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**DISABILITY STUDIES REQUIRED COURSES: Spring 2024 (Draft #2)**

\*\*courses highlighted in yellow are subject to change

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| **DS 3307/HIST 3307**  History of Disability | | | |
| **TIME** | **Synchronous Online**  TuTh 3:30-4:50 pm | **INSTRUCTOR** | Sarah Rose |
| **DESCRIPTION** | 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. Prerequisites:HIST 1311/1312 (or HIST 1301/1302). | | |
| **REQUIREMENTS** | 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 We will spend most of our time in class discussing the readings, films, or historical documents.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.  Minors will be registered by the DS advisor. | | |
| POTENTIAL TEXTS | * Douglas C. Baynton, *Defectives in the Land* (2016) * Nora Ellen Groce, *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard* (1985) * Sarah Rose, *No Right to Be Idle: The Invention of Disability, 1840s-1930s* (2017) * Additional readings online | | |
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| **DS 4395**  Disability Studies Internship | | | |
| **TIME** | **Synchronous Online** | **INSTRUCTOR** | Sarah Rose |
| **DESCRIPTION** | 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. | | |
| **REQUIREMENTS** | 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 | | |
| **PARTERNED SITES** | **ADAPT of Texas/PACT of Texas** (online/phone & Austin)  —major grassroots organization for disability advocacy  <http://adaptoftexas.org/>and <http://adaptmuseum.net/gallery/> and <https://adaptoftexas.org/pacts-texas-attendant-project-tap/>    **Internship areas:**   * Disability rights policy and legislative advocacy, especially re: voting, housing & deinstitutionalization * Accessible web and digital museum design * Disability history work with the ADAPT museum (<http://adaptmuseum.net/gallery/>) * Requirements: traveling to Austin once, comfort with long-distance supervision     **Canine Companions** (Irving, Texas)  —non-profit that provides assistance dogs to adults, children and veterans with disabilities  <https://canine.org/> and <https://canine.org/location/south-central/>    **Internship areas:**   * Assisting with client applications, understanding the acceptance criteria and processes * Minor follow-ups via email, phone or in person, to ensure placement is meeting or exceeding expectations * Understanding the requirements set by Assistance Dogs International for proper use and certification of service dogs * Non-profit management and grant development and research * Disability-focused research     **City of Fort Worth ADA Coordinator** (Fort Worth) (case-by-case)  —helps the city implement the Americans with Disabilities Act and enhance accessibility for all residents.    **Internship areas:**   * Researching, writing, and evaluating city policies re: the ADA and universal design * Areas of focus vary from semester to semester * Requirements: attending Fort Worth Mayor’s Committee on People with Disabilities meetings, strong writing and research skills, DS 3355/THEA 3355 “Universal Design & Accessibility” or DS 3346/COMM 3346 “Disability in Mass Media” strongly recommended     **Deaf Action Center** (Dallas)  —Providing those who are deaf and hard of hearing the means to ensure advancement through education, economic security, and good health. <https://dactexas.org/>  **Internship areas:**   * Areas of focus vary from semester to semester * Requirements: ASL 1441-1442 and maybe ASL 2313-2314   **Movin’ Mavs and Lady Movin’ Mavs Adapted Sports**  —UTA’s internationally renowned adapted sports program and UTA’s winningnest athletic teams  <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”     **REACH, Inc. Center for Independent Living** (Dallas, Fort Worth, Plano, and Denton)  —their main mission is to provide services for people with disabilities so that they are able to lead self-directed lives and educate the general public about disability-related topics in order to promote a barrier free community. <https://www.reachcils.org/>  **Internship areas:**   * Disability ally training * Other areas TBD * Requirements: DS 3355/THEA 3355 “Universal Design & Accessibility” or DS 3346/COMM 3346 “Disability in Mass Media”   **Student Access & Resource Center (SAR)**  Provides UTA students with disability accommodations and adaptive technology & testing  <https://www.uta.edu/student-affairs/sarcenter>  **Internship areas:**   * Assisting with the disability accommodations process * Assistive technology management and development * Outreach about the SAR Center and disability awareness on campus * Requirements: must have Social Work major; DS 3312/SOCW 3312 “Disability & Social Work” strongly recommended     **Scott Sabolich Prosthetics & Research** (north Dallas)  Major prosthetics design and research firm specializing in hard-to-fit consumers and athletes  [http://scottsabolich.com/](http://scottsabolich.com/" \t "_blank)   * 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/](https://library.uta.edu/txdisabilityhistory/" \t "_blank)    **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**  Working with a department or program on campus enhance accessibility for students, staff, and faculty  [https://library.uta.edu/barrier-freecampus/](https://library.uta.edu/barrier-freecampus/" \t "_blank) (re: UTA’s history of leadership in accessibility)    **Internship areas (not limited to these):**   * Helping to enhance digital accessibility at UTA’s Electronic Information Resources (EIR) Office (remote internship) * Promoting disability awareness and universal design in learning among via Faculty Affairs/Center for Research on Teaching & Learning Excellence (CRTLE) * Disability Studies Minor: managing the @utadisabilitystudies Instagram, doing UTA orientations and class visits, getting potential minors into the minor, and TBD * 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”     **Whitburn & Pevsner PLLC disability rights law practice** (Arlington)  Disability rights and special education lawyer  [http://www.whitburnpevsner.com/sean-pevsner/](http://www.whitburnpevsner.com/sean-pevsner/" \t "_blank)    **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       **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](http://www.uta.edu/utari" \t "_blank)    **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 2024 (draft #2)**

\*\*courses highlighted in yellow are subject to change

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

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| **DS 3312/SOCW 3312**  Disability & Social Work | | | |
| **TIME** | **002** TuTh 11 am-12:20 pm  **003** WEB  **004** WEB | **INSTRUCTOR** | Darlene Hunter (002 & 003) & Megan Westmore (004) |
| **DESCRIPTION** | 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. | | |
| **REQUIREMENTS** | Reading quizzes, interview analysis, reflective journal, class presentation, and participation in class discussions | | |
| **POTENTIAL TEXTS** | * Simcock, P., & Castle R. (2016) *Social Work and Disability (Social Work in Theory and Practice)*. Cambridge: Polity Press * Other readings TBD | | |
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| DS 3355/THEA 3355  Universal Design & Accessibility in the Performing Arts | | | |
| **TIME** | **001** TuTh 11 am-12:20 pm  **002** TuTh 9:30-10:50 am | **INSTRUCTOR** | Laurel Whitsett |
| **DESCRIPTION** | *Universal Design & Accessibility in the Performing Arts* 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.    *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.* | | |
| **REQUIREMENTS** | Participation, take-home quizzes, attendance at a UTA play (requirement based on modality of course: F2F or online), final project (with the choice of working individually). | | |
| **POTENTIAL TEXTS** | * Benjamin Reiss, David Serlin, and Rachel Adams, editors, *Keywords in Disability Studies* (NYU Press, 2015). * Online readings | | |
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| DS 4329/MANA 4329  Disability & Work | | | |
| **TIME** | **001** WEB **(Eight-week 1)** | I**NSTRUCTOR** | Faye Cocchiara |
| **DESCRIPTION** | Explores the many connections between disability and art, including both art created by people with disabilities and the wide variety of artistic representations about disability. Examines the purposes of art-making by people with disabilities: for therapeutic reasons, as a means of self-expression, to achieve professional goals, or as an act of activism. Investigates historical depictions of disability in art as well as art's role as a visual voice for the disability rights movement. Offered as [DS 3399](https://catalog.uta.edu/search/?P=DS%203399) and [ART 3399](https://catalog.uta.edu/search/?P=ART%203399); credit will only be granted once. | | |
| **PREREQUISITES** | 60 hours or MANA 4326 or Disability Studies permission required | | |
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| **KINE 3304**  Adapted Physical Exercise & Sport | | | |
| **TIME** | **001** MWF 11-11:50 am | **INSTRUCTOR** | Abu Yilla |
| **DESCRIPTION** | 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. Emphasis will be placed on adapted physical education and sport strategies that facilitate the learning of this population Stress will be placed on understanding the needs of students with disabilities and the development of physical activity programs to meet those needs | | |
| **PREREQUISITES** | Prerequisites can be waived for disability studies minors; contact Dr. Yilla at [abu@uta.edu](mailto:abu@uta.edu). | | |
| **REQUIREMENTS** | Exams, in-class debate, extra-curricular community activities, practicum or research project | | |
| **POTENTIAL TEXTS** | * J.P. Winnick, *Adapted Physical Education and Sport (6th ed.)* (Champaign, IL: Human Kinetics, 2011) | | |

**ELECTIVES FOR THE DS MINOR: Spring 2024  
\*\* some electives require approval from the DS minor director \*\***

\*\*courses highlighted in yellow are subject to change

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| **ASL 1441**  Beginning American Sign Language I | | | |
| **TIME** | **001** TuTh 9:30-10:50 am  **002** TuTh 11 am-12:20 pm  **003** TuTh 12:30-1:50 pm  **004** 7-8:20 pm  **005** 9:30-10:50 am | **INSTRUCTOR** | Lisalee Egbert (001, 002) Cruz Lane (003, 004) Amber Shorter (005) |
| **DESCRIPTION** | 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. | | |
| **POTENTIAL TEXTS** | * Learning American Sign Language Levels I and II by Tom Humphries, et al 2004 ISBN 978020527553 | | |
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| **ASL 1442**  Beginning American Sign Language II | | | |
| **TIME** | **001** TuTh 11 am-12:20 pm  **002** MW 7-8:20 pm  **003:** MW 5:30-6:50 pm | **INSTRUCTOR** | Cruz Lane (001, 003) Ryan Sims (002) |
| **DESCRIPTION** | 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. | | |
| **PREREQUISITES** | ASL 1441, or the equivalent with a grade C or better | | |
| **POTENTIAL TEXTS** | * Learning American Sign Language Levels I and II by Tom Humphries, et al 2004. ISBN: 97820527553 | | |
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| **ASL 2313**  Intermediate American Sign Language I | | | |
| **TIME** | **001** MW 5:30-6:50 pm | **INSTRUCTOR** | Cruz Lane |
| **DESCRIPTION** | 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.  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. | | |
| **PREQUISITES** | ASL 1442, or the equivalent with a grade of C or better | | |
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| **ASL 2314**  Intermediate American Sign Language II | | | |
| **TIME:** | **001** TuTh 5:30-6:50 pm | **INSTRUCTOR:** | Ryan Sims |
| **DESCRIPTION** | 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.     Instruction takes places in American Sign Language and written English | | |
| **PREQUISITES** | ASL 2313, or the equivalent, with a grade of C or better | | |
| **TEXTS** | * *Learning American Sign Language Levels I and II* by Tom Humphries, et al 2004 ISBN: 9780205275533 | | |
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| **ART 4304**  Art & the Human Condition | | | |
| **TIME** | 001 W 4-6:50 pm | **INSTRUCTOR** | Beth Wright |
| **DESCRIPTION** | A seminar offered to students in majors across campus, undergraduate and graduate. Practice in the analysis of visual information and discussion of topics which relate to medical humanities, disability studies, the impact of race and ethnicity, the representation of aging, narrative medicine, and art therapy. Students engage in research and creative projects and present their works to the class. | | |
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| **ART 4332**  Race, Gender, & Disability in Early Modern Art | | | |
| **TIME** | 001 Tu 2-4:50 pm | **INSTRUCTOR** | Mary Vaccaro |
| **DESCRIPTION** | An in-depth study of the varied ways in which race, gender, and disability find expression in art from the 14th through 17th centuries. | | |
| **PREREQUISITE** | Any two of the three courses [ART 1309](https://catalog.uta.edu/search/?P=ART%201309), [ART 1310](https://catalog.uta.edu/search/?P=ART%201310), and [ART 1317](https://catalog.uta.edu/search/?P=ART%201317); or permission from the instructor. | | |
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| **HEED 3330**  Consumer Health & Public Health Systems | | | |
| **TIME** | **001** WEB | **INSTRUCTOR** | TBA |
| **DESCRIPTION** | 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. | | |
| **REQUIREMENTS** | KINE 2350 “Public Health: Principles and Populations” | | |
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| **HUMA 3300**  Medical Humanities | | | |
| **TIME** | **001** MW 1-2:20 pm | **INSTRUCTOR** | Steve Gellman |
| **DESCRIPTION** | An interdisciplinary course designed both for students with interests in the pre-health 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 | | |
| **POTENTIAL TEXTS** | * No required texts * Supplemental texts TBD | | |
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| **HUMA 3340**  Topics in Humanities: Stories of Illness and Care | | | |
| **TIME** | **001** TuTh | **INSTRUCTOR** | Eli Shupe |
| **DESCRIPTION** | The course explores issues in healthcare through variety of different media, such as short stories, poetry, visual art, and video games. Students can fulfill the coursework requirement for this class either by completing traditional written assignments or submitting creative works in a medium of their choice. Open to all disciplines and majors. Compliments health and science curriculums as well as the liberal arts. | | |
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| **KINE 3307**  **Sport & Society** | | | |
| **TIME** | **001** MWF 10-10:50 am | **INSTRUCTOR** | Abu Yilla |
| **DESCRIPTION** | 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. | | |
| **REQUIREMENTS** | Quizzes, discussions board participation, in-class participation | | |
| **POTENTIAL TEXTS** | * J.J. Coakley, *Sport in Society: Issues and Controversies* (10th ed.) (McGraw Hill, 2009) | | |
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| **\*\*KINE 3350**  Urbanization & Vulnerable Populations | | | |
| **TIME** | **001** MWF 11-11:50 am | **INSTRUCTOR** | TBA |
| **DESCRIPTION** | 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 | | |
| **PREREQUISITES** | **REQUIRES PERMISSION FROM THE DS MINOR** | | |
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| **LING 2371**  Language in a Multicultural USA | | | |
| **TIME** | **001** TuTh 9:30-10:50 am  **002** MW 2:30-:50 pm  **003** WEB  **006** WEB | **INSTRUCTOR** | TBA |
| **DESCRIPTION** | 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:   * Race: African American English (‘Ebonics’), Native American languages, Asian Americans * Ethnicity: European immigrant language communities, Hispanic Americans, Cajuns, ‘Whites’ * Class: regional dialects, education and media * Gender: “women’s language”, masculinity, gay and lesbian speech * American Sign Language and the Deaf Community: Deaf culture and language | | |
| **REQUIREMENTS** | Participation, two midterms, final exam, homework, language observation | | |
| **POTENTIAL TEXTS** | * Rosina Lippi-Green, *English with an Accent: Language, Ideology, and Discrimination in the United States* (Routledge, 2012) | | |
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| **MANA 4326**  Diversity in Organizations | | | |
| **TIME** | **001 WEB**  **002** 1-2:30 pm  **003** 2:30-3:50 pm  **006** WEB  **008** WEB **(Eight-week 2)** | **INSTRUCTOR** | TBA |
| **DESCRIPTION** | 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. | | |
| **PREREQUISITE** | Junior standing. Previous exposure to HR (MANA 3320 & OB 3318 is helpful but not mandatory | | |
| **REQUIREMENTS** | The course will include readings, cases, exams, in-class exercises and outside assignments, film, and interaction | | |
| **POTENTIAL TEXTS** | * Myrtle P. Bell, Diversity in Organizations (3rd Edition) (Mason, OH: Southwestern Publishers, 2017) * Additional readings TBD | | |
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| **PHIL 3341**  Topics in Bioethics: Neuroethics: The ethics of the brain | | | |
| **TIME** | **001 TuTh 12:30-1:50 pm** | **INSTRUCTOR** | Luke Roelofs |
| **DESCRIPTION** | Because the brain is the organ of the mind, advancements in neuroscience and neurotechnology can shed light on ancient questions about the mind, as well as raising new questions about how to use the power these advances give us. This course examines the ethical implications of our evolving understanding of the brain, exploring questions like:  \* When should people be able to alter their own brain chemistry?  \* When should people be able to alter someone else’s brain chemistry?  \* Does understanding the brain processes that explain an action show that the action was not really free?  \* What does it mean for a brain, or a mind, to be “normal”, or to be divergent, disabled, or “ill”?  \* Could there be a prosthetic brain, or a brain transplant?  \* Where is the boundary between treating illness and enhancing human capabilities, and does it matter? | | |
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| **\*\*SCIE 4304**  Diagnosis of Human Disease | | | |
| **TIME** | **001** MW 2:30-3:50 pm | **INSTRUCTOR** | Steven Gellman |
| **DESCRIPTION** | 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 states. | | |
| **PREREQUISITES** | Requires permission from the DS Minor Director | | |
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| **\*\*SOCW 3307**  Diverse Populations | | | |
| **TIME** | Multiple Times | **INSTRUCTOR** | TBA |
| **DESCRIPTION** | 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. | | |
| **PREREQUISITES** | **Requires Permission from the DS Minor Director** | | |
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| **\*\*SOCI 3336**  Social Inequality | | | |
| **TIME** | **001** WEB  **002** WEB | **INSTRUCTOR** | TBA |
| **DESCRIPTION** | 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 | | |
| **REQUIREMENTS** | 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. | | |
| **PREREQUISITES** | **Requires Permission from the DS Minor Director** | | |
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| **SOCI 4320**  Medical Sociology | | | |
| **TIME** | **001** WEB  **002** WEB | **INSTRUCTOR** | TBA |
| **DESCRIPTION** | 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 the modern hospital as a bureaucratic organization. | | |
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| **\*\*SPED 4304**  Assistive Technology | | | |
| TIME | 001 Th 2-4:50 pm | INSTRUCTOR | TBA |
| **DESCRIPTION** | This course will address the use of technology in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals experiencing disabilities including learning disabilities, intellectual impairments, sensory and physical impairments. Current developments and research findings concerning rehabilitative, adaptive, and learning technologies applied to needs of individuals with learning, intellectual, physical, or sensory disabilities will also be addressed. Topics include selection and evaluation, instructional and administrative applications, and personal productivity tools. | | |
| **PREREQUISITES** | **Requires Permission from the DS Minor Director** | | |
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| **\*\*SPED 4307**  Special Education Legal & Policy Issues | | | |
| **TIME** | **001** M 5:30-8:20 pm | **INSTRUCTOR** | TBA |
| **DESCRIPTION** | This introductory course will discuss historical legal foundations of special education and the present legal and policy challenges facing the field. Course content will include information on the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act. Students will also understand how important rules from the court system have interpreted laws governing special education and how current policies and issues could impact special education. At the undergraduate level, special focus will be given to applied aspects of the law (e.g., Individualized Education Plans; ARD meetings, etc.). | | |
| **PREREQUISITES** | **Requires Permission from the DS Minor Director** | | |