Course: RHB 224: Disability Narratives – Media Myths and Social Realities
Spring 2014
Meets Online

Instructor: Alan Larson, Ph.D., CRC
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Course Description:
This course will expose the student learner to various insider and outsider perspectives on disability in American society today. An emphasis will be placed on analyzing popular media representations of disability as contrasted with first person narratives regarding disability. These divergent perspectives will be explored with respect to various aspects of participatory citizenship for people with disabilities. The knowledge base for the course is the academic discipline of disability studies.

Textbooks:

Learning Goals & Objectives:
The overall goal of this course is to open students to new ideas regarding disability as an aspect of diversity so as to foster empathic professionals that are both ethical and empowering in their dealings with future clients.

Specific learning objectives are as follows:
- To introduce the academic discipline of disability studies and how it applies to societal and individual behavior
- To introduce historical constructions of disability and to explore the intersection of disability and public policy.
- To critically examine representational uses of disability in the media.
- To explore narrative, insider perspectives on disability and how they intersect with personal identity, family, education, and employment.
- To become aware of the ethical issues relating to societal treatment of disability.

This course meets the following SFA multiculturalism standards:

<table>
<thead>
<tr>
<th>Objectives/Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Awareness: consciousness of one’s personal reactions to people who are different in phenotype, family</td>
<td>Assigned text readings; online lectures</td>
<td>Disability culture and other chapter module</td>
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background, socio-political perspective, [ability level] and cultural history

Multicultural Knowledge: exposed to content related to culture (group) - specific values and beliefs and implications of status on day-to-day experiences within the general society

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<td>Critical Thinking. Description indicates how students will be instructed in critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information; AND how students will apply demonstrate-practice critical thinking skills to include each of the aforementioned activities.</td>
<td>Assigned text readings, online lectures</td>
<td>Scavenger hunt &amp; media log analysis; book reflections, module assignments</td>
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<td>Communication. Description indicates how students will be instructed in Communication Skills to include effective development, interpretation and expression of ideas through written, oral and visual communication; AND how students will apply-demonstrate-practice the aforementioned skills.</td>
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<td>Scavenger hunt &amp; media log analysis; book reflections, module assignments</td>
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<td>Personal Responsibility. Description indicates how students will be instructed in personal responsibility to include the ability to connect choices, actions and consequences to ethical decision-making; AND how students will apply-demonstrate-practice the aforementioned skills.</td>
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<td>Scavenger hunt &amp; media log analysis; book reflections, module assignments</td>
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Course Requirements
The content of this course has a three inter-related parts:
1. Introduction to the field of disability studies. The lectures for this will be available via D2L as learning modules. You are responsible for reading the modules on your own each week, as well as the assigned readings (Brown) associated with each module. There will also be an opportunity to discuss each module each week.
2. Deconstruction analysis of disability portrayals in the media. This is explained in detail in the Scavenger Hunt section instructions in the first module. There will also be online discussions of your findings and analysis.
3. Reading and reflecting on a first-person disability narrative (Mooney’s The Short Bus). This book has 16 chapters, and the semester has 15 weeks, so, except for the first week, you are assigned one chapter reading and reflection per week. These reflections will all be submitted online via D2L. Discussion of the book will also largely take place on D2L. Reflection questions are listed below under assignments.
Course Structure
For the bulk of the course, three things need to happen each week:

1. Read and discuss (and sometimes take a quiz on) the assigned learning module and
associated Movie Stars and Sensuous Scars chapter
2. Read and submit a reflection on the assigned The Short Bus chapter
3. Submit a media log with cover page (and possibly discuss as a group)
   - The learning modules have all the assessments and discussions built in, so there is no
     need to navigate outside of the module for any of that work
     - In order enhance your chances for success with these assignments, it is strongly
       encouraged that you navigate through the modules as they are constructed as a way
       of avoiding getting lost or misdirected in this course. If you follow the modules, and
       embedded links therein, you should be fine.
   - Only one Short Bus dropbox will be open each week, so navigate to that page and submit
     your assignment there
   - Only one Media Log dropbox will be open each week, so navigate to that page and submit
     your assignment there
     - You will be directed to all additional media log discussions via the course news page

Each course week concludes on Friday at midnight, thus all three of the above need to be submitted
in the appropriate place by that time.

- There will be no opportunity for submitting late work!
- Thus it is imperative that you keep up with your weekly assignments!

Course Assignments
Media Log Scavenger Hunt homework (100 points):
After studying the Deconstruction Tools module, and then passing that quiz, you will then use that
information to find one example of each of the following:

1. social model
2. political model
3. medical model
4. interaction model
5. supercrip
6. embodiment
7. tokenism
8. disability related art
9. empowerment
10. disempowerment

You will do one media log per week. Specific instructions on how to do this intensive assignment
are located in the first module of the course.

Media log analysis (50 points):
- At the end of the course, you are to submit a brief (4-pages total) summary of all your entries
  (first page) along with a detailed analysis (next three pages) of any trends you noticed both
  in your viewing the media and any insight you may have developed over the course of the
  assignment.
Disability Narratives Syllabus, page 4

Book reflections and summary (150 points):
- As stated above, you are to read one chapter per week on the book, *The Short Bus*. After reading each chapter, please respond with at least two full paragraphs (three sentences minimum per paragraph) on at least two of the following reflection questions:
  - What did you learn about disability in this chapter?
  - How do you feel about Jonathan’s journey toward accepting his disability that happened (if it happened at all) in this chapter?
  - What praise and/or criticism of Jonathan do you have for how he behaved in this chapter? **Do not complain;** instead, discuss why you think he behaved that way?
  - How do you feel about the person with a disability Jonathan met in this chapter?
  - In general, how did this chapter affect you?
  - What else would you like to say about this chapter?

Movie report (100 points):
- A review of a movie of your choice where a central character has a disability and the movie is about his or her life. This movie can be fiction or nonfiction. The instructor must approve this movie prior to your beginning the assignment. (8-pages minimum).
  - Hints:
    - This is really just an extended media log analysis, so treat it as such.
    - Write your analysis first by identifying the various themes you see in the movie and the scenes that best depict them. Then write these out in the same way you did the media logs (scene description followed by analysis, repeat as needed). See how many pages this takes, then...
    - Write a synopsis of the movie that takes up the number of pages remaining in order to fill all 8 pages. For example, if you have 6 pages of analysis, then you need a two full-page synopsis. Ideally, you should have no less than 6 pages of analysis.
    - Then use your word processor to paste your synopsis to the beginning of the paper with your analysis to follow.
    - Use headings to identify synopsis and analysis, and use subheadings to identify themes or generally guide the reader to better understand your flow of ideas.
    - Failure to follow these hints will very likely decrease your grade, unless you can write it better some other way.

Class Participation (100 points) includes:
- Quantity (being present in the online discussions) = 66 pts.
  - There will be multiple online discussions each week, and you are encouraged to submit as many discussion posts in as many of those discussion topics as reasonably you wish, but you must submit at least one discussion post each week, because...
  - Failure to post any discussion will count as an absence for that week.
- Quality (being constructive in the online discussions) = 34 pts.
  - Examples of being constructive are:
    - Demonstrating knowledge of material
    - Posting questions
    - Responding to others’ posts when you particularly like them or have something to add
Examples of NOT being constructive are:

- Not dominating online discussions by over posting (i.e., responding to most or all other posts)
- Posting without any substantive content
- Being rude or insensitive in your comments

Here is a rough rubric of how class participation will be graded:

- 80 – 100 = posts multiple times each week, always constructive
- 70 – 79 = posts only once each week and/or only somewhat constructive
- < 70 = absent multiple weeks and/or not constructive

Assignments

Eight of the 12 modules in this course have short assignments attached. Each of these assignments is worth 10 points. These assignments will take the form of questions from the professor.

Tips for ALL writing assignments (including online discussions)

- Put your name on the first page of any paper you submit to a dropbox!!!!
- See the generalized rubric that explains how all written assignments will be graded
- Edit your paper!! This does not mean just using spell check, but actually reading and revising your paper multiple times so that it looks and sounds good
- Use the SFA writing lab, available both online and in the library

Examinations

Syllabus Quiz = 20 points
Deconstruction Tools quiz = 50 points
People in the Disability Rights Movement Quiz = 50 points
Open Book Comprehensive Final = 200 points

Grading Criteria:

A = 900 - 810 points
B = 809 - 720 points
C = 719 - 630 points
D = 629 - 540 points
F = 539 or below

Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Module</th>
<th>Brown Chapters</th>
<th>Due</th>
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<tbody>
<tr>
<td>1/19-1/23</td>
<td>Intro to the course</td>
<td></td>
<td>Short Bus-1 &amp; 2</td>
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<tr>
<td>1/23-1/29</td>
<td>Deconstruction tools</td>
<td>Brown: Part 1 (pp. 3-22)</td>
<td>Short Bus-3 Tools quiz</td>
</tr>
<tr>
<td>1/30-2/5</td>
<td>Disability history and eugenics</td>
<td>The Curb Ramps of Kalamazoo</td>
<td>Media log-1 Short Bus-4</td>
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<tr>
<td>2/6-2/12</td>
<td>The Disability Rights Movement (DRM)</td>
<td>Gentle Angry People &amp; The Scientist and the Frog &amp; Reflections on the ADA</td>
<td>Media log-2 DRM Quiz Short Bus-5</td>
</tr>
<tr>
<td>Date Range</td>
<td>Session Description</td>
<td>Reading Material</td>
<td>Media Log</td>
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<tr>
<td>2/13-2/19</td>
<td>What’s so “special” about language?</td>
<td>Dis-ing Definitions</td>
<td>Media log-3 Short Bus-6</td>
</tr>
<tr>
<td>2/20-2/26</td>
<td>Disability oppression</td>
<td>American Apartheid &amp; Rethinking the Disability Agenda</td>
<td>Media log-4 Short Bus-7</td>
</tr>
<tr>
<td>2/27-3/4</td>
<td>Charities (and telethons) vs. rights</td>
<td>The Truth about Telethons &amp; My Best Friend</td>
<td>Media log-5 Short Bus-8</td>
</tr>
<tr>
<td>3/5-3/11</td>
<td>Inclusion vs. integration</td>
<td>Creating a Disability Mythology &amp; We Are Who We Are</td>
<td>Media log-6 Short Bus-9</td>
</tr>
<tr>
<td>3/12-3/20</td>
<td>Spring Break! <em>(The next module will be open...)</em></td>
<td><em>(... but nothing is due, so you can use this time to work ahead, if you wish)</em></td>
<td>Media log-7 Short Bus-10</td>
</tr>
<tr>
<td>3/12-3/25</td>
<td>Theorizing the body</td>
<td>A Healing Journey</td>
<td>Media log-8 Short Bus-11</td>
</tr>
<tr>
<td>3/26-4/1</td>
<td>Care, Assistance, and Support</td>
<td>The Walkout</td>
<td>Media log-9 Short Bus-12</td>
</tr>
<tr>
<td>4/2-4/8</td>
<td>The Role of the Non-disabled</td>
<td>Movie Stars and Sensuous Scars</td>
<td>Media log-10 Short Bus-13</td>
</tr>
<tr>
<td>4/9-4/15</td>
<td>The Shakespeare model</td>
<td>Shakespeare: A complex interaction <em>(to be posted on D2L)</em></td>
<td>Media log analysis Short Bus-14</td>
</tr>
<tr>
<td>4/16-4/22</td>
<td>Disability culture and pride</td>
<td>I was Born <em>(in a Hospital Bed)</em> &amp; “Oh, Don’t You Envy Us Our Privileged Lives”</td>
<td>Media log-11 Short Bus-15</td>
</tr>
<tr>
<td>4/23-4/29</td>
<td>Final exam to be posted</td>
<td>In Freedom, Frank</td>
<td>Video Report Short Bus-16</td>
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<tr>
<td>4/30-5/9</td>
<td></td>
<td></td>
<td>Short Bus-16 Final exam</td>
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The above course schedule is subject to change based upon course progress, availability of materials and the discretion of the instructor. Advance notice will be posted on the course news page on D2L of any changes in schedule or assignment.

**Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
**Student Ethics and Other Policy Information**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). You must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

LiveText
LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments. Failure to complete LiveText assignments will result in a grade of WH in the course.