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**DISABILITY STUDIES REQUIRED COURSES: Summer/Fall 2023 (Draft #1)**

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| **DS 3307/HIST 3307**  History of Disability | | | |
| **TIME** | **Synchronous Online**  MW 5:30-6:50 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 We will spend most of our time in class discussing the readings, films, or historical documents.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** | Summer**: Synchronous Online (11-WK)**  Fall: **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)  —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) (case-by-case basis)  —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 winningnest 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     **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”     **Whitburn & Pevsner PLLC disability rights law practice** (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       **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 2023 (draft #1)**

**\*\*UNLESS OTHERWISE NOTED, SUMMER/FALL 2023 CLASSES ARE EXPECTED TO BE FACE-TO-FACE.**

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

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| **DS 3308/HIST 3308**  History of Madness | | | |
| **TIME** | **Fall:**  **001** Tu/Th 5:30-6:50 pm | **INSTRUCTOR** | Alberto Ortiz-Díaz |
| **DESCRIPTION** | Examines insanity in its social and historical contexts through the prisms of class, race, gender, and disability from the birth of the asylum in the eighteenth century to contemporary debates about depression and psychopharmacology. Focuses on madness and psychiatry in the Global North, with comparisons to the Global South. Offered as [HIST 3308](https://catalog.uta.edu/search/?P=HIST%203308) and [DS 3308](https://catalog.uta.edu/search/?P=DS%203308); credit will be granted in only one department. | | |
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| **DS 3312/SOCW 3312**  Disability & Social Work | | | |
| **TIME** | **Summer:**  **001** WEB (11-WK)  **002** WEB (11-WK)  **Fall:**  **001** TuTh 11 am-12:20 pm  **002** WEB  **003** 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** | * 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 3321-001/MODL 3301-001  Introduction to Deaf Culture | | | |
| **TIME** | **Fall:**  **001** TuTh 3:30-4:50 pm | **INSTRUCTOR** | Lisalee Egbert |
| **DESCRIPTION** | This course explains various aspects of Deaf culture, language, and community. Multidisciplinary introduction to concepts and issues in Deaf culture and the Deaf community.  Describe American Sign Language as a modern language; describe the historical process by which Deaf education and communication methods evolved in the United States; describe the etiologies of hearing loss and additional disabilities, their prevalence, and their implications for educational/vocational programming and placement; compare and contrast historical and cultural perspectives on interactions between Deaf and hearing cultural groups, and subcultures within the Deaf community. Identify the impact of societal perspectives on the social, academic/educational, linguistic, and vocational experiences of the Deaf children and adults; describe significant features of Deaf culture including membership, cultural transmission patterns, cultural activities, appropriate terminology, humor, values, and cultural conflicts with hearing society; identify significant contributions made by Deaf Americans to American society; describe current technology use by Deaf people. | | |
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| DS 3327-002/HIST 4327-002  Cyborgs & Prosthetics | | | |
| **TIME** | **Fall:**  WEB | **INSTRUCTOR** | Katie Healey |
| **DESCRIPTION** | 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.    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!  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?  We will:   * 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 * Think about the ways in which science and medicine have restored body functions, augmented or enhanced performance, and even re-established identity. * Examine current cultural depictions and debates about human/technology interactions | | |
| **REQUIREMENTS** | 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. | | |
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| DS 3346/COMM 3346  Disability in Mass Media | | | |
| **TIME** | **Summer:**  **001** WEB **(5-WK 1)** | **INSTRUCTOR** | Emily Brooks |
| **DESCRIPTION** | Explores how mass media frames disability and neurodiversity for the general public through discussion, analysis, and accessible media creation. Focuses on issues related to disability and mass media representation, including journalism, TV, film, advertising, imagery, social media, and humor. Topics may include media models of representation, inspiration porn, disability blogs, accessible media, and disabled mimicry in TV and film, among others. Offered as [DS 3346](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uta.edu%2Fsearch%2F%3FP%3DDS%25203346&data=05%7C01%7Cmikila.salazar%40uta.edu%7Cf5d5026ad92144eae4cd08db227ed827%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C638141700417996690%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=RQRbphhJF2gRjC5TNM9kWYgaDAllUexriw63JEo9o%2FU%3D&reserved=0) and [COMM 3346](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uta.edu%2Fsearch%2F%3FP%3DCOMM%25203346&data=05%7C01%7Cmikila.salazar%40uta.edu%7Cf5d5026ad92144eae4cd08db227ed827%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C638141700418152933%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=IghTcIu0dFq0qm1KrE9lNrWeL7LBw3I4BXQLG6XozPc%3D&reserved=0); credit will be granted in only one department. | | |
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| DS 3355/THEA 3355  Universal Design & Accessibility in the Performing Arts | | | |
| **TIME** | **Fall:**  **001** TuTh 2-3:20 pm | **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 3399-001/ART 3399-001  Disability & Art | | | |
| **TIME** | **Fall:**  **001** TuTh 11 am-12:20 pm | I**NSTRUCTOR** | TBD |
| **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** | 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 or Disability Studies. | | |
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| **KINE 3304**  Adapted Physical Exercise & Sport | | | |
| **TIME** | **Fall:**  **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: Summer/Fall 2023  
\*\* some electives require approval from the DS minor director \*\***

**\*\*UNLESS OTHERWISE INDICATED, Summer/Fall 2023 CLASSES ARE EXPECTED TO BE FACE-TO-FACE.\*\***

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| **ASL 1441**  Beginning American Sign Language I | | | |
| **TIME** | **Summer:**  **001** MW 10:30 am-12:30 pm **(11-WK)**  **Fall:**  **001** TuTh 9:30-10:50 am  **002** TuTh11 am-12:20 pm  **003** TuTh 12:30-1:50 pm  **004** MW 7-8:20 pm  **005** TuTh 9:30-10:50 am | **INSTRUCTOR** | TBD |
| **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** | **Summer:**  **002** MW 8-10 am **(11-WK)**  **Fall:**  **001** TuTh 11 am-12:20 pm  **002** MW 7-8:20 pm | **INSTRUCTOR** | TBD |
| **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** | **Fall:**  **001** MW 5:30-6:50 pm | **INSTRUCTOR** | TBD |
| **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:** | **Fall:**  **001** TuTh 5:30-6:50 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** | * *Learning American Sign Language Levels I and II* by Tom Humphries, et al 2004 ISBN: 9780205275533 | | |
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| **\*\*COMM 4350**  Health Communication | | | |
| **TIME** | TuTh 11 am-12:20 pm | **INSTRUCTOR** | TBD |
| **DESCRIPTION** | Overview of health communication in interpersonal and organizational contexts as well as the role of mediated communication on human behavior and policy. Topics include the patient-provider relationship, mental health and illness, risky behaviors, and the role of media and technology in health communication. | | |
| **PREREQUISITE** | COMM 3315 and 60 hours earned, or permission of the department. | | |
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| **\*\*ENGL 1302-027**  Rhetoric & Composition II (focused on Medical Humanities, Disability Studies, & the Sciences) | | | |
| **TIME** | TuTh 12:30-1:50 pm | **INSTRUCTOR** | Sarah Shelton |
| **DESCRIPTION** | * Hones skills in critical thinking, rhetorical analysis, and effective writing. * Focuses on research, analysis, and writing for conversations in the medical humanities, disability studies, and the sciences. * Writes for a real-world audience and encourages publication | | |
| **OTHER** | * For more information write [sshelton@uta.edu](mailto:sshelton@uta.edu) | | |
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| **HEED 3330**  Consumer Health & Public Health Systems | | | |
| **TIME** | **001** WEB | **INSTRUCTOR** | TBD |
| **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 3360**  American Healthcare through Film | | | |
| **TIME** | **Summer:**  **001** WEB **(11-WK)** | **INSTRUCTOR** | TBD |
| **DESCRIPTION** | This course explores current issues in American healthcare through the lens of film. Each class will include a movie and associated discussion pertaining to that theme. The final project will include a brief, student produced film with written synopsis, created with a home device such as a cell-phone, related to a current health issue. | | |
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| **KINE 3307**  **Sport & Society** | | | |
| **TIME** | **Fall:**  **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** | **Summer:**  **001** MTuWTh 1-3 pm **(5-WK 1)**  **Fall:**  **001** F 12-2:50 pm | **INSTRUCTOR** | TBD |
| **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 | | |
| **REQUIREMENTS** | **REQUIRES PERMISSION FROM THE DS MINOR** | | |
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| **LING 2371**  Language in a Multicultural USA | | | |
| **TIME** | **Fall:**  **001** TuTh 9:30-10:50 am  **002** MW 2:30-:50 pm  **003** WEB  **006** WEB | **INSTRUCTOR** | TBD |
| **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** | **Fall:**  **001** MW 1-2:20 pm  **002** WEB (8-WK 1)  **003** WEB (8-WK 2)  **004** MW 2:30-3:50 pm | **INSTRUCTOR** | TBD |
| **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 3319**  Biomedical Ethics | | | |
| **TIME** | **Fall:**  **001** MWF 11-11:50 am  **002** MWF 10-10:50 am | **INSTRUCTOR** | TBD |
| **DESCRIPTION** | Are you interested in philosophy? Pursuing a career in the health or allied health professions? Engaged in health- or disability-related advocacy work?    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.    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. | | |
| **REQUIREMENTS** | Exams, short papers, active class participation  If taken on the service-learning model: 10 hours of service outside the classroom | | |
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| **\*\*SCIE 4303**  Clinical Medicine & the Human Experience | | | |
| **TIME** | **Fall:**  **001** MW 4-5:20 pm | **INSTRUCTOR** | TBD |
| **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. | | |
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| **\*\*SOCW 3307**  Diverse Populations | | | |
| **TIME** | **Summer:**  Multiple Times  **Fall:**  Multiple Time | **INSTRUCTOR** | TBD |
| **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. | | |
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| **\*\*SOCI 3336**  Social Inequality | | | |
| **TIME** | **Summer:**  **001** WEB **(5-WK 2)**  **Fall:**  **001** WEB | **INSTRUCTOR** | TBD |
| **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. | | |
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| **SOCI 4320**  Medical Sociology | | | |
| **TIME** | **Fall:**  **001** WEB  **002** WEB | **INSTRUCTOR** | TBD |
| **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 4307**  Special Education Legal & Policy Issues | | | |
| **TIME** | **Fall:**  **001** Th -7:50 pm | **INSTRUCTOR** | TBD |
| **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** | | |