



Psychology of/and Disability

PSYC 368-01 | WGSS 368-01

Spring 2024

Tuesday/Thursday 3:00 – 4:30 p.m.

THDA 201

Professor: Joan Ostrove (you may call me “Joan” or “Professor Ostrove”)

Contact info: ostrove@macalester.edu (email is the best way to get in touch with me)

Open drop-in hours for students: Tuesdays 2-3 p.m. and Thursdays 2:15-2:45 p.m. in Olin-Rice 346A, and by appointment

Where to find me at other times: Library 338A (my office is in the Serie Center for Scholarship and Teaching on the third floor of the library)

Course description

What is “disability” and what does an understanding of disability tell us about human experience more generally? What is a “disability identity” and what implications might claiming that identity have for psychological well-being and social change? How do stereotypes of disabled people and expectations of “normality” affect everyone’s lives (not just those with disabilities)? Why don't many Deaf people consider themselves “disabled?” What might we learn from shifting the “problem” of disability from the individual person to the social environment? How do sexism, racism, classism,

homophobia, transphobia, and other forms of oppression influence how different bodies are viewed, treated, educated, and experienced? This course will explore questions that emerge from thinking about the experience of disability (and its intersection with identities based on gender, race, class, and sexuality). Our work together will be grounded in critical disability and Deaf studies frameworks that are themselves informed by and in conversation with feminist, queer, and critical race theories and perspectives. Through a consideration of the socially, culturally, linguistically, and historically constructed meanings of physical, sensory, and cognitive “impairments,” the course will rely on theoretical and empirical readings from psychology and related disciplines, personal essays, film/video, and guest visitors as we explore the social and psychological meanings of disability.

Course goals

All of us will:

- Become part of a community of people who are committed to learning with and from one another and who are invested in one another’s well-being and intellectual life
- Help create a class environment that is accessible and equitable, that values and recognizes as a benefit the various experiences and identities we all bring to this endeavor and that can help us all develop the perspectives, skills, and capacities to help make the world more just
- Engage with and understand multiple perspectives about and definitions of disability from “disability studies” and “disability justice” perspectives that are not grounded in medicalized or deficit-based ways of thinking about disability.

In addition, students in this class will:

- Acquire a general understanding of the state of research (perspectives, findings, and methodologies) in (social) psychology and related disciplines as it concerns disability
- Apply Disability Studies insights and perspectives to the psychology of/and disability
- Develop the capacity for critical thinking and self-reflexivity through active reading, discussion, and writing
- Apply course material to “real-world” experiences and issues

United States Identities and Differences (USID) and UP3 requirements

This course fulfills the *College USID requirement*, the *Psychology Department's UP3 requirement*, and the *Community and Global Health concentration Group C requirement*

Accessibility and accommodations

I am committed to ensuring that every student can participate fully in course activities and benefit from course materials. I would be happy to talk to any of you about how to maximize your experience in this class. If you requested accommodations through Disability Services, I will acknowledge receiving your request via email and will set up a time for us to meet. I warmly invite all of you – whether or not you have accommodations through Disability Services – to be in touch with me (via email, open student drop in hours, or a scheduled appointment) to share any access requests or suggestions for how I might support you to maximize your engagement in this class.

Course expectations / Assignments

- ❖ start of semester individual meeting (sign up on [my appointment calendar](#))
- ❖ [“ungrading” criteria reflection](#)
- ❖ attendance/engagement/participation (*described below*)
- ❖ [weekly reflections](#) (*description linked here and posted to Moodle*)
- ❖ social media post (group project, mostly in class)
- ❖ infographic (group project, mostly in class)
- ❖ final project proposal
- ❖ final project individual meeting
- ❖ [final project](#) (*description linked here and posted to Moodle*)

Attendance / Engagement / Participation

Attendance – that is, being present and engaged in class – plays an essential role in learning, especially in a relatively small advanced seminar such as this one. Attendance will be important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one another. **Your presence in class matters.** I also recognize that there are unavoidable circumstances that may sometimes make it impossible for you to attend class.

If you will not be in class for any reason, please make every effort to let me know in advance (via email) that you will not be coming. ***If you are feeling ill or have been exposed to someone with COVID, please do not come to class!*** I will take note of attendance during every class so that I can think about each of you and our class community. Given that you are primarily responsible for offering yourself a grade in this class, I do not have a specific attendance policy. I will, however, take this opportunity again to remind you of two things: 1) you will learn the most, and be most engaged with the course material, if you come to class whenever you possibly can; 2) your presence matters if we are to build a meaningful community together. I will notice – and miss you – if you are not there, as will your classmates.

Completing and submitting work

- I expect you to complete all weekly reflections and your final project assignments (proposal and final project) by the due dates outlined in the schedule below. All written assignments should be submitted as Google docs (there is a template for weekly reflections; please share the links to your final project Google docs via Moodle)
- Please name your files using your last name and the name of the assignment (e.g., ostrove_finalprojectproposal).

Assignment feedback and (un)grading

The primary goals of the assignments in this class center on your capacity to engage critically with the course material. It's important to me that grades not interfere with this. The grade – rather than learning - can become a goal in and of itself (believe me, that's how I felt during college!); sometimes getting a “good grade” on their work can give people the impression that they cannot improve as writers or thinkers or creators. Because I want us to focus more throughout the semester on engaging with each other and with the course material, and because being true to a disability studies and justice perspective means that I am eager to disrupt all kinds of hierarchies and comparisons among people, I have decided to utilize a form of “[ungrading](#).”

What does that mean!? Throughout the semester, I will stay mindful of your (physical and digital) engagement and participation in class, will respond to your weekly reflections (and will note whether or not they are completed on time), and will offer you feedback on your final project proposals and (if you wish) your final projects. We will talk together in class about what you all – and I – think it might mean to “do well” in this class, and you will develop and submit a set of criteria that

will guide your self-assessment in the course. Around the middle of the semester and at the end of the semester, I'll ask you to engage in a self-reflection that will include a question about what letter grade you would give yourself for the course. Although I would ideally like to give everyone the grade they give themselves, I reserve the right to raise (or lower) grades as I see fit.

Additional policies, expectations, and information

Religious observance: If you will miss class for religious reasons, please let me know in advance so we can make alternate arrangements.

E-mail and other communication: It is my general policy, whenever possible, to respond to e-mail within 24 hours. I expect you to do the same. It's important that you develop and hone the skill of being prompt and responsive in your communications. This is especially true when you've received an answer to a question or someone (myself included, but this extends well beyond me) has done something for you (provided you with information, feedback, etc.). Acknowledge that you've received the correspondence and say thank you!

Health and wellness: I strongly encourage you to make your well-being a priority. Investing time in thinking well about yourself will help you engage more fully in your academic experience, especially during this complicated time. Remember that beyond being a student, you are a human being with your own experiences, thoughts, emotions, and identities. It is important to acknowledge any stressors you may be facing; these can be emotional, physical, cultural, financial, etc., and can affect your academic experience. I encourage you to remember that you have a body with needs. It is important to eat when you are hungry, drink water, use the restroom, and step away from the screen as needed during class. Please do what is necessary so long as it does not interfere with your or others' ability to be present in the course. Outside of the classroom, strategies to support your well-being include eating and sleeping well, moving your body, and connecting with others. If you are having difficulties, please don't hesitate to contact me and/or find support from other resources, including those offered by the [Hamre Center](#).

Academic integrity and plagiarism: I expect all of you to follow the College's [guidelines regarding academic integrity](#), outlined in the Student Handbook. All of the work you do in this class must be created by you, as a human being engaging with and thinking about and reflecting on our course material, not by a generativeAI program such as ChatGPT or Bard. Please talk to me if you are not clear how the academic integrity policy applies to our course. If you are unsure about what might constitute a violation of academic integrity, the link above to the Student Handbook section on academic integrity will help. A violation of academic integrity may, depending on the circumstance, result in a report to the Director of Academic programs and/or a failing grade in the course.

Withdrawal or incomplete: It may be that illness or other unexpected situations will require you to be away from class for more than half of a semester, necessitating that you consider the possibility of withdrawal or an incomplete. You and I will stay in contact, and will seek support from colleagues in Student Affairs and in Academic Advising, should that situation arise.

Recording of classes: Under some circumstances, and with the permission of our guests when relevant, I *may* record some class sessions in a manner consistent with [Macalester's classroom recording policy](#). I will also notify you of the plan to record classes via email. I will share these recordings in a password-protected (and not public) place. If you download any class recordings, you must store them in a password-protected file or on a password-protected site. Please note that the recording policy clearly states that ***you may not share, replicate, or publish any class recording, in whole or in part, or use any of the recordings for any purpose besides knowing what happened during the class period, without my written approval.*** If I use any recorded content from any of our classes for purposes beyond our class, I will – in accordance with the policy – obtain your written permission to do so.

Sexual misconduct: Macalester is committed to providing a safe and open learning and living environment for all students. If you (or someone you know) has experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, please know that you are not alone, and that help and support are available.

- Please be aware that as a faculty member, I am a ***non-confidential resource***. This means that if I become aware of incidents or allegations of sexual misconduct, it is my duty to report the matter to the Title IX Coordinator. This College policy is intended to ensure that you receive the resources and support you may need; it does **not** mean that you must file a report.
- If you would like to speak with a ***confidential resource*** (someone who is not required to share what they are told with the Title IX Coordinator), the following people and organizations are available to you on or off campus:
 - [Macalester College Center for Religious and Spiritual Life](#) Contact: Kelly Stone, College Chaplain and Associate Dean for Religious & Spiritual Life, kstone1@macalester.edu, 651-696-6298. All of the chaplains in the CRSL are confidential resources.
 - [Macalester College Hamre Center for Health & Wellness](#) counselors, physicians, registered nurses, or nurse practitioners, 651-696-6275.
 - [SOS Sexual Violence Services of Ramsey County](#) Trained advocates offer information, referrals, legal advocacy, support groups, one-on-one counseling off-campus, and a 24-hour confidential hotline at 651-266-1000.
- More information is available through the [Title IX website](#)

Reporting incidents of bias: Macalester fosters a community of respect, integrity, and care. If you have experienced a possible bias incident, discriminatory harassment, or discrimination, please complete the form on the [Bias Incidents and Discrimination webpage](#).

Class schedule

Please note:

- This schedule is subject to change with as much notice as humanly possible! The Moodle site will always be the most up-to-date version of the schedule.
- Links will take you to internet resources or the Macalester Library site where you can access the readings
- PDF readings are accessible on our Moodle site

WELCOME to Psychology of/and Disability // Disability in contemporary context

<p>Th 1/18</p>	<p>welcome / introductions / what is “disability” and why should we study it in psychology?</p>	<p>By 5 p.m. on Friday, please complete this Google form</p> <p>[sign up for an individual meeting this week or next week on my appointment calendar]</p>
<p>Tu 1/23</p>	<p>Opinion Becoming Disabled - The New York Times [PDF version on Moodle if this link doesn't work for you]</p> <p>You are not entitled to our deaths: COVID, abled supremacy, and interdependence</p> <p>Disabled people cannot be “expected losses” in the climate crisis</p> <p>The Toll of Police Violence on Disabled Americans</p> <p>Caregivers Helped Us Be a Family. Everyone Should Have That Option [PDF version on Moodle if this link doesn't work for you]</p>	<p>Please read / view these readings *before* class on Tuesday. Note that most of them address difficult, upsetting topics related to ableism, racism, and other forms of injustice.</p>

Th 1/25	Situating ourselves and our relation to disability	Please complete your weekly reflection via this Google Doc by Friday at 5 p.m.
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Naming, theorizing, and constructing disability (part 1)

Tu 1/30	<p>When is it okay to say the R-word? (video)</p> <p>Brown, L. X. Z. (2013/2016/2022). Ableism/language. (blog post)</p> <p>Kolb, R. (2015) Linguistic precision and implicit ableism. (blog post)</p> <p>Sequenzia, A. (2016). First person language and ableism. (blog post)</p>	[we will also make a plan for the week of 2/13 today]
Th 2/1	<p>Doyle, N. (2020). How the pandemic has proven the social model of disability (news report)</p> <p>The social model of disability (video)</p> <p>Stacey Millbern and Patty Bern conversation (focused primarily on ableism, but includes some important concepts related to the social construction of disability) (video)</p>	Please complete your weekly reflection by Friday at 5 p.m.

Deaf culture (and disability?!)

<p>Tu 2/6</p>	<p>Holcomb, T. K. (2013). Chapter 3 (Who are the Deaf People?) from <i>Introduction to American Deaf culture</i>. NY: Oxford University Press.(PDF)</p> <p>Are deaf people disabled? (video)</p> <p>Ogunyipe, Benro. "Black Deaf Culture Through the Lens of History." www.dcmp.org/learn/366. Described and Captioned Media Program, n.d. Web.</p> <p>Biennu, MJ (2008). Queer as Deaf: Intersections. In H-D. L. Bauman (Ed.) <i>Open your eyes: Deaf studies talking</i>. Minneapolis, MN: University of Minnesota Press. (PDF)</p> <p>**Note: this chapter may seem somewhat “dated” in its discussion of the LGBTQ community; it offers a really important historical and cultural perspective about Queer Deaf people. The chapter also contains references to violence and murder.</p> <p>Interview with DeafBlind poet John Lee Clark (listen or click “transcript” to read the interview)</p> <p>For more information about Deaf Culture, check out this video from the Minnesota Department of Human Services Deaf and Hard of Hearing Services Division</p>	
<p>Th 2/8</p>	<p>Guest: Jennifer Bishop [POSTPONED]</p>	<p>Please complete your weekly reflection by Friday at 5 p.m.</p>

Naming, theorizing, and constructing disability (part 2)

<p>Tu 2/13</p>	<p>Dirth, T. P., & Adams, G. A. (2019). Decolonial theory and disability studies: On the modernity/coloniality of ability. <i>Journal of Social and Political Psychology</i>, <i>Vol. 7(1)</i>, 260–289, https://doi.org/10.5964/jspp.v7i1.762</p> <p>Erevelles, N., & Minear, A. (2010). Unspeakable offenses: Untangling race and disability in discourses of intersectionality. <i>Journal of Literary and Cultural Disability Studies</i>, <i>4</i>, 127-145. (PDF)</p> <p>Garland-Thomson, R. (2002). Integrating disability, transforming feminist theory. <i>NWSA Journal</i>, <i>14</i>, 3, 1-33.</p> <p>Schalk, S., and Kim, J. B. (2020). Integrating race, transforming feminist disability studies. <i>Signs: Journal of Women in Culture and Society</i>, <i>46</i>, 1, 31-55.</p>	<p>You will be responsible for teaching/leading a discussion of *one* of these articles on either Tuesday or Thursday of this week. I expect you to read the article you're assigned <i>and (at least) one other from this list.</i></p>
<p>Th 2/15</p>	<p>Continue our presentation/discussion of Tuesday's readings</p>	<p>Please complete your weekly reflection by Friday at 5 p.m.</p>

Disability identity and culture

<p>Tu 2/20</p>	<p>Forber-Pratt, A. J., Merrin, G. J., Mueller, C. O., Price, L. R., & Kettrey, H. H. (2020). Initial factor exploration of disability identity. <i>Rehabilitation Psychology</i>, <i>65(1)</i>, 1–10. https://doi.org/10.1037/rep0000308.supp (Supplemental)</p> <p>Nario-Redmond, M.R., & Oleson, K.C. (2016). Disability identification and disability rights advocacy: Contingencies among emerging and other adults. <i>Emerging Adulthood</i>, <i>4</i>, 207-218. [you will need to click on the orange “Maclinks” button on the left side of the PsycINFO entry to access the full text of the article]</p>	
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	Stories about identity from the Invisible Disability Project.	
Th 2/22	Continue our discussion of disability identity / Discuss “ungrading”	<p>“Ungrading” criteria assignment due Th by 7 p.m.</p> <p>Please complete your weekly reflection by Friday at 5 p.m.</p>

Tu 2/27	<p>Mingus, M. (2010). Interdependency. (blog post)</p> <p>Adler, J.M., et al. (2022). Narrative identity among people with disabilities in the United States during the Covid-19 pandemic: The interdependent self. <i>Journal of Research in Personality, 101</i>, https://doi.org/10.1016/j.jrp.2022.104302</p>	
Th 2/29	Guest: Professor Michelle Nario-Redmond	Please complete your weekly reflection by Friday at 5 p.m.

Ableism: Disability prejudice, stereotypes, and discrimination

Tu 3/5	<p>Lewis, T. Ableism. (blog post)</p> <p>Wexler, A. (2021) Review of Nario-Redmond’s Ableism: The Causes and Consequences of Disability Prejudice. Disability Studies Quarterly, 41(1).</p> <p>Kattari, S. K., Olzman, M., & Hanna, M. D. (2018). “You look fine!”: Ableist experiences by people with invisible disabilities. <i>Affilia, 33(4)</i>, 477–492. https://doi.org/10.1177/0886109918778073</p>	
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Th 3/7	Guest: Professor Akemi Nishida	<p>Please complete your weekly reflection by Friday at 5 p.m.</p> <p>Please submit your midterm grade reflection by Friday at 6 p.m.</p>
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Tu 3/12	SPRING BREAK	
Th 3/14	SPRING BREAK	

Tu 3/19	<p>Nario-Redmond, M. R. (2010). Cultural stereotypes of disabled and non-disabled men and women: Consensus for global category representations and diagnostic domains. <i>British Journal of Social Psychology</i>, 49, 471-488.</p> <p>Kafer, A. (2004). Inseparable: Gender and disability in the amputee-devotee community. In B. G. Smith and B. Hutchison (Eds.). <i>Gendering disability</i> (pp. 107-118). New Brunswick, NJ: Rutgers University Press. (PDF; note that this article contains references to sexually explicit and potentially disturbing activities)</p>	
Th 3/21	Guest: Professor Stacey Coffman-Rosen	<p>Final project proposal due Thursday by 6 p.m. via Moodle</p> <p>Please complete your weekly reflection by Friday at 5 p.m.</p>

Tu 3/26	<p>Liesener, J. J., & Mills, J. (1999). An experimental study of disability spread: Talking to an adult in a wheelchair like a child. <i>Journal of Applied Social Psychology</i>, 29, 2083-2092.</p> <p>Stefánsdóttir, G. V., & Traustadóttir, R. (2015). Life histories as counter-narratives against dominant and negative stereotypes about people with intellectual disabilities. <i>Disability & Society</i>, 30, 368-380. (PDF)</p> <p>Wang et al. (2019). Consequences of confronting patronizing help for people with disabilities: Do target gender and disability type matter? <i>Journal of Social Issues</i>, 75, 904-923.</p>	
Th 3/28	Continue activities and discussion related to Tuesday's readings	Please complete your weekly reflection by Friday at 5 p.m.

Disability and the climate crisis

Tu 4/2	<p>Disability and climate change: A public archive project [please look through this web archive of work about disability and climate justice, and come prepared to share what you learned about disability and climate change and to talk about some key connections between these two topics]</p>	[sign up for a final project individual meeting via my appointment calendar]
Th 4/4	Infographic project: Disability and Climate Change	Please complete your weekly reflection by Friday at 5 p.m.
Tu 4/9	Infographic project, continued	

Disability disclosure

Th 4/11	<p>O'Toole, C.J. (2013). Disclosing our relationships to disabilities: An invitation for disability studies scholars. <i>Disability Studies Quarterly</i>, 33(2).</p> <p>Rinaldi, J. (2013). Reflexivity in research: Disability between the lines. <i>Disability Studies Quarterly</i>, 33(2).</p>	<p>Please complete your weekly reflection by Friday at 5 p.m.</p>
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The future of disability and disability justice

Tu 4/16	<p>Possible screening of FIXED: The science/fiction of human enhancement</p>	
Th 4/18	<p>Guest: Jennifer Bishop</p>	<p>Please complete your weekly reflection by Friday at 5 p.m.</p>

Tu 4/23	<p>Changing the Framework: Disability Justice Leaving Evidence (Mia Mingus)</p> <p>Sins Invalid: An unshamed claim to beauty in the face of invisibility</p> <p>**Please check out the Sins Invalid website and learn as much as you can about the organization and what they are working on and thinking about</p>	
Th 4/25	<p>closing reflections / your next steps for disability justice and disability liberation</p>	<p>[no weekly reflection this week; keep working on your final projects]</p>

Final project scheduling and due dates

M 4/29	final project draft due by 9 p.m. (if you <i>*want*</i> feedback) <i>[individual feedback meetings this week for those who submit drafts today]</i>
F 5/3	final project due by 9 p.m. (if you do <i>*not*</i> want feedback)
M 5/6	final project due by noon (if you received feedback)