



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2015

EDUC 203 001: Human Disabilities in American Culture

CRN: 78131, 3 - Credits

Instructor: Carmen Rioux-Bailey	Meeting Dates: 08/31/15 - 12/21/15
Phone: 202-302-3223 (mobile)	Meeting Day(s): Tuesday & Thursday
E-Mail: criouxba@gmu.edu	Meeting Time(s): 1:30 pm-2:45 pm
Office Hours: T and R by appointment	Meeting Location: Fairfax FINLEY 114

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Provides a perspective in human disabilities in American culture through awareness, historical and political implications, and technological applications. Demonstrations, discussions, and explorations of this culture by age groups, professions, and life domains will be included. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities

3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Explain how individuals, groups, and institutions are affected by disability.
- Demonstrate awareness of changes in social and cultural constructs relative to disability.
- Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of disability, both past and present.
- Apply a disabilities empowerment framework to future environments and consider/identify future engagement in disability-related fields.
- Identify and promote inclusive behavior in social, workplace, and higher education settings.

Required Textbooks

Nielson, K. (2012). *A Disability History of the United States*. Boston, Beacon Press.

And

Haller, B. (2010). *Representing Disability in an Ableist World: Essays on Mass Media*. Louisville: Avocado Press, Inc.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

None

Required Resources

Computer and Access to GMU Blackboard

Additional Readings

As assigned

Course Relationships to Program Goals and Professional Organizations

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** tardiness/leaving early will result in the loss of five points off your final grade. Please notify me *in advance* by phone or email if you will not be able to attend class. Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class ☺

Late Work.

All assignments are due *in hard copy* on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 1 week. Please retain a copy of your assignments in addition to the one you submit.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95-100% = A	90-94% = A-
87-89% = B+	83-86% = B

80-82= B- 77-79% = C+

73-76% = C 70-72= C-

60-69% = D <60% = F

Assignments

Performance-based Assessment (Blackboard submission required).

None.

Performance-based Common Assignments (No Blackboard submission required).

1. Raising Awareness Project (30 points):

***Designated Performance-Based Assessment**

This project offers you an opportunity to draw upon the resources we've encountered this term to advocate for disability awareness and inclusive actions for people with disabilities. What are the important conversations and controversies that need to be addressed? How do we approach and discuss disability? What do people need to know in order to reduce barriers and increase opportunities for people with disabilities to experience inclusion?

Here is a sampling of ideas you might choose from:

- A public service announcement that explores or explains an aspect of disability awareness and etiquette to a specific audience (e.g., college students, faculty/administration, community leaders, employers, etc.)
 - An information guide that addresses a specific disability or innovations that promotes the inclusion of people with disabilities.
 - A multi-media presentation on a famous person, invention/innovation, or event that impacted attitudes and/or lives of people with disabilities.
 - An exploration of campus resources/supports for students/faculty with disabilities.
 - You will be required to submit a proposal in which you describe your plans for the Raising Awareness project for approval.
 - You will deliver a 10-15 minute presentation about your project to your peers and professor.
2. **Media Analysis Paper (25 points):** of the portrayal/representation of disability in film, TV, print media, literature, or web-content. The analysis must link explicitly to class resources, texts and/or speakers. This is an excellent source for ideas:
<http://www.nlccd.org/resources-books-movies-disability.html>
- You must get prior approval from your instructor for your plan of analysis.
3. **Personal Experience Paper: (25 points):**
Visit a program that serves children or adults with disabilities. What are the goals of the organization/program? How are services provided? How inclusive is the program? How

do individuals with disabilities benefit? How do the service providers view their career choice?

OR

Interview a person with a disability or a family member of a person with a disability. What do they have to say about their experience of disability? How included and self-determined do they feel about the opportunities and challenges they experience with regard to their (or their family member's) disability and society's response to it?

Other Assignments.

- 4. Four Blackboard discussion board submissions: (5points each = 20 points)**
Provide a comprehensive response to both the prompts and at least 2 classmates' postings. NO late submissions will be accepted. To earn the full 5 points you must submit your postings by the due date and time (9am the day of class). Your response should address the discussion board topic AND reflect your reaction to at least 2 of your classmates' postings.

Schedule

CLASS	TOPICS	Readings to do <i>this week</i>	DUE <u>THIS CLASS</u> SESSION
Week 1 T 9/1 and R 9/3	1. Syllabus Review 2. Introduction to Disability Awareness and Constructs of Disability	Ensure successful access for Blackboard for this course Nielson Chapters 1-2	
Week 2 T 9/8 and R 9/10	Historical Perspective: Solidification of disability as a rhetorical, legal, and social category	Nielson Chapters 3-4	Discussion Board 1 by R 9am
Week 3 T 9/15 and R 9/17	Historical Perspective: Laying the groundwork for disability activism and civil rights	Nielson Chapters 5-6	Discussion Board 2 by R 9am Plan for Analysis paper approval (T or R)

Week 4 T 9/22 and R 9/24	The ADA: A new era of Civil Rights for Disability	Nielson Chapters 7-8	Plan for Personal Experience Project approval (T or R)
Week 5 T 9/29 and R 10/1	Race, Class, Culture and Disability	Haller Chapters 1-2	Discussion Board 3 by R 9am
Week 6 T 10/6 and R 10/8	Models of Disability: Physical Sensory, and other "Visible" Disabilities across the lifespan.	Haller Chapters 4-6	Discussion Board 4 by R 9am
Week 7 T 10/13 and R 10/15	Models of Disability: Cognitive, Psychological, and other "Invisible" Disabilities across the lifespan.	Haller Chapters 7-8	
Week 8 T 10/20 and R 10/22	Presentations of Media Analysis Paper	Haller Chapters 9-10	Personal Experience Paper Due T
Week 9 T 10/27 and R 10/29	Disability at Home and the Community: current trends and issues		
Week 10 T 11/3 and R 11/5	I live with Disability: Speaker Panel		Media Analysis Paper Due T
Week 11 T 11/17 (no class R 11/19)	Disability in Education: current trends and issues		

Week 12 T 11/24 (no class R 11/26	I learn with Disability: Speaker Panel		
Week 13 T 12/1 and R 12/3	Disability in the Workplace: current trends and Issues		Raising Awareness Project Due T
Week 14 T 12/8 and R 12/10	I work with disability: ADA and ODS panel		
Week 15 T 12/15 and R 12/17	Presentations of Raising Awareness Projects		

Appendix

Assignment Information and Course Rubrics may be found on Blackboard under the Information tab.