LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		to Str.	AP-3/1/11	App - 9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Hildebrandt, Melanie	melanieh@iup.edu
Proposing Department/Unit	Phone
Sociology	7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**   *SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE*

_____New Course   _____Course Prefix Change   _____Course Deletion

__X__Course Revision   _____Course Number &/or Title Change   _____Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 452 Disability and Society	
Current Course prefix, number and full title	*Proposed course prefix, number and full title, if changing*

2. **Additional Course Designations: check if appropriate**

_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,
_____ This course is also proposed as an Honors College Course.   Pan-African)

3. **Program Proposals**

_____Catalog Description Change   _____Program Revision

_____New Degree Program   _____Program Title Change   _____Other

_____New Minor Program   _____New Track

Current program name	*Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	*Melanie PH2*	11/9/10
Department Chair(s)	*Ally Hre*	11-9-10
College Curriculum Committee Chair	*signature*	11/17/10
College Dean	*signature*	4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Edel Reilly TECC Cur	4/10/12
	AKRO Cor Den	4/1/12
UWUCC Co-Chairs	Gail Sechrist	4/13/12

* where applicable

I. Catalog Description

      Prerequisite: SOC 151   **3c-0l-3cr**

Analyzes disability from a sociological perspective. Includes consideration of historical and current views of disability and a review of related concepts from the fields of medical sociology and the sociology of deviance. Also includes an analysis of the effects of disabilities on individuals and families through the life course and a consideration of related ethical, economic, political, and social policy issues. Emphasizes disability as a social construction.

II. Course Outcomes

    In this course, students will:

    a) Evaluate disability from a sociological perspective;

    b) Compare the strengths and weaknesses of different definitions and of major theoretical perspectives regarding disability;

    c) Compare the relative, socially constructed concept of disability to other concepts in the sociology of deviance and the sociology of medicine;

    d) Analyze disability experience through the life course, emphasizing the perspectives of individuals with disabilities and their families

    e) Examine major historical developments that have shaped social policy regarding disability;

    f) Explore ethical, social and economic issues related to disability.

III. Course Outline   [Below are example topics and content for this course.]

Week 1:	Definitions of disability Medical, social, bio-psychosocial, literary and popular views Historical and cross-cultural perspectives on disability
Week 2:	Measuring disability Social patterns: an epidemiology of disability
Week 3:	Theoretical Perspectives I: Social theories of disability and difference Theories of oppression Physical barriers to inclusion Social barriers and discrimination Identity: people with disabilities as a minority group in American society
Week 4:	Theoretical Perspectives II: the view from medical sociology The sick role Acute vs. chronic illness Careers of disability Medical institutions
Week 5:	Theoretical Perspectives III: the view from the sociology of deviance Stigma and labeling theory Disability as deviance

Management of a spoiled identity
Interactional issues and self-concept

Week 6:   Historical lessons on the treatment of people with disabilities
            Disability rights movements

Week 7:   Lived experiences of disability
            Disability narratives and disabled identities

Week 8:   Midterm Evaluation
[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor
Day or MLK Day, Spring or Thanksgiving break, and reflect them in the syllabus.]

Week 9:   Disability over the life course I: childhood
            Disability and development
            How does disability shape family?
            Disability and education
            Transitions to adulthood

Week 10:   Disability over the life course II: adulthood
            Relationships: love, sex, friendship & marriage
            Employment and workplace issues
            Independent living and deinstitutionalization
            Caregiving issues

Week 11:   Disability over the life course III: aging
            Aging with disability (aging of those with early onset disabilities)
            Aging into disability (later onset disabilities)

Week 12:   Social Policy
            1990 Americans with Disabilities Act (ADA)
            Education policies, vocational training
            Rehabilitation and medical care
            Residential issues and independent living

Week 13:   Contemporary Social Movements
            The disability rights movement
            Civil protests
            Self-help, adaptation and activism

Week 14:   Ethical Dilemmas and Disability
            Choosing disability
            Life with disability: When to begin, when to end and "quality" of life
            Technological change and disability
            Case studies

Week 15:   Exam Week
            Culminating Activity: Research projects, Examination and/or Presentations
[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%	
Writing assignments	25 to 75%	This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.
Class presentation(s)	0 to 25%	
Quizzes (may be in-class or take-home, multiple choice and/or essay	0 to 40%	
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%	
Other forms of evaluation	0 to 50%	
	Must total 100%	

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Barnes, Colin and Geof Mercer. 2010. *Exploring Disability, 2nd edition.* (Cambridge, UK: Polity Press).

Charlton, James. 1998. *Nothing About Us without Us: Disability Oppression and Empowerment.* (Berkeley: University of California Press).

Davis, Lennard J., ed. 2010. *The Disability Studies Reader, 3rd edition.* (New York: Routledge).

Shapiro, Joseph P. 1994. *No Pity: People with Disabilities Forging a New Civil Rights Movement.* (New York: Times Books.)

Zola, Irving Kenneth. 1983. *Missing Pieces: A Chronicle of Living with a Disability.* (Philadelphia: Temple University Press).

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or

quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

Albrecht, Gary L., Katherine Seelman, and Michael Bury, eds. 2001. *Handbook of Disability Studies.* (Thousand Oaks, CA: Sage).

Bickenbach, Jerome E. 1993. *Physical Disability and Social Policy.* (Toronto: University of Toronto Press).

Charmaz, Kathy. 1991. *Good Days, Bad Days: The Self in Chronic Illness and Time.* (New Brunswick, NJ: Rutgers University Press).

Fine, M. and A. Asch. 1988. *Women with Disabilities: Essays in Psychology, Culture, and Politics.* (Philadelphia: Temple University Press).

Fleischer, Doris Zames and Frieda Zames. 2001. *The Disability Rights Movement: From Charity to Confrontation.* (Philadelphia: Temple University Press).

Francis, Leslie Pickering and Anita Silvers, eds. 2000. *Americans with Disabilities: Exploring Implications of Law for Individuals and Institutions.* (New York: Routledge).

Goffman, Erving. 1986 [1963]. *Stigma: Notes on the Management of Spoiled Identity.* (New York: Touchstone Books).

Grealy, Lucy. 1994. *Autobiography of a Face.* (Boston: Houghton Mifflin).

Groce, Nora Ellen. 1985. *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard.* (Cambridge, MA: Harvard University Press).

Higgins, Paul C. 1992. *Making Disability: Exploring the Social Transformation of Human Variation.* (Springfield, IL: C.C. Thomas).

Hockenberry, John. 1995. *Moving Violations: War Zones, Wheelchairs, and Declarations of Independence.* (New York: Hyperion).

Iezzoni, Lisa. 2003. *When Walking Fails: Mobility Problems of Adults with Chronic Conditions.* (Berkeley, CA: University of California Press).

Kaufman, Sandra Z. 1999. *Retarded Isn't Stupid, Mom!* (Baltimore: Brookes).

Linton, Simi. 1998. *Claiming Disability: Knowledge and Identity.* (New York: New York University Press).

Longmore, Paul K. and Lauri Umansky, eds. 2001. *The New Disability History: American Perspectives.* (New York: New York University Press.)

Mairs, Nancy. 1996. *Waist-High in the World: A Life Among the Nondisabled.* (Boston: Beacon Press).

Murphy, Robert F. 1990. *The Body Silent.* (New York: W.W. Norton).

Priestley, Mark, ed. 2001. *Disability and the Life Course: Global Perspectives.* (Cambridge, UK: Cambridge University Press).

Scotch, Richard. 1984. *From Good Will to Civil Rights: Transforming Federal Disability Policy.* (Philadelphia: Temple University Press).

Shaw, Barrett, ed. 1994. *The Ragged Edge: The Disability Experience from the Pages of the First Fifteen Years of the Disability Rag.* (Louisville, KY: The Avocado Press).

West, Jane, ed. 1991. *The Americans with Disabilities Act: From Policy to Practice.* (New York: Milbank Memorial Fund).

Williams, Donna. 1992. *Nobody, Nowhere: The Remarkable Autobiography of an Autistic Girl.* (London: Jessica Kingsley Publishers).

[See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	4 Individual Development and Identity 5. Individuals, Groups, and Institutions	(a) – (d), (f) (a)—(f)	Midterm Evaluation Final Evaluation