

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: HUMS 107

Year: 2023-2024

Course Title: Introduction to Disability Studies

Credit Hours: 3

I. Course Description: This course will introduce students to the emerging field of disability studies. Students will explore cultural, historical, political, and social antecedents that have influenced contemporary conceptualizations of disability. Students will examine how the social inequities of race, class, gender, and sexual orientation have impacted disabled individuals, and how disability status has contributed to exclusion and oppressive practices. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

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| 1. This course is an elective for the Human Services Certificate, Human Services A.A.S., and Human Services A.S. |
| 2. <i>Introduction to Disability Studies</i> is a required course in the Human Services Direct Support Credential. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Describe major cultural, historical, political, and social practices that have shaped the meanings of disability, inclusion, and accessibility. |
| 2. Describe disability as an aspect of diversity, and how it intersects with other historically marginalized categories such as race, class, and gender. Discuss the common misconceptions/stereotypes held by mainstream society toward persons with disabilities, and identify examples of stigmatizing language/representations in the media and in popular culture. |
| 3. Examine their own biases, attitudes, and beliefs related to disabling conditions and disability culture. |
| 4. Identify and describe institutions and community resources that are available to people with disabilities. |
| 5. Apply critical thinking to inform and guide ethical/ professional judgments; demonstrate this knowledge and skill in practice with this population. |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs –N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Human Services A.S; Human Services A.A.S.; Human Services Certificate**

PLO 2. Explain and deploy standards for ethical practice (including competency in assessing/reporting child abuse/neglect), and illustrate a working knowledge of NYS and Federal Confidentiality regulations

SLO 5. Apply critical thinking to inform and guide ethical/ professional judgments; demonstrate knowledge and skills in practice with this population.

PLO 3. Identify and apply appropriate evidence based interventions with clients, honoring their right to self-determination, and utilizing/developing their strengths

SLO 4. Identify and describe institutions and community resources that are available to people with disabilities.

PLO 4. Work with diverse populations as allies guided by the knowledge of the impact of social and institutional oppressions, including but not limited to racism, poverty, classism, ageism, sexism, and homophobia, upon individuals, families, and groups.

SLO 3. Examine their own biases, attitudes, and beliefs related to disabling conditions and disability culture.

PLO 5. Apply basic concepts of psychological and social development to helping relationships, to better understand human behaviors in social contexts

SLO 2. Describe disability as an aspect of diversity, and how it intersects with other historically marginalized categories such as race, class, and gender. Discuss the common misconceptions/stereotypes held by mainstream society toward persons with disabilities, and identify examples of stigmatizing language/ representations in the media and in popular culture.

SUNY General Education Competencies - N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ **CRITICAL THINKING & REASONING-** Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ **INFORMATION LITERACY -** Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Common misconceptions/stereotypes held by mainstream society toward persons with disabilities
2. Stigmatizing language/ representations in the media and in popular culture
3. Types of developmental disabilities
4. Diagnostic criteria, possible interventions and appropriate referral sources
5. Respectful and holistic service provision, including person first language
6. Concepts and controversies in the disability rights community

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Knowledge Demonstration Written Assignments	10 - 25%
2. Content Related Quizzes	10 - 25%
3. Case Study of a Developmental Disability	25 - 40%
4. Final Project/ Final Exam	25 - 40%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

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1. D. Goodley. <i>Disability Studies: An Interdisciplinary Introduction</i> . 2 nd ed., 2016, SAGE Publications Ltd.; ISBN: 976-1446280683	<input type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials – See Other Learning Resources

IX. Other Learning Resources

Audiovisual: Willowbrook: *The Last Great Disgrace, Normal People Scare Me*

Electronic:

- Dan Goodley, Katherine Runswick-Cole & Kirsty Liddierd (2015): *The DisHuman Child, Discourse: Studies in the Cultural Politics of Education*,
<https://www.tandfonline.com/doi/full/10.1080/01596306.2015.1075731>
- DOI: 10.1080/01596306.2015.1075731
- <https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html>
- <https://www.unicef.org/disabilities>

Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.