Instructor: Hannah Cobb MA CRC  
Office: n/a (not on campus)  
Office phone: n/a (not on campus)  
Course Time & Location: Online Course  
Office Hours: Email me  
Email: Hannah.Cobb@sfasu.edu

Prerequisites: None

I. Course Description: This course will expose the student to the various insider and outsider perspectives on disability in American society today. An emphasis on analyzing popular media representation 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 this course is the academic discipline of disability studies.

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

Program Learning Outcomes:

I. To introduce the academic discipline of disability studies and how it applies to societal and individual behavior.  
II. To introduce historical constructions of disability and to explore the intersection of disability and public policy.  
III. To critically examine representational uses of disability in the media.  
IV. To explore narrative, insider perspectives on disability and how they intersect with personal identity, family, education, and employment.  
V. To become aware of the ethical issues relating to societal treatment of disability.

Student Learning Outcomes:

I. Describe the historical and current constructions of disability.
II. Identify multicultural awareness as it relates to one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, ability and cultural history.

III. Identify multicultural knowledge such as content related to a culture (group) and their specific values and beliefs. Identify any implications of status on day-to-day experiences within the general society.

IV. Describe the choices, actions and consequences to ethical decision making as it relates to persons with disabilities.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments:

10-point Assignments (100 points):

There will be 10 assignments throughout the course following the lectures/modules. Each of the assignments is worth 10 points.

Media Log Scavenger Hunt (180 points): This assignment is two parts and includes the Media Logs and the Medial Log Conclusion Reflection Paper.

- **Media Logs (140 points):** For this part of the assignment, you will find an example of media content and explain in a single-spaced one-page typed essay how it fits with the assigned Ellis chapter content. For chapters 2-8, please also use the deconstruction tools (found in the module) and/or any other course content that might be applicable. You must find an original media example (not one mentioned in the textbook) to use for your essay/log.

  Chapter 2 Toys – Theorizing the Body (20 points)
  Chapter 3 Beauty – Disability and Eugenics (20 points)
  Chapter 4 Science Fiction – Integration vs Inclusion (20 points)
  Chapter 5 TV- Charities and Telethons
  Chapter 6 Music – What’s so Special about Language (20 points)
  Chapter 7 Sports – Disability Culture and Pride (20 points)
  Chapter 8 Inspiration Porn – Role of Non-disable (20 points)

- **Medial Log Conclusion Reflection Paper (40 points):** The second part of this assignment is the conclusion reflection paper.
The paper needs to be **2 to 3 single-spaced typed pages** answering the following questions:

1. What did you learn from this assignment?
2. How is the information important to you? How can you use it in your professional future?
3. What’s next for disability inclusion in popular culture? Where should it go? How can this progress be made?

**Course Discussions (100 points):** There will be course discussions every week, but these discussions will alternate between the two textbooks we are using Ellis and Nielsen. Discussion rules:

1. You must post at least once a week.
2. You must comment on at least one other person’s post. This can include asking a question.
3. Comments that are only complimentary or in agreement are not allowed. In other words, no “great post” or “I really like what you said” comments only. You can lead with this; however, you need to be able to back it up with your own thoughts, which means no repeating the original posts. Your task here is to be substantive and thoughtful in order to prolong the conversation/discussion. Think of this assignment as an in-class discussion or chat.

**Class Participation (100 points):**

Quantity (50 points) – Being present in the online discussions as described in the rules above. Failure to post any discussion will count as an absence for that week.

Quality (50 points) – Being constructive in the online discussion. Examples of what I am looking for include:

- Demonstrating knowledge of the material covered in your post.
- There is not a length requirement for your post, I am not looking for added fluff to make your post longer.
- Making sure your posts and comments are kind and sensitive. Disagreeing with a post or comment is fine but do so politely.

Class participation is usually at least somewhat subjective, with that in mind, here is how class participation will be graded:
- 80 – 100 points – Answers discussion questions each week by posting, always constructive, and comments on at least one other person post each week.
- 70 – 79 points – Does not post or comment each week or post/comments each week but only somewhat constructive.
- < 70 – Failed to post or comment multiple times throughout semester and/or not constructive.

Quizzes and Tests (220 points):

1. Syllabus Quiz (20 points):
2. Deconstruction Tools Quiz (50 points):
3. Disability Rights Movement Quiz (50 points):
4. History Exam (Essay Formant) (100 points):

Grading Criteria:
A = 700 - 630
B = 629 - 560
C = 559 - 490
D = 489 - 420
F = < 419 or below

Tentative Course Outline/Calendar: The below course outline/calendar is subject to change. Advance notice of any changes will be posted on the Course News page in D2L.

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Module</th>
<th>Book &amp; Chapter</th>
<th>Due by Friday Each Week</th>
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</thead>
<tbody>
<tr>
<td>1/18- 1/19 &amp; 1/22- 1/26</td>
<td>Intro to the Course</td>
<td>Nielson – Chapter 1</td>
<td>Syllabus Quiz &amp; Nielsen Discussion Due Friday 1/26</td>
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<tr>
<td>1/29- 2/2</td>
<td>Deconstruction Tools</td>
<td>Ellis – Chapter 1</td>
<td>Ellis Discussion Models 10- point Assignment</td>
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<tr>
<td>2/5- 2/9</td>
<td>Media Practice and Discussion</td>
<td>Nielsen – Chapter 2</td>
<td>Nielsen Discussion Tools Quiz</td>
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<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
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<tr>
<td>2/12 - 2/16</td>
<td>Disability History &amp; Eugenics</td>
<td>Ellis – Chapter 3</td>
<td>Ellis Discussion Examples &amp; Concepts 10-point Assignment</td>
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<tr>
<td>2/19 - 2/23</td>
<td>The Disability Rights Movement (DRM)</td>
<td>Nielsen – Chapter 3</td>
<td>DRM Quiz Media Log- Beauty Nielsen Discussion Bill of Rights 10-point assignment</td>
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<tr>
<td>2/26 - 3/1</td>
<td>What’s so “special” about language?</td>
<td>Ellis – Chapter 6</td>
<td>Ellis Discussion Medial Log- Music Language 10-point Assignment</td>
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<tr>
<td>3/4 – 3/8</td>
<td>Disability Oppression Charities/Telethons vs. Rights</td>
<td>Nielsen – Chapter 4 Ellis Chapter 5</td>
<td>Nielsen Discussion Oppression 10-point Charities 10-point Ellis Discussion</td>
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<tr>
<td>3/11 – 3/15</td>
<td>SPRING BREAK Holiday</td>
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<td>3/18 – 3/22</td>
<td>Inclusion vs Integration</td>
<td>Nielsen – Chapter 5</td>
<td>Nielsen Discussion Inclusion &amp; Integration 10-point Media Log- TV/Charities</td>
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<td>3/25 – 3/29</td>
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<td>Ellis Chapter – 4</td>
<td>Ellis Discussion Media Log- TV Charities</td>
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<td>4/1- 4/5</td>
<td>Theorizing the Body</td>
<td>Ellis- Chapter 2</td>
<td>Ellis Discussion Media Log- Toys</td>
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<td>4/8 – 4/12</td>
<td>Care Assistance &amp; Support The Role of the Non-Disabled</td>
<td>Nielsen – Chapter 6 Ellis – Chapter 8</td>
<td>Nielsen Discussion Care 10-point Ellis Discussion Media Log- Inspiration Porn</td>
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<td>4/15 – 4/19</td>
<td>The Shakespeare Model</td>
<td>Nielsen – Chapter 7</td>
<td>Nielsen Discussion Shakespeare 10-point</td>
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<td>4/22 – 4/26</td>
<td>Disability Culture &amp; Pride</td>
<td>Ellis – Chapter 7</td>
<td>Ellis Discussion Disability Culture 10-point Media Log- Sports</td>
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<tr>
<td>4/29 – 5/3</td>
<td>History Exam (Final) opens 4/29 *Start this week don’t wait till finals week</td>
<td>Nielsen- Chapter 8 Ellis – Chapter 9</td>
<td>Medial Log Conclusion Paper due Nielsen Discussion</td>
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<tr>
<td>5/6 – 5/10</td>
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<td></td>
<td>History Exam (Final Exam) due by 5:00 pm 5/10/24</td>
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VI. Readings:


VII. 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 a decision on faculty (full-time and part-time) annual evaluation processes, 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 the students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after the final grades are posted.

VIII. Student Ethics and Policy:

Important course related policies:

*Course Grades (Including WH), Policy 5.5*

*Final Course Grade Appeals by Students, Policy 6.3*
Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

Other SFA Policy Information

IX: Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741