Stony Brook University  
School of Health Technology and Management /Health Science Program

**HAN 446: Disability Health and Community** (3 credits)  
**Spring 2014**  
Professor Kathleen McGoldrick  
Email: Kathleen.mcgoldrick.1@stonybrook.edu  
Office: HSC Level 2, SHTM, room 2-452  
Office Hours: Wednesday 2 – 3 pm, or by appointment

**Description:**  
Comprehensive view of health and community concerns experienced by people with disabilities. Students will be exposed to historical analysis, biomedical discourse, cultural critique, and field research to understand the evolution of medical practices, cultural beliefs, and social structures influencing the treatments, services, and opportunities available to people with disabilities in the U.S. and internationally. Course topics include: gender, sexuality, race, poverty, “invisible disabilities,” eugenic sterilization and assisted suicide. Guest speakers will facilitate the students gaining a multi-layered understanding of the issues faced by people with disabilities and their families.

**Goal:**  
To provide students with the foundation necessary for an entry-level position in the field of disability services.

**Behavioral Objectives:** Upon completion of this course, the student will be able to:

1. Discuss the roles of people with disabilities in the context of the communities in which they live.
2. Analyze how factors such as gender, race, and social class influence access to services and quality of life issues.
3. Discuss at least three historically relevant issues (e.g., institutionalization, eugenic sterilization, euthanasia, stem cell research, and genetics).
5. Discuss at least three examples of “invisible disabilities.”
6. Define terms such as disability, impairment, functional limitation and universal design.
7. Compare the social and medical models of disability.
8. Evaluate medical and rehabilitation services using a social model.
9. Describe at least five reasons why people with disabilities are more likely to have experienced emotional, physical, or social abuse.
10. Give at least three examples of accessible and inaccessible environmental features (physical and social) for various individuals.
11. Identify life course issues in the lives of people with disabilities from birth through their senior years.

**Required Reading:**


Journal articles, magazine articles, and blogs as assigned through blackboard. These must be downloaded, read and brought to class.

* A minimum of 20 peer-reviewed journal articles will be read before the end of class.
Teaching Strategies:  
- Lecture
- Small Group Work
- Guest Speaker(s)
- Student Projects
- Student Presentations
- Video

Evaluation:  
- Midterm: 20%
- Final exam: 20%
- Media Analysis Paper: 10%
- Homework Assignments: 25%
- Research abstract/annotated bibliography: 15%
- Participation/Attendance: 10%

Grading Scale:  
- A (100-95)
- A- (94-90)
- B+ (89-87)
- B (86-83)
- B- (82-80)
- C+ (79-77)
- C (76-73)
- C- (72-70)
- D+ (69-67)
- D (66-60)
- F (<60)

Students are expected to attend all class sessions. Students are allowed one absence without penalty. More than one absence, as well as excessive lateness, will result in lower participation grades. Participation grades are at the instructor’s discretion and will be based, in part, upon timely attendance, class discussion, and on-time completion of assignments.

Course Requirements:  
**Discussion/Participation/Attendance (10%):**

Aside from helping me to get to know you, your class participation will help me evaluate your analytical skills, your preparation for each class, and your ability to integrate concepts we discuss into your understanding and analysis of disability and media issues.

As you are doing the readings, write down questions, comments, and critiques of that week’s readings that you can bring to class for discussion.

Students are expected to come to class having read the assignments and ready to discuss the reading and their opinions. Attending every class does not guarantee an A for this portion of your grade. Grades are also in part based on participation in discussions both online and in class. Students are allowed one unexcused absence. If you are absent you are responsible for getting that week’s work from another student as well as downloading any blackboard files that I have sent out for that week.

**Exams (40%):**
There will be a midterm exam (20%), and an in-class final (20%). Both exams will be made up of multiple choice, short answer and essay questions. The final will be cumulative and include a take home essay. Exams will begin promptly at 10:15 am and end at 12:15 pm. The exams will cover any material, including journal articles, class discussion, class lecture material, etc., covered to date. Assigned reading may be on the exam even if it has not been reviewed in class. If you are late to class you will not be given additional time to complete the exam. Students who miss an exam will only be allowed to take a make-up exam if they obtain an excused absence for the class. Make-ups will be taken before the next class session meets.

Research Abstract and Annotated Bibliography (15%) due 4/23/14
Annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic.

For this assignment you will choose one specific topic area of particular interest, i.e. race, gender, sexuality, access to healthcare, substance abuse, media, violence, culture, assisted suicide, etc., as a special focus. You will research and analyze the literature concerning current or historical approaches to this topic in relation to one specific area of disability (cognitive, mobility, spectrum disorders, learning, etc.).

You will formulate an original thesis that is debatable, interesting, and current. Based on your research and write an abstract between 200-300 words in APA style defending your thesis and discussing the ways in which this social issue impacts, either negatively or positively, the life of a person living with a disability that falls into your chosen area of research. Topics must be chosen and submitted for approval no later than March 5.

Once you have selected a topic and it is approved by your instructor, you must find a minimum of 10 peer-reviewed journal articles that discuss your topic area. Paper must include the following information:

- **Abstract/thesis** – A 200-300 word abstract giving an overview of the purpose of the paper. Abstract must include:
  - Identification of social issue
  - Identification of area of disability you will be focusing on
  - Thesis statement describing the focus of your research

- **Annotated bibliography** - At least 10 peer-reviewed journal references in APA format. Each reference must be followed by 1-2 paragraphs written using academic language and applying critical thinking to evaluate each article in your annotation. Use 3rd person point of view.

**Paper outline:**
Your written material must follow the format for an APA abstract and an annotated bibliography as found in your writing text, “A Writer’s Reference.” (Text sample of an annotated bibliography is only shown in MLA format on page 358-9. Follow the guidelines for the annotation but make sure to list your actual reference in APA format.) Your paper should be formatted as follows: 12-point font, 1-inch margins, double-space the abstract and annotations, follow APA format for references. Please make sure the document is paginated. For the cover page, follow the sample in A Writer’s Reference 7th edition.

Proposal for paper topic due week 6: The proposal will be two-three paragraphs explaining what literature you have found and potential themes in your text.

Final papers must be handed in no later than 10:15 AM on 4/16/14. Papers submitted after that date and time will be graded as late.

Media Analysis Paper (10%) due 4/9/14
Select a film or TV show (4-5 episodes) to analyze the depiction of a disabled character. See the films or TV shows to select from below. No more than 2 students may select a film or TV show. You are to work solo on the project, i.e. students who select the same film or TV show should NOT work together. (Topic sign-up is first come, first served. Email me with a proposal for your selection by February 26.

There is a list of links about film and TV about disability at, http://mediadisability.wordpress.com/films-tv-documentaries/. Please do not choose a documentary, scroll down until you reach the section on narrative films. You can choose from the next 3 sections. If you would like to use a film or TV show that is not on the list please see me for approval. Go to http://www.media-disability.net/ for a bibliography of research about media and disability and do a search in the Academic Search engine, Ebsco, about your film or TV show and the disability it represents. Also, apply some of the readings from class that are relevant. Create an outline about all the research relevant to the topic.

The general question your paper should answer is:

- How is the disabled person/people represented in the film or TV program? Where does the character fall according to the Models of Disability (week 1)?
- How do other characters in the film treat the disabled character especially in relation to their disability?
- How adept is the film’s portrayal of the reality of the disabled person’s life.

The second part of your analysis comprises your reaction to the movie in relation to what you have learned in class.

This part of the critique should answer the questions below:

- How did the movie come across to you as the viewer? Is it condescending, inspirational, etc.?
- Does the film dialogue incorporate sensitivity to disability culture? Are the language, terminology and situations used in the film sensitive to disability culture or do they portray the disability as something that controls the person’s life?

Be sure to use specific examples from the movie to support your ideas in both sections.

Research the specific disability portrayed in the film or TV show so you can assess the representation presented.

Your paper will be evaluated on the quality of your writing, the organization of your paper, and your ability to integrate analytical concepts from disability studies literature into your analysis.
Paper outline:

Paper Length: 4-6 pages

Proposal for final papers due week 5: The proposal will be two-three paragraphs explaining what literature you have found and potential themes in your text.

Heading: Your name, date and course number. This should be placed in the upper left-hand corner of the document. No cover page needed.

References: The final paper should include a complete reference list in proper APA style (The final paper should have at least 4 references in addition to the entry for your film or TV show).

Paper must be double-spaced, 12 point font.

Homework Assignments (25%)

1. MDA Telethon critique (25% of homework grade) due 3/5/14

   This assignment will introduce you to very problematic disability images that were on TV from the 1960s until recently. The purpose of the assignment is to familiarize you with TV images that are despised by the disability community and ones that stigmatize people with disabilities through the pity approach. People unfamiliar with Disability Studies see the MDA telethon as a charity doing “good works,” whereas within Disability Studies and the disability rights community, the telethon critique is that its pity approach undermines the civil rights movement for people with disabilities.

   For this assignment you will watch the 29-minute documentary about protests of the Jerry Lewis Labor Day Telethon for MDA, http://www.thekidsareallright.org/watch.html, then read its discussion guide, http://www.thekidsareallright.org/guide.html, and then read chapter 7 in Representing Disability in an Ableist World. You will then write a 500 word paper (1½ - 2 pages), be sure to answer these questions:

   • How do you think the general public is influenced by these telethon images?
   • How do you think people with disabilities are influenced by them?
   • What can members of the disability community do to change the way they are represented?

   Discuss some images of people with disabilities you see on television today that are either problematic or that you think are positive and empowering; explain why.

   You will be graded on your discussion of the 3 questions and discussion point. If you cite anything, use APA style.

   CRITIQUE FORMAT:

   Heading: Your name, date and course number. This should be placed in the upper left-hand corner of the document. No cover page needed.

   Paper must be: 12 point font, 1-inch margins, double-spaced.

2. Disability Blog/Social Media Analysis (25% of homework grade) due 2/19/14

   You will write a 750-word analysis paper (2-3 pages) about two disability-related blogs and one disability organization’s social media site. You should select 2 blogs and 1 disability organization’s Facebook page or Twitter feed.

   Please select from the Blogroll at http://disstud.blogspot.com/ or from this list of autism blogs: http://www.babble.com/baby/baby-development/top-autism-blog-full-list/. Please
select blogs that have posts from after 2012. (If someone hasn’t posted since 2011 or before, DO NOT select that blog.) The blog should have a clear connection to disability as a topic, i.e. not a blog about “Mad Men” that happens to be written by a person with a disability. Also, make sure the blog has commentary by its author and is not just a re-posting of others materials. Read this special issue of DSQ about blogging and connect at least 3 of its special topic articles to your analysis: http://dsq-sds.org/issue/view/1

For a list of disability organizations, look through these sites to find one that use social media:


NCDJ list: http://ncdj.org/resources/organizations/

**What the paper should include:**

Write a **750-word paper (2-3 pages)** in which you carefully analyze a number of posts (at least 8-10) on the two disability-related blogs and at least a week’s worth of the organization's social media posts. In the post explain what model(s) or perspectives on disability the blog/social media post appears to operate under. What seems to be the blogger’s and disability organization’s perspective toward disability, toward people with disabilities? How do you know? Be sure to support your argument with specific references to the blogs/tweets/FB wall posts and the date of entries. As part of your analysis, try to figure out who the site’s intended audience is? Who are they seeking to reach? Based on the blogger bio/organizational profile, what are their backgrounds and how does that seem to influence the blog/social media content? If possible, email the bloggers/organization with your questions about the blog/organization.

Write about your reaction and reflection on the blogs/social media. How do or don’t they fit the disability models discussed? How do they reflect the perspectives in the DSQ essays about disability blogging? Please include your personal commentary about what you think the impact of the blogs/social media is.

**ANALYSIS FORMAT:**

**Heading:** Your name, date and course number. This should be placed in the upper left-hand corner of the document. **No cover page needed.**

Paper must be: 12 point font, 1-inch margins, double-spaced. **Include URL for each bloggers/organization you followed.**

**3. Accessibility Analysis (25% of homework grade) due 4/16/14**

Using the fill in sheet found in blackboard/homework assignments/accessibility assignment, evaluate the accessibility of **2 places** that you frequently spend time in. I.E. restaurant, home, Starbucks, library, work facility, dorm room, etc. Answer each question with an explanation, not just a "yes" or "no".

**4. Practicum Analysis (25% of homework grade) due 5/7/14**

For this assignment, you will write a **500 word (1½ - 2-page)** paper evaluating your HAN 449 practicum site in regard to the disability studies perspective we have discussed in class throughout this semester.
The first part of your evaluation:
• Briefly explains the type of facility you are volunteering in, the focus and purpose of the organization, and your duties.

The second part of your evaluation:
• Critiques the site’s adherence to either the social or medical model of disability. Which model best describes the approach used at this site? Give specific examples to support your theory.
• How does the theory/perspective of disability studies apply or not apply to your site? Write critically to assess how well, if at all, the disability studies perspective is integrated into the philosophy of your site.

If you are volunteering in a facility where there are no clients with disabilities, i.e. child-care facility, etc., then you must create a hypothetical client with a specific disability and evaluate the site in relation to the needs that particular client would have and how well the facility is designed to meet those needs.

PRACTICUM ANALYSIS FORMAT:
Heading: Your name, date and course number. This should be placed in the upper left-hand corner of the document. Do not attach a separate cover page.

Paper must be: 12-point font, 1-inch margins, double-spaced.

Any assignment handed in after 10:15 am on the due date will be marked late and lose points accordingly. If you have an excused absence the day a paper assignment is due it will not be counted as late if it is handed in to me before the next class session. Electronically submitted assignments will be counted as late if not submitted by 10:15 am on the due date. Late assignment will be accepted up until 4/30/14 but will be graded with an increasing penalty each week.

Course Outline:

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<td>2/19/14</td>
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<td><strong>Disability Blog/Social Media Analysis due</strong></td>
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<td>Berger, R.J. (2013). <em>Introducing disability studies</em>. Chapter 4, 5</td>
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<td>3/5/14</td>
<td>Media &amp; Identity Living Life With A Disability: Portrayal of Disability</td>
<td><strong>MDA Telethon Critique due</strong></td>
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<td>Cline, B. W. (2012). “You're not the same kind of human being”: The evolution of pity</td>
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<td>freakery in the films of the Farrelly brothers. Disability Studies Quarterly, 24(4).</td>
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<td>Haller, B.A. (2010). <em>Representing disability in an ableist world</em>. Chapters 8, 9, 10</td>
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<td>3/12/14</td>
<td>The Shocking Truth/Physical and Sexual Abuse and Disability</td>
<td>Sherry, M. (2003, Jan. 8). Don't ask, tell, or respond: Silent acceptance of disability</td>
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<td>Birrell, I. (2009, Nov.6). Mind your language: Words can cause terrible damage. The</td>
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<td>Independent. <a href="http://www.independent.co.uk/voices/commentators/ian-birrell-mind-your">http://www.independent.co.uk/voices/commentators/ian-birrell-mind-your</a></td>
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<td>her American doctors and the collision of two cultures*. New York, NY: Farrar, Straus</td>
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<td>Healthcare &amp; Health Promotion</td>
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Students are expected to attend all class sessions unless they have obtained an excused absence from the director of the BSHS major. Students are allowed one excused absence without penalty. Excessive lateness and/or any additional absences, excused or not, will result in the lowering of the Participation component of the grade. Participation grades are at the instructor’s discretion and will be based, in part, upon timely attendance, class discussion and group interaction, and on-time completion of assignments.

**Americans with Disabilities Act:**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.
Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following web site: http://www.ehs.sunysb.edu and search Fire Safety and Evacuation/Physical Disabilities.

**Academic Integrity:**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary.
Faculty in the Health Sciences Center (Schools of Health Technology & Management, Nursing, Social

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<td>4/9/14</td>
<td>Enabling and Disabling Environments - Universal Design &amp; Civic Participation</td>
<td><strong>Media analysis due</strong></td>
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<td>4/16/14</td>
<td>International and Cross-Cultural Perspectives on Disability</td>
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<td>5/7/14</td>
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Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Critical Incident Management:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and School of Medicine are required to follow their school-specific procedures.

**Privacy of Course Material**
When participating in social electronic communication (My Space, You Tube, Facebook, Email, Text Messaging, etc.):

a. A student assumes total responsibility for the content (photos, comments, videos, etc.) and monitoring.

b. Students are prohibited from video or audio recording any part of a health science course unless they have permission from the course instructor.

c. All academic materials (exams, assignments, student projects and presentations, case studies, lectures, etc.) are confidential and must not be disseminated in any way unless the student receives approval from the Department Chair (Debbie Zelizer) in writing.