

EDEX 205
Understanding the Foundations of Disability
Spring 2022
T/Th, Time: 10:05 – 11:20: Location Wardlaw 274-O

I. Descriptive information:

- a. **Course number and title:** EDEX 205: Understanding the Foundations of Disability
- b. **Course description:** We will learn about a critical framework for understanding how disability is viewed in Western culture and the effects of those views on individuals with disabilities. We will explore the role of historical events, politics, media, race, gender, and other issues that shape how we view disability.
- c. **Course credit:** 3 semester hours
- d. **Prerequisites:** N/A
- e. **Instructor:**
Kate Ascetta, PhD
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College of Education Work Telephone: 777-3810
Email: ascetta@mailbox.sc.edu
Office Hours: By appointment

II. Rationale for course: Education and services to children and adults with disabilities have traditionally approached disability from a deficit model. This perspective contributes to society's understanding of the individual with disabilities as deviant, stigmatized, incompetent and marginal. These views are often reinforced by popular culture's representation of disability in media and literature. This course is a survey of disability studies, a multi-disciplinary field that strives to explore, critique, and advance Western culture's understanding of disability. This course will introduce you to a critical framework for understanding how people with disabilities have experienced exclusion and marginalization because of personal and societal responses to their impairments. In this course we will examine the historical underpinnings of these understandings, examine their presence in our social culture, and then try to formulate an understanding of disability from other points of view, for example the constructionist perspective. We will also link the construction of disability to the constructions of race, gender, sexual orientation and socio-economic class.

III. Learning Objectives:

Upon completion of the course students will be able to:

- a. identify the core concepts of disability studies.
- b. differentiate between the models of disability, as understood by their implications for issues of importance to the disability community.
- c. identify the major political, historical, social, and cultural ideas, events, and theories that shape the socially constructed meaning of disability, especially within education.
- d. identify introductory knowledge of the Disability Rights movement in the US context.
- e. develop critical thinking skills about the ways in which disability intersects with other categories of social difference such as race, gender, nationality, sexual orientation, etc.
- f. describe and examine the origins and impacts of disability oppression and non-disabled privilege.

- g. critique the representation of disability in popular culture and media.
- h. critically reflect on their own perceptions and understanding of disability and consider how those shape their own possible future engagement in disability related fields.

IV. Required Texts, readings, and websites:

Required Textbooks:

Heumann, J. & Joiner, K. (2020). *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist*. Boston: Beacon Press.

Required readings & websites (i.e., via Blackboard)

- a. All required readings and supplemental content will be assigned by the instructor. The readings/content will be available within the course weekly modules on Blackboard, the course schedule, and in the course bibliography. Students are expected to read, review, and know the materials, as this is content that meets the course goals and objectives.

V. Course Organization and Structure

- a. This is a face-to-face course. You will complete the readings and necessary assignments independently prior to class meeting; we will use the course time for whole group discussion, activities, group assignments, and some lecture. The class will have weekly modules and assignments with weekly due dates (see Class Schedule below). Modules will contain the readings and activities related to that week's content as well as a culminating blog post on applicable weeks. You should plan to complete the required readings and activities in the weekly module from prior to each class.

VI. Assessments

Assignments should be submitted before the posted due dates/times.

Late Assignments will not be accepted.

- a. **Daily Check-in: 75 Points (25 class exercises x 3 points)**
These will be completed individually or in small groups. These exercises are designed to engage you with the readings assigned for that day. **These exercises cannot be made up. Attendance will not be taken, but if you miss a class, you will miss one of these exercises.** The in-class participation will be worth 3 points per class.
- b. **Discussion Board (DB) Contributions: 60 points (6 DB posts x 10 points)**
To develop and deepen our understanding of the course readings and set the stage for the in-class discussions/activities. Contributing to class discussion is a critical skill to develop during this course. Some of the information may be uncomfortable, but as a community it is important to practice asking and talking about tough topics related to disability studies. It is expected that every student participates through sharing experiences, questions, or ideas at least once a week either in online discussion boards or in class. If you are concerned about your level of participation, do not hesitate to contact a class instructor.

Students are expected to respond to the original question of the week posted by the instructor, post their own question to their assigned discussion board. Each DB forum will be due at 10am on Tuesdays (please refer to the course schedule). Failure to submit both an original post and a pose a question to the larger group will result in point deductions. ***Late DB posts will not be accepted. Additional Guidance and expectations for forum posts:***

- **Expectations for students:**
 - Make *1 response to the question(s) for that week (8 points)*. Responses should be:
 - 2-3 paragraphs (paragraph = 4 -7 sentences)
 - Succinct and grammatically correct
 - APA format for all quotes and citations
 - Respectful/thoughtful to our classroom community
 - *Pose a question to the group (2 points)*. It should foster engagement and participation. Focus on questions that you maybe you still had after the readings or what would you like to discuss more with your peers/instructor.
- c. **Being Heumann Book Group Discussion Questions:** 35 points (7 sets of questions x 5 points each)
 - i. The intent for this on-going assignment is that you will individually read the assigned chapters on the Book Discussion Guide, then meet with your book discussion group outside of class to discuss and record your answers to the questions assigned for each chapter prior to class on the due dates. Book group meetings can be via Zoom or in-person, whatever the group decides. We encourage you to designate a note-taker each group meeting and have this person record responses to turn in.
 - ii. Only ONE set of discussion question answers will need to be turned in per group, by the dates listed on the course calendar. The discussion question responses should be submitted on Blackboard by the due dates. There are 7 sets of discussion questions to be turned in, worth 5 points each.
- d. **Article Summary:** 15 points
 - i. Students, in a group, will facilitate 10-minute discussion and activity with the larger group. This is a group project – students will sign up to read one of the provided articles related to sex, sexuality, and disability. More details to follow in class.
- e. **Movie Chat:** 15 points
 - i. Students will watch and then record a review of a movie of their choosing. Students will provide a critique of the movie through using the readings of the course related to tropes used to portray individuals with disabilities. Students will record a 1 to 3 minute long video and upload it Blackboard for other students to view. More details to follow in the class.
- f. **Final Paper:** 100 Points

This is the major project of this term. An overview will be provided separately and on Blackboard. You will pick one of the themes of this course that interests you in which you will dive deeper. This product should 1) illustrate a considerable amount of research on your topic, 2) connect the material or product to one or

more of the big themes of the class, 3) and demonstrate an awareness of diversity issues. Your paper should be approximately 6-8 pages and include 5-10 references (at least 4 from class readings).

To make sure you are meeting the requirements this assignment will be broken down as follows:

- **Week 10:** Submit (in class) a typed paragraph outlining your proposed final paper topic. Please tell me what you plan to research. Dr. Ascetta will give you feedback on these proposals so that your final paper topic 1) aligns with course learning objectives and 2) is doable in the time/space allotted. **(5 Points)**
- **Week 13:** Re-submit (in class) a one-page typed outline of your final paper topic addressing any feedback the instructor has given you the APA format of at least 5 references that you plan to use. **(10 points)**
- **Week 15 – Presentations T & Th:** Present (in class) PowerPoint slides outline your final paper topic. We will allow time for questions and comments after each presentation. Rubric used for grading will be provided by Week 10. **(25 Points)**
- **Finals Week – 5/3/22 @ 11:30am:** Submit your final paper via Blackboard as a word document. **(60 Points)**

VII. Evaluation and Grading

Activity	Point Value
Movie Chat & Article Summary (2 x 15 points)	30
Check-in Exercises (25 x 3 points)	75
DB Contributions (6 x 10 points)	60
Final Paper & Presentation (1 x 100 points)	100
Being Heumann Book Group Discussion Questions (7 x 5)	35
TOTAL POINTS POSSIBLE	300 (Undergraduate)

Undergraduate Points Earned	Letter Grade
270-300	A
258-269	B+
240-257	B
228-239	C+
210-227	C
180 - 209	D

VIII. Administrative Course Requirements

- a. The Undergraduate Bulletin states “All courses offered through telecommunications meet the same University standards of prerequisites, sequence, etc. that are required in residence work and are subject to the same academic regulations.”
- b. Students are responsible for all assigned work and are responsible for any announced changes, additions, or deletions to the syllabus and schedule. It is the responsibility of each student to check Blackboard and email regularly during the course. It is each student’s responsibility to confirm that the email address in the Blackboard system is the address that he or she checks regularly.
- c. Assignments should be submitted before the posted due dates/times. **Late Assignments will not be accepted.** Failure to submit a required assignment may result in a grade of “F”.
- d. Course Evaluation: Students are strongly encouraged to complete a course evaluation near the end of the session. The feedback from student course evaluations is considered when planning future sections of this course.

IX. Additional Notes About This Course

- a. **Expected Classroom Behavior:** Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of describing and critiquing research studies or procedures. Students in this class should feel free to discuss topics and issues in an open and professional manner. Disrespectful, harassing, and abusive language have no place in professional discourse. Any student who feels uncomfortable or has concerns in the context of class discussion or other class activities should feel free to talk with the course instructor (Dr. Ascetta).

Students are expected to come to class “thoroughly prepared.” This means having read the readings sufficiently to: a) discuss ideas, notions, concepts, and issues from the readings; b) relate this information to previous information presented in class and in previous readings; and c) apply the information to problems and issues discussed in class. It also implies that the student has reviewed information from previous readings and class meetings. It will be the student’s responsibility to prepare and present questions when information from readings or class is unclear.

In order to maintain an engaged classroom community, computers, or tablets are not to be used during class (with exception of disability accommodations). I want all students to be active during our class discussions.

- b. **Class Website:** The University of South Carolina uses Blackboard as the course management program for online courses and course support. Students must have a USC Network Username and password to access announcements and other features of Blackboard. Instructions for finding your USC Network Username and password can be found in the area called “Blackboard Username Lookup/Password Set” on the Blackboard Tips handout. Students who need help with Blackboard may call 803.777.1800 or email bbsupport@sc.edu. To access the class’ website point your browser to [the Blackboard website \(http://blackboard.sc.edu\)](http://blackboard.sc.edu). After successfully logging in using your USC Network Username and password, you will see classes listed. Click on EDEX 205.
- c. **Email Communication:** Email will be the primary mode the instructor utilizes to communicate with students throughout the semester. The USC email address is the default email address in Blackboard. If you do not check your USC email address at least daily, it is your responsibility to update Blackboard with an address that you check frequently. You may check to see what email account is listed for you in Blackboard by clicking on “personal information” and then selecting “edit personal information” once you logon to Blackboard (but before you enter any courses). Course emails will be sent to the email address listed under personal information.
- d. **University Services:** Technical questions about connecting to the University can be answered by calling University Technology Services (UTS) at 803.777.1800. This phone is answered from 8:00am - 5:00pm weekdays. Recorded messages about known network outages and scheduled maintenance are given.
- e. **Academic Integrity:** You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment and will result in additional disciplinary measures including referring you to the Office of Academic Integrity. Violations of the University's Honor Code include, but are not limited to improper citation of sources, using another student’s work, and any other form of academic misrepresentation. For more information, please see the Honor Code website.
- f. **Students with Disabilities:** Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations.
- g. **Communicating with the Instructor:** Communication among students and with the instructor in this course takes place primarily in person and also through email. Please contact the instructor through email when you have a question or concern. Because the instructor receives a large number of email messages routinely, it is essential that you clearly identify yourself and clearly state the nature of your question or concern in the “subject” line. The instructor will respond to email on average within 24-48 hours, Monday to Friday. Phone contact with the instructor is welcomed but less efficient than email. If you are leaving a phone message and number, include your full name, area code and number, and the times you can be reached. Be sure to state that the message regards EDEX 205. Be aware that it will take longer for the instructor to return messages left by

telephone than by email. Please remember that the technology you need for this course (for example, a computer and access to the Internet and to Blackboard) may not always be available when you need it. So, do not wait until the last minute to complete or submit an assignment. Please make sure you are using your USC email account. You may check to see what email account is listed for you in Blackboard by examining your personal information once logon to Blackboard (but *before* you enter any courses). Course emails will be sent to the email address listed under personal information.

X. Bibliography

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