

DISABILITY STUDIES REQUIRED COURSES: SUMMER/FALL 2020 (version #8)

DS 3307/ HIST 3307 History of Disability			
TIME:	Fall: TuTh 3:30-4:50 pm (Fully online option 2)	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. <u>Prerequisites: HIST 1311/1312 (or HIST 1301/1302).</u>		
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 We will spend most of our time in class discussing the readings, films, or historical documents.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 Blackboard, two short papers, take-home midterm, and take-home final or research paper. <u>Minors will be registered by the DS advisor.</u>		
POTENTIAL TEXTS	<ul style="list-style-type: none"> • Douglas C. Baynton, <i>Defectives in the Land</i> (2016) • Nora Ellen Groce, <i>Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard</i> (1985) • Sarah Rose, <i>No Right to Be Idle: The Invention of Disability, 1840s-1930s</i> (2017) • Bess Williamson, <i>Accessible America: A History of Disability & Design</i> (2019) • Additional readings online 		

DS 4395 Disability Studies Internship			
TIME:	Summer 11-week: WEB Fall: (Fully online option 2)	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.		
PREQUISITES	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>REQUIREMENTS</p>	<p>The student intern commits to working for a designated organization for approximately 9 hours a week for 13 weeks during a semester in an unpaid position (11 hours per week during the summer 11-week semester): 117 hours in total. During that time, the student will be trained and supervised by an employee of the organization, who will keep track of the student's hours, as well as evaluating the student's work.</p> <p>The student will also meet several times with the Disability Studies Minor's Director and and Advisor for the to report on his/her progress and will turn in a written ~8-10 page capstone essay as well as self and site evaluations at the end of the semester. This essay asks students to analyze your experiences in the internship through a critical lens. The internship experience is intended to provide students with an opportunity to apply the concepts they have learned in the classroom to real-life, real-world situations and thereby gain an appreciation of how theory and practice intersect. In this essay, students should evaluate to what extent Disability Studies concepts they learned taking DS courses were relevant, useful, or enhanced by the internship.</p>
<p>PARTNERED SITES</p>	<p><u>ADAPT of Texas (online/phone & Austin)</u> —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 (Arlington)</u> —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 (Fort Worth)</u> —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)

—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”

Office for Students with Disabilities (on campus)

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

Internship areas:

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

Per4Max Wheelchairs (Arlington)

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

Internship areas:

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

(more internship sites on next page)

Sean Pevsner (Arlington)

Disability rights and special education lawyer

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

Internship areas:

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

Scott Sabolich Prosthetics & Research (north Dallas)

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

<http://scottsabolich.com/>

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

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

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

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

Internship areas:

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

UTA accessibility projects (on campus)

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

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

Internship areas (not limited to these):

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

(more internship sites on the next page)

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

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

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

Internship areas:

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

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

DISABILITY STUDIES CORE COURSES: SUMMER/FALL 2020 (version #8)

****Asynchronous** = No required meetings at class time, work done individually with due dates assigned

****Synchronous** = required meetings during class time

DS 3312 / SOCW 3312 Topics in Disability Studies: Disability & Social Work			
TIME:	Summer: 11-week: WEB (asynchronous) (001) 11-week: WEB asynchronous) (002) Fall: TuTh 11a-12:20pm (001) (Fully online option 2) (002) WEB (003) WEB (004) 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 3321-001 / COMM 4393-001 Topics in Disability Studies: Disability in Mass Media			
TIME:	Summer II: WEB (asynchronous)	INSTRUCTOR:	Beth Haller
DESCRIPTION	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.		
PREREQUISITES	COMM 4393 prerequisites can be waived for Disability Studies Minors; contact Dr. Rose at srose@uta.edu . DS 3321 has no prerequisites.		
REQUIREMENTS	Active class discussion and attendance, in-class screening responses, reading reading papers, audio description script/discussion paper, final paper and presentation on disability blogging/social media analysis		

POTENTIAL TEXTS	<ul style="list-style-type: none"> Beth Haller, <i>Representing Disability in an Ableist World</i> (Advocado Press, 2010) Other readings given as handouts, posted on Blackboard or available online
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DS 3327 / HIST 4327 Cyborgs & Prosthetics			
TIME:	Fall: TuTh 5:30- 6:50 pm (Fully online option 2)	INSTRUCTOR:	Cathy Corder
DESCRIPTION	<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 her left arm. She scans the landscape for additional targets using a heat-signature identification lens built into her left eye. At the University of Texas at Arlington, a professor clips a microphone to his lapel before beginning his lecture. The microphone transmits his speech to electrodes implanted in the cochlea of one of his students, 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>This class will explore different perspectives on and issues raised by prosthetic use and Cyborgism. We will:</p> <ul style="list-style-type: none"> Examine the inception and history of the prosthetics industry and look at where it is today Define what we mean by Cyborg, both as a medical classification and as a figure in popular films, TV shows, comics, and literature Discuss the present day impact upon our culture of Cyborgism and speculate upon future effects as technology expands Discuss what is meant by the term post-human 		
REQUIREMENTS	<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>		
POTENTIAL TEXTS	<ul style="list-style-type: none"> Michael Chorost, <i>Rebuilt: My Journey Back to the Hearing World</i> (2005) William Gibson, <i>Neuromancer</i> (Ace Books, 1986) All other readings will be available online. 		

DS 3355 / THEA 3355 Universal Design & Accessibility in the Performing Arts			
TIME:	Fall: TuTh 2 – 3:20 pm (Fully online option 2)	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, 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 		

KINE 3304 Adapted Physical Exercise & Sport			
TIME:	Fall: MWF 11 – 11:50 am (Fully online option 2)	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. 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	Prerequisites can be waived for disability studies minors; contact Dr. Yilla at abu@uta.edu .		
REQUIREMENTS	Exams, in-class debate, extra-curricular community activities, practicum or research project		
POTENTIAL TEXTS	<ul style="list-style-type: none"> J. P. Winnick, <i>Adapted Physical Education and Sport (5th ed.)</i> (Champaign, IL: Human Kinetics, 2011) 		

ELECTIVES FOR THE DS MINOR: SUMMER/FALL 2020-revised (version #8)

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

****Asynchronous** = No required meetings at class time, work done individually with due dates assigned

****Synchronous** = required meetings during class time

ASL 1441 Beginning American Sign Language I			
TIME:	Summer: 11-week WEB, MoWe 8-10 am (mixed synchronous & asynchronous format) Fall: MWF 11-11:50 am (001) (Fully online option 2) MWF 1-1:50 pm (002) (Fully online option 2) TuTh 5:30-6:50 pm (003) (Fully online option 2) MWF 10-10:50 am (004) (Fully online option 2)	INSTRUCTOR:	Summer: Annette Scolaro Fall: Annette Scolaro (001 & 002) Cynthia Nagy (004) TBA (004)
DESCRIPTION	<p>General 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.</p> <p>Summer 2020 description: ASL 1441 will include both synchronous and asynchronous components. Students are advised to be available to meet Mondays and Wednesdays 8am-10am during the course. Though most days students will only be expected to attend synchronous meetings on Mondays and Wednesdays from 8am to approximately 9am, there are some days that the synchronous meetings may last after 9am. This will especially be true for our first class session as extra time may be required due to students becoming accustomed to the video conference features. For the synchronous component of the class, we will use either Zoom or Canvas Conferences. After the synchronous video conference, students will be assigned a variety of assignments to complete. The asynchronous component will include activities such as completing assignments in Canvas; watching videos; answering questions; uploading videos of themselves signing; practicing signing or similar activities. More information will be provided by the instructor the week before classes begin. If students have a specific question related to the course that they would like answered in advance, they may contact the instructor at annette.scolaro@uta.edu.</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:	Summer: 11-week WEB, MoWe 8-10 am (mixed synchronous & asynchronous format) Fall: TuTh 7-8:20 pm (001) (Fully online option 2) MW 5:30-6:50 pm (002) (Fully online option 2)	INSTRUCTOR:	Summer: Cynthia Nagy Fall: Cynthia Nagy (001) Travis Belmontes-Merrell (002)
DESCRIPTION	<p>General 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.</p> <p>Summer 2020 description: ASL 1442 will include both synchronous and asynchronous components. Students will be advised to be available to meet Mondays and Wednesdays from 8am-10am. Through most days the students will only be expected to attend synchronous meetings on Mondays and Wednesdays from 8am-9am. There will be some days that the synchronous meetings may last until 10am. This will especially be true for our first class session as extra time may be required due to students becoming accustomed to the video conference features. For the synchronous component of the class, we will use Canvas Conferences. After the synchronous video conference, the students will be assigned a variety of assignments and/or activities to complete. The asynchronous component will include activities such as completing assignments in Canvas such as watching videos to improve their receptive skills, answering questions, uploading videos of themselves doing their expressive video assignments, practicing signing with their peers via breakout rooms with a given assignment/activity. More information will be provided by the instructor the week before class begins. If the students have specific questions related to the course which they would like answered in advance, they may contact the instructor at cynthia.nagy@uta.edu.</p>		
PREREQUISITES	ASL 1441, or the equivalent, with a grade of C or better		
POTENTIAL TEXTS	<ul style="list-style-type: none"> <i>Learning American Sign Language Levels I and II</i> by Tom Humphries, et al 2004 ISBN: 978020527553 		

ASL 1441/1442-022 Beginning American Sign Language I & II (accelerated)			
TIME:	Fall: MWF 2-2:50 pm (Fully online option 2)	INSTRUCTOR:	Annette Scolaro
DESCRIPTION	Introduction to the basic production (expressive skills) and comprehension (receptive skills) of American Sign Language (ASL). Includes the manual alphabet and 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. No prerequisites.		
PREREQUISITES	To register for the accelerated sequence, you must first contact the Department of Modern Languages for a permission number at 817-272-3161 or modladvisor@uta.edu . You must register for both parts of the course.		

ASL 2313 Intermediate American Sign Language I			
TIME:	Fall: MW 4-5:20 pm (Fully online option 2)	INSTRUCTOR:	Travis Belmontes-Merrell
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.		
PREREQUISITES	ASL 1442, or the equivalent, with a grade of C or better		

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

ECON 3301 Economics of Health			
TIME:	Fall: WEB (006) WEB (007)	INSTRUCTOR:	Christy Spivey
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, <i>Health Economics and Policy</i>, 6th edition (Cengage Learning, 2015) 		

HEED 3330 Consumer Health and Public Health Systems			
TIME:	WEB (001)	INSTRUCTOR:	Brandie Green
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.		
PREREQUISITES	KINE 2350 "Public Health: Principles and Populations"		

HUMA 3300 Medical Humanities			
TIME:	Summer: 11-week WEB Fall: MW 2:30-3:50pm (Fully online option 1)	INSTRUCTOR:	Steven Gellman
DESCRIPTION	<p>This introductory course in Medical Humanities is designed for undergraduate and graduate students with a broad range of interests ranging from pre-health professions to non-health related fields. Since the field draws from the social sciences, the humanities, and the arts, a wide variety of topics will be explored. A journal, creative project, or community outreach experience are important opportunities for personal development and will be included in the course. The course will emphasize 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>		
REQUIREMENTS	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.		
POTENTIAL TEXTS	<ul style="list-style-type: none"> No required texts Supplemental texts TBD 		

KINE 3307 Sport & Society			
TIME:	Fall: MWF 10-10:50 am (Fully online option 2)	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, discussion board participation, in-class participation.		
POTENTIAL TEXTS	<ul style="list-style-type: none"> J. J. Coakley, Sport in Society: Issues and Controversies (10th ed.) (McGraw Hill, 2009) 		

KINE 3350 Urbanization and Vulnerable Populations			
TIME:	Fall: TuTh 8-9:20 am (001) (Fully online option 2)	INSTRUCTOR:	Brandie Green
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.		
PREQUISITES	Requires permission from DS minor director		

LING 2371 Language in a Multicultural America			
TIME:	Multiple times (Mix of Fully online option 1 & 2)	INSTRUCTOR:	TBA
DESCRIPTION	This multiculturalism course examines the relationship of language in the U.S.A. to race, ethnicity, class, religion and gender. This course satisfies the University of Texas at Arlington core curriculum requirement in Language, Philosophy, and Culture. The range of issues covered includes the following: <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 		
PREQUISITES	Requires permission from DS minor director		
REQUIREMENTS	Participation, two midterms, final exam, homework, language observation.		
POTENTIAL TEXTS	<ul style="list-style-type: none"> • Rosina Lippi-Green, English with an Accent: Language, Ideology, and Discrimination in the United States (Routledge, 2012) 		

MANA 4326 Diversity in Organizations			
TIME:	Fall: MW 4-5:20 pm (001) (Fully online option 1) TuTh 2-3:20 pm (002) (Fully online option 2) TuTh 5:30-6:50 pm (003) (Fully online option 2) MW 2:30-3:50 pm (004) (Face-to-Face)	INSTRUCTOR:	Myrtle Bell (001) Alison Birch (002) Alison Birch (003) Faye Cocchiara (004)
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	<ul style="list-style-type: none"> Myrtle P. Bell, Diversity in Organizations (3rd Edition) (Mason, OH: Southwestern Publishers, 2017) Additional readings TBD 		

SOCI 3336 Social Inequality			
TIME:	Fall: WEB (001)	INSTRUCTOR:	Dorothy Kalanzi
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.		
PREQUISITES	Requires permission from DS minor director		
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.		
POTENTIAL TEXTS	<ul style="list-style-type: none"> Social Inequality. ISBN: 9781323394205. Available at the UTA Book Store 		

SOCI 4320 Medical Sociology			
TIME:	Summer I: WEB Fall: WEB (001) (002)	INSTRUCTOR:	Dorothy Kalanzi (001 & 002)
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 modern hospitals as bureaucratic organizations.		

SOCW 3307 Diverse Populations			
TIME:	Summer: 11-week TuTh 10:30 am-12:20 pm (001) MW 10:30 am-12:20 pm (002) MW 6-7:50 pm Fall: Multiple Times (Mix of Fully online 1, Hybrid 2, & Fully online 2)	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.		
PREQUISITES	Requires permission from DS minor director if not a SOCW major.		

SPED 3301 Characteristics of Individuals with Disabilities			
TIME:	Fall: Tu 2-4:50 pm (Hybrid 2)	INSTRUCTOR:	TBA
DESCRIPTION	This course focuses on the characteristics of students with mild disabilities and their (a) related academic and social outcomes, and (b) implications for assessment and intervention. The course is specifically designed for students who seek certification in teaching children with mild disabilities, to include children who are defined by Federal and state regulations as experiencing learning disabilities (LD), intellectual disability (ID), emotional and/or behavioral disabilities (EBD), and attention deficit disorders/hyperactivity disorders (ADD/ADHD).		
PREQUISITES	Requires permission from DS minor director		

THEA 3351 Robots, Digital Humanities & Theatre			
TIME:	MWF 9-9:50 am (Fully online option 1)	INSTRUCTOR:	Julienne Greer
DESCRIPTION	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.		
Requirements	Discussion in moderated Socratic method, final research project, written assignments on weekly robotics updates.		
Potential Texts	<ul style="list-style-type: none"> • <i>RUR</i> by Karel Capek; <i>Alone Together</i> by Sherry Turkle (2011) • Readings online: peer-reviewed articles, journals, and others 		