DISABILITY STUDIES CLUSTER

CO-COORDINATORS
• Margot Weiss (http://www.wesleyan.edu/academics/faculty/mdweiss/profile.html)
• Megan Glick (http://www.wesleyan.edu/academics/faculty/mglick/profile.html)

Disability Studies is an interdisciplinary field that studies the systems of classification—medical, legal, social, cultural, historical—that organize bodily and psychological difference. Scholars in Disability Studies begin from the perspective that definitions of dis/ability vary historically and cross-culturally, and that bodily norms derived from these definitions have political, social, and economic ramifications for both disabled and nondisabled people. The field explores disability as a social and historical construction, a political identity, and a lived experience.

The Disability Studies course cluster at Wesleyan highlights courses across all divisions that explore disability from a wide range of perspectives. Courses in the cluster give students an introduction to the historical origins of disability, social and scientific classifications of embodied difference, artistic and literary representations of disability, and ongoing political struggles around access, power, and normalization. New directions in Disability Studies include questions about representations of disability, and ongoing political struggles around access, power, and normalization. New directions in Disability Studies include questions about the social and historical construction, a political identity, and a lived experience.

COURSES ASSOCIATED WITH THE CLUSTER

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<tr>
<th>Code</th>
<th>Title</th>
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<td>AMST118</td>
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<td>Race and Medicine in America</td>
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<td>Politics of the Body</td>
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<td>Disability, Embodiment, and Technology</td>
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<td>AMST353</td>
<td>Health, Illness, and Power in America</td>
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<td>Developmental Neurobiology</td>
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<td>Ethics of Embodiment (FGSS Gateway)</td>
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<td>Remaking Bodies, Rethinking Social Movements</td>
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<td>Waiting: Bodies, Time, Necropolitics</td>
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<td>LANG290</td>
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<td>Neurolplasticity: How Experience Changes the Brain</td>
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<td>Research Methods in Cognitive Development and Education</td>
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RESOURCES AND LINKS

WELEXYAN UNIVERSITY LINKS
• Wesleyan Students for Disability Rights (WSDR) (https://sites.google.com/a/wesleyan.edu/wesleyan-students-for-disability-rights)
• Resources for Student Accessibility Services (http://www.wesleyan.edu/studentaffairs/disabilities)
• Faculty Guide to Accessibility Services (http://www.wesleyan.edu/studentaffairs/disabilities/Faculty)
• Graduate Student Guide to Accessibility Services (http://www.wesleyan.edu/grad/student-services/accessibilityservices.html)
• Accessible Pathways and Parking Map (http://www.wesleyan.edu/about/directions/accessibility.html)

DISABILITY STUDIES LINKS
Organizations
• The Society for Disability Studies (SDS) (http://disstudies.org)
• Association on Higher Education and Disability (AHEAD) (http://www.ahead.org)
• International research unit in Disability Studies (IDIS) (http://idis-eng.uni-koeln.de)
• World Institute on Disability (WID) (http://www.wid.org)
• Disability History Association (DHA) (http://dishist.org)
• Centre for Culture & Disability Studies (http://ccds.hope.ac.uk)

JOURNALS
• Disability Studies Quarterly
• Disability & Society
• Journal of Disability Policy Studies
• The Review of Disability Studies: An International Journal
• Journal of Literary & Cultural Disability Studies

OTHER RESOURCES:
• Academic Programs in Disability Studies (http://disabilitystudies.syr.edu/resources/programsinds.aspx)
• Disability Studies at Syracuse University (http://disabilitystudies.syr.edu)
• Centre for Disability Studies at the University of Leeds (http://www.leeds.ac.uk/disability-studies)
• The Institute on Disabilities at Temple University (http://disabilities.temple.edu)
• Annotated Disability Studies Bibliography (http://thechp.syr.edu/selected-annotated-bibliography-disability-studies-and-mental-retardation)
• Disability History Online Museum (http://www.disabilitymuseum.org/dhm)
• H-Disability email list (http://www2.h-net.msu.edu/~disabil)
• Disability-Research email list (http://www.leeds.ac.uk/disability-studies/discuss.htm)
**HISTORY**

Wesleyan’s Course Cluster in Disability Studies was a student-led initiative. In 2010, two students active in Wesleyan Students for Disability Rights (WSDR), Ariel Schwartz and Allegra Stout, approached Professor Margot Weiss to discuss strategies for increasing Disability Studies offerings at Wesleyan (see the WSDR 2010 statement of needs and goals here [https://sites.google.com/a/wesleyan.edu/wesleyan-students-for-disability-rights/statement-of-needs-and-goals](https://sites.google.com/a/wesleyan.edu/wesleyan-students-for-disability-rights/statement-of-needs-and-goals)). Working with faculty in American Studies, Anthropology, English, FGSS, History, and SISP, Prof. Weiss proposed a Course Cluster in Disability Studies to the Wesleyan faculty in late 2010. The Cluster became part of Wesleyan’s curriculum in April 2011 (see Argus coverage here [http://wesleyanargus.com/2011/04/15/disability-studies-course-cluster-added]).

In 2014, Schwartz and Stout published a research article, "'It'll Grow Organically and Naturally': The Reciprocal Relationship between Student Groups and Disability Studies on College Campuses" [http://dsq-sds.org/article/view/4253/3593], in *Disability Studies Quarterly*. The article explores the role student activism can play in developing disability studies on campus.

**EVENTS** ([http://www.wesleyan.edu/disabilitystudies/events.html](http://www.wesleyan.edu/disabilitystudies/events.html))