

BLHS 120-30, Summer 2010
Tue 6-9:30 pm
Location TBD

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Off. hrs: TBD

Writing in an Interdisciplinary Environment

This writing and reading intensive course introduces Liberal Studies students to the academic writing process and two citation methods -- the Chicago Manual of Style (Turabian) and MLA.

Introduction to Disability Studies

The subject of this composition course is Disability Studies – an interdisciplinary field of study that examines concepts and theories of the disabled and able bodies. We will read a wide range of critical and literary texts that will explore representations and constructions of disabilities, the freakish/abnormal and “normalcy.”

Texts

Located in the Georgetown University Bookstore:

<http://auxiliary.georgetown.edu/bookstore/>

Required

- Andrea Lunsford, *The St. Martin's Handbook*, 6th ed.

<http://bcs.bedfordstmartins.com/smhandbook6e/Player/index.aspx>

Recommended

- ed., Brueggemann, Garland-Thomson and Snyder, *Disability Studies: Enabling the Humanities*
- ed. Lennard Davis, *The Disability Studies Reader*, 2nd ed.
- Amy Tan, *The Opposite of Fate*

Course Requirements

Writing Assignments

- For each day your assignment is late, 2 points will be deducted from your paper grade; these points will always be deducted from your grade even if you rewrite your assignment.
- You may rewrite any assignment, due the week after I have returned it to you. Please note that revisions require substantial work beyond proofreading; they must maintain the strong aspects of your paper and improve the weaker parts both in content and form. If you submit an assignment that is poorly written under the assumption that I allow rewrites, then you will not be allowed to rewrite it and your grade will stand as is.
- 20% – 5 weekly writing assignments about the readings that are assigned for that day. Each assignment is worth 4 points. An asterisk on the syllabus indicates the weeks in which an assignment is due, and you must post your work by Tuesday morning, 10 am. You will post these assignments on Blackboard (<https://campus.georgetown.edu> – under Communication, then Discussion Board).
 - Ask at least 3 *provocative questions* with a fully developed *paragraph* for each question that explains the reasoning behind each question. Why did you ask this

question? What did you read in the text to make you ask this question? You do not need to know the answer to the questions.

- Beginning from the second weekly writing assignment, you must write at least one fully developed paragraph that responds to one of your classmates' questions.
- 30% (15% each) – 2 papers. Place all parts of your work in an essay portfolio that you will submit to me.
 - Outlines and rough drafts are a crucial part of the writing process and are required for these assignments. Part of your grade for these assignments includes handing in a useful outline and a *good working draft* of your paper. Please take these drafts seriously because *good working drafts* are essential for substantial engagement to improve your writing and to receive feedback.
- 15% – Final research paper.

Class Participation

20 % of your grade is class participation. The success of this course depends on your class attendance and class preparation.

- Attendance. Please review the BA LS Student Handbook in the section, “Class attendance/absence” (http://info.scs.georgetown.edu/pf/12/webfiles/BALS/BALS%20Documents/Student_Handbook_Summer_Fall_2009.pdf). You are required to attend all classes prepared for discussion and any in-class assignments. Except for documented emergencies or university permitted absences, 3 absences will result in your involuntary withdrawal from the course. 2 late arrivals will result in an absence. Leaving early is equivalent to being late. You are responsible, and will be held accountable, for any work missed due to an absence, late arrival or early exit.
- Class discussion – an integral component of this course.
- If you have difficulty speaking in front of others, then you may choose to participate in class discussions by engaging our class on Blackboard instead.

15% of your grade is a class presentation.

- You and a few of your classmates should be prepared to introduce at least one reading for class that day. Identify specific themes you see in the text; highlight connections that you see between the reading and previous readings; provide discussion questions; and share insights you see between the reading and any topic with which you are familiar. You must provide handouts of relevant material and information, or have a visual presentation, that you will use in your discussion.

Laptops

You are permitted to use your laptop if you are using it for taking class notes or for class work; if you are suspected of using it for non-classroom related activities or for another class, then you will be immediately dismissed from the classroom, that class day will count as an absence, and you will not be allowed to use your laptop in class again.

Mobile Phones and PDAs

All mobile phones and PDAs must be turned off during class period. No text messaging is permitted. Any mobile phone or PDA activity will result in your immediate dismissal from the classroom and that class day will count as an absence.

Course Guidelines

Academic Integrity

Georgetown University has an *Honor System* to which it strongly adheres, and you have signed an *Honor Pledge* upon your matriculation. Familiarize yourself with this system and pledge, and follow them completely; they can be found in your BA LS Student Handbook under the section “Academic Integrity”, or <http://gervaseprograms.georgetown.edu/honor/system/53516.html>.

Academic dishonesty, cheating and plagiarism, all of which are violations of the Honor System and Honor Pledge, will not be tolerated.

The Writing Center

<http://writingcenter.georgetown.edu/>

You are welcome to set up an appointment with me to discuss your writing (or any of the readings). In addition, the Writing Center may also help you at any point during the writing process by offering a free, one-on-one tutoring service. If you go to the Writing Center, then obtain a receipt of your visit and attach it to the writing assignment. Because consulting the center shows an engagement with the writing process, I will consider giving you a higher grade (for example, I may give you an additional point).

We will be assigned a graduate student Writing Center Associate for our class, and other graduate student Writing Center Tutors have been assigned to Liberal Studies. If you have any questions about the Writing Center, then please contact Dr. Kathy Temple, the Writing Center Coordinator for Liberal Studies, at templek@georgetown.edu.

Disability Support Services

Please contact me privately and the Academic Resource Center (Disability Support Services) early in the semester so that reasonable accommodations may be arranged for you (for example, you may require class notes, need more time for in-class assignments, etc.). Be assured that your situation will be kept confidential if you so desire, and that I will make every effort to address your situation. Refer to your student handbook, or http://grad.georgetown.edu/pages/disability_support_serv.cfm and <http://ldss.georgetown.edu/>, to see more information for students with disabilities.

Syllabus – subject to change as needed

The St. Martin's Handbook = SM

All other course readings are on Blackboard

Week 1

25 May – Introductions & Welcome! Amy Tan on writing

***Week 2**

1 June – Davis, Intro + Chap 1 “Construction of Normalcy”; SM: Part 1 – all; Part 4, section 25

***Week 3**

8 June – Serlin, “The Other Arms Race”; SM: Part 3, sections 12-18

Week 4

15 June – Paper #1 outline and draft due for peer review; SM: “The Top 20” (1) & Part 2 - all

***Week 5**

22 June – Paper #1 portfolio due; Lane, “Construction of Deafness”; Library Session, meet at Dubin Classroom in Lauinger Library; SM: Part 5 – all

Week 6

29 June – no class; watch *As Good As It Gets* on your own; Rich, “Compulsory Heterosexuality & Lesbian Existence”

***Week 7**

6 July – McRuer, “Compulsory Ablebodiedness & Queer/Disabled Existence”; SM: Part 7 – all and Part 3, section 20 on Chicago Manual of Style

Week 8

13 July – Paper #2 outline and draft due for peer review; SM: Part 8 and Part 9 – all

***Week 9**

20 July – Paper #2 portfolio due; poems by Wade and Fries; Laborit, *The Cry of the Gull* selections; SM: Part 9 – all

Week 10

27 July – Final research paper proposal/abstract/annotated bibliography due for peer review

Final papers due **3 Aug 2010** by **6:30 pm** in the box outside my office.