

Disability Issues
IHDD 4000/6000
Fall 2004

Wednesday, 4:00-6:45 p.m.
Room G63, River's Crossing

Preliminary Syllabus

Instructor: Jenny Manders, Ph.D.
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Course Description: This course will address disability-related issues across the lifespan. Discussion will begin with a review history of people with disabilities and the social construction of disability. Changes in values, perception, and practice will be explored: From institutionalization and eugenics to full community inclusion, valued social roles, and self-determination. Issues specific to each stage of the lifespan will be addressed, including infancy/early childhood, school age, adolescence, adulthood and aging. Topics will include family dynamics, education, sexuality, friendship and intimate relationships, employment, independent living, and women's issues.

Readings:

Required Text: Smart, J. (2001). *Disability, Society, and the Individual*. Austin Texas: Pro-Ed.

Additional Readings will be provided by the instructors.

Please note that IHDD has a library that contains additional resources pertaining to Disability Studies.

Topic Areas:

8/25 Orientation, Introduction: History of Disability
Video: A Little History Worth Knowing

- 9/1** History continued. Begin Social Construction of Disability
Readings: Dybwad, G (1996). Setting the Stage Historically.
 Shapiro, J. (1994), You Just Don't Understand. Tiny Tims, Supercrrips,
 and the end of pity.
 Smart, J. (2001). Chapters 1 & 2.
- 9/8** Paradigm Shift: Self-Determination Across the Lifespan
Readings: Smart, J. Chapters 3-6.
 Perspectives on Self-Directed Supports (1998). Oregon Developmental
 Disability Services.
- 9/15** Self-Determination Continued. Early Intervention
Readings: Smart, J. Chapters 7
 Stoneman & Rugg, Partnerships with Families, in S.R. Hoopper and W.
 Umansky (eds.) Young Children with Special Needs. NJ: Merrill Prentice Hall
- Speaker: Mary Rugg
- 9/22** Parenting and Sibling Relations
Readings: Stoneman, Z. (2001). Supporting Positive Sibling Relationships
 During Childhood. *Mental Retardation and Developmental Disabilities Research
 Reviews*, 7: 134-142.
 Parish, S.L., Pomeranz-Essley, A., Braddock, D. (2003). Family Support in the
 United States: Financing Trends and Emerging Initiatives. *Mental Retardation*,
 41, 174-187.
Video: *One of the Family*
- Speaker: Dr. Zolinda Stoneman, director IHDD
- 9/29** School Inclusion
 Speaker:
- 10/6** Friendships/Sexuality
 Speaker: Besty Wynne, IHDD ADA coordinator
Readings: Sexuality and relationships, in *Able Lives: Women's Experience of
 Paralysis*. Jenny Morris, Ed. London: The Women's Press Ltd.
- Note: October 11th is midterm. There is no test, but the course is half way over
 (or, only half way begun). October 14 is the last day for withdrawal.**
- 10/13** Supported Employment
Video: *Donnie's Story*
 Speaker: Rich Toscano

- 10/20** Community Living
Speaker: Al Duval
Readings: Cranford, P.G. (1981). *But for the Grace of God*, pp. 3-21. Augusta, GA: Great Pyramid Press.
Wolfensberger, W. Chapter 1 & 3 in *The Origin and Nature of our Institutional Models*.
Real Lives: U.S. Department of Health and Human Services.
- 10/27** *Fieldtrip to Central State Hospital*
- 11/3** Transition to employment/ career development
Speaker: Mike Galifiankis, State ADA coordinator
- 11/10** Valued Social Roles
- 11/17** Ageing—
Video: *The Collector of Bedford Street*
- 12/1** Ageing caregivers
- 12/9** Presentations

Written Products

Written Product—Each student will choose and complete **three** of the following projects.

- A. *Internet Resources*: Select a topic of interest and identify resources related to that topic (e.g., articles, organizations, research, etc.). List each resource, the website address, what information can be found there, and how the site would be useful to someone. Undergraduate students are required to identify five resources and graduate students are required to identify ten resources.
- B. *Abstracts*: Select a topic of interest and identify journal publications related to that topic. Provide the reference for the article, a brief abstract highlighting the key points, and how the information would be useful to someone. Undergraduate students are required to develop three abstracts and graduate students are required to develop six abstracts.

- C. *Position Paper*: Select a topic of interest related to disability and write a paper expressing your opinion or position on the subject. The topic could be one of the Undergraduate students are required to complete a two-page paper with a minimum of two references and graduate students are required to complete a four-page paper with a minimum of four references.
- D. *Mini-Research Paper*: Select one of the topics of interest, investigate the topic in greater detail, and write a brief paper summarizing additional information beyond that discussed in the seminar. Research additional resources on the topic. Undergraduate students are required to complete a three- page paper with a minimum of three references and graduate students are required to complete a four- page paper.
- E. *Interview*: Meet and interview someone with a disability, or someone who advocates for individuals with disabilities. Create a list of questions to explore issues discussed in class or in the readings. This interview should be with someone outside of your usual contacts (i.e., not your own family member, roommate etc.) One of the goals is for you to see a new and different perspective. Write a 2-3 page paper that documents your interview.
- F. *Portfolio*: Assist individuals with disabilities or a family with a child with a disability to complete a strength based portfolio using the materials developed at IHDD by Mary Rugg.

All assignments are due by the end of the semester. The first assignment is due on October 6. Time will be allocated during each seminar for questions and discussions related to the written products, seminar topics, and other issues/areas of interest. Additional meetings or discussions by telephone or email are welcome and can be arranged by scheduling with the instructors.

Grading:

The student is required to demonstrate knowledge of the assigned readings by participating in class discussions, asking questions, and integrating the assigned reading material into written products. The learning objectives of the course require regular attendance.

Class participation: 20pts

Three written products: 60 pts (20 each)

Final presentation: 20 pts.

90-100 A

80-89 B

70-79 C

60-69 D

<60 F

Optional Field trip:

We would like to plan a group field trip to visit Central State Hospital in Milledgeville, GA. The experience of institutionalization can not be provided by a day visit, but we believe that it will greatly augment readings, videos and presentations. The possibility of such a field trip will be discussed during the first class. Individuals that are able to make a visit will be credited for one written project. (You receive 20 pts and may opt out of one of your three required projects.)