**RHAB 3100 DISABILITY & SOCIETY**

**SPRING 2011**

 *“One thing is clear to me: We, as human beings, must be willing to accept people who are different from ourselves.” Barbara Jordan*

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**Office** **Hours**: Tuesday 11:00 AM – 12:30 PM or by appointment

**Course** **Location**: WH 115

**Course** **Time**: Tu/Th 9:30 AM – 10:50 AM

**I. Rationale:**

This course is designed to investigate the human condition of disability. It will examine how disability is socially, historically, politically, and culturally constructed. Activities will be included to increase students’ knowledge of interactions among individuals, groups and events in relation to disability. Theories of human behavior will be discussed in relation to disabilities. An overview of the structure of human services in the United States will be presented along with a focus on critical rehabilitation concepts and issues.

**II. Course Objectives:**

***Specific Learning Objectives:***

*By the end of this course, students will*:

1. Understand the appropriate methods, technologies and data use to investigate disability issues.
2. Understand the social institutions and processes of the human service delivery system, the legal foundations on which they are built, and the social context in which they operate .
3. Analyze and discuss basic assumptions and theories underlying rehabilitation and disability studies and the philosophical principles with particular emphasis on self-determination and consumer choice.
4. Analyze, assess and develop alternative explanations or solutions to public policy problems and federal legislation in relation to disability.
5. Identify and discuss the historical, social, political, economic, cultural and global forces of the disability movement.
6. Identify and understand the differences and commonalities among people with and without disabilities.
7. Explore social and behavior processes related to disability including discrimination, stigmatization, and integration.
8. Explore and test factors related to disability, such as the threats and environmental aspects.
9. Learn how to think critically about disability studies, with the use of journals pertaining to disability and rehabilitation,
10. Apply problem solving skills to evaluate the accessibility of existing facilities In relation to meeting the needs of people with disabilities.
11. Identify own responsibility for people with disabilities to lay the foundation for lifelong learning.
12. Communicate with class mates and instructor about well thought out concepts related to people with disabilities.
13. Better understand the perspectives of others in relation to people with disabilities.
14. Learn to value different ideas, viewpoints, and culture in relation to people with disabilities.
15. Deepen thought processes and gain the capacity to understand the concepts of impairment, disability, and handicap in relation to others views.
16. Express view points on disability that is culturally and mutually respectful.

**III. Format and Procedures:**

This course is intended to be blended and will have two teaching modalities. The course will meet on campus and via Blackboard. Every Tuesday, the class will meet in the classroom. Starting on **February 3rd**, the class will be taught via blackboard, so you will not need to come to the classroom on the remaining Thursdays throughout the semester.

In addition, all learning module materials will be available on Blackboard beginning every Monday at 8 AM through the following Sunday at 11:59 PM.

**IV. Who Should Participate?**

1. Students who value personal encounters with human need.
2. Students who are exploring career and vocational possibilities and want some firsthand experience.
3. Students who will take the project seriously and commit themselves to set aside the time required for visiting their placement sites and fulfilling their obligations. Students who have sufficient maturity to appreciate the different lifestyles and backgrounds among people.
4. Students who would like to give some of their own personal resources (time, energy, interests, and concern) to others.

**V. Course Readings:**

**1.** Required Text:

**(a)** Required text: Smart, Julie. (2009). *Disability, Society, and the Individual.* (2ndEd.). Austin, TX: Pro-Ed.

**(b)** Additional readings may be posted on Blackboard.

**VI. Course Assignments/Grading Procedures:**

**1.** **Attendance and Participation - 100 points**

Students are expected to contribute to the class by presenting their ideas, questions, etc. in relation to class discussion. Students are expected to prepare for class by completing reading assignments as scheduled. Participation in assigned class activities is an important part of this grade. Attendance will be taken each class time in order to further assess class participation and will be a part of the overall grade.

1. There will be **4** **discussion boards** related to participation in this course. To receive complete credit for the discussion boards each student is required to make one original post and one substantial responses to a classmate.

**2. Quizzes - 300 points**

Six quizzes covering reading assignments, lectures, and class discussion will be given. **Students who do not complete quizzes by the stated deadline will lose a letter grade from their score on each late quiz. Students only have up to 3 days after the deadline to complete any late quizzes.** Students are encouraged to prepare and take the quizzes early rather than risk potentialities like power failures and technical problems which may be encountered at the last minute. Technical glitches, power failures, and the like are not sufficient grounds for waiver of the late quiz penalty. If you do encounter technical issues during a quiz, contact the student help desk for technical support and inform me of the situation as well.

**3. Web Exercise - 200 points**

There will be 4 web exercises to enhance learning. These exercises are related to reading materials and other resources. These assignments are designed to measure the student’s grasp of concepts rather than the retention of facts.

**4. ADA Accessibility Checklist - 100 points**

Students will work individually or in pairs to evaluate campus and community locations for ADA accessibility compliance. In addition to completing the checklist, each student will prepare an evaluation report of the experience. The report should be submitted to blackboard no later than 11:59 PM on Sunday, **February 27th**(late submissions will result in a reduction of points).The ADA checklist will be due in class the following Tuesday, **March 1st.**

**5. Journal Article Review - 100 points**

Students will submit a one‑page journal article review from one of the disability studies journals. Points will be awarded for form as well as content.  The review will include the citation of the article in APA format (American Psychological Association).  It will include 1) a quotation from the article which you believe best captures the essence of the author's message, 2) a summarization of the major issues of the article as related to the assigned topic (about half a page) and 3) your reflection on the significance and contribution of the article.  An example will be provided. The journal article review should be submitted to blackboard no later than midnight on Sunday, **March 27th** (late submissions will result in a reduction of points).Papers that do not meet the minimum page length requirement will be counted as an incomplete assignment **(incomplete papers will result in a reduction of points)**.

**6. Service Learning - 200 points**

Service learning is learning by doing-a process of action/reflection. It is a cooperative project of faculty, students and community that provides an educational opportunity outside the classroom. Students receive first-hand experience with persons with disabilities in a local community social service agency. Agencies train students for their work at that site and schedule specific times for these activities. In order to obtain the full points, students must complete 20 hours of service learning and demonstrate thoughtful and complete reflections on their learning. The reflection papers should be1-2 pages, double-spaced, with standard margins. The reflection paper should be submitted to Blackboard no later than **5:00 pm on the due date** (late submissions will result in a reduction of points).Papers that do not meet the minimum page length requirement will be counted as an incomplete assignment **(incomplete papers will result in a reduction of points)**.

**VII. Late Submissions**

It is the responsibility of the student to complete all work by the scheduled deadline. Should this work not be completed the student is responsible for contacting the instructor/teaching assistant. Late work may be accepted at the discretion of the instructor up to one week after the assignment deadline. Points will be deducted for all late assignments.

**VIII. Academic Integrity**

Each student in this course is expected to abide by the University Of North Texas Code Of Academic Integrity, which can be located online at:

<http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>

Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

**VIIII. Accommodations for Students with Disabilities**

The Department of Rehabilitation, Social Work, and Addictions is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda. and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

**X. Student Behavior in the Classroom**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

**XI. Evaluation**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work to continually improve my teaching. The SETE is considered to be an important part of your participation in this class.