



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

Spring 2023
EDSE 204 001: Disability in a Global Society
CRN: 15325, 3 – Credits

Instructors: Carmen Rioux-Bailey	Meeting Dates: 1/23/23 – 5/17/23
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-F by appointment Zoom: https://gmu.zoom.us/j/3341024489	Meeting Location: Fairfax; Horizon 4010
Office Location: Finley Room 206A	Other Phone: N/A

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

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/publications/i/item/9789241564182>

You can download this report as a pdf (350 pages)

- 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>

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/SLL (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/SLL.

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

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

N/A

College Wide Common Assessment (VIA submission required)

N/A

Other Assignments

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 (one from the Global North and one from the Global South) responses 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 watch the documentary film, “Rising Phoenix” on Netflix. Allow almost 2 hours for viewing. Elite athletes and Olympic insiders reflect on the Paralympic Games and examine how they impact a global understanding of disability, diversity, and excellence. You will write a 4–6-page paper in two parts: first, about what resonated with you in the film, and then, going to the Paralympics websites at (<https://www.paralympic.org/>) and (<https://www.paralympic.org/beijing-2022>) Choose a sport and an athlete and follow it/them (March 3-10, 2022). Inform the reader about what you learned.

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.

Assignments Summary

EDSE 204 Self-Monitoring Course Performance <i>Use this self-monitoring tool to track your performance throughout the semester</i>		
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	Total points earned: _____	135
	$\frac{\text{Total points earned}}{135} = \text{_____}$ $\text{_____} \times 100 = \text{_____}\%$ $= \text{_____ Grade}$	

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

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 3 class sessions for the semester unless related to significant documented illness. Each additional absence will result in a 5-point penalty from your final grade.***

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 12/2, 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.

Grading

Letter Grade	% of Points
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](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/) (<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	Assignments Due by Thursday
1	1/24 and 1/26	Course Overview & Syllabus Review <ol style="list-style-type: none"> 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	1/31 and 2/2	Global Picture of Disability: factors that determine how disability is defined and acknowledged around the world. Brief Summary of Disability in the USA. <ul style="list-style-type: none"> • 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	Assignments Due by Thursday
3	2/7 and 2/9	Health and Rehabilitation Needs of PWD: current barriers and socio/political ramifications <ul style="list-style-type: none"> • Healthcare • Access to rehabilitation and assistive supports • Covid and PWD 	WHO report Chapters 3 and 4: General Health Care and Rehabilitation https://www.who.int/news-room/fact-sheets/detail/disability-and-health	Discussion Board 2
4	2/14 and 2/16	Education for Persons with Disabilities: expectations, policies and practices <ul style="list-style-type: none"> • Access • Mandates • Accessibility Guest Speakers	WHO report Chapter 7: Education https://www.right-to-education.org/issue-page/marginalised-groups/persons-disabilities	
5	2/21 and 2/23	Climate Change and PWD	https://documents-dds-ny.un.org/doc/UNDOC/GEN/G20/097/56/PDF/G2009756.pdf?OpenElement	Discussion Board 3
6	2/28 and 3/2	Employment for Persons with Disabilities <ul style="list-style-type: none"> • statistics • expectations • training • legal requirements Guest Speaker	WHO report Chapter 8: Work and Employment https://www.ilo.org/skills/pubs/WCMS430935/lang--en/index.htm	Discussion Board 4 Watch Rising Phoenix for Media Analyses paper

Week	Dates T and R	Topics	Readings Due by Thursday	Assignments Due by Thursday
7	3/7 and 3/9	The Paralympics and in-class no-grade midterm	TBD	Disability Indicator Proposal Due
8	3/14 and 3/16	Enjoy Your Spring Recess!		
9	3/21 and 3/23	<p>Comparing the Disability Rights Movement to other Social Movements Internationally: What are the common indicators?</p> <p>Common features of all Social Movements</p> <ul style="list-style-type: none"> • Disability-specific movements 	<p>Readings (see Blackboard) A Survey of International, Comparative and Regional Disability Law Reform</p> <p>Readings (see Blackboard) https://www.ted.com/talks/judith heumann our fight for disability rights and why we re not done yet</p>	<p>Media Analysis Paper Due: Rising Phoenix/Paralympics paper</p> <p>Proposal for Country Comparison Project Due</p>

Week	Dates T and R	Topics	Readings Due by Thursday	Assignments Due by Thursday
10	3/28 and 3/30	<p>Disability Legislation from Around the World</p> <p>Political Participation</p> <ul style="list-style-type: none"> • Voting • Advocacy <p>Laws around the globe</p>	<p>Readings (see Blackboard)</p> <p>Intersectionality and disability in international human rights law</p> <p>https://www.tandfonline.com/doi/full/10.1080/13642987.2019.1661241</p> <p>Full text can be found in Folder https://dredf.org/news/publications/disability-rights-law-and-policy/a-survey-of-international-comparative-and-regional-disability-law-reform/</p>	
11	4/4 and 4/6	<p>Women and Disability: Global Perspectives</p> <ul style="list-style-type: none"> • Additional variables that affect women only • Barriers to inclusion 	<p>Readings (see Blackboard)</p> <p>https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/empowerment-of-women-and-girls-with-disabilities-en.pdf?la=en&vs=3504</p>	Disability Indicator Paper Due

Week	Dates T and R	Topics	Readings Due by Thursday	Assignments Due by Thursday
12	4/11 and 4/13	Meeting the Societal Participation Needs of Persons with Disabilities: How are PWDs included and/or excluded in their communities? <ul style="list-style-type: none"> • Cultural beliefs and expectations 	WHO report Chapters 5 and 6: Assistance and Support and Enabling Environments	
13	4/18 and 4/20	The Promise of Technology	Readings (see Blackboard) http://pubdocs.worldbank.org/en/123481461249337484/WD16-BP-Bridging-the-Disability-Divide-through-Digital-Technology-RAJA.pdf	
14	4/25 and 4/27	Work Sessions for CC Project 1st round of presentations	WHO report Chapter 9: Recommendations and Best Practices from Around the World	Country Comparison Project due Country Comparison Presentations
15	5/3 and 5/5	Course reflections & wrap-up Rounds 2 and 3 of Presentations of Country Comparison Projects		Country Comparison Presentations

Core Values Commitment

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/) (<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/) (<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/) (<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/) (<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 VIA should be directed to viahelp@gmu.edu or <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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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/) (<http://cehd.gmu.edu/>).

Appendix

Assessment Rubric(s)

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: <ul style="list-style-type: none"> • 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 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 		12
Project appropriately uses a disabilities empowerment/social justice framework as		10

<p>well as global understanding factors to advocate for disability awareness and inclusion for people with disabilities, including:</p> <ul style="list-style-type: none"> • 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 		
<p>Project promotes positive and culturally responsive language and attitudes, using appropriate disability-related concepts, terminology, and principles</p>		3
<p>Project makes adequate use of appropriate resources (i.e., at least three resources used and cited per APA)</p>		3
<p>Project is visually appealing and appropriate for print and/or web publication</p>		3
Presentation		
<p>Presenter does the following:</p> <ul style="list-style-type: none"> • 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 		8

disability awareness and inclusion for people with disabilities <ul style="list-style-type: none"> • uses disability terminology and theories to provide context for need for presentation (i.e., what are current gaps between the ideal and reality?) 		
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