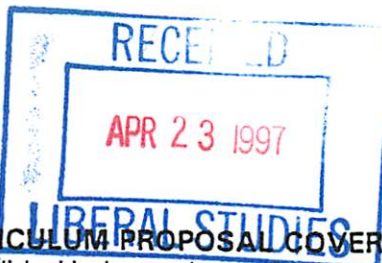


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Submission Date: App 2/15/00
Action-Date: _____

Senate App 4/4/00

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Rosalyn Benjamin Darling Phone 3930
Department Sociology

II. PROPOSAL TYPE (Check All Appropriate Lines)

 COURSE _____
Suggested 20 character title _____
 New Course* 50 452 Disability and Society
Course Number and Full Title _____
 Course Revision _____
Course Number and Full Title _____
 Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title _____
 Course Deletion _____
Course Number and Full Title _____
 Number and/or Title Change _____
Old Number and/or Full Old Title _____
New Number and/or Full New Title _____
 Course or Catalog Description Change _____
Course Number and Full Title _____

 PROGRAM: Major Minor Track
 New Program* _____
Program Name _____
 Program Revision* _____
Program Name _____
 Program Deletion* _____
Program Name _____
 Title Change _____
Old Program Name _____
New Program Name _____

III. Approvals (signatures and date)

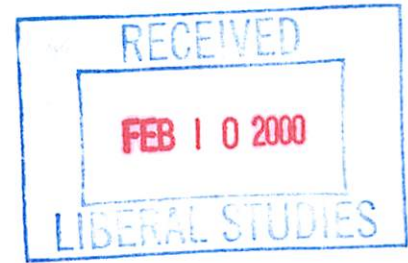
[Signature] 4/17/97 Department Curriculum Committee
[Signature] 4/25/97 College Curriculum Committee
[Signature] 4/23/97 Department Chair
[Signature] 4/25/97 College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)



**Sociology 452:
Disability and Society
Syllabus of Record**



I. Catalog Description

SO 452 Disability and Society
Prerequisite: SO 151

3 credits; 3 hours/week

Analyzes disability from a sociological perspective. Includes a 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. The emphasis is on disability as a social construction.

II. Course Objectives

1. Students will learn to understand disability from a sociological perspective.
2. After a review of various definitions and perspectives regarding disability, students will come to understand disability as a relative, socially constructed concept.
3. Students will understand this concept in relationship to other concepts in the sociology of deviance and the sociology of medicine.
4. Students will be able to analyze the disability experience through the life course, emphasizing the perspective of individuals with disabilities and their families.
5. Students will understand related ethical, economic, political, and social policy issues.

III. Course Outline

- A. Definitions of impairment, disability, and handicap: Cross-cultural and historical perspectives.
 1. Incidence and prevalence of disability. (Week 1)
 2. Bio-medical, psychological, sociological, anthropological, literary, and popular views. (Week 2)
- B. Theoretical perspectives.
 1. Medical sociology. (Week 3)
 - a. The "sick role": Acute vs. chronic illness and "careers" of disability.
 - b. Institutions.

2. Stigma and labeling theory: Disability as "deviance." (Weeks 3, 4)
 ASSIGNMENT: Measuring Accessibility of the Home/Workplace
 - a. People with disabilities as a minority group in American society.
 - b. Interactional issues and self-concept.

Exam #1 (Week 5)

- C. Disability through the life course.
 1. Childhood.
 - a. Some common disabilities of childhood. (Week 5)
 - b. Effects on families.
 - (i). Diagnosis / first information / medical issues: Anomie. (Weeks 5, 6)
 - (ii). Later childhood / educational issues. (Week 6)
 - (iii). Mothers, fathers, siblings, and grandparents.
 - (iv). Parent-professional interaction.
 - (v). Planning for the future.
 2. Adolescence/Adulthood. (Weeks 7, 8)
 - a. Some common disabilities of adulthood.
 - b. Sexuality, marriage, and family.
 - c. Employment.
 - d. Leisure.
 - e. Independent living and deinstitutionalization.
 - f. Caregiving issues.

Book Review due Week 8

Exam #2 (Week 9)

3. Aging. (Week 9)

- a. Aging of those with early onset disabilities.
- b. Later onset disability.

- D. Ethical issues. (Weeks 10, 11)
- 1. Normalization/Social role valorization: What are the rights of adults with mental retardation?
 - 2. The costs of disability: Who should pay?
 - 3. Who should live?: Baby Doe, the Kevorkian controversy, and other issues.

Student Debates

- E. The economics and politics of disability. (Weeks 12, 13)
- 1. Overcoming physical, cultural, and social barriers.
 - 2. The disability rights movement: From adaptation to activism.

- F. Current issues and controversies. (Week 14)

Exam #3 (Final Exam Period)

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 1) 3 essay exams (one of which is given during the final exam period)—each counts 20% toward course grade.
- 2) Written review of one of the following books:

- J. Hockenberry, Moving Violations, New York: Hyperion, 1995.
- J. Kingsley & M. Levitz, Count Us In: Growing Up with Down Syndrome, New York: Harcourt Brace, 1994.
- N. Mairs, Waist-High in the World, Boston: Beacon Press, 1996.

Review guidelines are attached--counts 30% toward course grade.

- 3) Quality and quantity of class participation, as determined by the judgment of the professor (including participation in a class debate on ethical issues)--10% of course grade.

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

V. Required Books

- Goffman, Erving, 1963, Stigma: Notes on the Management of Spoiled Identity. Englewood Cliffs, NJ: Prentice-Hall.
- Shapiro, Joseph P., 1993, No Pity: People with Disabilities Forging a New Civil Rights Movement. New York: Times Books. Customized Course Packet. (Contents below)

Contents of Course Packet:

Updating Language for Improved Communication Skills

1. Tables and Graphs

Most Common Conditions Causing Activity Limitation
 Proportion of U.S. Population with Activity Limitation
 Disability Status, All Ages, by Race/Ethnicity and Sex
 Health Status and Medical Care Use of Persons with Chronic Conditions
 Nature of Assistance in Basic Life Activities
 Employment, Poverty, and Education Status of Persons by Work Disability Status

2. Pfeiffer, D., 1998, The ICIDH and the need for its revision, *Disability and Society*, 13, 503-523.
3. Excerpt from *Nothing About Us Without Us*—James I. Charlton (see bibliography)
4. Excerpt from “The Moral Career of the Mental Patient” (from *Asylums*)—Erving Goffman (see bibliography)
5. Sociological Types of Illness—from Freidson, E., 1975, *Profession of Medicine*, New York: Dodd, Mead, and Co.
6. Architectural Accessibility Standards
7. Parent Comments on ADA Implementation
8. A Place Called Disability
9. Russell, M., 1994, Malcolm teaches us too, B. Shaw (Ed.), *The Ragged Edge*, Louisville, KY: The Advocado Press, pp. 11-14.
10. Becoming the Parent of a Child with a Disability: Reactions to First Information—Milton Seligman & Rosalyn Benjamin Darling (from *Ordinary Families, Special Children*—see bibliography)
11. Childhood and Adolescence: Continuing Adaptation—Milton Seligman & Rosalyn Benjamin Darling

(from *Ordinary Families, Special Children*—see bibliography)

12. You and I
13. Adaptation to Old Age—Gaylene Becker (from *Growing Old in Silence*—see bibliography)
14. The Dignity of Risk—Robert Perske (pp. 194-200 in Wolfensberger, *Normalization*—see bibliography)
15. Blumberg, L., 1994, Eugenics and reproductive choice, B. Shaw (Ed.), *The Ragged Edge*, Louisville, KY: The Advocado Press (pp.218-229)
16. Asch, A., 1999, Prenatal diagnosis and selective abortion: A challenge to practice and policy, *American Journal of Public Health*, 89, 1649-1657.
17. Americans with Disabilities Act Requirements Fact Sheet

VI. Special Resource Requirements

None.

VII. Bibliography

Books and Articles:

- Ainlay, S., Becker, G., & Coleman, L. (Eds.), 1986, *The Dilemma of Difference: A Multidisciplinary View of Stigma*. New York: Plenum.
- Ablon, J., 1988, *Living with Difference*. New York: Praeger.
- Albrecht, G., 1992, *The Disability Business*. Newbury Park, CA: Sage.
- Asch, A. & Fine, M. (Eds.), 1988, *Moving Disability Beyond "Stigma"* (thematic issue of the *Journal of Social Issues*—Vol. 44, Number 1).
- Barton, L., 1996, *Disability and Society: Emerging Issues and Insights*. New York: Longman.
- Becker, G., 1980, *Growing Old in Silence*. Berkeley: University of California Press.
- Bogdan, R. & Biklen, D., 1977, Handicapism, *Social Policy* 7, 14-19.
- Charlton, J.I., 1998, *Nothing About Us Without Us: Disability Oppression and Empowerment*. Berkeley: University of California Press.
- Darling, R.B. & Peter, M.I., 1994, *Families, Physicians, and Children with Special Health Needs: Collaborative Medical Education Models*. Westport, CT: Greenwood.
- Darling, R.B. & Darling, J., 1992, Early Intervention: A Field Moving Toward a Sociological Perspective, *Sociological Studies in Child Development* 5, 9-22.
- Davis, L.J., 1997, *The Disability Studies Reader*. New York: Routledge.
- Edgerton, R.B., 1993, *The Cloak of Competence*. Berkeley: University of California Press.

- Fine, M. & Asch, A., 1981, Disabled Women: Sexism Without the Pedestal, *Journal of Sociology and Social Welfare* 8, 233-248.
- Gliedman, J. & Roth, W., 1980, *The Unexpected Minority: Handicapped Children in America*. New York: Harcourt Brace Jovanovich.
- Goffman, E., 1961, *Asylums*. Garden City, NY: Doubleday.
- Goffman, E., 1963, *Stigma*. New York: Simon & Schuster.
- Hales, G., 1996, *Beyond Disability: Toward An Enabling Society*. Thousand Oaks, CA: Sage.
- Linton, S., 1998, *Claiming Disability: Knowledge and Identity*. New York: New York University Press.
- Mercer, J., 1973, *Labeling the Mentally Retarded*. Berkeley, University of California Press.
- Oliver, M., 1996, *Understanding Disability: From Theory to Practice*. New York: St. Martin's.
- Safilios-Rothschild, C., 1970, *The Sociology and Social Psychology of Disability and Rehabilitation*. New York: Random House.
- Scheff, T., 1966, *Being Mentally Ill*. Chicago: Aldine.
- Scheff, T., 1975, *Labeling Madness*. Englewood Cliffs, NJ: Prentice-Hall.
- Scotch, R.K., 1984, *From Good Will to Civil Rights*. Philadelphia: Temple University Press.
- Seligman, M. & Darling, R.B., 1997, *Ordinary Families, Special Children: A Systems Approach to Childhood Disability* (second edition). New York: Guilford.
- Shapiro, J.P., 1993, *No Pity: People with Disabilities Forging a New Civil Rights Movement*. New York: Times Books.
- Stone, D.A., 1984, *The Disabled State*. Philadelphia: Temple University Press.
- Swain, J., Finkelstein, V., French, S., & Oliver, M., 1993, *Disabling Barriers—Enabling Environments*. Newbury Park, CA: Sage.
- Wolfensberger, W., 1972, *Normalization*. Toronto: National Institute on Mental Retardation.
- Zola, I.K., 1982, *Ordinary Lives*. Cambridge, MA: Apple-wood.
- Journals:
- Disability and Society*
- Disability Studies Quarterly*

Disability and Society

Book Review Guidelines

All reviews should be 7-10 double-spaced, typewritten (10 or 12 point font, margins of approximately one inch) pages in length.

Book Review

The student will read one of the designated books listed on the course syllabus. The written review should consist of the following parts:

(1) Summary (No longer than 1-2 pages).

The student should summarize the content of the book.

(2) Analysis.

The student should relate the content of the book to other course readings, lectures, and discussions. How did the book help you understand the disability experience?

(3) Critique.

The student should discuss the book's strengths and weaknesses in terms of its contribution to the literature in disability studies (not simply whether or not you liked it or whether or not it was entertaining).

The student should also be prepared to orally summarize the book in class and to participate in a discussion relating the book to the experience of disability in adolescence and adulthood.

These guidelines must be followed exactly. Any deviation in page length or content will result in a lowered grade. Papers submitted after the established deadline will also result in a lowered grade.

Responses to Course Analysis Questionnaire

A1: How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies).

This course is designed for sociology majors as well as serving as an elective for majors in other fields such as psychology and special education.

Within the Sociology Department, this course would provide a valuable and needed addition to course offerings in the General Sociology, Clinical Sociology, and Applied Social Research Tracks. Within the General Track, the course would be used to fulfill requirements in the area of Deviance and Social Problems. In the Clinical and Applied Social Research Tracks, the course could be used to fulfill requirements in the following substantive areas: Medical Sociology; Interpersonal and Family Sociology; Gerontology.

A2: Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in the content of existing courses or requirements.

A3: Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering.

This course has been offered three times as a special topics course--in the fall of 1995, the spring of 1997, and the spring of 2000. The enrollments were as follows: Fall, 1995--23 students (17 undergraduate and 6 graduate); Spring, 1997--19 students (17 undergraduate and 2 graduate); Spring, 2000--27 students (20 undergraduate and 7 graduate).

A4: Is this course to be a dual-level course? If so, what is the approval status at the graduate level?

The course is to be a dual-level course. This proposal is also being submitted to the Graduate Curriculum Committee.

A5: If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

Not applicable.

A6: Do other higher education institutions currently offer this course? If so, please list examples.

As of a survey conducted among U.S. and Canadian colleges and universities in 1994, 31 schools offered at least one course in "disability studies." Most of these were taught in sociology departments. Courses in the sociology of disability are currently being taught at the following institutions, among others: University of Illinois, State University of New York--Plattsburgh, Ferris State University, University of North Carolina, Hobart and William Smith Colleges, University of Southern California, University of Pittsburgh, Columbia University, Syracuse University, University of Texas at Dallas.

A7: Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.

Although this course has not been formally recommended or required, the American Sociological Association has a standing committee (of which the author of this proposal was a member) on "Society and Persons with Disabilities." This committee has organized sessions at the annual meetings on teaching courses on disability and society. In addition, a volume on teaching courses in the sociology of disability has been published as part of the ASA's Teaching Resources series. (The syllabus for the course being proposed here is included in this volume.) The major professional society specifically in this field is the Society for Disability Studies; this society has included a session on teaching courses in disability studies at each of its annual meetings. In addition, a recent edition of the *Chronicle of Higher Education* featured an article on the recent growth of the field of disability studies.

Although courses in the sociology of health and medicine already being offered in the Sociology Department may include some material on disability, this material is not the main focus of these courses. People with disabilities have come to be recognized as a minority group in American society, and many individuals active in the Disability Rights Movement have argued that their status is a political, not a medical, one. Most cite the Americans with Disabilities Act as the prime example of civil rights legislation for this population. Recent theoretical arguments suggest that a "social constructionist" model is most appropriate for the study of disabilities, because most people with permanent disabilities are not "sick" in the traditional sense but do occupy a separate social status. Thus, disability as a social category requires separate attention as a field of study. The literature in this field is already large (including one refereed and one non-refereed journal) and continues to grow rapidly. Interest in disabilities has also been increasing in the general population since the passage of the Americans with Disabilities Act in 1990.

B1: Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.

The course will be taught by one instructor.

B2: What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).

The only course currently offered by the university whose content could potentially overlap that of the proposed course is a synthesis course taught by Carolyn Hoffman in Special Education entitled, "So No One's Perfect." I have discussed the proposed course with Carolyn and with Richard Nowell, the Chair of her department. After meeting with me, Richard agreed that no significant overlap exists between the synthesis course and the proposed course. He also discussed the matter with Darlene Richardson, as the synthesis course is a Liberal Studies course, and she agreed that no significant overlap existed. I have attached to this proposal a copy of a memo from

Richard Nowell as evidence of these statements.

B3: Will seats in this course be made available to students in the School of Continuing Education?

This course is designed as an upper level course for sociology majors and others who have had at least an introductory course in sociology and who have an interest in this field.

C1: Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?

This course will be taught by Dr. Rosalyn Darling, a current faculty member. This course is already part of Dr. Darling's regular course rotation (as a special topics course) and would have no impact on other courses in the department. The intention is to offer this course every other year in the spring semester.

C2: What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy?

No additional resources are needed to teach this course. Some library materials were already ordered for the course under its Special Topics heading.

C3: Are any of the resources for this course funded by a grant?

No resources are funded by a grant.

C4: How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

We anticipate that this course would be offered biannually in the spring semester. However, it could be offered during other semesters to accommodate scheduling needs.

C5: How many sections of this course do you anticipate offering in any single semester?

We anticipate offering one section of this course in any single semester.

C6: How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.

As a dual-level course, this course's usual enrollment would be 20 undergraduates and 5 graduate students. These numbers reflect the usual enrollment in dual-level courses in the Sociology Department and suggest that 25 is the maximum optimal enrollment figure for an upper-level course in this field.

C7: Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents. None recommended.

Appendix

This appendix will address how the experience of a graduate student will differ from that of an upper-level undergraduate in (1) quantity, (2) quality, and (3) criteria for evaluation of student performance.

Quantity

In addition to the basic course readings, graduate students will be required to read additional material to prepare for two presentations to the class and to write a paper. These presentations are on the topics, "Definitions of Disability" and "The Disability Culture," which involve some current issues and controversies in the field of disability studies. Undergraduates neither do class presentations nor write a paper. Graduate students are also expected to contribute more to class discussions than undergraduates.

Quality

Graduate students are not required to take the regularly scheduled course exams. However, their assignments require a qualitatively different approach from the rote-type studying that is usually involved in exam preparation. The class presentations involve reviewing a large number of materials taken from e-mail discussion lists and various publications, synthesizing this material, (which is of a controversial nature), and presenting it to the class. The course paper involves an application of the technique of content analysis, with which these students are expected to be familiar from their research methods classes. They will be analyzing three types of published material: articles in professional journals, lay publications from mainstream disability organizations, and lay publications from grassroots disability organizations. These materials will be compared and contrasted in terms of their differing perspectives on disability issues. The paper assignment assumes a higher level of synthesis and analysis than that expected of undergraduates.

Evaluation Criteria

The grade for graduate students in this course is determined differently from that of undergraduates. The course grade for undergraduates is determined as follows: exams--60%; book review--30%; class participation--10%. For graduate students, on the other hand, the grade is determined in this way: class presentations--25%; book review--25%; research paper--35%; class participation--15%. Thus, the only criteria shared by students at both levels are the book review, which counts proportionately more toward the grade of undergraduate than graduate students, and class participation, which counts proportionately more for graduate students. The rationale for these differences is that graduate students are expected to engage in higher level research and critical thinking projects than undergraduates.

Department of Special Education and Clinical Services
Indiana University of Pennsylvania
203 Davis Hall
Indiana, Pennsylvania 15705-1087

(412) 357-2450



August 23, 1996

Dr. Rosalyn Darling
Sociology Department

Roz:

Please forgive the delay in my following up on our previous conversation about your development of a course on "Disability and Society." You had expressed some concerns over our perception of the relationship of this course to the Synthesis course taught by Carolyn Hoffman on a related topic. I discussed your proposal to develop this course with Carolyn and with Darlene Richardson, Director of Liberal Studies. We are all in agreement that, although the two course may contain some similar material, there are significant differences. First, the intended audiences (sociology majors versus students fulfilling liberal studies requirements) are very different for the two courses. Related to the intended audience is that the goals of the two courses and the general approach of the two of you in your teaching is not the same. Again, some material seems to be very similar, but a major part of the content is different.

In summary, as far as our department is concerned, there is no significant overlap of your proposed sociology course and the synthesis course Carolyn Hoffman teaches. We have no problems with that course being a regular part of the sociology curriculum.

If I can provide further input, please call on me.

Sincerely,

A handwritten signature in cursive script that reads "Richard C. Nowell".

Richard C. Nowell, Ed.D.
Chairperson

cc: Herb Hunter
Darlene Richardson
Carolyn Hoffman