

SYLLABUS  
SOCL 4703-101  
DISABILITY AND SOCIETY  
Fall 2024  
Tues/Thurs 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.

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TEXT: Disability, Society, and the Individual (3<sup>rd</sup> 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)  
Participation/pop quizzes: 150 points  
4 exam: 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 at the University requires now. 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). Makeup exams are essay and are given on one day, Dec. 5<sup>th</sup> at 2:00. Ten points will be deducted for makeup exams.

**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. You are not permitted to use AI—Any AI and you'll receive a zero.

**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
8/29	Defining Disability, pgs. 9-46.	1
9/3	Experiencing Illness and Disability	D2L (From the Sociology of Health, Healing, and Illness)
9/5	Models of Disability: The Medical Model, the Environmental Model, and the Functional Model, pgs. 49-94	2
9/10	Reassigning Meaning," by Simi Linton	D2L reading
9/12	<b>1<sup>st</sup> exam</b>	
9/17	<b>VIDEO:</b> Miss You Can Do it	
9/19 and 9/24	Prejudice Against People with Disabilities, Part 1, pgs. 99-141 and Pgs 143-177	3 and 4.
9/26	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. <b>Crip camp video</b>	D2L reading
10/1	From Charity To Independent Living (Chap. 2 From No Pity by Joseph Shapiro). <b>Crip camp video</b>	D2L reading
10/3	Experiencing Prejudice and Discrimination(Handicapism). Pgs. 181-225. <b>Crip camp</b>	5
10/8	<i>Meaning of Disability: The Lived Experience of Paralysis</i> by Albert B. Robillard, pgs. 64-109 <b>No class on Thurs. 10/10 so that I can give you time to study before exam 2.</b>	D2L reading
10/15	<b>2<sup>nd</sup> exam</b>	
10/17	The Individual's Response to Disability pgs. 229-267	6
10/22	1.The Onset and Diagnosis of the Disability, pgs. 269-308	7
10/24	<b>VIDEO:</b> Sound and Fury	
10/29	Type of Onset and the Individual's Response, pgs. 309-341. <b>No class on Thurs. Oct. 31<sup>st</sup> (Halloween).</b>	8
11/5	<b>3<sup>rd</sup> exam</b>	
11/7	More on the Individual's Response to Disability	9
11/12	The Deaf Celebration of Separate Culture	D2L reading

Date	Topic	Text Chapters
	(Chap. 3 from No Pity by Joseph Shapiro)	
11/14	<p>Gender and Sexuality:</p> <ol style="list-style-type: none"> <li>1. The Dilemma of Disabled Masculinity By Shuttleworth, Wedgwood, &amp; Wilson 2012 in Journal of Men and Masculinities</li> <li>2. Physical Disability and Sexual Esteem By Talepooros, McCabe, and Faps, 2001 in Sexuality and Disability</li> </ol>	2 D2L readings:
11/19	<p><u>Gender and Sexuality Continued:</u></p> <ol style="list-style-type: none"> <li>1. The Politics of Sexual Citizenship: Commercial Sex and Disability. By Teela Sanders. In Disability &amp; Society. 2007. Stiles,</li> <li>2. When Identities Collide: Masculinity, Disability and Race by R. Noam Ostrander. 2008 In Disability &amp; Society.</li> </ol>	D2L readings
11/21	Film: Murder Ball or other film	
11/26	<ol style="list-style-type: none"> <li>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. <b>You will not be reading all of this. Only a small amount.</b></li> <li>2. Part One: from Crazy in America: The Hidden Tragedy of Our Criminalized Mentally Ill by Mary Beth Pfeiffer. Pg ix-37.</li> </ol>	D2L article/chapters
12/3	<ol style="list-style-type: none"> <li>1. Part Two: from Crazy in America: The Hidden Tragedy of Our Criminalized Mentally Ill by Mary Beth Pfeiffer. Pg. 53-86</li> <li>2. Part Three: from Crazy in America: The Hidden Tragedy of Our Criminalized Mentally Ill by Mary Beth Pfeiffer. Pg. 101-151</li> </ol>	D2L chapters on Crazy in America continued
12/5	<b>Exam 4</b>	

**Choose ONE of the paper options below. Due by 1:00 on December 10 (instead of a final exam)**

**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). Then 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 you 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 10 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 thoroughly 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 10 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.