

## **DISABILITY STUDIES REQUIRED COURSES: Summer & Fall 2021**

<b>DS 4395</b> Disability Studies Internship			
<b>TIME:</b>	<b>Summer:</b> Online 2 <b>Fall:</b> F2F	<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>		
<b>REQUIREMENTS</b>	<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>		
<b>PARTNERED SITES</b>	<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> (Availability TBD)  —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> </ul>		

- Other accessibility and disability awareness projects fitting your interests, with planning (e.g., service animals advocacy, accessible signage and programming in city libraries)
- Requirements: 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

#### **City of Fort Worth ADA Coordinator (Fort Worth)**

—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

#### **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 (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

(more internship sites on next page)

**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: Summer & Fall 2021 (Draft #3)

**\*\*SUMMER 2021 DS CORE & ELECTIVE CLASSES ARE ALL ONLINE, EITHER ONLINE 1 (ASYNCHRONOUS) OR ONLINE 2 (SYNCHRONOUS) MODALITIES.\*\***

**\*\*Unless noted, classes are currently planned to be face-to-face (F2F) in Fall 2021.**

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

DS 3312 / SOCW 3312 Topics in Disability Studies: Disability & Social Work			
<b>TIME:</b>	<b>Summer:</b> 11-week: 001 ( <b>Online 1</b> ) 11-week: 002 ( <b>Online 1</b> ) 11-week: 004 1-2:20 pm ( <b>Online 2</b> ) 11-week: 006 6-7:50 pm ( <b>Online 2</b> )  <b>Fall:</b> 001 TuTh 11 am-12:20 pm 002 ( <b>Online 1</b> ) 003 ( <b>Online 1</b> ) 004 ( <b>Online 1</b> ) 006 WEB ( <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>		

DS 3346-001/COMM 3346-001 Topics in Disability Studies: Disability in Mass Media			
<b>TIME:</b>	<b>Summer I (5-week): Online 1</b>	<b>INSTRUCTOR:</b>	Beth Haller
<b>DESCRIPTION</b>	The course explores how mass media frames disability and neurodiversity for the general public. This course focuses on issues related to disability and mass media representation, including journalism, TV, film, advertising, photography, documentary, video games and the Internet. Topics will include media models of representation, inspiration porn, disability blogs, accessible media, advertising and photography, disabled mimicry in TV and film, video gaming, etc.		
<b>PREREQUISITES</b>	COMM 4393 prerequisites can be waived for Disability Studies Minors; contact Dr. Rose at <a href="mailto:srose@uta.edu">srose@uta.edu</a> . DS 3321 has no prerequisites.		

<b>REQUIREMENTS</b>	Active class discussion and attendance, in-class screening responses, reading reading papers, audio description script/discussion paper, final paper on disability blogging analysis.
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>Beth Haller, <i>Representing Disability in an Ableist World</i> (Advocado Press, 2010)</li> <li>Other readings given as handouts, posted on Canvas or available online</li> </ul>

DS 3327 / HIST 4327 Cyborgs & Prosthetics			
<b>TIME:</b>	<b>Fall:</b> TuTh 5:30- 6:50 pm (F2F)	<b>INSTRUCTOR:</b>	Cathy Corder
<b>DESCRIPTION</b>	<p>A humanoid figure crosses a dystopian landscape, leaping nimbly over the shells of burned-out vehicles, while firing upon scaly alien invaders with a weapon extension that appears to be part of their left arm. They scans the landscape for additional targets using a heat-signature identification lens built into their left eye. At the University of Texas at Arlington, a professor clips a microphone to their lapel before beginning their lecture. The microphone transmits their speech to electrodes implanted in the cochlea of one student, enabling an otherwise deaf student to hear.</p> <p>You can probably guess which scenario is purely fictitious and which is actually happening today, but what do they have in common? Both involve imagery of people using prosthetics — or to draw upon a term frequently used in popular culture — cyborgs!</p> <p>In this class we will first briefly explore the history of ideas about the human body, both normal and “abnormal,” from Galen, the first physician, to Vesalius, the Renaissance anatomist, to the automatons of the Enlightenment. We will look at primary documents to reveal how individuals of different times answered the following questions: How is the human body made? How does it work? How does it reproduce? How do you repair a “broken” body? What is a “normal” body and what causes differences in bodily form?</p> <p>We will:</p> <ul style="list-style-type: none"> <li>Investigate theories about altering human bodies through prosthetics, bionics, and cyborgism through readings/viewings that may include literature, tv and movies, and museum exhibits. We will t</li> <li>Think about the ways in which science and medicine have restored body functions, augmented or enhanced performance, and even re-established identity.</li> <li>Examine current cultural depictions and debates about human/technology interactions.</li> </ul>		
<b>REQUIREMENTS</b>	<p>This class will be taught as a seminar-style course with limited lectures. Students will complete readings each week and post comments on the class blog so that we can spend most of our time in class discussing the readings and their implications. Requirements: complete readings outside of class and post comments on discussion board, active participation in classroom discussion, one short paper, a mid-term essay, an abstract and essay outline or project plan in preparation for the final, and a final essay or project.</p>		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>Edison’s Eve: <i>A Magical History of the Quest for Mechanical Life</i>, by Gaby Wood</li> <li><i>Accessible America: A History of Disability and Design</i>, by Bess Williamson</li> <li><i>The Ship Who Sang</i>, by Anne McCaffrey</li> </ul>		

<b>DS 3355 / THEA 3355</b> Universal Design & Accessibility in the Performing Arts			
<b>TIME:</b>	<b>Fall:</b> TuTh 2-3:20 pm (001) TuTh 9:30-10:50 am (002) <b>Both F2F</b>	<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 (requirement based on modality of course: F2F or online), 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	<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. 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.		
<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 (6th ed.)</i> (Champaign, IL: Human Kinetics, 2011)</li> </ul>		





## **ELECTIVES FOR THE DS MINOR: Summer & Fall 2021 (Draft #3)**

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

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**\*\*Unless noted, classes are currently planned to be face-to-face (F2F) in Fall 2021.**

<b>ASL 1441</b> Beginning American Sign Language I			
<b>TIME:</b>	<b>Summer:</b> 11-week: (001) MW 8-10 am (Online)  <b>Fall:</b> 001 MWF 11-11:50 am 002 MWF 1-1:50 pm 003 TuTh 5:30-6:50 pm (Synchronous Online) 004 MWF 10-10:50 am	<b>INSTRUCTOR:</b>	Summer: Annette Scolaro  Fall: 001 Annette Scolaro 002 Annette Scolaro 003 Cynthia Nagy 004 Annette Scolaro
<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>	<b>Summer:</b> 11-week: (001) MW 8-10 am (Online)  <b>Fall:</b> 001 TuTh 7-8:20 pm (Synchronous Online) 002 MW 5:30-6:50 pm	<b>INSTRUCTOR:</b>	<b>Summer:</b> 001 Cynthia Nagy  <b>Fall:</b> 001 Cynthia Nagy 002 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>
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<b>ASL 2313</b> Intermediate American Sign Language I			
<b>TIME:</b>	<b>Fall:</b> 001 MW 4-5:20 pm	<b>INSTRUCTOR:</b>	Travis Belmontes-Merrell
<b>DESCRIPTION</b>	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.		
<b>PREREQUISITES</b>	ASL 1442, or the equivalent, with a grade of C or better		

<b>ECON 3301</b> Economics of Health			
<b>TIME:</b>	006 TBD 007 TBD	<b>INSTRUCTOR:</b>	TBD
<b>DESCRIPTION</b>	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		
<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>		

<b>HEED 3330</b> Consumer Health and Public Health Systems			
<b>TIME:</b>	<b>Fall:</b> 001 TBA	<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>HUMA 3300</b> Medical Humanities			
<b>TIME:</b>	<b>Fall:</b> MW 2:30-3:20 pm	<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>HUMA 3340</b> Topics in Humanities: Issues in American Health Care through Film			
<b>TIME:</b>	<b>Summer 11-week:</b> WEB (Online 1)	<b>INSTRUCTOR:</b>	Steven Gellman
<b>DESCRIPTION</b>	Open to all disciplines and majors. Compliments health and science curriculums as well as the liberal arts.		
<b>REQUIREMENTS</b>	Streaming films and online discussions plus a final creative project of your short video.		
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>TBD</li> </ul>		

<b>HUMA 3340-002</b> Topics in Humanities: Health Care through Fiction			
<b>TIME:</b>	<b>Fall:</b> MWF 2-2:50 pm	<b>INSTRUCTOR:</b>	Eli Shupe
<b>DESCRIPTION</b>	Open to all disciplines and majors. Compliments health and science curriculums as well as the liberal arts		

<b>REQUIREMENTS</b>	TBD
<b>POTENTIAL TEXTS</b>	<ul style="list-style-type: none"> <li>TBD</li> </ul>

<b>KINE 3307</b> Sport & Society			
<b>TIME:</b>	<b>Fall:</b> MWF 10-10:50 am ( <b>F2F or Online</b> )	<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>	<b>Summer:</b> Summer II (5-week): MTuWTh 1-3 pm ( <b>Online 1</b> )  <b>Fall:</b> 001 TuTh 8-9:20 am	<b>INSTRUCTOR:</b>	<b>Summer:</b> Brandie Green  <b>Fall:</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>	<b>Requires permission from DS minor director</b>		

<b>LING 2371</b> Language in a Multicultural America			
<b>TIME:</b>	<b>Fall:</b> TuTh 3:30-4:50 pm (001) MW 2:30-3:50 pm (002) Asynchronous Online (003)	<b>INSTRUCTOR:</b>	001 Daniel Scarpace 002 Daniel Scarpace 003 Carly Sommerlot
<b>DESCRIPTION</b>	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:		

	<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>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>	<b>Fall:</b> 001 MW 4-5:20 pm 002 TuTh 2-3:20 pm <b>(F2F or Asynchronous Online)</b> 004 MW 2:30-3:50 pm	<b>INSTRUCTOR:</b>	(001) Faye Cocchiara (002) Kenyatta Dawson (004) Kenyatta Dawson
<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>SOCI 3336</b> Social Inequality			
<b>TIME:</b>	<b>Asynchronous Online</b>	<b>INSTRUCTOR:</b>	Dorothy Kalanzi
<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>
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<b>SOCI 4320</b> Medical Sociology			
<b>TIME:</b>	001 <b>Asynchronous Online</b>	<b>INSTRUCTOR:</b>	001 Dorothy Kalanzi
<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>	<b>Summer:</b> 11-week: (006) MW 10:30-12:20 pm 11-week: (007) MW 6-7:50 pm  <b>Fall:</b> Multiple Times	<b>INSTRUCTOR:</b>	<b>Summer:</b> 006 TBD 007 TBD  <b>Fall:</b> TBD
<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>	<b>Fall:</b> MWF 9-9:50 am	<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, midterm, final research project, written assignments on weekly robotics updates.		

<b>Potential 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>