

SYLLABUS
SOCL 4703-101
DISABILITY AND SOCIETY
Fall 2019
MW 11:00-12:20
PY 100

PROFESSOR: Dr. Beverly L. Stiles

OFFICE: O'Donohoe, Rm 124

OFFICE HOURS:

Mon. 9:30–11:00

Tues. 9:00-9:30; 11:30-12:30

Wed. 9:30–11:00

Thurs. 9:00-9:30

Fri. By Appointment

While I hold regular office hours, I am available to you outside of these times. However, it is best if you make an appointment to see me so that I am free when you stop by. If you do not have an appointment and I am free, I am more than willing to make some time to see you. However, if you just stop by, there will be times when I am unavailable or may be with another student. Do not take this personally.

PHONE: 397-4019

EMAIL: Beverly.Stiles@msutexas.edu

TEXT: Disability, Society, and the Individual (3rd edition), by Julie Smart.
---Readings on D2L

COURSE OBJECTIVES

- A. To introduce the sociology of disability as a field of study
- B. To promote a heightened social awareness regarding the disabled as a special population, and an awareness of the student's ever-present potential to become a part of that special population
- C. To provide an overview of the nature, extent, causes, and consequences of a variety of disabilities, including visual, hearing, and mobility impairments.
- D. To examine the many physical, psychological, and social barriers that are faced by people with disabilities both in everyday life, and in various specific institutional settings.
- E. To assess existing or possible strategies, programs, services, or policy solutions aimed at confronting the various problems that are experienced by people with disabilities as they try to make it into the mainstream of American societal life.
- F. To critically evaluate depictions of the disability experience in the media and the arts
- G. Increase one's level of skill and comfort in social encounters involving individuals with and without biological differences.
- H. Convey ideas about the social experiences of disability in writing

COURSE CONTENT

This is a survey course in the sociology of disability. This course is designed to give participants a better understanding of people with disabilities and an awareness of how society regards them. The class is appropriate for anyone interested in disability, whether for personal or professional reasons.

COURSE REQUIREMENTS

The following is the basis for your grade:

1 paper: 50 points (50 points each)
pop quizzes: 150 points
4 exams: 400 points each (100 x 4)

600 total (total points/6 = grade)

Grades will be determined by the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = below 60

Midterm Progress report: If you are in danger of earning a D or F at the mid-point of the semester, I will be reporting your grade through WebWorld. Midterm grades are not calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. If you are at risk of a D or F at midpoint, and I report this, please come see me so that we can talk about your progress.

ATTENDANCE: You will find a high correlation between attendance and class grade! In-class exercises and pop quizzes will provide bonus points. Therefore, good attendance is a necessity.

IF YOU HAVE MORE THAN THREE (3) UNEXCUSED ABSENCES, YOU WILL BE DROPPED FROM THIS CLASS WITH AN F. An excused absence is an illness with positive proof of being ill (a doctor's written excuse specifying exactly which days you were unable to attend), or the illness of a minor child for which you have a doctor's note, or written proof of other emergency such as an official university excuse. I can also drop you for excessive absences (excused or unexcused).

FINAL SUGGESTIONS: Although it is not required, I encourage you to:

Get acquainted with one another. Exchange phone numbers. Form study groups. Engage in collaborative learning. However, this does not include helping each other with your papers. There should be no overlapping papers turned in to me.

COURSE OUTLINE AND READINGS: The following outline indicates what we will be doing this semester and when. Due dates and lecture topics are not chiseled in stone; all topics and dates are tentative and subject to change. If changes have to be made, they will be announced in class in advance.

COURSE OUTLINE/TOPICS AND EXAMS

| Date | Topic | Text Chapters |
|---------------|---|--|
| 8/28 | Defining Disability, pgs. 9-46. | 1 |
| 9/4 | Experiencing Illness and Disability | D2L (From the Sociology of Health, Healing, and Illness) |
| 9/9 | Models of Disability: The Medical Model, the Environmental Model, and the Functional Model, pgs. 49-94 | 2 |
| 9/11 | Reassigning Meaning," by Simi Linton | D2L reading |
| 9/16 | 1st exam | |
| 9/18 | VIDEO: Miss You Can Do it | |
| 9/23 and 9/25 | Prejudice Against People with Disabilities, Part 1, pgs. 99-137 and Pgs 143-177 | 3 and 4. |
| 9/30 | 1. Just because you can get a wheelchair in the building doesn't necessarily mean that you can still participate: barriers to the career advancement of disabled professionals. | D2L reading |
| 10/2 | From Charity To Independent Living (Chap. 2 From No Pity by Joseph Shapiro) | D2L reading |
| 10/7 | Experiencing Prejudice and Discrimination(Handicapism). Pgs. 181-223. | 5 |
| 10/9 | "Benevolence as Deviant Behavior: A Test of the Sympathy Effect," <u>Journal of Deviant Behavior</u> , Jan-March, Vol. 16(1), pp. 81-92 | D2L reading |
| 10/14 | <i>Meaning of Disability: The Lived Experience of Paralysis</i> by Albert B. Robillard, pgs. 64-109 | D2L reading |
| 10/16 | 2nd exam | |
| 10/21 | The Individual's Response to Disability pgs. 229-267 | 6 |
| 10/23 | 1.The Onset and Diagnosis of the Disability, pgs. 269-295 2. Debating Feminist Futures: Slippery Slopes, cultural Anxiety, and the Case of the Deaf Lesbians | 7 and D2L reading |
| 10/28 | VIDEO: Sound and Fury | |
| 10/30 | Type of Onset and the Individual's Response, pgs. 309-341 | 8 |
| 11/4 | 3rd exam | |

| Date | Topic | Text Chapters |
|-------|---|----------------------|
| 11/6 | More on the Individual's Response to Disability | 9 |
| 11/11 | The Deaf Celebration of Separate Culture (Chap. 3 from No Pity by Joseph Shapiro) | D2L reading |
| 11/13 | Gender and Sexuality: <ol style="list-style-type: none"> 1. The Dilemma of Disabled Masculinity By Shuttleworth, Wedgwood, & Wilson 2012 in Journal of Men and Masculinities 2. Normate Sex and its Discontents. 2012 in Sex and Disability | D2L readings |
| 11/18 | <u>Gender and Sexuality Continued:</u> <ol style="list-style-type: none"> 1. The Politics of Sexual Citizenship: Commercial Sex and Disability. By Teela Sanders. In Disability & Society. 2007. Stiles, 2. When Identities Collide: Masculinity, Disability and Race by R. Noam Ostrander. 2008 In Disability & Society. | D2L readings |
| 11/20 | Film: Murder Ball or other film | |
| 11/25 | <ol style="list-style-type: none"> 1. "More Mentally Ill Persons are in Jails and Prisons than Hospitals: A Survey of States" by Treatment Advocacy Center and National Sheriff's Association. 2010. 2. Part One: from Crazy in America: The Hidden Tragedy of Our Criminalized Mentally Ill by Mary Beth Pfeiffer. Pg ix-37. | D2L article/chapters |
| 12/2 | <ol style="list-style-type: none"> 1. Part Two: from Crazy in America: The Hidden Tragedy of Our Criminalized Mentally Ill by Mary Beth Pfeiffer. Pg. 53-86 2. Part Three: from Crazy in America: The Hidden Tragedy of Our Criminalized Mentally Ill by Mary Beth Pfeiffer. Pg. 101-151 | |
| 12/4 | Exam 4 | |

Choose ONE of the paper options below. Due by 10:30 on December 9th

BOOK ANALYSIS (worth 50 points). First-Person Narratives of People with Disabilities (pg 267). Read one of these books. Summarize the book in only one to two paragraphs (because this is NOT a book report). Tell me how it relates to the class material you have read. This is an analysis paper. You are to use concepts from the class reading material to analyze. You must provide page numbers from class material in your analysis or your will receive a zero). Your grade will be based on both the written paper and your coming to class to discuss the book. This is worth 50 points (45 points written and 5 points for discussing it in class). Your paper should be Times New Roman, 12 pt. font., with 1 inch margins. Your book analysis should be at least 5 pages. You need to reference the class material by source and page numbers, so I know exactly what you are referencing in your analysis.

FILM ANALYSIS (worth 50 points). Watch a full length feature film where a central character is demonstrably physically, or mentally different and write an analysis. Make use of required reading material, making certain that I know you have been reading---You need to reference your text and any other relevant material from the class (using proper referencing). Please be sure that you tell me how the movie either supports the text material or does not support it (a mixture of the two). You are to use relevant concepts to analyze the film. This requires page numbers from class material! If you do not provide page numbers throughout (correctly so, you will be given a zero on this paper). This analysis should be at least 5 pages (Times New Roman, 1 inch margins, double spaced), and maybe longer if necessary to be thorough. Suggestions for films include Riding the Bus with my Sister, Mask, Elephant Man, Children of a Lesser God, Waterdance, The Sessions, My Left Foot, I am Sam, Rory O'Shea Was Here, The Mighty, The Untouchables, Miracle Run, The Quiet, Black, Music Within. Front of the Class, Door to Door.

RESOURCES AND OPPORTUNITES FOR MSU STUDENTS

***RESEARCH AND CREATIVE ACTIVITIES AT MSU:** Enhancing Undergraduate Research and Creative Activities (EURECA) is a program that provides opportunities for undergraduate students to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a program that supports faculty and students in a cooperative research process. For more information, contact the Office of Undergraduate Research at 940-397-6275 or eureka@msutexas.edu.

***MSU WRITING CENTER:** I encourage you to begin drafting papers as early as possible and to take advantage of the MSU Writing Center. Writing tutors will not edit your papers for you, but they will provide you with specific suggestions for improving your writing. The Writing Center, located in 201B Prothro-Yeager, is open from 9-4, Monday through Thursday. Tutors are also available Thursday and Sunday from 6-9 in 210 Moffett Library.

***ADDITIONAL INFORMATION:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage.