



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit CLAS/SST Department School of Social Transformation

Subject SST Number 235 Title DISABILITY JUSTICE AND ADVOCACY Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) _____

Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description: _____

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Fine Arts and Design core courses \(HU\)](#)
- [Social and Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mary Margaret Fonow Date: _____

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	See Week 2: No Pity and Week 9 on Sexuality
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	See Week 2: No Pity, and Course Readings Weeks 8-14
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	Designation
SST	235	Disability, Justice and Advocacy	CULTURAL

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
The course must contribute to an understanding of cultural diversity in contemporary U.S. Society	No Pity studies the history of the disability rights movement and also compares it to other civil rights movements such as the LGBTQ movement. The study of how healthcare, sexuality, socio-economic issues and employment relate to people with disabilities allows students to have an in depth understanding of how constructs of disability are applicable to all aspects of everyday life.	No Pity and course work weeks 8-14
The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Please see above.	No Pity and course work weeks 8-14

DISABILITY JUSTICE AND ADVOCACY

Instructor: Annie Goldsand
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REQUIRED TEXT: *No Pity*, by Joseph Shapiro

COURSE OVERVIEW:

This course is designed to teach the overarching history of the disability rights movement and how it is similar to and different from other civil and rights movements. This course will examine how policies and activism are interconnected within this movement, in addition to looking at other human categories related to disabilities such as gender, sexuality, race and socio-economic status.

The course is broken down into different sections. First, we will look at the movement as a whole, and then we will see how the movement continues today. Next, we will look into how most people with disabilities get their health care and how they relate to the workforce and to other state and national issues. After we have a general sense of what the country's disability population looks like, we will study related issues of sexuality, gender and socio-economic status.

I will post reading and assignments on Blackboard. Please keep track of your coursework and look ahead if you think one assignment will take you longer to do than others. It is your responsibility to keep up to date on course requirements on Blackboard. I have the right to change assignments, so please keep yourself up to date as to what is happening on Blackboard.

ASU Disability Resource Services coordinates accommodation and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DRS, please do so as soon as possible at (480) 965-1234.

ACADEMIC DISHONESTY:

In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

LEARNING OBJECTIVES:

The goal of this course is to help you think critically about the following topics:

1. The history of disability as it relates to other civil rights movements
2. The impact of health care and poverty on disability issues
3. The representation of disability in the media and how that relates to self awareness and self empowerment
4. The impact of policymaking and activism on the lives of those with disabilities

ASSIGNMENTS:

All assignments will be due by 11:59PM on the date assigned. Please make sure that all assignments are turned in on time and are professional in manner.

*Please note: All "Discussion Board Assignment" topics will be posted on Discussion Board ahead of time and are due as noted above.

GRADE CALCULATIONS:

Discussion Boards (10 points each x 6 weeks)	60 points
PowerPoint Presentation due on <i>No Pity</i>	25 points
Healthcare Paper	25 points
PowerPoint on Assistive Technology	25 points
Final Exam	60 points
Total:	195 points

LATE ASSIGNMENT POLICY:

Late assignments will be accepted up to one week from the due date with 50% credit. Anything turned in past one week of the due date will receive a zero on the assignment.

GRADE BREAKDOWN:

A+	189-195
A	181-188
A-	175-180
B+	169-174
B	161-168
B-	156-160
C+	150-155
C	136-149
D	117-135
E	Less than 116

Week 1: Introduction

Reading/Viewing Assignments:

- a. No Pity: Chapters 1, 2, and 4.
- b. Disability Rights Galaxy: Michael Bailey's Intro to the Disability Rights Movement (watch parts 1 through 3)
 - i. <http://disabilityrightsgalaxy.com/category/video/perspectives/>
- c. Adrian's Presentation to the Committee on the Judiciary
 - i. http://www.youtube.com/watch?v=zAviM4QRBrE&feature=player_embedded#!
- d. "There Is No Hierarchy of Oppressions" by Audre Lorde
 - i. http://uuliveoak.org/pdfs/worship_9-04-09_excerpts_no_hierarchy_of_oppressions.pdf

Week 2: Healthcare

Reading/Viewing Assignments:

- e. No Pity: Chapters 6, 8 and 9.
- f. Medicaid: A Primer – Key Information on the Nation's Health Coverage Program for Low-Income People
 - i. <http://kaiserfamilyfoundation.files.wordpress.com/2010/06/7334-05.pdf>
- g. How the Affordable Care Act Makes Health Coverage More Affordable
 - i. <http://familiesusa2.org/assets/pdfs/health-reform/Making-Coverage-More-Affordable.pdf>
- h. No Easy Answers on Financing Long-Term Care
 - i. http://newoldage.blogs.nytimes.com/2013/09/19/no-easy-answers-on-financing-long-term-care/?_r=0

Week 3: Sexuality/Gender: Please be aware that videos below have content that is graphic and speaks about mature, adult subjects. If you are not comfortable watching the videos, please contact me for different assignment options.

Reading/Viewing Assignments:

- i. Disability and Sexuality with Gary Karp (Watch at least the first 30 minutes of the presentation)
 - i. Video: <http://www.youtube.com/watch?v=CPFmdeDuS4E>
- j. Los Angeles Times: Disabled men at higher risk of sexual abuse than non-disabled men
 - i. <http://articles.latimes.com/2011/oct/11/news/la-heb-disabled-men-sexual-abuse-20111011>
- k. Sexabled: Disability Uncensored
 - i. <http://www.youtube.com/watch?v=EqLURsGgdsM>

Week 4: Socio-economic Issues:

Reading/Viewing Assignments:

- l. End the Cycle – EXPLAINED
 - i. <http://www.youtube.com/watch?v=BNhVu6kD-NI#at=196>
- m. InDepth: EDUCATION, Disability and Poverty
 - i. <http://www.youtube.com/watch?v=ijRU4akqobM>
- n. Poverty and Hardship Among Working-Age People with Disabilities by Gina Livermore
 - i. <http://www.disabilitypolicyresearch.org/Forums/20091203/livermore.pdf>
- o. Segregated and Exploited: The Failure of the Disability Service System to Provide Quality Work: (please focus on specifically on pages 28-35)
 - i. <http://ndrn.org/images/Documents/Resources/Publications/Reports/Segregated-and-Exploited.pdf>

Week 5: Employment:

Reading/Viewing Assignments:

- p. No Pity: Chapter 5
- q. NDRN setting the record straight on myths about people with disabilities working:
 - i. http://www.ndrn.org/images/Documents/Issues/Vocational_Employment/Employment_Challenging_Perception.pdf
- r. Arizona Center for Disability Law: An Overview of the Employment Protections of the Americans with Disabilities Act
 - i. <http://azdisabilitylaw.org/New%20Logo%20Guides/E1%20New%20Logo%20.pdf>
- s. Real Work for Real Pay: Persons with Disabilities Entering the Labor Force, presented by Paul Wehman, Ph.D.,
 - i. http://kesslerfoundation.org/media/files/podcasts/2010_esta_brook.mp3

Week Six: Housing/Access/Assistive Technology

Reading/Viewing Assignments:

- t. No Pity: Chapter 7
- u. Disability Law Lowdown 26 - Transportation
 - i. <http://dll.ada-podcasts.com/pods/DLLPod26.mp3>
- v. The Future of Fair Housing: Report of the National Commission on Fair Housing and Equal Opportunity
 - i. http://www.nationalfairhousing.org/Portals/33/reports/Future_of_Fair_Housing.PDF (You only need to read pages 5-12)
- w. Assistive Technology at ATech Services

i. <http://www.youtube.com/watch?v=yQGGXXI9PSw>

ASSIGNMENTS:

- ❖ REFLECTION PAPER: Due October 30th at 11:59PM AZ time.
 - Write up to one page about your thoughts on the video and No Pity reading assignment. Include any questions you have and include what you hope to gain from this course. Please be open to telling me what inspired you to take this class and how you can get the most out of it.

- ❖ NO PITY POWERPOINT PRESENTATION: Due: November 6th 2013 at 11:59PM AZ time.
 - Ed Roberts was one of many leaders in the disability rights movement. You have read about his leadership and his determination to be integrated into a society that was not accommodating to people with disabilities.
Your assignment is to create a PowerPoint Presentation with 10-15 slides about another leader in the disability rights movement. Tell me about this individual: how did they become involved? What successes or legacies did they leave behind? What barriers did they face, and how did they overcome them? To complete this assignment you will have to do research outside of our course materials. I want you to explore the Internet or library. Find someone you think is interesting and relevant to this movement and make your presentation on this individual. You must use two outside sources, and please use APA citations.

- ❖ HEALTHCARE PAPER: Due: November 20th 2013 at 11:59PM AZ time.
 - There are numerous opinions on the Affordable Care Act and what it does or doesn't do to help our nation. After doing your reading assignments, you should have a better understanding of the importance and the complexity of the healthcare system as it relates to people with disabilities. Your assignment is to pick one major cornerstone of the ACA and write a 2-3-page paper telling me your opinion on that piece of the law. For instance, the new ACA prohibits insurance companies from excluding people with pre-existing conditions from healthcare coverage. Do you agree that this is an important piece of the new law? Why or why not? What do the critics say about this new rule? Who does this burden? You must address both sides of the argument and explain your opinion and defend it.

- ❖ ASSISTIVE TECHNOLOGY POWERPOINT PRESENTATION: Due: November 27th 2013 at 11:59PM AZ time.

- Assistive technology such as a wheelchair or a computer can change a person's life. Please do some research and find one piece of technology you find interesting that helps people with disabilities become more independent. There are organizations that specialize in wheelchairs, adaptive driving equipment, specialized keyboards or other devices. There is newer technology that is being incorporated into our everyday products, such as the Kindle, which can read the book to you if you have limited or no vision. Create a PowerPoint Presentation on this piece of equipment. You should have a minimum of 10 slides. Be sure to describe how this technology can improve someone's independence. Also look at funding sources. Who pays for the equipment? How hard is it to get? How expensive it is? What other barriers are people faced with when trying to access this technology?
Please send me your technology choice by email no later than 11/22/13.
The actual assignment is due 11/27/13.

❖ FINAL: Due Friday December 6th, 2013 at 11:59 PM AZ time

People with Disabilities
Forging a New Civil Rights Movement

NO PITY



JOSEPH P. SHAPIRO

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