

Course Last Updated 9/26/2024



Comparative Ableism and Disability Prejudice in Education and the Workplace

Section I: Course Overview

Course Code: PSY353

Subject Area(s): Psychology

Prerequisites: One 200-level course or two 100-level courses in psychology or another relevant subject area

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

What is 'ableism' and how is it perceived in modern society? Does the 'scientific' diagnosis of individuals with learning difficulties and other disorders properly reflect the social setting, including gender and racial balance? How are individuals with special needs accommodated in primary, secondary and tertiary educational institutions? Why is there an earnings disparity that is weighed against people with special needs? What does it mean to study/work at an inclusive organization, versus simply a diverse one, and why does it matter? What are microaggressions? What are the barriers to the inclusion of people with disabilities and how can these be addressed? This course considers these questions and explores the concepts of diversity and inclusion through lenses of identities of gender, race and ethnicity, disability, class and sexuality. Field studies, case studies and in-class discussion provide an insight into different management strategies for ableism and inclusion, particularly in the British and American contexts.

Learning Objectives

- Explain the concept of ableism and its manifestations in modern society, including its intersection with gender, race, and ethnicity.
- Analyze the effectiveness of current educational accommodations for individuals with special needs

- Evaluate the barriers to inclusion for individuals with disabilities in the workplace

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Mid-Term Presentation - 20%

Debate On Ethical Considerations - 15%

Field Study Report – 15%

Final Project - 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Mid-Term Presentation (20%): Prepare an individual 15-minute presentation illustrating **and** ableism case in the context of a chosen location or a place of upbringing. This would refer to experiences of prejudice, stigmatisation but also support and acceptance in the location/place that has been chosen. The presentation must be based on what has been learned in class to this point, including critical evaluation of reading materials and overview of the specific modules discussed in the weeks building up to mid-term. The presentation is followed by Q&A including students which is part of the overall grade.

Field Study Report (1000 words; 15%): This assignment requires you to expand and build on your experiential learning. The paper is primarily based on your field observations, but additional research can help to frame the topic and enrich your analysis.

Debate On Ethical Considerations (1000 words; 15%): Students will work in teams to prepare their arguments for or against a given ethical issue – this could be either an ongoing philosophical dilemma or a current media headline on ableism-related case. Following the

debate, students will submit a short (1000 words) individual reflection on the argument presented in the debate.

Final Project (1500 words; 25%): Prepare in pairs a 5-minute video ad on a chosen theme related to the course. This may either highlight the challenges of ableism and discrimination or be an aspirational and inspirational social message of triumph overcoming hurdles. Both should provide recommendations or ideas for the way forward towards a vision of an inclusive ableist world. This video is to be followed by a short presentation explaining the rationale after receiving feedback from the audience. The rationale must include the ideas, methodology and aims presented in the video and also submitted as a 1500-word report via Canvas.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Community Center Visit – Experiencing Social Prejudice
- After School Club Visit

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

Nario-Redmond, Michelle R. *Ableism: The Causes and Consequences of Disability Prejudice*. John Wiley & Sons, Inc, 2020.

Selected Readings

Current event readings relevant to the course will be provided periodically throughout the term. These readings will be uploaded to canvas and students will be made aware of these in class.

Course Calendar

Session 1	
Topics	INTRODUCTION TO THE COURSE
Activity	We will review the syllabus and course outline as well key terminology and delve into the history and narrative of disability.
Readings and Assignments	Readings: Acquire copy of text book Assignments:

	Read through the syllabus and think about your expectations and goals for this semester.
--	--

Session 2	
Topics	MEDICAL AND SCIENTIFIC ASSESSMENT OF DISABILITY
Activity	We will discuss the mainstream medical and scientific understanding of disabilities, assessment, diagnosis, impact. The stigma of invisible disabilities.
Readings and Assignments	Readings: Chapter 1 Assignments: Class activity: Is the medical and scientific assessment of disability adequate? Argument and counter argument in two groups

Session 3	
Topics	DIFFERENT FORMS AND INTERPRETATIONS OF ABLEISM
Activity	We will discuss social attitudes towards the difference between ability and disability throughout history in British and American contexts.
Readings and Assignments	Readings: Chapter 2 (Part 1) Assignments:

Session 4	
Topics	THE MANY FORMS OF OTHERING
Activity	We will discuss ethnic, gender, religious implications of ableism as well as the practice of "othering". Media representations of various forms of ableism. Mainstream prejudice on family, sex, relationships.
Readings and Assignments	Readings: Chapter 2 (Part 2) Assignments:

Session 5	
Topics	FIELD STUDY: EXPERIENCING SOCIAL PREJUDICE
Activity	We will visit a community centre and meet people with insight on social prejudice.
Readings and Assignments	Readings: Chapter 3 Assignments:

Session 6	
Topics	MID-TERM PRESENTATIONS
Activity	15-minute pair presentations contextualising your chosen location or place of upbringing.
Readings and Assignments	Assignments:

Session 7	
Topics	FIELD STUDY: After School Club

Activity	Visit to after school club to experience educational environment
Readings and Assignments	Readings: Chapter 4 Assignments: Field Study Report Draft

Session 8	
Topics	ABLEISM IN EDUCATION
Activity	Overview of ableism in primary, secondary and tertiary education.
Readings and Assignments	Readings: Chapter 5 (Part 1) Assignments: Field Study Report due

Session 9	
Topics	REALITIES OF EMPLOYMENT AND UNEMPLOYMENT
Activity	In the first part we will discuss how organizations adapt to ableism through compliance and workplace culture and identity. In the second half of the class we will have guest speaker (Vee Moodley)
Readings and Assignments	Readings: Chapter 5 (Part 2)

Session 10	
Topics	EVOLVING SCIENCE AND TECHNOLOGY
Activity	The pros and cons of science: We will explore how technology and science have enhanced living. The debate over eugenics.
Readings and Assignments	Readings: Chapter 6 Assignments:

Session 11	
Topics	Reducing Prejudice
Activity	In-class discussion of prejudice reduction
Readings and Assignments	Readings: Chapter 7

Session 12	
Topics	DEBATE ON ETHICAL CONSIDERATIONS
Activity	
Readings and Assignments	Assignments: Prepare for the Great Debate

Session 13	
Topics	CULTURE OF RECOGNITION AND UNDERSTANDING
Activity	Discuss different approaches to creating a culture belonging in education, the workplace and society at large.
Readings and Assignments	Reading: Chapter 8 Assignments:

Session 14	
Topics	Guest Lecture

Session 15	
Topics	FINAL PROJECT
Activity	Present social ad that promotes your vision and perspective of ableism
Readings and Assignments	Assignments: Can either be film or PP and accompanied with a 1500 word rationale explaining it

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.