

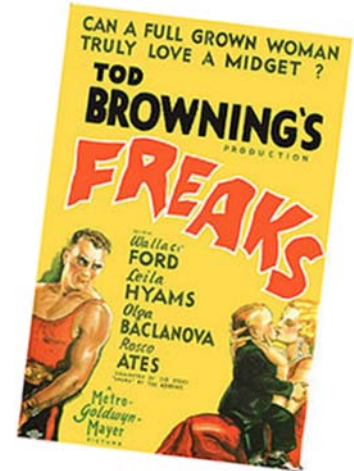
EDSP 289i, Disability: From Stigma and Side Show to Mainstream and Main Street

Spring 2016: Tuesdays & Thursdays 9:30 – 10:45am

Locations

Tuesdays: all sections – SQH 1119

Thursdays: sec. 0101 - 3236 EDU (Leone)
sec. 0201 – 2101 EDU (Kochera)
sec. 0301 – 1315 EDU (Butler)



Instructors: Peter Leone, Ph.D; Gabriela Kocerha, M.A.; & Emily Butler

Offices: 3112-D Benjamin (Leone); 0109A Benjamin

Office Hours: Leone – Tuesdays & Thursdays 11 AM – 12 PM and by appointment;

Kocerha –by appointment.

Butler – by appointment

Emails: leonep@umd.edu; gkocerha@gmail.com, eebutler@umd.edu

Texts:

Davis, L. (2013). *The Disability Studies Reader (4th ed.)*. (DSR)

Dully, H. & Fleming, C. (2007). *My Lobotomy: A Memoir*. New York: Three Rivers Press. (Dully)

Readings:

Additional readings are listed on the syllabus and will be posted on the course website [www.elms.umd.edu].

Course Description:

This course, Disability: From Stigma and Side Show to Mainstream and Main Street, explores the cultural, educational, and medical roots of difference among human beings and examines the impact of cultural and technological changes on individuals traditionally identified as disabled. The course is designed to develop a broad understanding of the concept of “disability” and the emerging technologies that shape

Stig-ma

Pronunciation: \ˈstɪɡ-mə\

Function: *noun*

Inflected

Form(s): plural **stig-ma-ta** \stɪɡ-ˈmä-tə, ˈstɪɡ-mə-tə\ or **stig-mas**

Etymology: Latin *stigmat-*, *stigma* mark, brand, from Greek, from *stizein* to tattoo

Date: circa 1593

1 a *archaic* : a scar left by a hot

iron : **BRAND** **b** : a mark of shame or

discredit : **STAIN** <bore the stigma of

cowardice> **c** : an identifying mark or

characteristic; *specifically* : a specific

diagnostic sign of a disease

Side-show

Pronunciation: \-,shō\

Function: *noun*

Date: 1846

1: a minor show offered in addition to a main exhibition (as of a circus)

2: an incidental diversion or spectacle



contemporary understanding of this phenomenon and the lives of those considered disabled. The course is organized around five broad areas related to the study of disability: 1) History, 2) Personal Perspectives, 3) Housing, Employment, and Transportation, 4) Education and Communication, and 5) Arts, Sports and Entertainment. In each of these areas we will read, discuss, and occasionally watch films related to the topic. Students will explore additional topics in small groups and share what they learn with the class through wikis, discussions, presentations, and discussion of the readings. Individually, students will write a personal essay, and several blogs. All students are expected to participate in discussions and group activities in their Thursday discussion sections.

As an “i-series” course, EDSP 289i is designed to examine the big question “What does it mean to be disabled in the 21st Century?” We will examine the concept of disability from multiple perspectives during the semester. Your personal essay as well as the blogs, wikis, and projects are designed to get you thinking about “disability” in a myriad of ways. We hope that this course challenges you to think deeply about “disability” in the information age.

Goal and Objectives:

To develop a broad understanding of how the concept of disability has evolved and the myriad ways in which it shapes and is shaped by contemporary society.

Following completion of the course, students will be able to:

- Describe how cultural, educational, and familial contexts influence our understanding of and response to those with disabling conditions;
- Discuss one or more contemporary issues involving disability and culture;
- Describe the evolution in the portrayal of individuals with disabilities in the popular media;
- Identify and describe emerging technology designed to mitigate the effects of individual differences;
- Discuss traditional and emerging disability issues in their major or in a selected field of study;
- Compare and contrast individual and professional perspectives on the meaning of disability and its impact on daily activities;
- Describe major federal legislation designed to accommodate, educate, and prevent discrimination against those with disabilities; and

| Assignments | Points |
|--|------------|
| Personal bio & image | 1 |
| Blogs (3) | 15 |
| Quizzes (intro @2 pts. + 2@ 14 pts.) | 30 |
| Personal Essay: Discovering difference | 25 |
| Project proposal (group) | 10 |
| Project paper (group) | 35 |
| Assessment of group participation | 5 |
| Project presentation (group) (conference presentation +2) | 6 |
| Wiki development (group) | 15 |
| Wiki presentation & discussion (group) | 6 |
| Attendance & participation | 10 |
| Completion of CourseEvalUM & i-series evaluation | 2 |
| Final Exam | 40 |
| TOTAL POINTS | 200 |

- Analyze the language, tone, and perspectives in media reports about individuals identified as having disabilities.

Assignments & Grading

Assignments and quizzes should be submitted or posted by 9:00 am on the due date on the course website [www.elms.umd.edu] unless otherwise noted on the assignment. At the instructor's discretion, points will be deducted from assignments that are late. A scoring rubric or explanation of the grading criteria is included with the description of each assignment. Please type the UMD Honor Pledge on the bottom of your project paper: *I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

Grading:

A 100% to 94%

A- < 94% to 90%

B+ < 90% to 87%

B < 87% to 84%

B- < 84% to 80%

C+ < 80% to 77%

C < 77% to 74%

C- < 74% to 70%

D+ < 70% to 67%

D < 67% to 64%

Personal Bio & Picture

Each student should post a brief bio about themselves and a picture on the People tab on the course website. Bios are due by February at 9:00 am. You can share with your classmates your major, hometown, interest in the course, and any other information you'd like (e.g., free-time interests, favorite teams, aspirations).

Blogs

Each student will write three (3) blogs over the course of the semester. Students will have several options for the blogs. Most blog entry options will be in response to issues raised in the course, in assigned books, readings, or films, or a current event. A rubric to guide your development of your blogs can be found on the class website.

Quizzes

There will be an introductory quiz due February worth 2 points. If you complete the quiz you will receive all of the points. If you do not complete the quiz or fail to complete it on time, you will receive no points. You will take two other quizzes, each worth 14 points. All quizzes will be taken on the course website.

Personal Essay: Discovering Difference

Each student will write an essay that describes personal experience(s) that have contributed to their current understanding of difference and disability. The essay may describe experiences that occurred early in life within the family, at school, or in the community. The essay could also describe an event or events that changed one's perspective on who they were and how they are similar to or different than others. The suggested length of this assignment is three pages. You are encouraged to write this essay in the first person; no references are needed. Prior to writing and submitting your essay, you will have the opportunity to discuss your ideas with your group.

Group Work

Project Proposal, Paper & Presentation

Each student will complete a project designed to investigate some aspect of disability and present it to classmates and the instructor in the discussion sections. There are three (3) parts to this assignment. No later than October 8, students need to submit a proposal for their class project. Proposals will be reviewed by the instructors and undergraduate TAs and approved with modifications and suggestions one week after they are submitted. Students can develop projects individually or with one other student. For students completing projects with another student, both students will receive the same grade for the assignment. Completing the project will involve interviewing a) an individual with a disability or family members of individuals with disabilities, b) researchers studying ways of changing daily activities or improving access to the community for individuals with disabilities, or c) professionals serving individuals with disabilities. Your project can focus on issues such as housing, transportation, medical technology, advocacy, communication, education, entertainment, or sports. All students or pairs of students will prepare a 4-6 page paper on their topic and give a brief presentation of their paper in their discussion section.

Undergraduate Conference on Disability

During the past two semesters, a few students in EDSP 289 and EDSP 220 have presented their project papers at an on-campus conference on disability at the Stamp Union open to the campus community. This semester we will explore the possibility of holding a student-led conference if there is sufficient interest among members of the class. As in the past, students interested in presenting their projects at this conference will apply to do so through the undergraduate TAs. Students whose papers are accepted for the conference will be deliver their presentation as part of a panel, and will participate in an informal discussion and lunch or dinner with the instructors. Students whose papers are selected to participate in the conference will only have to complete 3 (rather than 4 blogs), will not have to present their projects in discussion session, and will earn 2 extra credit points. Other students who attend the conference can earn two additional course points and do not have to attend their discussion section of class that week.

Wikis

Each group will create a wiki page that addresses some aspect of disability and their major(s) or a field of study in which they are interested (if students have not selected a major). Students will review the topics for their wikis and topics with their section leaders Thursdays in discussion. Each discussion section's Wikis will be available to the entire class. Guidelines for students' contributions will be posted on the website.

Attendance & Participation

Students are expected to attend the lecture and the discussion sessions regularly.

Final Exam

The final exam covering lectures, films, readings and presentations consists of two parts. The in-person section of the exam is scheduled on Friday, May 13, 2015 from 9:00 am to 10 am. The final exam is cumulative.

Course Evaluation

Your participation in the evaluation of courses through [CourseEvalUM](#) and the evaluation of this [iSeries](#) course is a responsibility you hold as a student member of our academic community.

Your feedback is confidential and important to the improvement of teaching and learning at the University. The on-line evaluation system is available during the last week or two of the semester at www.courseevalum.umd.edu. By completing both evaluations each, you will have access to the summary reports for thousands of courses online at Testudo. Completing the course evaluations and providing evidence that you have done so is worth 2 points.

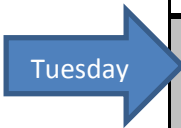
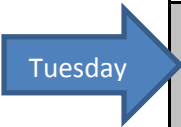
Course Website: www.elms.umd.edu

We will use Canvas to communicate, disseminate information, and submit and return all assignments. Our course website will be used for email, weekly announcements, blogs, grades, and access to the syllabus, lessons, resources, course readings, and internet-links. This course can be found at <http://www.elms.umd.edu>. Students are encouraged to visit the course website at least twice each week for updates on class activities.

No assignments will be accepted via email to the instructors.

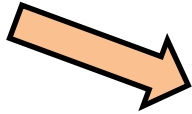


Schedule of Class Activities

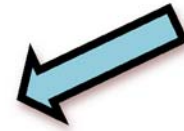
| Week/ Date | Location | Topics & Activities | Readings & Videos | Assignments & Assessments ALL ASSIGNMENTS DUE AT 9:30 AM unless otherwise noted |
|--|--|--|---|--|
|  Tuesday Week 1 1/26 | SQH 1119 | Part 1: Introduction & History Introduction; Who's Disabled? (Who's asking?); review syllabus | VIEW WEB-BASED PRESENTATIONS | WEB-BASED PRESENTATION (Intro & History Page) |
| 1/28 | 01: 3236 EDU 02: 2101 EDU 03: 1315 EDU | Introductory activity; review quiz; View excerpts of <i>Freaks</i> | | Intro Quiz by 9:30 am |
|  Tuesday Week 2 2/2 | SQH 1119 | Building Better People: Eugenics, Cripples, Freaks, Morons, and Defective Babies; | DSR: Ch. 1, Ch. 11 Film excerpt: <i>Freaks</i> (1930) | Bio & Image in Canvas by 9 am |
| 2/4 | 01: 3236 EDU 02: 2101 EDU 03: 1315 EDU | Discuss <i>Freaks</i> , history, and stigma | Finish watching <i>Freaks</i> . | |

| | | | | |
|-----------------------|--|--|---|---|
| Week 3 2/9 | | Institutions: Willobrook, Pennhurst, Letchworth Village; Film excerpt, <i>Titicut Follies</i> | DSR: Ch. 2 ,Watch Video: Gene F | |
| 2/11 | | Part 2: Personal Perspectives Who's disabled? | DSR: Ch. 33, Ch. 34 | Blog 1 @ 9 am |
| Week 4 2/16 | | Families and siblings Watch video clips: Abby | DSR: Ch. 3 , Finish watching <i>Titicut Follies</i> | |
| 2/18 | | Definitions & Taxonomies; Review of Wiki assignment; Film: Vital Signs – Crip Culture Talks Back (CE) | DSR: Ch. 6; Ch. 21 (pp. 278-281) | Personal Essay: Discovering Difference due @ 9 am |
| Week 5 2/23 | | Personal Perspectives Guest Presentation | DSR: Ch. 32 | Video clips: Dan & Rachel |
| 2/25 | | Personal Perspectives activity Review and edit wikis | Dully: Ch. 1-5 ; Youth and Disability disclosure (elms) | |
| Week 6 3/1 | | Personal perspectives, Video presentation: Rosie Carranza; discussion of project proposals (PC) | Dully: Ch. 6-9 ; | Wiki Due @ 6 pm |
| 3/3 | | Part 3: Housing, Employment, & Transportation Is the “bottom line” the bottom line? What matters in the marketplace? | BLS News Release – Labor Force Characteristics – 2010 (elms) Disability: Dispelling the Myths – Employment (elms); | Informal wiki presentations in discussion sections. Project proposal due @noon |
| Week 7 3/8 | | Housing & employment | Dully: Ch. 10-12 | Quiz 1 |
| 3/10 | | Housing & employment cont'd https://redwiggler.org/ | Leveraging the Strengths of the Disabled (elms); video clip: Think Beyond the Label | Informal wiki presentations |
| | | SPRING BREAK | | |
| | | SPRING BREAK | | |
| Week 8 3/22 | | Transportation Guest speaker: | Dully: Ch 13-16, “One last word” | Blog 2 |

| | | | | |
|--------------------|--|---|--|--|
| 3/24 | | Mid-point check-in; discussion of projects | | |
| Week 9 3/29 | | Part 4: Communication & Education Technology & Universal Design: Guest Speaker | Universal Design for Learning | |
| 3/31 | | Technology & Disability; Disability and the Arts | | Watch Film: King Gimp (2000) |
| Week 10 4/5 | | Guest speaker- TBD | DSR: Ch. 37, Ch. 39 | Blog 3 |
| 4/7 | | Discussion of King Gimp, Student presentations | | Project presentations Quiz 2 |
| Week 11 4/12 | | Disability and Civil Rights: Legislation & Litigation | DSR: Ch. 4 | |
| 4/14 | | Part 5: Sports, Arts, & Entertainment Discussion: What's funny? What's fair? Do carbon fiber blades give runners an unfair advantage? | DSR: Ch. 41, Ch. 42 |  |
| Week 12 4/19 | | Sports & Disability | DSR: Ch. 28 | |
| 4/21 | | Student Presentations | | Project Presentations |
| Week 13 4/26 | | Class does not meet – view film) | | Watch Film: Murderball |
| 4/28 | | NO CLASS - THANKSGIVING | | |
| Week 14 5/3 | | Student Presentations | | Project Presentations |
| 5/5 | | International Perspectives; Disability and Delinquency | Crimes Against Persons with Disabilities | Projects Due |
| Week 15 5/10 | | Disability as culture; student nominated presentations & wikis Review for Exam **LAST DAY OF CLASS** | DSR: Ch. 14, Ch. 19 | Project Presentations |
| | | | | |



Final Exam: Friday, May 13, 8:00-10:00am



Academic Integrity

The University is one of a small number of universities with a student-administered [Code of Academic Integrity](#) and an [Honor Pledge](#). The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Please type the following statement at the bottom of the paper your group submits.

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

Compliance with the code is administered by the Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council (314-8450) by any member of the academic community.

Learning and Accommodations

We all learn differently. Along with the TAs, I strive to make my classroom an accessible space for diverse learners. I invite students with disabilities and other learning needs to talk with me early in the semester or as needed about any accommodations needed to succeed in the class. I am happy to co-design strategies, solutions, and assignments with you to best meet both your needs and the standards for this course. Please contact me during office hours or email me to set up a meeting to discuss your individual learning style and needs. If you are a student with a disability and need guidance navigating classes, the campus, and student resources, Disability Support Services in the Shoemaker Building (4-7682 or 5-7683 TTY/TDD) is a valuable resource"

Religious Observance

The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time.

University Closings

If the University is closed due to inclement weather, we will hold class via Adobe Connect and/or elms.edu discussion and conference features. Due dates for written assignments submitted via elms will remain the same. In class student presentations will be rescheduled.