

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

<b>Course Number:</b>	SW 360K/387R17	<b>Instructor:</b>	Emily Shryock
<b>Unique Number:</b>	61165/61555	<b>Email:</b>	Emily.s@austin.utexas.edu
<b>Semester:</b>	Fall 2022	<b>Office:</b>	SSB 4.206
<b>Meeting Time/Place:</b>	Online; Canvas Modules Open Tuesdays@ 12am	<b>Office Phone:</b>	512-232-2932
<b>The University's Website On COVID-19 Related Matters (<a href="http://Protect.Utexas.Edu">Http://Protect.Utexas.Edu</a>)</b>		<b>Office Hours:</b>	By appointment

**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 and includes no in-person classroom time.

You are required to attend two virtual meetups. These meetups will be announced ahead of time via Canvas and Slack.

In addition, you must schedule a conference time with me for a 15-minute discussion of your goals for this course mid semester. Further instructions are part of the [Ungrading](#) section.

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 texts and materials for weekly class assignments will be available online, either via links or as documents available on the course Canvas page. Students will need to access additional sources for their final projects, such as via the University library system or online.

Each biweekly module in Canvas will be published for class access on Tuesdays, at which point students can access the materials and prompts for that lesson. Each Module is two weeks long. All assignments will be due Monday by 10 p.m., which gives students two weeks 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

Because this course is designed in a web-based environment, that gives us a certain kind of flexibility in creating learning opportunities for students.

**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.

***To This End: Ungrading.*** What is this? Grading every student on a Universal Standard (traditional grading) does not work and is contrary to Critical Disability Studies. Every student engages with material differently. The multidimensional experience of learning requires not a standard rubric, but a discussion. I will give students some assignments during the first couple of weeks and provide a very general rubric of what I'm looking for. Then, students will begin to assess themselves. If a student does not complete an assignment, the grade for this is a 0. If students need more time to complete an assignment, please communicate with me. For each assignment, I will provide a lot of feedback versus a grade. Why? Because generally, once students see their grade, they abandon the feedback— **but the feedback is the most important part!**

I expect students to engage a lot with each other through Slack and Canvas. Again, the most important facet of this process is the feedback and interaction with the materials and your peers. **The work and effort you choose to put in leads to the grade you choose.** This also demands mutual trust with your peers, me, and yourself. The grade you are assigning yourself is what you feel you have put into the work and the course overall.

Each student, for each assignment, will also provide the grade they believe they should get based on their interaction with the course\*.

\*I reserve the right to change any grade a student gives themselves. Students may feel uncomfortable with this process, so therefore I am the backup. This generally means I need to increase a student's assessment of their points.

**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/speaking 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.

**All assignment will be due Monday at 10p.m. unless otherwise specified.**

## **ASSIGNMENTS**

### **Canvas Assignments**

#### **Student Conferences**

At midsemester, I will meet 1:1 with students to discuss your progress towards your chosen course goals as well as your overall feedback about the course. A sign-up sheet will be provided in the Announcements section of Canvas as well as in the module the week before meetings take place (on zoom).

## Course Goals

In Module 1, all students will identify why they are taking this particular course. From this, students will then create an outline of their unique course goals for this course and how they plan to achieve those goals. A specific grade can be one goal, but please choose an overarching framework; for example, what about this course specifically is useful to either your discipline or your life? What would you like to achieve by the end of the semester outside of a specific letter grade? We will review this outline at our midsemester conferences.

Canvas Discussion Boards: This is where students will interact with the whole class to answer a specific prompt or question related to lesson materials.

- Your post must be at least 2 paragraph 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.

## **Advocacy Critical Thinking Product (Midsemester Product) – DUE OCTOBER 10<sup>th</sup> by 10:00pm.**

Students will choose a topical area covered in the modules and one of the advocacy projects covered.

*\*This paper/video (5 pages double spaced 12 pt font for undergrads/7 pages double spaced 12 pt font for grads **OR** 10-minute video for undergrad/15-minute video for grads) must be referenced with a minimum of five references from all of the following: journal articles, textbooks, and newspaper articles. not including the cover page nor reference page(s), the paper must:*

- a) Summarize a disability advocacy effort that has occurred around the issue within the past two years;
- b) Describe:
  1. the target of the advocacy effort,
  2. the goals of the effort, and
  3. the strategies and tactics used
  4. critically assesses the appropriateness and effectiveness of the advocacy effort;
  5. discusses other strategies or tactics that may have been more effective
  6. critically assesses the appropriateness and effectiveness of the advocacy effort; and discusses other strategies or tactics that may have been more effective
  7. Finally, what grade would you give yourself according to the rubric provided.

## **Advocacy Strategy and Implementation (Final Product, Due December 5th)**

An important skill is the ability to effectively engage in policy advocacy. Over the course of the semester, each student will develop and implement an advocacy project around a policy issue of professional or personal interest related to disability that is being considered (or was during last session) either federally or by the state of Texas. Students are encouraged to complete this project in Slack groups (via Slack – let me know if you are doing group or individual work); however, individual projects are permitted. The assignment requires an “advocacy product” from the following list in addition to a paper/video:

- a) Talking points to be used in advocating your position with a “Fact sheet” for a lawmaker;
- b) Op-ed submitted to a newspaper;
- c) Testimony for an elected or appointed body;
- d) Letters (a minimum of three letters) to local, state, or national legislator;
- e) Website, accompanied by dissemination plan;
- f) Coordination and implementation of a plan for a lobby day; or
- g) Other advocacy tools, if approved by course professor.

This product must be referenced with a minimum of five references from all of the following: journal articles, textbooks, and newspaper articles. In five (5) double-spaced pages (Undergrad)/7 double spaced pages (grad), not including the cover page nor reference page(s), the paper must OR 10-minute (undergrad)/15-minute (grad) video:

- a) identify and describe briefly the broad policy issue or problem addressed in this project and why there is a need for change regarding this issue;
- b) Make a clear statement of the specific policy change sought and how this change will impact practice, peoples’ lives, and social and economic justice;
- c) Justify the specific long-term, intermediate, and short-term goals hoped to be achieved through this advocacy project;
- d) Specify (including names, titles) the individuals, groups, organizations, etc. with authority over the issue that the advocacy project seeks to influence and explain why these are the appropriate individuals, groups, organizations, etc..
- e) describe and justify each strategy and tactic used; and
- f) Identify 3 advocacy tactics you will implement this semester, briefly describe how you plan to implement each tactic, and discuss why you think each tactic is appropriate for this advocacy effort.
- g) Identify what grade you would give yourself based on the rubric provided

### **Other Assignments – NOT on Canvas**

#### **Slack:**

The link to join the Slack group will be posted on the Home page of Canvas. Students will need to join within the first week of class.

You will need to join Slack (which has a desktop, browser and app) to have additional group discussions; these discussions are in addition to your Canvas discussions and other assignments.

*Guidance for SLACK:*

- Each student will be part of the same SLACK group for the entire semester.
- Each group needs to provide at least one new outside resource (twitter thread, film, TV show, news article, etc.) **PER MODULE** related to the current module to your group and engage in a conversation about that resource (*e.g.: ask questions to your group members about the resource; state what is most interesting or relevant; connect it to current course topic; etc*) – your group decides how to delegate whose turn it is to find a new resource during the first two weeks of class.
- You should post at least twice per module (every two weeks). A “post” is at least 50 words. A post should meaningfully move the conversation forward or dive deeper into the material(s).

Meetups: We will have two virtual meetups for students to have time to engage in real time with me and with each other. These meetups will be in the form of café conversations. I will post the date for the meetups for students in Canvas and in Slack with link to attend. **You must attend for full credit.** This will be reflected in your ungrading rubric for the end of the course.

- Date for Meetup TBD (Link to access will be in the module corresponding to the date of the meetup. Meetups will be on Fridays.)

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.

**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 and Slack DMs will be the primary form of communication, and the professor will respond to inquiries 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.

**ACCOMMODATIONS/DISABILITY STATEMENT.** This class is designed to be flexible in how students engage with material and demonstrate their knowledge. However, if you experience any barriers with accessing the material or completing assignments, please reach out to me as soon as possible so we can discuss your concerns and make adjustments/identify options. The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A and plan to use your accommodations in this class, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

**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/>.

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information,



please visit the Student Conduct and Academic Integrity website at:  
<http://deanofstudents.utexas.edu/conduct>.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**CAMPUS CARRY POLICY.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University

of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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

Date	Topic	Assignment Due (Every Monday at 10pm )	Readings, etc.
8/23-9/5	<b>Module 1: Introduction</b>		
08/23	<b>Week 1: Mapping the Course</b>	<i>Due 8/29: Course Goals  Canvas Discussion Posts  Slack Introduction</i>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Syllabus</li> <li>• Intersectionality (K. Crenshaw) video</li> <li>• Zayid, M. (2020). Say the word.</li> <li>• APA Language</li> </ul>
8/30	<b>Week 2: What is Disability</b>	<i>Due 09/05 Canvas Discussion  Slack Post  Reflection 1</i>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• 10 Principles of Disability Justice</li> <li>• <i>Disability</i> (Keywords for Disability Studies)</li> <li>• <i>Impairment</i> (Keywords for Disability Studies)</li> <li>• <i>Access</i> (Keywords for Disability Studies)</li> </ul>
9/6-9/19	<b>Module 2: Disability History</b>		

9/6	<b>Week 3: Disability History</b>	<p><i>Due: 9/12</i></p> <p><i>Canvas Discussion</i></p> <p><i>Slack Post</i></p> <p><i>Grad only discussion post</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Disability History Videos Exhibit from Portland Community College</a> (Lecture)</li> <li>• Nepveux, D.M. (2015). Activism. In R. Adams, B. Reiss, &amp; D. Serlin (Eds.). Keywords for Disability Studies. (pp. 21-25). New York University Press.</li> <li>• 15 Minute History from UT Austin: <a href="#">Disability History in the US</a> (grad only)</li> <li>• Carey, A. (2015). Citizenship. In R. Adams, B. Reiss, &amp; D. Serlin (Eds.)...</li> </ul>
9/13	<b>Week 4: History</b>	<p><i>Due 9/19</i></p> <p><i>Canvas Discussion Post</i></p> <p><i>Slack Post</i></p> <p><i>Reflection 2</i></p>	<ul style="list-style-type: none"> <li>• Netflix's Crip Camp (Lecture part of the week)</li> <li>• Thompson, V. (2017). <a href="#">Black History Month 2017: Disabled Black History</a></li> </ul>
9/20-10/3	<b>Module 3: Federal and State Legislation</b>		
9/20	<b>Week 5: Federal Legislation</b>	<p><i>Due 9/26</i></p> <p><i>Canvas Discussion Post</i></p> <p><i>Slack Post</i></p> <p><i>Advocacy Critique Topic Due</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <a href="#">National Parks Service. Disability History: Disability Rights Movement</a></li> <li>• <a href="#">ADA in Color</a> (choose two essays to read)</li> <li>• <a href="#">Disability Visibility Podcast: Ep. 82: Americans with Disabilities Act</a></li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="#">2021 Case for Inclusion report</a></li> </ul>
9/27	<b>Week 6: State Legislation</b>	<p><i>Due 10/3</i> <i>Canvas discussion post</i></p> <p><i>Slack post</i></p> <p><i>Reflection 3</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <a href="#">Position statement from the Arc of Texas 2009</a></li> <li>• <a href="#">Promoting Independence: A plan to expand opportunities for Texans with disabilities 2000</a></li> <li>• <a href="#">Case for Inclusion State scorecard</a></li> </ul>
10/4- 10/17	<b>Module 4: Medical and Healthcare</b>		
10/4	Week 7: Curative Violence and the Medical Industrial Complex	<p><i>Due 10/10</i></p> <p><i>Advocacy Critique</i></p> <p><i>Discussion Post</i></p> <p><i>Slack Post</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Washington, H.A. (2006). Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present. (Ch. 14)</li> <li>• Clare, E. (2017). Brilliant Imperfection: Grappling with cure. (Ch. 2 &amp; 3)</li> <li>• <a href="#">Mingus, M. (2015). Medical Industrial Complex</a></li> </ul>
10/11	<b>Week 8: MIC, Advocacy</b>	<p><i>Due 10/17</i></p> <p><i>Canvas Discussion Post</i></p> <p><i>Slack Post</i></p> <p><i>Reflection 4</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• <a href="#">Health Justice Commons</a></li> <li>• <a href="#">Ableism is the Bane of My...</a></li> <li>• <a href="#">Disability Visibility Podcast: Ep. 77: Mental Health Advocacy</a></li> </ul>

<b>10/18</b> <b>10/31</b>	<b>Module 5: Capitalism and the Political Economy of Disability</b>		
<b>10/18</b>	<b>Week 9: Capitalism</b>	<p><i>Due 10/24</i></p> <p><i>Canvas Discussion Post</i></p> <p><i>Slack Post</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Russell, M. (2001). Disablement, oppression, and the political economy</li> <li>• Russell, M. (2002). What disability civil rights cannot do...</li> <li>• <a href="#">Bottom Dollars documentary</a></li> </ul>
<b>10/25</b>	<b>Week 10: Care Work</b>	<p><i>Due 10/31</i></p> <p><i>Canvas Discussion Post</i></p> <p><i>Slack Post</i></p> <p><i>Let me know if you are doing final project as group or individually</i></p> <p><i>Reflection 5</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Piepza-Samarasinha, L.L. (2018). A modest proposal for a fair trade emotional labor economy</li> <li>• Mingus, M. (2010). <a href="#">Wherever you are is where I want to be: Crip Solidarity</a></li> <li>• Moore, Jr., L.M., Gray-Garcia, L., &amp; Thrower, E.H. (2016). Black and blue: Policing disability &amp; poverty beyond Occupy. In P. Block, D. Kasnitz, A. Nishida, &amp; N. Pollard (Eds.). <i>Occupying disability: Critical approaches to community, justice, and decolonizing disability</i>. Springer.</li> </ul>
<b>11/01</b> <b>11/14</b>	<b>Module 6: Schools</b>		

<p><b>11/01</b></p>	<p><b>Week 11: K-12</b></p>	<p><i>Due 11/07</i></p> <p><i>Canvas Discussion</i></p> <p><i>Slack Post</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Erevelles, N. (2014). Crippin' Jim Crow: Disability, dislocation, and the school-to-prison pipeline. In L. Ben-Moshe, C. Chapman, &amp; A.C. Carey (Eds.) <i>Disability Incarcerated: Imprisonment and disability in the United States and Canada.</i> (pp. 81-99). Palgrave Macmillan.</li> <li>• Hart, A. (2019). <a href="#">Texas ended its Special Education cap in 2017, but the policy has had long-lasting effects</a></li> </ul>
<p><b>11/8</b></p>	<p><b>Week 12: Postsecondary Education</b></p>	<p><i>Due 11/14</i></p> <p><i>Canvas Discussion Post</i></p> <p><i>Slack Post</i></p> <p><i>Reflection 6</i></p>	<p>Lecture</p> <ul style="list-style-type: none"> <li>• Burke, L. (2020). <a href="#">Disability as diversity. Inside Higher Ed</a></li> <li>• <a href="#">Disability Visibility Podcast: Ep. 98: Disabled Students</a></li> <li>• <a href="#">Elmore, K., Saia, T. &amp; Thomson, E.A. (2018). Special Feature: An Intro to Disability Cultural Centers in U.S. Higher Ed, Part 1</a></li> </ul>

<b>11/15- 11/28</b>	<b>Module 7: Services and Supports</b>		
<b>11/15-11/28</b>	<b>Week 13: Services and Supports</b>	<p><i>Due 11/28</i></p> <p><i>Canvas Discussion Post</i></p> <p><i>Slack Post</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Family (Keywords for Disability Studies)</li> <li>• Institutions (Keywords for Disability Studies)</li> </ul>
<b>11/29-12/5</b>	<b>Week 14: Final</b>	<p><i>Due 12/5</i></p> <p><i>Canvas Discussion Post</i></p> <p><i>Slack Post</i></p> <p><i>Final Project Due</i></p> <p><i>End of semester survey</i></p>	

## X. BIBLIOGRAPHY (not complete)

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