

EEX 6099: Social Perspectives on Disability (3 Credits)

Fall 2024 (100% Online)

Instructor: Michayla Yost
Office Hours: By appointment via Zoom
E-mail: michaylayost@ufl.edu

Faculty Lead: Hannah Mathews, Ph.D.
Email: hmmathews@coe.ufl.edu

"Disability is both a private and public experience. For some, disability represents a personal catastrophe to be avoided if at all possible, a shameful condition to be denied or hidden if present and negotiated within the sanctuary of one's family and personal space. For others, disability is a source of pride and empowerment, a symbol of enriched self-identity and self-worth and a central force coalescing a community intent on extolling the fundamental values of life, human rights, citizenship, and the celebration of difference."
(Albrecht et al., 2001, pp. 1-2)

Course Overview

The purpose of this course is to help students develop background and foundational knowledge of disabilities and issues encountered by persons with disabilities in various settings. Such knowledge will be applicable to students in their professional and social lives as they interact with persons with disabilities. Topics addressed include: a) Issues relevant to people with disabilities, their families, and others with whom they interact, b) Historical and contemporary views of people with disabilities as well as disability-related issues with respect to education, inclusion, and advocacy, c) Perceptions of people with disabilities with respect to their acceptance and inclusion in society, and d) Frameworks for understanding disabilities and disability-related issues within societal contexts. All instruction for this course will take place via the Canvas LMS platform.

Required Text:

- There is no required text for this course. We will engage with a variety of materials and media (e.g., articles, video, websites) that are made available to you at no cost through Canvas and/or UF Course Reserves.

Course Objectives / Goals

By participating in the course readings, assignments, and activities, students will accomplish the following learning objectives/goals:

1. Discuss how labels and language both shape and reflect social perceptions of disability
2. Analyze perceptions of disabled people as they have evolved over time.
3. Analyze the representation of disabled people in various forms of media
4. Consider how intersectionality influences the perceptions and lived experiences of disabled people with additional minoritized identities
5. Compare and contrast ways disability is perceived with regard to acquisition as well as visibility and invisibility.
6. Synthesize information regarding perceptions of disabled people across various social

contexts.

7. Discuss ways perceptions of disabled people might change or develop in the future.
8. Engage in critical self-reflection to understand your own perceptions of disability and how it has been shaped by broader social perspectives

Accessibility

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed from the Disability Resource Center to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. I welcome feedback that will assist me in improving the usability and experience for all students.

COURSE REQUIREMENTS

DISCUSSION FORUMS: Discussion forums are a space to unpack topics related to readings, issues brought up in class, etc. by posing questions, raising issues, making relevant comments, etc. with citations to relevant literature. Discussion posts may also provide analysis or synthesis of readings, videos, and other course materials as prompted. Active engagement through reply posts to peers is expected, and specific guidelines related to the expectations for discussion forum participation are provided via Canvas.

Your posts must show evidence of at least two “highly connected” ways of knowing, with the first one being required (listed below). Highly Connected Ways of Knowing

- 1...include literature and/or resources drawn from this course in your posts.*
- 2...include your own personal experiences in your posts.
- 3...include literature, resources, or issues drawn from outside of this course in your posts.
- 4...include connections with the feelings, experiences, and ideas of other participants (either from the current or past discussions) in your posts.

*Please note: When videos are incorporated in a module, **it is expected that you will include your learning from these videos in your posts.**

REFLECTION & SELF-ASSESSMENT JOURNAL: Students will maintain a digital journal throughout the course with specific entries required in **four** of the modules. In addition to specific probes related to module content/questions, this journal will provide a space for reflection and self-assessment to monitor shifts in thinking, note lingering questions or wonderings, and make connections across ideas.

CRIP CAMP VIEWING GUIDE: Students will view Netflix’s Crip Camp: A Disability Revolution. A series of before, during, and after probes will be completed in order to guide the viewing and sensemaking related to the documentary. This assignment will also expose students to the principles of media literacy that they will apply in a later module via the Media Portfolio assignment.

MEDIA PORTFOLIO: Each student will complete a Media Portfolio with 4 entries illustrating how disabled individuals are portrayed in the popular media. Media will include current (a) television programs or advertisements, (b) newspaper or magazine articles (print or digital is

acceptable), (c) YouTube channels / videos, and (d) other social media (e.g., Facebook, Twitter, Instagram, TikTok). The portfolio must contain at least one entry representing each of the types of media. Each of the 4 entries must include a brief summary of the media (not more than a paragraph). The summary must be followed by an analysis of the way disabled people were portrayed or disability issues were presented and from whose point of view (see the principles of Media Literacy introduced with the Crip Camp viewing guide, “The Fries Test”, and other resources on Canvas for questions to consider). The analysis must be supported by at least 2 citations to relevant literature or sources from the course.

The Media Portfolio will also include an additional entry (beyond the 4) in which the 4 analyses are synthesized and the portrayals of persons with disabilities or presentations of disability issues are discussed. Citations to relevant literature must be included.

FINAL ASSIGNMENT: Students will identify a disability-related historical event or social, professional, or other issue/situation of interest. After identifying the event/ situation, students will (1) provide an analysis of the disability-related issues present within the event/situation; (2) discuss the disability-related issues from the vantage point of contemporary thought within the context of the event/situation; and (3) discuss how similar events/situations might look in the future as disability knowledge and understanding continues to advance and perceptions of people with disabilities continue to evolve. Students must make an appointment with or receive email approval from the instructor to obtain approval for the final assignment topic. Students will choose only *one* of the following options for the final product for this assignment.

Option 1:

Students will write a 12-15 page paper (not including references) that addresses the 3 elements described above. The paper must include citations for at least 12 high quality sources of information and must be written in APA style.

Option 2:

Students may prepare and give a presentation designed to address the 3 elements described above. Students choosing this option must provide (1) a description of the presentation’s intended audience including the relevance of the topic to them (not more than half a page), (2) a video of themselves giving the presentation, (3) handouts to accompany the presentation including a reference list with at least 8 high quality sources, and (4) a 3-4 page summary of the 3 elements described above.

COURSE GRADES

There are five course requirements (i.e., reflective journal, discussion forums, viewing guide, media notebook, and final assignment) from which your final letter grade will derive. The grading scheme for the course and additional information on grading and assessment policies are available in Canvas. For additional information on the meaning of letter grades and related university policies, see the Registrar’s Grade Policy regulations at <http://www.isis.ufl.edu/minusgrades.html>

UNIVERSITY & OTHER POLICIES

House Bill 233 Intellectual and Viewpoint Diversity Act

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Letter Grades

A letter grade of C or better is necessary to pass the course. For additional information on the meaning of letter grades and related university policies, see the Registrar’s Grade Policy regulations with the following links:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext>

Grading Scale		
A = 94-100%	B+ = 87-89%	C+ = 77-79%
A- = 90-93%	B = 83-86%	C = 73-76%
	B- = 80-82%	C- = 70-72%

Expectations for Course Participation and Assignment Completion

All students are expected to be regular and active participants in discussion and learning activities throughout the semester. Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading->

days/#finalexamstext

Remote and Synchronous Instruction

Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or use a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un- mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Technology Requirement

Students who are enrolled in this course must have computer access and the technology required to view all course information on the site. If you have problems with any aspect of technology such as submissions, uploading, viewing presentations or video clips, please contact the COE's technical support staff at www.helpdesk@coe.ufl.edu.

Academic Integrity and Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The UF Student Honor Code and Student Conduct Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor."

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Student Assistance and Emergencies

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. Students are encouraged to contact the UF Counseling & Wellness Center (352-392-1575; <http://www.counseling.ufl.edu>) for confidential assistance and support. Contact the University Police Department (352-392-1111) or 911 for emergencies.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of

instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352- 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/> , 392-1575
Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to learning-support@ufl.edu or visiting <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <https://distance.ufl.edu/student-complaint-process/>

TENTATIVE COURSE OUTLINE

Start Here What are the expectations for this course?		
Week 1 8/22 – 8/28	Course Introduction and Overview	Read/Watch/Listen: • Course Syllabus • Young (2014) I'm not your inspiration, thank you very much • Pulrang (2020) Words matter, and it's time to explore the meaning of "ableism"
<i>To successfully complete this module, you need to:</i> ☐ Engage with all assigned readings/materials ☐ Introduce yourself in the <i>Introductory Forum</i> using a format of your choosing (e.g., text, video) ☐ Use the <i>Course Q & A Forum</i> for any questions that arise from perusing the syllabus and Canvas site ☐ Complete the <i>Learner Needs and Interests Profile</i>		

Module 1 How do labels and language shape social perspectives of disability?		
Week 1 8/26 – 9/1	Making Meaning of Disability	Read/Watch/Listen: • Shakespeare (2010) The social model of disability • Friedman & Owen (2017) Defining disability: Understandings of and attitudes towards ableism and disability
Week 2 9/2 – 9/8	Person-First vs. Identity- First Language; Disability Euphemisms	Read/Watch/Listen: • Leibowitz (2015) On identity versus people first language • Brown (2011) The significance of semantics • Oliver (2021) 'I am not ashamed': Disability advocates, experts implore you to stop saying 'special needs' • CrippledScholar (2017) Euphemisms for disability are infantilizing
<i>To successfully complete this module, you need to:</i> ☐ Engage with all assigned readings/materials ☐ Actively engage with your peers in the <i>Module 1 Discussion</i> using a format of your choosing (e.g., text, video) – see Canvas for posting guidelines ☐ Complete <i>Reflective Journal and Self-Assessment Entry #1 (Before and After – Part 1)</i>		

Module 2 | How does history shape social perspectives of disability?

Week 1 9/9 – 9/15	History, Reform, and Early Activism	Read/Watch/Listen: • Disability Rights History-Timeline Grimm (2015) • Sitting-in for disability rights: Section 504 protests of the 1970s • Shapiro & Bowman (2020) One laid groundwork for the ADA; The other grew up under its promises • The Disability Rights Movement Longmore Institute on Disability • “Patient No More” Virtual Exhibit
Week 2 9/16 – 9/22	A Disability Revolution	Read/Watch/Listen: • Netflix (2020) Crip Camp – A Disability Revolution [available for free via YouTube]
<i>To successfully complete this module, you need to:</i> ☐ Engage with all assigned readings/materials ☐ Actively engage with your peers in the <i>Module 2 Discussion</i> using a format of your choosing (e.g., text, video) – see Canvas for posting guidelines ☐ Complete <i>Crip Camp Viewing Guide and Analysis</i>		

Module 3 | How do cultural views and intersectionality shape social perspectives of disability?

Week 1 9/23 – 9/29	Intersectionality	Read/Watch/Listen: Disability Visibility Podcast: Intersectionality • Frederick & Shifrer (2019) Race and disability: From analogy to intersectionality • The Importance of Intersectional Accessibility in Activism
Week 2 9/30 – 10/6	Cultural Perspectives	Read/Watch/Listen: • IRIS Center: Cultural-based perceptions • Khazan (2014) When hearing voices is a good thing • Barnes (2000) “Ursa Minor”
<i>To successfully complete this module, you need to:</i> ☐ Engage with all assigned readings/materials ☐ Actively engage with your peers in the <i>Module 3 Discussion</i> using a format of your choosing (e.g., text, video) – see Canvas for posting guidelines ☐ Complete <i>Reflective Journal and Self-Assessment Entry #2 (Ursa Minor Reflection)</i>		

Module 4 | How does media portrayal shape social perspectives of disability?

Week 1 10/7 - 10/13	Representation/ Portrayal in TV and Film	Read/Watch/Listen: • ‘Make Sure You Get it Right’ • Genzlinger (2016) How the sitcom ‘Speechless’ understands families like mine [The New York Times] • Galuppo (2021) Hollywood grapples with autism portrayals onscreen • Srinivasan (2021) A boy like me Fries (2017) The Fries test: On disability representation in our culture
Week 2 10/14 – 10/20	Social Media	Read/Watch/Listen: • Do all disabled people think the same? [via YouTube] • TikTok creators educate while showing their disabilities with pride • Hemsley et al. (2018) “We definitely need an audience”: Experiences of Twitter, Twitter networks and tweet content in adults with severe communication disabilities who use AAC
<i>To successfully complete this module, you need to:</i> ☐ Engage with all assigned readings/materials ☐ Actively engage with your peers in the <i>Module 4 Discussion</i> using a format of your choosing (e.g., text, video) – see Canvas for posting guidelines ☐ Complete Media Portfolio		

Module 5 How does (in)visibility shape social perspectives of disability?		
Week 1 10/21 – 10/27	Invisible Disabilities	Read/Watch/Listen: • Ysasi et al. (2018) Stigmatizing effects of visible versus invisible disabilities • Kattari et al. (2018) You look fine: Ableist experiences by people with invisible disabilities • Not all disabilities are visible [via YouTube]
Week2 10/28 – 11/3	Disclosure and “Masking”	Read/Watch/Listen: • Pearson & Rose (2021) A conceptual analysis of autistic masking: Understanding the narrative of stigma and the illusion of choice • Rights around Disclosure in the ADA • Skogem (2012) Stigma

To successfully complete this module, you need to:

- ☐ Engage with all assigned readings/materials
- ☐ Actively engage with your peers in the *Module 5 Discussion* using a format of your choosing (e.g., text, video) – see Canvas for posting guidelines
- ☐ Complete *Reflective Journal and Self-Assessment Entry #3 (Argument-Counterargument: Disclosure)*
- ☐ Begin working on your *Final Assignment* – meet with the instructor via Zoom to discuss your topic ideas, format preferences, and support needs

Module 6 | How does acquisition/onset shape social perspectives of disability?

Week 1 11/4 – 11/10	Acquired Disabilities	Read / Watch / Listen: - Bogart et al. (2018) Born or became that way: Stigma toward congenital versus acquired disability Part of Me Podcast: Roland on Acquired Disability and the Workplace Smith (2018) How does acquiring a disability affect mental health? [blog]
Week 2 11/11 – 11/17	Chronic Illness	Read / Watch / Listen: Miserandino (2003) The spoon theory

To successfully complete this module, you need to:

- ☐ Engage with all assigned readings/materials
- ☐ Actively engage with your peers in the *Module 6 Discussion* using a format of your choosing (e.g., text, video) – see Canvas for posting guidelines
- ☐ Continue working on your *Final Assignment*

Module 7 | How does advocacy shape social perspectives of disability?

Week 1 11/18 – 11/24 <i>Thanksgiving Break</i> 11/25 – 11/30	Disability Justice	Read / Watch / Listen: Sins Invalid (2020) What is disability justice? Novack (2020) The future liberation of disability movements
Week 2 12/1-12/8	Personal Commitments and Future Directions	Read / Watch / Listen: n/a

To successfully complete this module, you need to:

- ☐ Engage with all assigned readings/materials
- ☐ Actively engage with your peers in the *Module 7 Discussion* using a format of your choosing (e.g., text, video) – see Canvas for posting guidelines
- ☐ Complete *Reflective Journal and Self-Assessment Entry #4 (Before and After – Part 2)*
- ☐ Submit your *Final Assignment* by 12/8 at 11:59pm