

THE UNIVERSITY OF TEXAS AT AUSTIN

STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 360K/387R **Instructor:** Dr. Nick Wings-Yanez
Unique Number: 59825/59969 **Email:** nwingsyanez@utexas.edu
Semester: Fall 2019 **Office:** Texas Center for Disability Studied
Meeting Time/Place: By Appointment 10100 Burnet Rd., Bldg. 137, L4000
Austin, TX 78758
Office Phone: 512-232-0744
Office Hours: By appointment

Women and Disabilities

(Web-based)

I. STANDARDIZED COURSE DESCRIPTION

The voice of women in multiple minority statuses is largely missing from discussions of disability. This course examines the meaning and experience of being female and disabled and/or a cultural/ethnic minority member. An in-depth examination of the intersection of sex-roles stereotypes, disability stereotypes, and cultural stereotypes occurs through readings, interviews, and research.

II. STANDARDIZED COURSE OBJECTIVES

Learning objectives for this course are as follows:

- Understanding of key theoretical frameworks for and definitions of *disability*.
- Understanding of the role of intersectionality in lived experiences with disability, with a focus on gender.
- Understanding of how gender and disability intersect with other forms of diversity to produce distinctive disability experiences.
- Understanding of the historical and cultural context of contemporary disability worlds.

III. TEACHING METHODS

This class is entirely online and includes a requirement to meet at least one time via online meeting platform Zoom. This will provide an opportunity for students to interact with one another in real time as well as with the instructor. Dates and times are as followed (student is **required** to participate in at least one per semester):

- Friday, October 18th @ 11am

OR

- Friday, November 8th @ 11am

During the online meeting times, instructor will discuss lecture, facilitate online discussion with students and answer questions. This online meeting is required and provided enough in advance that all students are expected to meet during one of the provided times.

IV. REQUIRED TEXTS AND MATERIALS

All texts and materials for weekly class assignments will be available online, either via links or as documents available on the course Canvas page, with the exception of one novel to be assigned in 10 and 11, ***TBD*** *Students are responsible for acquiring this text* and are encouraged to shop around for a discounted used copy; the book is also available via the Austin Public Library. Students will need to access additional sources for their final projects, such as via the University library system or online.

Each weekly module in Canvas will be published for class access on Mondays, at which point students can access the materials and prompts for that week. All assignments will be due each Sunday by 11:59 p.m., which gives students a full week to complete them. Note, however, that students are encouraged to complete assignments in a timely manner and are welcome to submit them at any time during a particular module.

V. COURSE REQUIREMENTS

Weekly Assignments:

Discussion Posts:

ALL STUDENTS: Students will participate in a discussion post every week using a prompt from the instructor and following the following guidelines

There will be no exams for this class. Students will demonstrate their understanding of the materials and proficiency in the course learning objectives through weekly assignments, as well as through a series of additional progressive assignments (detailed below) culminating in a final research project. Students will receive additional instructions regarding the following assignments:

FOR ALL DISCUSSION POSTS:

- Your post must be at least 2 paragraphs AND add something new to the discussion.
- 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).
- 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.

Writing Assignments:

UNDERGRADUATE STUDENTS will have a writing assignment EVERY OTHER week. Students will be asked to discuss/analyze a prompt from the instructor.

GRADUATE STUDENTS will have a writing assignment EVERY WEEK. Graduate students will also peer review one another's work. Each graduate student will have one week to write their paper and one week to peer review a paper assigned by the instructor. Students will be asked to discuss/analyze a prompt from the instructor.

Final:

UNDERGRADUATE STUDENTS must identify a specific topic from this course, 4 resources from this course, and discuss how this topic is important to their current major of study (if you are dual degree, choose one to focus on). Finals can be in the format of NARRATED presentation (PowerPoint, Prezi, etc.), traditional research paper (4-6 pages), or other pre-approved format (some students have chosen a podcast or a zine format).

GRADUATE STUDENTS must identify a specific topic from the course, 6 resources from this course, and discuss how this topic is important to their graduate degree of study (eg. How is the study of caregiving and gender important to the Social Work/Nursing/Special Education?). Finals can be in the format of NARRATED presentation (PowerPoint, Prezi, etc.), traditional research paper (6-8 pages), or other pre-approved format (some students have chosen a podcast or a zine format).

**The final must include an in-depth analysis of the topic as well as specific examples of how and why it is important to your major/graduate degree of study.

ALL STUDENTS:

- *12 point font, double spaced
- *1 inch margins
- *include a reference page
- *use APA format

Students grades will be determined based on the following:

- Weekly assignments: 30%
 - Writing Assignments: (15%)
 - Discussion Posts (15%)
- Zoom online classroom meet-up 20%
- Final Assignment: 50%

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: Late work will not be accepted unless extenuating circumstances are a factor (e.g., family emergency, severe illness). Contact the professor for any questions regarding exceptions to this policy.

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 weekly assignments and, in addition, through the assignments detailed later in this syllabus and via the online course meet-up.

Behavior Expectations: All students are expected to carry themselves in a civil, 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 24 hours.

Grades: Grades received are final and are not subject to negotiation. There will be no opportunities for extra credit in this course.

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.

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 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. 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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) 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/>.

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.

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/>.

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 based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms 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.

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.

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>.

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 are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. 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.

IX. COURSE SCHEDULE

| Module | Topic | Assignment Due | Readings |
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| Week 1: 08/28 | Mapping the Course | <i>Introductory Writing</i> <i>Zoom Mtg Sign-Up</i> | Lecture Butler, J. Undoing Gender |
| Week 2: 09/04 | What is Disability? What is Gender? | <i>Weekly Writing</i> <i>Discussion Posts</i> | Adams, R., Reiss, B., and Serlin, D. “Disability” |

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| | | <p><i>Read on the Web</i></p> | <p>Ralph, M. "Impairment"</p> <p>Miele Rodas, J. "Identity"</p> <p>Hall, K. Q. "Gender"</p> |
| <p>Week 3: 09/11</p> | <p>Masculinity and Disability</p> | <p><i>Weekly Writing</i></p> <p><i>Discussion Posts</i></p> <p><i>Read on the Web</i></p> | <p>Moses, G. (2019, May 9). Carving out my own masculinity as a disabled trans man</p> <p>Shuttleworth, R., Wedgwood, N., & Wilson, N.J. (2012). The diemma of disabled masculinity</p> |
| <p>Week 4: 09/18</p> | <p>The Experience of Being a Man and Disabled</p> | <p><i>Weekly Writing</i></p> <p><i>Discussion Posts</i></p> <p><i>Read on the Web</i></p> | <p>Gurza, A. (2015, May12). The queer cripple and the body conundrum.</p> <p>Beharry, J.R. (2018, March 23) Five myths that prevent men from fighting depression.</p> <p>Mitra, M., Mouradian, V.E., Fox, M.H., & Pratt, C. (2016). Prevalence and characteristics of sexual violence against men with disabilities</p> |
| <p>Week 5: 09/25</p> | <p>Femininity and Disability</p> | <p><i>Weekly Writing</i></p> <p><i>Discussion Posts</i></p> <p><i>Read on the Web</i></p> | <p>Fannon, T. (2016). Out of sight, still in mind: Visually impaired women's embodied accounts of ideal femininity.</p> |
| <p>Week 6: 10/02</p> | <p>The Experience of Being a Woman and Disabled</p> | <p><i>Weekly Writing</i></p> <p><i>Discussion Posts</i></p> <p><i>Read on the Web</i></p> | <p>Horowitz, K. "Performance of a Lifetime: On Invisible Illness, Gender, and Disbelief"</p> <p>Pate, E. (2016, July 11). Deaf women joining Cosmo to speak openly about sex</p> <p>Averett, K (2019). Disability advocates have embraced YouTube...</p> |

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| | | | Adams, R. (2016, June 15). Disability narratives |
| Week 7: 10/09 | Trans, Gender Fluid, Non-Binary and Disability | <i>Weekly Writing</i> <i>Discussion Posts</i> <i>Read on the Web</i> | Clipson, N. (n.d.) I'm a trans, disabled young person, not one or the other. Beyondthebinary (2017, January 15) On disability and being non-binary Disability Rights Education & Defense Fund (2018, July). Health disparities at the intersection of disability and gender identity: A framework and literature review. |
| Week 8: 10/16 | Intersectionality | <i>Weekly Writing</i> <i>Discussion Posts</i> <i>Read on the Web</i> | Erevelles, N. "Race" Erevelles, N. and A. Minear. "Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality" Piepzna-Samarasinha, L.L. (2018). Care webs: Experiments in creating collective access. |
| Week 9: 10/23 | Intersectionality | <i>Weekly Writing</i> <i>Discussion Posts</i> <i>Read on the Web</i> | Shahar, Z. (2017). Beyond binaries and convention Martinez, N. (2016, November 2). How workplaces discriminate against people of multiple marginalized identities Ndopu, E. (2013, January 2). Musings from a queercrip femme man of color |
| Week 10: 10/30 | Fiction and Disability | <i>Weekly Writing</i> <i>Discussion Posts</i> <i>Read on the Web</i> | |

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| Week 11: 11/06 | Fiction and Disability | <i>Weekly Writing</i> <i>Discussion Posts</i> <i>Read on the Web</i> | |
| Week 12: 11/13 | Parenthood | <i>Weekly Writing</i> <i>Discussion Posts</i> <i>Read on the Web</i> | <p>Reid, C. (2019, May 6). How finding community supports is key to parents with mental health disability</p> <p>Kahn, D. (2019, May 7). A deaf-blind mother shares her experiences parenting two hearing children</p> <p>Pini, B. & Conway, M.L. (2016). Masculinity and fathering in the lives of rural men with a disability.</p> |
| Week 13: 11/20 | Caregiving and Emotional Labor | <i>Weekly Writing</i> <i>Discussion Posts</i> <i>Read on the Web</i> | <p>Piepzna-Samarasinha, L.L. (2017, July 13). A modest proposal for a fair trade emotional labor economy (centered by disabled, femme of color, working class/poor genius</p> <p>Gaeta, A. (2018). Crippling emotional labor: A field guide.</p> <p>Morehardt, D. (n.d.) Gender differences in family caregiving</p> |
| Week 14: 11/27 | Access to Healthcare | <i>Weekly Writing</i> <i>Discussion Posts</i> <i>Read on the Web</i> | <p>Dillaway, H.E. & Lysack, K.L. (2015). "Most of Them Are Amateurs": Women with Spinal Cord Injury Experience the Lack of Education and Training among Medical Providers While Seeking Gynecological Care</p> <p>Lee, H. (2016, October 16) Disability and the dilemma of accessing quality women's healthcare</p> |

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| | | | Deb, S. & Miller, N.A. (2017). Relations among race/ethnicity, gender, and mental health status in primary care use |
| Week 15: 12/4 | Conclusion | <i>FINAL PROJECTS DUE!</i> | |

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