

ANTH 3323/5323
Disability and Difference
Fall 2021

Lecture: Wednesday 9:30 AM – 11:15 AM
MA Tutorial: Wednesday 11:30 AM – 12:15 PM
UG Tutorials: Wednesday 3:30 PM – 4:15 PM
Wednesday 4:30 PM – 5:15 PM

Instructor: Teresa KUAN, tkuan@cuhk.edu.hk, NAH 325, 3-7728
Office Hours: Friday 11:00 AM – 12:15 PM, and by appointment

Tutor: Darren FUNG



Remedios Varo, On *Homo rodans* (1959)

Disability may appear to be a brute fact, a form of difference readily apparent in a person's body or behaviour. But is this necessarily the case?

The study of disability from an anthropological perspective is in fact a study of difference, that is, how categories of difference are made and experienced. In what contexts does bodily, neurological or cognitive difference become a problem to be solved, managed, or eradicated? How do local ideas about personhood and the good life shape the way people in different societies understand disability, impairment, and debility? What does the lived experience of disability reveal about the human condition?

The study of disability from an anthropological perspective is never merely a study of a medically defined deficit. It leads instead to questions about how politics, economics, policies, social practices, moral values and the potential for human flourishing and community are co-constituted. Like other categories of difference, disability provides an occasion for questioning the normative and the hegemonic. Unlike other categories of difference, disability is a form of otherness anyone could enter into at any time.

Learning Outcomes

1. Students will acquire intellectual resources for thinking about disability and difference from a holistic and cross-cultural perspective.
2. Students will learn to contextualize seemingly universal categories and values.

GRADE DESCRIPTORS

<i>Grade</i>	<i>Criteria for 1) the course and 2) for coursework</i>
A	<p>1) Outstanding performance on all learning outcomes.</p> <p>2) The work has creatively synthesized course materials and key ideas in an original way. Observations are nuanced, the argument is logical and cohesive, the discussion is well-organized, and the writing is clear. Concrete evidence corresponds to statements and claims. The work responds directly to the assignment prompt.</p>
A-	<p>1) Generally outstanding performance on all (or almost all) learning outcomes.</p> <p>2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement.</p>
B-range	<p>1) Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.</p> <p>2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to handling complexity, building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence. Response to the assignment prompt may not be sufficient.</p>
C-range	<p>1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.</p> <p>2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence for statements and claims made. Understanding of course materials and key ideas has not been demonstrated.</p>
D-range	<p>1) Barely satisfactory performance on a number of learning outcomes.</p> <p>2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing.</p>
F	<p>1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.</p> <p>2) The work has failed respond to the assignment prompt.</p>

Required Texts

All readings will be posted on Blackboard, with the exception of *The Diving Bell and the Butterfly*, which may be purchased at the University Bookstore.

Evaluation

<i>Grade Item</i>	<i>Percentage</i>	<i>Due Date</i>
Midterm Paper	30%	October 22
Mini-research project and in-class presentation	20%	November 10
Final Paper	35%	December 13
Participation	15%	-

Paper questions and choices will be posted ahead of time.

UG students and MA students will have different requirements.

All assignments must be submitted to VeriGuide, and declarations uploaded to Blackboard.

**

NOTE: “📖” indicates required readings for both UGs and MAs, “📖📖” indicates required readings for MAs.

Week 1 (September 8): Course Introduction

☞ No readings.

Locating Humanity

Week 2 (September 15): Locating humanity in difference

📖 Patrick MCKEARNEY, “Receiving the Gift of Cognitive Disability: Recognizing Agency in the Limits of the Rational Subject.” *Cambridge Journal of Anthropology*

📖📖 Eva Feder KITTAY, “When Caring Is Just and Justice is Caring: Justice and Mental Retardation.” *Public Culture*.

Week 3 (September 22): Public Holiday

☞ No class.

Week 4 (September 29): Locating humanity in rehabilitation

📖 Jean-Dominique BAUBY, excerpts from *The Diving Bell and the Butterfly*

📖📖 Cheryl MATTINGLY, selection from *Healing Dramas and Clinical Plots*

Week 5 (October 6): Locating humanity in activism

📖 Kristin BUMILLER, “Quirky Citizens: Autism, Gender, and Reimagining Disability.” *Signs*.

安孟竹, “教室裡的希望”. 載《尋求有尊嚴的生活: 在中國城市養育自閉兒》.
(CUHK PhD thesis)

Rayna RAPP and Faye GINSBURG, “Reverberations: Disability and the New Kinship Imaginary.” *Anthropological Quarterly*.

Deconstructing “Disability”

Week 6 (October 13): The impact of technology

Gail LANDSMAN, “Reconstructing Motherhood in the Age of “Perfect” Babies: Mothers with Infants and Toddlers with Disabilities.” *Signs*.

Meira WEISS, “The Chosen Body and the Rejection of Disability in Israeli Society.” *In Disability in Local and Global Worlds*.

Tine GAMMELTOFT, “Toward an Anthropology of the Imaginary: Specters of Disability in Vietnam.” *Ethos*.

MIDTERM PAPER DUE: October 22

Guiding questions will be posted October 14, by 10:00 a.m. Paper is due October 22, no later than 11:59 p.m.

Week 7 (October 20): The local versus the universal

Aud TALLE, “A Child Is a Child: Disability and Equality among the Kenya Maasai.” *In Disability and Culture*.

Julie LIVINGSTON, “Insights from an African History of Disability.” *Radical History Review*.

Julie LIVINGSTON, selection from *Debility and the Moral Imagination in Botswana*.

Week 8 (October 27): Making states, making categories

Matthew KOHRMAN, “Why Am I Not Disabled? Making State Subjects, Making Statistics in Post-Mao China.” *In Disability in Local and Global Worlds*.

Matthew KOHRMAN, “A Biomythography in the Making.” *In Bodies of Difference: Experiences of Disability and Institutional Advocacy in Making of Modern China*.

Week 9 (November 3): Making groups in the context of corporate social responsibility

Michele FRIEDNER, “Deaf bodies and corporate bodies: new regimes of value in Bangalore’s business process outsourcing sector.” *Journal of the Royal Anthropological Institute*.

Michele FRIEDNER, selection from *Valuing Deaf Worlds in Urban India*.

Week 10 (November 10): Student Presentations

No readings.

Weeks 11 (November 17)

☞ No class. I will be away on a conference leave.

Forms of Life

Week 12 (November 24) The “social model” of disability

📖 Nora Ellen GROCE, excerpts from *Everyone here spoke sign language*.

📖📖 Xiangjun FENG, “Productivity: The Work Life of *Guazi*.” In *Accommodating the “Abnormal”*: *Intellectual Disability in a Gansu Village*. (CUHK MPhil thesis)

📖📖 Tom SHAKESPEARE, “The Social Model of Disability.” In *The Disability Studies Reader*.

Week 13 (December 1): The life not wanted

📖 Tine GAMMELTOFT, “Beyond Knowledge: Everyday Encounters with Disability” In *Haunting Images: A Cultural Account of Selective Reproduction in Vietnam*.

📖📖 安孟竹, “永恆的懸浮”. 載《尋求有尊嚴的生活: 在中國城市養育自閉兒》.

FINAL PAPER DUE: December 14

📝 Guiding questions will be posted December 3, by 5:00 p.m. Paper is due December 14, no later than 11:59 p.m.