

EEX 2091: DISABILITY AND SOCIETY



Department of Exceptional Student Education
College of Education
Florida Atlantic University

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Office Hours:

Day/Time; Class Location:

COURSE NUMBER: EEX 2091 (3 credits)

COURSE TITLE: DISABILITY AND SOCIETY

SEMESTER:

CATALOG DESCRIPTION: An introductory course providing life-span perspectives on disability, applicable to both non-education and education majors; analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in our society. The course provides a general introduction to disability, using a social science framework understood as Sociology, Geography, Psychology, Anthropology, Economics, Political Science, and their relationships with history and how they work together to help understand the world.

PREREQUISITE or COREQUISITE: None

COURSE CONNECTION TO INTELLECTUAL FOUNDATION OF FLORIDA ATLANTIC UNIVERSITY:

FAU believes that higher education should provide broad intellectual enrichment through systematic exposure to a diversity of academic experiences. Through its general education curriculum, students develop the intellectual skills, habits of thought, ethical values, and love of learning that transcend the choice of major. With this course, students are able to understand the complexities of human and societal behavior, to predict future behavior, and to understand the consequences of behavior, by analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in our society.

COURSE CONNECTION TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by demonstrating a professional demeanor in class and field experiences which includes active participation in class and the successful completion of course assignments.

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REQUIRED TEXT/READINGS:

1. Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Simon and Shuster: New York.
2. See *Readings* column of *CONTENT OUTLINE & SCHEDULE* of this syllabus for additional assigned readings.
 - a. These readings can all be accessed (full-text) from electronic journals via the FAU library's home page. Contact the library for further instructions (if needed).
 - i. As a registered student at FAU, you can access the resources of the library remotely by entering search databases through the library's website-You do need your OWL card information to do this. This should allow you access to full text articles free of charge.

TECHNOLOGY:

E-mail: Only Your FAU email address will be used.

Computer: Blackboard. This course may be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: blackboard.fau.edu (Do not type www). Your username/log-in is the same as your MyFAU log-in.

VIDEOS:

[HTTP://WWW.DISABILITYSTUDIES.COM/VIDEOS.HTM](http://www.disabilitystudies.com/videos.htm) (TEACHING VIDEOS)

[HTTP://WWW.DISABILITYFILMS.CO.UK/CATEGORIES.HTM](http://www.disabilityfilms.co.uk/categories.htm) (POPULAR VIDEOS)

[WWW.DISABOOM.COM](http://www.disaboom.com) (RESOURCE SITE FOR ALL ASPECTS OF DISABILITIES)

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)

Florida Atlantic University Intellectual Foundation-Foundations of Society and Human Behavior (FSHB)

Florida Atlantic University Intellectual Foundation-General Education Objective (GEO)

COURSE OBJECTIVES:

1. Explore four models (i.e., Biomedical, Socio-political, Functional, and Environmental) as a means to interpret disability and the impact of disability on the individual and society. (FSHB learning objective 1) (GEO learning objective 4)
2. Demonstrate the use of at least three social science approaches (e.g., research reviews, qualitative research, and document reviews) to investigate human behavior within a particular field of study (e.g., computer science) and interpret how this behavior affects the treatment of individuals with disabilities. (FSHB learning objective 1 and 3) (GEO learning objective 3)
3. Develop a critical awareness of the complexity and diversity of the lives of people with disabilities, their differences and similarities with the able-bodied, and the impact of cross-hatched categories like race, ethnicity, gender, religion and class. (CEC gc2K2) (FSHB learning objective 2) (GEO learning objective 2, 3)
4. Demonstrate an understanding of the definitions, causes, characteristics, and sociological considerations of disabilities including, cognitive, communicative, physical, social/behavioral, and sensory impairments. (CEC gc1K1) (ESE 1.5) (FSHB learning objective 2)
5. Explore the societal aspects of disabilities, including the culture of disabilities, attitudes toward persons with disabilities, and quality of life issues. (FSHB learning objective 1) (GEO learning objective 2) (GEO learning objective 5)

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6. Develop a critical awareness of the historical and legislative contexts on the cultural and social problems of individuals with disabilities in the U.S. (CEC gc1K3, gc1K4) (FSHB learning objective 1)
7. Within the political, social, cultural, and economic structures of society, evaluate current approaches, advocacy efforts, and proposed solutions for overcoming barriers experienced by people with disabilities. (FSHB learning objective 2 and 4) (GEO learning objective 1, 2)

COURSE REQUIREMENTS:

1. Reading and Class Discussions

Discourse can be a powerful tool to promote understanding and encourage debate about the merit of ideas. Students will specifically be introduced to four distinct models (i.e., a description designed to show the main workings of a system or concept). The four models (Biomedical, Socio-political, Functional, and Environmental) will serve as a means to address major issues regarding people with disabilities in general as well as issues relating to disability within a specific field (e.g., computer science or mechanical engineering). For example, the biomedical model posits that diagnosis and assessment of disability requires a medical professional. Based on this interpretation, several questions can be posed from different perspectives. From a sociological perspective, one might ask, about the impact such an outlook may have on the overall prevalence of disability, while an economic perspective might lead one to ask about the cost-benefit of restricting diagnosis and assessment to the medical profession. Students will be expected to utilize one or more of the four models as well as take various social science perspectives as a regular part of class discussions.

All students are expected to read ALL material assigned for that date prior to coming to class. Class discussions should reflect the student's attempt to understand the material. The discourse should be dynamic and robust, thus, all students will be held responsible for posing questions and engaging in discussions. It is expected that each student will contribute to each class discussion. All students will be held responsible for posing questions and engaging in discussions. It is expected that each student will contribute to each class discussion. Posing and answering questions in class makes a portion of the participation grade.

Class discussions should help students to: (a) *summarize* the material, (b) *understand* the material, (c) *draw conclusions* about the material, and (d) *evaluate* the material from a number of different perspectives.

2. Reading Discussion Leader

As indicated above, class discussions will assist students in synthesizing the information presented in course readings. Each class session will be lead by a Discussion Leader; the content of the class discussion is based on assigned readings. Discussion Leaders are expected to lead the class discussion and pose questions related to the content contained in the assigned readings. The instructor, as well as the rest of the class, will assist the Discussion Leader to facilitate a robust discussion about the content using the four models as well as other ideas to understand the content. These discussions will also allow students to apply this information to their field of study and practical application in daily living circumstances. After completing the required reading, students are encouraged to explore the societal aspects of disabilities, including the culture of disabilities, attitudes toward persons with disabilities, and quality of life issues (FSHB learning objective 1 and 2; GEO learning objective 2 and 5). Each student in this course will serve as discussion leader for one or more assigned readings this semester. Students absent on the date(s)

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assigned, will forfeit the points associated with this assignment.

As discussion leader, students are expected to:

- a. Provide a 25-30 minute presentation, spending no more than 10 minutes on the *summary* of the reading(s). You may use a PowerPoint presentation to do this; however, PowerPoint is not required.
- b. Facilitate a discussion forum by providing *3-4 discussion questions* based on the reading(s). Students do not have to know the correct answer to the questions, as there may not be a “correct” response to the questions posed, however, you are expected to guide/facilitate the ensuing conversation/discussion generated by the question.
- c. Include an *interactive component* (e.g. ways to engage the audience) by designing an activity that requires the audience (your classmates) to engage with each other. This can be a “hands-on” activity, a group activity, a simulation activity, etc.
- d. Create a *1-page (8.5”x 11”) handout*, which **reflects the discussion from class around your article**. The handout should provide: (a) brief summary of the reading and (b) a brief summary of the salient features of the subsequent discussion, best organized around your discussion questions or interactive activity probes (see template provided by the instructor).
- e. Students must *email a copy of the handout* to the instructor for *approval*, no later than 24 hours after serving as discussion leader; upon approval, students must email the handout to the entire class.
- f. *Post a copy of the handout* (to the Discussion Board of the course web site) no later than the deadline described in the email.

3. Exit Cards

Exit Cards (brief papers) are a quick and efficient way to informally assess whether students understand the basic concepts and ideas in class readings and discussions. The papers are written student responses to questions posed by the instructor. Exit Cards **take about twenty minutes to complete and reveal important information about student understanding of the content**. It is expected that students will use information from course readings to formulate coherent answers to the questions posed. Through completion of these cards, students will explore the societal aspects of disabilities, including, but not limited to, the culture of disability, attitudes toward persons with disabilities, and quality of life issues. Additionally, students will explore and demonstrate use of models as a means to interpret disability and the impact of disability on the individual and society. (FSHB learning objective 1 and 3; GEO learning objective 3 and 4). Use the self-assessment guidelines below as you formulate your response to the entrance card questions.

- a. Identify concepts using the exact word or phrase, not a pronoun.
- b. Look for generalizations, not specifics, when writing main ideas.
- c. Paraphrase definitions of words so that the meaning and use of your words are clear.
- d. Re-read what you wrote. Revise and edit as needed.

Exit Cards are due at the beginning of class on the due date (see course content outline & schedule) and should include the following information:

- a. **Your name, course #/name, semester, instructor name**
- b. **Exit card #**
- c. **The exit question**
- d. **Your response to the question.** This should be brief (no more than 1 page), and to ensure quality, students should:

- e. **Adhere to appropriate spelling and grammar rules.**

4. Learning Activities

There will be a total of five learning activities during this course. Full description of these activities will be provided in the Learning Activity folder posted on Blackboard. Students must complete the learning activities in the allotted time to earn the points associated with these activities, no make-up will be provided.

5. Self-directed Field Project

This assignment requires students to identify a disability related question related to their major. Students will demonstrate their understanding of key social science methods and theoretical foundations behind these methods through this self-directed field experience. Examples could include: Business major interviewing owner of company on impact of ADA; Engineering students exploring the nuts & bolts of accessibility; Social Work or Nursing majors interviewing individuals with disabilities or their families. Students will demonstrate the use of social science investigative methods (e.g., research reviews, qualitative research, and document reviews) to investigate human behavior within a particular field of study and interpret how this behavior affects the treatment of individuals with disabilities (FSHB learning objective 1, 3, and 4; GEO learning objective 3 and 4).

- a. Students will (1) develop a **proposal** which will be submitted to the instructor for approval, (2) **conduct the field work**, and (3) produce a **report**. The proposal is to be submitted prior to beginning work on this project (see date due in the course outline).
- b. **Proposal** (2-3 pages, not incl. title page) includes the following information (use bold phrases as your paragraph headers):
 - i. Title page (Your name, course #/name, semester, instructor name);
 - ii. An **introduction** to the issue (e.g., impact of ADA on a private business);
 - iii. A **rationale** for the questions to be answered, followed by the questions posed;
 - iv. A **description of the methods** employed to gather “in-the-field” data.
- c. **Report** (4-5 pages, not incl. title page) include the following information (use bold phrases as your paragraph headers):
 - i. Title page (Your name, course #/name, semester, instructor name);
 - ii. An **introduction** to the issue (e.g., impact of ADA on a private business);
 - iii. A **rationale** for the questions to be answered, followed by the questions posed;
 - iv. A **description of the methods** employed to gather “in-the-field” data;
 - v. A **summary of the data**;
 - vi. A **discussion** of the results.

Note: Items i-iii of the report should be reflective of the feedback given on the proposal.

- d. Strict adherence to format (inclusion of all required components), Times New Roman, double space, 12pt font, 1” margins, cover page, attention to spelling and grammar are *strongly recommended*.
- e. You are advised to review the rubric associated with this assignment in in Appendix A of this course syllabus.

6. Concept Mapping

A concept map is an intuitive graphical tool for organizing and representing knowledge (the *key concepts* in a topic and the specific *interrelationships* or propositions among them). It is possible to represent different types of knowledge, including *declarative or descriptive knowledge* as well as *procedural or "how to" knowledge*. In addition to different types of knowledge, concept maps can also be used to represent different types of relationships. As this course covers life-span perspectives on disability, students will be asked to consider different types of knowledge and how this knowledge is related. For example, the sociological influences on perceptions of disability can be conveyed using a declarative knowledge map. For this course, students will be required to create a map on two occasions, totaling two maps. Early in the semester the instructor will model the construction of a practice map.

- a. See *concept mapping description and instructional packet* and other materials pertaining to concept mapping on the Blackboard course site.
- b. Using a focus question, provided by the instructor, you will be asked to create two maps independently:
 - i. Map #1: Using the focus question and *only* your independent background knowledge, create a map that appropriately responds to the question (10 points);
 - ii. Map #2: Using the same focus question, your independent knowledge, course materials, activities, discussions, and feedback from instructor regarding map #1, create a map that appropriately responds to the question. With map #2, you are to also write a (no more than) one page narrative describing your thought process as you developed your maps (40 points).
- c. Other notable information:
 - i. As indicated in the *concept mapping description and instructional packet*, first sketch out your concept maps using paper-pencil, then create an electronic format. Download free Cmap Tools software at <http://cmap.ihmc.us> (for constructing your maps electronically).

7. Midterm and Final

There will be two exams given over the course of this semester. The two exams will also serve as a means to demonstrate students' understanding of how knowledge is discovered, challenged, and transformed. Specifically, students are expected to describe the rationale for some societal practices and how these practices may or may not be beneficial to the individual and society. Within the political, social, cultural, and economic structures of society, students will evaluate current approaches, advocacy efforts, and proposed solutions for overcoming barriers experienced by people with disabilities. Format TBA *Make up tests will be available in cases of illness or emergency. Arrangements should be made prior to the time of the exam.*

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS:

During the semester part of class time may include, but not limited to, reactions to videos, guest speakers, field activities, participating in small group activities, etc. Students must be present to participate in these activities. The instructor will describe parameters for written responses to these activities. Students will be expected to demonstrate their ability to communicate effectively.

Students, as reflective decision-makers, should choose to practice ethical behavior during class, in the university community, and while participating in field experiences. Students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and

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responsible attention to requirements and deadlines necessary for the successful completion of the course.

PARTICIPATION EXPECTATION

During the semester part of class time may include, but not limited to, reactions to videos, guest speakers, participating in small group activities, etc. Although obvious (but necessary to state), students must be present to participate in these activities. The instructor will describe parameters for written responses to these activities. Class discussion and participation is one of the ways in which students will be expected to demonstrate their ability to communicate effectively. Part of student participation will be assessed based on active participation in class that requires students to read, think, and engage in conversation about the material. If students attend all sessions and actively participate in class by posing and answering questions and participating in all learning community activities, it is possible to earn an extra 10 participation points, for a total of 50 points.

TEACHING METHODOLOGIES:

Methods of instruction include lectures, discussions, group activities, presentations, guest speakers and media presentations.

ASSESSMENT PROCEDURES:

Assignment	Points	% of Course Grade
Learning activities 1-5 (5 @10 points each)	50	14%
Discussion Leader (30 points)	30	8%
Exit Cards (10 @ 5 points each)	50	14%
Self-directed field project	75	22%
Midterm	25	7%
Final	25	7%
Concept Maps	55	14%
Participation	40(50)	14%
TOTAL	350	100%

GRADING (Dept. of Exceptional Student Education GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

POLICIES AND PROCEDURES

ATTENDANCE:

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor."

Attendance includes meaningful, active involvement in all class sessions, class discussions, and

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class activities as well as professional, ethical conduct in class. Reasonable accommodations are made for religious observances. Attendance will be taken. Course work and notes for missed class is the student's responsibility.

ASSIGNMENTS:

Assignments are due on the date indicated in the *CONTENT OUTLINE & SCHEDULE* of this syllabus. Some assignments *cannot* be made up (e.g., in-class activities); this is at the discretion of the instructor. Acceptance of late assignments is also at the discretion of the instructor.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD, which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, SU 133 (561.297.3880); Davie, LA 240 (954.236.1222); Jupiter, SR 110 (561.799.8010); or in treasure Coast, CO 117 (772.873.3382). More information regarding OSD services and locations can be found on the FAU website.

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

ETIQUETTE POLICY:

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."

BIBLIOGRAPHY

- Blackbourn, J.M., Patton, J.R., & Trainor, A. (2004). *Exceptional Individuals in focus* (7th Ed.). Upper Saddle River, N.J. : Pearson/ Merrill-Prentice Hall Publishers. (0-13-113491-4)
- Cresswell, J. W. (1994). *Research design-Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications. (0-8039-5254-6)
- Davis, L. J. (Ed.) (2006). *The disabilities reader* (2nd Ed). NY: Routledge/Taylor Francis Group. (0-415-95334-0)
- Hakim, C. (2000). *Research design-Successful designs for social and economic research* (2nd Ed.). London, UK: Routledge. (0-415-22313-X)
- Miller, N.B. & Sammons, C.C. (1999). *Everybody's Different: Understanding and changing our reactions to disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co. (1-55766-359-9)

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- Schwartz, S.E. & Conley, C. A. (2000). *Human Diversity: A guide for understanding* (4th Ed). NY: McGraw Hill Custom Publishing. (0-07-242831-7)
- Shapiro, Joseph P. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Random House, Inc.

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS (CEC)

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| gc1K1 | Definitions and issues related to the identification of individuals with disabilities |
| gc1K3 | Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice |
| gc1K4 | The legal, judicial, and educational systems to assist individuals with disabilities |
| gc2K2 | Impact of sensory impairments, physical and health disabilities on individuals, families, and society |
| cc9S8 | Use verbal, nonverbal, and written language effectively |
| cc9S10 | Access information on exceptionalitie |