



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Office of the Vice Provost for Academic Affairs

TO: Barbara LeSavoy
Women and Gender Studies

FROM: Kandie Gay
Office of the Vice Provost - Academic Affairs

Date: May 29, 2018

RE: General Education Codes

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

COURSES	CODES APPROVED	CODES NOT APPROVED
WMS 3XX: Introduction to Interdisciplinary Disability Studies	Add: Humanities (H) Perspectives on Gender (W) Diversity (D)	

* It is necessary for our office to request approval from Systems Administration in Albany before the General Education code (H) can be awarded and listed.

If you wish further clarification of the Committee's decisions, you may contact

James Zollweg, Chair of the General Education Committee
Department of Earth Science
Email: jzollweg@brockport.edu

Copy: Jose Maliekal, Dean
Arts & Sciences

Monica Brasted, Associate Dean
Arts and Sciences

James Zollweg, Chair
General Education Committee

Tameciah Browne
College Senate

Peter Dowe
Registration and Records

Janice Stewart
Registration and Records



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive
Brockport, New York 14420
585-395-2586 * 585-395-2006 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution **2017-18 #77GE**
College Senate

Supersedes Res #: _____

TO: Dr. Heidi Macpherson, College President

FROM: The College Senate:

- RE: **→** I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: **Introduction to Interdisciplinary Disability Studies Course**
WMS 3XX (#78_17-18GE) *H, W, D*

Implementation Effective Date**: 8/20/18

Signed: *Sandeep Singh* Date: 5/4/18
(Sandeep Singh, 2017-18 College Senate President)

Signed: *Eileen Daniel* Date: 5/7/18
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.**
 YES X NO

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sandeep Singh, College Senate President

FROM: Dr. Heidi Macpherson, College President

- RE: **→** I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted
b. Deferred for discussion with the Faculty Senate on ____/____/____
c. Unacceptable for the reasons contained in the attached explanation.
d. Comments:

Signed: *Heidi Macpherson* Date: 5/15/18
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:

The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS:

JANUARY 31

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office</i> 2017-2018	78_17-18GE <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format or PDF**: include this proposal cover page, the detailed proposal, and any relevant supporting data or documentation, including letters of support from your department chair and dean, if applicable, as well as letters of support or dissent (or evidence that such letters were sought) from all affected programs, departments, or units at the College.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to kgay@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Introduction to Interdisciplinary Disability Studies Course WMS 3XX

2. **BRIEF DESCRIPTION OF PROPOSAL:**

New course proposal as application for General Education SLOs W I and D

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** NO YES EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

NA

5. **DESCRIBE THE IMPACT, IF ANY, THAT THESE CHANGES WILL HAVE ON STUDENT ELIGIBILITY FOR THE EXCELSIOR SCHOLARSHIP.**

NA

6. **DESCRIBE THE IMPACT, IF ANY, THAT THESE CHANGES WILL HAVE ON TRANSFER STUDENTS AND THEIR ABILITY TO TRANSFER SEAMLESSLY AS MANDATED BY SUNY POLICY.**

NA

7. **ANTICIPATED EFFECTIVE DATE:**

Fall 2018

8. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

First Submission	Updated on	Updated on	Updated on
4/16/2018			

9. **SUBMITTED BY:** (contact person)

Name	Department	Phone	Email
Barbara LeSavoy	Women & Gender Studies	5799	blesavoy@brockport.edu

10. **COMMITTEES:** (Senate office use only)

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	4/23/2018
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	4/30/2018
<input checked="" type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Submitted by: Milo Obourn

Date: 4-16-18

Chairperson's Approval: Barbara LeSavoy, Ph.D. Date: _____

Dean's Approval: _____ Date: _____

Vice Provost's Approval: _____ Date: _____

(Only required for General Education Courses)

10. Swing Course Number: _____ Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a Swing course, list additional requirements required for the graduate level.

11. Frequency (Check only one) Every Semester

Every Fall

Every Spring

Every Summer

Every Other Year

Irregularly

By Special Arrangement

12. Relationship to Degrees/Programs: Required _____ Elective

13. For all courses please attach the following

- a. Objectives : Please see syllabus at end of document.
- b. Outline of course: Please see syllabus at end of document.
- c. Methods of Assessing Student Performance: Please see syllabus at end of document.
- d. Material Required (Films, Readings, etc...) Please see syllabus at end of document.
- e. Additional work required of graduate level students if course is a "swing course"

14. If this course requires any additional scheduling arrangements with regard to time or room/space, please explain below:

N/A

Write a brief course description for the College Catalog. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use Action verbs and omit "This course covers..." or similar phrases.

Synthesizes an introduction to disability studies with critical visual and linguistic analyses. Takes an interdisciplinary and intersectional approach to social constructions of ability/disability. Explores questions such as: What forms of social oppression are perpetuated by such ableism? How do race, gender, sexuality and dis/ability intersect and how can an understanding of critical disability studies enhance feminist, antiracist, and queer theory and practice? Students will learn the basic tenets of disability studies and apply them to an analysis of cultural texts.

*ADD W, Y, D, OR O – PERSPECTIVES ON WOMEN / ORAL COMMUNICATION/ DIVERSITY /
WORLD CIVILIZATIONS STUDENT LEARNING OUTCOMES CHECKLIST
MARCH 2012 VERSION*

This form is being submitted to register:

Additional outcomes, W, WY, Y, D, and/or O, for a General Education Knowledge Area course.

Diversity.

A course to carry the “W”, “WY”, or “Y” as stand alone codes.

Please check any student learning outcomes for which you are requesting approval. In the space provided below that/those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. You may append additional information if needed. The “O” and “D” student learning outcomes may be attached to any General Education Knowledge Area course but may not stand alone nor be attached to a Contemporary Issues course. The “W” or “WY” for Perspectives on Gender may be appended to any other course.

Perspectives on Gender “W”:

Students will demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. **Courses are coded “W.”** Additional oral communication outcome is not required.

The course is on intersections of gender, race, sexuality, and disability. Much scholarship by and women and queer people will be included. The course explores how ideologies of ableism reinforce gender oppression and how understandings of critical disability studies can enhance queer and feminist approaches to social justice. The course culminates in a research paper on the intersections of sexism, racism, ableism and heteronormativity as it applies to representations of ability/disability. Please see the syllabus at the end for more detail if needed.

Oral communication outcomes in “WY” courses: In addition to the above outcomes, courses coded “W” may also meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

Diversity “D”:

Students will analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration. Courses are coded “D.” **The “D” code can only be attached to courses that carry a Knowledge Area General Education code. This code may not stand alone.**

The course is an intersectional approach to disability studies. Thus the central content of the course deals with the ways that ableist ideologies have oppressed and marginalized not only people with disabilities but have also been used to oppress, women, queer and trans people, and poor people. A central concern of the course is how ableism intersects with and reinforces sexism, racism, and

Introduction to Intersectional Disability Studies

Professor Milo Obourn
time
Location

email:mobourn@brockport.edu
Office Hours:
Office: Liberal Arts Building 232

Course Description

This course synthesizes an introduction to disability studies with critical visual and linguistic analyses. We will read a number of theorists in Disability Studies and apply these theories to cultural texts and current events. Disability studies is an academic discipline that examines the meaning, nature, and consequences of disability, as a social construct. This course takes an interdisciplinary and intersectional approach to thinking and talking about social constructions of ability/disability, asking questions such as: How are non-normative and disabled bodies represented in US culture? What constitutes the healthy or normative self, and what forms of social oppression are justified and perpetuated by such ableist and normate constructs? How do race, gender, sexuality and dis/ability intersect and how can an understanding of critical disability studies enhance feminist, antiracist, and queer theory and practice? Students will be expected to learn the basic tenets of disability studies and apply them to an analysis of cultural texts. Students will produce a final paper with original research and thesis argument. To that end we will also discuss writing and research techniques over the course of the semester.

Student Learning Outcomes:

- Students will define and utilize the major critical concepts in the interdisciplinary field of disability studies.
- Students will develop skills in critical thinking about diversity and how disability intersects with other categories such as race, gender, and sexuality.
- Students will recognize and articulate relationships between disability studies and critical analysis.
- Students will demonstrate knowledge of the origins and impacts of disability oppression and the disability rights movement in the US context.
- Students will locate, evaluate, and synthesize information from theoretical readings in disability studies, literary texts, and individual research.
- Students will demonstrate an ability to develop and defend well-reasoned literary critical arguments about representations of disability and able-bodiedness in American literature via a final research paper.

Required Texts (available at University Bookstore)

Disability Studies Reader, Ed. Lennard J. Davis, 5th ed.
Zami, Audre Lorde

**All other reading will be available on Blackboard under "Lessons."

Note: You **MUST BRING TEXTS TO CLASS, that means print and bring any material posted to Angel and any books we are currently reading.

Course Requirements:

Attendance and participation (20%)

Short Essay (10%)

Summaries of Theory and Criticism (20%)

Final Paper Proposal and Presentation (10%)

Final Paper (40%)

Attendance and Participation: Although I may lecture in some classes, all classes will have a discussion component and therefore require thoughtful participation. Tardiness is unacceptable. Preparation and attendance are requirements.

Short Essay: In this essay you will use the disability theory we've discussed so far to do a close analysis of a literary text, cultural object (art, film, television show), or current event. Keep in mind that I may not be familiar with the piece you

OSD and Accommodations : Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Student with Disabilities makes this determination. Please contact the Office for Students with Disabilities at (585)395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing any approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Title IX Statement

Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at www.brockport.edu/titleix/index.html. Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Polices at www.brockport.edu/policies/index.php.

Student Learning Center: If you feel your writing needs polishing before you can correctly complete writing assignments for this course, please take a draft of writing assignments to the Student Learning Center in B-10 Cooper Hall; call ahead for an appointment: 395-2293.

Plagiarism

Do not plagiarize. If you use someone else’s words or ideas, **document it**. If you have questions about what constitutes plagiarism, see Your Right To Know or ask me. If you plagiarize, you will fail the paper and possibly the course.

Statement of Equity and Open Communication

I recognize that each class I teach is composed of diverse populations and am aware of and attentive to inequities of experience based on social identities including but not limited to race, class, gender, gender identity, sexuality, geographical background, language background, religion, disability, age, and nationality. This classroom operates on a model of equity and partnership, in which we expect and appreciate diverse perspectives and ideas. If anyone is experiencing exclusion, intentional or unintentional aggression, silencing, or any other form of oppression, I encourage open communication with myself and/or the class as a whole.

TENTATIVE SCHEDULE: use this as an outline but check Blackboard before every class to see if there are changes or additions to the syllabus.

Date	Topic	Required Reading
W1	What is disability studies and how does it relate to literary analysis?	“Disability” Rachel Adams, Benjamin Reiss, and David Serlin (Blackboard) “Ability” Fiona Kumari Campbell (Blackboard)
W1		Lennard Davis, “Introduction: Disability, Normality, Power” (DSR)
W2		Tom Shakespeare, “The Social Model of Disability” (DSR) Tobin Siebers, “Disability and the Theory of Complex Embodiment” (DSR)
W2		“What’s so Critical About Critical Disability Studies?” (DSR)
W3	Race and Disability	“Is Disability Studies White Disability Studies?” Chris Bell (DSR)