

## **DISABILITY STUDIES REQUIRED COURSES: SPRING 2021 (version #4)**

<b>DS 3307/ HIST 3307</b> History of Disability			
<b>TIME:</b>	MW 5:30-6:50 pm (Online 2)	<b>INSTRUCTOR:</b>	Sarah Rose
<b>DESCRIPTION</b>	<p>Twenty percent of Americans have a disability, but the experiences of most disabled people remain invisible to us. This course will explore the changing lives of people with disabilities—from railroad workers and rights activists to wheelchair athletes and participants in freak shows—as well as the history of disability policy and conceptions of disability. Rather than treating disability as merely a medical impairment, we will investigate the historical and cultural variability of disability during the nineteenth and twentieth centuries. Our explorations in disability history will also offer a new way of looking at classic topics in American history, such as citizenship, work, gender, education, and the civil rights movement. This course fulfills requirements for the History/Pre-Law major and is a required course for the Minor in Disability Studies. <u>Prerequisites: HIST 1311/1312 (or HIST 1301/1302).</u></p>		
<b>REQUIREMENTS</b>	<p>This course will be taught as a seminar-style course with limited lectures. We will spend most of our time in class discussing the readings, films, or historical documents. Requirements: active participation in discussion, reading responses on Canvas, two short papers, take-home midterm, and take-home final or research paper. <u>Minors will be registered by the DS advisor.</u></p>		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>• Douglas C. Baynton, <i>Defectives in the Land</i> (2016)</li> <li>• Nora Ellen Groce, <i>Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard</i> (1985)</li> <li>• Sarah Rose, <i>No Right to Be Idle: The Invention of Disability, 1840s-1930s</i> (2017)</li> <li>• Additional readings online</li> </ul>		

<b>DS 4395</b> Disability Studies Internship			
<b>TIME:</b>	Online 2	<b>INSTRUCTOR:</b>	Sarah Rose
<b>DESCRIPTION</b>	<p>The Disability Studies Internship (DS 4395) is a supervised internship through which students apply the academic skills they have acquired in Disability Studies courses. Interns work at an approved business, academic, or non-profit site that focuses on adapted sports, disability history, assistive technology, disability rights and policy, or universal design and accessibility. Twelve organizations currently partner on internships with the Disability Studies Minor.</p>		
<b>PREQUISITES</b>	<p>This course is intended to be completed as the final course for the minor and is required to earn a minor in Disability Studies. Students must have completed or be currently enrolled in DS 3307/HIST 3307. Students must complete an application and interview with the internship site before starting the internship; some sites require additional steps or have course prerequisites.</p>		

<p><b>REQUIREMENTS</b></p>	<p>The student intern commits to working for a designated organization for approximately 9 hours a week for 13 weeks during a semester in an unpaid position (11 hours per week during the summer 11-week semester): 117 hours in total. During that time, the student will be trained and supervised by an employee of the organization, who will keep track of the student's hours, as well as evaluating the student's work.</p> <p>The student will also meet several times with the Disability Studies Minor's Director and and Advisor for the to report on his/her progress and will turn in a written ~8-10 page capstone essay as well as self and site evaluations at the end of the semester. This essay asks students to analyze your experiences in the internship through a critical lens. The internship experience is intended to provide students with an opportunity to apply the concepts they have learned in the classroom to real-life, real-world situations and thereby gain an appreciation of how theory and practice intersect. In this essay, students should evaluate to what extent Disability Studies concepts they learned taking DS courses were relevant, useful, or enhanced by the internship.</p>
<p><b>PARTNERED SITES</b></p>	<p><b><u>ADAPT of Texas</u></b> (online/phone &amp; Austin) —major grassroots organization for disability advocacy <a href="http://adaptoftexas.org/">http://adaptoftexas.org/</a> and <a href="http://adaptmuseum.net/gallery/">http://adaptmuseum.net/gallery/</a></p> <p><b>Internship areas:</b></p> <ul style="list-style-type: none"> <li>• Disability rights policy and legislative advocacy, especially re: voting, housing &amp; deinstitutionalization</li> <li>• Accessible web and digital museum design</li> <li>• Disability history work with the ADAPT museum (<a href="http://adaptmuseum.net/gallery/">http://adaptmuseum.net/gallery/</a>)</li> <li>• <u>Requirements:</u> traveling to Austin once, comfort with long-distance supervision</li> </ul> <p><b><u>Arlington Mayor's Committee on People with Disabilities</u></b> (Not available for Spring 2021) —advocacy organization of citizen volunteers dedicated to making Arlington accessible for all <a href="https://www.arlingtontx.gov/city_hall/government/mayor/committee_on_people_with_disabilities">https://www.arlingtontx.gov/city_hall/government/mayor/committee_on_people_with_disabilities</a></p> <p><b>Internship areas:</b></p> <ul style="list-style-type: none"> <li>• Advocating for accessibility in medical and dental clinics</li> <li>• Helping Parks &amp; Recreation enhance accessibility and build an all-inclusive playground</li> <li>• Developing online resource guides for Arlington community &amp; visitors (adapted sports, accessible parks, accessible medical and dental clinics, etc.)</li> <li>• Other accessibility and disability awareness projects fitting your interests, with planning (e.g., service animals advocacy, accessible signage and programming in city libraries)</li> <li>• <u>Requirements:</u> attending monthly Arlington Mayor's Committee on People with Disabilities meetings, DS 3355/THEA 3355 "Universal Design &amp; Accessibility" or DS 3346/COMM 3346 "Disability in Mass Media" strongly recommended</li> </ul> <p><b><u>City of Fort Worth ADA Coordinator</u></b> (Fort Worth) —helps the city implement the Americans with Disabilities Act and enhance accessibility for all residents.</p> <p><b>Internship areas:</b></p> <ul style="list-style-type: none"> <li>• Researching, writing, and evaluating city policies re: the ADA and universal design</li> <li>• Areas of focus vary from semester to semester</li> <li>• <u>Requirements:</u> attending Fort Worth Mayor's Committee on People with Disabilities meetings, strong writing and research skills, DS 3355/THEA 3355 "Universal Design &amp; Accessibility" or DS 3346/COMM 3346 "Disability in Mass Media" strongly recommended</li> </ul>

**Helping Restore Ability (South Arlington)**

—non-profit that assists people with disabilities gather the resources needed to live independently and also does disability-focused public health research and legislative advocacy  
<https://hratexas.org/>

**Internship areas:**

- Helping with client intakes, needs assessments
- Legislative advocacy re: raising attendant wages
- Non-profit management and grant development
- Disability-focused public health research
- *Has own internship interview process; interns will need to allow 1-2 months to set up*
- Requirements: DS 3312/SOCW 3312 “Disability & Social Work” strongly recommended

**Movin’ Mavs Adapted Sports (UTA campus or partly off-campus)**

UTA’s internationally renowned adapted sports program and UTA’s winningest athletic team  
<http://www.uta.edu/movinmavs>

**Internship areas:**

- Adapted sports coaching & curriculum development, especially wheelchair basketball and adapted track & field
- Outreach/PR about adapted sports in schools, at UTA, for veterans, or via social media/internet
- Legal advocacy for equal funding and access to adapted sports in K-12 and college
- Non-profit management and grant writing
- Requirements: KINE 3304 “Adapted Sports”

**Student Access & Resource Center (SAR) formerly OSD (Not available for Spring 2021)**

Provides UTA students with disability accommodations and adaptive technology & testing  
<https://www.uta.edu/disability/>

**Internship areas:**

- Assisting with the disability accommodations process
- Assistive technology management and development
- Outreach about OSD and disability awareness on campus
- Requirements: DS 3355/THEA 3355 “Universal Design & Accessibility,” DS 3346/COMM 3346 “Disability in Mass Media,” or DS 3312/SOCW 3312 “Disability & Social Work” strongly recommended

**Per4Max Wheelchairs (Arlington)**

World’s largest sports wheelchair company, founded by UTA Movin’ Mavs alumni  
<http://per4max.com/>

**Internship areas:**

- Wheelchair design & maintenance
- Assembling and shipping sports chairs and day chairs
- PR for Per4Max
- Requirements: Must have played wheelchair basketball or other wheelchair sports

*(more internship sites on next page)*

**Sean Pevsner (Arlington)**

Disability rights and special education lawyer

<http://www.whitburnpevsner.com/sean-pevsner/>

**Internship areas:**

- Assisting with special education and disability rights legal advocacy
- Assisting with interpreting and legal assistant work
- Requirements: strong interest in law, HIST 4333 “Comparative Civil Rights” recommended

**Scott Sabolich Prosthetics & Research (north Dallas)**

Major prosthetics design and research firm specializing in hard-to-fit consumers and athletes

<http://scottsabolich.com/>

- Shadowing/assisting with patient intakes
- Fitting/molding of prosthetics, with possibility of making own prosthetic
- Working with “business” side of company to learn about financing, insurance, and access to prosthetics
- Requirements: DS 3327/HIST 4327 “Cyborgs & Prosthetics” or THEA 3351 “Robots, Digital Humanities, and Theatre Arts”; anatomy & physiology strongly recommended

**Texas Disability History Collection (on campus, potentially with limited travel as needed)**

Hosted by UTA Libraries in conjunction with the DS minor: major archival collection with award-winning, highly-accessible website with digitized highlights and oral histories

<https://library.uta.edu/txdisabilityhistory/>

**Internship areas:**

- Collecting and transcribing oral histories for the Texas Disability History Collection. *With early planning, conducting disability history research and developing a digital exhibit, oral history collection, or digital exhibit.*
- Helping Special Collections and FabLab accessibly digitize archival materials (digital humanities)
- Requirements: History major or considerable disability history coursework for oral history or exhibit options; DS 3355/THEA 3355 “Universal Design & Accessibility” for accessible digital humanities option; substantial 3D printing experience for FabLab option

**UTA accessibility projects (on campus)**

Working with a department or program on campus enhance accessibility for students, staff, and faculty

<https://library.uta.edu/barrier-freecampus/> (re: UTA’s history of leadership in accessibility)

**Internship areas (not limited to these):**

- Assisting with accessibility in UTA’s website and with Electronic Information Resources (EIR)
- Promoting disability awareness and universal design in learning among via Faculty Affairs/Center for Research on Teaching & Learning Excellence
- Human Resources: disability awareness and accessibility policy development
- Student Affairs OR Student Success Services: disability awareness and accessibility advocacy
- UTA Libraries (various departments)
- Promoting accessibility UTA open-educational resource initiative (OERs, or free electronic textbooks)
- UTA Police
- Requirements: DS 3355/THEA 3355 “Universal Design & Accessibility” or DS 3346/COMM 3346 “Disability in Mass Media”

*(more internship sites on the next page)*

**UTARI (UTA Research Institute) (off-campus, accessible via shuttle from UTA main campus)**

Conducts research on prosthetics, assistive technology, and human-robot interactions

<http://www.uta.edu/utari>

**Internship areas:**

- Observational research on how people with disabilities interact with assistive technology
- Helping to develop prosthetics and other assistive technologies
- Studying human-robot interactions

Requirements: DS 3327/HIST 4327 "Cyborgs & Prosthetics," or THEA 3351 "Robots, Digital Humanities, and Theatre Arts"

## **DISABILITY STUDIES CORE COURSES: SPRING 2021 (version #4)**

For full descriptions of class modalities, visit: <https://www.uta.edu/academics/courses-and-schedules>

<b>DS 3312 / SOCW 3312</b> Topics in Disability Studies: Disability & Social Work			
<b>TIME:</b>	002 Tu 9-11:50 am ( <b>Online 2</b> ) 003 ( <b>Online 1</b> ) 004 ( <b>Online 1</b> ) 005 ( <b>Online 1</b> ) 006 ( <b>Online 1</b> )	<b>INSTRUCTOR:</b>	TBD & Darlene Hunter
<b>DESCRIPTION</b>	An introduction to major themes in disability and social work. Topics include basic understandings of disability, lived experiences of people with disabilities, legal and policy perspectives, working with adults and children with a variety of disabilities, history of disability policy and disability rights, disability advocacy, and resources in the community, among others.		
<b>REQUIREMENTS</b>	Reading quizzes, interview analysis, reflective journal, class presentation, and participation in class discussions		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>Simcock, P., &amp; Castle, R. (2016). <i>Social Work and Disability (Social Work in Theory and Practice)</i>. Cambridge: Polity Press</li> <li>Other readings TBD</li> </ul>		

<b>DS 2301/ENGL 2303-001</b> Disability Studies: Fat Studies			
<b>TIME:</b>	Tu/Th 5:30-6:50 pm ( <b>Online 2</b> )	<b>INSTRUCTOR:</b>	Sarah Shelton
<b>DESCRIPTION</b>	<p>What does it mean to “be” fat? How do fictional portrayals of fat characters create and influence our ideas about fat bodies (and bodies in general)? How do literature and popular culture depend on or disrupt ableist narratives that there is a single and static baseline, a “normal” body that is also thin and/or “fit”? In this course we’ll use novels, poetry, memoir, music, film, and television to explore these questions and others as we get a sense for how fat stereotypes have been created in and disseminated through literature and popular culture over time and how, along with the fat activism and body diversity movements, texts across mediums are challenging those stereotypes today.</p> <p>To give us a framework for analyzing the characterization and embodiment of fat characters, we’ll begin with foundational readings in disability studies before examining how the younger field of fat studies interacts with the larger disability studies conversation. Although we will be focusing on fat bodies, we will use this as an entry point to think about all bodies; about how the experience of embodiment differs from body to body dependent upon race, gender, class, sexuality and sexual orientation and disability status; and about how all of this can help us better understand concepts—such as normalcy—that are critical to working with and in disability studie</p>		

<b>REQUIREMENTS</b>	This course will be taught as a seminar-style course with limited lectures. We will spend most of our time in class discussing the readings, films, theories, etc. Requirements: active participation in discussion; weekly responses and posts in Canvas; one short essay early in the semester; one longer essay that will require research, workshoping, and revision; take-home midterm and final; at least one one-on-one Teams meeting with me for a writing conference, etc. Students are also encouraged to virtually visit the Writing Center at least once in the semester for a writing consultation.
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>• William Golding, <i>Lord of the Flies</i> (1954)</li> <li>• Robert Lipsyte, <i>One Fat Summer</i> (1977)</li> <li>• Julie Murphy, <i>Dumplin'</i> (2015)</li> <li>• Jody Houser and Francis Portela, Faith Vol. I: <i>Hollywood and Vine</i> (2016)</li> <li>• Roxane Gay, <i>Hunger</i> (2017)</li> <li>• Hulu, episodes of <i>Shrill</i> (2019)</li> <li>• Additional readings, videos, clips, etc. online</li> </ul>

DS 3355 / THEA 3355 Universal Design & Accessibility in the Performing Arts			
<b>TIME:</b>	001 Tu/Th 9:30-10:50 am (Online 2) 002 Tu/Th 2-3:20 pm (Online 2)	<b>INSTRUCTOR:</b>	Laurel Whitsett
<b>DESCRIPTION</b>	<p><i>Universal Design &amp; Accessibility in the Performing Arts</i> introduces students to the concept and practice of universal design (or inclusive design): designing environments, events, buildings, and products to accommodate the broadest spectrum of human ability, size, age, and other characteristics. Using the performing arts as a case study, we will explore how to put into practice the accessibility guidelines of the Americans with Disabilities Act of 1990. In this discussion-based course, we will consider the adaptations artists and performers themselves make and require in order to fully participate in art-making processes and the adaptations patrons require in order to fully experience performing arts productions. The topics covered are designed to expand awareness of the arts' diverse populations resulting in a greater sense of community, improved social responsibility, and creation of innovative solutions to some of today's common accessibility issues.</p> <p><i>Acting and performing are not required in this course. This class is open to all and does not require any background or experience in the performing arts or in Disability Studies.</i></p>		
<b>REQUIREMENTS</b>	Participation, take-home quizzes, attendance at a UTA play, final project (with the choice of working individually).		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>• Benjamin Reiss, David Serlin, and Rachel Adams, editors, <i>Keywords in Disability Studies</i> (NYU Press, 2015)</li> <li>• Online readings</li> </ul>		

<b>KINE 3304</b> Adapted Physical Exercise & Sport			
<b>TIME:</b>	MWF 11-11:50 am (Online 2)	<b>INSTRUCTOR:</b>	Abu Yilla
<b>DESCRIPTION</b>	Analysis of conditions that impact individuals with disabilities. The purpose of the course is to improve the student's knowledge about common conditions requiring adaptations and the relationship to appropriate physical activity experiences. Stress will be placed on understanding the needs of students with disabilities and the development of physical activity programs to meet those needs.		
<b>PREREQUISITES</b>	Prerequisites can be waived for disability studies minors; contact Dr. Yilla at <a href="mailto:abu@uta.edu">abu@uta.edu</a> .		
<b>REQUIREMENTS</b>	Exams, in-class debate, extra-curricular community activities, practicum or research project		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>J. P. Winnick, <i>Adapted Physical Education and Sport (5th ed.)</i> (Champaign, IL: Human Kinetics, 2011)</li> </ul>		

**ELECTIVES FOR THE DS MINOR: SPRING 2021 (version #4)**  
**\*\* some electives require approval from the DS minor director \*\***

For full descriptions of class modalities, visit: <https://www.uta.edu/academics/courses-and-schedules>

<b>ASL 1441</b> Beginning American Sign Language I			
<b>TIME:</b>	001 Tu/Th 7-8:20 pm <b>(Online 2)</b> 002 MWF 11-11:50 am <b>(Online 2)</b> 003 MW 5:30-6:50pm <b>(Online 2)</b>	<b>INSTRUCTOR:</b>	(001) Cynthia Nagy (002) Annette Scolaro (003) Travis Belmontes-Merrell
<b>DESCRIPTION</b>	This fun and informative course is intended for those who have little or no experience with the language. Students can expect an introduction to the basic production (expressive skills) and comprehension (receptive skills) of American Sign Language (ASL). It includes the manual alphabet, numbers, develops conversational ability, introduces Deaf culture, and exposes students to ASL grammar. Students are assessed based on attendance, participation, assignments, quizzes, presentations, papers and the final exam.  Instruction takes places in American Sign Language and written English.		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li><i>Learning American Sign Language Levels I and II</i> by Tom Humphries, et al 2004 ISBN: 978020527553</li> </ul>		

<b>ASL 1442</b> Beginning American Sign Language II			
<b>TIME:</b>	001 Tu/Th 5:30-6:50 pm <b>(Online 2)</b> 002 MWF 1-1:50 am <b>(Online 2)</b> 003 MWF 10-10:50 am <b>(Online 2)</b>	<b>INSTRUCTOR:</b>	(001) Cynthia Nagy (002) Annette Scolaro (003) Travis Belmontes-Merrell
<b>DESCRIPTION</b>	This course continues from the previous course, MODL 1441, with the production (expressive skills) and comprehension (receptive skills) of American Sign Language (ASL). It includes the manual alphabet, numbers, conversational skills, in depth discussion of Deaf culture, and continuous exposure to ASL grammar. Students are assessed based on attendance, participation, assignments, quizzes, presentations, papers and the final exam.  Instruction takes places in American Sign Language and written English.		
<b>PREREQUISITES</b>	ASL 1441, or the equivalent, with a grade of C or better		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li><i>Learning American Sign Language Levels I and II</i> by Tom Humphries, et al 2004 ISBN: 978020527553</li> </ul>		

<b>ASL 2313/2314-022</b> Intermediate American Sign Language I & II (accelerated)			
<b>TIME:</b>	MWF 2-2:50 pm (Online 2)	<b>INSTRUCTOR:</b>	Annette Scolaro
<b>DESCRIPTION</b>	<p>This course expands on expressive and receptive skills of American Sign Language (ASL) developed in ASL 1442, adding more complex grammatical features, vocabulary, and communicative activities, as well as continued discussion of Deaf culture, including more complex communicative activities and discussion of the use of culturally significant topics relating to the Deaf Community. Students are assessed based on attendance, participation, assignments, quizzes, presentations, papers and the final exam.</p> <p>Instruction takes places in American Sign Language and written English</p>		
<b>PREREQUISITES</b>	ASL 1442, or the equivalent, with a grade of C or better.		
<b>REQUIREMENTS</b>	<p>***To register for the accelerated sequence, you must first contact the Department of Modern Languages for a permission number at 817-272-3161 or <a href="mailto:modladvisor@uta.edu">modladvisor@uta.edu</a>. You must register for both parts of the course.</p>		
<b>TEXTS</b>	<ul style="list-style-type: none"> <li>• <i>Learning American Sign Language Levels I and II</i> by Tom Humphries, et al 2004 ISBN: 9780205275533</li> </ul>		

<b>ASL 2314</b> Intermediate American Sign Language II			
<b>TIME:</b>	MW 4-5:20 pm (Online 2)	<b>INSTRUCTOR:</b>	Travis Belmontes-Merrell
<b>DESCRIPTION</b>	<p>This course expands on expressive and receptive skills of American Sign Language (ASL) developed in ASL 2313, continuing to expand the use of more complex grammatical features, vocabulary, and communicative activities, as well as continued discussion of Deaf culture, including more complex communicative activities and discussion of the use of culturally significant topics relating to the Deaf Community. Students are assessed based on attendance, participation, assignments, quizzes, presentations, papers and the final exam.</p> <p>Instruction takes places in American Sign Language and written English</p>		
<b>PREREQUISITES</b>	ASL 2313, or the equivalent, with a grade of C or better		
<b>TEXTS</b>	<ul style="list-style-type: none"> <li>• <i>Learning American Sign Language Levels I and II</i> by Tom Humphries, et al 2004 ISBN: 9780205275533</li> </ul>		

<b>ANTH 3369</b> Medical Anthropology			
<b>TIME:</b>	Tu/Th 12:30-1:50 pm (Online 2)	<b>INSTRUCTOR:</b>	Amy Speier
<b>DESCRIPTION</b>	<p>This course provides an introduction to the broad sub-field of medical anthropology, including the study of culture and the political ecology of disease, ethnomedical systems, including biomedicine, cross-cultural studies of psychology, psychoanalysis and psychiatry, critical medical anthropology as well as gender and women's health. Our focus will be the relationship between health and culture in various social contexts, with primary attention given to questions of power and inequality on the one hand, and culture and identity on the other.</p> <p>Using case studies from all over the world, we will study beliefs, practices, and experiences related to health, illness and healing. We will deconstruct the ways in which health and illness are socially and historically constructed. The texts offer a broad range of theoretical perspectives within the field of medical anthropology, from bio-cultural to critical perspectives. We will also use case studies to examine international health issues.</p>		

<b>ART 4396-002</b> Special Studies in Art History: Race, Gender, & Disability in Early Modern Art			
<b>TIME:</b>	Tu 2-4:50 pm (Online 2)	<b>INSTRUCTOR:</b>	Mary Vaccaro
<b>DESCRIPTION</b>	<p>The pandemic and concomitant social unrest of 2020 have compelled me to modify not simply the format but also the <b>content</b> of what I wish to teach my students. Therefore, throughout this semester, our class will make connections between <b>past and present</b> with respect to <b>gender, disability, race, and ethnicity</b></p>		
<b>PREQUISITES</b>	<b>Requires permission from <a href="mailto:vaccaro@uta.edu">vaccaro@uta.edu</a></b>		
<b>REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Strong writing and research skills.</li> <li>• A series of reading and discussions</li> </ul>		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>• All readings are available on Canvas</li> </ul>		

<b>ECON 3301</b> Economics of Health			
<b>TIME:</b>	006 (Online 1) 007 (Online 1)	<b>INSTRUCTOR:</b>	Christy Spivey
<b>DESCRIPTION</b>	<p>An economic perspective on a variety of timely health policy issues, including: determinants of health status, impact of economic forces on the health sector, demand and supply of health services, the role of competition, new organizational entities, the changing regulatory climate, health expenditures, public and private insurance, incentives, provider education and labor markets, hospitals, prescription drugs, malpractice, externalities, long-term care, the Internet, Patient Protection and Affordable Care Act of 2010, and various proposals for reform</p>		
<b>PREREQUISITES</b>	ECON 2306 "Principles of Microeconomics." <b>Requires permission from DS minor director</b>		
<b>REQUIREMENTS</b>	Two midterm exams and final exam, and use of iClicker2 remote device.		

<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>Henderson, <i>Health Economics and Policy</i>, 6<sup>th</sup> edition (Cengage Learning, 2015)</li> </ul>
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<b>HEED 3330</b> Consumer Health and Public Health Systems			
<b>TIME:</b>	001 (Online 1)	<b>INSTRUCTOR:</b>	TBA
<b>DESCRIPTION</b>	Analysis of personal, social, cultural, economic, and political aspects of health. Topics covered include managed health care, health insurance, health services/products, doctor-patient communication, traditional vs. non-traditional medicine, diagnosis and treatment of chronic diseases, and health legislation.		
<b>PREREQUISITES</b>	KINE 2350 "Public Health: Principles and Populations"		

<b>HIST 4333</b> Comparative Civil Rights			
<b>TIME:</b>	MW 2:30-3:50 pm (Online 2)	<b>INSTRUCTOR:</b>	Cristina Salinas
<b>DESCRIPTION</b>	After decades of struggle for inclusion, recognition, dignity, and equality for marginalized and excluded populations in the United States, what forces came together in the mid-twentieth century to support dynamic and sustained movements for civil rights? How did the civil rights struggles of one group overlap with and influence the momentum of another? This course will examine the diverse origins of civil rights struggles for various populations within the United States, recognizing that many groups had been organizing and struggling against inequality for many years. However, this class will focus on the Civil Rights Movement era, spanning between the 1940s and 1970s, in which various struggles—African American civil rights, the Chicano Movement, the American Indian Movement, the disability rights movement, the women's liberation movement, and the gay rights movement—gained visibility and occupied center stage in U.S. social and cultural politics		
<b>REQUIREMENTS</b>	This will be a discussion-based course, so reading the assigned material and coming to class prepared to contribute to a lively class discussion is paramount. Students will turn in short weekly reading responses and write two longer papers during the semester		

<b>HUMA 3300</b> Medical Humanities			
<b>TIME:</b>	(Online 1)	<b>INSTRUCTOR:</b>	Steven Gellman
<b>DESCRIPTION</b>	An interdisciplinary course designed both for students with interests in the prehealth professions and for those in non-health-related fields. This course provides a multidisciplinary approach to health-related topics rooted in the humanities, social sciences, and the arts by emphasizing empathy and caring through the exploration of the human experience  Open to all disciplines and majors. Compliments health and science curriculums as well as the liberal arts		

<b>REQUIREMENTS</b>	Creative project or empathy or service project, writing assignments for the first portion of the semester, Midterm and Final quiz, two reflection papers for undergraduates and three reflection papers for graduates and honors students, and class participation.
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>No required texts</li> <li>Supplemental texts TBD</li> </ul>

<b>KINE 3307</b> Sport & Society			
<b>TIME:</b>	MWF 10-10:50 am (Online 2)	<b>INSTRUCTOR:</b>	Abu Yilla
<b>DESCRIPTION</b>	This course will examine sociological dynamics as they relate to sport and exercise activities. We will examine the interdependent nature of sociological structures and look at current issues. We will explore the co-dependent nature of sport and society and attempt to separate fact from fiction to aid in the understanding of the true role of sport as it fits into society. Topics to be addressed include the potentially personal areas of religion, race, politics, and gender. Youth sports, violence, and the role of the media will also be explored. It is hoped that this course will assist the student in developing a clearer picture of the relationship between sport and society.		
<b>REQUIREMENTS</b>	Quizzes, discussion board participation, in-class participation.		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>J. J. Coakley, Sport in Society: Issues and Controversies (10th ed.) (McGraw Hill, 2009)</li> </ul>		

<b>**KINE 3350</b> Urbanization and Vulnerable Populations			
<b>TIME:</b>	Tu/Th 8-9:20 am (Online 2)	<b>INSTRUCTOR:</b>	Brandie Green
<b>DESCRIPTION</b>	Explain and apply ethical principles that apply to the use of information technology as those pertain to accessing, collecting, analyzing, using, maintaining, and disseminating data and information.		
<b>PREQUISITES</b>	Requires permission from DS minor director		

<b>LING 2371</b> Language in a Multicultural America			
<b>TIME:</b>	Multiple times (Mix of Online 1 & Online 2)	<b>INSTRUCTOR:</b>	TBA

<b>DESCRIPTION</b>	<p>This multiculturalism course examines the relationship of language in the U.S.A. to race, ethnicity, class, religion and gender. This course satisfies the University of Texas at Arlington core curriculum requirement in Language, Philosophy, and Culture. The range of issues covered includes the following:</p> <ul style="list-style-type: none"> <li>• Race: African American English ('Ebonics'), Native American languages, Asian Americans</li> <li>• Ethnicity: European immigrant language communities, Hispanic Americans, Cajuns, 'Whites'</li> <li>• Class: regional dialects, education and media</li> <li>• Gender: "women's language", masculinity, gay and lesbian speech</li> <li>• American Sign Language and the Deaf Community: Deaf culture and language</li> </ul>
<b>PREQUISITES</b>	<b>Requires permission from DS minor director</b>
<b>REQUIREMENTS</b>	Participation, two midterms, final exam, homework, language observation.
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>• Rosina Lippi-Green, English with an Accent: Language, Ideology, and Discrimination in the United States (Routledge, 2012)</li> </ul>

<b>MANA 4326</b> Diversity in Organizations			
<b>TIME:</b>	001 Tu/Th 8-9:20 pm <b>(Face-to-Face)</b> 002 Tu/Th 11-12:20 pm <b>(Face-to-Face)</b> 003 MW 2:30-3:50 pm <b>(Face-to-Face)</b> 004 Tu/Th 12:30-1:50 pm <b>(Online 2)</b> 005 Tu/Th 2-3:20 pm <b>(Online 2)</b>	<b>INSTRUCTOR:</b>	(001) Faye Cocchiara (002) TBA (003) Faye Cocchiara (004) Alison Birch (005) Alison Birch
<b>DESCRIPTION</b>	The purpose of this class is to introduce students to theoretical and practical ideas about diversity in organizations, increase understanding of the concept of diversity in organizations, reduce discrimination, and increase fairness and equality to employees, applicants, and customers. It will improve students' ability to address diversity as a manager and employee. We will learn about historical bases of diversity in the U.S. and in U.S. organizations, about inter- and intra-national diversity, about legislation related to diversity, and about trends in diversity from a variety of sources. We will cover race and ethnicity, sex and gender, sexual orientation, disability, work and family, and weight and appearance. This is not a diversity-training course, although some course concepts will be useful for those interested in diversity training.		
<b>PREREQUISITE</b>	Junior standing. Previous exposure to HR (MANA 3320 & OB 3318) is helpful but not mandatory.		
<b>REQUIREMENTS</b>	The course will include readings, cases, exams, in-class exercises and outside assignments, film, and interaction.		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>• Myrtle P. Bell, Diversity in Organizations (3rd Edition) (Mason, OH: Southwestern Publishers, 2017)</li> <li>• Additional readings TBD</li> </ul>		

<b>PHIL 3340</b> Topics in Applied Ethics: Transplant Ethics			
<b>TIME:</b>	<b>Online 1</b>	<b>INSTRUCTOR:</b>	Eli Shupe
<b>DESCRIPTION</b>	A thorough investigation of issues in medical ethics related to organ donation, allocation, and transplantation		
<b>PREQUISITES</b>	PHIL 3319 (Biomedical ethics) is not required but recommended		

<b>SCIE 4304</b> Diagnosing Disease in Humans			
<b>TIME:</b>	<b>Online 1</b>	<b>INSTRUCTOR:</b>	Steve Gellman
<b>DESCRIPTION</b>	<p>This clinical medicine course will examine a variety of diagnostic tools, such as laboratory, radiologic, and scanning techniques used to screen, diagnose, and monitor a wide variety of health and disease state. This proposed course will complement the University strategic initiative of "Health and the Human Condition" and offer students an opportunity to learn clinical medicine. It will be added to the Health Science Minor in the College of Science and will be listed in the Certificate Program for Medical Humanities offered in the College of Liberal Arts. It will appeal to a variety of pre-health students with an interest in pre-med, pre-dent, physician assistant, or nursing, as well those in public health, social work, anthropology, disability studies, health economics, health policy, and kinesiology</p>		
<b>PREQUISITES</b>	<b>Requires permission from DS Minor Director</b>		

<b>SOCI 3336</b> Social Inequality			
<b>TIME:</b>	001 ( <b>Online 1</b> ) 002 ( <b>Online 1</b> )	<b>INSTRUCTOR:</b>	TBA
<b>DESCRIPTION</b>	Examines the processes, characteristics, and consequences of social inequality in society. Topics include the social class structure, status groups, and elite power structure as they influence people's life chances.		
<b>PREQUISITES</b>	<b>Requires permission from DS minor director</b>		
<b>REQUIREMENTS</b>	There will be 3 examinations assessing all covered material from course readings, lectures, movies and related activities. Each examination will be worth 100 points. Students must complete all three exams to pass this course.		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>Social Inequality. ISBN: 9781323394205. Available at the UTA Book Store</li> </ul>		

<b>SOCI 4320</b> Medical Sociology			
<b>TIME:</b>	001 (Online 1) 002 (Online 1)	<b>INSTRUCTOR:</b>	TBA
<b>DESCRIPTION</b>	The relationships between different societies and social groups and their incidence of disease and mortality. Also examines culture-related causes of disease and treatment approaches, medicine as an occupation, healer-patient relationships, and modern hospitals as bureaucratic organizations.		

<b>SOCW 3307</b> Diverse Populations			
<b>TIME:</b>	Multiple Times (A mix of Online 2 & Hybrid 2)	<b>INSTRUCTOR:</b>	TBA
<b>DESCRIPTION</b>	Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior. This course is required for admission to the Bachelor of Social Work (BSW) program. Formerly offered as SOCW 3317.		
<b>PREQUISITES</b>	<b>Requires permission from DS minor director if not a SOCW major.</b>		

<b>THEA 3351</b> Robots, Digital Humanities & Theatre			
<b>TIME:</b>	(Online 1)	<b>INSTRUCTOR:</b>	Julienne Greer
<b>DESCRIPTION</b>	Lecture and applied practices of the emerging emotional interaction between robots and humans utilizing theatrical methodologies. Course will emphasize human and robot interactions from interdisciplinary approaches including cultural, historical, sociological, health-care, performing arts, and disability studies frameworks.		
<b>Requirements</b>	Discussion in moderated Socratic method, final research project, written assignments on weekly robotics updates.		
<b>Potentia Texts</b>	<ul style="list-style-type: none"> <li>• <i>RUR</i> by Karel Capek; <i>Alone Together</i> by Sherry Turkle (2011)</li> <li>• Readings online: peer-reviewed articles, journals, and others</li> </ul>		