EDG 1930: DISABILITY IN SOCIETY
Dr. Dukes

Department of Exceptional Student Education
College of Education
Florida Atlantic University

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College of Education

Department of Exceptional Student Education

Charles Dukes
Email: cdukes@fau.edu (preferred)

Class Day/Time: 
Office Location: Ed/Boca 430
Office Hours:

COURSE NUMBER: EDG 1930

COURSE TITLE: DISABILITY IN SOCIETY

CATALOG DESCRIPTION:
An introductory course providing life-span perspectives of disability, applicable to both non-education and education majors; analyzing personal, historical, political, economic, and societal perspectives of individuals with disabilities in our society.

WRITING ACROSS THE CURRICULUM
This course is writing intensive and will count toward fulfilling the Gordon Rule writing requirement. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions. A thorough explanation of all assignments can be found the course requirements section of the syllabus. Writing assignments will be completed outside of class, although some preliminary writing will be conducted in class. Drafts and initial attempts at writing will not be graded; grading will take place only after major revision and editing. Papers will be shared with peers to gain constructive comments, clarification, and provoke intellectual discussion. The instructor will provide substantive feedback on all written assignments.

PREREQUISITE or COREQUISITE None
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REQUIRED TEXTS:


TECHNOLOGY:
E-mail: 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: http://blackboard.fau.edu (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

VIDEOS:
Appendix A contains a list of some of the videos that can be used in this course for the Film Review Project. Other sources for videos on disabilities or websites on disabilities include:

HTTP://WWW.DISABILITYSTUDIES.COM/VIDEOS.HTM (TEACHING VIDEOS)
HTTP://WWW.DISABILITYFILMS.CO.UK/CATEGORIES.HTM (POPULAR VIDEOS)
WWW.DISABOOM.COM (RESOURCE SITE FOR ALL ASPECTS OF DISABILITIES)

COURSE OBJECTIVES:
1. 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.
2. Demonstrate an understanding of the definitions, causes, characteristics, and sociological considerations of disabilities including, cognitive, communicative, physical, social/behavioral, and sensory impairments.
3. Explore the societal aspects of disabilities, including the culture of disabilities, attitudes toward persons with disabilities, and quality of life issues.
4. Develop a critical awareness of the historical and legislative contexts on the cultural and social problems of individuals with disabilities in the U.S.
5. Evaluate current approaches, advocacy efforts, and proposed solutions for overcoming barriers experienced by people with disabilities

TOPICAL OUTLINE:
Introduction to exceptionalities
- Inter-individual differences
- Intra-individual differences
- Medical model
- Role of the courts and legislation
- Assessment
- Multi-cultural influences

Lifespan perspectives
- Birth
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- School
- Post-school
- Transition

**Exceptionalities related to intellectual functioning**
- Aptitude and achievement testing
- Nature vs. nurture
- Talented and giftedness
- Emotional/Behavioral disabilities
- Intellectual disabilities (formerly known as mental retardation or developmental disability)
- Learning disabilities
- Educational environments for intellectually exceptional persons
- Lifestyle and workplace adjustments
- Family concerns

**Exceptionalities related to communication, hearing, physical, and visual abilities**
- Communication disorders
- Physical impairments (acquired and organic)
- Hearing impairments
- Visual impairments
- Educational environments for communication, visual, and hearing exceptionalities
- Lifestyle and workplace adjustments
- Family concerns

**COURSE REQUIREMENTS**

1. **Policy Letter (Writing requirement-Persuasion) 4-6 pages**
   For this assignment, students are expected to compose an open letter to the state legislature. The purpose of the letter is to convince the legislative body to continue or discontinue (depending on a random selection of a focus and position) funds to support individuals with disabilities in one of four areas: employment, recreation/leisure, housing, or education. The letter must be between a minimum of three pages and a maximum of five pages (double-spaced). The letter must include reference to sources to support you arguments. Students may include powerful anecdotes, but these anecdotes can not stand as support of the arguments in the letter alone. The letter should be persuasive and contain language that an unfamiliar legislator can understand to grasp your position about individuals with disabilities.

2. **Literature and Film Review (Writing requirement-Analyze, Synthesize, Conclude, Form and Defend your Opinion) 2-3 pages**
   (See Appendix A for film list and Appendix B for Book list)
   For this assignment, students will select one book and one film about individuals with disabilities. Even if you have read the book or seen the film before, read or view it again with the purpose of this assignment in mind. Write a review of the book and a separate review of the film critically analyzing the work, detailing your reaction to the way disability (include all groups if more than one group of people with disabilities are included in the work) Focus your paper on: what kind of impact the book or film had on you (inspiring? depressing? inspirational?) AND the way it portrays individuals with disabilities (realistically? accurately? stereotypically? positively? negatively?). Be sure to reference the book’s or film’s strengths and weaknesses relative to the above points. Also draw some tentative conclusions about how the book or film portrays people with disabilities and their issues. It is critical that you stick close to your data from the book or film. Consider some possible effects, implications, or consequences of such
coverage. Relate your conclusions to the readings and ideas presented in class. Each review should be 2 pages in length and include citations as appropriate.

3. **Realizing the impact of disability (Writing requirement—Research, compare, contrast, analyze, and conclude)** 5 pages
   It is important to understand how disability impacts every aspect of our society. For this assignment, students will write a five-page double-spaced paper, describing the impact of disability within their major. The assignment requires students to think about people with disabilities from a broad perspective and then write about this impact within their field. An obvious example is in education, where students with disabilities need to be taught, or in engineering, where engineers are charged with developing devices to support movement. Before writing the paper, students have to be clear about how disability impacts their field. Those in business might focus on issues of employment, political science majors might focus on the current political landscape for people with disabilities. Specifically, the paper should begin with a brief description of your field (major). Then, a clear explanation of the impact people with disabilities have on the field should be described. Next, three examples from the literature (journal articles from your field) should be included and clarified in the paper, detailing the problems, weaknesses, or successes of people with disabilities in your field. The paper should end with a description of how the field might progress in the future.

4. **Reaction papers (Writing assignment—Analysis, Form and defend your opinion)** 1-2 pages
   After class discussion and reading, students are expected to critically reflect on the issues raised in the readings as well as related points discussed in class. Students will write a brief one page reaction paper after reading and thinking critically about the material. The reaction paper must include a stated position on the particular issue followed immediately by a justification for that position. It is recommended that students utilize information from the reading material to compose the reaction paper. The paper should be a minimum of 300 and a maximum of 600 words. The format for this paper and strategies to compose the paper will be discussed in class.

5. **Class discussion**
   All students are expected to read before coming to class. Our discussions in class should reflect the student’s attempt to understand the material. Class discussions 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.

**PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS**
Students, as reflective decision-makers, 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 responsible attention to requirements and deadlines necessary for the successful completion of the course.

**TEACHING METHODOLOGIES:**
Methods of instruction include lectures, discussions, group activities, presentations, guest speakers and media presentations.

**ASSESSMENT PROCEDURES:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Policy letter (1 paper)</td>
<td>25%</td>
</tr>
<tr>
<td>Book review (1 paper) or Film review (1 paper)</td>
<td>20%</td>
</tr>
<tr>
<td>Realizing the impact of disability (1 paper)</td>
<td>25%</td>
</tr>
<tr>
<td>Reaction papers (5 papers)</td>
<td>20%</td>
</tr>
<tr>
<td>Class discussion</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

*Special note:* If this class is selected to participate in the university-wide WAC assessment programs, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

**GRADING (FAU 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 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 at the beginning or the class period on the listed date. The grade for late assignments will be reduced 10% per day late.

**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, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website.

**BIBLIOGRAPHY**


Appendix A: Video List

The following is a list of movies that can either be used for in class presentation or for a student film review/critique. For a Film Review of a film not on the list, see your instructor. Also see websites listed on the first page of the syllabus with other sources.

Nell
My Left Foot
My Name is Sam
What’s Eating Gilbert Grape?
Butterflies are Free
Johnny Belinda
Being There
The Snake Pit
A Beautiful Mind
Marvin’s Room
Three Faces of Eve
As Good As It Gets
Awakenings
Born on the 4th of July
Scent of a Woman
The Mask
Regarding Henry
What the Deaf Man Heard

Sybil
Rainman
Murder Ball
Angels in America
the Doctor
Children of a Lesser God
Dominick and Eugene
Mr. Holland’s Opus
Forrest Gump
Ray
Through A Glass Darkly
Radio
Of Mice and Men
One Flew Over the Cuckoo’s Nest
Beyond Silence
The Other Sister

Appendix B: Books about People with Disabilities

The following is a list of some novels about disabilities.

Collections
Despite This Flesh: The Disabled in Stories and Poems Edited by Vassar Miller 810.8 D468
Stories and poems portray the experiences of handicapped people and their families and show how the handicapped are treated by society at large.

With Wings: An Anthology of Literature By and About Women With Disabilities edited by Marsha Saxton and Florence Howe 810.8 W772 Fiction, poetry, and personal accounts explore the strengths and talents of disabled women and girls.

Novels

Alexander, Bruce Blind Justice (p)
The legendary—and blind—eighteenth-century judge, Sir John Fielding, cofounder of London's first police force, debuts in the case of a lord whose apparent suicide is exposed as a fountainhead of deception, greed, and murder.

Bender, Karen Like Normal People (m)
This auspicious and critically acclaimed first novel follows Lena, a forty-five-year-old woman who is trapped in childish behaviors, as she searches for a normal life, and her widowed mother, Ella, who relives her own dreams and disappointments while confronting the possibility of letting her daughter go.

Brown, Rosellen Tender Mercies (p)
The twelve-year-long, happy marriage of Laura and Dan is severely tested when Laura becomes paralyzed as a result of a boating accident for which Dan is responsible.

Deaver, Jeff A Maiden's Grave (p)
When a pathological escaped convict takes a group of deaf girls hostage in a slaughterhouse, an FBI negotiator and a deaf teacher struggle to defuse the situation before it explodes in violence.

Groom, Winston Forrest Gump: A Novel (m)
The life of an endearing idiot savant is marked by encounters with some of the most famous figures of the twentieth century.

Hecht, Daniel Skull Session (m)
Paul Skoglund, who suffers from Tourette's syndrome, is hired by his wealthy aunt to fix up her ravaged house, but with the help of his girlfriend Lia and Morgan Ford, a police investigator, he uncovers links between the house and a series of brutal crimes.

Hugo, Victor The Hunchback of Notre Dame (p)
An alchemist's effort to abduct a beautiful gypsy girl leads to her execution and a futile rescue by the hunchback Quasimodo.

Keyes, Daniel Flowers for Algernon (m)
A thirty-two-year-old mentally handicapped man takes part in an innovative scientific experiment to raise his intelligence.

Land, Jon Hope Mountain (p)
After his accident, champion skier Jamie Brooks falls into a depression where he loses everything in the world of importance to him, but on the brink of giving up, he finds himself going back to Hope Mountain where the ski school for the disabled changes his entire outlook.

Lott, Brett Jewel: A Novel (m)
A mother fights for the dignity of her youngest daughter against the backdrop of a pure and simple way of life in the backwoods of Mississippi in 1943.

Major, Devorah An Open Weave (m)
Examines the way in which three generations of women in an African American family come together, centering around Ernestine, the blind grandmother, who weaves the cloths and patterns that fill their house.

Mantel, Hilary *Every Day is Mother's Day* (m)
American readers know English writer Mantel as the author of *The Giant, O'Brien, A Place of Greater Safety* and other critically hailed novels. This work, a twisted romp through the lives of long-time widow Evelyn Axon and her mentally handicapped middle-aged daughter, Muriel, was her debut novel, originally published in the U.K. in 1985.

Mayerson, Evelyn Wilde *Sanjo* (m)
Sensitive novel about a young woman with Down's Syndrome.

Plain, Belva *Daybreak* (p)
Eighteen years after the fact, two Southern families discover that their sons were switched at birth, and one boy is now fatally ill.

Woods, Stuart *Dead Eyes* (p)
Actress Chris Callaway finds her life threatened by a stalker whose attack leaves her blind, and it is up to Beverly Hills police detective Jon Larsen and Danny Devere, a gay friend, to track the would-be killer.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<td>Introduction/Course Overview</td>
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<td>Unit 3: Models of disability</td>
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<td>Final exam (1030 AM- 1 PM)</td>
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<td>Reaction paper #5 completed in class as final exam</td>
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Notes about the Writing Process:

Begin by prewriting
- brainstorm (list or use a concept map, such as bubbles, to throw out ideas)
- freewrite (just write about your topic for a few minutes without stopping—don't worry about what you write, just keep writing)
- visualize the experience (close your eyes and imagine what you are going to write about, then jot it down)
- ask yourself questions—who, what, when, where, how, why or why not (your answers can help you with ideas)
- outline—jot your thoughts in an upside down pyramid form, from the big picture to the smaller precise picture

Draft
- Write a rough draft and don't worry about perfection. Cross out, add, and start again.

Read Aloud
- Does your writing make sense when you read it aloud? Have someone else read it also. Do you need to cut and paste to put your thoughts in a better order? Does it flow well? Does it make sense? Are your sentences complete, run on, comma splice? Did you put a comma where a period should go, or vice versa? Did you use a colon where you should have used a semicolon?

Revise
- After reading it over for content, look at the mechanics of writing (grammar, syntax, punctuation, spelling, etc)

Revise Again
- Don't hesitate to toss it and start over, or revise your paper. It can always be better.

Proofread
- Make sure you proofread your paper. Ask someone else who is a good writer to proofread your paper. Did you cite correctly?

Pass in Your Paper
- Ask for feedback and correct your instructor's suggestions. Rewrite the paper according to the editing. You will now have a perfect paper.