

SURVEY OF THE SOCIOLOGY OF DISABILITY
SOC 495 SEC 241 - CRN 4187
Disability in the 21st Century

Summer Session Session II - June 6, 2010 to August 13, 2011

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INTRODUCTION

COURSE DESCRIPTION

This is a three (3) credit course and the instructor is committed to making this course fully accessible to all students. If you have questions or concerns about the course readings or requirements, or would like to request disability-related accommodations, please [contact the instructor](#).

COURSE GOALS

This course provides knowledge and a foundational understanding of the sociological construction of disability and the power relations between the disabled and non-disabled with the intent of exploring related issues and opportunities in the 21st century.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Understand or have a developing awareness of the sociology of disability and how these values and assumptions may interact with various perspectives of persons with disabilities or the disability sector.
2. Demonstrate knowledge and understanding of research-based conceptions of the history, values, culture and conceptualizations of global disability civil society or social movement.
3. Enhance research skills in gathering and examining data about disability groups and their socio-cultural processes in the 21st century.
4. Analyze the various opportunities available for the empowerment of persons with disabilities in the 21st century.
5. Develop an ethnic-sensitive, interdisciplinary practice approach preparing students to effectively work with persons with disabilities, their families, and allies.

6. Demonstrate critical and creative thinking skills.
7. Enhance research and writing skills.

SPECIFIC COURSE COMPETENCIES

1. Demonstrate a general knowledge of critical issues for persons with disabilities.
 - Definitions of disabilities and related terminology used in public policy and best practice
 - Social and cultural aspects of disabilities
 - Universal and national legislations for persons with disabilities
2. Demonstrate a knowledge of and appreciation the social construction of disability in respective national/local contexts and throughout the world.
 - Distinguish between sociology of disability and disability studies
 - Disabilities as defined and described by social classes and cultural groups
3. Demonstrate knowledge of sociological processes and systems change in the 21st century.
 - Review of existing services, including education and health care service models as well as intersections between services and technology
4. Demonstrate knowledge of theoretical frameworks and its application in handling disability issues
 - Demonstrate knowledge and application of ways to adapt environments for physical, social, and curricular inclusion for culturally and linguistically diverse individuals with disabilities

COURSE CONTENT

Course topics will include the role of culture in effective service delivery and research involving persons with disabilities. Ethno-cultural aspects of racial groups, including ones prevalent in Hawai`i and the Pacific Basin will be presented. Specific considerations and issues will be raised for each ethno-cultural group and implications for the planning and delivery of culturally responsive policies and supports will also be discussed.

This course will use an inquiry-based learning (IBL) method to examine current issues effecting persons with disabilities across the life span and across cultures. In the IBL method, students will work individually to develop, or hone, skills of active problem solving and the application of knowledge. The information is presented in a way that encourages students to generate hypotheses, critically evaluate their hypotheses, and identify issues they wish to explore. Students will explore personal values through a series of discussions on a variety of topics reflecting class composition.

COURSE REQUIREMENTS

1. **Participating in Online Forum** - Each week there is a new topic to be discussed. Each student is required to answer all the questions of the week and comment or critique at least three other responses of their classmates for each question. The deadline for each topic is Sunday 11:00 p.m. (Hawai'i Standard Time). However, students are allowed to continue the discussion after the deadline, if interested.

2. **Journal Assignment** - Two (2) journal entries of learnings from the course, which integrate information from the readings and forums, will be collected on the due date, as indicated. Journal entries will address a specific question and are to be 1-2 pages each. Please submit journal entries electronically to the instructor via e-mail.

3. **Case Study Analysis** - Each student will select ONE case study of a disability group or movement in a particular country/context. The focus of the analysis is the understanding of sociological processes and power relations between and among the disabled and non-disabled. Students may use one or more theories under the sociology of disability e.g. the social model to explain the particular case. Case study analyses will include research-based and or published strategies that are shown to be effective and are focused on the culture of the person in the case study. A written analysis of 2-3 pages is required. Citations must be referenced. The reference list does not count as part of the 2-3 pages. A minimum of 5 references is required. The instructor must approve the student's choice of case study.

Papers will be graded as follows:

- Extent to which the paper demonstrates an understanding of the case study. 40%
- Extent to which the intervention addresses larger issues, including culturally based issues that are not necessarily identified in the case study. 40%
- Correct spelling, grammar, readability, and use of respectful language and ASA. 20%

4. **Video Review** - Each student will review two video during the semester. One must be a "Hollywood"/mainstream movie that has a disability component in it. The second can be a video clip or MTV about the disabled from Youtube. Each student will write a 1-2 page reflection paper of the movie/video. The reflection papers are to be submitted on the due date via e-mail to the instructor.

5. **Website Review** - Each student will review a PWD website of their choice. Each student will write a 1-2 page reflection paper of the website. The reflection papers are to be submitted on the due date via e-mail.

Note on Format for Papers: All papers must be typed and emailed to the instructor or submitted on or before the day it is due. Fonts must be Times New Roman or Arial and no smaller than 12 point. All papers must be double spaced, with 1 inch margins at all borders. Please use headings to separate ideas in the paper. Style of headings, citations and references must be ASA (American Sociological Association) 5th or 6th edition. Papers that do not follow these guidelines will be returned for correction and/or marked down.

Late Papers: Late papers will be marked down. You must notify the instructor if your paper will be late. ½ grade for 1-3 days late. Full grade for 3-5 days late. Not accepted after 5 days.

STUDENT EVALUATION

Evaluation of achievement of course objectives will be based on class participation and the completion of course requirements as follows:

- | | | |
|--------------------------|------------------------|--------------------|
| 1. 8 weeks of discussion | 5 points for each week | = 40 points = 40 % |
| 2. 2 journal entries | 10 points for each | = 20 points = 20 % |
| 3. 1 case study | 15 points | = 15 points = 15 % |
| 4. 2 video reviews | 10 points for each | = 20 points = 10 % |
| 5. 1 website review | 10 points | = 10 points = 10 % |

Bonus points: 10 make-up points

Extra 5 points for excellent case study

Extra 5 points for comments on discussion page online on the 9th week or last week of instruction

Grades will be assigned based on total percentages accumulated:

A= 90% or above

B= 80 to 89%

C= 70-79%

D= 60-69%

F= below 60%

PROPOSED SCHEDULE

MODULE 1 (June 6-10)

- Introduction and Overview, Definitions, Terminology

MODULE 2 (June 13-17)

- Sociological conceptions and frameworks of disability (versus other models)

Due: Journal Entry 1

MODULE 3 (June 20-24)

- Social construction of disability (evolving history and the 21st century)

MODULE 4 (June 27-July 1)

- Disability Culture

Due: Video Review 1 (Youtube videos)

MODULE 5 (July 4-8)

- Doing Good and Doing Well: A Framework for Empowering Persons with Disabilities

MODULE 6 (July 11-15)

- Digital Disability
Due: Website Review

MODULE 7 (July 18-22)

- Disability Rights Movement
- Case Study Analysis
Due: Video Review 2 (Movie – Hollywood, Indie film, Bollywood, etc)

MODULE 8 (July 25-29)

- Enabling Disability Policy and Practice
- Case Study Analysis
Due: Journal Entry 2

MODULE 10 (August 1-5)

Case Study Presentations via Elluminate

MODULE 11 (August 8-12)

Review of concepts learned
Due: Submission of case study

The course will feature guest lectures and resource persons as well as interactive learning activities.

REQUIRED READINGS

The following books are available at the UH Manoa Bookstore and UH Hamilton:

- Goggin, Gerard and Newell, Christopher. 2002. *The Social Construction of Disability in New Media* Rowman & Littlefield Publishers, Inc.
- Robillard, Albert. R.1999. *Meaning of a disability: The lived experience of paralysis*. Philadelphia: Temple University Press

BIBLIOGRAPHY

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Brown, Steven. E. 2003. *Movie stars and sensuous scars: Essays on the journey from disability shame to disability pride*. New York: People with Disabilities Press.

Brown, Steven .E. 2004. Personal reflections on disability culture. *The Review of Disability Studies: An International Journal*, 1(1), 45-50. Retrieved September 1, 2010 from <http://www.rds.hawaii.edu/downloads>

- Brueggemann, Brenda J, White, Linda F., Dunn, Patricia A, Heifferon, Barbara, A, and Cheu, Johnson. 2001. *Becoming Visible: Lessons in Disability*. *College Composition and communication* 53 (3) 368-398.
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- Castells, Manuel. 2001. *The internet galaxy: reflections on the internet, business, and society*. Oxford: Oxford University Press
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- Fleischer, D.Z. and Zames, F. 2001. *The Disability Rights Movement*. Philadelphia: Temple University Press.
- Goode, David. 2003. "Ethnomethodology and Disability Studies: A Reflection on Robillard." *Human Studies* 26: 493-503.
- Goggin, Gerard and Newell, Christopher. 2003. *Digital Disability: The Social Construction of Disability in New Media*. Lanham: Rowman and Littlefield Publishers, Inc.

- Foster, S. & Kinuthia, W. (2003). Deaf persons of Asian American, Hispanic American, and African American background: A study of intra-individual diversity and identity. *Journal of Deaf Studies and Deaf Education*, 8(3), 272-290. Retrieved January 9, 2009 from University of Hawai'i <http://micro189.lib3.hawaii.edu/ezproxy/formadvance.php>
- Hairston, K. (2005). Colorless as a rainbow: An African American female with Albinism in the Hawai'i public school system. *The Review of Disability Studies: An International Journal*, 1(3), 53-66. Retrieved July 28, 2007 from <http://www.rds.hawaii.edu/downloads>
- Harry, B., Klingner, J. & Hart, J. (2005). African American families under fire: Ethnographic views of family strengths. *Remedial and Special Education*, 26(2), 101-112. Retrieved January 9, 2009 from University of Hawai'i <http://micro189.lib3.hawaii.edu/ezproxy/formadvance.php>
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- Tomlinson, Sally. 1997. "Advances in the Sociology of Disability." *British Journal of Sociology* 18(1) 129-132.

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- Brown, S.E. (1995). Tell your story. *Pain, plain--and fancy rappings: Poetry from the disability culture*. Las Cruces, NM: Institute on Disability Culture, 6-11. Retrieved August 6, 2007 from http://web.mac.com/disculture/iWeb/Site/Examples_of_our_Disability_Culture.html
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SUPPLEMENTAL READING LIST

The following documents are to supplement texts.

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