

DISABILITY STUDIES CORE COURSES: SPRING 2018

COURSE NO.: **DS 3307/HIST 3307** **HISTORY OF DISABILITY**
DAY & TIME: **TuTh 12:30-1:50 pm** INSTRUCTOR: **Sarah Rose**

DESCRIPTION: Twenty percent of Americans have a disability, but the experiences of most disabled people remain invisible to us. This course will explore the changing lives of people with disabilities—from railroad workers and rights activists to wheelchair athletes and participants in freak shows—as well as the history of disability policy and conceptions of disability. Rather than treating disability as merely a medical impairment, we will investigate the historical and cultural variability of disability during the nineteenth and twentieth centuries. Our explorations in disability history will also offer a new way of looking at classic topics in American history, such as citizenship, work, gender, education, and the civil rights movement. This course fulfills requirements for the History/Pre-Law major and is a required core course for the Minor in Disability Studies. Prerequisites: HIST 1311/1312.

REQUIREMENTS: This course will be taught as a seminar-style course with limited lectures. We will spend most of our time in class discussing the readings, films, or historical documents. Requirements: active participation in discussion, reading responses on Blackboard, two short papers, take-home midterm, and take-home final or research paper. Minors will be registered by the director for DS 3307.

POTENTIAL TEXTS:

- Susan Burch & Michael Rembis, editors, *Disability Histories* (2014)
- Ernest Freeberg, *The Education of Laura Bridgman: First Deaf and Blind Person to Learn Language* (2001)
- Nora Ellen Groce, *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard* (1985)
- Fred Pelka, *What We Have Done: An Oral History of the Disability Rights Movement* (2012)
- Sarah Rose, *No Right to Be Idle: The Invention of Disability, 1840s-1930s* (2017)
- Additional readings online

COURSE NO.: **DS 3355/THEA 3355** **ALL IN: EXPLORING UNIVERSAL DESIGN
THROUGH THE PERFORMING ARTS**
DAY & TIME: **TuTh 2:00-3:20 pm** INSTRUCTOR: **Laurel Whitsett**

DESCRIPTION: *All In: Exploring Universal Design through the Performing Arts* introduces students to the concept and practice of universal design (or inclusive design): designing environments, events, buildings, and products to accommodate the broadest spectrum of human ability, size, age, and other characteristics. Using the performing arts as a case study, we will explore how to put into practice the accessibility guidelines of the Americans with Disabilities Act of 1990. In this highly collaborative, team-based, and discussion-based course, we will consider the adaptations *artists and performers themselves* make and require in order to fully participate in art-making processes and the adaptations *patrons* require in

order to fully experience musical, dance, and theater productions. The topics covered are designed to expand awareness of the arts' diverse populations resulting in a greater sense of community, improved social responsibility, and creation of innovative solutions to some of today's common accessibility issues. Acting and performing are not required in this course.

This class is open to all and does not require any background or experience in the performing arts or in Disability Studies.

REQUIREMENTS: Participation, reading responses, take-home quizzes, attendance at a play, final project.

POTENTIAL TEXTS:

- Benjamin Reiss, David Serlin, and Rachel Adams, editors, *Keywords in Disability Studies* (NYU Press, 2015)
- Online readings
- Bernard Pomerance, *The Elephant Man*

COURSE NO.: DS 4395 **DISABILITY STUDIES INTERNSHIP**

DAY & TIME: TBD **INSTRUCTOR:** Sarah Rose

DESCRIPTION: DS 4395 is a supervised internship through which students apply the academic skills they have acquired in Disability Studies courses by working in a related non-profit or business environment. Six organizations currently partner with the Disability Studies Internship Program:

- **ADAPT of Texas**
<http://adaptoftexas.org/>
<http://adaptmuseum.net/gallery/>
Accessible digital humanities, accessible website design, disability public history, and disability policy and legislative advocacy.
- **Arlington Mayor's Committee on People with Disabilities** (Arlington)
<http://www.arlington-tx.gov/mayor/committee-people-disabilities/>
Doing universal design research and advocacy with city entities, investigating and advocating for greater accessibility in medical venues, working with city on developing respectful, inclusive marketing and training about people with disabilities in Arlington, developing online resource directory and visitors' guides to Arlington for people with disabilities and their families ("Accessible Arlington).
- **Disability History Museum** (online)
www.disabilitymuseum.org
Focus on digital humanities and public history: writing and editing digital educational materials on disability history, researching historical context for exhibits, managing and organizing digital collections, promoting museum on social media.
- **Helping Restore Ability** (South Arlington)
www.helpingrestoreability.org
Non-profit management (grant development and HR work), social work (helping with client intakes and needs assessments), public health research (interviewing caregivers about needs, tracing clients' health

outcomes), legislative advocacy on local and state levels, GIS mapping of disability prevalence.

- **Movin' Mavs Adapted Sports** (UTA campus or partly off-campus)
www.uta.edu/movinmavs/
Non-profit management (grant writing, public relations), educational advocacy (educating K-12 teachers and public schools about adapted sports), communications (creating training videos for K-12 teachers), coaching and/or developing adapted sports programs on campus or in K-12 programs around the DFW Metroplex.
- **Per4Max Wheelchairs** (Grand Prairie, potentially with paid travel)
<http://per4max.com/>
Per4Max is the world's largest sports wheelchair company and was founded by UTA graduates and alumni of the Movin' Mavs wheelchair basketball team. Wheelchair design, business contracts and insurance law, adapted sports and wheelchair marketing and PR, and human resources work.
- **Texas Disability History Project** (on campus potentially with limited travel within DFW Metroplex as needed)
<https://www.uta.edu/news/releases/2015/08/libraries-disabilities-grant.php>
Public history (digital exhibits), oral history (collecting and transcribing interviews with prominent people with disabilities, policymakers, and advocates), and digital humanities through the Disability Studies Minor and UTA Library's Special Collections and Digital Creations.
- **UTARI (UTA Research Institute)** (off-campus but accessible via shuttle from UTA main campus)
<http://www.uta.edu/utari>
UTARI does research on prosthetics, assistive technology, and universal design and offers one-semester internships focused on marketing or researching how people with disabilities use assistive technology. With permission from UTARI and the Director of the minor, engineering students may complete a two-semester internship by taking DS 4391 "Conference Course" and DS 4395 "Disability Studies Internship." PREREQUISITES: This course is intended to be completed towards the end of coursework in the minor and is required to earn a minor in Disability Studies. Students must have completed or be currently enrolled in DS 3307/HIST 3307. Students must complete an application and interview with the internship site before starting the internship.

REQUIREMENTS: The student intern commits to working for a designated organization for approximately 9 hours a week for 13 weeks during a semester in an unpaid position. During that time, the student will be trained and supervised by an employee of the organization, who will keep track of the student's hours, as well as evaluating the student's work. The student will also meet regularly with the Director of the Minor in Disability Studies to report on his/her progress, and will turn in a written report on his/her experiences at the end of the semester.

COURSE NO.: **KINE 3304** **ADAPTED PHYSICAL EDUCATION AND SPORTS**

DAY & TIME: **MWF 11-11:50 am** **INSTRUCTOR: Abu Yilla**

DESCRIPTION: Analysis of conditions that impact individuals with special needs. The purpose of the course is to improve the student's knowledge about common conditions requiring adaptations and the relationship to appropriate physical activity

experiences. Stress will be placed on understanding the needs of students with disabilities and the development of physical activity programs to meet those needs. Prerequisites can be waived for disability studies minors; contact Dr. Yilla at abu@uta.edu.

REQUIREMENTS: Exams, in-class debate, extra-curricular community activities, practicum or research project.

TEXTS:

- J. P. Winnick, *Adapted Physical Education and Sport (5th ed.)* (Champaign, IL: Human Kinetics, 2011)

APPROVED ELECTIVES FOR THE DISABILITY STUDIES MINOR **(SPRING 2018)**

COURSE NO.: **ASL 1441-001 & 002** **BEGINNING AMERICAN SIGN LANGUAGE I**

DAY & TIME: **TuTh 5:30-6:50 pm (001)** INSTRUCTOR: **Cindi Nagy (001)**
 MW 5:30-6:50 pm (002) **Cris Nunn (002)**

DESCRIPTION: This fun and informative class is intended for those who have little or no experience with the language. Students can expect an introduction to the basic production (expressive skills) and comprehension (receptive skills) of American Sign Language (ASL). It includes the manual alphabet, numbers, develops conversational ability, introduces Deaf culture, and exposes students to ASL grammar. Instruction takes places in American Sign Language and written English.

COURSE NO.: **ASL 1442-001** **BEGINNING AMERICAN SIGN LANGUAGE II**

DAY & TIME: **TuTh 7:00-8:20 pm** INSTRUCTOR: **Cindi Nagy**

DESCRIPTION: This fun and informative class is intended for those who have little or no experience with the language. Students can expect an introduction to the basic production (expressive skills) and comprehension (receptive skills) of American Sign Language (ASL). It includes the manual alphabet, numbers, develops conversational ability, introduces Deaf culture, and exposes students to ASL grammar. Instruction takes places in American Sign Language and written English. Prerequisite: ASL 1441, or the equivalent, with a grade of C or better.

COURSE NO.: **ASL 2313-001** **INTERMEDIATE AMERICAN SIGN LANGUAGE I**

DAY & TIME: **MWF 1:00-1:50 pm** INSTRUCTOR: **Cris Nunn**

DESCRIPTION: Expands on expressive and receptive skills of American Sign Language (ASL) developed in ASL 1442, adding more complex grammatical features, vocabulary, and communicative activities, as well as continued discussion of Deaf culture. Prerequisite: ASL 1442, or the equivalent, with a grade of C or better.

COURSE NO.: **ASL 2314-001** **INTERMEDIATE AMERICAN SIGN LANGUAGE II**

DAY & TIME: **MW 4:00-5:20 pm** INSTRUCTOR: **Cris Nunn**

DESCRIPTION: Expands on the expressive and receptive skills, grammar, and vocabulary of American Sign Language (ASL) developed in ASL 2313, including more complex communicative activities and discussion of the use of culturally significant topics relating to the Deaf Community. Prerequisite: ASL 2313, or the equivalent, with a grade of C or better.

COURSE NO.: **ASL 2313-022/2314-022** **ACCELERATED INTERMEDIATE ASL I & II**

DAY & TIME: **MWF 2:00-3:50 pm** INSTRUCTOR: **Cris Nunn**

DESCRIPTION: Expands on expressive and receptive skills of American Sign Language (ASL) developed in ASL 1442, adding more complex grammatical features, vocabulary, and communicative activities, as well as continued discussion of Deaf culture. Prerequisite: ASL 1442, or the equivalent, with a grade of C or better.

*****to register for the accelerated sequence, you must first contact the Department of Modern Languages for a permission number at [817-272-3161](tel:817-272-3161) or modladvisor@uta.edu. You must register for both parts of the course.**

COURSE NO.: **ANTH 3330** **CULTURAL DIVERSITY & IDENTITY**

DAY & TIME: **TuTh 12:30-1:50 pm** INSTRUCTOR: **Julie Adkins**

DESCRIPTION: The ways identity is constructed in contemporary societies in an increasingly complex and multicultural world. Ethnic, racial, gender, and class identities. How and when identity is asserted and assigned, and how it can both draw boundaries and forge ties between peoples.
***requires approval by director of the minor**

COURSE NO.: **ANTH 3369** **MEDICAL ANTHROPOLOGY**

DAY & TIME: **MWF 1-1:50 pm** INSTRUCTOR: **Josephine Ryan**

DESCRIPTION: This course provides an introduction to the broad sub-field of medical anthropology, including the study of culture and the political ecology of disease, ethnomedical systems, including biomedicine, cross-cultural studies of psychology, psychoanalysis and psychiatry, critical medical anthropology as well as gender and women's health. Our focus will be the relationship between health and culture in various social contexts, with primary attention given to questions of power and inequality on the one hand, and culture and identity on the other.

Using case studies from all over the world, we will study beliefs, practices, and experiences related to health, illness and healing. We will deconstruct the ways in which health and illness are socially and historically constructed. The texts offer a broad range of theoretical perspectives within the field of medical anthropology, from bio-cultural to critical perspectives. We will also use case studies to examine

international health issues.

COURSE NO.: **ECON 3301** **ECONOMICS OF HEALTH**

DAY & TIME: **Online** INSTRUCTOR: **TBD**

DESCRIPTION: An economic perspective on a variety of timely health policy issues, including: determinants of health status, impact of economic forces on the health sector, demand and supply of health services, the role of competition, new organizational entities, the changing regulatory climate, health expenditures, public and private insurance, incentives, provider education and labor markets, hospitals, prescription drugs, malpractice, externalities, long-term care, the Internet, Patient Protection and Affordable Care Act of 2010, and various proposals for reform.
Prerequisite: ECON 2306 "PRINCIPLES OF MICROECONOMICS"
***requires approval by director of the minor**

REQUIREMENTS: Two midterm exams and final exam, and use of iClicker2 remote device.

POTENTIAL TEXTS:

- Henderson, *Health Economics and Policy*, 6th edition (Cengage Learning, 2015)

COURSE NO.: **EDUC 4390** **CHARACTERISTICS OF INDIVIDUALS WITH DISABILITIES**

DAY & TIME: **Tu 5:30-8:20 pm** INSTRUCTOR: **Ambra Green**

DESCRIPTION: This course focuses on the characteristics of students with high incidence disabilities and their (a) related academic and social outcomes, and (b) implications for assessment and intervention. The course is specifically designed for students who seek certification in teaching children with high incidence disabilities, to include children who are defined by Federal and state regulations as experiencing learning disabilities (LD), mild/moderate intellectual disability (ID), emotional and/or behavioral disabilities (EBD), and attention deficit disorders/hyperactivity disorders (ADD/ADHD).
***requires approval by director of the minor**

REQUIREMENTS: In-class closed-book quizzes (no makeups), in-class midterm and final, group assignments (in-class ones cannot be made up), resource portfolio.

POTENTIAL TEXTS:

- TBD

COURSE NO.: **HIST 4388-002** **COMPARATIVE U.S. CIVIL RIGHTS HISTORY**

DAY & TIME: **MW 5:30-6:50 pm** INSTRUCTOR: **Cristina Salinas**

DESCRIPTION: After decades of struggle for inclusion, recognition, dignity, and equality for

marginalized and excluded populations in the United States, what forces came together in the mid-twentieth century to support dynamic and sustained movements for civil rights? How did the civil rights struggles of one group overlap with and influence the momentum of another? This course will examine the diverse origins of civil rights struggles for various populations within the United States, recognizing that many groups had been organizing and struggling against inequality for many years. However, this class will focus on the Civil Rights Movement era, spanning between the 1940s and 1970s, in which various struggles—African American civil rights, the Chicano Movement, the American Indian Movement, the disability rights movement, the women’s liberation movement, and the gay rights movement—gained visibility and occupied center stage in U.S. social and cultural politics.

REQUIREMENTS: This will be a discussion-based course, so reading the assigned material and coming to class prepared to contribute to a lively class discussion is paramount. Students will turn in short weekly reading responses and write two longer papers during the semester.

COURSE NO.: **KINE 3307** **SPORTS AND SOCIETY**

DAY & TIME: **MWF 10-10:50 am** **INSTRUCTOR: Abu Yilla**

DESCRIPTION: This course will examine sociological dynamics as they relate to sport and exercise activities. We will examine the interdependent nature of sociological structures and look at current issues. We will explore the co-dependent nature of sport and society and attempt to separate fact from fiction to aid in the understanding of the true role of sport as it fits into society. Topics to be addressed include the potentially personal areas of religion, race, politics, and gender. Youth sports, violence, and the role of the media will also be explored. It is hoped that this course will assist the student in developing a clearer picture of the relationship between sport and society.

REQUIREMENTS: Quizzes, discussion board participation, in-class participation.

TEXTS:

- J. J. Coakley, *Sport in Society: Issues and Controversies (10th ed.)* (McGraw Hill, 2009)

COURSE NO.: **LING 2371** **LANGUAGE IN A MULTICULTURAL AMERICA**

DAY & TIME: **Multiple Times** **INSTRUCTOR: TBD**

DESCRIPTION: This multiculturalism course examines the relationship of language in the U.S.A. to race, ethnicity, class, religion and gender. This course satisfies the University of Texas at Arlington core curriculum requirement in Language, Philosophy, and Culture. The range of issues covered includes the following:

- Race: African American English ('Ebonics'), Native American languages, Asian Americans
- Ethnicity: European immigrant language communities, Hispanic Americans, Cajuns, 'Whites'
- Class: regional dialects, education and media

- Gender: “women’s language”, masculinity, gay and lesbian speech
- American Sign Language and the Deaf Community: Deaf culture and language

***requires approval by director of the minor**

REQUIREMENTS: Participation, two midterms, final exam, homework, language observation.

POTENTIAL TEXTS:

- Rosina Lippi-Green, *English with an Accent: Language, Ideology, and Discrimination in the United States* (Routledge, 2012)

COURSE NO.: **MANA 4326-001 & 002** **DIVERSITY IN ORGANIZATIONS**

DAY & TIME: **TuTh 8-9:20 am (001)** INSTRUCTOR: **Janice Carrell (001)**
TuTh 11-12:20 pm (002) **Patricia Parham (002)**

DESCRIPTION: The purpose of this class is to introduce students to theoretical and practical ideas about diversity in organizations, increase understanding of the concept of diversity in organizations, reduce discrimination, and increase fairness and equality to employees, applicants, and customers. It will improve students’ ability to address diversity as a manager and employee. We will learn about historical bases of diversity in the U.S. and in U.S. organizations, about inter- and intra-national diversity, about legislation related to diversity, and about trends in diversity from a variety of sources. This is not a diversity-training course, although some course concepts will be useful for those interested in diversity training. Prerequisite: junior standing.

REQUIREMENTS: The course will include readings, cases, exams, in-class exercises and outside assignments, film, and interaction.

POTENTIAL TEXTS:

- Myrtle P. Bell, *Diversity in Organizations (2nd Edition)* (Mason, OH: Southwestern Publishers, 2012)
- Additional readings TBD

COURSE NO.: **SOCI 3336** **SOCIAL INEQUALITY**

DAY & TIME: **WEB** INSTRUCTOR: **Dorothy Kalanzi**

DESCRIPTION: Examines the processes, characteristics, and consequences of social inequality in society. Topics include the social class structure, status groups, and elite power structure as they influence people’s life chances.

REQUIREMENTS: There will be 3 examinations assessing all covered material from course readings, lectures, movies and related activities. Each examination will be worth 100 points. Students must complete all three exams to pass this course.
***requires approval by director of the minor**

POTENTIAL TEXTS:

- Social Inequality. ISBN: 9781323394205. Available at the UTA Book Store

COURSE NO.: **SOCW 3307** **DIVERSE POPULATIONS**

DAY & TIME: **Multiple times** INSTRUCTOR: **TBA**

DESCRIPTION: Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior. This course is required for admission to the Bachelor of Social Work (BSW) program. Offered as AAST 3317, SOCW 3317 and MAS 3319; credit will be granted in only one department.
***requires approval by director of the minor**

COURSE NO.: **THEA 3351** **ROBOTS, DIGITAL HUMANITIES, AND THEATRE**

DAY & TIME: **MWF 9-9:50 am** INSTRUCTOR: **Julienne Greer**

DESCRIPTION: A multi-disciplinary course exploring human-robot interaction (HRI) and research. From “Eliza” the simple computer program created by Joseph Weizenbaum in 1966 to “Pepper” the emotional companion robot in 2015, this course will look at the relational interactions that have formed and will form between humans and social robots. In addition to lecture and interactive research, collaborative and multi-disciplinary alliances will be formed with field of study’s as diverse as UTARI (UTA Research Institute), engineering, psychology, social work, liberal arts, disabilities, interdisciplinary studies, and theatre arts.

REQUIREMENTS: Participation, group research project, brief weekly written assignments

POTENTIAL TEXTS:

- Readings online: peer-reviewed articles, journals, and others
- Sherry Turkle, *Alone Together* (2011)