

DISABILITY STUDIES REQUIRED COURSES: SPRING 2023 (Draft #5)

DS 4395			
Disability Studies Internship			
TIME	Synchronous Online	INSTRUCTOR	Sarah Rose
DESCRIPTION	<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>		
REQUIREMENTS	<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>		
PARTNERED SITES	<p><u>ADAPT of Texas</u> (online/phone & Austin) —major grassroots organization for disability advocacy http://adaptoftexas.org/ and http://adaptmuseum.net/gallery/</p> <p>Internship areas:</p> <ul style="list-style-type: none"> • 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/) • <u>Requirements:</u> traveling to Austin once, comfort with long-distance supervision <p><u>Arlington Mayor’s Committee on People with Disabilities</u> (Availability TBD) —advocacy organization of citizen volunteers dedicated to making Arlington accessible for all https://www.arlingtontx.gov/city_hall/government/mayor/committee_on_people_with_disabilities</p> <p>Internship areas:</p> <ul style="list-style-type: none"> • Advocating for accessibility in medical and dental clinics • Helping Parks & Recreation enhance accessibility and build an all-inclusive playground • Developing online resource guides for Arlington community & visitors (adapted sports, accessible parks, accessible medical and dental clinics, etc.) • Other accessibility and disability awareness projects fitting your interests, with planning (e.g., service animals advocacy, accessible signage and programming in city libraries) • <u>Requirements:</u> attending monthly Arlington Mayor’s Committee on People with Disabilities meetings, DS 3355/THEA 3355 “Universal Design & Accessibility” or DS 3346/COMM 3346 “Disability in Mass Media” strongly recommended <p><u>City of Fort Worth ADA Coordinator</u> (Fort Worth) —helps the city implement the Americans with Disabilities Act and enhance accessibility for all residents.</p> <p>Internship areas:</p> <ul style="list-style-type: none"> • Researching, writing, and evaluating city policies re: the ADA and universal design • Areas of focus vary from semester to semester • <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 & Accessibility” or DS 3346/COMM 3346 “Disability in Mass Media” strongly recommended 		

Helping Restore Ability (South Arlington) (Availability TBD)

—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 (Availability TBD)

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

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):

- Helping to enhance digital accessibility at UTA’s Electronic Information Resources (EIR) Office
- Promoting disability awareness and universal design in learning among via Faculty Affairs/Center for Research on Teaching & Learning Excellence (CRTLE)
- 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”

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 2023

****UNLESS OTHERWISE NOTED, SPRING 2023 CLASSES ARE EXPECTED TO BE FACE-TO-FACE.**

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

DS 2301-001/ENGL 2303-006 Disability Studies: Fat Studies			
TIME	Tu/Th 5:30-6:50 pm	INSTRUCTOR	Sarah Shelton
DESCRIPTION	<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 studies.</p>		
REQUIREMENTS	<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, 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, workshopping, 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.</p>		
POTENTIAL TEXTS	<ul style="list-style-type: none"> • William Golding, <i>Lord of the Flies</i> (1954) • Robert Lipsyte, <i>One Fat Summer</i> (1977) • Julie Murphy, <i>Dumplin’</i> (2015) • Jody Houser and Francis Portela, Faith Vol. I: <i>Hollywood and Vine</i> (2016) • Roxane Gay, <i>Hunger</i> (2017) • Hulu, episodes of <i>Shrill</i> (2019) • Additional readings, videos, clips, etc. online 		
DS 3312/SOCW 3312 Disability & Social Work			
TIME	002 TuTh 11 am-12:20 pm 003 WEB 004 WEB 005 WEB	INSTRUCTOR	Darlene Hunter

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	<ul style="list-style-type: none"> • Simcock, P., & Castle R. (2016) <i>Social Work and Disability (Social Work in Theory and Practice)</i>. Cambridge: Polity Press • Other readings TBD

**DS 3321/PHIL 3341
Disability Ethics**

TIME	002 TuTh 12:30-1:50 pm Synchronous Online	INSTRUCTOR	Eli Shupe
DESCRIPTION	This course is an overview of the philosophical literature pertaining to disability and disabled experiences. Sample topics include defining disability, healthcare allocation, de-institutionalization, assisted dying and euthanasia, and the ethics of genetic and reproductive technologies		
REQUIREMENTS	PHIL 3319 Biomedical Ethics is recommended as preparation but is not required.		
POTENTIAL TEXTS	Readings will be philosophy/bioethics/disability studies papers. Short article summaries and online participation in Discord channel (text) will be required.		

**DS 3355/THEA 3355
Universal Design & Accessibility in the Performing Arts**

TIME	002 TuTh 9:30-10:50 am	INSTRUCTOR	Laurel Whitsett
DESCRIPTION	<p><i>Universal Design & 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>		
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	<ul style="list-style-type: none"> • Benjamin Reiss, David Serlin, and Rachel Adams, editors, <i>Keywords in Disability Studies</i> (NYU Press, 2015). • Online readings 		

DS 4329/MANA 4329
Disability & Work

TIME	001 WEB—first 8 weeks	INSTRUCTOR	Faye Cocchiara
DESCRIPTION	<p>Explores the complex relationship between disability and work within the United States from a current and historical perspective. Topics include study of the Americans with Disabilities Act; research on the diversity, population, and changes in proportions of people with disabilities; employment rates and experiences of people with disabilities; attitudes and perspectives surrounding and affecting the employment opportunities and experiences of people with disabilities; and ways to provide inclusive, non-discriminatory workplaces.</p> <p>This class will increase understanding of disability and work, reduce discrimination, and increase fairness and equality to employees, applicants, and customers with disabilities. Research relevant to disability and organizations, and many functions within organizations including human resources (recruitment, selection, training and development, performance management and evaluation, safety and health, etc.), marketing, and customer relations will be discussed. We will learn about historical relationships between disability and work in the United States and in U.S. organizations, about legislation related to diversity, and current research relevant to disability and work.</p>		
POTENTIAL TEXTS	<ul style="list-style-type: none"> • Barnes, C., & Mercer, G. (2018). <i>Exploring disability</i> (2nd edition). Polity Press. • Nario-Redmond, M.R. (2019). <i>Ableism: The causes and consequences of disability prejudice</i>. John Wiley & Sons. • Rose, S. F. (2017). <i>No right to be idle: The invention of disability, 1840s–1930s</i>. UNC Press Books. 		

KINE 3304
Adapted Physical Exercise & Sport

TIME	001 MWF 11-11:50 am	INSTRUCTOR	Abu Yilla
DESCRIPTION	<p>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.</p>		
PREREQUISITES	<p>Prerequisites can be waived for disability studies minors; contact Dr. Yilla at abu@uta.edu.</p>		
REQUIREMENTS	<p>Exams, in-class debate, extra-curricular community activities, practicum or research project</p>		
POTENTIAL TEXTS	<ul style="list-style-type: none"> • J.P. Winnick, <i>Adapted Physical Education and Sport</i> (6th ed.) (Champaign, IL: Human Kinetics, 2011) 		

ELECTIVES FOR THE DS MINOR: Spring 2023

** some electives require approval from the DS minor director **

****UNLESS OTHERWISE INDICATED, Spring 2023 CLASSES ARE EXPECTED TO BE FACE-TO-FACE.****

ASL 1441			
Beginning American Sign Language I			
TIME	001 TuTh 7-8:20 pm (Synchronous Online) 002 MWF 11-11:50 am (Synchronous Online) 003 MWF 5:30-6:50 pm 004 MW 4-5:20 pm	INSTRUCTOR	Lisalee Egbert and TBD
DESCRIPTION	<p>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.</p> <p>Instruction takes places in American Sign Language and written English.</p>		
POTENTIAL TEXTS	<ul style="list-style-type: none"> Learning American Sign Language Levels I and II by Tom Humphries, et al 2004 ISBN 978020527553 		
ASL 1442			
Beginning American Sign Language II			
TIME	001 MWF 10-10:50 am 002 MWF 1-1:50 am 003 MWF 10-10:50 am (Synchronous Online)	INSTRUCTOR	Annette Scolaro & TBD
DESCRIPTION	<p>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.</p> <p>Instruction takes places in American Sign Language and written English.</p>		
PREREQUISITES	ASL 1441, or the equivalent with a grade C or better		
POTENTIAL TEXTS	<ul style="list-style-type: none"> Learning American Sign Language Levels I and II by Tom Humphries, et al 2004. ISBN: 97820527553 		

ASL 2313			
Intermediate American Sign Language I			
TIME	001 MW 5:30-6:50 pm	INSTRUCTOR	Edwin?
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		
ASL 2314			
Intermediate American Sign Language II			
TIME:	001 TuTh 7-8:20 pm	INSTRUCTOR:	Edwin?
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	<ul style="list-style-type: none"> • <i>Learning American Sign Language Levels I and II</i> by Tom Humphries, et al 2004 ISBN: 9780205275533 		
ART 4332			
Race, Gender, and Disability in Early Modern Art			
TIME	001 Tu 2-4:50 pm	INSTRUCTOR	Mary Vaccaro
DESCRIPTION	The pandemic and concomitant social unrest of the past few years compelled me to modify not simply the format but also the content of what I wish to teach my students. This seminar, first taught online in 2021, is part of the journey. Throughout the semester, we will make connections between past and present with respect to gender, disability, race, and ethnicity in the hope of finding – to cite the late Congressman John Lewis, a revered Civil Rights icon – “solutions to the challenges of our time.” Topics to be discussed include Renaissance female artists and female patrons; the “discovery” of the New World and enslaved artists of color; the hairy Gonzalez family and other non-normative bodies in the Early Modern court.		
REQUIREMENTS	This small interdisciplinary seminar involves intensive reading and writing. Students should have advanced research skills in the humanities (not necessarily art history) to apply.		

****ECON 3301**
Economics of Health

TIME	006 WEB 007 WEB	INSTRUCTOR	TBD
DESCRIPTION	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		
PREREQUISITES	ECON 2306 "Principles of Microeconomics." REQUIRES PERMISSION FROM DS MINOR DIRECTOR		
REQUIREMENTS	Two midterm exams and final exam and use of iClicker2 remote device		
POTENTIAL TEXTS	<ul style="list-style-type: none"> Henderson, Health Economics and Policy, 6th edition (Cengage Learning, 2015). 		

****ENGL 3347**
Topics in Multicultural American Literatures: The Politics of Beauty

TIME	002 WEB	INSTRUCTOR	TBA
DESCRIPTION	Focuses on literature produced within one or more ethnic communities in the U.S. in order to trace a theme or to explore issues such as intersectionality, hybridity/mestizaje, diaspora, or immigrant experiences. Topics may include Afro-Latino poetry, third-world feminist writing, multicultural literature of the Southwest, cultural memory and the Jewish literary tradition, or Asian-American fiction.		
PREREQUISITES	REQUIRES PERMISSION FROM DS MINOR DIRECTOR		

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"		

HUMA 3300
Medical Humanities

TIME	001 MW 1-2:20 pm	INSTRUCTOR	Steven Gellman
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DESCRIPTION	<p>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</p> <p>Open to all disciplines and majors. Compliments health and science curriculums as well as the liberal arts</p>
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POTENTIAL TEXTS	<ul style="list-style-type: none"> No required texts Supplemental texts TBD
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KINE 3307 Sport & Society			
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TIME	001 MWF 10-10:50 am	INSTRUCTOR	Abu Yilla
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DESCRIPTION	<p>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.</p>		
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REQUIREMENTS	Quizzes, discussions board participation, in-class participation		
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POTENTIAL TEXTS	<ul style="list-style-type: none"> J.J. Coakley, <i>Sport in Society: Issues and Controversies</i> (10th ed.) (McGraw Hill, 2009) 		
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**KINE 3350 Urbanization & Vulnerable Populations			
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TIME	001 F 12-2:50 pm	INSTRUCTOR	TBA
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DESCRIPTION	<p>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</p>		
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REQUIREMENTS	REQUIRES PERMISSION FROM THE DS MINOR		
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LING 2371 Language in a Multicultural USA			
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TIME	001 TuTh 9:30-10:50 am 002 MW 2:30-3:50 pm 003 WEB 006 WEB	INSTRUCTOR	TBA
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DESCRIPTION	<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"> • 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
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REQUIREMENTS	Participation, two midterms, final exam, homework, language observation
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POTENTIAL TEXTS	<ul style="list-style-type: none"> • Rosina Lippi-Green, <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i> (Routledge, 2012)
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MANA 4326

Diversity in Organizations

TIME	002 MW 1-2:20 pm 003 MW 2:30-3:50 pm 004 TuTh 12:30-1:50 pm 005 2-3:20 pm 007 WEB	INSTRUCTOR	TBA
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DESCRIPTION	<p>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.</p>
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PREREQUISITE	Junior standing. Previous exposure to HR (MANA 3320 & OB 3318 is helpful but not mandatory)
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REQUIREMENTS	The course will include readings, cases, exams, in-class exercises and outside assignments, film, and interaction
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POTENTIAL TEXTS	<ul style="list-style-type: none"> • Myrtle P. Bell, <i>Diversity in Organizations</i> (3rd Edition) (Mason, OH: Southwestern Publishers, 2017) • Additional readings TBD
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MODL 3301

Topics in Comparative Languages, Culture, and Literature: Humor in Speech and Sign

TIME	001 TuTh 8-9:20 am	INSTRUCTOR	Laurel Whitsett
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DESCRIPTION	TBA
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REQUIREMENTS	An interest in humor and translation or interpretation is helpful but not necessary
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****PHIL 3319**

Biomedical Ethics

TIME	001 TuTh 8-9:20 pm	INSTRUCTOR	TBA
DESCRIPTION	<p>Are you interested in philosophy? Pursuing a career in the health or allied health professions? Engaged in health- or disability-related advocacy work?</p> <p>This course teaches the application of ethical theory to the practice of medicine and medical research. Topics covered include decisions at the end of life, health inequalities, abortion, and the allocation of scarce medical resources.</p> <p>Students may elect to take this course on a Service Learning pathway, in which case they will gain valuable clinical experience volunteering as a patient companion with a local hospice during the semester. Students who choose the Service Learning pathway are exempt from attendance on Fridays.</p>		
REQUIREMENTS	<p>Exams, short papers, active class participation If taken on the service-learning model: 10 hours of service outside the classroom</p>		

****SCIE 4304**
Diagnosis of Human Disease

TIME	001 MW 4-5:20 pm	INSTRUCTOR	TBA
DESCRIPTION	<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 states.</p>		
PREREQUISITES	<p>Requires Permission from the DS Minor Director</p>		

**** SOCI 3336**
Social Inequality

TIME	001 WEB	INSTRUCTOR	TBA
DESCRIPTION	<p>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</p>		
REQUIREMENTS	<p>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.</p>		

****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.		
**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.		
PREQUISITES	Requires Permission from the DS Minor Director		