**DIS 300: Disability: Interaction of Human Diversity and Global Environments**

**Semester: Summer 2013**

May 13 – May 31; This is a 3-week asynchronous online/web based course

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* E-mail is the most effective way to reach us during this course.

**Overview**: This course is designed to introduce the student to disability as an element of human diversity that has a significant reciprocal relationship with the environment. We begin by discussing prevalence and incidence of disability across the globe, examine the historical changes in concepts of disability over time, and then study disability as a human phenomenon which both emerges from and influences biological, economic, physical, social, political, spiritual, cultural, technological and virtual environments.

**Course Objectives**

In this course, the students will:

1. become familiar with multiple descriptors, definitions and frameworks of disability;
2. understand disability as a population category;
3. understand the reciprocal influence of the historical and current environmental contexts and changing concepts of disability;
4. analyze how disability influences and is influenced by overall population trends such as aging, veteran status, and so forth;

5. examine changes in global disability prevalence and incidence;

6. compare and contrast how differential natural and built environmental conditions influence human life and development of disabling conditions;

7. analyze disability influences on the environment (e.g., influence on the natural and constructed design of physical and virtual spaces, technology, and resources); and

8. identify the role of a range of technological resources in redefining how we think of the population category of disability and its reciprocal interaction with multiple environmental elements.

**Course Design**

This is a 3-week, asynchronous online course. This structure allows students flexibility in meeting course requirements. Assignments and interaction occur daily and should be completed the day that they are assigned. However, you do not have to “log-on” to the conference folder at any pre-set times. It is up to each individual student to select the times of day to participate. Please keep in mind that this course is interactive and last minute work will interfere with your ability to interact with students and us and to successfully complete the course assignments.

The assigned readings will be available on-line in a conference subfolder titled “Course Documents.” The readings should be read daily to keep up with the course daily work-load.

There are five assignments and a short final exam for this course detailed below:

**Course Format**

This course will use a variety of instruction methods.
1. Recorded audio and visual lecture – instructions regarding how to access the video and audio lectures will be provided on the class conference folders. Some of the videos will be on YouTube and Vimeo (the address and names to be provided); other audio-visual lectures will be linked to a site identified in a weekly email on the Course Documents conference folder.
2. Some of the lectures will be in the form of PowerPoint lecture notes on the Course Documents conference folder.
3. Some of the lectures will be in the form of PowerPoint lecture notes with attached audio file on the Course Documents conference folder.
4. Some of the lectures will be in the form of word document outlines on the Course Documents conference folder.

This is a SHORT summer course that moves fast! We have 3 weeks to cover what would normally be covered in a 14/15-week traditional semester. So please pace and schedule yourself in a disciplined manner.

Contacting us: Please feel free to contact us in several ways. If you have a general question about the class material, processes and assignments, please post it on the Discussions folder so that all students can benefit from your inquiry. If you have a specific question that does not concern others, please write to us directly at the email addresses listed above.

**Technology Needs**

Reliable Internet Access. Since this is an on-line course, you will need reliable, daily access to the Internet. You will also need to be able to access the World Wide Web.

1) To be successful in an online course you will need access to an Internet-ready computer (PC or Mac) with high-end capacity in terms of speed and RAM.
2) You will need to establish a First Class Account. For help with this please contact [http://www.umaine.edu/it/software/firstclass/](http://www.umaine.edu/it/software/firstclass/).
3) Please submit all attached written documents as Microsoft Word attachments (.doc or .docx) or Open Office (odt). If you do not have Microsoft Word, you can download Open Office at no charge.
4) Please remember there are technical support people who are helping with this course. We understand that there can be technical problems or computer “glitches.” If you experience a technical problem, DO NOT PANIC. These types of problems can be solved and we can make allowances for such problems. Just let us know if you cannot resolve a problem. Contact CED Tech Help on First Class if you need support.
5) For content-related problems such as broken links, content or tables not available: post a note this issues or concerns on the Discussions conference folder or contact us directly via First Class.

**Course Policies**

**Announcements/E-mails**
It is your responsibility to check the conference folders regularly and to keep a functioning e-mail account. We will post all important e-mail messages on the Discussions conference folder. You are responsible for all information contained in the announcements.

Academic honesty (plagiarism, etc.):

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at The University of Maine. As stated in the University of Maine’s online “Student Handbook,” plagiarism (the submission of another’s work without appropriate attribution) and cheating are violations of The University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated may act upon such evidence, and should report the case to the supervising faculty member or the Department Chair for appropriate action.

Student Accommodations:

Any student who may need special arrangements or accommodations to meet the requirements of this course is encouraged to contact us at your earliest convenience.

Course Grading:

The course grading scale is based on percentage points, so that 91-100% = A, 81-90% = B, 71-80% = C, 61-70% = D, and below 60% is failing.

Grading is on a plus/minus basis.

Requests for a grade of I (Incomplete) will be considered only when a student has a situation preventing completion of the course and assignments within the normal summer course schedule and has already completed 75% of the course work with satisfactory grades.

Required readings:

All course readings will be posted to the Course Documents folder either in complete text form or via a web/URL address. Please see the course schedule for reading assignment completion dates.

We will NOT have an assigned textbook for this course.

Assignment # 1: Reading Summary and Review: 15%
In order to stimulate dialogue but make the workload manageable, we have arbitrarily assigned each student to a study group of 3-4 students. For each reading, students will write and submit a short paragraph to your assigned study group folder no later than 5PM prior to the class session for which the reading is due, answering the following question/s queries:

- What were the central ideas of the reading?
- Identify any areas that you did not understand
- Identify a new insight (if any) that you gained from the reading

**Assignment # 2: Response to Instructor Guided Questions about the reading and materials...10%.

Each student will post a response to all instructor guided questions identified in audio, PowerPoint and video presentations. We will identify “Instructor Guided Questions” clearly. Please write or audio record your responses and post to your assigned Study group.

**Assignment #3. Response to students...10%**

Each student will work within your study group of 3-4 students for the duration of the course. Please read all responses proffered by students in your study group to readings and Instructor Guided Questions and engage in a discussion about the ideas offered by other students. Discussion should occur about each instructor guided question and reading. Please respond in a timely fashion, no procrastinating.

**Guidelines for dialogue**

To promote a safe and open environment for sharing, please follow these simple guidelines during discussions:

* Respect another person's ideas even if you do not share his/her beliefs.
* Focus responses on the ideas offered by others. Doing so will allow us to learn from open dialogue and criticism without taking comments personally.
* Address any concerns immediately to us privately (the instructors).

**Assignment # 4: Response to posted exercises: 20%.

Several of the class sessions will have posted exercises/activities (please see the syllabus schedule for exercise/activity listings). These activity responses are distinct from Assignment #2.

**Assignment #5...25%: Electronic (audio, video, other) Poster Presentation**

Select one response to disability from the list below and identify how this response changed the environment for all others. Please negotiate with other students in
Your study group to make sure that there is no duplication. Document with photographs.

1. Talking books for the blind
2. Closed captioning
3. Jaws software
4. Eye gaze tracking
5. Jacuzzi
6. Doc Martens shoes

Your presentation should:

1. chronicle the origin and history of the response for individuals with embodied disability
2. examine how, why and when the response was expanded for more general use. Include economic, practical, aesthetic, and other reasons that the response moved beyond the “disabled” population for which it was originally intended
3. Conclude with impressions regarding how the expansion of the response affected individuals with disabilities (e.g. changed stigma, stereotype, access, other)

Assignment #6: Final Exam: 20%

An on-line open resource final exam will be posted the last day of the class. This exam is to be completed within 48 hours and returned to the Assignment Dropbox.

Course Schedule

May 13-Session 1 - Introduction and Overview and Syllabus
Contemporary concepts of Disability

#1
For the first task, please post:
• Your name and discipline or academic background
• What you hope to learn from this class
• Your current definition of disability and the source/s for this definition (e.g. citations from scholarly literature, a specific piece of policy or legislation)
• Anything else you want to tell everyone about yourself that is relevant to your studies
Introduction activity:
Watch and discuss Aimee Mullins
http://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics.html

Watch and Discuss Being Disabled, So chic
http://jezebel.com/5466633/being-disabled-so-chic

On your study group folder, please post:

• Thoughts about what Aimee Mullins said about disability
• Thoughts about disability chic

May 14 Session 2: History and current context

Readings: DePoy & Gilson (2011). Chapters 2 (Looking Back) & 3 (Disability in the 20 & 21st Centuries)

Activity: Questions will be presented on the Agenda or PowerPoint/Lecture for the session

May 15: Session 3: What is normal and what does it have to with disability?

Readings: Davis Chapter 1
and
Oliver & Barnes (2012)

PowerPoint and Activity

May 16: Session 4:
Topic/Content Area: Two Primary Models of Disability – Medical & Social (Interior and Exterior Environment Theories)

Topic/Content Area: The medical model

Readings: Read DePoy & Gilson (2011)- Chapter 7
and
http://uk.ettad.eu/understanding-disability/models-of-disability

May 17: Session 5 Models
Watch Horse Whisperer and answer instructor guided questions on models and normalcy.
http://umaine.edu/it/streaming/index.php?file=WebCT/stephen.gilson/Horse_Whisperer.flv

Answer questions on Session 4 PowerPoint

**May 20: Session 6: Disability as Appearance**

Read:  

http://www.nytimes.com/2011/08/28/opinion/sunday/ugly-you-may-have-a-case.html?_r=0

http://dsq-sds.org/article/view/610/787

PowerPoint and lecture with IGQs

**May 21: Session 7- Disability as Design and Branding**

Readings:  


PowerPoint and lecture with IGQs

**May 22: Session 8: Disability as Spatial and Product Design**

Readings:  

DePoy and Gilson, Chapter 11

About the Architectural Barriers Act and other disability /Rights laws.  

[www.access-board.gov/about/aboutABA/brochure.htm](http://www.access-board.gov/about/aboutABA/brochure.htm)

DePoy & Gilson (in press) Chapter 11

Select one of the following for Session 9 exercise

- Post office
- Bank
- Grocery Store
- Convenience Store with Gas Station
- Fast Food Restaurant
- Table Service Restaurant

**May 23 Session 9: Spatial Design**

Exercise (please consider the full range of people in this exercise—not just wheelchair users, people who are deaf and people who are vision impaired. Include yourself, your friends, family and the full age range of people who use these environments in your analysis)

For the space that you selected in Session 8 post responses to the following:
• Describe the visual and spatial elements of this environment and post photographs to support your analysis
• How is mobility affected by the space? (Consider its structure, design, imagery, aesthetics, social elements, sensory elements
• How is hearing affected by the space?
• How is comfort affected by the Space
• How is functioning for all people affected by the space
• How are different ages affected differentially in the space?
• What does this exercise have to do with understanding disability as exterior to the body? (Refer to readings)
• How might you redesign the space to improve access and comfort for all people

May 24 Session 10 Topic/Content Area: Product Design as Disabling

Read:  Norman
        PowerPoint and IGQs

Session 11 May 28 – Technology

Browse:  http://www.washington.edu/doit/Brochures/Programs/ud.html
        http://www.education.edean.org/index.php?filters=f4
        PowerPoint and IGQs

Sessions 12-13: May 29-30 Product presentations

Session 14- Disability as Disjuncture and Wrap up