College of Education and Human Development
Division of Special Education and disAbility Research

Fall 2021
EDSE 204 001: Disability in Global Society
CRN: 77985, 3 – Credits

Instructor: Carmen Rioux-Bailey	**Meeting Dates:** 8/23/2021 – 12/15/2021
Phone: 202-302-3223 mobile	**Meeting Day(s):** Tuesday; Thursday
E-Mail: criouxba@gmu.edu	**Meeting Time(s):** 1:30 pm – 2:45 pm
Office Hours: M, T, R by appointment	**Meeting Location:** Fairfax; T L013
Office Location: Finley Room 206A	**Other Phone: Zoom:** **https://gmu.zoom.us/j/3341024489**

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Examines disability in a global context, including how individuals, groups, institutions, and nations acknowledge and address disability in contemporary global societies. Assesses how the growing political, economic, and social gaps that exist between the Global North and South impact people with disabilities. Applies a disabilities empowerment framework as well as current findings from global human and economic indices to compare the current status of people with disabilities across contemporary global societies

Course Overview
This is a Mason Core course in Global Understanding. The learning outcomes are aligned directly with those of the global understanding core. EDSE 204 examines disability in a global context through political, legal, and societal responses to people with disabilities. This course analyzes the global disability experience through global perspectives, including diversity, bioethical and human rights conceptualizations/constructs of disability. It assesses how the

growing political, economic, and social gaps that exist between the Global North and South impact people with disabilities.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Would you like the opportunity to work on campus with students with special needs? The LIFE Program (http://masonlife.gmu.edu/) is an innovative post-secondary program at Mason for young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. A variety of employment opportunities are available.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard
7. Guest Speakers

Learner Outcomes
Upon completion of this course, students will be able to:
1. Examine one's own perceptions and values as a prerequisite to developing a global awareness of social and cultural constructs relative to disability.
2. Demonstrate an understanding of how individuals, groups, institutions, and nations are acknowledging and addressing disability in contemporary global societies, and how that progress is impacted by the Global North/South divide.
3. Use appropriate research methods, concepts, terminology, and theories of global constructs to analyze the experience of people with disabilities in a global societal context, and how geo-political, economic, and socio-cultural factors impact this experience.
4. Apply a disabilities empowerment/social justice framework to build a conceptual understanding of the similarities and differences in contemporary global societies and how to establish a path forward for the inclusion of people with disabilities around the world.

Professional Standards
This course meets university requirements for the undergraduate core in the area of Global Understanding.

Required Texts
- World Health Organization. (2011). *World report on disability.* Retrieved from https://www.who.int/disabilities/world_report/2011/report.pdf

- United Nations Department of Economic and Social Affairs (2018). *Disability and development report.* Retrieved from https://social.un.org/publications/UN-Flagship-Report-Disability-Final.pdf

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources
Computer with access to Blackboard. Bring laptop or other smart device to class each class day

Additional Readings
As assigned

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 204, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment
(VIA submission required) N/A

**College Wide Common Assessment
(VIA submission required)**

**Performance-based Common Assignments
(No VIA submission required)**

Assignment Summary
Comparison of Countries Project (50 points)
Learner Outcomes Addressed: 1, 2, 3 & 4
This is a Performance-based Common Assignment.

As a culminating activity (and the designated performance-based assessment), this project offers an opportunity for students to draw upon the resources and theories encountered in this course to compare and contrast two countries' or geographic areas' responses (one from the Global North and one from the Global South) to citizens with disabilities across several indicators. This project will address key issues discussed throughout this course, such as:

- How do countries/societies respond to citizens with disabilities?
- How are citizens with disabilities included and protected in these countries?
- What progress has been made over time?
- Why is the current status of people with disabilities in these countries the way it is?
- How do these countries identify and discuss disability?
- Using a disabilities empowerment/social justice framework, what can countries do to reduce barriers and increase opportunities for people with disabilities to experience full inclusion?
- What are the socio-cultural, geo-political, and economic factors that contribute to the disability experience in these countries?
- What intra-country factors enhance or diminish the quality of life for people with disabilities?

Students will submit a proposal for the project to obtain prior approval. Students will submit their project to the instructor on the due date listed and deliver a presentation during an assigned class session to their peers and the instructor about their two countries. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

Other Assignments
Disability Indicator Project (25 points)
Learner Outcomes Addressed: 2 & 3
Students will examine one indicator of disability participation (Employment, Health, Housing, Education, Legal rights) in a country/geopolitical region and describe that country's current

status. Students will analyze this response through the lens of geo- and socio-political factors including: availability of natural resources; different levels of health and education; the nature of a country's economy and its industrial sectors; international trading policies and access to markets; how countries are governed and international relationships between countries; conflict within and between countries; and a country's vulnerability to natural hazards and climate change.

Students will submit a proposal for the project to obtain prior approval. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

Media Analysis Project (25 points)
Learner Outcomes Addressed: 2 & 3
Students will locate and analyze a current media article from a credible source that reports on an international facet of the disability experience. Students will submit an article summary and compare it with information from course content/resources to analyze and explain how the article confirms or disputes conventional thinking about the disability experience in that region.

Blackboard Discussion Boards (20 points – 4 @ 5 points each)
Learner Outcomes Addressed: 1 & 2
Throughout the semester, there will be four Blackboard discussion boards in response to selected readings. Readings will focus on topics and issues around how individuals, groups, and/or institutions are acknowledging and addressing disability in contemporary global societies. Students will provide a comprehensive response to the prompts and to at least two classmates' postings. Each discussion board will be worth five points, for a total of 20 possible points. To earn full credit, you must submit your postings by the due date and time (9:00 a.m. of the due date), and no late submissions will be accepted. Your response should address the discussion board topic AND include a thoughtful reaction to at least two of your classmates' postings. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

Application Activities (15 points)
Learner Outcomes Addressed: 1, 2, 3, & 4
Each class session will include application activities that allow opportunities to synthesize and apply course content. Thus, attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn up to 0.5 points (i.e., 1 point per week possible) for each of the following two Application Activities expectations:
- Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
- Participation & professional behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all

assigned readings prior to class and to actively participate in discussions and activities during class sessions.

Application Activities points may only be earned for successful completion of in-class activities and cannot be made up due to a class absence.

EDSE 204 Self-Monitoring Course Performance *Use this self-monitoring tool to track your performance throughout the semester*		
Assignment	**Points Earned by Student**	**Total Points Possible**
Country Comparison Project		50
Disability Indicator Project		25
Media Analysis Project		25
Blackboard Discussion Boards (four discussions, 5 points each)		20
Application Activities		15
	Total points earned: _____	135
Total	_____ / 135 = _____ **Total points earned** x 100 = _____% = ____ Grade	

Course Policies and Expectations

Attendance/Participation
Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session* Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses). *Because this class is not just lecture, but a combination of lecture, discussion and group work, students will be penalized for absences beyond 4 class sessions for the semester unless related to documented illness. Each additional absence will result in a 7-point penalty from your final grade. After 8 absences, a*

student will not be able to pass the course unless there is medical documentation

Students must follow the university policy that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor. The use of electronic devices that produce sound or interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to silent mode before the start of class. Do not read or send texts during class time. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time. Please be *fully* present in class. ☺

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted *on or before* the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. (Note that all Discussion Board assignments are due by 9 am on the due date.) On all assignments, full credit is available for those submitted on time. **For every 24-hour period that an assignment is late, a 5% deduction will occur**. After one week from the due date (or until the last class session on 12/5, whichever comes first), assignments will not be accepted. Please contact the instructor *in advance* if there is a problem with submitting your work on time.

Other Requirements
Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at http://masonlive.gmu.edu. All communications are sent to students via their Mason email accounts, and students are held responsible for this information. You should plan to check your email before each class in case there is a need to cancel class or go online. Blackboard must be accessed frequently, as all course information is housed on this platform.

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/).

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Dates T and R	Topics	Readings Due by Thursday https://www.who.int/disabilities/world_report/2011/report.pdf	Assignments Due by Thursday
1	8/24 and 8/26	**Course Overview & Syllabus Review** 1. **Introduction to the Geopolitical constructs of the Global North and South: beyond the Brandt Line** 2. **A framework for analyzing a country's global standing across key indicators**	WHO report Chapter 1: Understanding Disability	**Ensure successful access for Blackboard for this course**
2	8/31 and 9/2	**Global Picture of Disability: factors that determine how disability is defined and acknowledged around the world.** Brief Summary of Disability in the USA. • ADA and Civil Rights efforts	WHO report Chapter 2: Disability—A Global Picture **Implicating Disability in Global Development** **http://ec.msvu.ca:8080/xmlui/bitstream/handle/10587/1786/Implicating%20Disability%20in%20Global%20Developmentmar11.pdf?sequence=1&isAllowed=y**	**Discussion Board 1:**

Week	Dates T and R	Topics	Readings Due by Thursday https://www.who.int/ disabilities/world_rep ort/2011/report.pdf	Assignments Due by Thursday
3	9/7 and 9/9	**Health and Rehabilitation Needs of PWD: current barriers and socio/political ramifications** • Healthcare • Access to rehabilitation and assistive supports	WHO report Chapters 3 and 4: General Health Care and Rehabilitation **https://www.who.int /news-room/fact-sheets/detail/disabili ty-and-health**	**Discussion Board 2**
4	9/14 and 9/16	**Meeting the Societal Participation Needs of Persons with Disabilities: How are PWDs included and/or excluded in their communities?** • Cultural beliefs and expectations	WHO report Chapters 5 and 6: Assistance and Support and Enabling Environments	
5	9/21 and 9/23	**Education for Persons with Disabilities: expectations, policies and practices** • Access • Mandates • Accessibility	WHO report Chapter 7: Education **https://www.right-to-education.org/issue-page/marginalised-groups/persons-disabilities**	**Discussion Board 3**
6	9/28 and 9/30	**Employment for Persons with Disabilities** • statistics • expectations • training • legal requirements	WHO report Chapter 8: Work and Employment **https://www.ilo.org/ skills/pubs/WCMS_ 430935/lang--en/index.htm**	**Discussion Board 4**

Week	Dates T and R	Topics	Readings Due by Thursday https://www.who.int/disabilities/world_report/2011/report.pdf	Assignments Due by Thursday
7	10/5 and 10/7	Guest Speaker Panel: Personal Disability Experiences from around the Globe: Barriers, facilitators, and context	Readings (see Blackboard) **https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet**	**Disability Indicator Proposal Due**
8	No class on 10/12 10/14	**Comparing the Disability Rights Movement to other Social Movements Internationally: What are the common indicators?** Common features of all Social Movements Disability-specific movements	**Readings (see Blackboard)** **A Survey of International, Comparative and Regional Disability Law Reform** **https://dredf.org/news/publications/disability-rights-law-and-policy/a-survey-of-international-comparative-and-regional-disability-law-reform/**	**Media Analysis Paper Due**

Week	Dates T and R	Topics	Readings Due by Thursday https://www.who.int/disabilities/world_report/2011/report.pdf	Assignments Due by Thursday
9	10/19 and 10/21	**Disability Legislation from Around the World** **Political Participation** • Voting • Advocacy • Laws	**Readings (see Blackboard) Intersectionality and disability in international human rights law** **https://www.tandfonline.com/doi/full/10.1080/13642987.2019.1661241** **Full text can be found in Week 9 Folder**	**Proposal for Country Comparison Project Due**
10	10/26 and 10/28	**Women and Disability: Global Perspectives** • Additional variables that affect women only • Barriers to inclusion	**Readings (see Blackboard)** **https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/empowerment-of-women-and-girls-with-disabilities-en.pdf?la=en&vs=3504**	

Week	Dates T and R	Topics	Readings Due by Thursday https://www.who.int/disabilities/world_report/2011/report.pdf	Assignments Due by Thursday
11	11/2 and 11/4	**Disability Activism Around the World** • Historic efforts • Current topics	**Readings (see Blackboard)** **https://www.theguardian.com/global-development-professionals-network/2016/jun/22/10-activists-changing-lives-disabled-people-around-world**	**Disability Indicator Paper Due**
12	11/16 and 11/18	**The Promise of Technology** Adaptive aids and assistive technology	Readings (see Blackboard) **http://pubdocs.worldbank.org/en/123481461249337484/WDR16-BP-Bridging-the-Disability-Divide-through-Digital-Technology-RAJA.pdf**	
13		**Best Practices Moving Forward in Contemporary Global Societies** Reconceptualizing efforts and paradigms	**WHO report Chapter 9: Recommendations and Best Practices from Around the World**	
14	No Class	**Week of 11/23 and 11/25**		

Week	Dates T and R	Topics	Readings Due by Thursday https://www.who.int/ disabilities/world_rep ort/2011/report.pdf	Assignments Due by Thursday
15	11/30 and 12/2	**Course reflections & wrap-up** **Presentations of Country Comparison Projects**		**Country Comparison Project due** **Country Comparison Presentations**

Core Values Commitment
The College of Education and Human Development is committed

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The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "non-confidential employee" and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**

- For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Criteria	Earned Points	Possible Points
Project		
Proposal (with succinct, clear plan) submitted on time		**2**
Project compares two countries or geographic areas' (one from the Global North and one from the Global South) responses to citizens with disabilities, including: - **Most current HDI and GNI for each country, populations, arable land mass, and current socio/geo/political picture** - **How these countries identify and discuss disability** - **How these countries respond to citizens with disabilities in terms of**		**12**

Health and Rehabilitation, Social Participation, Education, and Employment • **What progress has been made over time towards inclusion for citizens with disabilities. Key advocacy movements noted** • **How citizens with disabilities are included and protected in these countries. Specific legislation included** • **What socio-cultural, geo-political, and economic factors contribute to the disability experience in these countries**		
Project appropriately uses a disabilities empowerment/social justice framework as well as global understanding factors to advocate for disability awareness and inclusion for people with disabilities, including: • **Current context, challenges and opportunities the countries face relative to disability** • **Identifying how these countries can reduce barriers and increase opportunities for people with disabilities to experience full inclusion** • **Making at least three recommendations per country for specific ways to increase inclusion for people with disabilities**		**10**
Project promotes positive and culturally responsive language and attitudes, using appropriate disability-related concepts, terminology, and principles		**3**
Project makes adequate use of appropriate resources (i.e., at least three resources used and cited per APA)		**3**
Project is visually appealing and appropriate for print and/or web publication		**3**

Presentation		
Presenter does the following: • **clearly describes the project and articulates (a) an understanding of individual and collective responsibilities within a global society, and (b) the patterns and processes of globalization to make visible the interconnections and differences among and within contemporary global societies** • **identifies key findings of the country comparison in terms of key global indices and disability indices** • **explains how the project uses a disabilities empowerment/social justice and global understanding framework to advocate for disability awareness and inclusion for people with disabilities** • **uses disability terminology and theories to provide context for need for presentation (i.e., what are current gaps between the ideal and reality?)**		8
Presenter is able to adequately and appropriately answer questions from audience about the topic		3
Presentation is informative and well-organized		3
APA Style		
Citations and reference list are in APA format		3
Total		**50**

College of Education and Human Development

SAFE RETURN TO CAMPUS GUIDANCE
FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Learning Opportunities Depend on YOU.

All students are required to take the Safe Return to Campus Training prior to visiting campus; it is, however, recommended for all Mason students, even those who are enrolled in fully online classes. Training is available in Blackboard.

Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage.

Students are required to be Fully Vaccinated against COVID-19 by August 1, 2021 and submit documentary proof of vaccination or have an approved medical or religious exemption. Students who enroll in the University after August 1, 2021 must be Fully Vaccinated against COVID-19 as of the immunization record due date for their first semester at the University, which can be found on the Student Health Services website.

Everyone, even those who are fully vaccinated, must wear a face covering when inside university property (buildings and vehicles). If you're unvaccinated, you must wear a mask outside, as well, when at an event or if physical distancing can't be maintained. Read the full face covering policy here.

All students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.
- You may not come to class if you receive a Yellow, Red, or Blue email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- You must quarantine and get tested if you receive a Blue email response, because you indicated that you recently traveled outside of the United States, are not fully vaccinated, or have not completed the required 7 to 10 day quarantine period for international travel.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Students may not, either individually or collectively, request permission to change the modality of a current course section due to COVID risks or concerns. If students are not comfortable with the modality of the course for which they are registered, they will need to register for a course offered in a different modality which better will accommodate their needs through the established drop/add process.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).