

Term Information

Effective Term Autumn 2022
Previous Value Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose that English 2277 as an option for students to satisfy a new GE themes requirement in the category of Health and Well-being.

What is the rationale for the proposed change(s)?

Introduction to Disability Studies satisfies learning outcomes for Health and Well-being in the new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2277
Course Title	Introduction to Disability Studies
Transcript Abbreviation	Intro Disabil Stds
Course Description	Foundational concepts and issues in disability studies; introduction to the sociopolitical models of disability.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
<i>Previous Value</i>	<i>14 Week, 12 Week</i>
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.01
<i>Previous Value</i>	<i>Prereq: 1110.01 or equiv.</i>
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.9999
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Health and Well-being
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Culture and Ideas
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Our broad goal is to develop an understanding of disability as a complex and crucial part of the world's cultures and of human experience.
Content Topic List	<ul style="list-style-type: none">• Defining and theorizing disability• Stigma and/as disability• Core disability studies concepts• Disability and/in history• The global/national/local politics of disability• Disability, culture, media• Disability and/as identity• Disability poetry• Memoir and personal experience
Sought Concurrence	No

COURSE CHANGE REQUEST
2277 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/23/2022

Attachments

- ENG 2277 syllabus for GE submission 6.10.21[26].docx: Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- GE Theme Submission Form ENG 2277[6].pdf: GE Submission Form Health and Well-being
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- ENG 2277Syllabus(6:2022).docx: Syllabus
(Syllabus. Owner: Hewitt, Elizabeth A)

Comments

- The newest syllabus was revised to respond to the contingency and recommendations of the Health & Wellness Theme Panel. *(by Hewitt, Elizabeth A on 06/23/2022 10:29 AM)*
- Please see Panel feedback email sent 02/10/2022. *(by Hilty, Michael on 02/10/2022 02:01 PM)*
- This course was previously approved for permanent DL delivery. We wish to retain the option of DL mode of instruction. *(by Lowry, Debra Susan on 09/10/2021 12:24 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	09/10/2021 01:00 PM	Submitted for Approval
Approved	Lowry, Debra Susan	09/10/2021 01:00 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/06/2021 03:12 PM	College Approval
Revision Requested	Hilty, Michael	02/10/2022 02:01 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	06/23/2022 10:29 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	06/23/2022 10:29 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/23/2022 11:14 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/23/2022 11:14 AM	ASCCAO Approval

English 2277
Introduction to Disability Studies
[Semester, Year]

Instructor: [Name]

Email address: [Email]

Office hours: [Days, times]

Accommodations, Disabilities, and Academic Support

Students with documented disabilities who have registered with the Office of Student Life Disability Services will be appropriately accommodated and should inform me as soon as possible of your needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave. Telephone 614-292-3307; VRS 614-429-1334; email slds@osu.edu; Web <http://slds.osu.edu>

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by discussion board, or you might prefer to articulate ideas via email or one-on-one meeting. Please talk to me (via Introduction assignment, e-mail, chat, or video call) as soon as you can about your individual learning needs and how this course can best accommodate them.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations through me and/or through Student Life Disability Services (SLDS).

Links to further accessibility information:

- [Carmen \(Canvas\) accessibility](#)
- [Kanopy accessibility](#)

Course description

Disability is commonly understood as the absence of health or well-being. However, the abundance of disability art, culture, scholarship, and activism all indicate that the full story of disability is more complex, and the field of Disability Studies is dedicated to investigation of that complex story.

In this course, you'll learn various models for understanding disability, each of which has a distinct history, and each of which makes different assumptions about the intersection of disability with race, gender, class, sexuality, and other factors. We'll study questions of language (for example, how are "person-first" and "disability-first" language used in different contexts?) culture (for example, why do schools often have "Awareness Days," and what purposes do those days serve?) and history (for example, what were the "Section 508 sit ins," and how did they bring together Black Panther and disability activists in pursuit of a common goal?)

Throughout the semester, we'll think deeply about the ways the concept of *disability* itself functions to shape our ideas about key constructs such as health, beauty, productivity, and empathy. This course is strongly interactive. Throughout the semester, you will engage in discussions with peers, both online and during class; share and review analytical and reflective writing; and (as a culminating project) prepare and deliver a presentation with Q&A from the class. Overall, our goal will be to become more deeply informed about the ways disability makes meaning in our professional, personal, and cultural lives.

Course Goals and Learning Outcomes

English 2277 fulfills the Arts and Humanities GE requirement for the theme Health & Well-being, and is a required core course for the interdisciplinary Minor in Disability Studies.

General Expectations for All Themes		
Goals	Expected Learning Outcomes	Related Course Content
<p>1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</p>	<p>Successful students are able to ...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>In this course, students will ...</p> <ul style="list-style-type: none"> • Read, analyze, and discuss scholarly and popular texts that represent various theoretical approaches to understanding disability (in general) as well as key topics in disability studies (the discipline). • Further develop and demonstrate their understanding through writing, peer-reviewing, and revision.

	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<ul style="list-style-type: none"> • Develop a critical question about disability that is of personal interest, and explore that question through writing an extended essay; engaging in peer response and revision; and composing an interactive presentation including Q&A with classmates.
<p>2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<ul style="list-style-type: none"> • Read, analyze, and discuss scholarly and popular texts that represent critical questions about the intersection of disability with cultural concepts including “health,” “well-being,” “productivity,” “beauty,” and “wholeness.” Through reading and discussion of texts, and through writing, peer-reviewing, and revision, students will connect these questions to the knowledge and experiences of disability they bring to the classroom, as well as the knowledge and experiences they develop during the course.
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<ul style="list-style-type: none"> • Through reflective writing, students will track and discuss their progress as learners about disability, and disability studies, throughout the course.

GE Theme: Health & Well-being		
Goals	Expected Learning Outcomes	Related Course Content
<p>1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.</p>	<p>Successful students are able to...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.</p>	<p>In this course, students will ...</p> <ul style="list-style-type: none"> • Read, analyze, and discuss scholarly and popular texts that represent various theoretical approaches to understanding disability (in general) as well as key topics in disability studies (the discipline). • Further develop and demonstrate their understanding through writing, peer-reviewing, and revision.
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.</p>	<ul style="list-style-type: none"> • Read and discuss texts in a variety of genres that outline key sites of knowledge-making about disability, including language, design, direct-care work, activism, and art/performance. • Develop a critical question about disability that is of personal interest, and explore that question through writing an extended essay; engaging in peer response and revision; and composing an interactive presentation including Q&A with classmates.
<p>2. Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and well-being.</p>	<ul style="list-style-type: none"> • Read and discuss texts in a variety of genres that explain major theoretical approaches to understanding disability, (such as the social model, political-relational model, and Disability Justice). • Read and discuss texts in a variety of genres that exemplify the intersection of disability studies with related disciplines, including critical race studies and gender studies. • Demonstrate knowledge through critical discussions, writing, peer-reviewing, and revising analytical essays, as well as writing reflective essays.
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior</p>	<ul style="list-style-type: none"> • Through reflective writing, students will track and discuss their progress as learners about disability, and disability studies, throughout the course.

	<p>experiences to respond to new and challenging contexts.</p>	
<p>3. Students will explore and analyze health and well-being through attention to at least two dimensions of well-being (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).</p>	<p>3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<ul style="list-style-type: none"> • Read, analyze, and discuss scholarly and popular texts that represent critical questions about the intersection of disability with cultural concepts including “health,” “well-being,” “productivity,” “beauty,” and “wholeness.” Through reading and discussion of texts, and through writing, peer-reviewing, and revision, students will connect these questions to the knowledge and experiences of disability they bring to the classroom, as well as the knowledge and experiences they develop during the course.
	<p>3.2 Identify, reflect on, or apply strategies for promoting health and well-being.</p>	<ul style="list-style-type: none"> • Through reflective writing, students will track and discuss their progress as learners about disability, and disability studies, throughout the course. This work will include explicit connections to students’ diverse goals in the broad areas of health and well-being: for example, work in health care, education, art/performance, advocacy, and/or leadership roles; and/or personal applications through connections with family members, friends, and others.

Content note

Throughout the semester, our readings and discussions will address issues of injustice including ableism, racism, and sexism. For example, we will study slurs during our focus on disability and language, and we will discuss the history of chattel slavery when addressing the intersections of disability and race. If you have questions or concerns, please reach out to the instructor to arrange a conference. If you need further support, please refer to the section “Further Resources.”

Course materials

All readings and other course texts will be available via Carmen, or publicly available via the Web. Films will be available via Kanopy (a free service available through Ohio State) or screened during class time. See “Schedule” at the end of this syllabus for a complete list of course readings, films, and other materials.

Assignments and Deadlines

Note: All assignments will be detailed on Carmen in the section “Assignments.” This overview is meant to give you a sense of what will be expected during the semester, and how much weight each assignment carries.

Collaborative Notes—5 points total.

- You will sign up to take notes during class on two occasions during the semester. Several people will be taking notes on any given day. When you complete your notes, you’ll upload them to our shared class repository (on “Pages”) so that we build an archive together of our lectures, discussions, and activities.
- You will earn these 5 points only if you complete your notes on *both* occasions you signed up for. In other words, partial credit is not given for this assignment.
- Don’t worry if your usual manner of taking notes doesn’t seem as thorough, neat, or organized as someone else’s. Part of the point of this exercise is to notice and appreciate the diversity of our ways of record-keeping during class. If you are concerned that you may not be able to take notes for any reason, contact the instructor—we’ll set up an alternative to this assignment.
- If you are absent from any class, carefully read the notes taken by your peers.

Discussion Boards—20 points total.

- We’ll hold six asynchronous online discussions over the course of the semester. Some will be dedicated to a course topic, such as “Inspiration and the Supercrip”; others will be dedicated to activities such as reflecting on what we’ve learned at midsemester.
- Each discussion board is worth 4 points. I will drop the lowest discussion-board grade when calculating final grades.

Reflections—10 points total.

- Twice during the semester, I will ask you to write a short (500-750 words) reflection on what you’ve learned so far. Reflections do not need to make an argument or follow a conventional academic structure; rather, the goal is to think deeply about what you’ve learned, identify unanswered questions, and demonstrate the progress of your analytical ability as the semester goes on. Each reflection is worth 5 points.

Content Quizzes—15 points total

- At five points during the semester, I'll give a brief, usually unannounced quiz covering basic topics from the texts (readings, videos, films, etc.) due that day. Each quiz is worth 3 points. The first quiz will cover content from the syllabus and related course materials; the four subsequent quizzes will cover texts read/viewed for that day.

Projects—50 points total

- *Project #1 (Analytical multi-modal project):* “Mapping Disability Studies.” Using a template provided by the instructor, create a diagram showing the major ideas in Disability Studies as they have developed from 1980 to the present. Some ideas may be controversial, or seem “fuzzy” in their historical development; your diagram should reflect that! History isn’t always clear-cut. If you’d prefer to design your own diagram (or chart, or map), feel free. The template is meant only as a starting place. 10 points.
- *Project #2 (Analytical essay):* “The Story of a Term.” Choose one of the terms mentioned in Lydia X.Z. Brown’s “Language / Ableism” and trace its development. Some terms, like *cripple*, are quite old (especially if you study their etymology); others, like *Autistic* with a capital A, are newer. Fully explain what the term is, in what context and historical moment it arose, and what makes it significant to disability studies. Remember that few terms involve perfect agreement as to meaning or significance! Thus, you will be making an argument in this project, not just reporting facts about language. 15 points.
- *Project #3 (Exploratory essay to develop presentation):* “A Deep Dive and a Critical Question.” Write an essay in which you identify and explore a critical question that you would like to develop into a presentation for our class. Like the Reflections, the purpose of this assignment is not to make a clear argument. Rather, the purpose is to develop your critical thinking by writing systematically and precisely about a question you care about, and that doesn’t have an easy answer. Your exploratory essay must draw upon at least three sources we have read/viewed together as a class. 10 points.
- *Project #4 (Presentation):* “The Deep Dive Presentation.” Prepare a presentation that makes a clear argument about the question you developed and received feedback on for Project #3. Drawing on that feedback, as well as outside sources (at least four from our syllabus and three additional sources you locate yourself), develop your argument over the course of an 8-minute presentation. The audience for your presentation is members of our class: well-informed disability-studies scholars who have thought critically about the complex questions raised by disability studies. We’ll dedicate in-class “studio time” to discuss effective presentation strategies, develop ideas, conduct gain peer feedback sessions. 15 points.

At the end of the semester, the total number of points you’ve earned will become a letter grade, according to the following scale:

A..... 93-100	C+77-79
A- 90-92	C73-76
B+..... 87-89	C-70-72
B..... 83-86	D+67-69
B-..... 80-82	D60-66
	E.....65 or below

All graded assignments must be completed in order to receive credit for this course. The maximum number of points you can earn is 100.

Plagiarism and Academic Integrity

Plagiarism and Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.

Attendance

This class is interactive and discussion-based. Without each member’s presence and active participation, the class doesn’t work. In other words, we are accountable to one another. For these reasons, attendance, preparedness and participation are required. Please be aware of these specific requirements:

- Life happens. Therefore, you have two free absences to use as you wish. They’re intended for situations such as needing to attend a family event; illness lasting a week or less; unexpected car trouble; or job-related obligations such as interviews. Once the two free absences are used, each additional absence will cause your final grade to be reduced 1/3 of a grade (for example, from B+ to B).
- Extraordinary circumstances, such as an extended illness or major crisis, will be assessed on a case-by-case basis. If you wish to discuss an unexpected absence with me, contact me right away (within 24 hours of the absence having occurred). In such situations, you may also wish to reach out to the Student Advocacy Center (see below for contact information), English Department advisors, or your own academic advisor for support.
- All assignments must be completed, regardless of the reason for an absence.
- Six or more unexcused absences, the equivalent of three weeks’ attendance, will result in failure of the course. These six absences include your two “free” ones; in other words, if you miss four more classes after the two “free” ones, you will automatically fail the course.
- You will be considered absent if you are unprepared for class, miss a substantial portion (15 minutes or more) of any class meeting, or miss a scheduled conference with me.
- Tardiness affects your attendance record as well: every three tardies equals one absence.
- You are responsible for keeping track of your own attendance record, but you’re welcome to check your records with me any time.

Punctuality, Preparedness, and Classroom Conduct

- Being prepared includes having the work due that day in hand, both reading and writing, at the beginning of class. I cannot accept late work unless you've arranged for an extension ahead of time, or in extraordinary circumstances (to be determined on a case-by-case basis).
- Readings do not have to be printed out, but note that you must download them to your device if you plan to access them digitally. This is to avoid any potential problems that may arise if the internet connection is slow during a given class period.
- If you have a laptop or tablet, you are welcome to use it during class. Note that conducting any business on your device not related to *this* course during class time will result in being marked absent. Do not use your phone during class, even for academic purposes, unless you have personally discussed this approach with me ahead of time.
- During class, I expect you to listen attentively, participate generously, and treat your classmates and me with respect. I will do the same. If you are not upholding the standards of respect for our classroom community, you may be asked to leave.
- This is an exciting course, with challenging readings, frequent reference to our everyday lived experiences, and tough analysis. Keep in mind that critical insight tends to develop slowly, over time. The pace of our course is designed to reflect this. It's crucial that you keep up with readings and assignments as we go along. If you find yourself beginning to fall behind, talk with me right away, and I'll do my best to help you get back on track.

Further Resources

- During the semester, you may experience issues such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.
- You may also wish to contact the Student Advocacy Center, which is dedicated to "helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. Our purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom." SAC can be reached by visiting <http://advocacy.osu.edu> or calling 614-292-1111.
- If you are unsure what office or resource is best suited for an issue you are experiencing, please contact me. I'll do my best to help you figure out the right place to go.
- If you know of other support resources that students can access, on or off campus, please let me know—I'd love to expand this list!

Schedule

Weeks 1-2—What Is Disability?

Texts:

- (Essay) Adams, Rachel, Benjamin Reiss, & David Serlin, “Disability.” *Keywords for Disability Studies*. New York: New York University Press, 2014. 5-11.
- (Essay) Ralph, Michael. “Impairment.” *Keywords for Disability Studies*. New York: New York University Press, 2014. 107-109.
- (Film) *Vital Signs: Crip Culture Talks Back*. Dir. David Mitchell and Sharon Snyder. Marquette, MI: Brace Yourselves Productions, 1997.

Activities:

- Mini-lecture: The social model, disability culture, and “Piss on Pity.”
- Discussion board and in-class discussions.
- Syllabus quiz.

Weeks 3-4—What Is (Critical) Disability Studies?

Texts:

- (Scholarly article) Bailey, Moya and Izetta Autumn Mobley. “Work in the Intersections: A Black Feminist Disability Framework.” *Gender & Society* 33.1 (2019): 19-40.
- (Scholarly book excerpt) Kafer, Alison. “The Political-relational Model.” *Feminist, Queer, Crip*. Bloomington: Indiana University Press. 4-11.
- (Essays) Sins Invalid. “Articulating a Movement: What Is Disability Justice?” and “10 Principles of Disability Justice.” *Skin, Tooth & Bone*. Berkeley, CA: Sins Invalid, 2019. 10-27.

Activities:

- Bring in disability-related artifact to discuss in small groups.
- Mini-lecture: Beyond the social model; Black feminist disability studies; and Disability Justice.
- Discussion board and in-class discussions.
- Complete Project #1: “Mapping Disability Studies.”

Weeks 5-6—Language and Metaphor

Texts:

- (Blog post) Brown, Lydia X.Z. “Ableism/Language.” Autistic Hoya. July 2012. <https://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html>
- (Poem) Hershey, Laura. “Translating the Crip.” *make/shift* 9 (2011): 43-44.
- (Scholarly book excerpt) Linton, Simi. “Reassigning Meaning.” *Claiming Disability: Knowledge and Identity*. New York: NYUP, 1998. 8-33.

- (Video) Elaine, Annie. “Disabled Person or Person with a Disability?” *YouTube*, uploaded by Annie Elaine, 22 Nov. 2016, <https://youtu.be/SMKKze48Qbo>.
- (Scholarly article) Vidali, Amy. “Seeing What We Know: Disability and Theories of Metaphor.” *Journal of Literary and Cultural Disability Studies* 4.1 (2010): 33-54.

Activities:

- Mini-lecture: Discipline-specific language and in-group language.
- Mini-lecture: Metaphor.
- Discussion board and in-class discussions.
- Peer response on Project #2: “The Story of a Term.”

Week 7—Pause and Reflect

Activities:

- Discussion and discussion boards: Looping back to questions and deepening ideas.
- Midsemester reflection and feedback.
- Complete Project #2: “The Story of a Term.”

Weeks 8-10—Inspiration and the Supercrip

Texts:

- (Film) *Code of the Freaks*. Dir. Salome Chasnoff. Chicago, IL: Personal Hermitage Productions, 2020.
- (Web page) “Inspirationally Disadvantaged.” TV Tropes. n.d. <https://tvtropes.org/pmwiki/pmwiki.php/Main/InspirationallyDisadvantaged>
- (Scholarly article) Schalk, Sami. “Reevaluating the Supercrip.” *Journal of Literary & Cultural Disability Studies* 10.1 (2016): 71-86.
- (Video) Young, Stella. “I’m Not Your Inspiration, Thank You Very Much.” TEDxSydney. April 2014. https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

Activities:

- Mini-lecture: Beyond “good or bad” inspiration.
- Mini-lecture: The Olympics, the Paralympics, and the Special Olympics.
- Discussion board and in-class discussions.
- Peer response on Project #3: “A Deep Dive and a Critical Question.”

Weeks 11-12—Simulation, Empathy, Allyship

Texts:

- (Handbook) Adcock, Bev & Michael L. Remus. “Disability Awareness Activity Packet.” Oklahoma City, OK: Possibilities, Inc. 2006.
- (Essay) Burgstahler, Sheryl & Tanis Doe. “Disability Simulations: If, When, and How to Use Them.” *Review of Disability Studies* 1.2 (2004) 4-17.

- (Scholarly article) Dolmage, Jay. “Universal Design: Places to Start.” *Disability Studies Quarterly* 35.2 (2015). <http://dx.doi.org/10.18061/dsq.v35i2.4632>
- (Video) Jackson, Liz. “Empathy Reifies Disability Stigmas.” Keynote. Interaction 19. 6 Feb. 2019. <https://vimeo.com/319388683>
- (Scholarly article) Kleege, Georgina & Scott Wallin. “Audio Description as a Pedagogical Tool.” *Disability Studies Quarterly* 35.2 (2015). <http://dsq-sds.org/article/view/4622/3945>

Activities:

- Mini-lecture: Awareness days and simulation exercises.
- Discussion board and in-class discussions.
- Complete Project #3: “A Deep Dive and a Critical Question.”
- Hands-on training and studio time for Project 4: “Deep Dive Presentation.”

Weeks 13-14—Presentations & Discussions

Activities:

- Each student delivers their presentation, followed by Q&A and discussion with class. (Complete Project #4.)
- Final reflection.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

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ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*