Feminist Disability Studies

WMNST 565 Women: Health, Healing and Medicine

San Diego State University

Spring 2024

General Course Information

Format: Upper division seminar, can also be taken by graduate students. Seminars are intended to be discussion based, with students responsible for analyzing and interpreting the assigned readings. I will give brief lectures on key concepts, and guide the discussions, but you are responsible for your learning in a seminar class.

What is this class about?

This class will introduce you to the academic field of feminist disability studies and related social movements. The class will also introduce you to critiques that have led to critical disability studies, crip of color critique, and other formations that center race and colonialism along with gender and disability. Disability studies is the academic part of what is known as the disability rights movement. Both are traced to the aftermath of World War II, which disabled millions of people and tarnished the reputation of the broadly accepted anti-disability philosophy of eugenics. In the 1960s and 1970s, organizers within the self-advocacy movement, the psychiatric survivors movement, and the movement for public accessibility, theorized some of the core concepts of disability studies, such as the social model of disability.

In 2002, what was then the *National Women's Studies Association Journal* published a special issue with the title "Feminist Disability Studies." The issue critiqued disability studies for not engaging with gender and feminist theory, and critiqued feminist theorists for not studying oppression based on disability. Drawing on feminist theories like standpoint theory – which Rosemarie Garland Thompson suggested could be renamed sitpoint theory to be more accessible – this field has been shifted from the knowledge of those who have scientific or medical expertise *about* disability, to instead center personal experiences with disability. The recent *Crip Genealogies* anthology makes the case that the term "crip," a reclamation of "crippled," is more centered on disabled people's experiences, and call for "crip theory." Crip theory has been discussed as a methodology of using disabled people's knowledges as a form of analyzing the world around us. Critical disability studies, rather than being outsider knowledge about disabled people, is instead a methodology of reading and analyzing the world through crip theory, to identify the ways that disability (and related categories such as "crazy," or "fat") is reproduced and used to oppress some bodyminds.

Although there have always been a few scholars who centered race along with disability and others who have centered disability in the global south, a new generation of feminist disability scholars have pointed out that this scholarship has been marginalized. Critical approaches center the knowledges of those who are multiply marginalized and analyze the ways in which disability

oppression is compounded by race, class, sexuality, and colonialism. Critical disability studies developed alongside activist/organizer knowledge, drawing on terms like "Disability Justice," that originated from disabled queer and trans people, and disabled people of color including Patty Berne, Mia Mingus, Leroy Moore, Eli Clare, and Sebastian Margaret in 2005. Disability justice expands out from a focus on individual discrimination and law and rights-based approaches to identifying how institutions and systems oppress disabled bodies and minds, requiring structural change for liberation. Critical scholars also shift from disability experiences in the global north to center formerly and currently colonized peoples in the global south. This transnational analysis of global movements for decolonization and anti-imperialism has been transformative to feminist disability studies. This class is being offered at an exciting time when we will get to read and discuss how this new scholarship is reshaping feminist disability studies.

Catalog Description: Relationship of women to "modern" and "traditional" health care/healing systems in historical and cultural perspective. Representations and practices regarding the politics of women's health and illness.

What will you learn?

By the end of this this course you will be able to:

- Discuss core concepts and theories of feminist disability studies; discuss the relationship between feminist disability studies and intersectional feminist analysis
- Analyze the historical development and contemporary elements of able-ism and disability oppression in the U.S. and globally
- Identify the epistemologies and methodologies used to create feminist disability studies scholarship, and apply feminist disability studies methodologies to:
    - Summarize, analyze, and evaluate the significance of feminist disability studies scholarship
    - Summarize, analyze, and evaluate the significance of disability cultural productions
- Apply the principles of disability justice to engage in an action for disability futures

What will you read?

There are no required books to purchase for this class. Links to all materials will be available on Canvas. 90% of the materials are available as eBooks through the library or online journals or blogs, with a few available only in print or as pdfs. If you can't use the pdf with a screen reader or other tech, just let me know. If you prefer to have a physical copy of the readings, here are the books that we will be reading from:

1. *Crip Genealogies*, edited by Mel Y. Chen, Alison Kafer, Eunjung Kim, and Julie Avril Minich, 2023, ISBN: 9781478019220
    a. We will read this entire book. There is an eBook version available through the library.

We will read chapters or sections from the following books:

2. *Disability Visibility*, edited by Alice Wong, 2020, ISBN: 9781984899422
    a. There is an eBook version available through the library.
3. *Decarcerating Disability*, by Liat Ben-Moshe, 2020, ISBN: 9781517904432
    a. There is an eBook version available through the library.
4. *Feminist, Queer, Crip*, by Alison Kafer, 2013, ISBN: 9780253009340
    a. There is an eBook version available through the library.
5. Skin, Tooth, and Bone: The Basis of Movement is Our People, by Sins Invalid, 2019, 2nd edition
    a. A pdf will be provided, but if you want to support Sins Invalid, you can purchase a download of a digital copy or physical book here: https://www.flipcause.com/secure/reward_step2/OTMxNQ==/65827
6. Capitalism & Disability: Essays by Marta Russell, by Marta Russell, 2019, ISBN: 9781608466863
    a. There is an eBook version available through the library.
7. *Disability and Difference in Global Contexts*, by Nirmala Erevelles, 2011, ISBN: 9781137577320
    a. A pdf will be provided. Our library does not have this book, and it is quite expensive. Which is sad, because it is a very important book.
8. *Exile and Pride*, by Eli Clare, 1999, ISBN: 9780896086050
    a. Not available as an eBook. A pdf is also available. There is a physical copy in the library, available on reserve.
9. *Care Work: Dreaming Disability Justice*, by Leah Lakshmi Peipzna-Samarasinha, 2018, ISBN: 9781551527382
    a. There is an eBook version available through the library.
10. Crip Kinship: The Disability Justice & Art Activism of Sins Invalid, by Shayda Kafai, 2021, ISBN: 9781551528649
    a. There is an eBook version available through the library.

Note on the Equitable Access program: "Equitable Access is a digital-first flat rate course materials program for all undergraduate students. This program provides each student access to all of their required course materials by the first day of class for one low rate of $22 per unit/credit." You can opt out of the program on or before the add/drop deadline. You will be opting out of Equitable Access for all of your classes, not on a class-by-class basis. Student FAQs: https://www.shopaztecs.com/t-studentfaqea.aspx.

What does the professor expect of you?

1. **Read the assigned material prior to class.** Class time will revolve around collectively working to understand the concepts presented in the assigned readings. The more you commit to devoting time each week to reading, the richer our conversation will be.
2. **Check your e-mail regularly.** Any changes to reading assignments, instructions for completing assignments, and any other announcements will be sent via the e-mail address

that if linked to your Canvas account. If you don't check your university account, you should go into Canvas and update your email settings.

3. **Regularly attend and participate in class.** Class discussion will be spent comprehending the arguments made in assigned material, analyzing and evaluating the material, and synthesizing and integrating ideas across assigned readings. It will be difficult to complete this class without attending regularly. *If you have an emergency or serious situation that requires you to miss more than 1 class period, especially if it is more than 1 week in a row, please contact me as soon as possible to discuss how to keep you on track. Please quarantine or isolate as necessary due to COVID-19 exposure or positive test.*
4. **Participate respectfully during class time.** We join the classroom from a variety of situations and from different life experiences. I ask that you make every attempt to join our class each week, and that you minimize as many distractions as can during the session. During these discussions, you will be asked to abide by some community agreements that we will create together during the first session.
5. **Complete all assignments to the best of your ability and on time.** You are responsible for keeping track of when assignments are due. **Late policy:** I am okay if you submit minor assignments (such as drafts) 1-2 days late, without penalty. Major assignments will be accepted up to one week late, reduced by 15% so that the maximum grade is a B. No late work will be accepted beyond **May 10**, due to the turnaround in grading time. *If you have an extreme and unavoidable reason preventing you from turning in your assignments on time, please contact me.*

What about COVID-19?

We are unfortunately still recovering from global pandemic which has introduced a highly contagious virus into our community. Given the continued uncertainty, and that some people live with children or immunocompromised people, or are care-givers for others, I will be as generous and as understanding as possible with you. I hope you can be as generous with me and each other. I also promise to be flexible in the face of change, and I ask you to do the same. I want to work with you to make it possible for you to finish this course. Please contact me as soon as you can to discuss any situations that come up.

As of now, you are not required to wear a mask to class, but I personally may wear a mask to class.

If you have any symptoms of a respiratory illness (even if you feel well enough to come to class) please do us all a favor and stay home until you are no longer contagious (48 hours after fever, testing negative after testing positive on a Covid test, it's been 5 days and symptoms are gone, your doctor says it's okay, etc). **If you need to stay home because you are sick, you may email me for the Zoom link.**

If you are directly exposed to someone who has tested positive for COVID-19 or another contagious respiratory illness (meaning you were indoors with someone who is now sick or tested positive for COVID, flu or RSV without masks for any length of time), the guidance is to wear a tight-fighting N95 or KN95 mask while in public for 5 full days, then take a test, and then return to unmasking

only once you have received your results back negative. If you live with someone who has a respiratory illness, please do us all a favor and wear a mask to class for a few days until you know if you caught it or not.

If you have a medical illness that puts you at high risk of serious illness from COVID-19, you are supposed to contact the Student Ability Success Center to make official arrangements (see below). If at any point in the semester you have any kind of emergency situation, whether it is COVID-19 related or not, please know that you don't have to figure it out on your own and that there are resources to support you. Please reach out.

How will you know you are learning?

Participation: 15 points (1 point for each week of class)

You will receive 1 point for each weekly activity you participate in. Some activities require homework, while others are completed fully in class, and some will be completed in groups. Make sure your name is on group assignments so that you get credit. You cannot make up in-class activities unless you have a serious and compelling reason for why you missed class.

Article Analysis: 2 for 20 points each (total of 40 points)

You will complete two article analysis papers in which you will: a) identify and summarize the main argument; b) identify the epistemology (type of knowledge) this article is written from, and evaluate the strengths and weaknesses of this type of knowledge; c) contextualize this article in the wider field of feminist disability studies by identifying connections to at least two other readings, explaining what specific concepts/keywords this article demonstrates, **and** analyze the significance of the article in the trends of feminist disability studies; and d) give your subjective response to the article, and explain why you had that reaction to the article.

Each of these papers should be 4-5 pages, for undergraduates, and 6-7 pages for graduate students. The first paper will be on the essay "Introduction: Imagined Futures" in *Feminist, Queer, Crip* by Alison Kafer. For the second analysis, you may choose one of the following articles:

- "Enabling Whom? Critical Disability Studies Now" by Julie Avril Minich (in the online journal *Lateral*, Spring 2016)
- "My Mother, My Longest Lover" by Magda García (ch. 7 in *Crip Genealogies*)
- "Integrating Race, Transforming Feminist Disability Studies" by Sami Schalk and Jina B. Kim (in the journal *Signs*, 2020)
- "Introduction" in *Crip Genealogies* by Mel Y. Chen, Alison Kafer, Eunjung Kim, and Julie Avril Minich
- "Introduction: Capitalism and the Disability Rights Movement" and "Marxism and Disability" in *Capitalism and Disability* by Marta Russell
- "Introduction: Bodies That Do Not Matter" in *Disability and Difference in Global Contexts* by Nirmala Erevelles
- "Critical Disability Studies and the Question of Palestine" by Jasbir Puar (ch. 4 in *Crip Genealogies*)
- "Filipina Supercrip" by Sony Coráñez Bolton (ch. 12 in *Crip Genealogies*)

Graduate students: if you would prefer, you can do weekly reading responses. Ten of the weeks of class you would write a 1-2 page (no less than one full page) response to the assigned readings, to be completed by Wednesday evening after class. There will either be 13 or 14 possible weeks, you need only complete 10 (for 4 points each). In your response, you should a) demonstrate very briefly an understanding of the main argument of the readings; b) discuss any critiques or questions you have about the assigned readings; and c) explain how you might use this reading in your teaching or research/projects. I highly encourage you to choose which weeks you plan to write in advance. Do not leave these assignments for the last weeks of class, when we will be busy with the paper and final project.

Cultural Analysis: 1 for 20 points

You will complete one analysis paper on a cultural production that engages in disability. Cultural production can include social media content, art, music, museum exhibits, performances, films, tv shows, podcasts, and more. In your analysis you will: a) summarize what the object is and the main themes; b) identify the epistemology (type of knowledge) this object is created from, and evaluate the strengths and weaknesses of this type of knowledge; c) contextualize this object in the field of feminist disability studies by identifying connections to at least two readings, **and** analyze the significance of the object to broader culture; and d) give your subjective response to the object, and explain why you had that reaction.

This paper should be 4-5 pages for undergrads, and 6-7 pages for graduate students. A list of cultural objects will be distributed in advance of the assignment, if you want to go off list, you must get instructor approval.

Action Project: 25 points (20 points assignment, 5 points informal presentation)

Your final project will be to design, carry out, and reflect on your own action devoted to disability justice. You may do this project individually or in a group of 2-4 total students. The purpose of the assignment is to make connections between feminist theories we study in class and feminist social action/practice, sometimes called praxis. There are a variety of ways to meet this requirement, including but not limited to the options listed here. The minimum requirement is that you devote 12 hours to this project, and that you get approval from me before starting, especially if you are proposing an idea that is not on this list. At the end of the semester, you will submit to me some kind of evidence of your project, plus a 4-page reflection on what you learned from completing this project. You will informally present on your project during the last two weeks of class (worth 5 points). Potential projects include:

- Attend 8 hours of campus, community, or virtual events that include a focus on disability or that can be interpreted through the lens of disability; write a 1-2 reflection paper on each event you analyze the accessibility of the events and/or how these events discuss disability
- Volunteer for 12 hours for a campus or community organization or project that either focuses on disability, or where you can bring disability related content or work to make existing events accessible
- Create your own action such as: create a zine, film, or piece of art; hold a film screening series; start a book club; create social media content; write an op-ed for a newspaper; organize an event that is accessible

- Write a 6-8 page research paper on a feminist disability studies related topic approved by the professor, using at least 3 academic sources
- Additional options for graduate students:
    - Design a class on disability studies or a unit for an intro class in your field that focuses on disability studies; if designing an entire class, a syllabus is sufficient, if designing a unit in a class, you should submit an outline/notes for one of the classes
    - Literature review, thesis chapter, or component of your culminating project that engages with feminist disability studies

Overall grades will be based on the following points earned:

Participation (undergrads)	15 points
Article Analysis 1	20 points
Article Analysis 2	20 points
OR grad student weekly writing	40 points
Cultural Analysis 1	20 points
Action Project	25 points
Total	**100 points possible**

A = (93-100); A- = (90-92)
B+ = (87-89); B = (83-86); B- = (80-82)
C+ = (77-79); C = (73-76); C- = (70-72)
D+ = (67-69); D = (60-66); F= (≤ 59)

Note: The overall percentage displayed in the Grade function on Canvas is misleading, and I do not recommend relying on it to tell you what your final grade will be. Instead, at any point in the course you can estimate your grade by adding up the points you have earned and compare that to the remaining points available, and divide by 100 to get more accurate percent.

Other important things to know

Students are responsible for being familiar with the university wide policies found at: https://arweb.sdsu.edu/es/catalog/GC1617/143_UniPolicies.pdf.

Content warning

A course on disability experiences means we will encounter texts discussing sexual violence and state-sponsored violence. Please reach out for support from me or the following resources if you are experiencing distress due to this content.

- Campus-based Counseling and Psychological Services, M-F 8 am – 4 pm: 619-594-5220
- San Diego Access & Crisis Phone Line available 24/7: 1-888- 724-7240
- San Diego Access & Crisis Chat Line available M-F 4-10 pm: https://svcrplv.uhc.com/sdchat/

Disability and Access Information

I invite all students to communicate their other access needs with me. If you have a campus accommodation letter, it would be helpful to get a copy as soon as possible.

If you think that you could benefit from an accommodation, even if you do not yet have a learning disability or psychiatric diagnosis, or if you are experiencing a new or temporary disability caused by injury, please contact the Student Disability Services and they will go through the process with you. Visit: http://go.sdsu.edu/student_affairs/sds/services-overview.aspx. Voice: (619) 594-6473.

Student Privacy and Intellectual Property

The Family Educational Rights and Privacy Act (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Religious Observances

According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Academic honesty

I encourage students to study together and to talk about their ideas for the assignments together. However, any work that you turn in **must be in your own words**. In order to be give credit to the ideas of others, any phrase, sentence or paragraph that is an exact copy of what somebody else wrote (or said) should be attributed to the author (or speaker) by name and include a page number. In addition, any idea from an author or theorist that you use in your work, even if it is not a direct quote, should also be attributed to that author by name. To present someone else's words as your own is considered plagiarism, whether you intended to steal their work or not.

Students who are found to be plagiarizing, whether intentionally or not, will be subject to penalty. This can include: receiving a zero on the assignment or exam, receiving a failing grade in the course overall, or being referred to student conduct.

Sexualized Violence and Reporting Requirements

All employees are required to report incidences of sexual assault and sexual harassment to the campus Dean of Students office. That means that professors and other employees who become aware of sexual assault or harassment must contact the Title IX office. HOWEVER, it would be YOUR choice to pursue any action beyond the initial report. You do not have to talk to the university at any point, even if a report is made about you. Anyone who would prefer to talk to someone confidentially about sexual assault or harassment can contact:

- Counseling & Psychological Services (see above)
- Campus-based Sexual Violence Advocate & Educator, Calpulli Center, 2nd Floor, (619) 594-0210
- Center for Community Solutions (CCS), 24-Hour Hotline: (888) 385-4657 (Bilingual)

Course Schedule

Subject to change with fair notice. Any changes will be made through an announcement in class, and also posted and distributed through Canvas.

Week/Date	*Readings/Multimedia*	*Class topic/keywords*	*Deadlines and due dates*
1		Class does not meet this week	
2 Jan 22	Faculty are expected to go on strike this week	Faculty are expected to go on strike this week – our first class meeting would not be until January 29 (please complete readings before)	
3 Jan 29	Before class: Listen to podcast: "All of Us Are Unwell" with Mimi Khúc (link on Canvas) Read from *Disability Visibility* edited by Alice Wong, read the "Introduction" and then choose 5 of the following very short essays: ● "Unspeakable Conversations" by Harried McBryde Johnson ● "The Erasure of Indigenous People in Chronic Illness" by Jen Deerinwater ● "Common Cyborg" by Jillian Weise ● "We Can't Go Back" by Ricardo T. Thornton, Sr. ● "Canfei to Canji" by Sandy Ho ● "Nurturing Black Disabled Joy" by Keah Brown ● "Why My Novel is Dedicated to My Disabled Friend Maddy" by AH Reaume ● "Six Ways of Looking at Crip Time" by Ellen Samuels	● Land acknowledgment ● Introductions ● Overview of class structure and class themes In class activity=1 point	Try accessing the books for this class. Purchase print copies if you want them. By Friday midnight: Sign into Canvas page, upload your photo and pronouns; double check your email address = 1 point **Note:** The Schedule Adjustment deadline for the registrar's office is February 2, it is the last day to add, drop or change to C/NC grading

Week/Date	*Readings/Multimedia*	*Class topic/keywords*	*Deadlines and due dates*
	• "Gaining Power through Communication Access" by Lateef McLeod • "Disability Solidarity" by Harriet Tubman Collective • "Still Dreaming Wild Disability Justice Dreams at the End of the World" by Leah Lakshmi Piepzna-Samarasinha		
4 Feb 5	Read: • "Freaks and Queers" in *Exile and Pride* by Eli Clare • "The Black Panther Party's 504 Activism as a Genealogical Precursor to Disability Justice Today" by Sami Schalk (ch. 10 in *Crip Genealogies*) Optional (but highly recommended for grad students): • "Toward a Feminist Genealogy of US Disability Rights" by Lezlie Frye (ch. 3 in *Crip Genealogies*) • "The Perfect Storm: Origin Stories of Deinstitutionalization" and "Abolition in Deinstitutionalization" by Liat Ben-Moshe (ch 1 and 2 from *Decarcerating Disability*	**Histories** Screening of film *Crip Camp* in the first half of class (if you want to watch on your own time, you can come to class at 5:30) In class activity=1 point	
5 Feb 12	• "Introduction: Imagined Futures" in *Feminist, Queer, Crip* by Alison Kafer	**Concepts and Frameworks** Guest lecture: Toni Saia	

Week/Date	*Readings/Multimedia*	*Class topic/keywords*	*Deadlines and due dates*
	• "What is Disability Justice?" and "10 Principles of Disability Justice" in *Skin, Tooth, and Bone* by Sins Invalid • "Why Palestinian Liberation is Disability Justice" by Alice Wong (blog post; link on Canvas) • "Access Intimacy: The Missing Link" by Mia Mingus (blog post; link on Canvas)	In class activity=1 point	
6 Feb 19	• Chapters 1, 2, 4, and 5 in *Crip Kinship* by Shayda Kafai	**Crip Culture** Screening of *Sins Invalid: An Unshamed Claim to Beauty* (if you want to watch on your own time, you can come to class at 4:45) In class activity=1 point	**Article Analysis 1 due by class time**
7 Feb 26	• "Enabling Whom? Critical Disability Studies Now" by Julie Avril Minich (in the online journal *Lateral*, Spring 2016; link in Canvas) • "My Mother, My Longest Lover" by Magda García (ch. 7 in *Crip Genealogies*)	**Epistemologies and Methodologies** In class activity=1 point	
8 Mar 4	• "Integrating Race, Transforming Feminist Disability Studies" by Sami Schalk and Jina B. Kim (in the journal *Signs*, link on Canvas) • "Introduction" in *Crip Genealogies* by Mel Y. Chen,	**Making Disability Studies Critical** In class activity=1 point	

Week/Date	*Readings/Multimedia*	*Class topic/keywords*	*Deadlines and due dates*
	Alison Kafer, Eunjung Kim, and Julie Avril Minich		
9 Mar 11	• "Reading Across the Grain" in *Exile and Pride* by Eli Clare • "Crip Sex and the Lust of Recognition: A Conversation with ET Russian" in *Care Work* by Leah Piepzna-Samarasinha • "Sexuality, Disability, and Madness in California's Eugenics Era" by Jess Whatcott (essay in eBook through library, link in Canvas) • "Queer History, Mad History, and the Politics of Health" by Regina Kunzel (essay in *American Quarterly*, link in Canvas)	**Sex/Gender/Sexuality** In class activity=1 point	**Cultural Analysis due by class time**
10 Mar 18	• "Introduction: Capitalism and the Disability Rights Movement" and "Marxism and Disability" in *Capitalism and Disability* by Marta Russell • "Introduction: Bodies That Do Not Matter" in *Disability and Difference in Global Contexts* by Nirmala Erevelles Optional/recommended for grad students:	**Political Economy of Disability** Guest lecture: Erika Rodriguez	

Week/Date	*Readings/Multimedia*	*Class topic/keywords*	*Deadlines and due dates*
	• "The Essential Work of Crip Resistance: Demanding Dignity in Spain's Pandemic Austerity" by Erika Rodriguez		
11 Mar 25	• "Critical Disability Studies and the Question of Palestine" by Jasbir Puar (ch. 4 in *Crip Genealogies*) • "Filipina Supercrip" by Sony Coráñez Bolton (ch. 12 in *Crip Genealogies*)	**Making Disability Global: Colonialism and Imperialism** In class activity=1 point	**Proposal for Action Project Due by class time**=1 point
Apr 1	No class – Spring Break	No class – Spring Break	
12 Apr 8	• "Antiblackness, Gender, and Fat" by Da'Shaun L. Harrison (in *The Contemporary Reader of Gender and Fat Studies*, link in Canvas) • "Disparate but Disabled: Fat Embodiment and Disability Studies," by April Herndon (journal *Feminist Formations*, link in Canvas) • "Disability Studies Gets Fat" by Anna Mollow (journal *Hypatia*, link in Canvas)	**Disability and Fat Studies** Guest lecture: Nicholas Villarreal In class activity=1 point	**Article Analysis 2 due by class time**
13 Apr 15	• "To Survive Climate Catastrophe, Look to Queer and Disabled Folks" Patty Berne	**"Disability is Natural"** In class activity=1 point Sign-up to present your action project; Accountability check-in for final projects	

Week/Date	*Readings/Multimedia*	*Class topic/keywords*	*Deadlines and due dates*
	and Vanessa Raditz (blog post, link on Canvas) • "Rhizophoria" by Natalia Duong (ch. 5 in *Crip Genealogies*) • "Disability Beyond Humans" by Suzanne Bost (ch. 6 in *Crip Genealogies*)		
14 Apr 22	• "Crips for eSims for Gaza" (blog post, link on Canvas) • "How PG&E's Power Shutoffs Sparked an East Bay Disability Rights Campaign" by Matthew Green (blog post, link in Canvas) • "Care Webs" in *Care Work* by Leah Lakshmi Piepzna-Samarasinha • "Access Suggestions" by Sins Invalid (pdf in Canvas)	**Crip Futures** In class activity=1 point	
15 Apr 29	No assigned readings	Action Project Presentations Support your classmates: showing up today = 1 point	
Finals Week May 6, 4-6 pm	No assigned readings	Action Project Presentations Support your classmates: showing up today = 1 point	**Action Project Evidence and Reflection Papers Due by final exam time**

Week/Date	*Readings/Multimedia*	*Class topic/keywords*	*Deadlines and due dates*