



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

Spring 2017

EDUC 203 001: Disability in American Culture

CRN: 21243, 3 – Credits

Instructor: Dr. Kristen O'Brien	Meeting Dates: 01/23/17 – 05/17/17
Phone: 703-993-3917 (Office phone)	Meeting Day(s): Tuesday & Thursday
E-Mail: kmerril2@gmu.edu	Meeting Time(s): 1:30 pm - 2:45 pm
Office Hours: By appointment	Meeting Location: Fairfax, Finley-114
Office Location: Finley 208-B	Other Phone: N/A

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

Course Description

Examines disability, past and present, in American culture through changes in historical, political, legal and societal responses to people with disabilities. Analyzes the disability experience through social and behavioral science perspectives, including diversity, bioethical and human rights conceptualizations/constructs of disability.

Fulfills Mason Core requirement in social and behavioral science.

Schedule Type: LEC

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

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, teacher candidates/students will be able to:

1. Explain how individuals, groups, and institutions are affected by disability.
2. Demonstrate awareness of changes in social and cultural constructs relative to disability.
3. 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.
4. Apply a disabilities empowerment framework to future environments and consider/identify future engagement in disability-related fields.
5. Identify and promote inclusive behavior in social, workplace, and higher education settings.

Required Textbooks

1. Nielsen, K. E. (2012). *A Disability History of the United States*. Boston, MA: Beacon Press.
2. Haller, B. A. (2010). *Representing Disability in an Ableist World: Essays on Mass Media*. Louisville, KY: Avocado Press, Inc.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Computer with access to GMU Blackboard

Additional Readings

As assigned in class and/or on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDUC 203, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

N/A

College Wide Common Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

- 1. Raising Awareness Project (*Designated Performance-Based Assessment; 30 points):** As a culminating activity (and the designated performance-based assessment), this project offers an opportunity for students to draw upon the resources encountered in this course to advocate for disability awareness and inclusive actions for people with disabilities. This project will address key issues discussed throughout this course, such as: 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 to reduce barriers and increase opportunities for people with disabilities to experience inclusion?

Examples of ideas might include:

- 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)
- An information guide that addresses a specific disability or innovation 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

Students will submit a proposal for the project to obtain prior approval. Students will submit their project to the instructor on the due date listed and deliver a 10-15 minute presentation during an assigned class session to their peers and the instructor about their Raising Awareness Project. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

2. **Personal Experience Paper (25 points):** For this assignment, students will be expected to either (a) visit a program that serves children or adults with disabilities OR (b) interview a person with a disability or a family member of a person with a disability. Students will then write a paper that explains the setting/interview, synthesizes and describes the experience and connects it to course content, and describes a personal reaction. An assignment description and grading rubric will be posted on Blackboard and discussed in class.
3. **Media Analysis Paper (25 points):** Students will write an analysis of the portrayal/representation of disability in film, TV, print media, literature, or web-content. After reading or watching the selected content, students will write a paper to describe the content, analyze its portrayal of disability, synthesize the information with course content, and react to the media content. The analysis must link explicitly to class resources (especially the Haller text), readings, and/or speakers. Students must obtain prior approval from the instructor for the plan of analysis (Note: I am happy to help guide your decisions and make recommendations). An assignment description and grading rubric will be posted on Blackboard and discussed in class.

Other Assignments

4. **Blackboard Discussion Boards (20 points):** Throughout the semester, there will be four Blackboard discussion boards. Students will provide a comprehensive response to the prompts and to at least 2 classmates' postings. Each discussion board will be worth 5 points, for a total of 20 possible points. To earn full credit, you must submit your postings by the due date and time (9 am of the due date), and no late submissions will be accepted. Your response should address the discussion board topic AND include a thoughtful reaction to at least 2 of your classmates' postings. An assignment description and grading rubric will be posted on Blackboard and discussed in class.
5. **Professionalism (20 points):** Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn up to 2 Professionalism checks for the following expectations:
 1. **Attendance:** Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.

2. **Participation & Professional Behavior:** Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

At the end of the course, the total Professionalism checks earned will be summed and divided by all possible checks (i.e., 2 checks for each class session held). This proportion will be multiplied by 20 (the total possible Professionalism points) and used to calculate the student's course grade.

Course Policies and Expectations

Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses). 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.

Students earn attendance and participation points each class (i.e., Professionalism described in the Assignments section above), and these points cannot be made up. Please notify me *in advance* by phone or email if you will not be able to attend class. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and/or lecture details from another student.

Note: Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time. The use of electronic devices that produce sound or interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to silent mode before the start of class. Do not read or send texts during class time. Please be *fully* present in class ☺

Late Work

All assignments are due on the dates indicated on the syllabus. Detailed information about assignment submissions (due dates and times, submission formats) will be discussed in class and listed on Blackboard. For every 24-hour period that an assignment is late, a 10% point deduction will occur. Please contact the instructor *in advance* if there is a problem with submitting your work on time.

Grading Scale

Letter Grade	% of Points
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. You can use the following self-monitoring chart to track your performance throughout the semester.

EDUC 203 Self-Monitoring Course Performance <i>Use this self-monitoring tool to track your performance throughout the semester</i>		
Assignment	Points Earned by Student	Total Points Possible
A. Professionalism		20
B. Blackboard Discussion Boards (4 discussions, 5 points each)		20
C. Personal Experience Paper		25
D. Media Analysis Paper		25
E. Raising Awareness Project		30
Total	Total points earned _____	120
	$\frac{\text{_____}}{\text{Total points earned}} / \frac{\text{120}}{\text{Total points possible}} = \text{_____} \% = \text{Grade}$	

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Date	Topics	Readings Due	Assignments Due
1	T 1/24 R 1/26	<ul style="list-style-type: none"> • Course Overview & Syllabus Review • Introduction to Disability Awareness • Constructs & Definitions of Disability 	Ensure successful access for Blackboard for this course Nielsen Chapters 1-2	Email Dr. O'Brien a Picture of You 😊
2	T 1/31 R 2/2	<ul style="list-style-type: none"> • Historical Perspective: Disability as a rhetorical, legal, and social category • Microaggressions • Disability Etiquette & Person First Language 	Nielsen Chapters 3-4 PFL Handouts	Discussion Board 1 due by 9am on R 2/2

Week	Date	Topics	Readings Due	Assignments Due
3	T 2/7 R 2/9	<ul style="list-style-type: none"> • Historical Perspective: Laying the groundwork for disability activism and civil rights • Ableism & <i>Without Pity</i> • Disability Rights as Civil Rights 	Nielsen Chapters 5-6	Discussion Board 2 due by 9 am on R 2/9
4	T 2/14 R 2/16	<ul style="list-style-type: none"> • The ADA: A new era of Civil Rights for Disability • Introduction to Inclusion • <i>Including Samuel</i> 	Nielsen Chapters 7-8	Plan for Personal Experience Paper due by R 2/16
5	T 2/21 R 2/23	<ul style="list-style-type: none"> • Introduction to Inclusion • <i>Including Samuel</i> • Intersectionality: Disability, Race, Class, and Culture 	Haller Chapters 1-2	Discussion Board 3 due by 9 am on R 2/23 Plan for Media Analysis Paper due by R 2/23
6	T 2/28 R 3/2	<ul style="list-style-type: none"> • <i>Educating Peter</i> • APA Tutorial <p>*R 3/2 <u>Online Class</u> (no face-to-face meeting)</p>	Haller Chapters 3-4	Discussion Board 4 due by 9 am on R 3/2
7	T 3/7 R 3/9	<ul style="list-style-type: none"> • Models of Disability: <ul style="list-style-type: none"> • Physical, sensory, and other “Visible” disabilities across the lifespan • Cognitive, psychological, and other “Invisible” disabilities across the lifespan 	Haller Chapters 5-6	
8	T 3/14 R 3/16	*GMU Spring Break! <u>No class</u> Midterm Grading		
9	T 3/21 R 3/23	<ul style="list-style-type: none"> • Disability in Media: Portrayals over time • Reflection on Personal Experience project 	Haller Chapters 7-8	Personal Experience Paper Due T 3/21
10	T 3/28 R 3/30	<ul style="list-style-type: none"> • Guest Speaker (T 3/28): Christopher Nace • Disability in Media • IDEA & School Services 	Haller Chapters 9-10	Proposal for Raising Awareness Project Due T 3/28
11	T 4/4 R 4/6	<ul style="list-style-type: none"> • Independent Living • Guest Speaker(s) (R 4/6): Mason LIFE 	Readings TBD (see Blackboard)	Media Analysis Paper Due T 4/4

Week	Date	Topics	Readings Due	Assignments Due
12	T 4/11 R 4/13	<ul style="list-style-type: none"> • Guest Speaker (T 4/11): Karen Ingram • Assistive Technology, UDL, & Accessibility 	Readings TBD (see Blackboard)	
13	T 4/18 R 4/20	<ul style="list-style-type: none"> • Guest Speaker: Assistive Technology <p>*R 4/20 <u>No Class</u>: Independent Work Day</p>	Readings TBD (see Blackboard)	
14	T 4/25 R 4/27	<ul style="list-style-type: none"> • Course reflections & wrap-up • Presentations of Raising Awareness Projects 		Raising Awareness Project Due T 4/25 Raising Awareness Presentations
15	T 5/2 R 5/4	<ul style="list-style-type: none"> • Presentations of Raising Awareness Projects 		Raising Awareness Presentations

Assessment Rubric(s)

There are no CAEP Performance-based Assessment and/or College Wide Assessment rubrics associated with this course. All rubrics for the assignments in this course will be posted on Blackboard and discussed in class.