



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

Spring 2024  
EDSE 203 001: Disability in American Culture  
CRN: 14216, 3 – Credits

<b>Instructor:</b> Carmen Rioux-Bailey	<b>Meeting Dates:</b> 1/16/24 – 5/2/24
<b>Phone:</b> 202-302-3223 (mobile)	<b>Meeting Day(s):</b> Tuesday; Thursday
<b>E-Mail:</b> criouxba@gmu.edu	<b>Meeting Time(s):</b> 12 pm – 1:15 pm
<b>Office Hours:</b> T and R by appointment	<b>Meeting Location:</b> Fairfax; PETRSN 1109
<b>Office Location:</b> Finley Room 206A	<b>Other Phone:</b> 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, past and present, in American culture through changes in historical, political, legal, and societal responses to people with disabilities. Analyzes the disability experience through social and behavioral science perspectives, including diversity, bioethical and human rights conceptualizations/constructs of disability.

**Course Overview**

This is a Mason Core course in the Social and Behavioral Sciences. The learning outcomes are aligned directly with those of the social behavioral core. EDSE 203 examines disability, past and present, in American culture through changes in historical, political, legal and societal responses to people with disabilities. This course analyzes the disability experience through social and behavioral science perspectives, including diversity, bioethical and human rights conceptualizations/constructs of disability.

### **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](mailto: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. Explain how individuals, groups, and institutions are affected by disability.
2. Demonstrate awareness of changes in social and cultural constructs relative to disability.
3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of disability, both past and present.
4. Apply a disabilities empowerment framework to future environments and consider/identify future engagement in disability-related fields.
5. Identify and promote inclusive behavior in social, workplace, and higher education settings.

### **Professional Standards**

This course meets university requirements for the undergraduate core in the area of Social and Behavioral Sciences.

### **Required Texts**

**No text** to be purchased. Readings assigned on Blackboard (see Syllabus)

### **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 203: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

## **Assignments and/or Examinations**

### **Performance-based Assessment**

**(VIA submission required)**

N/A

### **College Wide Common Assessment**

**(VIA submission required)**

N/A

## **Other Assignments**

1. **Raising Awareness Project (\*Designated Performance-Based Assessment; 25 points):** As a culminating activity (and the designated performance-based assessment), this project offers an opportunity for students to draw upon the resources encountered in this course to advocate for disability awareness and inclusive actions for people with disabilities. This project will address key issues discussed throughout this course, such as: What are the important conversations and controversies that need to be addressed? How do we approach and discuss disability? What do people need to know to reduce barriers and increase opportunities for people with disabilities to experience inclusion?

Examples of ideas might include:

- A public service presentation that explores or explains an aspect of disability awareness and etiquette to a specific audience (e.g., college students, faculty/administration, community leaders, employers)

- An information guide that addresses a specific disability or innovation that promotes the inclusion of people with disabilities
- A multi-media presentation on a famous person, invention/innovation, or event that impacted attitudes and/or lives of people with disabilities
- An exploration of campus resources/supports for students/faculty 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 Raising Awareness Project. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

#### Other Assignments

2. **Personal Experience Paper (20 points):** For this assignment, students will be expected to either (a) interview a person with a disability or a family member of a person with a disability OR (b) reflect on how their understanding and experience with disability/ies have changed over time relative to their own experiences over time, cultural background, and sociopolitical influences. An assignment description and grading rubric will be posted on Blackboard and discussed in class.
3. **Media Analysis Paper (15 points):** Students will write an analysis of the portrayal/representation of disability in film, TV, print media, literature, or web-content. After reading or watching the selected content, students will write a paper to describe the content, analyze its portrayal of disability, synthesize the information with course content, and react to the media content. The analysis must link **explicitly** to class resources, readings (especially [https://www.fordfoundation.org/media/4276/judyheumann\\_report\\_2019\\_final.pdf](https://www.fordfoundation.org/media/4276/judyheumann_report_2019_final.pdf) and /or guest speakers. Students must obtain prior approval from the instructor for the plan of analysis (Note: I am happy to help guide your decisions and make recommendations). An assignment description and grading rubric will be posted on Blackboard and discussed in class.
4. **Blackboard Discussion Boards (15 points):** Throughout the semester, there will be five Blackboard discussion boards. Students will provide a comprehensive response to the prompts and to at least 2 classmates' postings. Each discussion board will be worth 3 points, for a total of 15 possible points. To earn full credit, you must submit your postings **by the due date and time (9 am 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 2** of your classmates' postings. An assignment description and grading rubric will be posted on Blackboard and discussed in class.
5. **Crip Camp Analysis (10 points):** Watch the documentary "Crip Camp" on Netflix. Give your reactions, your understanding of the video, and tie it to

course content, contemporary Civil Rights, and what you know about ADA and 504.

**Professionalism (15 points):** Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each week, students will earn up to 1 Professionalism checkpoint for the following expectations:

1. Attendance: Students are expected to attend **all** classes, arrive on time, and remain in class for the duration of each session. Please notify me *in advance* by email or phone if you will not be able to attend class. When absence from class is unavoidable, it is the student’s responsibility to make arrangements to obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence. *Professionalism points missed cannot be made up.* Refer to the Attendance Policy below for detailed expectations.
2. 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. 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 ☺

**Assignment Summary**

<b>EDUC 203 Self-Monitoring Course Performance</b> <i>Use this self-monitoring tool to track your performance throughout the semester</i>		
Assignment	Points Earned by Student	Total Points Possible
<b>A. Professionalism (1 point per week)</b>		<b>15</b>
<b>B. Blackboard Discussion Boards (5 discussions, 3 points each)</b>		<b>15</b>

<b>C. Personal Experience Paper</b>		<b>20</b>
<b>D. Media Analysis Paper</b>		<b>15</b>
<b>E. Raising Awareness Project</b>		<b>25</b>
<b>F. Crip Camp Analysis</b>		<b>10</b>
<b>Total</b>	<b>Total points earned</b>	<b>100</b>
	$\frac{\text{Total points earned}}{\text{Total points possible}} = \frac{100}{100} = 100\%$	

**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 4 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. After 8 absences, a student will not be able to pass the course.*

**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 5/5, 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.

### 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/policies-procedures/) (<https://cehd.gmu.edu/students/policies-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 next class	Assignments Due
1		<ul style="list-style-type: none"> <li>• Course Overview &amp; Syllabus Review</li> <li>• Introduction to Disability Awareness</li> <li>• Constructs &amp; Definitions of Disability</li> </ul>	<p>Ensure successful access for Blackboard for this course</p> <p>Read:  <a href="https://www.forbes.com/sites/andrewpurlang/2022/12/31/3-things-non-disabled-people-should-do-before-calling-out-ableism/?sh=f5da5e65fb1e">https://www.forbes.com/sites/andrewpurlang/2022/12/31/3-things-non-disabled-people-should-do-before-calling-out-ableism/?sh=f5da5e65fb1e</a>  and  <a href="https://www.forbes.com/sites/andrewpurlang/2022/12/28/3-ways-disabled-people-can-respond-to-ableism/?sh=58097982c53a">https://www.forbes.com/sites/andrewpurlang/2022/12/28/3-ways-disabled-people-can-respond-to-ableism/?sh=58097982c53a</a></p>	
2	1/23 and 1/25	<ul style="list-style-type: none"> <li>• Including Samuel</li> </ul>	<p>Watch:  <a href="https://likerightnowfilms.com/film/3356/My-Disability-Roadmap">https://likerightnowfilms.com/film/3356/My-Disability-Roadmap</a></p>	



Week	Dates T and R	Topics	Readings Due by next class	Assignments Due
3	1/30 and 2/1	<ul style="list-style-type: none"> <li>• Historical Perspective: Disability as a rhetorical, legal, and social category</li> <li>• Microaggressions</li> <li>• Disability Etiquette &amp; Person First Language</li> </ul>	<p>PFL: Explore these Links:  <a href="https://askearn.org/page/people-first-language#:~:text=Person%20first%20language%20emphasizes%20the,is%20equally%20appropriate%20depending%20on">https://askearn.org/page/people-first-language#:~:text=Person%20first%20language%20emphasizes%20the,is%20equally%20appropriate%20depending%20on</a>            And  <a href="https://www.massadvocates.org/news/as-k-a-self-advocate-the-pros-and-cons-of-person-first-and-identity-first-language">https://www.massadvocates.org/news/as-k-a-self-advocate-the-pros-and-cons-of-person-first-and-identity-first-language</a>            And  <a href="https://accessate.net/features/2519/person-first-vs-identity-first-language">https://accessate.net/features/2519/person-first-vs-identity-first-language</a></p>	Discussion Board 1 due by 9am on R
4	2/6 and 2/8	<ul style="list-style-type: none"> <li>• Historical Perspective: Laying the groundwork for disability activism and civil rights</li> <li>• Disability Rights as Civil Rights</li> </ul>	<p>Pick an article and be prepared to report on it:  <a href="https://www.nytimes.com/column/disability">https://www.nytimes.com/column/disability</a></p>	Discussion Board 2 due by 9 am on R
5	2/13 and 2/15	<ul style="list-style-type: none"> <li>• The ADA: A new era of Civil Rights for Disability</li> <li>• Identity politics</li> </ul>	<p>Pick an article and be prepared to report on it:  <a href="https://www.politico.com/news/americans-with-disabilities-act">https://www.politico.com/news/americans-with-disabilities-act</a></p>	Plan for Personal Experience Paper due by R

Week	Dates T and R	Topics	Readings Due by next class	Assignments Due
6	2/20 and 2/22	<b>Intersectionality: Disability, Race, Class, and Culture</b>	Read: <a href="https://www.nationaldisabilityinstitute.org/wp-content/uploads/2019/02/disability-race-poverty-in-america.pdf">https://www.nationaldisabilityinstitute.org/wp-content/uploads/2019/02/disability-race-poverty-in-america.pdf</a>	<b>Crip Camp Analysis due TUESDAY 2/27</b>  Discussion Board 3 due by 9 am on R
7	2/27 and 2/29	<ul style="list-style-type: none"> <li>• APA Tutorial</li> <li>• IDEA and Section 504</li> <li>• Guest Speaker</li> </ul>	Read: <a href="https://sites.ed.gov/oversers/2022/11/47-years-later-are-we-delivering-on-the-promise-of-idea/">https://sites.ed.gov/oversers/2022/11/47-years-later-are-we-delivering-on-the-promise-of-idea/</a>	Discussion Board 4 due by 9 am on R  Plan for Media Analysis Paper due by R
	3/5 and 3/7	<b>SPRING BREAK</b>		
8	3/12 and 3/14	<b>Models and Categories of Disability</b>	Pick an article and be prepared to report on it: <a href="https://www.nytimes.com/column/disability">https://www.nytimes.com/column/disability</a>	Personal Experience Paper Due R
9	3/19 and 3/21	<b>Guest Speakers</b>	Pick an article and be prepared to report on it: <a href="https://www.disabilitycoop.com/">https://www.disabilitycoop.com/</a>	Proposal for Raising Awareness Project Due R
10	3/26 and 3/28	<ul style="list-style-type: none"> <li>• Disability in Media: Portrayals over time</li> <li>• Reflection on Personal Experience project</li> </ul>	Pick an article and be prepared to report on it: <a href="https://media-dis-n-dat.blogspot.com/">https://media-dis-n-dat.blogspot.com/</a>	Discussion Board 5 due R
11	4/2 and 4/4	<ul style="list-style-type: none"> <li>• Climate Change</li> </ul> <b>Healthcare issues/benefits</b>	Read: <a href="https://www.epa.gov/climateimpacts/climate-change-and-health-people-disabilities">https://www.epa.gov/climateimpacts/climate-change-and-health-people-disabilities</a>	

Week	Dates T and R	Topics	Readings Due by next class	Assignments Due
12	4/9 and 4/11	<ul style="list-style-type: none"> <li>Independent living &amp; self-determination issues in housing and voting</li> </ul>	Read: <a href="https://thearc.org/policy-advocacy/housing/">https://thearc.org/policy-advocacy/housing/</a>	Media Analysis Paper Due R
13	4/16 and 4/18	<ul style="list-style-type: none"> <li>Assistive Technology, UDL, &amp; Accessibility</li> <li>Guest Speaker</li> </ul>	Explore:Microsoft accessibility: <a href="https://www.microsoft.com/en-us/accessibility">https://www.microsoft.com/en-us/accessibility</a> And Apple: <a href="https://www.apple.com/accessibility/">https://www.apple.com/accessibility/</a>	
14	4/23 and 4/25	Disability and the legal system	Explore: <a href="https://www.aclu.org/issues/disability-rights">https://www.aclu.org/issues/disability-rights</a>	
15	4/30 and 5/2	<ul style="list-style-type: none"> <li>Presentations of Raising Awareness Projects</li> <li>Course reflections &amp; wrap-up</li> </ul>		Raising Awareness Presentations due

### 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](mailto: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 \(learningservices@gmu.edu\)](mailto: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](mailto: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)

Criteria	Your Points	Possible Points
Proposal (with succinct, clear plan) submitted on time		1
Project appropriately advocates for disability awareness and inclusion for people with disabilities:		

• Project is of relevance to intended audience		2
• Project promotes positive and culturally responsive language and attitudes		3
• Project makes adequate use of appropriate resources (i.e., at least 3 resources used and cited)		3
Project is visually appealing and appropriate for print and web publication		3
<b>Presentation</b>		
<b>Presenter does the following:</b> <ul style="list-style-type: none"> <li>• describes the project and the intended audience,</li> <li>• explains how the project advocates for disability awareness and inclusion for people with disabilities, and</li> <li>• provides context for need for presentation (i.e., what are current gaps between the ideal and reality?)</li> </ul>		6
Presentation includes perspectives of people with disabilities		2
Presenter is able to adequately and appropriately answer questions from audience about the topic		2
Presentation is informative and well-organized		2
<b>APA Style</b>		
Citations and reference list are in APA format		1
<b>Total</b>		<b>25</b>