

# History and Systems of Psychology (EDP 376T/382G)

Undergrad Section Unique ID: 10655

Grad Section Unique ID: 10744

Monday 4-7pm

## COURSE SYLLABUS

**Instructor:** Dr. Stephanie W. Cawthon. My last name is pronounced “Caugh-thun”. You may call me Dr. Cawthon, Dr. C. or Stephanie.

**Office:** SZB 506K.

**Office hours:** By appointment.

**Email:** Stephanie.cawthon@austin.utexas.edu. I check email regularly, so this is the best way to reach me.

**Office phone:** 512-471-0378. The best time to reach me by phone is in the afternoons. If I am not there, please leave a message with your name, number, and a good time to call.

### Course Objectives

This course has the following objectives:

**Objective 1:** Understand disability as a culture.

**Objective 2:** Think critically about language surrounding disability.

**Objective 3:** Consider how technological spaces influence identity development.

**Objective 4:** Examine the relationship between education, family and work.

## Weekly Topics

WEEK	TOPIC
1: 9/11	Foundations: Introduction to Course
2: 9/18	Foundations: Demographics
3: 9/25	Foundations: Historical Context
4: 10/2	Foundations: Theoretical Frameworks
5: 10/9	Language: Says Who? Depends on your point of view.
6: 10/16	Language: Formal and Informal Language Use
7: 10/23	Language: Language as Power
8: 10/30	Identity: Identity Development
9: 11/6	Identity: Development in Context
10: 11/13	Identity: Intersectionality
11: 11/20	Professional Contexts: Helper vs. Ally
12: 11/27	Professional Contexts: Young Professionals With Disabilities
13: 12/4	Professional Contexts: Transition to Work
14: 12/11	Synthesis Day

## Assignments and Evaluation

### Readings

There is one required books for the course:

Shakespeare, T. Disability Rights and Wrongs Revisited. (2<sup>nd</sup> Edition). Routledge.  
**ISBN-13:** 978-0415527606

This will be supplemented with readings posted on the class Canvas website. A complete list of all readings for each week is at the end of this document. There will be additional readings for individuals registered for the graduate section of this course. You are expected to read and be prepared to discuss all of your assigned readings each week.

### Class Participation

**Class Participation** is an essential component of this course.

Demonstrating that you have read and critically considered the readings will be an important part of fulfilling the requirement for active participation. We will have weekly in-class assignments that will be used to track both your understanding of the material and your class attendance.

In addition, we will have online discussion posts, some in class and some as part of your work outside of class, to help you think more deeply about the material. Guidelines for online discussion board posts:

**Quantity:** Please post at least one original response and respond to at least two of your colleagues' responses.

**Quality:** We are looking for about a paragraph or so for the original response. The response to colleagues should be substantive and help to further the conversation.

**Timelines:** Please complete your original post by 5pm on the Thursday prior to the next class day. Please complete the response to colleagues by 10am on the corresponding class day (Monday).

Class participation is worth 15% of your final grade. Class attendance is also important: Students are expected to be present for all class sessions. Missing more than *one* class period, except for a medical or family emergency, will result in a half-grade (e.g. A to A-) deduction to your final course grade.

### Reflection Papers

Students will complete a reflection paper at the end of each of the following units:

- Foundations (due 10/9)
- Language (due 10/30)
- Identity (due 11/20)
- Professional Contexts (due 12/11)

The prompts for these reflection papers will be different for those registered for the undergraduate vs. graduate sections of the course. The purpose of these papers is to provide you with an opportunity to synthesize your understanding of themes within each unit and to apply them to contexts outside of those discussed directly in the course. Each reflection paper is worth 100 points, and will be weighted to total 60% of your course grade.

### Capstone Project

For the **Capstone** project, you will examine how the course themes are reflected in one of five media pieces. We will provide a separate handout explaining the goals of that assignment as well as strategies for success. This will account for 25% of your grade. This will be due on December 4<sup>th</sup>.

### Grading Summary

Assignment	Percent of Total Grade	Due Date
Participation	15%	Each week
Reflection Papers (4)	60%	End of each unit
Capstone Project	25%	12/4

### Grading Scale

*Grades will be allotted using the following scale:*

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-50	51-55	56-63	64-65	66-67	68-75	76-77	78-79	80-87	88-89	90-91	92-100

### Policies and Expectations

**(1) Honor Code.** I expect all of us to follow the 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.”

**(2) Students are expected to arrive to class on time**, to avoid disrupting other students’ learning experiences. There are no formal penalties, simply a request out of respect for the class, instructor, or guest speaker. You are asked to notify me or our TA if you are unable to attend class or need to miss a part of the class (arrive late or leave early) for any reason.

- (3) **E-mail.** Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. **If you do not already do so, you should get into the habit of checking your email on a daily basis.** This will ensure that you receive any important communications from me. Regular e-mail management will also minimize the risk that the inbox will be full, causing the e-mail to be returned to the sender with an error. Undeliverable messages returned because of either a full inbox or use of a "spam" filter will be considered delivered without further action required of the University. You are expected to respond to all email inquiries within a reasonable amount of time (about 24 hours).
- (4) **Please turn your cell phones to silent-alert.** However, if you find you check your phone for text messages whenever you receive a notification, I ask that you turn your phone off until the class is over. I do not mind if you discreetly leave the room to take an urgent call or text message on occasion. Please just try to avoid disturbing others and do not take calls or texts inside the classroom.
- (5) **Cheating will not be tolerated.** Academic dishonesty is a serious matter, and steps will be taken in cases where students are suspected of engaging in any form of unauthorized collaboration, cheating, plagiarism, or misrepresentation of work. If you have questions about how to avoid plagiarism by properly citing your references, please do let us know. Students may visit the webpage of the Office of Dean of Students, Student Judicial Services, for more information  
<http://deanofstudents.utexas.edu/sjs>
- (6) **Respect of other students' views, experiences, and questions is expected.** I expect everyone to contribute at least to some degree, and for everyone to be respectful of others' contributions, even if opinions widely differ. I also expect all of you to listen while others talk and for no one to "hog" the talk time.
- (7) **Accommodations.** Upon request, according to standard policies at The University of Texas, I will provide appropriate academic accommodations for qualified students with disabilities. Be certain to register with the Services for Students with Disabilities office in the Division of Diversity and Community Engagement as soon as possible. For more information, contact the Office of the Dean of Students at 471-6259 / 471-4641 TTY.
- (8) **Holy Day Observances.** I will allow make-up work for assignments and exams due to absences or schedule conflicts for religious observances. You must **notify me by email 7 days prior** to the holy day observance in order to make arrangements unless the day falls within the first 7 days of the semester. In that case, I require notification within 24 hours of the first class meeting.
- (9) **Writing Center: UT Graduate Students** *Graduate Student Writing Service* (GSWS). UT Learning Center Tutoring Center JES A332A (512) 471-3614  
[www.utexas.edu/student/utlc/tutoring/grad\\_writing\\_services.php](http://www.utexas.edu/student/utlc/tutoring/grad_writing_services.php). Located in the UT

Learning Center in Jester, the GSWS offers writing advice to any UT graduate student in the same way the UWC works with undergrads. They employ graduate student consultants who are familiar with personal statements, cover letters, resumes, articles for publication, and dissertations. Consultations are offered by appointment only and students who are interested must visit the main office.

- (10) Safety and Emergency Procedures:** Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Behavior Concerns Advice Line (BCAL): 512-232-5050. Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

Please do not hesitate to make an appointment if you have any concerns or questions about the class.

*Here's to a wonderful semester together!*

**Readings and Assignments**  
**Additional Assignments for Graduate Students noted in GREEN**

All assignments outside of the Shakespeare Text will be available on Canvas.

WEEK	TOPIC
1: 9/11	<b>Foundations: Introduction to Course</b> No Readings.
2: 9/18	<b>Foundations: Demographics</b> Selections from Shakespeare Chapters 1, 2, 3. Graduate students read the entire chapters. Moreno: 21 Ways Able-bodied Privilege Looks. The Body is Not an Apology. Cologon: "What is disability? It depends whose shoes you are wearing": Parent understandings of the concept of disability. <i>Disabilities Studies Quarterly</i> , 36, 1.
3: 9/25	<b>Foundations: Historical Context</b> Concannon: Mind Matters: Mental Disability and the History and Future of the Americans with Disabilities Act. Law and Psychology Review. Brown: What is a Disability Culture? <i>Disability Studies Quarterly</i> . Volume 22, No. 2 pages 34-50. Sinclair: Cultural Commentary: Being Autistic Together. <i>Disability Studies Quarterly</i> . Volume 30, No. 1. Olive, J.: Reflecting on the Tensions Between Emic and Etic Perspectives in Life History Research: Lessons Learned. Forum: <i>Qualitative Social Research</i> . Volume 15, No. 2, Art. 6
4: 10/2	<b>Foundations: Theoretical Frameworks</b> Shakespeare Chapter 7. Green: Brain Injury meet disability culture. Brown: Disability in an Abelist World. Video: Not everyone is charmed by videos of babies hearing for the first time. Coleman-Fountain and McLaughlin (2013). The interactions of disability and impairment. <i>Social Theory &amp; Health</i> , 11, 133–150. doi:10.1057/sth.2012.21

---

5: 10/9 **Language: Says Who? Depends on your point of view.**

Blog Post: When Medicine Doesn't Speak the Right Language for My Body  
Black, Keys, McMahon, O'Neill: How We Label Students with Disabilities: A  
Framework of Language Use in an Urban School District in the United States

---

6: 10/16 **Language: Formal and Informal Language Use**

Rosen, Chang, Erwin, Carrier, Cheever: The relationship between "textisms" and  
formal and informal writing among young adults.

Rosen: An Unintended Consequence of IDEA: ASL, the Deaf Community and Deaf  
Culture into Mainstream Education

Video: I'm not your inspiration, thank you very much.

[Beratan: Institutionalizing inequality: Ableism, racism, and IDEA 2004](#)

[Boyd, Ng, & Schryer: Deconstructing language practices: discursive constructions of  
children in Individual Education Plan resource documents](#)

---

7: 10/23 **Language: Language as Power**

Shakespeare Chapter 5

Video: Come into my silence

Ladau: What should you call me? I get to decide: Why I'll never identify with person-  
first language

---

8: 10/30 **Identity: Identity Development**

Inspiration Porn: High School Gestures

Dunn: Fictional Characters with Disabilities—What Message Do They Send?

How To Be Disabled, According to Stock Photography

[Penketh: 'Children see before they speak': an exploration of ableism in art education](#)

---

9: 11/6 **Identity: Development in Context**

Shakespeare Chapter 12

How Murder Victims with Disabilities get Blamed for their own deaths

Going to College

[Garberoglio, Schoffstall, Cawthon: The role of self beliefs in predicting postsecondary](#)

---



---

outcomes for deaf young adults.

---

10:	<b>Identity: Intersectionality</b>
11/13	#DisabilityTooWhite: Complex Conversations Women's March on Washington: Two points of view <a href="#">Carter: Teaching with Trauma: Disability Pedagogy, Feminism, and the Trigger Warnings Debate</a>
11:	<b>Professional Contexts: Helper vs. Ally</b>
11/20	Shakespeare Chapter 10 Blog: "You're Carrie, You know?" 7 ways my nondisabled friends get it right Video: What is the difference between an ally and an advocate? <a href="#">Shakespeare Chapter 9</a>
12:	<b>Professional Contexts: Young Professionals With Disabilities</b>
11/27	Shrewsbury: Disability and participation in the professions: examples from higher and medical education  Blog: Becoming a doctor  Kent: Disability and eLearning: Opportunities and Barriers  <a href="#">Shakespeare Chapter 11</a>
13: 12/4	<b>Professional Contexts: Transition to Work</b>
	Walker: There's an awful cost to getting a PhD that no one talks about.  Tara: Why I Always Disclose My Disability In a Job Interview  Tuller & Hlavacek: Vocational Rehabilitation  <a href="#">Cawthon &amp; Schoffstall: How ready are postsecondary institutions for students who are d/deaf or hard-of-hearing?</a>
14:	Synthesis Day
12/11	No Readings Due.

---