**RSED 8030 Doctoral Seminar**

**Disabilities and Professional Issues- Disability culture and Philosophy**

**Auburn University Department of Rehabilitation and Special Education**

1. **Course Number: RSED 8030 Location: Haley**

**Course Title: Disability and Professional Issues Credit: 3 Hours**

**Time: Tuesday 5:00 pm – 7:00 pm Office Hours: By Appointment**

**Instructors: Dr. Rebecca Curtis Email:** **curtirs@auburn.edu**

1. **Date Syllabus Prepared: May 2013; May 2015**
2. **Required Texts:**

**Smart, J. F. (2009). *Disability, society, and the individual* (2nd ed.). Austin, TX: Pro Ed.**

**Thomas, R. G. (1997). *Extraordinary bodies: Figuring physical disability in American culture and literature.* New York, NY: Columbia University Press.**

**Wagner, P.S. & Spiro, C.S. (2005). *Divided minds: Twin sisters and their journey through schizophrenia.* New York, NY: St. Martin’s Press.**

**American Psychological Association. (2010). *Publication manual of the American Psychological Association***

 **(6th ed.). Washington, DC: Author.**

 ***Supplemental readings will be provided throughout the course***

**4. COURSE DESCRIPTION:** This course presents disability issues, professional issues, and identity development through a cultural lens. Students will digest and critique numerous articles and chapters on the constructs of disability, disability identity, the development of disability culture, models/theories of disability, and historical and future considerations for disability rights.

**5. COURSE OBJECTIVES:** After appropriate learning activities, student will:

1. Understand and explore the history and future of disability rights

 2. Identify, define, and describe implications of various models of disability

 3. Identify and describe the processes of adaptation and identity development related to disability

 4. Write a reaction paper on related course reading (i.e., disability identity, models of disability)

 5. Write a position paper on related course content

 6. Provide a class presentation on disability

**6. COURSE CONTENT SCHEDULE**

**Class Class Topic Assignments**

5/20 Introductions/Course Overview Smart – Chapter 1

 Disability Defined & Stigma Thomas – Chapter 1

5/27 Models/Theory of Disability/Culture Smart – Chapter 2

 Thomas – Chapter 2

 Mackelprand & Salsgiver – Chapter 3

 Nabors – The Social Psychology of Stigma

 Swain & French (2000)

6/3 Sources of Prejudice & Discrimination Smart – Chapters 3 & 4

 Thomas – Chapter 3

6/10 Effects of Prejudice & Discrimination Smart – Chapters 5 & 6

 -**REACTION PAPER DUE TODAY**

 **-PRESENTATIONS (2)**

6/17 Onset & Other Factors of Disability Smart – Chapter 8

 Multiple Identities & Marginalization

 -**PRESENTATIONS (2)**

6/24 The History & Future Mackelprang & Salsgiver – Chapter 1

 Caldwell (2011)

 Social Justice & Ethics Watchman (2005)

 Kelsey & Smart (2012)

**7/1 Midterm Exam -MIDTERM EXAM TODAY**

7/8 The Individual & Disability Smart – Chapters 7 & 9

 -**PRESENTATIONS (2)**

7/15 Culture & Disability Conyers (2003)

 Mackelprang & Salsgiver – Chapter 4

 Corporate Culture Schur, Kruse, & Blanck (2005)

 Spataro (2005)

7/22 More on Culture etc. Harrison & Kahn (2004)

 Galvin (2003)

 Sexuality, Gender, Orientation & Disability Greenwell & Hough (2008)

 **POSITION PAPER DUE TODAY**

**7. COURSE REQUIREMENTS/EVALUATION**: Students are required to: a) successfully complete and turn in all required assignments no later than the date designated, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior to attending classes.

**Class Activities:** Activities will occur during each class period and will require active participation and reflection.

Active participation is defined as volunteering during discussion, ongoing contribution to group work, remaining

on task throughout activities etc. Using class activity time to check email, visit websites, send messages,

complete work for other courses etc., will not be credited to activity points. Class activities cannot be made up

outside of class meetings. (10 points).

**Presentations:** Students will present on topic of choice related to course content. The presentations will be 30 minutes in length and professionally delivered (via PowerPoint) to the class. (15 points).

**Tests:** Students will demonstrate competency in understanding and critiquing disability culture, disability identity, and other cultural facets through one test. The test will consist of short answer and essays related to the philosophy and cultural issues of individuals with disabilities (20 points).

**Papers (2):** Each student will write two essays – one is a reaction to required reading and one position paper. *Reaction Paper:* will be at least 6-8 pages of narrative (does not include title page, abstract, or references). All papers will strictly adhere to APA style. (20 points) Further details will be provided in class.

*Position Paper:* will be at least 15-18 pages of narrative (does not include title page, abstract, or references). All papers will strictly adhere to APA style. (35 points) Further details will be provided in class.

**EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

|  |  |
| --- | --- |
|  Test |  20 points |
|  Presentation |  15 points |
|  Reaction paper |  20 points |
| Position paper |  35 points |
| Activities |  10 points |
| **Total** | **100 points** |

**90-100 points= A, 80-89 points= B, 70-79 points= C, 60-69 points= D, 59 and below= F**

Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus. No extra credit opportunities will be provided

**8. CLASS POLICIES:**

***Extra Credit:*** There is an RSED policy that no extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

***Attendance:*** Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin, "Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades." Appropriate documentation for all excused absences is required. Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (https://sites.auburn.edu/admin/universitypolicies/default.aspx).

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. "child with a disability" rather than "disabled child"). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be turned in the day each is due within the first 10 minutes of the regularly scheduled class time. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc...) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

***Accommodations:*** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during ot1ice hours the first week of classes - or as soon as possible if accommodations are needed immediately. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley

Center, 844-2096 (V/TT).

***Professionalism:*** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity, and (d) model and nurture intellectual vitality.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices provided by Auburn University regarding classroom behavior and honesty.

***Classroom Behavior:*** "Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions. Students have the responsibility of complying with behavioral standards... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of tum; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence."

***Honesty Code:*** The University Academic Honesty Code and the University Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in University Policies and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Student Academic Grievance Policy:*** The purpose of this university policy is to "resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants."

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on CANVAS for completion or submission.