

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

Spring 2018: Tuesdays & Thursdays 9:30 – 10:45am

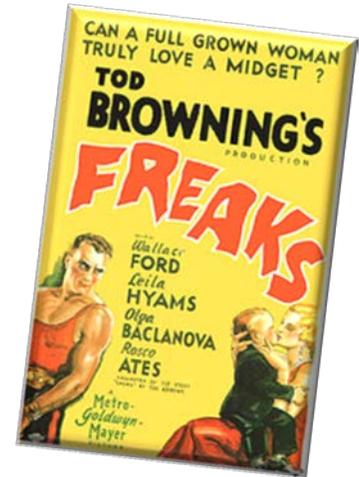
Locations: ESJ 2212

Instructor & TAs: Peter Leone, Ph.D; Luanjiao (Aggie) Hu; Quincy Kissack

Undergraduate TA: Mayan Beroukhim

Offices: 3112-D Benjamin (Leone)

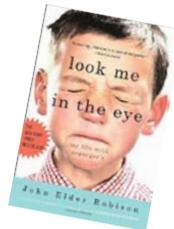
Office Hours: Leone – Tuesdays & Thursdays 11 AM – 12 PM and by appointment; Hu – TBD; Kissack - TBD



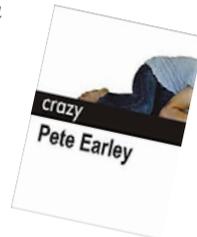
Emails: Use the in-box tool in Canvas to send emails directly to the instructor and TAs

### Texts:

Robison, J. (2007). *Look Me in the Eye: My Life with Asperger's*. New York: Three Rivers Press. (Robison) [ISBN-10: 0307396185; ISBN-13: 978-0307396181]



Earley, Pete (2006). *Crazy: A Father's Search Through America's Mental Health Madness*. New York: Putnam. (Earley) [ISBN-10: 0425213897; ISBN-13: 978-0425213896]



### 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: \ 'stig-mə\

Function: noun

Inflected

Form(s): plural stig·ma·ta \stig-'mä-tə, 'stig-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 six broad areas related to the study of disability: 1) History, 2) Personal Perspectives, 3) Housing, Employment, and Transportation, 4) Education and Communication, 5) Arts, Sports and Entertainment, and 6) Criminal Justice and Legal Issues. In each of these areas we will read, discuss, listen to podcasts and watch films related to the topic. Students will explore additional topics in small groups and share what they learn with the class through wikis, podcasts, presentations, and discussions. Individually, students will write a personal essay, and several blogs. All students are expected to participate in discussions and group activities on Tuesday and in their Thursday discussion sections. During the semester there will be six (6) Kahoots; these are informal assessments of your knowledge of reading materials and films. You will complete the Kahoots in class using your tablet, phone or laptop. Kahoots are not announced ahead of time and the lowest Kahoot score for each student will be dropped.

As an “i-series” course, EDSP 289i is designed to examine the big question “What does disability mean in the 21<sup>st</sup> 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
- Analyze the language, tone, and perspectives in media reports about individuals identified as having disabilities.

## **Technology in the Classroom**

We will rarely use our laptops, tablets, or smart phones in class. During group work, the team recorder will be able to use a laptop in class. You will also need to use your smart phone or laptop to complete Kahoots – unscheduled brief assessments – in class. After completing those assessments laptops and smart phones need to be returned to your backpacks, purses, or pockets. Students are encouraged to bring a notebook and pen or pencil to each class to take notes and participate in activities with their team.

## **Assignments & Grading**

Assignments and quizzes should be submitted or posted by 11:59 pm on the due date on the course website [www.elms.umd.edu] unless otherwise noted on the instructions for each 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 final paper: *I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

## **Personal Bio & Picture**

Each student should post a brief bio about themselves and a picture or image on the People tab on the course website. Bios are due by Tuesday, Sept. 6, at 12 noon. 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.

### 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%

## **Quizzes**

You will complete an introductory on-line quiz and survey during the first week of the course; you can earn two points for completing this introductory assessment. There will be two other quizzes, each worth 15 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.

### **Access and Accountability: Proposal, Final Brief, & Presentation**

Each student will develop a project related to their major or an area of interest. Your **proposal** should include the following:

**Major or Domain:** (for example, business, engineering, sports, literature, the arts)

**Focus:** (for example, if your domain was the arts and entertainment, your focus might be

Assignments	Points
Personal bio & image	2
Introductory quiz	2
Blogs (3)	15
Quizzes (2@ 15 pts.)	30
Personal Essay: Discovering difference	25
Access & Accountability	
Proposal	10
Brief	35
Presentation	5
Group Work	
Current event – discussion (2)	6
In-basket memos (3)	6
Group contract	2
Wiki	10
Assessment of self & group	6
Kahoots (5 @ 3 pts)	15
Participation: Completion of CourseEvalUM	1
Final Exam	35
<b>TOTAL POINTS</b>	<b>205</b>

performance arts involving individuals with disabilities; access to artistic events for people who use wheelchairs or who have mobility impairments; or representation of individuals with disabilities in films).

**Challenge:** (provide a statement of a problem or challenge facing individuals with disabilities in your focus area).

**Questions:** (Generate two or three questions that you would like to answer through completing your project.)

**Sources:** (Identify two websites and at least two documents you will use to learn about the nature and/or extent of the problem or challenge. Provide URLs for websites and complete title and individual or corporate authors for the documents.)

Proposals will be reviewed by the instructors and approved with modifications (if necessary) about a week after they are submitted. During the last few sessions of the course, each student will make a brief presentation to the class and prepare and submit a 4 - 6 page final briefing document.

### **Group Work**

#### **Current Events, In-basket Memos, Wikis, Podcasts, and Videos**

Each member of the class will be part of a 5 member student team for class activities and several assignments. During the first two weeks of class, students will have the opportunity to meet classmates, discuss common interests, and make tentative choices about group membership. Students will also complete an ungraded **self-assessment or survey** during the first week of class; this survey will be used to make tentative group assignments. Each student team will be part of the **Red Group or Blue Group**. Student teams (also referred to as small groups) will meet every other Thursday in class and use alternate Thursdays when not in class preparing group assignments and completing activities.

**Current events.** Each team will present two items from the news or popular culture related to some aspect of disability. Scheduling these brief presentations with the course instructors is the team's responsibility. Current events can be presented in the large group sessions or the small group discussion sessions.

**Wikis.** Each team will create a wiki page that addresses some aspect of disability that is the focus of their group work. Students will discuss potential topics for their group during the first several class meetings with the instructor classmates.

**In-Basket Memorandums.** Each student team will complete three in-basket memos and discuss those with members of the other student teams on Thursdays. Memos respond to a prompt involving a podcast, an assigned reading, or video clip.

**Team assessment.** At the end of the semester, each student will independently and confidentially assess his or her contribution to the work of the team as well as the contributions of other members of the team.

### **Kahoots**

During the semester we will use Kahoots for six brief assessments. On your laptop, tablet, or smart phone, you should have access to our course website on elms as well as kahoot.com. You should download and create a free Kahoot during the first week of class.

[<https://getkahoot.com/>]. It is essential that you use your university user name or your own name when you sign into Kahoot. If we don't know who has completed the Kahoot you won't be able to earn the points associated with it. Your highest five (of 6) Kahoot scores will contribute to your grade in the course.

### **Attendance & Participation**

Students are expected to attend the large group session every Tuesday and the Red or Blue Team discussions every other Thursday. All students should attend all Thursday sessions until February 15 when the red and blue groups begin meeting every other week. See the syllabus for schedule of class meetings.

### **Final Exam**

There will be an on-line, open book final exam covering lectures, films, readings and presentations. The final exam is cumulative.

### **Course Evaluation**

Your participation in the evaluation of courses through [CourseEvalUM](#) 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](http://www.courseevalum.umd.edu). Completing the course evaluation and providing evidence that you have done so is worth a point.

**Course Website:** [www.elms.umd.edu](http://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	Topics & Activities	Readings, Podcasts & Videos (read, watch, or listen before class)	Assignments & Assessments (due date)
<b>Week 1</b> 1/25	Introductory activity; Language and identity; View excerpts of Freaks		
<b>Week 2</b> 1/30	<b>1.0 History:</b> Concepts & Perspectives Excerpt of Freaks	Podcast: What is Eugenics? BBC Podcast: A Disabled Identity	<b>Survey</b> <b>Practice Kahoot (in</b> <b>class)</b>
2/1	Building Better People; Eugenics, Cripples, Freaks, Morons, and Defective Babies	VA Agrees to Compensate Victims of Eugenics; When Racism was Science	<b>Bio &amp; Image in Canvas</b> <b>(1/31)</b> <b>Introductory Quiz</b> <b>(1/31)</b>
<b>Week 3</b> 2/6	Discuss <i>Freaks</i> , history, and stigma	Look Me In the Eye (Robison), pp. 1-42; Film: Freaks (1930)	
2/8	<b>Institutions:</b> Willowbrook, Pennhurst, Letchworth Village; Film excerpt, <i>Titicut</i> <i>Follies</i>	Video interview: Gene F; Video clip: The Kids are Alright	
<b>Week 4</b> 2/13	<b>2.0 Personal Perspectives</b> Discussion of Blog 1; Who's disabled? Abby video	Robison, pp. 43-124	<b>Blog 1 (2/12)</b>
2/15	Families and siblings	My Banished Brother	
<b>Week 5</b> 2/20	Discussion of Look Me in the Eye; Review of group assignments; Panel presentation – Blackness & Disability w/ D'Arcee Neal	Robison, pp. 125-206; Blaming Parents for their Children's Mental Illness	<b>Personal Essay:</b> <b>Discovering</b> <b>Difference</b>
2/22	Families and siblings	Life and Death of Martha's Vineyard Sign Language	<b>In-basket BBC memo</b> <b>(teams) 2/23</b>
<b>Week 6</b> 2/27	<b>3.0 Housing, Employment, &amp;</b> <b>Transportation</b>	Robison, pp. 207-288; Youth and Disability disclosure	

Thurs.

Tues.

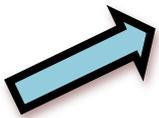
Red Teams

Blue Teams

	Review and edit wikis; Discussion of A&A proposals; Guest presentation: Sushil Adhikari from Nepal		
3/1	Housing & Employment	BLS News Release – Labor Force Characteristics – 2010; Disability: Dispelling the Myths – Employment Discussion of project proposals:.	<b>Access and Accountability Proposal</b>
<b>Week 7</b> 3/6	Is the “bottom line” the bottom line? What matters in the marketplace? Transportation	Earley ( <i>Crazy</i> ) pp. 1-111; Video How Adaptive Clothing Empowers People (Mindy Scheier)	<b>Wiki (teams) (3/7, 6 pm)</b>
3/8	Housing & Employment	Leveraging the Strengths of the Disabled; video clip: Think Beyond the Label	<b>Quiz 1 (3/9)</b>
<b>Week 8</b> 3/13	<b>4.0 Education &amp; Communication</b> Guest presentation: Michael Murray, Director, Employer Policy Team, Office of Disability Employment Policy	Earley: pp. 112-218	
3/15	Access to Education; Technology & UDL	Video clip: UDL at a Glance UDL #1, UDL#2; Education Rights (TBD)	<b>In-basket employment memo (teams)</b>
	SPRING BREAK		
	SPRING BREAK		
<b>Week 9</b> 3/27	Education & UDL; Guest presentation: Mr. Leigh Manasevit, Brustein & Manasevit, PLLC	Earley: pp. 219-361	<b>Blog 2 Midpoint check in</b>
3/29	Access to Education; Technology & UDL		
<b>Week 10</b> 4/3	<b>5.0 Sports, Arts, &amp; Entertainment</b>	Film – King Gimp	
4/5	Discussion of A&A briefs;	Video- Amiee Mullins	
<b>Week 11</b> 4/10	Film - Fixed: The Science/Fiction of Human Enhancement; visitors –	Film: Murderball	

	Zambian wheelchair basketball coaches		
4/12	Discussion of King Gimp & Fixed		Blog 3
Week 12 4/17	6.0 Criminal Justice & Legal Issues - Crisis Intervention Teams	Crimes Against Persons with Disabilities; NPR Podcast – The Sexual Assault Epidemic Nobody Talks About	Current Events 1 & 2
4/19	A&A Presentations		Quiz 2
Week 13 4/24	International Perspectives; Disability and Delinquency; Disability as culture	Disabled Behind Bars; <i>Buck v. Bell</i>	In-basket criminal justice memo
4/26	A&A Presentations		Presentations
Week 14 5/1	TBD		
5/3	A&A Presentations		Presentations
Week 15 5/8	Review for Exam		
5/10	A&A Presentations		Presentations A&A Brief Due

**FINAL EXAM: (on-line); available from Saturday, 5/12 at 10 am to Monday, 5/14 at 10 am**



### University Policies and Resources

As a student, you have the responsibility to be familiar with and uphold the Code of Academic Integrity and the Code of Conduct, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: <http://ugst.umd.edu/courserelatedpolicies.html>. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

### 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 at other times 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, Accessibility and Disability Service in the Shoemaker Building (4-7682 or 5-7683 TTY/TDD) is a valuable resource"