

DISABILITY STUDIES REQUIRED COURSES: Summer & Fall 2022 (Draft #3)

DS 3307/ HIST 3307 History of Disability			
TIME:	Fall: Synchronous online: TuTh 3:30-4:50 pm	INSTRUCTOR:	Sarah Rose
DESCRIPTION	Twenty percent of Americans have a disability, but the experiences of most disabled people remain invisible to us. This course will explore the changing lives of people with disabilities—from railroad workers and rights activists to wheelchair athletes and participants in freak shows—as well as the history of disability policy and conceptions of disability. Rather than treating disability as merely a medical impairment, we will investigate the historical and cultural variability of disability during the nineteenth and twentieth centuries. Our explorations in disability history will also offer a new way of looking at classic topics in American history, such as citizenship, work, gender, education, and the civil rights movement. This course fulfills requirements for the History/Pre-Law major and is a required course for the Minor in Disability Studies. <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 We will spend most of our time in class discussing the readings, films, or historical documents.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 Canvas, 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) • Additional readings online 		

DS 4395 Disability Studies Internship			
TIME:	Summer (11-week): Synchronous Online	INSTRUCTOR:	Sarah Rose
	Fall: Synchronous Online		
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</u> (online/phone & Austin) —major grassroots organization for disability advocacy http://adaptoftexas.org/ and http://adaptmuseum.net/gallery/</p> <p>Internship areas:</p> <ul style="list-style-type: none"> • Disability rights policy and legislative advocacy, especially re: voting, housing & deinstitutionalization • Accessible web and digital museum design • Disability history work with the ADAPT museum (http://adaptmuseum.net/gallery/) • <u>Requirements:</u> traveling to Austin once, comfort with long-distance supervision <p><u>Arlington Mayor's Committee on People with Disabilities</u> (Availability TBD) —advocacy organization of citizen volunteers dedicated to making Arlington accessible for all https://www.arlingtontx.gov/city_hall/government/mayor/committee_on_people_with_disabilities</p> <p>Internship areas:</p> <ul style="list-style-type: none"> • Advocating for accessibility in medical and dental clinics • Helping Parks & Recreation enhance accessibility and build an all-inclusive playground • Developing online resource guides for Arlington community & visitors (adapted sports, accessible parks, accessible medical and dental clinics, etc.) • Other accessibility and disability awareness projects fitting your interests, with planning (e.g., service animals advocacy, accessible signage and programming in city libraries) • <u>Requirements:</u> attending monthly Arlington Mayor's Committee on People with Disabilities meetings, DS 3355/THEA 3355 "Universal Design & Accessibility" or DS 3346/COMM 3346 "Disability in Mass Media" strongly recommended <p><u>City of Fort Worth ADA Coordinator</u> (Fort Worth) —helps the city implement the Americans with Disabilities Act and enhance accessibility for all residents.</p> <p>Internship areas:</p> <ul style="list-style-type: none"> • Researching, writing, and evaluating city policies re: the ADA and universal design • Areas of focus vary from semester to semester • <u>Requirements:</u> attending Fort Worth Mayor's Committee on People with Disabilities meetings, strong writing and research skills, DS 3355/THEA 3355 "Universal Design & Accessibility" or DS 3346/COMM 3346 "Disability in Mass Media" strongly recommended <p><u>Helping Restore Ability</u> (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</p>

<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 2022 (Draft #3)

****UNLESS OTHERWISE INDICATED, SUMMER/FALL 2022 CLASSES ARE EXPECTED TO BE FACE-TO-FACE.****

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			
TIME:	Summer: 11-week: 001 (WEB) 11-week: 002 (WEB) Fall: 001 TuTh 11 am-12:20 pm 002 WEB 003 WEB	INSTRUCTOR:	TBD & 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 3346-001/COMM 3346-001 Disability in Mass Media			
TIME:	Summer II (5-week): WEB	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 on disability blogging 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 Canvas or available online
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DS 3327 / HIST 4327 Cyborgs & Prosthetics			
TIME:	Fall: TuTh 5:30- 6:50 pm	INSTRUCTOR:	TBA
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 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"> 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	<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"> Edison's Eve: <i>A Magical History of the Quest for Mechanical Life</i>, by Gaby Wood <i>Accessible America: A History of Disability and Design</i>, by Bess Williamson <i>The Ship Who Sang</i>, by Anne McCaffrey 		

DS 3355 / THEA 3355 Universal Design & Accessibility in the Performing Arts			
TIME:	Fall: TuTh 2-3:20 pm (001) TuTh 9:30-10:50 am (002)	INSTRUCTOR:	Laurel Whitsett
DESCRIPTION	<p><i>Universal Design & Accessibility in the Performing Arts</i> introduces students to the concept and practice of universal design (or inclusive design): designing environments, events, buildings, and products to accommodate the broadest spectrum of human ability, size, age, and other characteristics. Using the performing arts as a case study, we will explore how to put into practice the accessibility guidelines of the Americans with Disabilities Act of 1990. In this discussion-based course, we will consider the adaptations artists and performers themselves make and require in order to fully participate in art-making processes and the adaptations patrons require in order to fully experience performing arts productions. The topics covered are designed to expand awareness of the arts' diverse populations resulting in a greater sense of community, improved social responsibility, and creation of innovative solutions to some of today's common accessibility issues.</p> <p><i>Acting and performing are not required in this course. This class is open to all and does not require any background or experience in the performing arts or in Disability Studies.</i></p>		
REQUIREMENTS	Participation, take-home quizzes, attendance at a UTA play (requirement based on modality of course: F2F or online), final project (with the choice of working individually).		
POTENTIAL TEXTS	<ul style="list-style-type: none"> Benjamin Reiss, David Serlin, and Rachel Adams, editors, <i>Keywords in Disability Studies</i> (NYU Press, 2015) Online readings 		

KINE 3304 Adapted Physical Exercise & Sport			
TIME:	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 .		
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 (6th ed.)</i> (Champaign, IL: Human Kinetics, 2011) 		

ELECTIVES FOR THE DS MINOR: Summer & Fall 2022 (Draft #3)

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

****UNLESS OTHERWISE INDICATED, SUMMER/FALL 2022 CLASSES ARE EXPECTED TO BE FACE-TO-FACE.****

ASL 1441 Beginning American Sign Language I			
TIME:	Summer 11 week: MW 8-10 am (Synchronous Online) Fall: 001 MWF 11-11:50 am (Synchronous Online) 002 MWF 1-1:50 pm (Synchronous Online) 003 TuTh 5:30-6:50 pm (Synchronous Online) 004 MWF 10-10:50 am (Synchronous Online)	INSTRUCTOR:	TBA
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	<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 1442 Beginning American Sign Language II			
TIME:	Summer 11 week: MW 8-10 am (Synchronous Online) Fall: 001 TuTh 7-8:20 pm (Synchronous Online) 002 MW 5:30-6:50 pm	INSTRUCTOR:	TBA
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 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
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ASL 2313 Intermediate American Sign Language I			
TIME:	Fall: 001 MW 4-5:20 pm	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		

**COMM 4350 Health Communication			
TIME:	001 TuTh 2-3:30 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.		
PREREQUISITES	COMM 3315 and 60 hours earned, or persmision of the COMM department. Requires permission from DS minor director		

**ECON 3301 Economics of Health			
TIME:	006 WEB 007 WEB	INSTRUCTOR:	TBD
DESCRIPTION	An economic perspective on a variety of timely health policy issues, including: determinants of health status, impact of economic forces on the health sector, demand and supply of health services, the role of competition, new organizational entities, the changing regulatory climate, health expenditures, public and private insurance, incentives, provider education and labor markets, hospitals, prescription drugs, malpractice, externalities, long-term care, the Internet, Patient Protection and Affordable Care Act of 2010, and various proposals for reform		
PREREQUISITES	ECON 2306 "Principles of Microeconomics." Requires permission from DS minor director		
REQUIREMENTS	Two midterm exams and final exam, and use of iClicker2 remote device.		
POTENTIAL TEXTS	<ul style="list-style-type: none"> Henderson, <i>Health Economics and Policy</i>, 6th edition (Cengage Learning, 2015) 		

HEED 3330 Consumer Health and Public Health Systems			
TIME:	Fall: 001 WEB	INSTRUCTOR:	TBA
DESCRIPTION	Analysis of personal, social, cultural, economic, and political aspects of health. Topics covered include managed health care, health insurance, health services/products, doctor-patient communication, traditional vs. non-traditional medicine, diagnosis and treatment of chronic diseases, and health legislation.		
PREREQUISITES	KINE 2350 "Public Health: Principles and Populations"		

**HIST 3330 U.S. Legal & Constitutional History, Colonial to 1877			
TIME:	Fall: 001 TuTh 11 am-12:20 pm	INSTRUCTOR:	TBA
DESCRIPTION	Traces the adaptation of laws to changing social and economic needs with emphasis on the interrelations of law, public opinion, the legal profession, judiciary, and the political process. Topics include the transatlantic origins of American law, slavery and indentured servitude, poor laws and dependency, family law and gender, developments in criminal and civil law, and the failure of Reconstruction.		
PREREQUISITES	Requires permission from DS minor director		

HIST 4333 Comparative Civil Rights			
TIME:	Fall: 001 TuTh 12:30-1:50 pm	INSTRUCTOR:	Cristina Salinas
DESCRIPTION	Explores the U.S. civil rights movement from a comparative perspective, exploring the African American civil rights movement, Chicano movement, women's liberation movement, gay liberation, and disability rights movement		

HUMA 3300 Medical Humanities			
TIME:	Fall: MW 2:30-3:20 pm	INSTRUCTOR:	Steven Gellman
DESCRIPTION	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		
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

HUMA 3340 Topics in Humanities: Stories of Illness and Care			
TIME:	Fall: MWF 4-4:50 pm	INSTRUCTOR:	Eli Shupe
DESCRIPTION	The course explores issues in healthcare through variety of different media, such as short stories, poetry, visual art, and video games. Students can fulfill the coursework requirement for this class either by completing traditional written assignments or submitting creative works in a medium of their choice. Open to all disciplines and majors. Compliments health and science curriculums as well as the liberal arts.		
REQUIREMENTS	TBD		
POTENTIAL TEXTS	<ul style="list-style-type: none"> • TBD 		

HUMA 3360 Topics in Humanities: American Health Care through Film			
TIME:	Fall: 001 WEB	INSTRUCTOR:	Steven Gellman
DESCRIPTION	Open to all disciplines and majors. Compliments health and science curriculums as well as the liberal arts		

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, 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:	Summer: 11-week: 001 WEB Fall: 001 F 12-2:50 pm	INSTRUCTOR:	TBA
DESCRIPTION	Explain and apply ethical principles that apply to the use of information technology as those pertain to accessing, collecting, analyzing, using, maintaining, and disseminating data and information.		
PREQUISITES	Requires permission from DS minor director		

LING 2371 Language in a Multicultural America			
TIME:	Fall: 001 TuTh 9:30-10:50 am 002 MW 2:30-3:50 pm 003 WEB 006 WEB	INSTRUCTOR:	TBA
DESCRIPTION	This multiculturalism course examines the relationship of language in the U.S.A. to race, ethnicity, class, religion and gender. This course satisfies the University of Texas at Arlington core curriculum requirement in Language, Philosophy, and Culture. The range of issues covered includes the following: <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 		
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: 001 MW 4-5:20 pm 002 WEB 003 WEB 004 MW 2:30-3:50 pm	INSTRUCTOR:	TBA
DESCRIPTION	The purpose of this class is to introduce students to theoretical and practical ideas about diversity in organizations, increase understanding of the concept of diversity in organizations, reduce discrimination, and increase fairness and equality to employees, applicants, and customers. It will improve students' ability to address diversity as a manager and employee. We will learn about historical bases of diversity in the U.S. and in U.S. organizations, about inter- and intra-national diversity, about legislation related to diversity, and about trends in diversity from a variety of sources. We will cover race and ethnicity, sex and gender, sexual orientation, disability, work and family, and weight and appearance. This is not a diversity-training course, although some course concepts will be useful for those interested in diversity training.		
PREREQUISITE	Junior standing. Previous exposure to HR (MANA 3320 & OB 3318) is helpful but not mandatory.		
REQUIREMENTS	The course will include readings, cases, exams, in-class exercises and outside assignments, film, and interaction.		
POTENTIAL TEXTS	<ul style="list-style-type: none"> Myrtle P. Bell, Diversity in Organizations (3rd Edition) (Mason, OH: Southwestern Publishers, 2017) Additional readings TBD 		

PHIL 3319 Biomedical Ethics			
TIME:	MWF 11-11:50 am	INSTRUCTOR:	Eli Shupe
DESCRIPTION	<p>Are you interested in philosophy? Pursuing a career in the health or allied health professions? Engaged in health- or disability-related advocacy work?</p> <p>This course teaches the application of ethical theory to the practice of medicine and medical research. Topics covered include decisions at the end of life, health inequalities, abortion, and the allocation of scarce medical resources.</p> <p>Students may elect to take this course on a Service Learning pathway, in which case they will gain valuable clinical experience volunteering as a patient companion with a local hospice during the semester. Students who choose the Service Learning pathway are exempt from attendance on Fridays.</p>		
REQUIREMENTS	<ul style="list-style-type: none"> Exams, short papers, active class participation If taken on the Service Learning model: 10 hours of service outside the classroom. 		

POLS 4350 Health Politics & Policy
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TIME:	001 TuTh 2-3:20 pm	INSTRUCTOR:	Daniel Sledge
DESCRIPTION	Debates over the role of government in providing access to health care have been a prominent feature of American politics for the past century. This course examines the politics of health care debates in America as well as major features of federal health policy		
PREQUISITES	Must have taken POLS 2311 and POLS 2312.		

**SOCI 3336 Social Inequality			
TIME:	Fall: 001 WEB	INSTRUCTOR:	TBA
DESCRIPTION	Examines the processes, characteristics, and consequences of social inequality in society. Topics include the social class structure, status groups, and elite power structure as they influence people's life chances.		
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:	001 WEB 002 WEB	INSTRUCTOR:	Dorothy Kalanzi
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: 007 MW 6-7:50 pm 11-week: 008 WEB	INSTRUCTOR:	TBA

	11-week: 009 WEB Fall: Multiple Times		
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:	Summer: 7-week: 001 WEB 7-week: 002 WEB	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 if not a SPED major		

THEA 3351 Robots, Digital Humanities & Theatre
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TIME:	MWF 9-9:50 am	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 		