Spring 2020 Tuesdays, 5:00-7:50pm, ART 288
AEAH 4801.002 Topics in Art History, 3 credit hours

TOPIC: DISABILITY AND ART

COURSE DESCRIPTION

This class explores how we can use contemporary scholarship about disability to critique, raise new questions about, and offer new interpretations of works of art, design, and craft, and their reception, along with museum culture and practices of making, teaching, studying, exhibiting, and using art. We will read from the scholarship of disability studies, body studies, gender studies, critical theory, critical race studies, cultural studies, and art history. In particular, we aim to understand, from the scholarship, what disability means, and for whom, regarding concepts, expectations, and associations concerning power and the body, experience and representation of the self, subjectivity, identity, belonging, and agency, and we want to investigate connections between art and these ideas and realities.

For example, how does art convey experiences and ideas of disability, in ways that create binaries of disability and ability and that re-imagine them, too? How does the physical nature of objects contribute to their social uses and meanings engaging with normality and ableism? In what ways are the visual, tactile, and sensual dimensions of objects critical to their interpretations about disability and ability? Our perspective encompasses practical, historical, and theoretical implications of an interdisciplinary dialogue between critical disability studies and art.

LEARNING OBJECTIVES

- Explain what disability means, according to scholarship relevant to its discussion and analysis
- Demonstrate your understanding of disability and implications of this concept for the art world, based on course discussions and assigned readings
- Generate course-relevant and course content-based questions about an artifact from the UNT Texas Fashion Collection
- Describe the artifact of your study from the UNT Texas Fashion Collection and analyze how it relates to course content
- Write an annotated bibliography from items on the syllabus that relate to your artifact from the UNT Texas Fashion Collection
- Apply definitions of disability and related concepts to an artifact from the UNT Texas Fashion Collection to raise questions, offer new perspectives and make recommendations regarding its collection, interpretation, or exhibition in an essay paper
- Drawing upon research for your essay paper, write a statement regarding your study of an artifact from the UNT Texas Fashion Collection and pair it with one or more images of your artifact for publication on a social media platform used by CVAD and the UNT Texas Fashion Collection
STRUCTURE

The course has three sections: **Part 1** Disability, normality, the body and self, **Part 2** Disability politics, and **Part 3** Directed discussion, work, reading and presentations. **Part 3** is devoted to analyzing and applying course literature in a quiz and completing a research paper and social media material for an artifact from the Texas Fashion Collection. Because you will have a quiz and several assignments due in the latter part of the semester that are based on course readings and discussion, during class it is a good idea to take notes and to review them regularly.

The class meets for three hours weekly. In general, during the first half of class we will discuss readings and consider their implications for the art world, artistic activity, and the history of art. Readings are available online through electronic texts in the UNT Libraries or as a pdf available on the course wiki [https://aeah5813.pbworks.com/w/page/35923124/FrontPage](https://aeah5813.pbworks.com/w/page/35923124/FrontPage). To join the wiki, you must receive an email inviting you to join and then agree to join. We will only use the wiki as an archive of our readings, not for email and not for uploading assignments.

During the second half of class or the final third of each class, we will work on assignments. Additional time to work on end of term assignments is scheduled for **Part 3** of the syllabus. For every class, students must come to class having completed assigned readings and prepared to work on assignments inside the classroom, during class time. Students needing to borrow a laptop are welcomed to do so from the CVAD computer labs.

EVALUATION AND GRADING POLICIES

The main course assignment asks you to write a paper and develop material to post on CVAD and Texas Fashion Collection social media responding to this question: **What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?** Remember to take into account the location of your group’s material in a university-based fashion collection.

To develop and complete this assignment, you will work in one group of 6-7 students. Each group will focus on one artifact from the Texas Fashion Collection:

- Group 1 – couture garment
- Group 2 – plus size garment
- Group 3 – unisex garment
- Group 4 – garment made from mass retail sewing pattern instructions
- Group 5 – Pageboy maternity clothing or maternity clothing
- Group 6 – mannequin/s

Each group may work together in completing the tasks. Feel free to talk to one another about your assignments, share ideas, and peer-critique each other’s work, especially during time designated in class to work on assignments. However, keep in mind that **each group member completes and submits their own work for an individual grade for all assignments, unless told otherwise.** No one submits work as a group.
There is also a take home, essay quiz distributed in early April. You may submit your completed quiz at any time up to the last class. The quiz is an individual assignment that draws upon all readings for the course as well as material considered and discussed in class.

Everyone has an opportunity to earn extra credit points, which consists of 0-4 points added to your final course grade. However, you may not submit work for extra credit if any of the following is true: you missed more than two classes, missed submitting any assignments, or have a grade lower than C+ as of March 3.

All told, you earn about half of the course grade during the first half of the semester, and the remainder you earn during the second half.

Outline version of due dates, assignments, and grade points

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<tr>
<th>Due date</th>
<th>Assignment</th>
<th>Grade points</th>
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<tr>
<td>Jan 17 Fri noon</td>
<td>generate 10 initial questions using class content to inquire about your group’s material, and submit these 10 questions listed from 1 to 10 in the body of your email (no attachments), in their order of importance, to <a href="mailto:Jennifer.Way@unt.edu">Jennifer.Way@unt.edu</a></td>
<td>5</td>
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<tr>
<td>Feb 1 Fri noon</td>
<td>describe your group’s artifact in 250 words or less and provide 3 questions edited from your initial 15 and submit these 3 questions listed from 1 to 3 in the order of their importance, in the body of your email</td>
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<td>Feb 15 Fri noon</td>
<td>(from week 2, Jan 21) identify 5 readings on the syllabus that are relevant to your group’s material and questions, read them, and write an annotated bibliography. 2 pages, typed, due as an attachment Feb 15, noon, as a word document attachment, to <a href="mailto:Jennifer.Way@unt.edu">Jennifer.Way@unt.edu</a></td>
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<td>March 3 Tues 9pm</td>
<td>use your artifact description, annotated bibliography, and initial questions to develop and submit an outlined answer to the assignment prompt that has a major assertion and ideas about supporting evidence and interpretations. You will submit this at the end of class as a 1-page outline, attachment.</td>
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<td>March 3 Tues 5pm</td>
<td>(from week 6, Feb 18) identify 2 readings that are relevant to your group’s material and questions that are not on the syllabus, read them and write an annotated bibliography (may involve collections, fashion collections, fashion, body, gender, identity, material culture, etc) – 1 page, typed, due as an attachment, March 3</td>
<td>5</td>
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<tr>
<td>March 17 Tues 5pm</td>
<td>create a share for TFC social media using images and text from your description, initial questions, annotated bibliography, and/or outline - instructions on exactly what you need and what is optional, will be provided in class – extra credit assignment due after Spring Break</td>
<td>xcred 0-4 points</td>
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<td>April 10 Fri noon</td>
<td>draft a paragraph of research for TFC social media using images and text from your research paper</td>
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<td>May 5 Tues 5pm</td>
<td>(Paper due May 5) -submit 750-1250 word answer – What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material? Take into account the location of your group’s material in a university-based fashion collection.</td>
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<tr>
<td>May 5 Tues 5pm</td>
<td>(quiz – from April 7- due May 5) You will receive a take-home essay quiz that you are welcome to work on in class and you may consult with the professor about any questions or concerns. You may submit your completed work at any time before and no later than the final class on May 5. The quiz will consist of questions related to all of the assigned course reading and to any material considered or discussed in class. It will ask you to demonstrate your understanding of disability as well as implications of this concept for the art world</td>
<td>15</td>
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<tr>
<td>May 5 Tues 5pm</td>
<td>Submit a paragraph of research for TFC social media using images and text</td>
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RESOURCES

Americans with Disabilities Act, US Department of Labor
https://www.dol.gov/general/topic/disability/ada

Information and technical assistance on the Americans with Disabilities Act https://www.ada.gov/

International Disability Alliance http://www.internationaldisabilityalliance.org/

International Disability Rights, World Institute on Disability
https://wid.org/world/international-disability-rights/

United States Equal Opportunity Commission, Facts about the Americans with Disabilities Act
https://www.eeoc.gov/eeoc/publications/fs-ada.cfm

UNT “Disability Awareness,” Help Yourself Campaign @ the UNT
https://guides.library.unt.edu/helpyourself/disability - good additional resources

UNT Division of Institutional Equity and Diversity https://edo.unt.edu/

UNT Lavender Graduation, Lavender Leaders, Queer Cuts, OUTfits Clothing Closet
https://edo.unt.edu/programs

UNT Multicultural Center, Student Union 335, 940-565-3424 multicultural@unt.edu

UNT Office of Disability Access, https://disability.unt.edu

UNT Pride Alliance https://edo.unt.edu/pridealliance
Student Union 372, Open Monday through Friday 8 a.m. - 5 p.m. 940.565.2589 pridealliance@unt.edu
The University of North Texas (UNT) Pride Alliance is a gender and sexuality resource center and a safe and welcoming space for all.

UNT Trans @ UNT, https://edo.unt.edu/trans-unt

Research Help at CVAD Your UNT Art Reference Librarian is Rebecca Barham: (940) 565 - 4405, Rebecca.Barham@unt.edu. It is your responsibility to know how to use the UNT Libraries and access information relevant to your coursework.

As early as possible during the semester, work with Rebecca to identify secondary and primary resources for your research paper project-- journal articles, exhibition and collection catalogs, auction records, books, encyclopedias, and databases. The earlier you begin, the more time you will have to digest what you learn and make choices in your process.

The Art Collection [of books] is now located on the 3rd floor of the Willis Library. All art books of all art disciplines are together with the rest of the humanities in one library that is open 24/7.
**Part 1 Disability, normality, the body and self**

**Week 1, January 14 - Introductions**

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?


Online through UNT Libraries, search in databases for *Oxford Reference Online*, then search using the word “disability”- read the following:


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<td>1</td>
<td>Jan 14</td>
<td>Jan 17</td>
<td>generate 10 initial questions using class content to inquire about your group’s material and submit these 10 questions listed from 1 to 10 in the body of your email (no attachments), in their order of importance, to <a href="mailto:Jennifer.Way@unt.edu">Jennifer.Way@unt.edu</a></td>
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Part 1 Disability, normality, the body and self

Week 2, January 21 – Ableism and normality

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?

We will use this class period for an introduction to the Texas Fashion Collection and to see the artefact you will work with this semester. You will not be able to handle your artefact. However, please be prepared to take photographs of your artefact to use in your assignments. You must attend the session in order to make any future requests to study your artefact. There is no makeup opportunity for this session.

5:15-6:00, groups 1, 2, 3 (19 students)
- Group 1 – couture garment
- Group 2 – plus size garment
- Group 3 – unisex garment

6:30-7:15, groups 4, 5, 6 (19 students)
- Group 4 – garment made from mass retail sewing pattern instructions
- Group 5 – Pageboy maternity clothing or maternity clothing
- Group 6 – mannequin/s

Because we will not discuss readings fully during class, you will receive a worksheet based on the readings to complete and bring to class next week. The worksheet relates to the following readings. This worksheet assignment is in addition to the assignment appearing at the end of the readings listed for class.

Online through UNT Libraries, search in databases for Oxford Reference Online, then search using the word “ableism” - read the following:


Recommended but not required


Georges Canguilham, “Introduction to the Problem,” 115-123, in Georges Canguilham, The Normal and the Pathological

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<td>2</td>
<td>Jan 21</td>
<td>Feb 15</td>
<td>Identify 5 readings on the syllabus that are relevant to your group’s material and questions, read them, and write an annotated bibliography. 2 pages, typed, due as an attachment Feb 15, noon.</td>
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What is an annotated bibliography? [https://guides.library.cornell.edu/annotatedbibliography](https://guides.library.cornell.edu/annotatedbibliography)
**Part 1 Disability, normality, the body and self**

**Week 3, January 28 – Body experience and representation**

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?


Recommended but not required


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<th>Class</th>
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<td>3</td>
<td>Jan 28</td>
<td><strong>Feb 1</strong>&lt;br&gt;Fri noon</td>
<td>describe your group’s artifact in 250 words or less and provide 3 questions edited from your initial 15 and submit these 3 questions listed from 1 to 3 in the order of their importance, in the body of your email, to <a href="mailto:Jennifer.Way@unt.edu">Jennifer.Way@unt.edu</a></td>
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<td>ongoing</td>
<td>Feb 15&lt;br&gt;Fri noon</td>
<td>(from week 2, Jan 21) identify 5 readings on the syllabus that are relevant to your group’s material and questions, read them, and write an annotated bibliography. 2 pages, typed, due as an attachment Feb 15, noon.</td>
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**Part 1 Disability, normality, the body and self**

**Week 4, February 4- Bodies and Fashion**

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?


Stephanie Thomas, *Fashion Styling for People with Disabilities*, TEDx Talk (2016) [https://www.youtube.com/watch?v=B_P9pu8gytI](https://www.youtube.com/watch?v=B_P9pu8gytI)


Kirs Laitala and Ingun Grimstad Klepp, “Dressing a Demanding Body to Fit In,” *Social Inclusion* (2019) - pdf on course wiki


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<th>Class</th>
<th>Due</th>
<th>Assignment</th>
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<td>4</td>
<td>Feb 4</td>
<td>Feb 15</td>
<td>(from week 2, Jan 21) identify 5 readings on the syllabus that are relevant to your group’s material and questions, read them and write an annotated bibliography. 2 pages, typed, due as an attachment Feb 15, noon.</td>
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<td>Fri noon</td>
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Part 2 Disability politics

Week 5, February 11- Enhancements

Students work individually outside of class; class is not meeting. You are assigned the following required reading as well as a research and reading assignment (see the end of the page).

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?


Find and read 1 article published since 2004 appearing in the online journal, Body Image. This electronic journal is available through the UNT Libraries. Find the title of the journal: https://iii.library.unt.edu/search~S12?/tbody+image/tdbody+image/1%2C75%2C81%2CB/frame+set&FF=tbody+image&1%2C%2C3. Click on Find It Jan. 01, 2004-. Under “Explore Journal Content,” click on “all issues.” At the prompt, “search in this journal,” type in a word or phrase describing the topic you want to read, such as disability, fashion, beauty, or something else. You will then receive a list of journal articles you can click on and read. Select 1 article. Be able to summarize the content in class, on paper and aloud.

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<td>Feb 11</td>
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<td>Feb 15</td>
<td>(from week 2, Jan 21) identify 5 readings on the syllabus that are relevant to your group’s material and questions, read them, and write an annotated bibliography. 2 pages, typed, due as an attachment Feb 15, noon. Submit the completed material as a word document attachment, to <a href="mailto:Jennifer.Way@unt.edu">Jennifer.Way@unt.edu</a></td>
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Part 2 Disability politics

Week 6, February 18 – Inequalities

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?


“Introduction,” 1-20, in Susan M. Schweik, The Ugly Laws: Disability in Public – pdf on course wiki

Robert Murphy, “Encounters, The Body Silent in America,” 140-158, in Ingstad and Whyte, Disability and Culture – pdf on course wiki


|   | Feb 18 ongoing | March 3 Tues 5pm | identify 2 readings relevant to your group’s material and questions that are not on the syllabus, read them and write an annotated bibliography (may involve collections, fashion collections, fashion, body, gender, identity, material culture, etc) – 1 page, typed, due as an attachment, March 3. |
Part 2 Disability politics

Week 7, February 25 – Questions of Race

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?


Cassandra Jackson, “Visualizing slavery: photography and the disabled subject in the art of Carrie Mae Weems,” in Christopher Bell, Blackness and disability: critical examinations and cultural interventions (2011)- pdf on course wiki

Elizabeth Howie, “The Dandy Victorian: Yinka Shonibare’s allegory of disability and passing,” 154-177 in Disability and Art History – pdf on course wiki

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<th>Feb 25 Ongoing</th>
<th>March 3 Tues 5pm</th>
<th>use your artifact description, annotated bibliography, and initial questions to develop and submit an outlined answer to the assignment prompt that has a major assertion and ideas about supporting evidence and interpretations. You will submit this at the end of class as a 1-page outline, attachment.</th>
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<td>ongoing</td>
<td>March 3 Tues 5pm</td>
<td>(from week 6, Feb 18) identify 2 readings that are relevant to your group’s material and questions that are not on the syllabus, read them and write an annotated bibliography (may involve collections, fashion collections, fashion, body, gender, identity, material culture, etc) – 1 page, typed, due as an attachment, March 3.</td>
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Part 2 Disability politics

Week 8, March 3 – Questions of gender

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?


Anita Silvers, Disability, 415-427, in A companion to Gender Studies– pdf on course wiki


“Sexual Orientation and Gender Identity,” Help Yourself Campaign @ the UNT Librarieshttps://guides.library.unt.edu/helpyourself/orientation-gender

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<th>8</th>
<th>March 3</th>
<th>March 3</th>
<th>photograph item and any other related items to create a working visual archive – There is nothing to turn in. This is a reminder that by this date in the semester you should have returned to the TFC to further study your artifact and document it</th>
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<td>8</td>
<td>March 3</td>
<td>March 3</td>
<td>(from Feb 25) use your artifact description, annotated bibliography, and initial questions to develop and submit an outlined answer to the assignment prompt that has a major assertion and ideas about supporting evidence and interpretations. You will submit this at the end of class as a 1-page outline, attachment, to <a href="mailto:Jennifer.Way@unt.edu">Jennifer.Way@unt.edu</a>.</td>
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<td>8</td>
<td>March 3</td>
<td>March 3</td>
<td>(from week 6, Feb 18) identify 2 readings that are relevant to your group’s material and questions that are not on the syllabus, read them and write an annotated bibliography (may involve collections, fashion collections, fashion, body, gender, identity, material culture, etc) – 1 page, typed, due as an attachment, March 3, to <a href="mailto:Jennifer.Way@unt.edu">Jennifer.Way@unt.edu</a></td>
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What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?

|   | March 10 Ongoing | March 17 | create a share for TFC social media using images and text from your description, initial questions, annotated bibliography, and/or outline – instructions on exactly what you need and what is optional, will be provided in class—this is an extra credit assignment due after Spring Break |
Part 2 Disability politics

Week 10, March 17 – Assertions

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?

Mia Mingus, “Moving Toward the Ugly, A Politic Beyond Desirability,” 137-142 in Lennard J. Davis, Beginning with Disability: A Primer (2019) – pdf on course wiki


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<td>10</td>
<td>March 17</td>
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<td>Ongoing</td>
<td>April 7 use readings from your annotated bibliography along with class notes and previous assignments, to flesh out your outline and support a major assertion with supporting evidence and interpretations, that you develop as a paper 3-5 pages in length, typed double space—treat the weeks between March 17 and April 7 as your final research time, and the time to clarify your main idea and argument</td>
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<td>19</td>
<td>March 17 (from March 10) create a share for TFC social media using images and text from your description, initial questions, annotated bibliography, and/or outline - instructions on exactly what you need and what is optional, will be provided in class – this is an extra credit assignment due after Spring Break</td>
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Part 3 Directed discussion, work, reading and presentations

Week 11 March 24 – Directed discussion, disability at CVAD

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?

We will explore the university’s understanding of disability and its resources, too, and consider what disability means for studying at CVAD

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(Paper due May 5) (from March 17) use readings from your annotated bibliography along with class notes and previous assignments, to flesh out your outline and support a major assertion with supporting evidence and interpretations, that you develop as a paper 3-5 pages in length, typed double space—treat the weeks between March 17 and April 7 as your final research time, and the time to clarify your main idea and argument.

Part 3 Directed discussion, work, reading and presentations

Week 12 March 31 – Assignments

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?

Students work individually on their own to make progress in developing their assignments.

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(Paper due May 5) (from March 17) use readings from your annotated bibliography along with class notes and previous assignments, to flesh out your outline and support a major assertion with supporting evidence and interpretations, that you develop as a paper 3-5 pages in length, typed double space—treat the weeks between March 17 and April 7 as your final research time, and the time to clarify your main idea and argument.
Part 3 Directed discussion, work, reading and presentations

Week 13, April 7– Directed reading

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?

We will read a few items on topics that students want to explore as part of the course and to help with their assignments. We will also talk in depth about the remaining assignments.

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<td>April 7</td>
<td>draft a paragraph of research for TFC social media using images and text from your research paper</td>
</tr>
<tr>
<td>April 10</td>
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<tr>
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<tr>
<td>May 5</td>
<td>(paper – from April 7 – May 5) - draft 750-1250 word answer -- What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material? Take into account the location of your group’s material in a university-based fashion collection.</td>
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### Part 3 Directed discussion, work, reading and presentations

#### Week 14 April 14 - Presentations and class work

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?

Informal presentations by members of Group1 and Group2 either about their social media assignment or paper assignment

<table>
<thead>
<tr>
<th>Date</th>
<th>Duration</th>
<th>Due Date</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>14</td>
<td>ongoing</td>
<td>May 5</td>
<td>(Paper due May 5) (from April 7) - draft 750-1250 word answer -- What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material? Take into account the location of your group's material in a university-based fashion collection.</td>
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### Part 3 Directed discussion, work, reading and presentations

#### Week 15 April 21 - Presentations and class work

Informal presentations by members of Group3 and Group4 either about their social media assignment or paper assignment

**What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group's material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?**

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Part 3 Directed discussion, work, reading and presentations

Week 16 April 28 - Presentations and class work

What questions, perspectives, and recommendations does critical disability studies or the history of disability studies raise or bring to any aspect of collecting, exhibiting, interpreting or teaching your group’s material and, more broadly, to learning about, making, teaching, studying, exhibiting, using and publishing art?

Informal presentations by members of Group5 and Group6 either about their social media assignment or paper assignment

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Title</th>
<th>Date</th>
<th>Due Date</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>16</td>
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Part 3 Directed discussion, work, reading and presentations

Week 17 May 5

Final class – three assignments are due. Listen in class for instructions on how to submit them.

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<tr>
<th>Date</th>
<th>Submission Due Date</th>
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</table>
| May 5      | May 5               | (social media from April 7 - due May 5) Submit a paragraph of research for TFC social media using images and text

Policies

Academic integrity expectations and consequences (UNT Policy 06.003)
http://policy.unt.edu/sites/default/files/06.003.pdf

ADA accommodation statement (UNT Policy 16.001)
"UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu." HTTPS://TEACHINGCOMMONS.UNT.EDU/TEACHING-HANDBOOK/DEFINITIONS-AND-Policies/UNT

American Disabilities Act
The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methods when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

Assignment policy
For all assignments, instructions are distributed prior to the due date. Some instructions are provided on paper and some instructions are provided aloud, as the spoken word. It is up to you to understand
the assignment fully and seek assistance when needed. Please speak to the professor if you are unclear about an assignment, or if you miss a deadline or. No late work is accepted. **Make up work is not available.**

**Attendance expectations and consequences (UNT Policy 06.039)**

*Each student is permitted two absences.* No written documentation is necessary, nor will any be collected. **Subsequent absences will reduce the final course grade at the discretion of the professor.** Students who habitually arrive late or leave early will be marked absent at the discretion of the professor. Note that missing class does not excuse you from an assignment due before or during class.

**Building emergency procedures**

In case of emergency (alarm will sound), please follow the building evacuation plans posted on each Floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all clear signal is sounded. Follow the instructions of your teachers and act accordingly.

**Campus Health and Safety**

Emergency: Dial 911
UNT Police: 940-565-3000
Denton Police: 940-349-8181 (non-emergency)
Denton County Sheriff’s Office: 940-349-1600 (non-emergency)
Student Health and Wellness Center: 940-565-2333
Counseling and Testing Services: 940-565-2741

**Center for Student Rights and Responsibilities**
The following statement reminds students of their rights and responsibilities within the academic community – “*Each University of North Texas student is entitled to certain rights associated with higher education institutions. See [www.unt.edu/csrr](http://www.unt.edu/csrr) for further information.*”

**Course Risk Factor**

According to University Policy, this course is classified as a category one course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.

**SCREEN POLICY [TECHNOLOGY IN CLASS]:**

Phones must be turned off unless the professor says otherwise. If your phone rings more than once during class in the classroom, your final course grade will be reduced at the professor’s discretion, you will be asked to leave class, and that class will be counted as an absence.

**NOTE:** Professor Way retains the right to change the syllabus with or without notice.