

Perspectives from the Graeco-Roman World

by Brendan Lynch

We live in a society which, if it no longer tends to regard its disabled either as portents or as objects of amusement, continues to view them as a problem, the curing of which is their final elimination. There are no easy answers to the issues raised here, almost all of which demonstrate our inalienable kinship with the past. Inasmuch as we still equate Truth with Beauty and Beauty with Truth, we lie in direct descent from our classical forebears.

—Robert Garland, *The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World*, p. 182

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“Portents” or “objects of amusement”: according to the social historian Robert Garland, that is how disabilities were generally represented in art and literature from the Graeco-Roman world. Regarding deformities as bad omens sent by the gods or as freakish sources of entertainment, the ancient Greeks and Romans tended to understand and respond to a deformed person as something less than human, a curse or an offense against nature to be excluded from the life of the community.

Interestingly, the Greeks and Romans had a god with a disability, Hephaistos (Vulcan to the Romans), who was crippled in both legs. As in the ancient representations of disabled and deformed humans, Hephaistos/Vulcan is given magical and artistic powers, but at the same time he is also mocked as a cuckold and treated as a source of amusement, being marginalized in the pantheon and subordinated to other Olympian gods (Garland, pp. 61-3; 79-82; 113-4).

The comparatively homogeneous and ethnocentric societies of Greece and Rome showed little tolerance for people with marked physical or mental differences, promoting instead an ideal of human perfection as a matter of ethnic pride and as a support for their militaristic goals. From Homer’s *Odyssey* on, we see a pattern of equating human deformity with savagery, barbarism, and monstrosity, locating deformed



individuals at the remote edges of the inhabited world, far from the normalizing influence of civilization (Garland, pp. viii-ix). Marked physical differences were feared as threats to the workings of a well-ordered society, and deformed individuals were sometimes used as scapegoats in religious rituals of expiation (Garland, pp. 23-7).

The cultural ideal of bodily perfection is articulated explicitly by the second century CE Greek medical writer and physician, Soranos, who wrote a chapter about “How to recognize a newborn child that is worth raising” in his treatise *Gynecology*:

[the child in question] should be perfect in all its parts, limbs and senses, and have passages that are not obstructed, including the ears, nose, throat, urethra and anus. Its natural movements should be neither slow nor feeble, its limbs

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Director's Corner

by Peggy Church



Welcome back to 2007! I hope your winter break was rejuvenating and you are now ready for a great start to the new quarter. This time of year reminds me of when I was an undergraduate student-- I always enjoyed the smell of new books! Unfortunately I am also reminded that I came from a high school that provided me with very little preparation for the study strategies required at a university, especially one on the quarter system. It took me quite a while to figure out what worked well for me and my grades suffered. I think this is why I have always enjoyed teaching study skills. I don't want others to suffer as I did.

Our newly redesigned DRC website (thanks to Program Services Coordinator, Karen Keen!!) has some great links to some very valuable resources for student success. One of my favorites is the Muskingum College/Center for Advancement of Learning/Data-base. It includes general strategies for successful learning as well as content-specific suggestions.

<http://www.muskingum.edu/~cal/database/general/>

The DRC website also has tips for developing a time management plan. The start of the new quarter is the ideal time to set up a plan if you don't already have one. If you think it will take up too much of your time, please reconsider. It is guaranteed to save you from wasting time during the quarter, and you will feel more in control of your life. One of the most frequent comments heard from upper division students is, "I wish I had practiced managing my time much sooner!!"

You can find time management tips and other resources by going to the Disability Resource Center website at www2.ucsc.edu/drc. Click on "About Us" → "Services" → "Resources for Student Success" → "Other Helpful Tools."

I sincerely hope that finding and/or using your individualized time management plan is one of your New Year's resolutions. The DRC service coordinators (Barbara, Karen and I) are available to discuss such a plan with you if you would like some suggestions.

Best wishes for a well organized winter quarter!

~ Peggy



The Story of Anna

by Sally Lester



Anna Madan is a single mother of two children who transferred to UCSC in September 2003. Her significant business experience in the electronics industry sparked her interest in a degree in Business Management Economics. But the challenges of being a student parent were compounded by her inability to adequately hear the instructors in her classes, as she had developed conductive hearing loss.

The Disability Resource Center provided an Assistive Listening Device and a note taker during her first quarter. Surgery improved her hearing, and she is grateful that a large portion of the surgical costs was paid by her student health insurance. She attributes her 3.9 GPA to a number of support services on campus including Child Care Services which her daughter attended, the Alumni Association from whom she received a \$2,000 scholarship, Learning Center tutoring, Counseling and Psychological Services, and Services for Transfer and Re-Entry Students (STARS) advisers and tutors.

About her experience at UCSC

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Leadership Opportunities with CCCIL!

By Anji Buckner

The Central Coast Center for Independent Living (CCCIL) is a not-for-profit community organization dedicated to advancing and promoting the civil rights of people with disabilities. CCCIL's mission is to promote the independence of people with disabilities by supporting their equal and full participation in community life. CCCIL provides advocacy, education and support to people with disabilities, their families and the community.

Over the past year CCCIL has been developing specialized programs and services for youth and young adults with disabilities. These services include: leadership & advocacy, independent living skills, and transition support. View this information online at: <http://www.cccil.org/YouthTransition.htm>

Leadership & Advocacy

Leadership: For the first time, CCCIL is offering youth and young adults **an opportunity in leadership through an advisory group**. Advisory group members will 1) Help inform current and future young adult activities and projects; 2) Participate and lead advocacy and awareness projects; and 3) Assist in the development and maintenance of a community resource guide.

Advocacy: Currently there are two advocacy projects, one specifically for young women to learn about public policy and identify

issues that are important to them; and the second group, open to both young women and men, will survey the accessibility of local transportation and healthcare facilities. Participants of both groups will attend workshops on advocacy and surveying. Groups will report what is learned to the community in a way that is determined by group members, but may include print media, radio, or Internet.

Leadership & Advocacy group members will be an eclectic blend of youth and young adults with all types disabilities aged 16-30. The groups will begin meeting the first part of 2007. For more information or to get involved contact **Anji Buckner, abuckner@cccil.org 462-8720.**

Independent Living Skills

For the past year CCCIL has been offering community and school-based workshops on independent living skills (ILS) for youth and young adults with disabilities. Past workshops have included topics such as: Nutrition, Physical Activity, Community Resources, Decision-Making, Budgeting, Advocacy, and Disability Awareness. Workshops are informal and educational, and use a variety of teaching and group methods to discuss issues deemed important by the group. If you are interested in learning more about ILS workshops to attend or to become a peer leader/facilitator please contact Anji Buckner, abuckner@cccil.org 462-8720.

Transition Support

CCCIL staff provides one on one peer support and advocacy to individuals transitioning from high school to college, work, or community living. Staff will also provide IEP (Individualized Education

more information or to meet with a CCCIL staff member, please contact us at 462-8720.

*We
Appreciate
You!*



We would like to take this opportunity to acknowledge and thank **MARY SILVER**, Professor of Ocean Sciences. She has taught at UCSC for over 30 years. Despite her demanding teaching and research workload, she has always shown a willingness to work with DRC staff to ensure that appropriate in-class disability accommodations are arranged. She has consistently demonstrated a dedicated and accessible approach to teaching, taking an active interest in her students' best chance for academic success. Thank you Professor Silver!



Call for Nominations!

If you know of faculty, staff or student employees who have demonstrated exceptional contributions toward disability accessibility and awareness on the UCSC campus, express your appreciation by nominating that person for recognition. Fill out the nomination form at the Disability Resource Center office or simply send us an e-mail at drc@ucsc.edu

Ask the DRC



by Valerie Steward

How do I request a notetaker?

In order to receive class notes from a notetaker you must have a disability-related need for this service. To receive class notes from the beginning of the quarter, you must submit a Service Request Form (SRF) to the DRC during the first three weeks of class. If you request a notetaker after the third week, you will receive notes from the date you submit the request. Meet with your coordinator if there are extenuating circumstances warranting exceptions.

If there is a notetaker already assigned to a class, the DRC will give you the notetaker's name and contact information.

How do I get in touch with my notetaker?

After submitting the Service Request Form you will receive the notetaker's name and contact information in your packet. **Be sure to contact the notetaker right away** either by phone or email. Make sure that you communicate the following information with your notetaker:

- Exchange full names, phone numbers and email addresses.
- Arrange a consistent time and place to pick up the notes.
- You must pick up your notes regularly, at least once a week.
- **If you drop the class please notify both the DRC and the notetaker right away.**

If there is no notetaker for my class, what should I do?

If a notetaker has not yet been assigned to your class, for confidentiality, you may ask the professor to make an announcement in class without identifying you by name. You may also make the announcement yourself and then refer an individual to the DRC office to apply. Announcements should include the following information:

- It is a paid position.
- Anyone interested needs to contact the DRC right away.
- The DRC typically hires only one notetaker for each class.

Please keep in mind that notetaking services are designed to supplement your class attendance, not to replace it.

Exciting New Winter Class! CMPE 80A

“Assistive Technology and Universal Access”

- The physiology and psychology of disability.
- Diversity and integration.
- Political battles and legislation.
- Assistive Technology for an independent life.
- Accessibility in the city, at home, and in the workplace.
- The principles of Universal Design.

Fulfills GE requirement T7:
Natural Sciences or Social Sciences
Instructor: R. Manduchi,
manduchi@soe.ucsc.edu

Are You Using Books on Tape or CD?

Get a head start by contacting your professors early by phone or email to inquire about your booklists.

If you are unable to reach your professors regarding your booklists:

1. Check with the Baytree Bookstore to see if they're selling your books for the quarter. You should be looking for the titles, authors, and ISBN numbers for each book.

2. Use this information to search for your books on the RFB&D website at: www.rfbd.org

3. Check with RFB&D first before making arrangements to have your books read to tape or scanned. Those using books on tape/CD should already be members of RFB&D.

4. If your books are not available on RFB&D, please contact the Adaptive Technology Coordinator at the DRC as soon as possible so she can get a head start on getting you the help you need for the new quarter.

If you have any questions or concerns, please don't hesitate to call or email **Angela Holleman, Adaptive Technology Coordinator** at: adhellem@ucsc.edu or **831-459-3225**

The Mystery of Sudden Hearing Loss

by Karen Keen

There is an unsolved mystery in Santa Cruz, and it doesn't involve the Mystery Spot. According to local doctors, our town has a higher than average rate of Sudden Hearing Loss. And, no one knows why.

A few years ago, America learned about Sudden Hearing Loss through celebrity talk-show host, Rush Limbaugh. Inexplicably, he became deaf in both ears. Four months later, having made no recovery, he underwent surgery for cochlear implants (a sort of ear prosthesis).

Sudden Hearing Loss seems to be the result of an autoimmune inner ear disease. The immune system attacks the ear, resulting in neural damage. Deafness can occur in a matter of minutes or hours—suddenly, out of the blue, and with no apparent health problems. Those struck have 24-72 hours to receive treatment in hopes of regaining hearing. Oral steroids, especially Prednisone, and shots directly into the ear are the usual regimen. Some gain their hearing back; some, like Limbaugh, do not.

I am no stranger to Sudden Hearing Loss. About 18 years ago, after a snow ski trip and a persistent cold, I began to experience rapid loss in my right ear. Doctors in those days were not as familiar with Sudden Hearing Loss. Believing I had only a “plugged” ear, they gave me ineffective decongestants. I am now permanently

deaf in my right ear (Interestingly, I already had hearing loss in both ears from birth as a result of a hereditary condition).

Today, years later, I fight to keep the hearing in my remaining ear. In the past 12 months, I have gone through three rounds of Prednisone on three different occasions. I keep an extra stash at home, just in case. Responding immediately is crucial to any hope of saving hearing.

I am not the only Santa Cruzan I know who has been hit with Sudden Hearing Loss. Last year, a friend and (then) fellow UCSC staff member, woke up one morning with no hearing in her left ear. Trials of steroids were not effective, and she remains deaf in that ear.

Fortunately, despite the unusual and mysterious occurrence of Sudden Hearing Loss in Santa Cruz, it is still quite rare. However, 22 million Americans suffer from various types of hearing loss, and many of us will develop this disability at some point in our lives—whether from listening to loud music or simply the natural effects of aging.

Hearing loss can be a frustrating and painful experience. Helen Keller, who was both deaf and blind, commented that it was her deafness, and not blindness, that cut her off from people. Our ears are the key to communication, and with that, connectedness to others.

Whether with friends, family or those within our UCSC community, there are steps all of us can take to help those with hearing loss. Here are a few tips to keep in mind:

* Face people when you talk, making sure nothing is in front of your mouth; many rely on lipreading.

* As mom always said, don't talk with your mouth full—or for that matter with gum.

* Speak up and speak clearly, but don't yell or exaggerate enunciation.

* Have conversations in quiet areas with little or no background noise.

* Be willing to repeat yourself. We hard of hearing folk cringe at, “Never mind.”

* Try rephrasing or using different words. Some terms, because of their consonants, are easier to understand than others.

* If all else fails, grab a pen and paper.

And most of all, give people the gift of patience. Who knows, someday you may need that patience in return.

Exam Date Change?

If you receive test accommodations and your professor announces a change in the exam date, be sure to contact the department assistant to let them know. These department assistants are working hard to find you rooms and proctors. Help them, and yourself, to provide the most optimal testing experience.

...Anna continued from page 2

Anna said, "I needed the life experience and responsibility of work and parenting to be successful in school. You appreciate school more when you've had to struggle to get here. Now that I'm a senior, I realize that a bachelor's degree is just a drop in the bucket. UCSC has connected me with the world beyond mine. I can make a huge difference in the world because I was given the opportunity for higher education.

"I want to be the first college graduate in my family and a role model for my children. I want to be there for my children. I want them to get the tools to get ahead in life, to expand and understand the possibilities." Anna graduated with a BA in Business Management Economics in fall, 2005 and her family and children celebrated her success. Anna is currently employed by the accounting firm of Ernst and Young.

During her student years at UCSC Anna was very involved with STARS, participating in panel discussions and representing STARS to incoming and prospective students, as well as receiving services and joining STARS activities. This coming winter quarter activities available to transfer and re-entry students at STARS include writing mentoring through the WRITE (Writing and Reading Intensive for Transfer Excellence) program; dinner with faculty in the Natural Sciences and Engineering for students in those majors; workshops on Managing the Quarter's Fast Pace, Raising Your Social I.Q.,

and Finding Funds for Projects Outside the Classroom. The highlight of the quarter will be STARS' 23rd Annual Dessert Extravaganza. For more information on STARS, call us at 459-2552 or visit us at the ARCenter.

Need a Lift?

Do you have a disability that makes getting to campus a challenge? Do you have a mobility impairment preventing you from using standard Metro bus services? While the UCSC Disability Van Service does not operate off campus, Santa Cruz County has its own version of a disability van, ParaCruz, for eligible riders. For more information on disability transportation options with the Metro, contact **John Daugherty at 423-3868 or jdaugher@scmtd.com**

Meet Brendan!

If you call the Disability Resource Center, you will likely hear the voice of Brendan Lynch, our new Reception Manager. Brendan joined us this past summer, replacing Valerie Steward (Valerie is now our Office Manager).

The DRC is excited about having Brendan on-board. He has already been a great asset to our office in the short time he has been with us. Brendan was raised in Santa Cruz before he headed off to Nashville, Tennessee to attend Vanderbilt University. He majored in Human and Organizational Development and minored in Film Studies.

Prior to coming to the DRC, Brendan was traveling around the world. He served in the Peace Corps for two years in the Federated States of Micronesia and the Republic of Palau, teaching elementary school, working with disadvantaged and at risk youth as a coach and mentor, and building a community library on the island of Tonoas.

Brendan enjoys creative writing, reading, and scuba diving.

Be sure to check out Brendan's front page article in this edition of our newsletter. And, most of all join us in welcoming him to the wonderful world of the DRC!

Don't Forget!!!

Last Day to Add/Drop or apply for part-time is January 25th

Last Day to Withdraw from a class is February 16th

Need Tutoring? Contact the Learning Support Services at: 459-4333. LSS has a new web-site:

www2.ucsc.edu/lss/

The Math Department also offers drop-in tutoring. Check them out at:

www.math.ucsc.edu

Need a writing and research mentor? Are you a transfer or re-entry student?

Contact STARS at:

<http://stars.ucsc.edu/>

Take Note of This!



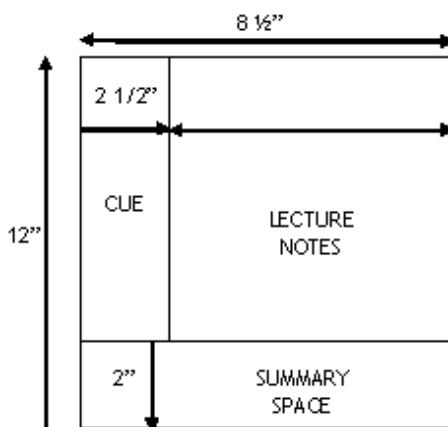
by Peggy Church

Did you know that reviewing classroom notes as soon as possible after lecture will greatly help you retain the information? Whether you take your own notes or use supplementary notes from a note taker...if the pages are not reviewed until just before the mid-term exam-- you will have lost the information and have to re-register it all over again!!

One popular note taking organizational tool is the Cornell Note taking System. Below is a quick overview:

1. Use binder paper and binder for this system.
2. Draw a vertical line down the paper to divide the left-hand Cue Column, and the right-hand Lecture Notes. (About 2.5 inches from the left.)
3. Save the bottom two inches of paper for the Summary Space.

(See Figure Below)



4. During class—record information only in the Lecture Notes area, and only on the front side of the paper.

5. Leave blank areas where you are unsure. Ask questions in class or get clarification during instructor/TA office hours.

6. Within 24 hours, if possible, review and recite from the notes. Use the Cue Column to write study questions, key terms, theorems, etc.

7. In the Summary Space, reduce your page of notes into a one or two-sentence summary or create a mnemonic trick.

8. Quiz yourself during weekly reviews. Remove notepapers from binder and spread them on a table in sequential order. Line them up so you can see only the Cue Columns (see Figure 2). Check answers in Lecture Notes.

To see examples and read more information about note taking, check out the:

**Muskingum College
Center for Advancement
of Learning website:**

<http://www.muskingum.edu/~cal/database/general/notetaking.html>

Slug Club

Slugs with Learning Challenges, SLC, is the only student organization on campus that is registered to help bring awareness and tolerance to people with learning disabilities. The purpose of the organization is to educate our peers, professors and TAs about what it is like to have a learning disability, to provide support for students who have learning disabilities, and to generate an overall awareness to eliminate stereotypes.

S.L.C. will serve those with learning disabilities as well as anyone who interacts with students with learning disabilities and other learning challenges.

For any comments, concerns and questions, contact us at via e-mail:

slc.ucsc@gmail.com

LEAD-ER: verb:
to guide in direction, course, action or opinion

AD-VO-CA-CY: noun:
process to bring about change

Check out a fantastic opportunity to develop leadership and advocacy skills, meet people, learn about the community, make a difference, and add to a resume. Participants will receive a modest stipend for their time.

Contact: **Anji Buckner** with CCCIL at abuckner@cccil.org or 462-8720

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should bend and stretch, its size and shape should be appropriate, and it should respond to external stimuli (2.6.5; quoted from Garland, p. 14).

The operating cultural assumptions appear to have been that “an individual’s life must serve a useful social function” and that bodily imperfections apparent at birth would make it less likely for that ideal to be realized (Garland, p. 14).

In working toward the ideal of perfection, Greeks and Romans practiced exposure of deformed babies, regarding them as signs of the gods’ ill will toward the parents (Stiker, pp. 42-3). The family’s response was not to kill deformed babies but to leave them in the wild for the gods to decide their fate (Stiker, p.39). By exposing imperfect offspring to the elements, the family rationalized the practice as a kind of atonement to the gods, in effect returning a bad omen to nature (Stiker, pp. 39-40). Sometimes, as in the case of Oedipus (who was born with a deformed foot), the gods intervened and the baby would survive (Garland, p.13). At Sparta, infant exposure was also a tool of eugenics, as Spartan society was essentially militaristic, and its main goal was to reproduce the best soldiers possible to serve the state (Garland, p. 14; Stiker, p. 40).

Greeks and Romans usually made a distinction between bodily malformations (e.g., clubfeet, webbed hands, extra or fewer digits) and sensory impairments (blind, deaf, impaired in vocal or mental capacity), and they tend-

ed to regard individuals in these two general categories differently (Stiker, p. 41). While physically malformed individuals were regularly represented and treated as monstrosities and bad omens to be feared, some people with sensory or mental impairments were recognized as being channels of more valued messages from the gods.

In ancient texts and art, a blind or “mad” person was sometimes represented as possessing a special gift such as magical powers, prophecy, musicality, or poetic talent. For example, Plato linked madness with poetic and prophetic talent coming from divine possession; Oedipus acquired visionary powers after he blinded himself; the blind Teiresias had prophetic and magical powers in Homer and Greek dramas; a blind bard named Demodokos appeared in the *Odyssey*; and there is a legend that Homer himself was blind (Stiker, pp. 43-5; Garland, pp. 33, 61 ff., 81, 100ff., 162ff.).

In a passage about blindness and deafness as partly positive gifts from the gods, Cicero speaks of “the pleasures of darkness and silence that cannot be enjoyed by those who see and hear” (Stiker, p. 41). In some cases of mental or sensory impairment, which often are not noticed or do not originate at birth, the ancients seem to have applied a theory of compensation or redemption, “linking god-given talent to deformity,” a viewpoint Garland relates to “the pessimistic Greek belief that unqualified good fortune is granted to no one” (p. 99). In other cases, however, people with sensory or mental impairments, like those with bodily malformations, were not respected for their gifts but treated as objects of pity, scorn, or ridicule (Garland, pp. 2-3).

In conclusion, it is interesting to look at the subject of disability from a historical perspective, to encounter some of the sources of prejudicial attitudes toward the disabled, and to see how

deeply rooted and long standing that prejudice is. The ancient cultures that have given us a legacy of humanism, democracy, philosophy, and great art and literature could also be cruel, even brutal, especially when their military needs and cultural ambitions were threatened. Ancient influences have shaped attitudes towards disability through many centuries of Western civilization. More positive and constructive views of disabled people are a relatively new phenomenon, with some seeds in the eighteenth and nineteenth centuries, but taking root only after World War I and most especially in the late twentieth century (Stiker, chapters 4-6). When we consider the subject of disability historically, it is clear that very old and powerful forces must be reckoned with and that there is still a lot of work to do--and undo.

REFERENCES:

Robert Garland, *The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World* (Ithaca, NY: Cornell University Press, 1995).

Henri-Jacques Stiker, *A History of Disability*, translated by William Sayers (Ann Arbor: The University of Michigan Press, 1999).

Family Village Website, online links on Disability History:
<http://www.familyvillage.wisc.edu/general/history.html>