

english 316

neurodiversity & disability

fall 2017

T/Th 1:10-2:30

EH 4088

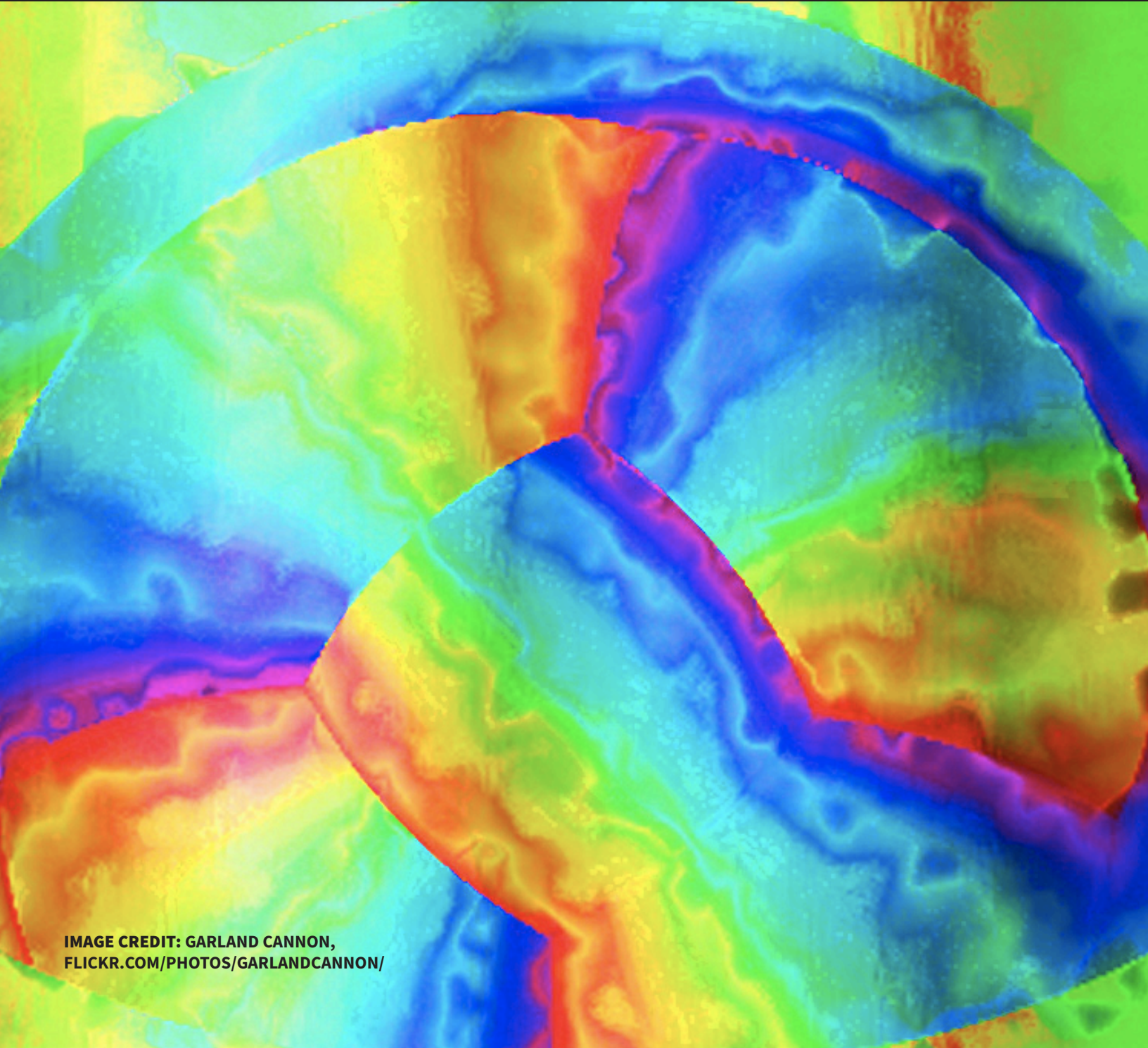
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—
about

neuro



IMAGE: A person holds a sign that reads “people, not puzzles.”

Neurodiversity—shorthand for neurological diversity—is gaining broader cultural recognition. In this course, we will consider neurodiversity as both a **movement** and a **way to move**. That is, we’ll routinely investigate neurodiversity as a site of activism and as an orientation toward the world.

We will discuss its histories within autistic-led social justice movements, as well as its broader reaches across other neurodivergent, non-autistic disability coalitions (such as its intersections with mad pride,

psychiatric survivorship, and mental health discourse). During our time together, we will also explore the ways in which neurodivergent people narrate their own lives, or the ways in which neurodivergence is a way of moving through complex institutions and cultures. What does it mean to claim neurodivergence?

Among other things, we’ll analyze films, explore the neurodiversity blogosphere, and read scholarship, all in order to develop an understanding of disability as a complex part of the world and human experience.

diversity

“Neurodiversity is the idea that certain conditions are natural variations and are not defects that need to be fixed.” – LYDIA BROWN



life & access

ACCESSIBILITY. For each assignment, you will be asked to provide textual descriptions of all visuals you submit, as well as captions for all video and audio content you create. Additionally, I hope that, in the course of our time together, we might invent or consider alternative ways of making our projects and in-class activities more accessible, or more universally designed.

LATE POLICY. Final versions of assignments must be turned in on time. Late projects are subject to a penalty of one letter grade for each day late. Missing class or encountering technological misfortunes are not acceptable excuses for failing to meet a deadline.

Save early and save often, and be sure to back up your work. I recommend that you save your work in two separate locations (e.g., save one copy to your computer, and another copy to the cloud).

All of this said, life happens. When life happens, it often happens hard. If you find yourself in a situation where you need extra time, please write me in advance of the deadline. Where possible, I will grant an extension.

NETIQUETTE. Blogging and other social media will play an important role in this class. As such, you are expected to demonstrate professionalism and respect as you communicate with others. You may certainly disagree with others in your posts and comments, but, in general, you should treat classmates online as you would like to be treated in class.

Accessibility and **universal design** are not simply topics of discussion or abstract concepts from our daily reading. They are as much lived actions as they are conceptual. As a result, with each project, I expect you to consider critically who your audience is and the ways in which your assignments make a statement, however implicitly, about how you enact accessibility and design in your everyday work.

+ materials

- **CORRINE DUYVIS, *OTHERBOUND*.**
- **ANNE MCGUIRE, *WAR ON AUTISM*.**
- **MONJE & NICHOLSON. *THE SPOON KNIFE ANTHOLOGY*.**
- **NOTEBOOK FOR PROCESS JOURNAL.**
- **WORDPRESS.COM ACCOUNT (FREE).**
- **EARBUDS OR HEADPHONES ON STUDIO/WORKSHOP DAYS.**

assignments

10%

process journal (notebook)

Your process journal, primarily kept in your own personal notebook, will be used to record your thoughts, questions, and ideas as they're in motion. Over the semester, you will contribute 10 entries (5 in class + 5 on your own).

20%

neurodiversity michigan
(individual blog posts)

Over the course of the semester, you will write 6 posts on our class blog and occasionally leave comments for your peers. These posts should be responses to our course readings that are geared toward a public audience.

10%

neurodiversity michigan
(team projects & design)

At various points in the term, you and a small group of your peers will work to develop content and design elements for our course blog, which is meant to serve as a community resource on neurodiversity.

course policies

COPYRIGHT & FAIR USE. Working in digital environments poses all sorts of new questions regarding copyright and intellectual property, and we will discuss these issues during our time together.

ACADEMIC MISCONDUCT. Plagiarism is the unauthorized use of the words or ideas of another person. If you are found to have plagiarized,

mad pride

25%

midterm essay

For this 5-7 page essay, you will research an organization, concept, or public figure and write an analytical essay on their relation to the neurodiversity movement.

30%

final project

A multimedia-based project, you and your group will be charged with creating artifacts or resources that encourage participatory research. As part of the project, you will submit a proposal, annotated bibliography, and short reflective essay.

5%

participation

Participation includes arriving on time, active listening, completing in-class activities, being prepared to contribute your views on the assigned reading (via speech, drawing, and/or writing) and showing respect to your classmates and to me.

the English Department's usual policy prescribes that you will fail the assignment and potentially the course, your case may be sent to the Assistant Dean of Student Affairs, and you may be placed on academic probation. Please read the English Department's web page on plagiarism carefully as well as LSA's policies on academic misconduct. If you have questions about how to reference material or what constitutes plagiarism, please come see me.

ATTENDANCE. Attendance is essential to the success of this class. Therefore, each unexcused absence after two will result in the lowering of your final grade. Excused absences include those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics. Five absences may result in failure for the course.

Whether you are excused or not, if you miss a class, you are expected to make up

the work. This means that if you miss a day that involves an in-class exercise, you must make arrangements to complete the exercise on your own time. Additionally, I will count you as absent if you are more than 15 minutes late to class, sleeping, texting, emailing, and most especially, if you come to class unprepared to discuss the day's assigned readings. I reserve the right to hold pop quizzes to spot check for preparedness.

resources

LSA INSTRUCTIONAL SUPPORT SERVICES. ISS provides equipment and technical support to students enrolled in LSA classes. ISS operates two centers where students may check out AV equipment for short-term loans: **G340 Mason** and **2001 MLB**. To check out equipment, you must provide your U-M ID, along with a course title and number to support your student status. You can contact ISS via <http://lsa.umich.edu/iss>.

ACCESSIBILITY & ACCOMMODATIONS. Services for Students with Disabilities, located in G-664 Haven Hall, offers services for students with documented disabilities. With or without documentation, it is my intent to make our learning experience as accessible as possible. Regardless of whether or not you are registered with SSD, please let me know what we can do to maximize your participation and general access in this course. You can contact SSD via <http://ssd.umich.edu/>.

WRITING CENTER. The Sweetland Center for Writing is available to provide free writing tutoring and consultation during any stage of the writing process. Services include face-to-face tutorials in 1310 North Quad and online tutorials. You can contact Sweetland at (734) 764-0429 or <http://www.lsa.umich.edu/sweetland/>.

MENTAL HEALTH RESOURCES. As a student, you may experience challenges that negatively affect your learning, such as anxiety,

depression, interpersonal or sexual violence, difficulty with eating or sleeping, grief/loss, and alcohol or drug dependencies. UM offers several confidential services that you might find helpful, including:

Counseling and Psychological Services (CAPS): 734-764-8312, <https://caps.umich.edu/>

Sexual Assault Prevention and Awareness Center (SAPAC) 24-Hour Crisis Line: 734-936-3333, <https://sapac.umich.edu/>

If you have a diagnosed condition, you may also be able to register with SSD. Please let me know how we can make your class experience more accessible.



IMAGE: Silhouette of a person's head with paper over their brain.

NOTE: Most of your individual blog responses and process journal entries are due on days of your choosing; the exceptions are listed in the schedule with asterisks (*).

OB = Otherbound
SK = Spoonknife Anthology
WoA = War on Autism

SCHEDULE

	Topics/Activities	Reading Due	Assignments Due
Week 1: What is neurodiversity?			
T 9/5	Introductions Course overview		
Th 9/7	Neurodiversity Michigan project Process Journal project Free writing	View Baggs, " In My Language " Monje, "What Is a Spoon Knife?" (<i>SK</i> , pp. 5-7)	<u>Learning goals survey due</u>
Week 2: Terministic screens			
T 9/12	Neurodivergence and/as rhetoric	Burke, "Terministic Screens" Broderick, " Autism as Rhetoric "	First post due on class blog*
Th 9/14	What is disability studies? Teamwork: Blog project Introduce Midterm essay	Alpern, " Stutter More, With Feeling " Berne, " Disability Justice " Hughes, "Increasing Neurodiversity in Disability and Social Justice Advocacy Groups"	

Week 3: Disability politics			
T 9/19	The meaning and the practice of self-advocacy	McGuire, "Introduction" (<i>WoA</i> , pp. 1-25) Scheelk, "Two Months of Outpatient Treatment" (<i>SK</i> , pp. 53-60)	
Th 9/21	Advocacy formations Teamwork: Workshop	McGuire, Ch. 4, "We Have Your Son" (<i>WoA</i> , pp. 144-185)	Team draft of blog pages due
Week 4: Intersectionality			
T 9/26	Guest speaker: Merideth Garcia	Smith, "Can We Challenge Genetic Perfectionism in Science Fiction?" Readings TBD	
Th 9/28	Language & embodiment	Dhamoon, "Considerations on Mainstreaming Intersectionality" Dean, " Queer " (Keyword in Disability Studies)	Team revision of blog pages due
Week 5: (Mis)representation			
T 10/3	Representation and coalition building Charity and consumer-based models of disability	Brown, " Gendervague " McWade, Milton, & Beresford, "Mad Studies and Neurodiversity: A Dialogue" Walker, " Neuroqueer: An Introduction "	

Th 10/5	NO CLASS - participate virtually		
	In lieu of class, please complete the following:		
	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> • Edwards, “Harry Potter Isn’t Real” (<i>SK</i>, pp. 218-220) • Other readings TBD • Respond with a blog post* 		
Week 6: Cognitive determinism			
T 10/10	(Whose) theory of mind? Cognitive essentialism	Baron-Cohen, “Essential Difference: The Male and Female Brain” Smukler, “Unauthorized Minds”	Midterm Essay due
Th 10/12	Infantilization Ableism	Duffy & Dorner, “The Pathos of Mindblindness” View Autism Support Group Stevenson et al., Infantilizing Autism	
Week 7: Neurodiversity in/and/as literature			
T 10/17	NO CLASS - Fall break		
Th 10/19	Is this “real”? Revisiting blog pages	Duyvis, <i>OB</i> , chs. 1-11	
Week 8: Neurodiversity and/as fantasy			
T 10/24	Neurodivergence and control	Duyvis, <i>OB</i> , chs. 12-18	Ideas for Team Blog Reviews due

Th 10/26	Neurodivergence and reality	Duyvis, <i>OB</i> , chs. 19-25 Explore/skim: Disability and KidLit	
Week 9: Neurodiversity and character			
T 10/31	Mode, voice, and cognition	Duyvis, <i>OB</i> , chs. 26-32	Process journal entry (blog) *
Th 11/2	(Retro)diagnosis	Duyvis, <i>OB</i> , chs. 33-39	
Week 10: Neurodivergence/Neurodivergence fiction			
T 11/7	Social norms/norming the social Introduce Final Project	Duyvis, <i>OB</i> , chs. 40-45	Team Blog revisions due
Th 11/9	Selecting, reflecting, and deflecting realities	Conall, "Carillonist" (<i>SK</i> , pp. 13-16) Lopez-Maldonado, "A Found Poem" and "Moving in Before School Starts" (<i>SK</i> , pp. 62-65) Heit, "Electrical Work" (<i>SK</i> , pp. 274-277)	
Week 11: Stigma & belonging			
T 11/14	Passing and performance	Cevik, "Intersections Like Me" Heilker, "Autism, Rhetoric, and Whiteness" Kopit, "On Pulling Potatoes" (pp. 137-139)	

Th 11/16	Participatory design Proposal workshop	Readings TBD	Reflective writing (mixed media — notebook or blog)*
Week 12: What is neurodiversity?			
T 11/21	Charting our understanding Accessible design practices	Readings TBD	Proposals due
Th 11/23	NO CLASS		
Week 13: Studio			
T 11/28	Neurocosmopolitanism Neurodivergent aesthetics	Savarese, "Toward a Postcolonial Neurology" Mukhopadhyay, "Five Poems"	
Th 11/30	Studio time		Annotated bibliography due
Week 14: Participatory action research			
T 12/5	Studio time Workshop		
Th 12/7	Presentations		
Week 15: Sharing			
T 12/12	Presentations The Blog: Futures?		
W 12/20		NO CLASS: If we had a final, this would have been our final exam period.	Final Project and Individual Reflective Essay due by noon