

## **JUS 235 Disability, Justice and Advocacy Syllabus**

### **Course Description:**

Welcome to this introductory course on Disability, Justice and Advocacy Issues. The course is designed to acquaint you with the history of the disability rights movement in the United States and how it is both similar to and different from other social and human rights movements. We will examine how policies and activism are linked as we study the intersections of disability/diverse abilities with gender, sexuality, race and socio-economic status. We emphasize critical advocacy as it relates to disability rights and provide opportunities for you to gain practice in specific advocacy strategies and tactics.

This course was originally developed with, and co-taught by, Dr. Beth Blue Swadener. Happily, Dr. Swadener has allowed us to retain the materials she created for the course. So, as you proceed through the modules, occasionally you'll encounter her lectures. We are grateful for Dr. Swadener's generosity. In addition, we'd like to thank our colleagues Dr. Heather Switzer and PhD candidate Vik Peer for their contributions to this course. And thank you, Dr. Greg Broberg, for your invaluable suggestions!

**Credits:** 3

**Prerequisites:** None

**Instructors:** Drs. Terri and Copper Hlava

**Contact Info:** Please email us through the Canvas Inbox.

Or, by appointment with

zoom: <https://asu.zoom.us/j/7485474962> (Links to an external site.)

### **Course Learning Outcomes:**

Upon completion of the course students will:

1. Compare and contrast the history of disability rights with other civil rights and social movements
2. Connect historical disability rights and laws with current social justice issues, using an intersectional framework

3. Articulate impacts of disability in specific areas including education, health care, housing, invisible disabilities, and the carceral state
4. Develop advocacy skills through laser talks, communication with policymakers and "trimtabs"
5. Explain major policy debates in disability studies
6. Analyze and explain the ways that disability intersects with gender, sexuality, race and socio-economic status

### **Reading List:**

Materials (articles, book chapters and videos) will be available via the ASU Library Reading List.

Students are responsible for reading/viewing all Essential Materials.

### **Course Schedule:**

We'll cover the following topics week by week, though we'll revisit some topics, such as intersectionality, throughout the course.

1. Ableism and intersectional approaches to disability rights
2. Disability rights movements, advocacy and legislation
3. Accessibility and inclusion
4. Education, diverse abilities and the human animal bond
5. Health care, mental health, and invisible disabilities
6. Disability and the carceral state
7. Engaging in critical advocacy

### **Students will:**

1. Create an introduction video (or paragraph, if you prefer) **5 points**
2. Create a *laser talk* (2-minute presentation about your topic of interest) **10 points**
3. Identify a media outlet and write a persuasive letter to the editor (or blog host, etc.) about your chosen issue, or write to an elected official. You may expand on your laser talk, or choose a different topic. **10 points**

4. Choose the final assignment from a list of possibilities. The purpose of the final project/paper is to demonstrate your knowledge and advocacy skills. We'll provide more information as the course progresses. **25 points**

5. Participate in the discussions. We won't have discussions each week, but when we do, we look forward to a lively and respectful, collegial exchange of ideas! For each discussion, you'll post at least one original thought and respond to at least one of your colleagues' posts. **4 points x 4 discussions (16 points total)**

6. Complete quizzes on time and, of course, independently. Like the discussions, we won't have quizzes every week. Success with a quiz requires that you engage all of the learning material in that module, e.g. the essential readings, lectures/presentations, and videos. Each 10-item quiz consists of true/false, multiple choice and multiple answer choices. There are no essay or short answer responses in the quizzes. You may use your notes, the class learning material, the internet, and all other resources, but complete the quizzes independently. Remember, Canvas won't allow late submissions, so be sure to leave yourself plenty of time to complete each quiz well before midnight. **10 points x 3 = 30 points total**

7. Complete three surveys on time. **(4 points total)**

### **Flexible Due Date Policy:**

You are allowed to be one week late with Assignment 2 (Laser Talk), and up to one week late with Assignment 3 (Persuasive Communication). No other late work will be accepted unless you have an accommodation from S.A.I.L.S. (formerly DRC - Disability Resource Center).

### **The grading policy is as follows:**

**A=** 90% and 100% of total points possible

**B=** 89% - 80% of total points possible

**C=** 79%-70% of total points possible

**D=** 69%-60% of total points possible

**F=** 59% or less of total points possible

Hint:

Some assignments require you to create and upload a video. If you need help with the technology, there is a link to "Help" at the bottom left side of the Canvas menu.

Additionally, you may want to check out the following links:

Creating and posting videos on Youtube:

<https://support.google.com/youtube/answer/57407?co=GENIE.Platform%3DDesktop&hl=en> (Links to an external site.)

Using Zoom, a video conferencing tool that you may use for recording and posting videos too:

[zoom training the college sam m.pptx](#)

### **ASU Course Policies**

Each student is expected to read the ASU Course Policies page which can be found in the Course Navigation Menu on the left-hand side of the page (or by clicking [this link](#)).

JUS 235 is one of the two core courses in the [Disabilities Studies Certificate \(Links to an external site.\)](#) program.

We're SO glad that you've joined us!

### **Please note...**

It is difficult to know when you may be hungry, unsafe, or insecure about your wellbeing.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, who lacks a safe and stable place to live, or who is grappling with concerns such as mental or physical health, loss and grief, justice system involvement, immigration status, or discrimination, violence, or trauma, including sexual violence and believes this may affect their performance in the course, is urged to contact one or more of the following for support:

- Student Advocacy and Assistance (480-965-6547)  
<https://eoss.asu.edu/dos/student-advocacy-and-assistance>
- ASU Counseling Service (480-965-6146 or after business hours, 480-921-1006) <https://eoss.asu.edu/counseling>
- ASU Campus Safety (877-Sun-Devl)  
<https://eoss.asu.edu/dos/Safety>
- Call EMPACT's 24-hour ASU-dedicated crisis hotline (480-784-1500) <http://lafrontera-empact.org/>
- List of food pantries, locations, and hours.  
<https://www.foodpantries.org/ci/az-tempe>
- Tempe housing information:  
<https://www.tempe.gov/government/human-services/housing-services>