REHB 401
Disability, Diversity, and Society
Fall 2014
COMM 1006
WED 3:00-5:50

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Office Hours:
Wed 1:00 pm -2:50 pm and by appointment

Course Overview

This course will examine (a) what it is like to have a disability from the perspective of the individual who has a disability, (b) society’s view of disability, and (c) the relationship between prevailing societal attitudes and environmental designs and the opportunity of persons with disabilities to participate fully in society.

Course Objectives

1. Understand the difference between disability and handicap.
2. Understand disability from the perspective of the individual with a disability.
3. Describe how social attitude affects treatment of persons with disabilities.
4. Understand how people with disabilities are portrayed in the media and how that portrayal affects attitudes towards people with disabilities.
5. Describe the historical treatment of persons with disabilities.
6. Compare and contrast the models of disability.
7. Describe universal design and explain its implications for persons with and without disabilities.
8. Understand how the family is affected when a member has a disability.
9. Understand the impact of disability on relationships.
10. Understand how disability and culture are related.

Text


Course Readings (for journals) from:
Lessen, E. (1999). *Exceptional persons in society* (3rd ed.). Needham Heights, MA: Simon & Schuster. (The readings from this book are available at The Printing Plant and in the reserve room of the library.) There will be additional readings assigned during the semester available online.

**Course Requirements**

1. **Examinations.**

   Two exams will be given which cover lectures, readings, and discussions. Each exam is worth 75 points. The exams will consist of multiple choice, true/false, matching, and short answer questions. Each exam will only cover material introduced after the previous exam. No make up exams will be administered unless arrangements are made prior to the scheduled test date with the instructor. Students must complete exams before leaving the room.

   **Total Exam Points: 150**

2. **Journal.**

   The book by Lessen presents factual information as well as stories about the lives of people with disabilities and their families. The tests will not cover the stories about people. Instead, this text (available at The Printing Plant) will be the source of your Journal Readings. You will keep a written journal to document that you have read this material.

   The journals will be turned in two times over the course of the semester. The first set of journal entries is due at class time (3:00pm) on **10/8**. Journals not turned in during class must be placed in my mailbox and must be time stamped, dated, and initialed by the secretary. Each day that the summaries are late will result in the loss of 5 points from the total score available. The second set of entries is due by 3 pm on Friday, **12/12**. **No late journals will be accepted after 12/12.**

   More complete information about the journals will be provided in a separate handout. You will receive instructions for completing the entries and two lists that specify which readings are due first and which are due second. When you turn in your assignment, please identify each entry and place them in the order shown on the list. The entries may be typed or handwritten but do not have to be on separate pages.

   These journal readings will be the focus of class discussion on several sessions. You must be present and participate in the discussion to earn 1-2 points for contributing to class discussion on that day. At the end of each journal discussion, I will pass around a journal discussion attendance/participation sheet. Make sure you sign the attendance sheet to document your participation. If you do not sign the journal discussion participation sheet or you are not present during the discussion, you cannot earn the points for that day. If you come to class after the journal discussion is over, you may not sign the sheet. Sometimes we will discuss the journals at the beginning of the class and sometimes the discussion will be at the end of the class, depending on what we have planned for the day. The TENTATIVE schedule of readings for the journal is shown in the class outline. Each journal set will be worth 20 points. Class discussion of journals will be worth 10 points.
3. **Opinion/Reaction Paper**

Each student shall complete a 2-5 page opinion/reaction paper. Instructions for completing the paper will be given in a separate handout. Papers will be due at class time on **10/29**. Assignments not turned in during class must be placed in my mailbox and must be dated and initialed by the secretary. In addition, 2 points will be deducted for each additional date the paper is late. Papers will be discussed in class on the day they are due.

**Total Points for Opinion Paper: 20**

4. **Media Finds.**

For this assignment, you are to find two different instances of persons with disabilities in the media (e.g., newspaper article, magazine article). Articles from professional journals are not appropriate for this activity. You may find the article on the internet, but you must be sure that it is a recent news or magazine story (within the past 12 months) that meets the specifications. Websites managed by individuals or professional organizations are not appropriate for this assignment. Video clips or stories may be used, however students will be expected to present the video story to the class the day of the media find presentations.

The purpose of the assignment is to become aware of the media portrayal of persons with disabilities **not to discover facts or treatments**. The articles must portray **an individual** with a disability **not** refer to people with disabilities as a group or only discuss disability issues or treatment. Examples of appropriate articles will be occasionally be discussed in class. If you are unsure whether or not the article is appropriate for this activity, please feel free to have it approved ahead of time.

For each media find, state the source of the media find. If using an article or video from the Internet, please provide the web link. **TYPE** a short paragraph describing the article. Discuss how you think the item portrays the person with disabilities or presents the information. Turn in the media find along with your description and reaction. ASSIGNMENT MUST BE TYPED.

Media finds are due at class time on **11/19**. On the day the assignment is due, each student will provide a brief presentation of their media finds. The presentation should be 5-7 minutes and will be worth 5 points. Assignments not turned in during class must be placed in my mailbox and must be dated and initialed by the secretary, however you will lose the presentation points. In addition, 2 points will be deducted for each additional date the media assignment is late.

**Total Media Find Points: 20**

Please turn in a paper copy of all assignments. Assignments may not be e-mailed without prior authorization and must be reserved for emergencies only. If you e-mail an assignment and you are not present during class time, you will lose the presentation points. Your final set of journals **MAY** be submitted online by 3:00 Friday 12/12 in the designated dropbox. This is the ONLY assignment that will be accepted online.
Grading

Total Class Points:  240

A  215- 240
B  191-214
C  167-190
D  143-166
F  Below 143

Students with Disabilities

Please contact the instructor and identify any special needs you may have at the beginning of the course so that appropriate accommodations and arrangements can be made.

General Class Expectations – The “B” Rules

1. Be courteous. Turn cell phones off or set on vibrate. We will almost always have a break (or two) during class where you can check and reply to your texts, e-mails, messages, facebook, twitter, instagram, etc. Please use break time to engage in these activities.
2. Be responsible. Assignments are to be turned in on time. If you are having difficulty accessing with an assignment, please make an appointment or come see me during my office hours BEFORE the assignments are due.
3. Be open and willing listen to what your classmates have to say. Participation is encouraged!
4. Be respectful of your classmates and the instructor.
5. Be on time for class. Class begins at 3:00.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>8/20</td>
<td>Course Overview</td>
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<tr>
<td>8/27</td>
<td>Current Issues</td>
<td></td>
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<tr>
<td>9/3</td>
<td>Terminology and Language</td>
<td>Lessen 387-389 (Journal Readings)</td>
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<td></td>
<td>Attitudes and Perceptions</td>
<td>Smart, Chap. 1</td>
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<td>9/10</td>
<td>History of Treatment</td>
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<td></td>
<td>Models of Disability</td>
<td>Smart, Chap. 2</td>
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<td>Lessen 392-410 (Journal Readings)</td>
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<td>9/24</td>
<td>Sources of Prejudice</td>
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<td>Smart, Chap. 3</td>
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<td></td>
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<td>Lessen 73-100 (Journal Readings)</td>
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<td>10/1</td>
<td>More Sources of Prejudice</td>
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<td></td>
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<td>Lessen 143-152 (Journal Readings)</td>
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<td>Smart, Chap. 4</td>
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<td>10/8</td>
<td><strong>TEST 1; FIRST SET OF JOURNALS DUE</strong></td>
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<td>10/15</td>
<td>Effects of Prejudice and Discrimination</td>
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<td>Smart, Chap. 5</td>
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10/22  Experiencing Prejudice and Discrimination
Lessen 305-310, 311-315, 383-385, 445-447 (Journal Readings)
Smart, Chap. 6

10/29  OPINION PAPER DUE – PRESENT IN CLASS

11/5  The Individual’s Response to Disability
Smart, Chap. 7

Life Span Issues/Relationship Issues
Smart, Chap. 8
Lessen pp. 169-172 (Journal Readings)
Lessen p. 419 (Journal Reading)

11/12  Cultural Issues; Language and Labels; Quality of Life Issues
Smart, Chap. 9
Lessen pp. 439-442 (Journal Readings)
Additional reading online

11/19  MEDIA FINDS / PRESENTATION DUE
Review for Test 2

11/26  NO CLASS:  Thanksgiving Break

12/3  TEST 2

12/12  3:00 PM = FINAL EXAM = SECOND SET OF JOURNALS DUE
NOTE – THIS IS A FRIDAY

Second set of journal entries due by 3:00 pm on campus during final exam period, Friday 12/12. Journals can be turned in early online. NO LATE JOURNALS ACCEPTED IN PERSON OR ONLINE.