

Disability Studies 303: The Mad Turn

Professor Brady James Forrest
Email: bf459@georgetown.edu
Second Main Session, July 8-August 9
Monday-Thursday, 1:10-3:05pm
Carbarn 306

Course Description

“Disability studies” describes a diverse array of projects, located primarily in the humanities but speaking to and with the social sciences, that challenge the ways in which “normalcy” and “abnormalcy” have been deployed to conceptualize physical and mental difference. Speaking back to medical models of disability that would position people with disabilities as only objects of knowledge, disability studies considers not only how disability functions symbolically in culture but also how people with disabilities have themselves been shapers of culture.

This course offers a survey of psychiatric disability with a focus on mania and depression with histories of madness and sanity serving as a larger backdrop that informs our current moment. We will examine a wide variety of texts in order to pose a series of overlapping questions: what languages does our culture provide us for thinking about disability and how have those languages shifted over time? How does psychiatric disability complicate the seeming divide between the medical and social modes of disability? How gender, sexuality, and race complicate both representations and the lived experience of those with psychiatric disability? How have discourses of sympathy, compensation, and accommodation been deployed to constrain or empower people with disabilities? How do people experiencing mania and depression talk back to systems of power and offer different understandings of the world? How does disability studies challenge our current sense of what it means to live in a multicultural society?

Learning Goals

Students will:

1. Be able to identify the larger fields of women and gender studies, queer theory, critical race theory, and disability studies that inform and constitute what has become to be known as the mad turn.
2. Improve critical reading skills across different genres and forms.
3. Improve writing skills by writing papers of various forms.
4. Learn about and better understand minoritized communities while engaging in critical discussions with peers.

Office hours and Emails

Office Hours: TBA, ICC 456

Office hours are a chance for you to get help on assignments or readings; go over materials covered in class; and ask any class related questions. I *strongly* encourage you to take advantage of office hours especially leading up to papers. I tend to not check emails after 6pm or over the weekend. Before emailing please be sure to double check the syllabus.

Required Texts

All required reading will be posted and made available through Canvas and the films are on varied streaming services though there may be a need to rent/buy some. My goal is to have this course be as economically accessible as possible.

Course Requirements

Course Completion: Failing to complete and turn in any one of the course requirements will result in a failing or incomplete grade for the course, incompletes are only given for extenuating circumstances. In the event that our course moves to a Double A grading policy all students will receive at least an A- pending course completion.

Attendance: You are allowed an unlimited number of excused absences and two unexcused absences. An absence is considered excused only after you've spoken to me about the cause for your absence and I have excused it.

A general rule is that if you choose to be somewhere other than class then the absence is not excused, if you do not have a choice or larger outside powers are preventing you from attending then the absence is excused once you've talked with me. You will never need to produce a doctor's note to excuse an absence.

Active Participation: This is a discussion based seminar style class so active participation is expected. In class we will cover and clarify the reading, introduce new material, and have discussions about the materials and assignments so your participation is crucial to your success. Everyone learns differently and has different approaches to a classroom setting and it is our collective responsibility to ensure that everyone can engage with the class not only in ways that are comfortable but in ways that push our comfort zone so we can grow as young scholars. If you must miss a class session, it's your responsibility to learn what happened in class and to obtain any of the materials distributed that day. Your presence, the frequency of your participation, the quality of your comments and questions, and any in class work all factor into your participation grade.

In Class Presentation: Once during the semester each student will give a brief five minute presentation on the material for that day that includes a summary of main concepts and guiding questions to help direct that day's discussion. You will create a handout to accompany it.

Discussion Posts: Discussion Post: You are responsible for posting 10 times to the Discussions tab on Canvas at least 24 hours before the start of class. Each response is worth 1% of your grade and should be at least 250 words. I strongly encourage you to check and see what your peers have posted before coming to class. I highly recommend getting into the habit of this early, so that you don't have to play catch up at the very end. Your response can be formatted as bullet points, full sentences, whatever, but must meet the word count and include three things:

1. A couple words about how you felt while you were reading or viewing the material for the day.
2. List three key terms that you see as central to the materials for the day. Define each in your own words.
3. A pair of quotations from the text that are important to the reading and/or that were especially engaging or thought provoking to you with a brief explanation (a sentence or two) of why you chose them. The quotations do not count towards your 250 words. getting into the habit of this early, so that you don't have to play catch up at the very end.

Response Paper: You will write a 3 page response paper due Friday each week that summarizes and attends to the content for the week. The response is your time to identify tensions within the materials to offer a reading of primary source material using the secondary source materials.

Grade Rubric: The following is a general rubric for how I evaluate **all graded** assignments.

- An A—Exquisite work that is nuanced and takes risks. Makes a clear, supported argument that goes beyond the obvious to make unexpected connections. Challenges the reader to see the topic differently. Obviously required great effort and thought on the part of the student. “A” grades are earned, not freely given.
- A B—Well-written and/or argued work that demonstrates a clear understanding of the material and thoughtful analysis. May struggle with one of the following: organization/structure, supporting evidence, and generalizations. Demonstrates potential for growth and significant effort.
- A C—Fulfills the basic requirements of a given assignment, but does not exceed them. Makes an argument, supported by evidence, but not a particularly nuanced one. Writing is adequate but not elegant. Bare minimum of effort.
- A D—Fails to meet the full requirements of the assignment (including page length). Makes an unconvincing and/or unsupported argument. Draws on generalizations and opinions.
- An F—Unacceptable, incoherent, or otherwise incomplete.

Grading

Discussion Post	10%
In Class Presentation	15%
Response Paper	50%
Participation	25%

Final Grade Rubric

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F <59%
A 93-96%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92	B- 80-82	C-70-72%	D- 60-62%	

Required Texts

ISBN: 978-0679763307

Author: Kay Redfield Jamison

Title: An Unquiet Mind: A Memoir of Moods and Madness

Publisher: Vintage

ISBN: 978-1555978273

Author: Esmé Weijun Wang

Title: The Collected Schizophrenias

Publisher: Gray Wolf Press

ISBN: 978-0-8021-1118-0

Author: Randall Kenan

Title: A Visitation if Spirits

Publisher: Grove Press

Course Schedule

Note: This schedule is subject to change during the course of the semester.

Week 1

Monday, July 8, 2024

Syllabus Day

Tuesday, July 9, 2024

An Unquiet Mind, Kay Redfield Jamison

Wednesday, July 10, 2024

“Introduction” from *Mad at School*, Margaret Price
Madness Keyword

Thursday, July 11, 2024

An Unquiet Mind, Kay Redfield Jamison

Week 2

Monday, July 15, 2024

“Compulsory Able-Bodiedness and Queer/Disabled Existence,” Robert McRuer

Tuesday, July 16, 2024

SKAM Season 3, Julie Andem

Wednesday, July 17, 2024

“It’s not gay, nor bad, it’s SSAD:’ Queerness and Masquerade” J Logan Smilges
(<https://cjds.uwaterloo.ca/index.php/cjds/article/download/426/670>)

Thursday, July 18, 2024

SKAM Season 3, Julie Andem

Week 3

Monday, July 22, 2024

“Listening to the Subject of Mental Disability: Intersections of Academic and Medical Discourses” from *Mad at School*, Margaret Price

Tuesday, July 23, 2024

The Collective Schizophrenias, Esmé Weijun Wang

Wednesday, July 24, 2024

“Brain Fog: The Race for Cripistemology,” Mel Y. Chen

Thursday, July 25, 2024

The Collective Schizophrenias, Esmé Weijun Wang

Week 4

Monday, July 29, 2024

“The Bodymind Problem and the Possibility of Pain,” Margaret Price

Tuesday, July 30, 2024

“The ‘Madman’ Is Back in the Building,” Zack Mcdermott

“Even When I’m Psychotic, I’m Still Me,” Susanne Antonetta

Wednesday, July 31, 2024

“Introduction: Mad Futures: Affect/Theory/Violence,” Leon Hilton, Tanja Aho, Liat Ben-Moshe

Thursday, August 1, 2024

“Neuroqueer Literacies; or, Against Able-Reading,” J Logan Smilges

Week 5

Monday, August 5, 2024

A Visitation of Spirits, Randall Kenan

Tuesday, August 6, 2024

“Mad is a Place,” LaMar Jurelle Bruce

Wednesday, August 7, 2024

A Visitation of Spirits, Randall Kenan

Thursday, August 8, 2024

A Visitation of Spirits, Randall Kenan

Additional Course Information

Classroom Community: The subjects covered in this class are diverse and may cause a wide range of reactions from your or your peers. As young scholars it is our responsibility to respect people’s emotional and intellectual reactions to material, create and maintain a space for rigorous proactive discussion on the material, and learn from one another. We should strive to be curious and generous.

Academic Integrity: Not crediting your sources properly is a serious matter. If you plagiarize, you will (at the very least) fail the course. See the Georgetown Honor System website for

guidelines about what constitutes plagiarism and how to avoid it:

<http://gervaseprograms.georgetown.edu/honor/system/53377.html>. Note that in all matters I expect you to observe the Georgetown honor pledge: *To be honest in every academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Access: Everyone learns best differently and our bodily needs are not all the same. You do not need permission to leave the class to ensure your bodily needs are met. If you have any access needs please let me know as soon as possible. I am not able to give trigger/content warnings given the wide breadth of potentially triggering content the class covers. If there is something I should know that would ensure you are able to engage with any given class or topic please let me know within the first two weeks of class. If anything changes during the semester that impacts your ability to engage and learn please let me know if you are comfortable doing so. Some of the texts presented in this course are explicit in their treatment of sex, of bodies, of violence. Students not inclined to work with explicit material are strongly encouraged to find a course that suits them better.

Accommodations: If you have a documented disability and need accommodations please let me know as soon as possible so you can receive adequate accommodations. If you have an undocumented disability that you think may impact your ability to fully engage with the course but are unaware of how to get documentation or are wary or opposed to documentation please also let me know. More information can be found at the Academic Resource Center (<https://academicsupport.georgetown.edu/disability>) or (<http://guarc.georgetown.edu/disability/accommodations>).

Due Dates: All assignments and readings are due on the date listed in the syllabus. Normally an assignment's grade will be lowered by a third of a grade (C+ to C, A- to B+) for every calendar day it is late. Late Discussion posts or Instaquer posts are not accepted except under extraordinary circumstances.

Title IX: Please know that while I am a faculty member who is committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault, please keep in mind that **I am a mandated reporter** which means that university policy requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct.

These resources include:
Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Jennifer Wiggins, MA
Sexual Assault Specialist, Counseling and Psychiatric Services (CAPS)
(202) 687-8932
jmw322@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at
<http://sexualassault.georgetown.edu>.

Writing Center: Writing can be difficult but approaching it as a process rather than a single event will make it easier and more rewarding. I encourage you to visit the Writing Center (217 Lauinger) and talk with one of the Center's trained tutors. While you will always be solely responsible for class writing you submit in this class and while the Center's tutors won't do your work for you, tutors can talk you through any stage of your writing process, from brainstorming a thesis and organizing your thoughts to revising, editing and proofreading. To set up an appointment, visit <http://writingcenter.georgetown.edu>.

Written work: All written work should be 12-point Times New Roman font, double-spaced, with 1 inch margins, and follow Chicago Style Citations. It must bear your name, course number, and date and have a title (no cover page needed).