as well as a review of academic scholarship on self-advocacy and an analysis of existing self-advocacy resources developed by a range of individuals and organizations. Specifically, we will be asking, first, how scholars and activists have defined and mobilized the term “neurodiversity,” and, secondly, how particular institutions and practices construct (or realize) forms of neurodiversity. In particular, we will be focusing on self-advocacy curriculums as both texts and educational technologies.

The class group will make decisions on allocating tasks and timing for assignments, although the instructor will retain final authority on responsibilities and due dates. Members of the class will also participate in reviewing their peers’ work.

EVALUATION

Grades will be based on class participation (20%), successful completion of elements of research and collaborative tasks, including written reflections on contributions (50%), and brief (3 page) response papers (three at 10% each for 30% total).

Grade ranges are: A+ 97-100, A 93-96, A- 90-92, B+ 87-89, B 83-86, B- 80-82, etc.

I do not permit make-up exams or accept late assignments, except for excused, documented absences such as a student’s personal medical emergency. Leaving town for work, having a busy week, etc. do not count. It will be your responsibility to ensure that I receive a hard copy of any excused absence documentation.

NOTE ON READINGS: I will occasionally assign additional readings to accompany selections from the textbooks as we proceed through the quarter, **so please make sure that your email address in the Drexel system is up to date and that you are not over your quota on the server.** Supplemental readings will be partly determined by the interests of the class. You should read the assigned articles and textbooks closely, and arrive with notes and questions. All non-textbook materials are available via the Drexel libraries.

EXPECTATIONS

Attendance is mandatory. **Please bring copies of books, articles, and written responses to class.** I expect you to adhere to commonly recognized guidelines for respectful and collegial discussion in the classroom. Assignments should be turned in on the due date in electronic format to my email address (cbs78@drexel.edu). Please title assignments with your last name and the assignment number. Late assignments will not be accepted. Please see the end of the syllabus for additional Drexel University policies on academic honesty and disability accommodations.

COURSE SCHEDULE

3.30.16/Week One: Introduction.

Crenshaw, Kimberlé. "Why Intersectionality Can't Wait." *The Washington Post*, September 24, 2016.

Silverman, Chloe. Review of Silberman Steve, *Neurotribes: the Legacy of Autism and the Future of Neurodiversity*. *Anthropological Quarterly*. 88 no. 4, 1111-1122.

Lab: Social worlds.

4.6.16/Week 2: Histories of Autism, Disability, Activism, and Advocacy.

Davis, *Enabling Acts* and Crenshaw, *Intersectionality Reader (IR)*

Response Paper 1

Lab: Framing the problem; research questions.

4.13.16/Week 3: CLASS CANCELLED

Complete assigned research on 1. Generating questions for Paul Shattuck from Autism Indicators Report (2015), 2. Conducting a search on self-advocacy training materials, 3. Examining the text of, reporting on, and outcomes of the Children's Health Act/Combating Autism Act/Autism CARES Act.

4.20.16/Week 4: What is Self-Advocacy?

Indicators report: <http://drexel.edu/autisminstitute/research-projects/research/ResearchPrograminLifeCourseOutcomes/IndicatorsReport/>

Paul Shattuck, visit from 6-7pm; Brief lecture on young adults and autism life course research; discussion of indicators report.

Lab: Genres of scholarship; literature review methods.

4.27.16/Week 5: Culture and Disability

Readings: *Culture, Medicine, and Psychiatry*, Special Issue: "Conceptualizing Autism Around the Globe," June 2015, 39 (2).

Read and summarize THREE articles from this issue for Response Paper 2

Lab: Literature review continued; textual analysis.

5.4.16/Week 6: Disparities, Inequalities, and Outcomes

In class: “Best Kept Secret” (film)

Paradiz, *Integrated Self-Advocacy ISA Curriculum*.

Please locate an additional secondary source on autism self-advocacy and come prepared to summarize the key points for the class. The article can come from the sociology, education, basic autism research or disability studies literature, but must be published in a peer-reviewed academic journal within the past ten years.

Lab: Locating and evaluating primary and secondary source documents.

NOTE: Be sure that you are keeping an ongoing, personal record of your own developing framework for the project and your reflections on research for use in your final assignment.

5.11.16/Week 7: Theoretical Approaches to Disability

McRuer, *Crip Theory*, Chs. 2, 3, and 5.

Intersectionality Reader, selections, TBD.

Response Paper 3, on *Crip Theory*, Due.

Lab: Organizing and analyzing data

5.18.16/Week 8: Sociology of Knowledge and Biomedicalization

Gillis-Buck, Eva M. and Richardson, Sarah S. 2014. “Autism as a Biomedical Platform for Sex Differences Research.” *BioSocieties*, 9 no 3, 262-283.

Navon, Daniel and Eyal, Gil. 2014. “The Trading Zone of Autism Genetics: Examining the Intersection of Genomic and Psychiatric Classification.” *BioSocieties*, 9 no 3, 329-352.

Verhoeff, Berend. 2012. “What is this Thing Called Autism? A Critical Analysis of the Tenacious Search for Autism’s Essence.” *BioSocieties*. 7 no 4, 410-432.

Lab: Developing a narrative.

5.25.16/Week 9: Situating Health

Metzl and Kirkland, *Against Health*.

Intersectionality Reader, selections, TBD.

Lab: Refining arguments and making use of evidence.

Deliver draft by Monday 30th for sharing with Paul Shattuck.

6.1.16/Week 10: Preliminary Results and Presentation

Lab: Soliciting and incorporating input and feedback on work in progress.

In Class: Paul Shattuck, 30-45 min feedback on group project.

6.1.16/Week 11: Lab Workshop Day

Lab: Editing and critique.

Final Reflection Paper Due June 8th

Academic Policies

Drexel University Policy on Plagiarism

(See http://www.drexel.edu/provost/policies/academic_dishonesty.asp#plagiarism)

Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source
- Using another person's ideas, opinions, or theory, even if it is completely paraphrased in one's own words without acknowledgment of the source
- Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source
- Copying another student's essay test answers
- Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work

Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

Drexel University Policy on Cheating

(See http://www.drexel.edu/provost/policies/academic_dishonesty.asp#cheating)

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he/she has not mastered.

Examples include, but are not limited to:

- Copying from another student's test paper
- Allowing another student to copy from a test paper
- Unauthorized use of course textbook or other materials, such as a notebook to complete a test or other assignment from the faculty member
- Collaborating on a test, quiz, or other project with any other person(s) without authorization
- Using or processing specifically prepared materials during a test such as notes, formula lists, notes written on the students clothing, etc. that are not authorized
- Taking a test for someone else or permitting someone else to take a test for you

Students with Disability Statement

Student with disabilities requesting accommodations and services at Drexel University need to present a current Accommodation Verification Letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Resources (ODR). For additional information, contact ODR at www.drexel.edu/odr, 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY).

Course Drop Policy

See: http://www.drexel.edu/provost/policies/course_drop.asp

Course Change Policy

It is the instructor's prerogative to change the course during the term at his or her discretion. Any changes will be emailed to students' Drexel email accounts and announced in class.