

## FEMINIST DISABILITY STUDIES

Professor Monica J. Casper  
GWS400/500, Fall 2014  
T/Th 11 AM – 12:15 PM  
Engineering 311

*“Feminist disability theory’s radical critique hinges on a broad understanding of disability as a pervasive cultural system that stigmatizes certain kinds of bodily variations. At the same time, this system has the potential to incite a critical politics.”*  
– Rosemarie Garland-Thomson

*“Unsightly defined itself differently for a woman than a man.”* – Susan M. Schweik

*“Gender reaches into disability; disability wraps around class; class strains against abuse; abuse snarls into sexuality; sexuality folds on top of race...everything finally piling into a single human body. To write about any aspect of identity, any aspect of the body, means writing about this entire maze.”* – Eli Clare



Claire Cunningham

### CONTACT INFORMATION

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Office location: 110 GWS, 925 N. Tyndall Avenue  
Classroom location: [ENGR 311](#)

### COURSE DESCRIPTION

Feminist disability studies is an interdisciplinary field of inquiry, specifically a collaborative enterprise between *feminist studies*, which highlights vectors through which social relations and bodies are gendered and sexed, and *disability studies*, which focuses on the ways socio-medico-legal discourses and practices construct impaired or non-normative bodies as disabled. Both feminist studies and disability studies emerged out of mid twentieth-century political projects emphasizing identity formation, social justice, and collective action. Intellectually, both fields

address questions about subject formation and difference, power and social control, bodies and embodiment, subjugated knowledges and liminal ways of knowing, human rights and political agency, and medicalization and normalization. Feminist disability studies is kin to and stands alongside other critical identity-based scholarship aimed at social justice, including for example queer theory, critical race and ethnic studies, transgender studies, and fat studies.

This course explores a range of theoretical approaches to feminist disability studies, with critical and sustained attention to race, class, gender, sexuality, and embodiment. Substantive topics include performances of disability/disability as performance; biomedical interventions to ‘prevent’ disability including reproductive justice concerns; geographies and institutional spaces of disability; war, violence, and militarization and their contribution to producing disabled bodies; the politics of ‘disfigurement’ and facial repair; prosthetic technologies, disability, and disease; masculinity, sport, and disability including the celebrity ‘supercrip’; intersections of disability studies with transgender studies and fat studies; historical and contemporary politics of ‘madness’; and social movements and coalition building.

Through reading, intensive in-class discussion, guest instructors, site visits, and completion of coursework, students will attain knowledge of feminist disability studies as a field while also learning about a variety of issues and topics of concern to scholars and activists working in this area. Students will have the opportunity to explore new frontiers of their own engagement with ‘disability’ and/in related fields of knowledge and practice.

## **COURSE READINGS**

All articles and materials not in the required texts are linked within the syllabus to external sites or posted on D2L. Required and recommended books have been ordered from the UA Bookstores and Antigone Books (a local bookstore on 4<sup>th</sup> Avenue).

### **Required Books**

Hall, Kim Q. (ed.). 2011. *Feminist Disability Studies* (Indiana University Press)

Kafer, Alison. 2013. *Feminist Queer Crip* (Indiana University Press)

Talley, Heather Laine. 2014. *Saving Face: Disfigurement and the Politics of Appearance* (NYU Press)

### **Recommended Books**

Clare, Eli. 1999. *Exile and Pride: Disability, Queerness and Liberation* (South End Press)

Dunn, Katherine. 1983. *Geek Love* (Vintage)

McRuer, Robert & Anna Mollow (eds.). 2012. *Sex and Disability* (Duke University Press)

Palacio, R.J. 2012. *Wonder* (New York: Knopf).

Russo, Harilyn. 2013. *Don't Call Me Inspirational: A Disabled Feminist Talks Back* (Temple)

## COURSE ASSIGNMENTS

1. **Class participation.** We will be covering a great deal of intellectually demanding material in this course and attempting to engage it as fully as possible; your committed engagement is crucial. Active participation—that is, not just showing up, but being prepared to discuss the readings and ideas and actually discussing them—will be worth 10% of your final grade.

10 points	Perfect attendance; high-quality contribution every class meeting
9 points	Enthusiastic, well-prepared participation at least 14 times
8 points	Thoughtful and reasonably prepared at least 12 times
7 points	Adequate verbal/written engagement at least 10 times
6 points	Semi-attentive, minimally participatory at least 8 times
5 points	Disinterested, uncommunicative presence at least 6 times
4 points	Distinterested, uncommunicative presence at least 4 times
3 points	Distinterested, uncommunicative presence at least 3 times
2 points	Distinterested, uncommunicative presence at least 2 times
1 point	Distinterested, uncommunicative presence at least 1 time
0 points	Never showed up

2. **Critical Responses.** You will write two critical responses in this class, with each response worth 10% of your final grade, for a total of 20%. By “critical response,” I mean a 2-3 page engagement with a reading, a set of readings, or a concept/idea from the readings. I’m not looking here for a summary of a theorist’s ideas, but rather your *critical* assessment, engagement, and interrogation of the material. What (and who) you choose to focus on is up to you, but if you need some guidance in selecting and/or organizing your thoughts, I’m happy to help. A few guiding questions: How do the readings you choose innovate or expand our ideas about disability, disability justice, and/or feminism? What insights do these materials give us towards proceeding with intersectional analysis and praxis? How do the theorists/ideas/readings remain entangled with ways of thinking that reify ableism, sexism, and other systems of domination? Where do we go from here? In other words, what ideas, projects, interventions emerge from these ideas, and from your own? The critical responses will be due on D2L or via email (no hard copies, please) on the following days: **#1 due September 25th** and **#2 due October 30th**. The responses should be typed, double-spaced, and submitted in MS-Word (for ease of in-text editing/grading). I’m indifferent to what formatting style you use (e.g., Chicago Manual, APA, MLA, etc.), but whatever you choose please be *consistent* throughout.
3. **Discussion Posts.** Five times during the semester you will be asked to engage with your colleagues in discussion on D2L. I will post a question (or set of questions), typically on Thursday, to which you will respond online within a week by the following Thursday. (The one exception is Thanksgiving week, when the discussion will close the Tuesday after the holiday.) Each set of responses will be worth 6%, for a total of 30% of your grade. A grading rubric for discussion posts can be found at the end of this syllabus. One of these posts will take the form of a group assignment – namely, thinking and talking collectively through ways to make the course more accessible.

4. **Critical Book Review.** Each student is required to submit a critical book review in this course, worth 40% of your grade; this is your “final” paper. For undergraduate students enrolled in GWS-400, the review should be 8-10 pages; for graduate students enrolled in GWS-500, the review should be 10-12 pages. You may review one of the following four books: Katherine Dunn’s *Geek Love*, Harilyn Russo’s *Don’t Call Me Inspirational*, Eli Clare’s *Exile and Pride*, or R.J. Palacio’s *Wonder*. (I’m willing to entertain suggestions for other books, but I need to have read them in order to evaluate your work.) By ‘critical,’ this means that you will not simply summarize the book, but rather engage the book’s themes and ideas through an analytical lens, drawing extensively on ideas, theories, and theorists from class. Fundamentally, you’ll be asking: What does this book have to offer to feminist disability studies, and why? Your review should be typed, double-spaced, and submitted in MS-Word (for ease of in-text editing/grading). I’m indifferent to your formatting style (e.g., Chicago Manual, APA, MLA, etc.), but whatever you choose please be *consistent* throughout. Reviews will be **due Friday, December 12th** via email or D2L.

### GRADING AND ASSIGNMENT STANDARDS

Class Participation	10%
Critical Response #1	10%
Critical Response #2	10%
Discussion Post #1	6%
Discussion Post #2	6%
Discussion Post #3	6%
Discussion Post #4	6%
Discussion Post #5	6%
Final Project	40%
Total	100%

#### *Grading scale:*

- A = 90% and higher
- B = 80-89.9%
- C = 70-79.9%
- D = 60-69.9%
- E = less than 60%

Also see: <http://catalog.arizona.edu/policies/984/grade.htm>

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at <http://catalog.arizona.edu/2014-15/policies/grade.htm#I> and <http://catalog.arizona.edu/2014-15/policies/grade.htm#W> respectively.



Frida Kahlo paints her body cast

## WEEK 1: THEORIZING DISABILITY I

**Tuesday, 8/26**

Introductions • Administrative Business • Course Overview

Read:

Mia Mingus, 2010, "[Reflecting on Frida Kahlo's Birthday and the Importance of Recognizing Ourselves for \(in\) Each Other](#)"

Eddie Ndopu, 2012, "[Able Normative Supremacy and the Zero Mentality](#)," *The Feminist Wire*

View in Class: [Democracy Now! interviews disability justice activists](#), 2010

**Thursday, 8/28**

Read:

Erving Goffman, "Selections from *Stigma*," in Lennard Davis (ed.), *The Disability Studies Reader*, 2<sup>nd</sup> ed., posted on D2L

Tobin Siebers, "Disability in Theory: From Social Constructionism to the New Realism of the Body," in Lennard Davis (ed.), *The Disability Studies Reader*, 2<sup>nd</sup> ed., posted on D2L

Kim Q. Hall, "Reimagining Disability and Gender through Feminist Disability Studies," in Hall (ed.), pp. 1-10

## WEEK 2: THEORIZING DISABILITY II

**Tuesday, 9/2**

Read:

Rosemarie Garland-Thomson, "Integrating Disability, Transforming Feminist Theory," in Hall (ed.), pp. 13-47

Suggested viewing: Rosemarie Garland-Thomson, [Disability Matters Lecture](#)

Monica J. Casper and Heather Laine Talley, "Feminist Disability Studies," in *Blackwell Encyclopedia of Sociology*, 2<sup>nd</sup> ed., posted on D2L

Mia Mingus, 2010, "[Intersectionality is a Big Fancy Word for My Life](#)"

**Thursday, 9/4**

Read:

Alison Kafer, *Feminist, Queer, Crip*, read pp. 1-24

Alison Piepmeyer, Amber Cantrell, & Ashley Maggio, 2014, "[Disability Is a Feminist Issue: Bringing Together Women's and Gender Studies and Disability Studies](#)," *Disability Studies Quarterly* 34(2)

Anna Mollow and Robert McRuer, "Introduction," in *Sex and Disability*, pp. 1-34

Listen: "[Race and Disability](#)" on KPFA

## WEEK 3: PERFORMING DISABILITY

**Tuesday, 9/9**

Read:

Ellen Samuels, "Critical Divides: Judith Butler's Body Theory and the Question of Disability," in Hall (ed.), pp. 48-66

Dea Busk Larsen, 2014, "Creating Disability: Invisible Bodies and Public Space," *Hysteria* 3, posted on D2L

Michelle Diament, 2010, "[Can Disability Be Sexy?](#)"

Visit: [Sins Invalid](#)

D2L: Discussion #1 will be posted



Oakland-based multimedia artist Lisa Bufano dances with stilts she made herself.

**Thursday, 9/11**

Read:

Andrea Shea, 2013, "[Remembering Lisa Bufano, a Dancer Who Found Beauty in Amputation](#)"

Ginger Murray, 2013, "[Performance Artist Lisa Bufano: In Remembrance](#)"

Ann M. Fox and Joan Lipkin, "Res(Crip)ting Feminist Theater through Disability Theater: *Selections from the DisAbility Project*," in Hall (ed.), pp. 287-309

Visit: [The Gimp Project](#)



**The Gimp Project**

## WEEK 4: PREVENTING DISABILITY

**Tuesday, 9/16**

Read:

Sharon Lamp and W. Carol Cleigh, "A Heritage of Ableist Rhetoric in American Feminism from the Eugenics Period," in Hall (ed.), pp. 175-189

Mia Mingus, 2008, "[On Claiming My Movement: Disability and Reproductive Justice](#)"

View on Own: [CBS clip](#) on prenatal testing

D2L: Discussion #1 will be closed

**Thursday, 9/18**

Professor Casper out of town: No class!

Read:

Sujatha Jesudason and Julia Epstein, 2011, "The Paradox of Disability in Abortion Debates: Bringing the Pro-Choice and Disability Rights Communities Together," *Contraception* 84, posted on D2L

Alison Piepmeier, 2012, "[On Choosing to Have A Child with Down Syndrome](#)"

Alison Kafer, *Feminist, Queer, Crip*, read pp. 25-85

D2L: Discussion #2 will be posted

## WEEK 5: SPACES & PLACES

**Tuesday, 9/23**

Read:

Karen Elizabeth Jung, "Chronic Illness and Educational Equity," in Hall (ed.) pp. 263-286.

Mia Mingus, 2010, "[Wherever You Are Is Where I Want To Be: Crip Solidarity](#)"

Tour: The DRC with Sue Kroeger and Amanda Kraus (Ellie Wood will help coordinate)  
1224 E. Lowell Street (near 6<sup>th</sup> and Highland)



**Thursday, 9/25**

Read:

Sarah Jaquette Ray, 2009, "Risking Bodies in the Wild: The 'Corporal Unconscious' of American Adventure Culture," *Journal of Sport and Social Issues* 33, posted on D2L

Alison Kafer, *Feminist, Queer, Crip*, read pp. 129-148

Due: Critical Response #1

D2L: Discussion #2 will be closed

<b>WEEK 6: "DISFIGUREMENT" I</b>
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**Tuesday, 9/30**

Read:

Heather Laine Talley, *Saving Face*, pp. 1-46

Suggested viewing: "[Acid Attack Survivors](#)" and [Tormented Over Their Looks?](#)

**Thursday, 10/2**

Read:

Heather Laine Talley, *Saving Face*, pp. 47-105

Suggested viewing: [Homeless Veteran's Extreme Makeover](#)

<b>WEEK 7: "DISFIGUREMENT" II</b>
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**Tuesday, 10/7**

Read:

Heather Laine Talley, *Saving Face*, pp. 106-178

Suggested viewing: "[World Journey of Smiles](#)" and "[A Face in Progress](#)"

**Thursday, 10/9**

Read:

Heather Laine Talley, *Saving Face*, pp. 179-208

Suggested Viewing: “[Fabian](#)”

D2L: Discussion #3 will be posted

<b>WEEK 8: TECHNOLOGIES</b>
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**Tuesday, 10/14**

Read:

Alison Kafer, *Feminist, Queer, Crip*, read pp. 103-128

**Thursday, 10/16**

Read:

Audre Lorde, 1980, *The Cancer Journals*, “Breast Cancer: Power vs. Prosthesis,” posted on D2L

Allucquère Rosanne Stone, 1994, “Split Subjects, Not Atoms: or, How I Fell in Love with My Prosthesis,” posted on D2L

D2L: Discussion #3 will be closed



**Murderball**

## WEEK 9: "SUPERC RIP"

**Tuesday, 10/21**

Read:

Kurt Lindemann and James L. Cherney, 2008, "Communicating In and Through 'Murderball': Masculinity and Disability in Wheelchair Rugby," *Western Journal of Communication* 72(2), posted on D2L

View in Class: *Murderball* (first half)

**Thursday, 10/23**

Read:

Alison Kafer, *Feminist, Queer, Crip*, read pp. 86-102

Eddie Ndopu, "[Oscar Pistorius: Salvaging the Super Crip Narrative](#)" *The Feminist Wire*

View in Class: *Murderball* (second half)

## WEEK 10: SIGNATURE WOUNDS

**Tuesday, 10/28**

Read:

Dan Morrison and Monica J. Casper, "[Intersections of Disability Studies and Critical Trauma Studies: A Provocation](#)," *Disability Studies Quarterly* 32(2)

**Thursday, 10/30**

Read:

Jennifer Terry, 2009, "Significant Injury: War, Medicine, and Empire in Claudia's Case," *WSQ* 37, posted on D2L

Due: Critical Response #2

## WEEK 11: GENDER / RACE / WAR I

**Tuesday, 11/4**

Read:

Nirmala Erevelles, “The Color of Violence: Reflecting on Gender, Race, and Disability in Wartime,” in Hall (ed.), pp. 117-135

Jennifer James, “Gwendolyn Brooks, World War II, and the Politics of Rehabilitation,” in Hall (ed.), pp. 136-158

**Thursday, 11/6**

Read:

Serlin, David, “The Other Arms Race,” in Lennard Davis (ed.), *The Disability Studies Reader*, 2<sup>nd</sup> ed., posted on D2L

View in Class: [Alive Day Memories](#)

D2L: Discussion #4 posted



Dawn Halfaker, in *Alive Day Memories*

## WEEK 12: GENDER / RACE / WAR II

**Tuesday, 11/11**

No class – Veteran’s Day

**Thursday, 11/13**

Guest Instructor: Professor [Salih Can Aciksoz](#), School of Middle Eastern and North African Studies

Read:

Salih Can Aciksoz, 2012, "Sacrificial Limbs of Sovereignty: Disabled Veterans, Masculinity, and Nationalist Politics in Turkey," *Medical Anthropology Quarterly*, posted on D2L

D2L: Discussion #4 will be closed

<b>WEEK 13: FAT / TRANS / DISABLED I</b>
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**Tuesday, 11/18**

Read:

Mia Mingus, 2011, "[Changing the Framework: Disability Justice](#)"

April Herndon, "Disparate but Disabled: Fat Embodiment and Disability Studies," in Hall (ed.), pp. 245-262

**Thursday, 11/20**

Read:

A. Finn Enke, 2012, "The Education of Little Cis," in *The Transgender Studies Reader*, posted on D2L

D2L: Discussion #5 will be posted

<b>WEEK 14: FAT / TRANS / DISABLED II</b>
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**Tuesday, 11/25**

Read:

Eli Clare, 1999, "Stones in My Pockets, Stones in My Heart," from *Exile and Pride*, posted on D2L

Jasbir K. Puar, 2014, "Disability," *TSQ* 1(1/2), posted on D2L

**Thursday, 11/27**

No class –Thanksgiving break.

<b>WEEK 15: “MAD”</b>
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**Tuesday, 12/2**

Read:

Elizabeth J. Donaldson, “Revisiting the Corpus of the Madwoman: *Further Notes toward a Feminist Disability Studies Theory of Mental Illness*,” in Hall (ed.), pp. 91-113

Merri Lisa Johnson, 2013, “[Label C/Rip](#),” *Social Text*, October 24.

D2L: Discussion #5 will be closed

**Thursday, 12/4**

Read:

Anna Mollow, 2013, “[Mad Feminism](#)” *Social Text*, October 24.

Seth Farber, 2012, “[Szasz and Beyond: The Spiritual Promise of the Mad Pride Movement](#)”

Visit: [The Icarus Project](#)

<b>WEEK 16: MOVEMENT(S)</b>
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**Tuesday, 12/9**

Read:

Theo Yang Copley, 2011, “[What Disability Justice Has to Offer Social Justice](#)”

Mia Mingus, 2012, “[On Collaboration: Starting with Each Other](#)”

Eddie Ndopu, 2013, “[Musings from a Queercrip Femme Man of Color](#)” *Black Girl Dangerous*,

Alison Kafer, *Feminist, Queer, Crip*, read pp. 149-169

**Friday, 12/12 (by midnight)**

Due: Critical Book Review



## **CLASSROOM BEHAVIOR**

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper, or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. These codes and policies may be read here:

<http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>

<http://policy.web.arizona.edu/disruptive-behavior-instructional>

<http://policy.web.arizona.edu/threatening-behavior-students>

## **ATTENDANCE POLICY**

The UA's policy concerning Class Attendance and Administrative Drops is available at:

<http://catalog.arizona.edu/2014-15/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: [http://uhap.web.arizona.edu/chapter\\_7#7.04.02](http://uhap.web.arizona.edu/chapter_7#7.04.02)

### **LATE WORK POLICY**

As a rule, work will not be accepted late except in case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

### **USE OF PERSONAL ELECTRONICS**

Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to some learners. Therefore, people who prefer to use electronic devices for note-taking during class should seek to minimize disruption to those around them. If you plan to record any part of the seminar, you must obtain permission from all participants.

### **GENERAL RESPONSIBILITIES FOR COURSE PARTICIPATION**

You are expected to “show up”—physically and intellectually—and to be prepared to participate in the seminar. You should attend class regularly, do the assigned reading when it is assigned, turn your written work in on time, and actively join in discussions.

For some students, participating verbally in semi-public discussions with your peers and instructors may feel difficult. Nevertheless, you are expected to conscientiously engage with assigned course materials, to express your positions and reactions to the best of your ability, to be respectful of others who might differ with you, and to trust that you are entitled to the same respect from others. Use the space of the university classroom to think freely and deeply, and to practice your skills for addressing the substantive issues involved in things you learn about and perhaps feel passionately about.

### **ACCOMMODATION**

It is the University’s goal and mine that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to establish reasonable accommodations. If course assessments, assignments, physical layout, or materials are inaccessible or present barriers to participation, I am happy to redesign, as I strive to create a learning environment that is inclusive. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.



## **ACADEMIC INTEGRITY AND DISCIPLINARY ACTIONS**

Students are encouraged to share intellectual views and freely discuss the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. This code may be accessed here:

<http://deanofstudents.arizona.edu/codeofacademicintegrity/>

## **ADDITIONAL RESOURCES FOR STUDENTS**

UA Non-discrimination and Anti-harassment policy:

<http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2014-15/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

## **CONFIDENTIALITY OF STUDENT RECORDS**

As required by law under the Family Educational Rights and Privacy Act of 1974 (FERPA), student records are confidential. This law and its applicability to your educational records may be accessed here: <http://www.registrar.arizona.edu/ferpa/default.htm>

## **SUBJECT TO CHANGE STATEMENT**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

## DISCUSSION BOARD GRADING RUBRIC

The discussion board is worth 30% of your overall grade in this class. The rubric below explains in some detail how your contributions will be graded. I will let you know when the discussion forum will begin and end so you can plan your engagement. At the end of each discussion, I will review all of your posts and evaluate them based upon quantity, quality, and other factors. Each of these criteria is rated from 0-6 points, and your average score from all three will determine your final points for the assignment. Remember that each of the five discussion boards is worth six points (or 6%) total.

	<b>6 – Excellent</b>	<b>4 - Good</b>	<b>2 - Fair</b>	<b>0 – Not Very Good at All</b>
<b>Quantity of Posts</b>	3 or More	2	1	0
<b>Quality of Posts</b>	Ideas examine topic from a new perspective that contributes to group understanding of topic, effectively questions or meaningfully elaborates on the topic, shows good understanding of the readings or films. Student “wrestles with the course material” - clearly adds to our understanding of an issue by posing new questions, or calling our attention to new, relevant sources.	Posts show clear engagement with the material, add meaningfully to discussion, raise original questions without necessarily offering entirely new approach	Posts are not fleshed out sufficiently, do not reference the material, do not respond to tenor of question(s)	Posts are superficial, show little thought, show little engagement with other students, little understanding of readings or films. Posts add little or nothing to the discussion.
<b>Other Factors: Timeliness, Grammar, Etiquette, etc.</b>	Posts are grammatically correct, well structured, courteous, and respond to other posts in a timely manner. Student responds directly to previous posts or explains how their post is relevant to the current dialogue. NOTE: when referring to posts by other students, use their first name.			Rude posts – using all CAPS, over-use of slang, inappropriate language, demeaning posts, critical of other contributions without providing a good argument, contributes so late that no one can consider or respond to the posts. Irrelevant posts that confuse the dialogue.