

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 360K/SW 387R17	Instructor:	Dr. Nick Wings-Yanez
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Semester:	Fall 2020	Office:	3.XXX
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Making Systems Work for People with Disabilities

I. STANDARDIZED COURSE DESCRIPTION

This web-based course provides an overview of disability policy. Topics include the history of the disability rights movement, relevant federal and state legislation, legal and ethical issues, services and supports through federal and state programs, the political economy of disability, and disability culture, advocacy, and leadership issues.

II. STANDARDIZED COURSE OBJECTIVES

Learning objectives for this course are as follows:

- The student will understand the major events in the history of the disability movement and their relationship to current legislation, policy, legal issues, and service delivery affecting people with disabilities.
- The student will understand the content and the intent of recent legislation and court decisions that affect people with disabilities.
- The student will identify how attitudes and beliefs about disability may affect the development of legislation, legal decisions, and policies.
- The student will explore and critically evaluate the complex issues related to the political economy of disability.
- The student will examine federal and state agencies providing services to people with disabilities and their families.
- The student will examine the complex process of obtaining needed services through federal and state waiver programs
- The student will identify qualities of the disability culture and how mainstream culture perceives it
- The student will critically evaluate the importance of disability advocacy and leadership, and consider ways to support this movement.

III. TEACHING METHODS

This class is entirely online.

In order for this course to succeed, we must all make a commitment to honoring the diversity of the human experience and remaining open to the exploration of this diversity. As part of our

commitment to cultivating this kind of environment, we bring the following assumptions to the course:

- Students and professors both bring valuable experience, knowledge, and insights, and our learning this semester will be a collective effort.
- We all have areas of knowledge and mastery. Likewise, we all have gaps. Education is the process of filling these gaps, sharing knowledge, and illuminating new insights, connections, and questions.
- Everyone has the right to voice. We ask that you treat one another professionally, but encourage you all to ask questions, interrogate assumptions, and share your knowledge.
- Critical feedback and evaluation are constructive tools for growth and improvement. Throughout this class, you will be pushed to think deeply and critically about course materials, and to question your assumptions. This is all part of the learning process.
- It is accepted as a given in this course that discrimination, oppression, and marginalization are part of our society. This includes ableism, sexism, racism, classism, homophobia, transphobia, and other forms of intolerance. We will not tolerate their expression (in any form) in this course. We will, however, invite these issues into our dialogue for critique and exploration.

(excerpted from Dr. Ben Anderson-Nathe)

IV. REQUIRED TEXT AND MATERIALS

All other readings and materials will be provided to students in Canvas.

V. COURSE REQUIREMENTS

Critical Thinking: Disability studies is the study of how disability interacts with society, economics, history, politics, and other areas. Disability as an identity and an experience is integral to any discussion of -isms (eg. Racism, heterosexism, classism, etc.). I do not want any work in this course to be busy work. My goal is for students to unpack preconceived notions, biases, and unlearn a lot of misinformation AND THEN figure out how to apply this new information or way of thinking to life; this application can mean professionally or personally or both.

Assignments: Students will complete all readings or other assigned materials (including videos or additional topical research) for each lesson. In addition, students will complete assignments to demonstrate their understanding of these readings and course materials. Details will be provided each week so that these activities can best address the topics at hand. Most assignments will be writing exercises. Students' grades will also include participation in targeted online discussions about the lesson's themes. Together, these lesson assignments are critical for developing an understanding of the intersections of disability and systems.

.Again, all assignment will be due by Wednesday at 11:59 p.m. at the latest, unless otherwise specified.

ASSIGNMENTS

There are various assignments related to this course. Each lesson has reflection papers, online discussions, and short answer papers. Each lesson provides instructions for the assignment, point values, and format for assignments.

- **Lecture Questions:** Each lecture has questions posted throughout with a symbol



indicating what needs answered. Answer these questions short answer. No citations needed or required formatting. Simply number your answers according to the numbers on the lecture so I can grade accurately.

- **Activities:** These will be activities I ask you to do to support your learning in the class. All activities are required unless specified as OPTIONAL. These activities will involve you “doing” something.
- **Reaction to Readings:** Each reaction to readings has some REQUIRED readings and some OPTIONAL readings. Students are asked to read the REQUIRED and an OPTIONAL reading of their choosing and then write a reflection paper with good grammar and spell check. These papers should be well-constructed syntheses of the information presented including your interpretation and ideas. Use the basic structure of a five-paragraph essay. Each paragraph should have a strong topic sentence with 3-4 supporting sentences.
- **Readings on the Web:** Students will read documents and websites and are asked to write their reactions or analyses of the information presented. Each reading will have specific instructions.
- **Listen to This!:** Sometimes, I will ask you to listen to something available online and react to what you heard. Each assignment will have specific instructions.
- **Discussions:** Each lesson, there will be questions for students to answer and discuss. These posts are required and must include the following:
 - Your post must be at least 2 paragraphs AND add something new to the discussion. Alternately, students can post an audio/video that is at least two minutes long.
 - You must respond to at least one other student (if you are the first to post, ask some questions of your peers regarding the topic). This can also be an audio/video.
 - These discussion posts substitute in-class discussions. Respond to one another, comment, and respectfully and thoughtfully counterpoint. I do read all posts. At times, I will respond and comment as well. However, I try not to interrupt the flow of the conversation between students.

EXTRA CREDIT: An extra 1 point (to be attributed to Final Grade) is possible for completing the TCDS survey posted at the beginning and end of the semester in the announcement section of Canvas.

There will be no exams for this class. Students will demonstrate their understanding of the materials and proficiency in the course learning objectives through lesson assignments. I will often ask you to synthesize information from previous lessons in order to build upon what you've already learned.

All due dates will be 11:59pm Wednesday evenings.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Late Work: Whenever possible, contact the professor in advance of any anticipated late work. Discussion posts can only occur during the week assigned since class interaction is part of the grade, so these cannot be made up.

Class Participation: Students are expected to participate in any required activities or assignments. Failure to do so will have a negative impact on one's grade. Since this is an online course, student participation will be assessed via assignments, online discussions, and interactions on Slack.

Behavior Expectations: All students are expected to carry themselves in a respectful and professional manner.

Communication: Students are encouraged to contact the professor with any questions or concerns. Email will be the primary form of communication, and the professor will respond to emails received on weekdays (Monday-Friday) within 36 hours.

Grades: Grades received are final and are not subject to negotiation. **An extra 1 point** is possible for the assignments grade by completing both surveys (beginning and end of semester) for TCDS (these will be in announcements).

The professor reserves the right to make changes to course readings, assignments, and due dates detailed in this syllabus.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor

Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to University Health Services, and faculty and staff report to the HealthPoint Occupational Health Program (OHP) as soon as possible. Please see this link to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this University Health Services link.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due (Every Wednesday by 11:59pm)	Readings, etc.
08/27	Week 1: Introduction	<p><i>Due 09/02:</i> <i>Reading reflection</i></p> <p><i>Canvas Discussion</i></p>	<ul style="list-style-type: none"> • Lecture • Syllabus • 10 Principles of Disability Justice • Intersectionality (K. Crenshaw) video • Zayid, M. (2020). Say the word. • APA Language

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09/03 and 09/10	Lesson 1: What is Disability?	<p>Due: 09/16</p> <p><i>Activity 1</i></p> <p><i>Reaction to Readings</i></p> <p><i>Canvas Discussion</i></p> <p><i>Activity 2</i></p> <p><i>Web Hunt</i></p> <p><i>Grad only Canvas Discussion</i></p>	<ul style="list-style-type: none"> • Lecture • Disability (Keywords to Disability Studies) • Impairment (Keywords to Disability Studies) • Brown, S. (2015). Disability Culture and the ADA • Shapiro, J. From charity to independent living
09/17 and 09/24	Lesson 2: Federal and State Legislation	<p>Due 09/30</p> <p><i>Lecture answers</i></p> <p><i>Reaction to Readings</i></p> <p><i>Listen to This! Part 1</i></p> <p><i>Canvas Discussion 1</i></p> <p><i>Listen to This! Part 2</i></p> <p><i>Lecture 2 Answers</i></p> <p><i>Read on the Web</i></p> <p><i>Grad Only Web 2</i></p> <p><i>Canvas Discussion 2</i></p>	<ul style="list-style-type: none"> • Lecture 1 and 2 • Leveling the Playing Field • The story of ADA... • Just how much diversity... • Barriers to cross state movement... • Hidden army for Civil Rights

<p>10/01 and 10/08</p>	<p>Lesson 3: Services and Supports</p>	<p><i>Due 10/14</i> <i>Lecture 1 answers</i></p> <p><i>Canvas discussion</i></p> <p><i>Reaction to readings</i></p> <p><i>Activity 1</i></p> <p><i>Lecture 2 answers</i></p> <p><i>Read on the web</i></p> <p><i>Grad Only Web Hunt</i></p> <p><i>Canvas Discussion 2</i></p>	<ul style="list-style-type: none"> • Lecture 1 and 2 • Family (Keywords for Disability Studies) • Institutions (Keywords for Disability Studies) • Carey, Block, & Scotch (2019). Sometimes allies • Meet the people fighting for healthcare... • When schools use child protective services... • Ben-Moshe, L. (2005). The institution yet to come...
<p>10/15 and 10/22</p>	<p>Lesson 4: Film Analysis</p>	<p><i>Due 10/28</i> <i>Film analysis</i></p> <p><i>Activity</i></p> <p><i>Canvas Discussion</i></p> <p><i>Mid semester survey</i></p>	<ul style="list-style-type: none"> • Crip Camp • Vision Portraits • Unrest • Who Am I to Stop It? • When I Walk • Sins Invalid (available on UT streaming) • 9/11: Fear in Silence • Vital Signs: Crip Culture Talks Back • Fixed (available at UT Streaming) • Deaf Jam • Kū Kanaka/Stand Tall
<p>10/29 and 11/05</p>	<p>Lesson 5: Legal Rulings, Decisions, and Ethical Concerns</p>	<p><i>Due 11/11</i></p> <p><i>Lecture 1 answers</i></p> <p><i>Lecture 2 answers</i></p> <p><i>Listen to This!</i></p>	<ul style="list-style-type: none"> • Lectures 1, 2, & 3 • Ethics (Keywords in Disability studies) • Euthanasia (Keywords in Disability Studies) • Not Dead Yet (site)

		<p><i>Lecture 3 answers</i></p> <p><i>Reaction to Readings</i></p> <p><i>Grad Only Read on the Web</i></p>	<ul style="list-style-type: none"> • Rooted in Rights (site) • Unspeakable Conversations • Communication (Keywords in Disability studies) • AMA journal of ethics
<p>11/12 and 11/19</p>	<p>Lesson 6: Political Economy of Disability</p>	<p><i>Due 11/25</i></p> <p><i>Lecture 1 answers</i></p> <p><i>Reaction to Readings</i></p> <p><i>Canvas Discussion</i></p> <p><i>Lecture 2 answers</i></p> <p><i>Canvas Discussion 2</i></p>	<ul style="list-style-type: none"> • Lectures 1 & 2 • Russell, M. (2001). Disablement, oppression, and the political economy • Russell, M. (2002). What disability civil rights cannot do... • Altman, B. (204). Another perspective... • Fujiura, G. (2010). Aging families... • McDoom, Kopelman, and Drainoni (2010). Barriers to accessible healthcare • Harris, Renko, & Caldwell (2014). Social entrepreneurship...
		<p><i>No class</i></p>	
<p>12/03</p>	<p>Lesson 7: Disability Justice</p>	<p><i>Due 12/09</i></p> <p><i>Lecture answers</i></p> <p><i>Canvas Discussion</i></p> <p><i>Listen Online</i></p>	<ul style="list-style-type: none"> • 10 Principles of Disability Justice • Carrie. (2016). Lessons learned... • Fries, K. (2019). How can we make the world....

		<i>Reaction to Readings</i>	<ul style="list-style-type: none"> • Pauli, P. (2018). People with disabilities to benefit... • Mladenov, T. (2016). Disability and social justice.
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