Instructor: Elaine Hatala, Ph.D., CTRS
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Email: ehatala@temple.edu
Phone: 215-204-2703

Office Hours: Monday & Wednesday 10a–11a; Tuesday 9:30a-10:30a; Thursday 12:30p-1:30p
By appointment

Class Times: Tuesday & Thursday 11:00am – 12:20pm
Classroom: Ritter Hall, Room 101

COURSE DESCRIPTION:
The purpose of the course is to examine the individual, social, and environmental structures (e.g., family, school, government, community) that help to shape the identity of persons with various types of disability in contemporary society. Concomitantly, the course will explore how the behavior of persons with a disability influences these structures through individual contributions or participation in self-advocacy and activism (e.g., disability rights legislation, technology development, media portrayal). By considering disability identity as a function of continuous (and changing) interactions among various individual, social, and environmental forces, the course will encourage students to question stereotypes, to develop a critical understanding of the factors that influence the experiences of disability, to acknowledge the rich contributions of the disability community, and to identify the mechanisms that empower rather than confine people.

This course meets GenEd Requirements for Human Behavior.

COURSE REQUIREMENTS:
• There are no pre-requisites for this course.

COURSE OBJECTIVES:
At the completion of this course, students should be able to:
• Identify and discuss social, cultural, and historical forces that affect the lives of persons with a disability, and that shape perceptions of disability.
  ▪ Express an understanding of the complex and multidimensional nature of identity.
  ▪ Compare and contrast the major perspectives (models) of disability.
• Demonstrate an understanding of the following disability-related concepts among others: normalcy, stigma, prejudice, discrimination, language, and oppression.
• Articulate key moments and advances in American disability history and law.
• Express an understanding of how personal and social identities are shaped and expressed through components of life quality.
  ▪ Demonstrate an awareness of health-promotion and life-quality issues central to persons with a disability.
  ▪ Express an understanding of the interdependence of environment and participation.
  ▪ Express an understanding of the interdependence of technology and participation.
• Demonstrate awareness of how media representation influences understanding, or misunderstanding, of disability as a social construct.
• Express opinions and insights regarding our responsibility as citizens to promote issues of social justice and human rights.
REQUIRED TEXT/READINGS
Students are required to obtain one of the following two books (student choice):

ISBN: 978-1616202637

ISBN: 978-0805076349

*These books will be used in the second half of the semester. They can be purchased from Amazon or Barnes and Noble.

Additional readings will be posted on Blackboard under Course Documents in the “Readings” folder. Assigned readings are noted in the class schedule.

OVERARCHING RIGHTS & RESPONSIBILITIES:
This course will be governed by all policies described in Temple University’s Policies and Procedures Manual (http://policies.temple.edu/search_toc.asp), and Undergraduate Bulletin (http://www.temple.edu/bulletin/), the College of Health Professions and Social Work Student Handbook (http://chpsw.temple.edu/chpsw/students/academic-affairs), and the Therapeutic Recreation Program’s Undergraduate Handbook (located in the Professional Issues Blackboard site).

Academic Rights and Responsibilities: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:
http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Professional Behavior: Students within the Therapeutic Recreation Program are expected to abide by standards of professional conduct. It is expected that each student will adopt the American Therapeutic Recreation Association’s Code of Ethics and maintain a demeanor appropriate to that Code at all times (e.g., in the classroom, during professional development hours and service learning hours, and during internship hours). Additionally, students are expected to adhere to Temple University’s Students’ Code of Conduct which is readily available on the University’s website at http://policies.temple.edu/getdoc.asp?policy_no=03.70.12. Failure to comply with these expectations can result in disciplinary action.

In light of this, students should be mindful that they have an obligation to respect the rights of others within the classroom environment so that it remains a positive learning environment, free of distractions and conflict. Appropriate classroom behavior includes at a minimum: attendance and engagement in the learning process and the turning off of all cell phones and pagers.

Academic Honesty: Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Cases of academic dishonesty will be handled according to University and College policy. Penalties for academic dishonesty can vary from a reprimand and receiving a failing grade for a particular assignment or a failing grade in the course to suspension or expulsion from the University.

Disability Accommodations: Any student who has a need for an accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. You will be required to contact Disability Resources and Services at 215-204-1280 at 100 Ritter Annex to coordinate reasonable accommodations if you have a documented disability.
Continuity of Instruction in the Event of Emergency: Students are to register for the TUAlert System to be made aware of University closures due to weather or other emergency situations and follow all additional university-wide emergency instruction. You can register for this system on the following site: http://www.temple.edu/safety/tuready/. In the event of an emergency, class materials/instructions will be provided in a web based format via Blackboard or web-ex. You will be alerted to any alternate testing procedures and submission of assignment requirements from the instructor via email.

COURSE PROCEDURES AND EXPECTATIONS

Attendance: To receive maximum benefit from this course, students are expected to attend class on a consistent basis. Notes and assignments from missed classes are the responsibility of students. Daily attendance will be taken. More than three absences is considered excessive. Five points will be deducted from your final grade for every absence after three. Failure to attend class on the date of an assignment or exam will result in a zero for that assignment/exam.

If you are not present when attendance is begins, you are late; if you get to class after your name is called, it is your responsibility to notify the instructor after that class to be marked late rather than absent.

Timeliness: to be marked on time, be prepared to begin activities promptly at the class start time.

Participation: Students’ full participation is vital to the success of this course. Expected behaviors include attending regularly; being punctual; being prepared; completing quality assignments and submitting them when due, communicating problems or concerns in a timely manner; sharing experiences, ideas, reflections; participating in in-class exercises; and acknowledging and supporting the efforts of classmates.

Food & beverages are prohibited during class.

Use of cell phones and other electronic devices (e.g., iPods) are strictly prohibited during class; please turn devices off before entering class; making/receiving calls, texting, phone ringing, use of other electronics during class will result in reduced point earning (5 points per infraction).

Professional behavior (as outlined above) is expected during all activities associated with class and the university.

Written Assignments
Include a cover page for all papers: your name, the name of the course, and the name of the assignment. Use size 12 font, Times New Roman. Double space papers. Do not include any additional information (name, date, headers, etc.) on content pages.

Students are encouraged to seek out University supports, as needed. If a student needs assistance with Blackboard, please contact Computer Services at (215) 204-8000 or @ http://www.temple.edu/cs/ . For more information on accessing Library resources use the Library’s homepage http://library.temple.edu/. Students wishing to strengthen their performance on writing assignments are strongly encouraged to use Temple University’s Writing Center http://www.temple.edu/writingctr/ .
EVALUATION AND ASSIGNMENTS

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<thead>
<tr>
<th></th>
<th>Points</th>
<th>Approximate % of Overall Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Mid Term Exam</td>
<td>50</td>
<td>15%</td>
<td>October 10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>15%</td>
<td>December 1</td>
</tr>
<tr>
<td>Accessibility Project</td>
<td>20</td>
<td>20%</td>
<td>September 24</td>
</tr>
<tr>
<td>Media Representation of a Disability</td>
<td>20</td>
<td>20%</td>
<td>November 21</td>
</tr>
<tr>
<td>Book Review</td>
<td>20</td>
<td>20%</td>
<td>December 3</td>
</tr>
<tr>
<td>Online Journals</td>
<td>10</td>
<td>10%</td>
<td>Select Tuesdays beginning 9/10</td>
</tr>
</tbody>
</table>

Exams
There will be two exams in this course, a mid-term and a final. The date of the mid-term exam is 10/8, in class. The date of the final exam is 12/10 from 10:30am -12:30 pm. Exams can only be taken during the scheduled exam time; there is no opportunity to make up missed exams.

Accessibility Project (20 points)
Due 9/24
Students will conduct an accessibility survey using the Americans with Disabilities Act Accessibility Guidelines. This accessibility study will target various parts of the natural and constructed environments that are used by the general public. This may include a building on campus, local restaurant, local or state park, a fitness facility, a transportation system (e.g., a subway station), an entertainment venue (e.g., a movie theater), a place of worship (e.g., a church), or a shopping mall. Understanding access, or lack thereof, to public facilities, is key to begin the process of including people with disabilities in our communities.

Assignment Guidelines: Accessibility Project
Students will conduct an accessibility survey using the Americans with Disabilities Act Accessibility Guidelines (available at: http://www.adachecklist.org/checklist.html). This accessibility study will target various parts of the natural and constructed environments that are used by the general public. This may include (but is not limited to) a building on campus, a state or local park, a fitness facility, a transportation system (e.g., subway station), an entertainment venue (e.g., movie theater, game center), restaurant, a place of worship (e.g., church), or a shopping mall.

Surveys will be conducted in small groups (2-4 students). In some instances it may be appropriate to first contact the selected agency/location and explain who you are, what you want to do and see, and why you are conducting the survey. In some instances, an agency/location representative may wish to meet with you in person prior to the implementation of the survey. Make a copy of the survey/check-list and take it, along with a clipboard, pencil or pen, and flexible tape measure. As suggested in the guidelines, you should obtain the building floor plan or the site map for reference. If such plan is not available, you should sketch the layout of interior and exterior spaces. Think about each space from the perspectives of people with physical, hearing, visual, and cognitive disabilities, and note areas that need improvement.

Using the Checklist, each group as a whole will carefully go through the site, complete the checklist, and take notes while imagining people with different kinds of disabilities (e.g., physical, sensory, cognitive) who navigate through the site. If possible, arrangements will be made to provide wheelchairs to help expose accessibility challenges. Each student sign the checklist for areas that he or she assesses.

Each group will turn in a single report that summarizes the findings. For the group report, each member will contribute:
1. a summary of his or her responsibilities and findings (e.g., a particular dimension of accessibility).
   As noted in the guidelines, also summarize the barriers and discuss ideas for their removal for each priority. Consider the solutions listed on the survey, and add your own ideas. Consult with building contractors, facility managers, equipment suppliers, etc. to estimate costs for making
proposed modifications, as appropriate. Identify the priority area your assessment is associated with: (1) accessible entrance into the facility; (2) access to goods and services; (3) access to rest rooms, and (4) any other measures necessary as described in the guidelines.

2. sign the component of the Checklist (including notes) that he or she completed
3. accessibility standards (and source) for each dimension of accessibility that he or she assessed
4. a Peer Evaluation and Feedback Form for each member of the group

Organize the report according to the four priorities recommended by the ADA.

Each small group will make a presentation to the class.

In some instances, students may choose (or be requested) to meet with an agency/location representative to discuss your findings and suggestions for change. It is appropriate to send a brief thank-you note to individuals who have helped facilitate your assignment.

Media Representation of Disability Due: 11/14
The purpose of this assignment is to critically analyze the representation of individuals with disabilities as portrayed in the media, and to discuss how these images/characters support or negate the concepts of normalcy, stigma, prejudice, discrimination, language, pity and oppression; and identify the social, cultural, and historical forces that affect the lives of the character(s) with a disability in the movie. How, and to what extent if at all, do the images of characters with disabilities in the movies/media influence how the typical movie-goer perceives individuals with disabilities?

Assignment Guidelines: Media Representation of Disability
This assignment will involve critically reviewing one of the two movies listed below. Be analytical and insightful; do not simply review the movie. Your paper should demonstrate your critical analysis abilities and your ability to articulate thoughtful and insightful observations related to the movie.

This movie addresses many issues of concern to the Disability Rights community. The students should reflect on factors that influence a disabled person’s perception of their identity.
For your critique of the movie, you must address the following:
   ● Describe the characters in the film and their relationship to Maggie.
   ● Describe the evolution of Maggie’s identity over the course of the plot.
   ● Consider Maggie’s socio-economic and educational background. How did they contribute to her pre- and post-injury identity?
   ● How did her self-image change after her injury?
   ● Why do you think this movie has caused controversy in the Disability Rights community?
   ● If you were to write and direct this movie, would the ending be the same or different? If different, how? Describe your scenario.

Answer the following questions, with references from your readings and class notes, and additional online research:
   ● Were any characters stereotyped? How?
   ● What impact did the stereotype have on the movie and the characters with disabilities?
   ● How do the stereotypes perpetuate assumptions held by the general public?
   ● What insight into disability identity did the movie provide?
   ● Why was the Ringer praised by the disability community?
   ● Why was Tropic Thunder criticized by the disability community (what here the specific reasons)?
   ● Why/why not does approval by the disability community make a difference?
Would you recommend this movie to other students? Would you recommend it to your family? To people with disabilities? Why/why not?

In your opinion, does Hollywood perpetuate or negate stereotypes of people with disabilities? Why/why not?

**Book Review (20 points)**

The purpose of this assignment is to critically review the content of the chosen book, in relation to topics discussed in class, such as normalcy, stigma, prejudice, discrimination, language, oppression, how personal and social identities are shaped and expressed through components of quality of life, the interdependence of environment and participation, the interdependence of technology and participation, models of disability, and the cultural, economic and social factors which impact the inclusion of individuals with disabilities in mainstream society.

**Assignment Guidelines: Book Review**

Students will select one of the required books for the course:


1. Choose two concepts from the book. Identify each concept and give the page number from which you chose it;

2. Discuss the relevance of each concept with a class topic (normalcy, stigma, prejudice, discrimination, language, oppression, how personal and social identities are shaped and expressed through components of life quality, the interdependence of environment and participation, the interdependence of technology and participation, models of disability, and the cultural, economic and social factors which impact the inclusion of individuals with disabilities in mainstream society) which has been discussed/presented in class, been presented in a video or guest speaker, or you have discovered in your assigned readings;

3. Discuss the intent of the title and cover of the book. Why is it named and designed the way it is?

Review online information regarding each book for better insight and information – recommended sites:

*Good Kings Bad Kings*:

*Accidents of Nature*:
http://newmobility.com/articleView.cfm?id=811
http://dsq-sds.org/article/view/100/100
http://abilitymagazine.com/harriet_mcbryde.html

Successful projects will be those that demonstrate an understanding of the intent and message of the book, how it shapes one’s attitude toward disability, and how well you can discuss the application of the concepts in the book to class topics. NOTE: Everything written in these two books is very purposeful and reflective of disability culture and identity. Your review needs to critically discuss how it reflects disability identity and why the concepts are in the book.
Online Journals  
Due: Select Tuesdays beginning 9/5 (see course schedule)

Students complete a total of 10 online journals that will require them to respond to questions posted on BB, which will reflect the assigned readings for select weeks. Questions will be posted the Thursday before journal entries are due, and students are expected to respond to the posted questions by 11 am of the Tuesday they are due. Questions will be reviewed at the beginning of class on journal days, and students are responsible for obtaining the correct answers in class. Students will receive 10 pts (complete and accurate), 5 pt (partially complete and accurate), or no points (poorly written, late, or not complete). Journals are 10% of the total grade.

GRADING:
Grading will focus on what is being presented (content) as well as how the information is presented (process). Assignments should be neat in appearance and well-written. All required papers must be typed and double-spaced. A well-written paper includes introductory and summary paragraphs; clearly focused paragraphs with transition sentences; and headings and subheadings as needed for organization. A deduction in grading will occur for sloppiness, poor grammar, poor organization, and spelling and typographical errors. Papers must demonstrate the student’s thoughtful consideration of information, ideas, and concepts presented in class, in assigned readings, and in field experiences.

Grade Scale
The following grade scale will be used in determining letter grades for this course. For students enrolled in the Therapeutic Recreation major, within the College of Health Professions and Social Work (CHPSW), a grade of C is the lowest acceptable final grade for this major-required course. Students not achieving a grade of C or better are required to repeat this course (or an equivalent to this course) in which acceptable performance has not been demonstrated. Please see the Therapeutic Recreation Advisor for clarification on the repeat policy.

Non-Therapeutic Recreation Majors who are taking this course as an elective should check with your advising office to clarify the minimum accepted grade for this course.

<table>
<thead>
<tr>
<th>Passing Grades for TR majors</th>
<th>Grades that Will Require TR Majors to Repeat this Course</th>
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<tbody>
<tr>
<td>93.0 – 100 = A</td>
<td>70.0 – 72.99 = C-</td>
</tr>
<tr>
<td>90.0-92.99 = A-</td>
<td>67.0– 69.99 = D+</td>
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<tr>
<td>87.0 – 89.99 = B+</td>
<td>63.0 – 66.99 = D</td>
</tr>
<tr>
<td>83.0 – 86.99 = B</td>
<td>60.0 – 62.99 = D-</td>
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<tr>
<td>80.0–82.99= B-</td>
<td>00.0 – 59.99 = F</td>
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<tr>
<td>77.0–79.99 = C+</td>
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<tr>
<td>73.0–76.99 = C</td>
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**SCHEDULE:**
*This schedule will be followed as closely as possible but is subject to change.*

<table>
<thead>
<tr>
<th>Weeks (Dates)</th>
<th>Topics</th>
<th>Required Readings</th>
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| Week 1 <br> Aug 27 & 29 | Introduction to Disability as a Culture Video: Murderball | Read: What is Disability Culture?  
http://dsq-sds.org/article/view/343/433  
Watch: http://www.youtube.com/watch?v=j75aRfLSH2Y |
| Week 2 <br> Sept 3 & 5 | Historical perspective of disability Terminology | Read:  
http://mda.org/about/telethon-history  
Read:  
http://www.laurahershey.com/?p=375  
Read:  
http://www.cripcommentary.com/faq.html  
Read:  
Read:  
Read:  
Read:  
| Week 3 <br> Sept 10 & 12 | Concepts & Models of Disability | Read: Towards a common Language for Functioning, Disability and Health ICF  
http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf  
Read:  
http://www.guardian.co.uk/commentisfree/2012/aug/16/paralympics-marketing-beckham-oscar-pistorius?newsfeed=true  
Got to:  
http://www.r-word.org/  
Read: Why We Pledge and Take Action - entire pages. Take the Pledge on the main page if you believe in this movement. |
| Week 4 <br> Sept 17 & 19 | Building, Program and Environmental Accessibility Video: Retrofitting for Accessibility | Read:  
http://www.adachecklist.org/about.html#what  
Go to:  
http://www.adachecklist.org/checklist.html  
READ the Introduction and Priority 4 but ONLY print Priorities 1, 2 & 3 in Word or PDF fillable form – NOTE: This is a long document! |
| Week 5 <br> Sept 24 & 26 | Legislation & the Americans with Disabilities Act (ADA) Due 9/24: Accessibility Analysis and Report | Read:  
http://www.ada.gov/qa%26eng02.htm  
Read:  
http://www.ada.gov/qa_existingpools_titleIII.htm  
Read:  
http://travel.usatoday.com/hotels/post/2012/03/hotel-pool-lifts-deadlines-here-confusion-persists/64898/1  
and  
http://travel.usatoday.com/hotels/post/2012/07/us-disability-rights-groups-call-for-hotel-boycott/805883/1  
and be sure to read the comments at the end of the articles |
| Week 6 <br> Oct 1 & 3 | Video: Sound & Fury Parental Rights | Video:  
http://www.youtube.com/playlist?list=PLFE96C7068CA07582  
http://www.youtube.com/watch?v=SmnycXRLGko  
http://www.youtube.com/watch?v=BU-bdkmEGAw&feature=related  
http://www.youtube.com/watch?v=Xcl6StWLoY&feature=relmfu  
Read: Guide for Legislative Change |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Oct 8 &amp; 10</th>
<th>Mid-term Review 10/10: Mid-term exam</th>
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</thead>
</table>
| Week 8  | Oct 15 & 17 | Disability Services in Higher Education  
Prejudice and Discrimination  
READ:  
http://accessibility.psu.edu/nfbpsusettlement  
REVIEW:  
http://www.temple.edu/studentaffairs/disability/ (watch videos and read through site)  
http://accessibility.psu.edu/  
Smart CH6 (BB)  
Read:  
NOD Landmark Employment Survey (March 14, 2013 Report)  
Read:  
U.S. Department of Education Clarifies Schools’ Obligation to Provide Equal Opportunity to Students with Disabilities to Participate in Extracurricular Athletics (1/25/13)  
Read:  
FDR  
http://video.pbs.org/video/2155196119/ |
| Week 9  | Oct 22 & 24 | Universal Design & Universal Design for Learning  
Read:  
Read:  
http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf |
| Week 10  | Oct 29 & 31 | Disability & Quality of Life  
Video: Including Samuel  
Read:  
| Week 11  | Nov 5 & 7 | Disability Etiquette  
Read:  
http://askjan.org/media/etipresent.html  
| Week 12  | Nov 12 & 14 | Inclusion & Full Participation  
Successes and challenges  
Due 11/14: Media Representation of Disability project due  
Read:  
http://www.iamnorm.org/home.aspx  
http://tash.org/  
http://www.paedforall.org/ |
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<tr>
<td>Week 14</td>
<td>Nov 26</td>
<td>Healthy People 2020 Leisure &amp; Recreation</td>
<td>Read: <a href="http://www.healthypeople.gov">www.healthypeople.gov</a> Topics &amp; Objectives/Disability and Health Read: <a href="http://nichcy.org/publications/camps">http://nichcy.org/publications/camps</a> *identify a camp that serves individuals with disabilities within 50 miles of your home Due 11/26: Book Review project</td>
</tr>
<tr>
<td>Week 15</td>
<td>Dec 3</td>
<td>Disability Identity – Critical Analysis</td>
<td>Study Days: Thursday &amp; Friday, December 5 &amp; 6</td>
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<td><strong>FINAL EXAM</strong> Tuesday, December 10, 10:30 am-12:30 pm</td>
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