Course Syllabus

Course Rationale:

Disability and persons with disabilities have been with us throughout the history of humankind. This course has been developed to familiarize students to disability as a component of the diverse tapestry of society. Historical disability conceptualizations and issues will be discussed. Contemporary and merging explanations of disability in contemporary society and culture will be explored.

Course Description:

Disability, Culture, and Society (DC&S) has been developed as the first course of its type at Eastern Washington University. In the spirit of other diversity type courses offered through programs such as Women’s and Ethnic Studies departments, DC&S approaches disability as a component of diversity in society. It is anticipated this course will become the anchor course of the eventual ‘Disability Studies’ certificate program at EWU. Models of conceptualizing disability will be explored and their places in society evaluated. Diverse types of disabilities will be discussed. A combination of strategies will be employed to maximize the learning experience. These include lecture, class discussion, films, guest lectures, and student reports of activities and findings.

Course Objectives:

Students will have successfully completed this course when they have demonstrated knowledge of the following:

1. Models of conceptualizing disability.
2. Laws and policies aimed at protecting disability and other classes of people.
3. Diverse descriptions, explanations, and justifications for actions relative to persons with disabilities.
4. Historical, contemporary, and emerging beliefs about disability and persons with disabilities in society.
5. Conceptualizations of culture and the emergence of disability culture.
6. The reciprocal relationships of disability and persons with disabilities in society historically and contemporarily.
7. The role of disability in modern vs. post-modern society.
8. Similarities and differences between diversity, devaluation and oppression, and minority and majority identity.
9. Reasonable accommodation and universal access as societal constructs and goals.
10. Reasonable accommodation

Grading:

1. Attendance & Participation: Attendance and active participation are critical components of a shared learning experience in this course. Students are expected to come prepared to class to discuss readings, present activities, and provide feedback to colleagues and the instructor. Note: More than two absences in the quarter will result in the drop of one full grade. (10% of total grade.)

2. Disability Interview: Interview a person with a disability about life with a disability. Discuss the following issues, and then write a 2 page (approximately) paper about your interview.
   a. The age the person acquired the disability and how that influenced perception of their disability.
   b. Societal perceptions, including positive reactions, stereotypes and/or prejudices the person has experienced. (Do they fit those in Chapter 1 of the M & S book?)
   c. Life with a disability, including positive, neutral, and negative implications.
   d. Any personal or professional insights you gained from the interview.

   Grading criteria: 1) How well written (20%), 2) How well topics covered (60%), 3) Insights/or lack thereof (20%).
   (15% of the final grade. Due October 10)

3. Thought Papers: Five “thought papers” of approximately one type written & double spaced page, will be assigned. These will be given at the end of class sessions to be completed for discussion the next week. Topics will be decided in class. Papers will be graded on a +, /, -, 0 scale. (25% of total grade. To be completed throughout the quarter)

4. Social-Environmental Study: Students in pairs are to complete environmental assessments relative to the experience of visible disability in a societal setting. Each student will ‘assume’ an impairment with a companion observing; and each student will also act as an observer of a colleague.

Examples of possible activities include:
- Using a wheelchair, take a roundtrip Spokane- Cheney bus excursion with a stop to buy food.
- Going on a grocery shopping trip using grocery store wheelchair to purchase at least 5 items, including items on shelves inaccessible to sitting persons.
- Using a walker, visit a shopping mall. Initiate conversations requesting service from at least three sales persons.
- Using a wheelchair or walker, go to a clothing store and try on clothes using a dressing room.
- Ask for at least two job application forms without using your voice. You may write requests/ communicate using paper and pencil.
Each student will then prepare a 3-5 page written report on your activities and observations as person with an impairment and as observer with an emphasis on the social implications. In addition, student pairs will jointly develop and present a class report, including a media presentation (e.g. photos, power point) and handouts of the experience. The report should include elements such as:

- Description of the activities
- Implications of the impairment
- Implications on the environment/interactions for people with the impairment
- Reactions of others
- Observations about access and/or accommodation
- Personal reactions and learning

(25% of grade. Due November 7. One half of grade will be based on the joint class presentation; one half on the individual paper.)

5. Environmental/Universal Access Survey: Choose an element of the environment and social world (e.g. education, print media, television, retail community, public buildings, city streets) and assess issues of access relative to disability and at least one other element of diversity (e.g. sex, race, religion, sexual orientation). Consider the following:

1. How the environment is set up for those with typical characteristics and those with atypical characteristics (e.g. bathroom access for women and disabled persons, job application requirements, public school curricula, websites).
2. The philosophy underlying your element of study (e.g. affirmative action, reasonable accommodation, universal design, universal education access, exclusion) used relative to the design and implementation of the issue you are studying.
3. How diversity is perceived/portrayed and how those with diverse characteristics shape the environment you are studying.

Prepare a report on your study and findings that contains the following elements.

1. Class presentation (with handouts) including an articulation of the issue/problem, your observations and findings, and recommendations.
2. A 3-5 page report to be turned in to the instructor and that can be shared with those who would benefit from your findings. The report should include: a) statement of the issue or problem; b) methods of collecting information and your observations; c) findings, and d) recommendations.

(25% of grade. Due November 5.)

**Textbooks & Readings:**


Other readings will be assigned throughout the quarter.
Universal Access

Every effort will be provided to make this class universally accessible. Though “reasonable accommodation” is the legal right of people with disabilities, this course is designed to be universally accessible for students regardless of individual categorization. Students with needs for alternate learning materials or strategies must inform the instructor in order for access to be arranged adequately and promptly.

Notes on Classroom Responsibilities, Plagiarism and Other Issues

Standards for Classroom Behavior: To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share responsibility for creating a civil and non-disruptive environment. Students are expected to conduct themselves at all times in this course in a manner that promotes, and is non-disruptive to teaching and learning. Instructors are responsible to take necessary steps when student behavior disrupts the classroom environment. Instructors are authorized to remove a disruptive student for a single class session in which such behavior becomes continuous and/or serious and may also begin disciplinary proceedings. (See the Student Conduct Code or Director of the Office of Student Rights & Responsibilities.) Violations of the disciplinary code may result in serious sanctions such as suspension or dismissal. In addition, instructors have the right to limit classroom discussion in order to meet the educational objectives of class sessions.

Below are examples of unacceptable disruptive classroom behavior:

- Monopolizing class discussion
- Rude, disrespectful, contemptuous, or offensive language, posturing, or gestures
- Aggressive, hostile, or confrontational language, posturing, or gestures
- Sleeping
- Chattering, gossiping, or disruptive talking
- Excessive or disrespectful lateness
- Engaging in unrelated tasks
- Interruptions caused by cell phones, pages, beepers, and other electronic devices
- Unexcused exiting, or premature preparing to exit class

Nothing in this section is meant to curtail legitimate on-topic classroom discussion and debate that is conducted in a civil and respectful manner. Academic dialogue is encouraged and is enhanced by these norms of civil behavior. These expectations for civil behavior also apply to interactions and correspondence outside the formal classroom setting.

Plagiarism

Plagiarism is the use of the words or ideas of other people without giving appropriate credit. Only information that is widely available from a variety of sources, otherwise known as common knowledge, can be used without giving credit. Examples of common knowledge include historical items such as “George Washington was the first President of the United States,” geographic data such as “Canada is located on the continent of North America,” a commonly known fact such as “Gary Locke is
Washington’s current governor,“ or a fact that everyone in the profession knows, such as “A CPA is a certified professional accountant.”

If you use the words or ideas of other people without giving appropriate credit, plagiarism has occurred REGARDLESS OF WHETHER YOU INTENDED TO PLAGIARIZE. “Cutting and pasting”, even if you change a few words, requires that the information be placed in quotation marks and the appropriate citation placed next to the information. Paraphrasing requires that you use ENTIRELY your own words, not just changing a few words. Paraphrases still require a citation.

It is YOUR responsibility to become familiar with what constitutes plagiarism, how to use and cite appropriate paraphrases, how to recognize inappropriate paraphrases, how to do appropriate primary and secondary citations—in other words, all the things necessary to avoid committing plagiarism and how to use appropriate citations. There are a variety of citation styles available (e.g. Chicago, Turabian, MLA, and AMA) however, in social work APA is the accepted style.

Numerous Internet sources provide information on what constitutes plagiarism and how to recognize and avoid plagiarism. For example, several sites indicate that one of the most important steps in avoiding plagiarism is to have a thorough understanding of the material. [See, for example, http://www.winthrop.edu/wcenter/wcenter/dontplug.htm.]

Some additional web sites that contain information on avoiding plagiarism and/or samples of inappropriate paraphrasing and appropriate paraphrasing and citation are:
- http://www.utoronto.ca/writing/plagsep.html
- http://www.indiana.edu/~wts/wts/plagiarism.html
- http://owl.english.purdue.edu/handouts/research/r_plagiar.html
- http://sja.ucdavis.edu/avoid.htm#guidelines
- http://www.zoology.ubc.ca/bpg/plagiarism.htm#Avoiding

One final note—Just because something is “in the public domain” does not mean that it can be submitted without appropriate citation.

The penalty for plagiarism (and other dishonest behavior such as cheating on examinations) will include an automatic failing grade for the assignment, the possibility of failure for the course, and an automatic referral to the appropriate University academic disciplinary office. Remember, it is YOUR responsibility to become familiar with the actions you must take to avoid violations of the EWU Academic Integrity Policy, regardless of whether a type of violation has or has not been covered in this handout.

(Date web sites last accessed—5/05/04.)
Course Outline

Week 1: September 26
Introduction and Overview
Meanings of Disability
History of Disability
Introduction to: Models of Disability: Moral, Medical, Social/ Political
  Disability Stereotypes
  Disability as Diversity
  Social Ecological Model

Week 2: October 3
Theories of Human Development and Human Behavior
  Chronological, Categorical, Identity, Political, Moral, Spiritual
Theory of Human Behavior and Disability
Perceptions of Disability

Readings:
  Shapiro: Introduction, Chapter 1
  Mackelprang & Salsgiver (CD): Chapter 1 & 2

Week 3: October 10
Traditional Models of Disability- Moral and Medical
  Disability Interview Due

Readings:
  Shapiro: Chapters 2 & 3
  Mackelprang & Salsgiver (CD): Chapter 3

Week 4: October 17
Foundations of Culture
Culture and Diversity
Disability Culture and Identity
Readings:
  Shapiro: Chapter 4 & 5
  Mackelprang & Salsgiver (CD): Chapter 4
**Week 5: October 24**  
Disability and the Law  
Civil Rights and Diversity

Readings:
- Shapiro: 6
- Mackelprang & Salsgiver (CD): Chapter 5

**Week 6: October 31**  
Accommodation and Affirmative Action  
Principles of Universal Access  
Mobility Disabilities  
Sensory Disabilities

Readings:
- Shapiro: Chapter 7
- Mackelprang & Salsgiver: Chapters 5, 6, & 7

**Week 7: November 7**  
Developmental Disabilities  
Transitions to Adulthood

**Accessibility Survey Due**

Readings:
- Shapiro: Chapter 6
- Mackelprang & Salsgiver: Chapter 8

**Week 8: November 14**  
Cognitive Disabilities  
Mental Health Disabilities

Readings:
- Shapiro: Chapter 8
- Mackelprang & Salsgiver: Chapters 9 & 10

**Week 9: November 21**  
Thanksgiving Holiday

**Week 10: November 28**  
Disability in Education  
Disability and Human Services

Readings:
- Shapiro:  
- Mackelprang & Salsgiver: 11 & 12
Week 11: December 5
Life, Death, and Diversity
Not Dead Yet or Give Me Liberty?
Course Wrap-up
Course Evaluation

Environmental Survey Due

Readings:
Shapiro: Chapter 10, Epilogue, Postscript
Mackelprang & Salsgiver: Chapter 13