

EDUC 207A: Inclusive and Special Education
Fall 2020
Tuesday/Thursday, 10:05-11:20am

Instructor: Laura Jaffee
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Office Hours: Wednesday 12-1pm, Thursdays 11:30am-2:30pm,
Schedule here: <https://calendly.com/ljaffee>

COURSE DESCRIPTION

This course introduces some of the foundational concepts, ideas, and strategies of inclusive education and disability studies. The first half of the semester focuses on developing critical understandings of disability/ability in educational contexts. We will question and analyze the constructs of “normalcy” and “exceptionality” that underpin traditional special education discourses and practices. The class will examine the ways schools serve as sites for the construction of difference, reproduction of inequality, and development of identity. Through narrative and autobiographical accounts by disabled people, we will explore how particular physical, cognitive, sensory, behavioral, and psychiatric disabilities are experienced in schooling and beyond.

The second half of the course focuses on instructional/pedagogical tools for teachers in inclusive (general education) settings. What pedagogical tools and practices support inclusive classroom instruction, lesson planning, and assessment? We will also discuss special education law and policy and how these legal measures play out in schools, especially in the context of ongoing neoliberal education reforms. Throughout the course, you will be asked to reflect on your own social identity and experiences of schooling, and to critically explore how issues of disability, race, class, gender, and nation are implicated in the institution of American schooling historically and in the contemporary context of the pandemic.

I realize that some of you are not on campus and may be in different time zones/countries, may be sick or caring for others who are sick, are working or looking for work, have unreliable access to internet or quiet study space, or are feeling generally anxious/depressed and struggling to focus on much of anything. I’ve tried to plan our semester with these varied experiences in mind. My hope in including lots of small group assignments is that we all can build some [virtual] community and connection as we collectively navigate learning during a global health and economic crisis, the impacts of which are felt unevenly. So, when virtually meeting in small groups for weekly activities, I encourage you to check in and ask how one another are doing, coping, etc.

This syllabus is a living document. If we need to make adjustments as things in y/our lives and the world develop, we will do so as we collectively deem appropriate.

REQUIRED TEXTS

Baglieri, S. & Lalvani, P. (2019). *Undoing Ableism: Teaching about Disability in K-12 Classrooms*. New York, NY: Routledge. <https://doi.org/10.4324/9781351002868>

ADDITIONAL RESOURCES

Colgate Library Disability Studies Resource Guide: <https://libguides.colgate.edu/disabilitystudies>

COURSE REQUIREMENTS AND GRADING

Critical analysis, clarity of expression, and punctuality will influence your grade on all assignments. Assignments are a way of showing me that you're comprehending authors' arguments, engaging with theories and concepts discussed during class and in readings, and applying course ideas to rethink and make sense of your own lived experiences and the world around you. All written assignments should be double-spaced, in 12-point font (Times New Roman) with 1" margins. All written work must be proofread, edited, and cited properly. Please use APA (American Psychological Association) style for citation. **Do not email me questions about how to cite.** You have plenty of resources at your disposal to find answers to citation questions. You can consult google, library resources, classmates, etc. See the Purdue OWL website for guidance: <https://owl.english.purdue.edu/owl/resource/560/01/>

Attendance and Participation (30%)

Learning and knowledge production are collective processes. As such, your engaged and thoughtful participation is essential for the success of this course. You are expected to be on time and prepared for class. Readings should be completed by the date listed on the syllabus *before* class. Because this is a discussion-based class and large Zoom groups are not always conducive to discussion, we will be splitting the class in half for our synchronous Zoom meetings. After Add/Drop ends, students will sign up to participate in either the Tuesday or Thursday Zoom group every week (**so you'll be meeting with me once weekly in groups of 10-12**). The day you sign up for is the day you're responsible for attending Zoom discussions for the remainder of the semester (i.e. the class will be split into a Tuesday group and a Thursday group). On the day you're not attending Zoom discussion with me, you'll be doing a weekly activity with your group members. **I will email out instructions for the week's asynchronous activity by 10pm on Sunday.** Together, your: 1. reading notes, 2. comments in Zoom discussions with me, and 3. weekly activities (e.g., discussion board posts, virtual journals, etc.) will make up your participation grade (30%).

Each student is responsible for creating reading notes to share 1 time throughout the semester. Your notes can take the form of a concept map (there are a number of free programs that can help with this, e.g. bubbl.us, Mindmeister, etc.), bulleted outline, diagram, audio notes, or another format that works best for you, and they will count towards your participation grade. The reading notes are a resource that the whole class can consult. **These should be uploaded to**

the “Reading Notes” Moodle folder by Tuesday at 9:00am on the week you’re signed up. Some questions to consider while reading and taking notes:

1. What are the author’s main arguments?
2. What struck you as interesting or unsettling about those arguments? Why?
3. How do points or claims made in this reading relate to or compare to those brought up in other readings for this course?
4. What did you find in the reading that helped you better understand a past experience or important educational phenomena or event(s)?
5. What questions did the reading raise for you?

Deconstructing Disability Analysis Paper/Project (25%)

For this assignment, you will answer the questions: What is disability? How do schools construct ability and disability? In your response, you should demonstrate an understanding of both the dominant (medical) model of disability and critical (social/political) models of disability. Your project/paper should address how ableism intersects with other systems of oppression. You have 2 options for the format of this assignment: 1. A traditional 5-6 page analytical paper, or 2. A creative project of your choosing. Your project could take the shape of a zine, short video, podcast episode, art project, poem, or other creative format of your choosing. If you choose the second option, your format must be agreed on in collaboration with me *well in advance* of the deadline. Regardless of format, you must cite and *meaningfully engage* with 3-4 course readings.

Lesson Planning Assignment (20%)

For this assignment, you are responsible for working with 2-3 group members to plan a lesson based on the day’s reading(s). *This is not a presentation*. Rather, you are planning a lesson for the week to facilitate discussion and help get us thinking critically about the texts/topic. You might think to include an activity, media supplement, or other interactive element (short video, visual aid, etc.). While you will need to include questions for the class to discuss, the format for discussion is up to you. Consider what teaching practices you can use to make your lesson inclusive and engaging. The majority of us are new to online education; what strategies have you thus far found useful in encouraging participation and engagement, in this or other courses? Bear in mind that your group is responsible for leading the hour and 15-minute synchronous Zoom portion of the class as well as planning the asynchronous activity for the week. **Each facilitation group must meet with me once via Zoom by 5:00pm EST Monday** on the week you’re signed up (plan ahead; your group may need to meet with me the week before the week you’re leading).

Some ideas to consider eliciting through your lesson: What are the author’s main arguments? What are the similarities/differences with other arguments we’ve read/heard so far? What connections did you make to current events, media representations, or your own life? Are the author’s suggestions/arguments informed by an intersectional understanding of

disability/ability? You will submit a brief written document/lesson plan to me on the day you're signed up to facilitate to give me a sense of your lesson plan.

****Some format ideas:** you could create a list of questions for students to answer in breakout rooms, and then ask each group to post a summary of takeaways/key points from discussion (via Moodle discussion forum, Google doc, etc.); you can incorporate short video clips or visuals that illuminate/complicate/exemplify arguments in the reading and ask students to view these and then write/discuss questions in response; you can create a short video of yourselves talking for a bit, if you'd prefer that to posting a list of questions (videos should be captioned or have a transcript posted. You can edit captions on YouTube if you choose this route); you can instruct students to interact through the discussion board or chat forum on Moodle; you can ask students to create visuals, drawings, representations, etc. and post images (all images should include [image descriptions](#)) to share with the class. See resources on Moodle for additional inclusive online teaching strategies.

Institutional Accessibility Collaborative Project (20%)

Using readings, theoretical frameworks, and concepts discussed throughout the semester, you and your group will select an aspect of accessibility/ableism in schooling to critically analyze and present in a creative format. Your group will choose to focus on one of the following topics: 1. Issues of in/accessibility at Colgate, broadly; 2. Issues of in/accessibility at Colgate particular to the pandemic and hybrid learning; 3. The impact of the pandemic on students with disabilities in K-12 schools; 4. A separate topic of your group's choosing, agreed on with me in advance. Projects could take the form of an open letter, online-game, virtual zine, digital art project, short video, podcast episode, infographic, series of lesson plans using practices of inclusive teaching, etc. I'm sure you all have many more fabulous ideas than I do; your creativity is encouraged. All groups are required to schedule one Zoom meeting (though I'm happy to meet more) with me during Week 14 to discuss your topic and project ideas in advance to prevent too much repetition between groups.

You're particularly encouraged to explore an issue that may feel more pertinent to your group in light of current events. For example, you might choose to explore disability justice responses to COVID-19; the intersection of schooling and healthcare access; the relationship between white supremacy and ableism in schools and/or Black and disabled student activists' proposals for change, etc. Your project must in some form cite 3 syllabus readings or podcasts, at least 2 of which need to be from Week 7 on (i.e., you're not using all the same sources you cited in your Deconstructing Disability Analysis paper/project).

Final (5%)

For your final, you will have the option of writing a brief reflection or scheduling a conversation with me individually or with a classmate. Details to come.

SUMMARY OF DUE DATES:

<i>Assignment</i>	<i>Value</i>	<i>Due</i>
Participation	30%	Ongoing
Deconstructing Disability Analysis Paper/Project	25%	Friday, 9/25 by noon
Lesson Planning Assignment	20%	Varies, Weeks 9-12
Institutional Accessibility Collaborative Project	20%	Tuesday, 12/8 in class
Final Reflection	5%	Monday, 12/14

CLASS POLICIES

Attendance

In the event of an unavoidable absence, please contact me by email (ljaffee@colgate.edu) prior to class. Because you'll only be meeting with me once per week, please keep in mind that more than 1 unexcused absence will negatively affect your participation grade. Excused absences include religious holidays, illness, and death of immediate family member. *After one unexcused absence, you will lose two percentage points per unexcused absence.* Given the exceptional conditions under which we're working/studying this semester, please be in communication with me about what's happening in your life (sharing to the extent you feel comfortable) if circumstances inhibit your ability to participate in or attend class so that we can figure out together how best to support your learning.

Accessibility

My goal is to support the full participation of all students and create a learning environment that is inclusive, accessible, and welcoming. I understand that students have different ways and paces of learning and accessing information, and that each student comes with their own, and sometimes difficult, experiences with learning. I aim to make the classroom environment comfortable and respectful without undermining the importance of discussing conflicting ideas and opinions. If there are aspects of the instruction or design of this course that impede your inclusion and participation, please communicate with me as soon as possible so we can discuss the best way to support your learning. If you have any kind of disability, whether visible or non-visible, learning, emotional, physical, or cognitive, and need accommodations or alternatives to lectures or assignments, please contact me so we can discuss accommodations and support. *In an effort to be [fragrance-free](#), please refrain from wearing perfume, cologne, or other heavily-scented products that make spaces inaccessible to folks with asthma, allergies, and other chemical sensitivities.*

In some cases, I will ask students requesting accommodations to contact the Director of Academic Support and Disability Services to receive help determining and coordinating a specific accommodation on the basis of disability/medical documentation. Contact info as follows:

Evelyn Lester, Director of Disability Services

Tel: (315) 228-7375; TTY: (315) 228-6001; Email: elester@colgate.edu; [Website link](#)

Email Policy

Your questions are welcome. Please give me 48 hours to respond on weekdays before following up. I do not respond to emails on Sundays. Email me only from your @colgate.edu email address and include "EDUC 207A" in the email subject line so that I know the message is course-related and can respond promptly. **Emails with questions about upcoming assignments should be sent at least 48 hours prior to when the assignment is due.** I cannot guarantee a response to emails about assignments within 48 hours of the submission deadline.

If you would like to meet outside of office hours, please email me briefly stating why you can't come to office hours and suggesting another window of time to meet. Email me at least 24 hours

in advance of your proposed meeting time. **If you are coming to meet with me to discuss an upcoming paper, you need to have a specific question.** Asking me to read a draft is essentially asking me to grade your paper twice (for context, I spend about an hour grading and providing feedback for a 5-page paper). I will not edit your draft for you. For general feedback, please make use of the writing center.

Assignment Deadlines

Assignments should be submitted on the due date listed next to each assignment. Points will be deducted at a rate of ½ letter grade per day for late assignments (e.g., A- becomes B+, C becomes C-). All assignments must be completed in order to pass the class. I will grant extensions when I determine, together with the student, that these are in the best interests of academic success. In all cases, extensions are negotiated in advance of the deadline.

The Writing and Speaking Center

“Regardless of ability, all of us can benefit from receiving constructive feedback on our writing or public speaking. At the Writing and Speaking Center, a free service for all students, writing consultants can help you with a draft's focus, organization, grammar, style, and citations, among other aspects. If you're preparing a speech or oral presentation, speaking consultants can help you organize your content or practice your delivery to an audience. All meetings are private, and you may visit at any stage of your process, from clarifying your initial ideas to reviewing a final draft or practicing a presentation. See the webpage (<http://www.colgate.edu/centers-and-institutes/writing-and-speaking-center>) for more information or to reserve an appointment. The center is located in 208 Lathrop Hall. Phone: (315) 228-6085”

Counseling Center

“The Counseling Center, located in Conant house, focuses on helping students to ameliorate problems that might be obstacles to their growth and development by providing the highest quality clinical services as well as consultation, prevention, training, and psycho-education. The Counseling Center supports the mission of Colgate University and the Office of the Dean of the College, encouraging the intellectual, emotional, and social development of students, working to cultivate a genuine sense of meaning and purpose in their lives. We are committed to supporting diversity and treating all members of the Colgate community with respect, recognizing a special duty to those of under-represented and historically marginalized groups.”
<http://www.colgate.edu/offices-and-services/counseling>

Academic Integrity and the Colgate University Honor Code

Please bear in mind your obligations as a Colgate student. Academic dishonesty, which includes but is not limited to plagiarism, will not be tolerated. You are expected to cite work accurately and diligently. If you have any questions about what this means or how it is done correctly, feel free to contact me. It is expected that the work you submit in this class will be your own. You are expected to carefully read Colgate's Honor Code and Code of Conduct and will be held accountable for compliance to the policy. Any incident brought to my attention will follow the guidelines set forth in The Colgate University Academic Honor Code and Colgate University Student Handbook.

COURSE SCHEDULE

*Schedule may change. Any changes will be sent via email and posted to Moodle.

Week 1 Syllabus, Course Overview, and Introductions

Thursday, 8/27 *Half-Day Schedule*

Friday, 8/28 *Before class, post an image (with image description) to class Google Doc to help us get to know one another (see “[All About Image Descriptions](#)” for guidance)*

In class: WATCH <http://bcrw.barnard.edu/videos/my-body-doesnt-oppress-me-society-does/> [5 min.]

Week 2 Introduction to Disability Studies and Ableism

Tuesday, 9/1 Accessible Campus Action Alliance. (2020). Beyond “High-Risk”: Statement on Disability and Campus Re-openings. Retrieved from <https://sites.google.com/view/accesscampusalliance>

Nishida, A. & Fine, M. (2014). Creating Classrooms of and for Activism at the Intersections of Class, Race, Ethnicity, Gender, and Disability. *Multicultural Perspectives*, 16(1). DOI: 10.1080/15210960.2013.867237 [pp. 8-11]

Baglieri & Lalvani (2019), Chapter 1: Why Teach About Disability and Ableism in K-12 Education? [pp. 1-13]

In class: WATCH <http://bcrw.barnard.edu/videos/ableism-is-the-bane-of-my-motherfuckin-existence/> [5 min.]

In class, collectively generate class principles

Thursday, 9/3 Baglieri & Lalvani (2019), Chapter 2: Foundations for Teaching about Disability and Ableism [pp. 13-24]

Chen, M. (2015, September 4). Public schools’ disturbing conflation of race and disability. Al Jazeera. Retrieved from <http://america.aljazeera.com/opinions/2015/9/public-schools-disturbing-conflation-of-race-and-disability.html>

Autistic Hoya. (2020, March 26). What I do Know About Covid-19. <https://www.autistichoya.com/2020/03/what-i-do-know-about-covid-19.html?>

In class, Disability Rights Activists Take on Twin Pandemics of Racist Police Brutality & COVID-19.

https://www.democracynow.org/2020/7/13/disability_rights_activists_take_on_twin

Week 3

Reframing Disability: What are “special” needs, anyway?

9/8 & 9/10

Clare, E. (1999/2009). “Freaks and Queers: Naming.” In *Exile and Pride: Disability, Queerness, and Liberation*. Durham, NC: Duke University Press.

Baglieri & Lalvani (2019), Chapter 5: Exploring Meanings of Disability [pp. 50-64]

Valle, J. & Connor, D. (2010). “A Brief History of Disability in American Public Schools.” *Rethinking Disability: A Disability Studies Approach to Inclusive Practices* (pp. 27-35). McGraw-Hill.

North, A. (2020, August 6). We need to talk about what school closures mean for kids with disabilities. *Vox*.

<https://www.vox.com/2020/8/6/21353154/schools-reopening-covid-19-special-education-disabilities>

WATCH: “Deaf in Prison” [25 min]

https://www.youtube.com/watch?v=AstF5kMaH_w

****ACTIVITY:** Working in your small groups, create a visual representation of ideas/concepts/claims in Clare (1999). Your visual should be uploaded by Thursday at 5pm.

Week 4

Historical Stories of Disability and Schooling: The Development of Deficit Thinking

9/15 & 9/17

Baker, B. (2002). The hunt for disability: The new eugenics and the normalization of school children. *Teachers College Record*, 104(4), 663-703.

Annamma, S. A. (2018). Public Schools and the Criminalization of Difference— Destruction and Creation. In *The Pedagogy of Pathologization: Dis/abled Girls of Color in the School-prison Nexus* (pp. 27-59). New York, NY: Routledge

Erevelles, N. (2015). “Race.” In, *Keywords in Disability Studies* (pp. 145-148). New York, NY: New York University Press.

In class, WATCH: Cyr  e Jarelle Johnson, "What is Autism neutrality?"
<https://www.youtube.com/watch?v=BNwhj3lhgDY>

****ACTIVITY:** Using Moodle Discussion Forum, make one initial post (~250 words) that includes: 1. Comment/insight about an aspect of one of the week's readings that struck you, and 2. One question that any of the week's readings raised for you. Your initial posts should be completed by Tuesday at 5pm. You should respond to 2 of your classmates' posts by Friday at 5pm.

Week 5

Recognizing and Rejecting Normalcy

9/22 & 9/24

****In class guest visit with disability rights expert Faith Njah  ra Wangar   on Tuesday (ALL students will come to this Tuesday Zoom class)**

Valle, J. & Connor, D. (2010). "The Reign of Normal." *Rethinking Disability: A Disability Studies Approach to Inclusive Practices* (pp. 44-46). McGraw-Hill.

Baglieri & Lalvani (2019), Chapter 6: Understanding Ableism in Society [pp. 71-75]

Brown, K. (2020). Nurturing Black Disabled Joy. In A. Wong (Ed.), *Disability Visibility: First-Person Stories from the Twenty-First Century* (pp. 117-120). New York, NY: Vintage Books

Deerinwater, J. (2020). "The Erasure of Indigenous People in Chronic Illness." In A. Wong (Ed.), *Disability Visibility: First-Person Stories from the Twenty-First Century* (pp. 47-52). New York, NY: Vintage Books

LISTEN: "Schools, Prisons, and Abolitionist Futures,"
<https://rustbeltradio.org/2017/08/14/ep08/> [30 minutes]

****ACTIVITY:** Meet with your small group to workshop your papers

****DECONSTRUCTING DISABILITY ANALYSIS PAPER/PROJECT DUE BY NOON FRIDAY, 9/25**

Week 6

BREATHHER WEEK

9/29 & 10/1

Watch *Crip Camp* together via Netflix Party (time TBD via class vote)

****Time to meet with me to catch-up and ask questions as needed**

Week 7 **Neoliberal Education Policy and Segregation through “Special” Education**

10/6 & 10/8 Leonardo, Z., & Broderick, A. A. (2011). Smartness as Property: A Critical Exploration of Intersections Between Whiteness and Disability Studies. *Teachers College Record*, 113(10), 2206-2232.

Waitoller, F. R., & Super, G. (2017). School choice or the politics of desperation? Black and Latinx parents of students with dis/abilities selecting charter schools in Chicago. *Education Policy Analysis Archives*, 25(55). <http://dx.doi.org/10.14507/epaa.25.2636> [41 pages]

In class, LISTEN: Have you Heard? Podcast: Kindergarten Suspensions. <https://soundcloud.com/haveyouheardpodcast/3-kindergarten-suspensions> [10 min.]

****ACTIVITY: TBD**

Week 8 **What is Inclusion?**

10/13 & 10/15 Liasidou, A. (2012). Inclusive education and critical pedagogy at the intersections of disability, race, gender and class. *Journal for Critical Education Policy Studies*, 10(1). pp. 168-184

Tomlinson, C.A. (2014). Chapter 2: The Underpinnings of Differentiation. In, *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd Ed.). [pp. 14-28]

Greenstein (2016). Chapter 2: Reading schools through a dis-ability lens: Arguing for the need to develop radical inclusive pedagogy. In *Radical Inclusive Education: Disability, teaching and struggles for liberation*. London: Routledge [18 pages]

LISTEN: Disability Visibility Podcast, Episode 39: Sex Education. <https://disabilityvisibilityproject.com/2018/12/03/ep-39-sex-education/> [34 min.]

****ACTIVITY: Accessibility assessment journal entry (more info to come)**

Week 9 **Inclusive Education: Legal and Social Rationale**

10/20 & 10/22 *STUDENT-LED LESSON*

Rice, S. (2002). The Social Construction of Disabilities: The Role of the Law. *Educational Studies*, 33. pp. 169-180.

Valle, J. & Connor, D. (2010). "IDEIA and You." *Rethinking Disability: A Disability Studies Approach to Inclusive Practices* (pp. 210-213). McGraw-Hill.

Ferri, B & Connor, D. (2005). Tools of Exclusion: Race, Disability, and (Re)segregated Education. *Teachers College Record*, 107(3): 453-474.

LISTEN: After 30 Years the ADA Leaves People with Psychiatric Disabilities Behind. <https://disabilityvisibilityproject.com/2020/07/19/after-30-years-the-ada-leaves-people-with-psychiatric-disabilities-behind/> [21 min]

Week 10

BREATHING WEEK

10/27 & 10/28

WATCH: *Ir a la Escuela*—Going to School: https://www.youtube.com/watch?v=iV_riKQPtQk [1 hour]

***Time to meet with me to catch-up and ask questions as needed*

Week 11

Inclusive Pedagogies and Instructional Practices: UDL

11/3 & 11/5

STUDENT-LED LESSON

Baglieri & Lalvani (2019), Chapter 11: What Are Our Roles in Taking Action Against Ableism? [pp. 171-182]

Burgstahler, S. "Equal Access: Universal Design of Instruction." Retrieved from <https://www.washington.edu/doit/equal-access-universal-design-instruction>

Valle, J. & Connor, D. (2010). "Chapter 5: Selecting Approaches and Tools of Inclusive Teaching." *Rethinking Disability: A Disability Studies Approach to Inclusive Practices* (pp. 75-105). McGraw-Hill.

Kim, C. (2014, November 13). Unreasonable Goals. *Musings of an Aspie*. Retrieved from <https://musingsofanaspie.com/2014/11/13/unreasonable-goals/>

LISTEN: Disability Visibility Podcast, Ep. 64: Disabled Teachers. <https://disabilityvisibilityproject.com/2019/11/18/ep-64-disabled-teachers/> [46 minutes]

Week 12	Inclusive Pedagogies and Instructional Practices: Critical Pedagogy
11/10 & 11/12	<p><i>STUDENT-LED LESSON</i></p> <p>Valle, J. & Connor, D. (2010). "Chapter 6: Creating a Dynamic Classroom Culture." <i>Rethinking Disability: A Disability Studies Approach to Inclusive Practices</i> (pp. 106-131). McGraw-Hill.</p> <p>Baglieri & Lalvani (2019), Chapter 12: Undoing Ableism with Critical Pedagogy [pp. 183-194]</p> <p>Greenstein (2016). Chapter 3: The disabled people's movement as a site of radical inclusive pedagogy: Exploring critical pedagogy and new social movements. In <i>Radical Inclusive Education: Disability, teaching and struggles for liberation</i>. London: Routledge [23 pages].</p>

Week 13	Disability Justice and Education
11/17 & 11/19	<p>Sins Invalid. (2019). "What is Disability Justice?" and "10 Principles of Disability Justice," in <i>Skin, Tooth, and Bone: The Basis of Movement is Our People: A Disability Justice Primer</i> (2nd ed.). Retrieved from Retrieved from sinsinvalid.org. [pp. 10-27]</p> <p>Mingus, M. (2017, April 12). Access Intimacy, Interdependence and Disability Justice. Leaving Evidence [blog]. Retrieved from https://leavingevidence.wordpress.com/2017/04/12/access-intimacy-interdependence-and-disability-justice/</p> <p>Mingus, M. (2010, January 22). Interdependency (excerpts from several talks). Retrieved from https://leavingevidence.wordpress.com/2010/01/22/interdependency-exerpts-from-several-talks/</p> <p>Smith, s.e. (2020). "The Beauty of Spaces Created for and by Disabled People." In A. Wong (Ed.), <i>Disability Visibility: First-Person Stories from the Twenty-First Century</i> (pp. 271-275). New York, NY: Vintage Books</p>

Thanksgiving Recess

Week 14	NO SYNCHRONOUS CLASS— <i>Time to meet with groups virtually and schedule group appointments with me</i>
12/1 & 12/3	

Week 15 **Student Presentations**

Tuesday, 12/8 *Student Presentations*

Thursday, 12/10 *Exam Review Period*

Week 16 **Exam Week**

Monday, 12/14 9-11am Exam Period

*I am grateful for the pedagogical acumen and collective labor of multiple individuals and organizations that informed the development of this syllabus. I have especially benefited from the insights of Dr. Ashley Taylor.