##

## **PART I:**

**Disability Studies 195 CE**

Fall 2022

***https://bruinlearn.ucla.edu/courses/149089***

#### **Welcome to Disability Studies 195 CE!**

DS 195 CE provides a consecutive 2-quarter internship experience required for the Disability Studies minor. The Disability Studies community internship is a chance to connect theory to practice. Students will apply theories learned in disability studies courses, get first-hand experience in disability-related fields, see how disability is constructed and framed by different organizations, and analyze different salient models of disability mobilized in advocacy, service, policy, and research.

This internship course is designed to provide an academic context for off-campus, *remote* work in one of three types of governmental or non-profit settings: students can choose to provide direct service to disabled individuals or their families, engage in research related to disability studies, or work on policy issues related to disability studies. Students will work independently with the graduate student instructor to think through models of disability observed at their site, construct a series of reading assignments that examine disability studies issues related to their internship duties, and craft a final paper topic that will link disability studies concepts to their personal experience.

DS 195CE is a 4-unit course that should be taken for a letter grade. Completion of the course fulfills one upper division elective course requirement for the DS minor. *Students are required to work a* ***minimum*** *of 80 hours total*(about 8-10 hours per week) at their internship site over the course of at least eight weeks of the academic quarter in order to pass the course. *Failure to meet the minimum hour requirement may result in an automatic Fail/No Pass. .*

**Table of Contents:**

1. [Meet Your Faculty and TAs](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.4d34og8)
2. [Learning Goals](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.2s8eyo1)
3. [Course Organization](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.17dp8vu)
4. [Course Materials](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.3rdcrjn)
5. [Succeeding In This Class and Cultivating an Inclusive Classroom Together](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.26in1rg)

6. [Assignments and Participation](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.lnxbz9)

1. [Course Grading Scale](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.35nkun2)
2. [Courses and GE Credits](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.1ksv4uv)
3. [Course Schedule](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.44sinio)
4. [Academic Accommodations](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.2jxsxqh)
5. [Other Campus Resources](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.z337ya)
6. [Academic Integrity](https://docs.google.com/document/d/1zyxhTbaTBSAu3dFhBaNpf5MRSinoJH-M/edit#heading=h.3j2qqm3)

**Meet your faculty and GSI:**

In order to enhance your success in this class, you will be supported throughout the quarter by our team of instructors and graduate teaching assistant (TA). Please remember that we are all here to help you and welcome all the questions or concerns that you may have. You are required to make an appointment for office hours (which, essentially serve as your bi-weekly meeting requirement). During these times, we are available to answer any questions you have related to lectures, reading, assignments, or chat about your interests in the subject or trajectories for the

future. Office hours are a very relaxed, casual space that are designed to support you in whatever ways you need. Feel free to come alone, or drop in with a friend. We encourage collaborative learning in this space, and we hope that you will reach out to me as your instructor, as well as to your peers to help you succeed in this class.

We do realize that everyone’s schedule is different and understand if you cannot make the designated office hours. Please email me, and we will make sure that we work to find a time that works best for you. Always remember, we are here to support you!

| Name | Role | Field of Study/ Teaching &/or Research Interests | Contact information: Email / Phone Number/ Office # | Office Hours |
| --- | --- | --- | --- | --- |
| Cymone Mack | TA | Higher Education & Organizational Change | cmack@college.ucla.edu | Mon: 11a-3pTues: 11a-3pWed: 11a-3p |
| Victoria Marks | Faculty  | Disability, World Arts & Dance | vmarks@arts.ucla.edu | Tues; 1p-3p *or* by appointment |

**Learning Goals:**

Students enrolled in this independent study course will have the opportunity to:

● Define and apply the following core concepts: civic engagement, social responsibility, self-reflexivity, standpoint, and experiential knowledge; stigma and passing; and transition;

● Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st Century work environments;

● Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from an academic discipline;

● Explore how off-campus work experience contributes to an undergraduate’s intellectual, personal, and professional development and informs future career choices

**Course Organization:**

As this is an independent studies course, this course consists of 1-on-1 biweekly meetings between myself (TA) and you (the student). Attendance for bi-weekly meetings is mandatory. During biweekly meetings we will discuss the weekly readings, develop your writing, and work on relevant essential skills to help you at college. You should always plan to come in with at least 3 questions or topics to cover during each meeting.

Due to ongoing concerns regarding COVID-19, this course will be taught differently than it has been in the past. All meetings will be conducted remotely. We promise to do our best to deliver an engaging and fun course despite the challenges posed by the pandemic. We ask that you, the student to please:

* Be flexible and patient with us and flexible as we adapt.
* Refer back to this syllabus and the section syllabus throughout the course, as it will evolve as circumstances change.
* Stay up to date on UCLA’s response to COVID-19 through this [website](https://newsroom.ucla.edu/stories/coronavirus-information-for-the-ucla-campus-community).
* Additional resources for remote learning are [here.](https://www.teaching.ucla.edu/resources/student-remote-learning)

**Remote Learning Privacy:** We will be using Zoom, CCLE/Canvas videos and other technologies in this course. The UCLA Student Code of Conduct, which includes Section 102.28: Expectation of Privacy, makes it clear that taking any screenshots or sharing any recorded materials or slides with anyone outside of this course is not allowed, as each of us has a “reasonable expectation of privacy.” We do encourage you to turn on your video during discussions if you are able but understand that this is not always possible. If you have concerns about participating over Zoom, please feel free to contact your GTA and Dr.

Rensel.

#### ***Technologies We’ll Use:***

| **Technology** | **What We’ll Use It For** | **How to Access** |
| --- | --- | --- |
| Zoom | Holding class meetings; office hours; group meetings | Go to ucla.zoom.us to download your free Zoom pro account |
| Canva/ BruinLearn | Course announcements; resources; sharing assignments and syllabus; turning in assignments; linking to Perusall |  Canva:https://bruinlearn.ucla.edu/courses/149089 |
| MyUCLA | Posting and tracking your grades throughout the course | my.ucla.edu |

**Course Materials;**

A textbook will **not** be required for this class, and all assigned readings will be posted to CCLE in the folder for the corresponding week. Please make sure to check the *current week’s folder* for the most updated copies of all the course readings. The course website can be found here: (***https://bruinlearn.ucla.edu/courses/149089***).

In order to complete all assignments, you will need an internet connection, and a device that can connect to the internet. We know that WiFi connections can be unreliable and spotty at times, therefore, if you are in any way concerned about submitting an assignment, please reach out to any professor or your discussion section TA. Further, if you have any concerns about access technology or internet service, please let us know so that we can determine the resources necessary to help you.

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# ***General success in 195 CE: Succeeding In This Class and Cultivating an Inclusive Classroom Together***

We Expect Students to Develop a “Growth” Mindset. If you receive a bad grade on assessment do you believe it is because you are just not good at this subject? Or do you see it as an indication that you need to study a bit harder in order to do well next time?

This is one small example, but you can absolutely change your mindset and approach challenges and successes to benefits your learning. We believe that all students have the ability to be successful in this course, and that failures or challenges should be viewed as learning opportunities. This includes those of you who would say that you’re not a ‘humanities person’. As you begin this course, please consider what you need to do to develop a growth mindset, and approach all course activities and assessments accordingly.

There are many ways for you to show us what and how you are learning through your preparation, participation in biweekly meetings, written assignments and final papers. This class is structured to help you and your classmates get the support and guidance you need to succeed. The coursework is intended to encourage practices that will help you learn the material better, and that you can take with you throughout your college career and beyond.

# **Assignments and Participation**

In this course, you will be graded based on your achievement (on criteria on rubrics) on the following activities:

| **Activity** | **Percentage of Grade** |
| --- | --- |
| Supervisor Feedback (End of the quarter Evaluation) | 5% |
| Attendance and Participation (Bi-Weekly meetings) | 15% |
| Reading Reflections (10 total) | 40% |
|  Final Paper | 40% |

***Meetings:***  *\*\*Please note: All meetings* ***must*** *be scheduled* ***24hours in advance.*** *I understand that life and circumstances occur, thus, in the event that you need to reschedule, please email me as soon as you can. \*\**

Once students are officially enrolled in the course and have been assigned to their Graduates Student Instructor, students will be able to schedule their biweekly meetings through MyUCLA by going to the "Academics" tab, "Advising & Academic Services", "Appointments". Students are required to schedule **four biweekly** meetings (along with one group meeting) and should schedule them **every other week**.

 Each meeting is worth 5 points. Showing up late and/or unprepared for a meeting will result in the loss of at least one point. *If you arrive 10+ minutes late, you will be asked to reschedule* **and** the meeting will be worth only half credit. You may schedule only one meeting per week and **MUST complete your second meeting by the end of Week 4** or the meeting will be considered late and will be worth only half credit. Repeated same-day cancellations may also result in a penalty.

\*\*Students are expected to come prepared to **all** meetingswith at least **3** guiding questions or topics to discuss.\*\*

**GROUP WRITING WORKSHOPS**

In light of the feedback I received regarding this course during Winter 2022, all students are expected to sign up **for 1 group meeting** during either week 7 or 8. The purpose of this meeting is to share your final paper topic, receive feedback from your peers on your topic and further discuss your internship experience with your peers.

*The group meeting sign up sheet will be dispersed* ***Monday of week 5****, and all students are expected to sign up for a group slot Sunday going into week 6. However if any of the time slots listed do not work for you-* ***email me Friday of week 5*** *expressing what times do in fact work for you.*

***Weekly Reflections:***

Students will have the option to submit their **weekly** responses through *one of 4 ways*:

1.**2-3 page response paper** (double-spaced, 12-point Times New Roman font, 1-inch margins) via the course website

Weekly response papers are designed to help you contextualize your internship experience; therefore, whenever possible you are encouraged not just to be descriptive but also analytical. Think critically about your experience with the organization, the staff and community at large. A lack of critical reflection will result in point deductions. Think about how your experiences and observations are affecting your understanding of the organization and their work. Since these are designed to help you engage with and reflect on what you’re doing, if one week you would like to address something that isn’t reflected in the topics, feel free to propose an alternate idea or reading.

2. **A PowerPoint Presentation:** All PowerPoints should be a minimum of 4 slides (not including a cover slide or works cited [which is expected]). Students are expected to address ***all components*** of the weekly response questions. Each question should yield a minimum 4-5 sentence response in order to receive full credit.

\**Depending on the prompt for the week, you can consider making each question its own slide in order to meet the 4-slide minimum.*

3**. An Audio Response:** All audio responses should address ***all components*** of the weekly response questions. All audios must be a minimum of 4 minutes long and a maximum of 10 minutes long.

4**.Other:** If there is another submission option that you feel best caters to your learning style please feel free to email me to receive approval at **least 3 days prior** to assignment submission.

Note: You must turn in **10 weekly responses total**. **Each response is worth 10 points**. Late responses will receive 1 point deduction per day late. Submitting more than two responses over one week late is grounds for automatic “No Pass” or an equivalent reduction in letter grade.

***Assignment Extensions;*** *Although I understand that life and unforeseen circumstances may occur, all extensions must be requested* ***at least*** *24hours in advance. Final Papers however, are a hard deadline, and therefore extensions for final papers are not granted.*

***Final Paper:*** Submit your paper on CCLE by **11:59pm on Friday of Finals Week.** Late papers will be penalized 1/3 of a grade for each day late.

Final papers should be **8-10 pages (for *first quarter students*) and 14-16 pages (for *second quarter students*)** and should be inspired by your work at your internship site. For students enrolled in DS 195 CE for their first quarter, your paper should discuss a topic in disability studies more broadly or a topic as it relates to your specific internship. For second quarter students, your research paper should build off your review of DS literature related to your internship to **develop a proposal (e.g., a resource, program, new approach to teaching or outreach) that would strengthen the work of your site, based on research and principles within disability studies.** For ***first quarter students***, your final research paper must have a ***minimum* of 10 sources, five of which should be Disability Studies scholarly sources**. For ***second quarter students*** your Final Paper **should have a minimum of 15 sources*.*** While your paper may include a mix of academic and non-academic sources, you must have at least five scholarly/academic sources.

The UCLA Disability Studies Minor webpage (www.uei.ucla.edu/dsminor.htm) includes several helpful links. Click on Minor Requirements. On the right side of the screen you will see a section entitled “Supplemental Documents.” Then click on [**UCLA Library Disability Studies Research Guide**](http://guides.library.ucla.edu/disability-studies) to access these resources.

**Course Grading Scale:**

Your grade for this class will be dependent upon attendance/participation, reading reflection and papers. The final letter grade you receive for this class will be based on achievement of criteria on rubrics (not on a curve) and based on the following scale:

A 93-100 | A- 90-92 | B+ 87-89 | B 83-86 | B- 80-82 | C+ 77-79 | C 73-76 | C- 70-72 | D+ 67-69 | D 63-66 | D- 60-62 | F 0-59

**Course & GE Credits:**

**Course Schedule:**

\*Note: The schedule and readings are all subject to change. Please make sure you are frequently checking the syllabus and CCLE for all updated information.

| **Week/Date** | **Topic** | **Readings** | **Assignments Due** |
| --- | --- | --- | --- |
| Week 1 | Enrolling in the Course | CCE Common Reading  | N/A |
| Week 2 | Disability Studies as an Interdisciplinary Field  | Hitt, A. & Garrett, B. (2014). Interviews with Melanie Yergeau, Beth Ferri & Nirmala Erevelles. *Reflections, 14*(1). **OR**Disability Visibility Podcast: Episode 46 - Disability Studies<https://disabilityvisibilityproject.com/2019/03/10/ep-46-disability-studies/> | Weekly Reflection |
| Week 3 | Critically Engaging with your internship  | Brilmyer, G. M. (2020). “It Could Have Been Us in a Different Moment. It Still Is Us in Many Ways”: Community Identification and the Violence of Archival Representation of Disability | Weekly Reflection |
| Week 4 | Self Determination & Self- Advocacy  | Disability Visibility Project:<https://disabilityvisibilityproject.com/2019/07/14/ep-55-self-advocacy/> **OR**Smith, P. and C. Routel. (2010). Transition Failure: The Cultural Bias of Self-Determination and the Journey to Adulthood for People with Disabilities. *Disability Studies Quarterly*, 30(1). | Weekly Reflection |
| Week 5 | Planning your Final Paper | N/A | Weekly Reflection |
| Week 6 | Stigma, Passing, & Normalcy in recent Media on Disability  | Brown, L.M.C. (2010). Stigma: An Enigma Demystified. In L.J. Davis (Ed.), *The Disability Studies Reader*, 3rd Edition. (pp. 179-192). New York: Routledge.Brueggemann, B. (2010). On (Almost) Passing. In L.J. Davis (Ed.), *The Disability Studies Reader*, 3rd Edition. (pp. 209-222). New York: Routledge Watch ***ONE*** of the following:● Unpacking Immigration & Disability Justice:<https://www.youtube.com/watch?v=OX6rWu1xsWE> [No CC]● Crip Camp (Netflix -<https://www.netflix.com/title/81001496>)● Fixed: The Science/Fiction of Human Enhancement [Kanopy – available via the UCLA Library -<https://www.kanopy.com/product/fixed>] | Weekly ReflectionSign up For Group Meeting |
| Week 7 | Disability and the Workplace | Gillies, J. (2012). University Graduates with a Disability: The Transition to the Workforce. *Disability Studies Quarterly*, 32(3). **OR**Disability Visibility Podcast – Episode 64: Disabled Teachers:<https://disabilityvisibilityproject.com/2019/11/18/ep-64-disabled-teachers/> | Weekly ReflectionGroup Meeting 1 |
| Week 8 | Rough Draft  | N/A | Rough Draft Group Meeting 2 |
| Week 9 | Self Reflection & transition to the Workplace | Ryerson University. (2009). Critical Reflection: An integral component to experiential learning. | Weekly Reflection |
| Week 10 | Work on Final Paper  | N/A | Signed Timesheet Google Form: *“Collaboratory Form”* |
| Finals Week  | Final  | N/A | Final Paper  |

#### **Disability Studies 195 CE Weekly Response Topics Fall Quarter**

***NOTE: \*\*Below you will find that each week the prompt distinguishes either “first quarter students or second quarter students”. If this is in fact your first quarter in DS 195 CE then you will only address the prompts labeled “first quarter students”. If this is your second quarter in DS 195 CE then you will only address the prompts labeled “second quarter students” \*\****

**\**Please copy and paste the questions onto your weekly response paper and answer each question directly. Be sure to include a heading on every response submitted***

### **Week 1: Enrolling in the Course, Starting at Your Internship Site**

**Assignment:**

### Please read through the “CCE Common Reading” as you prepare to begin working with your internship. Submit your Course Contract, Learning Agreement, and Learning Agreement Addendum.

### **Week 2: Disability Studies as an Interdisciplinary Field**

**Assignment DUE: Friday, October 7th by 11:59pm**

***\*\*Please note this is one of the few exceptions where your weekly assignment is not due on Sunday \*\****

***First quarter students only:***

Hitt, A. & Garrett, B. (2014). Interviews with Melanie Yergeau, Beth Ferri & Nirmala Erevelles. *Reflections, 14*(1).

-OR-

Disability Visibility Podcast: Episode 46 - Disability Studies<https://disabilityvisibilityproject.com/2019/03/10/ep-46-disability-studies/>

Prompt: Select one of the readings and discuss how at least one of the interviewees emphasizes what is gained through bringing disability studies into conversation with other academic disciplines. How do you see disability studies represented within or contributing to your major field(s) of study? Phrased another way, how does disability studies change your understanding / thinking about core concepts in your major field(s) of study?

***Second quarter students only: Identify Relevant Readings for the Quarter***

Prompt: Draft a reading list for the quarter that includes *at least four*, recent disability studies readings (2010-2021) that you will use to build out your literature review for your proposal. You are encouraged to contact a research librarian for a remote consultation to assist with gathering relevant sources: <https://guides.library.ucla.edu/disability-studies>. Readings should be related to your research interests for your paper topic for this quarter. These readings should be drawn from academic sources. [Note: In the event that you find new sources between 1/20 and 1/24- your *finalized* list of readings will be submitted Week 3, Sunday, January 24th, by 11:59pm.

*For Weeks 4,6, &7: Read one of your selected readings and answer the following questions: (1) What is the author's central claim or argument? (2) What are the author's supporting arguments? (3) What evidence does the author provide to support/prove their thesis? (4) What does the author hope to achieve with the piece? What is the purpose of the work? (5) How are the arguments relevant to your proposal?*

### **Week 3: Critically Engaging with your Internship**

**Assignment DUE: Sunday, October 9th by 11:59pm**

***First quarter students only*:**

1. Describe a recent experience working at your internship site that you found interesting or challenging (can be anytime from Weeks 1-3).

2. How has your work shifted moving to a remote structure? What unique roles will you have this quarter that you didn’t last quarter? Are you able to ask questions, make suggestions or participate to a greater degree?

3. What does advising and mentorship look like within your internship currently?

4. Starting to think about your final paper, what have you noticed at your internship site that could be changed, added, or enhanced? (e.g., the internship site’s programs, the site’s theory behind their practices, etc.). If you were running this organization, what would you change and why?

5. *[To email separately]* What support do you need from me in making this quarter a meaningful experience? If there is anything you think it would be helpful for me to know, or if I can provide any assistance with identifying resources to support your success in this class, please reach out this week or at any point.

If you have not done so already, please familiarize yourself with the UCLA Career Center’s Resources (<http://www.career.ucla.edu/>). You are strongly encouraged to make an appointment at the career center and engage in other resources they offer. *[Week 7 will have a follow-up question about how you have utilized the Career Center’s resources].*

***Second quarter students only*:**

Brilmyer, G. M. (2020). “It Could Have Been Us in a Different Moment. It Still Is Us in Many Ways”: Community Identification and the Violence of Archival Representation of Disability.

o What types of records / archives does Brilmyer describe disabled scholars studying? What types of paperwork, record-keeping, or records about disability were kept at your internship site last quarter (if you can’t remember, what types of paperwork or record-keeping do you expect to keep in your future occupation)? What purpose do / did these records serve and how is disability discussed in these records?

▪ *[This question asks you to think about how practitioners, rather than academics, are writing about disability in the workplace, whether that workplace is your former internship site, or your future profession]*

● Submit your finalized reading list for the quarter.

● Set up an appointment with the Undergraduate Writing Center (before Week 7,) to look at your Q1 paper and get feedback on refining and expanding this paper into a proposal<https://wp.ucla.edu/wc/> - you might ask for feedback on the organization of your current paper, as well as how to synthesize what you have into a literature review that will be the basis for your proposal.

### **Week 4: Self-Determination and Self-Advocacy**

**Assignment DUE: Sunday, October 16th, by 11:59pm**

 ***First quarter students only:* Select one of the two prompts to address below:**

Disability Visibility Project:<https://disabilityvisibilityproject.com/2019/07/14/ep-55-self-advocacy/>

What are examples of self-advocacy that are discussed by the interviewees? How do they practice self-advocacy? How does your internship site encourage self-advocacy? How do you see disabled people at your site engaging in self-advocacy?

 -OR-

Smith, P. and C. Routel. (2010). Transition Failure: The Cultural Bias of Self-Determination and the Journey to Adulthood for People with Disabilities. *Disability Studies Quarterly*, 30(1).

According to Smith and Routel, why is there a lack of consensus about a definition of self-determination, and how do these different definitions lead to transition failure? How do you think your internship site defines self-determination, and how does this definition determine which communities are best served?

*NOTE: You will need to have a selected reading of your choice approved by the Graduate Student Instructor by Wednesday to complete next week’s assignment.*

***First Quarter Students only- Assignment Part II***

Watch the “Mapping Your Research idea Video”

Turn in your completed “Mapping Your Research Ideas” Diagram with Your Prompt

***Second quarter students only:***

Please refer to Week 2 for your ongoing weekly prompt

### **Week 5: Planning Your Final Paper**

**Assignment DUE: Sunday, October 23rd by 11:59pm**

**Consider which group meeting time you will sign up for. If none of the dates/ times listed work for you, email me multiple time slots that do work for you during week 7 or 8- BEFORE Friday (10/28) and sign up for slot by next Sunday (10/30)\***

Select and discuss a recent (2014-2020) article from the *Disability Studies Quarterly* or *Disability & Society* that relates to your areas of interest for your paper topic. Readings must be pre-approved by the Graduate Student Instructor (email article title and link by Wednesday). All articles from DSQ are available for free online.

- ***Second quarter students:*** This reading should be one from your reading list *(****you do not*** *have to do two readings this week)*

***First quarter students only:***

 (1) What is the author's central claim or argument? (2) What are the author's supporting arguments? (3) What evidence does the author provide to support/prove their thesis? (4) What does the author hope to achieve with the piece? What is the purpose of the work? (5) How are the arguments relevant to your proposal?

***Second quarter students only:***

Describe what you plan to write about in your final research paper. What kind of program, policy, or research project will you propose for your final paper? How has the program, policy, or research project you are proposing grown out of your internship experiences / observations over the past two quarters? How will you build off of your research paper from last quarter? If your topic is different from last quarter, discuss your reason for the change in your topic.

Discuss the main argument of the article/chapter you’ve chosen for this week and why you selected it for your proposal (how do you plan on using it). How does this article inform your research project? How do you plan to incorporate disability studies frameworks, sources, arguments into your proposal?

**Week 6: Stigma, Passing, and Normalcy in Recent Media on Disability**

**Assignment DUE: Sunday, October 30th, by 11:59pm**

Brown, L.M.C. (2010). Stigma: An Enigma Demystified. In L.J. Davis (Ed.), *The Disability Studies Reader*, 3rd Edition. (pp. 179-192). New York: Routledge.

Brueggemann, B. (2010). On (Almost) Passing. In L.J. Davis (Ed.), *The Disability Studies Reader*, 3rd Edition. (pp. 209-222). New York: Routledge

**Watch *ONE* of the following:**

 Unpacking Immigration & Disability Justice:<https://www.youtube.com/watch?v=OX6rWu1xsWE> [No CC]

Crip Camp (Netflix -<https://www.netflix.com/title/81001496>)

 Fixed: The Science/Fiction of Human Enhancement [Kanopy – available via the UCLA Library -<https://www.kanopy.com/product/fixed>]

**All Students: Sign up for your group meeting slot**

***First quarter students only:***

Using the Brown and Brueggemann articles, define “stigma” and “passing.” What is the relationship between stigma, passing, and constructions of normalcy? How do you see these themes emerging at your internship (this quarter or last)? How do you see these themes (stigma, passing, and/or disability and normalcy) discussed in what you chose to watch?

###

***Second quarter students only:***

Please refer to Week 2 for your ongoing weekly prompt

### **Week 7: Disability and the Workplace**

**Assignment DUE: Sunday, November 6th by 11:59pm**

Gillies, J. (2012). University Graduates with a Disability: The Transition to the Workforce. *Disability Studies Quarterly*, 32(3).

-OR-

Disability Visibility Podcast – Episode 64: Disabled Teachers:<https://disabilityvisibilityproject.com/2019/11/18/ep-64-disabled-teachers/>

***First quarter students only:***

Discuss Gillies’s article or Disability Visibility Podcast and some of the challenges graduates with a disability face in their transitions into the workforce.

How do the Career Center’s resources account for the experiences of disabled students? What resources offered by UCLA’s Career Center have you utilized this quarter? How did the Career Counseling, Career Workshops/Events, Career Guides, and Bruinview help you to prepare for your career? Did you meet with counselors? How did they help?

How do you see yourself leveraging your internship experience as you prepare to graduate? [e.g., in your desired career, job search, graduate school plans].

***Second quarter students only:***

Please refer to Week 2 for your ongoing weekly prompt

As outlined in the syllabus, students are expected to have scheduled an appointment and met with someone in the writing center before week 7. You all will submit a brief *1 paragraph summary* of your experience. Feel free to use the following questions to guide your response:

1. How was your overall experience with the Writing Center? 2. Was this your first time making an appointment or had you met with someone at the Writing Center prior to this appointment?3. What types of feedback did they provide you with as it pertains to your final paper? 4. Would you utilize this resource again? 5. Other general thoughts and feedback?

### **Week 8: Rough Draft of Final Research Paper**

**Assignment DUE: Sunday, November 13th by 11:59pm**

***[Optional Videos]:***

Intersectionality & Disability- Keri Gray Group [2:11m]

Discussing Race & Disability -ChrisTiana ObeySumner [10:50m]

Beyond Disability Rights; Disability Justice- Leah Lakshmi Piepzna [26:02m]

***First quarter students only:***

Submit a five-page draft minimum (double spaced) of your final paper, in addition to a Works Cited page.

***Second quarter students:***

Submit a three- page draft minimum (double spaced) of the new/additional section (program/policy proposal) of your final paper \*see paper guidelines for more details\*

### **Week 9: Self-Reflection and Transition to the Workforce**

**Assignment DUE: Sunday, November 20th by 11:59pm**

Ryerson University. (2009). Critical Reflection: An integral component to experiential learning.

***All students:***

Select two of the reflection questions from the Ryerson University (2009) article to respond to, please include the questions you are responding to in your write-up. In addition, describe the most and least meaningful components of the internship course. If you could change the course in any way, how would you change it? Provide at least 2 suggestions.

### **Week 10: Google Form (Sunday November 27th) + Timesheet (Friday December 2nd)**

***All students:***

Submit **signed** timed sheet and completed google form

**Collaboratory Form:** https://docs.google.com/forms/d/e/1FAIpQLScXBNuhylnRW6gUIUFTKiravHzkhuL\_p8B4c4RMbV-S5gzi4w/viewform

***UCLA Collaboratory: Summary Report of your Internship Production:* The Center for Community** Engagement is launching an effort to more systematically collect data on the internship sites, activities, and production that UCLA student interns contribute to these companies and organizations. We plan to create a directory of internship sites to inspire and guide future students seeking internships. In addition, the department offering the 195CE course will review your summary report of activities and output, and select 1-5 internships to showcase on the UCLA Collaboratory, an online platform that features UCLA’s community engaged work.

To complete this assignment, you will be asked to share information about your internship site and your role as a student intern. You will be submitting this assignment through a Google form, linked below. The Google form has more specified instructions.

**Finals Week:**

**Final Paper due Friday of Finals week (December 9th) by 11:59pm**

*\*\*Please see “Final Paper Guidelines” page for more instructions*

**Academic Accommodations:**

In creating an inclusive classroom, we want to make sure that every student's needs and accommodations are met. If you have a disability that requires you to need extra assistance, extra time or adapted lessons, you are entitled to, and we encourage you to, reach out to the Center for Accessible Education (CAE) to discuss your accommodations. Once you register, please make sure your “Letter of Accommodation” is viewable to us, so we can be notified and ensure that we meet your requirements to support your learning. Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at Murphy Hall A255 (310- 825-1501).

Website: [www.cae.ucla.edu](http://www.cae.ucla.edu/)

Phone Number: 310-825-1501 Campus Location: Murphy Hall A255

***Other Campus Resources:***

 Academic Counseling:

Academic Advisors aim to collaborate with you to support your academic, professional, and personal development. We encourage you to contact your academic advisor early and often to ensure your success during your first year.

Website: <https://www.registrar.ucla.edu/Academics/Academic-Counseling>

 Title IX Office

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, 310.206.2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at 310.825.0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, 310.206.3417. Reports to law enforcement can be made to UCPD at 310.825.1491

 Counseling and Psychological Services (CAPS)

CAPS provides counseling services to students who are in need of support in any way 24 hours a day, 7 days a week. Appointment can be made by contacting CAPS during their office hours Monday - Friday 9 am - 4 pm. Crisis support is available 24/7 by phone at 310-825-0768.

Website: [w ww.counseling.ucla.edu](http://www.counseling.ucla.edu/)

Phone Number: 310-825-0768

Campus Location: John Wooden Center, 221 Westwood Plaza

 Undergraduate Writing Center (UWC)

The UWC is available by appointment through 25 minute to 50 minute appointments to support your academic writing needs. They may also have 30 minute same-day drop-in appointments available. Please check their website to view availability and make an appointment. The UWC is open Monday - Thursday 10 am - 6 pm and Friday 10 am - 3 pm, with evening hours Sunday - Thursday 6 pm - 9 pm.

Website: [h ttps://uwc.ucla.edu/](https://uwc.ucla.edu/) Phone Number: 310-206-1320 Email: wcenter@g.ucla.edu Campus Location: Kaplan Hall A61

 UCLA Library

The UCLA library is a great resource to help you with any of your research needs, including finding relevant sources and evaluating their context. Please visit the library website for all your needs -

<https://www.library.ucla.edu/>.

There are MANY other campus resources that are available to support you in all aspects of your life. We encourage you to check out these websites to see any programs or supports on campus that may help towards ensuring your overall success at UCLA.

Campus-Wide Student Services: <https://www.studentaffairs.ucla.edu/student-services> Current Students Resources: [h ttps://www.ucla.edu/students/current-students](https://www.ucla.edu/students/current-students) Consultation & Response Crisis Resources: <https://studentincrisis.ucla.edu/resources> Student Affairs Guidebook: <https://www.studentaffairs.ucla.edu/guidebook>

**Academic Integrity:**

 Each of you has worked very hard to be here and brings a multitude of valuable and unique skills to UCLA and to this course. Unfortunately, the structure of academia, is often hyper-competitive, spurring anxiety, an “everyone for themselves” mentality, and a desire to “be the best”. All of these pressures can make it seem like plagiarism is the only option. However, plagiarism does everyone a disservice: it negates the hard work of the person whose work is plagiarized, it creates an unfair balance of effort among students, and most importantly, when someone plagiarizes it represents a lost opportunity to learn and to grow. We’ve designed this course to give you lots of opportunities to do your best work, with routine check-ins and opportunities for improvement. Please respect your classmates and yourself by not plagiarizing or cheating.

**Disability Studies 195 CE: Community Internship**

**Discussion Meeting Guidelines**

## General Requirements

* Attend 5 biweekly meetings, (Intake Appointment + 4 other meetings)
* Once students are officially enrolled in the course, they will receive instructions regarding how to self-schedule their course meetings through MyUCLA. Students are required to schedule four meetings and should schedule them every other week. All meetings should be scheduled at once to ensure that students receive the meeting times that work for them. Meetings can be scheduled for weeks 3 through 10. No meetings will be held during finals week.
* **You may schedule only 1 meeting per week, and your second meeting must be scheduled by the end of Week 4 or the meeting will be considered late and will be worth only half credit**
* Your fifth meeting cannot be scheduled during Finals Week—these appointments are for next quarter Intakes only
* **Bring at least 3 questions to each discussion meeting so that you can lead a rigorous discussion of the readings/weekly prompt, as well as critically reflect on your internship experience. These questions may be directly about the readings, about ideas from your response paper(s), or about your internship experience (in some way critically connecting the course concepts to what you are experiencing at your internship site)**

## General Goal of Weekly Meetings

Our 30-minute weekly discussion sessions are designed for you to critically engage with your internship experience, weekly readings, research activities, and/or response papers. To receive full credit, you must be prepared to have an engaged, interactive meeting. **Showing up late and/or unprepared for a meeting will result in the loss of at least one point. If you arrive more than 10 minutes late, you will be asked to reschedule and the meeting will be worth only half credit.** Attending regularly scheduled meetings THROUGHOUT THE ENTIRE QUARTER is required in order to pass a 195CE course and failure to meet this expectation will likely result in an automatic grade reduction to C-/NP. You may be advised to drop at any point in the quarter if you are no longer in a position to pass the course and your site will be notified

## Grading Rubric

* **5/5:** Came to meeting on time, with 3 discussion questions. Led a critically engaged 30-minute discussion that covered the course readings, Weekly Responses, and Internship Experience
* **4/5:** Came to meeting on time, with 3 discussion questions. Led a critically engaged 25-30 minute discussion that covered at least two of the categories (readings, responses, and internship experience)
* **3/5:** Came to the meeting late, with 2 discussion questions. Led a moderately engaged 20-25 minute discussion that covered at least two of the categories
* **2/5:** Came to the meeting late, with 1 discussion question. Led unengaged 15-20 minute discussion that covered only one of the categories
* **1/5:** Came to the meeting late with 0 discussion questions. Led unengaged 10-15 minute discussion that covered only one of the categories
* **0/5:** Failed to attend meeting and/or to reschedule the meeting in advance

**Disability Studies 195 CE: Community Internship**

**Internship/Supervisor Feedback Guidelines**

## General Requirements

*Internship*

* Must Complete 8-10 weeks at internship site (in person or remotely)
* Minimum of 80 hours completed by the end of Week 10
* Complete all assigned tasks/projects *by due date* asoutlined by Supervisor

**5/5**: Student completed minimum of 80 hours, over the course of 8-10 weeks and completed **all** of their projects and tasks by the due as outlined by their Supervisor

**4/5:** Student completed 80 hours, over the course of 8-10 weeks and completed **majority** of their projects/ task, by the due date as outlined by their Supervisor

**3/5:** Student completed 80 hours, over the course of 8-10 weeks and completed **some** of their projects/tasks by the due date as outlined by the Supervisor

**2 or lower:** Student neglected to meet the above requirements [either: hours were not fulfilled in its entirety, student did not intern over the course of 8-10 weeks, or student may not have completed all of their assigned tasks/ projects generally before the deadline as outlined by their supervisor]

**Disability Studies 195 CE: Community Internship**

**Weekly Response Guidelines**

## General Requirements

* **2-3 full pages, 12 pt font,Times New Roman, double-spaced, with 1-inch margins**
* Microsoft Word is preferred over PDF documents.
* Submit your response on the CCLE site by **11:59pm on Sundays**
* Late papers will receive a deduction of 1 point for each day late
* **All work must be submitted in order to pass the course, even if the paper is too late to receive credit**
* Please save all documents as follows: Last Name\_Response #
	+ (e.g. Mack\_Response1)

## General Goal of Response Papers

Weekly response papers are designed to help you contextualize your internship experience; therefore, whenever possible you are encouraged not just to be descriptive but also analytical. Think critically about your experience with the organization, the staff and community at large. Think about how your experiences and observations are affecting your understanding of the organization and their work.

## Grading Rubric

* **10/10:** Answers each part of the prompt. Cites the assigned articles **with page numbers** and demonstrates a strong understanding of the article’s argument/concepts. Thoughtfully relates articles’ argument/concepts to internship experience.
* **9/10:** Answers all but one part of the prompt. Cites the assigned articles **with page numbers** and demonstrates a good understanding of the article’s argument/concepts. Does a good job relating articles’ argument/concepts to internship experience.
* **8/10:** Answers all but two parts of the prompt. Cites the assigned articles without page numbers and demonstrates a good understanding of the article’s argument/concepts. Does a decent job relating articles’ argument/concepts to internship experience.
* **7/10:** Answers all but three parts of the prompt. Cites the assigned articles without page numbers and demonstrates a decent understanding of the article’s argument/concepts. Fails to relates articles’ argument/concepts to internship experience.
* **6/10:** Fails to answer majority of prompts’ questions. Cites the assigned articles without page numbers and fails to demonstrate an understanding of the article’s argument/concepts. Fails to relate articles’ argument/concepts to internship experience.
* **5/10 or Lower:** Fails to answer prompt, cite readings, and relate readings to internship experience.

**FINAL PAPER GUIDELINES**

**\*\*FIRST QUARTER STUDENTS ONLY\*\***

General Requirements

* **8-10 pages, double-spaced, Times New Roman, 12 pt font, 1-inch margins**
* **Minimum of five *Disability Studies scholarly sources*.** Assigned course readings may be included in your Works Cited but will not count toward this minimum requirement. You may include non-Disability Studies and/or non-scholarly sources, but these will not count toward this minimum requirement
* Submit your paper on the CCLE site by **11:59p.m.**, Friday of Finals Week.
* Late papers will receive a deduction of 1/3 of a letter grade for each day late

Paper Topic Ideas

Your final research paper topic is your choice. Your paper should be inspired by your work at your internship site, but you may interpret this prompt in multiple ways:

1. You may write **directly about your internship experience**, using your 10-weeks of experience as ethnographic participant observational data to build your argument. For instance, if you are working in an arts-based program for children with learning disabilities, you could write about why arts-based approaches to interventions align with a social model of disability and most benefit children with disabilities. To prove this argument, you could write about what you observed at your internship site as supportive data.
2. You may write about a **topic related to your internship experience** without directly discussing your internship. For instance, if you are working at a site that provides medical care for children with Autism, you could write about Autism more generally—about the history of Autism diagnosis, about different approaches to Autism intervention, etc. For this paper, you would not necessarily need to discuss your specific experience at your internship.

Choosing Your Paper Topic

In choosing your paper topic, it may be helpful to think about:

1. Your career goals and how they relate to your internship. If you are interested in becoming a PI/SI/Care Provider, you may want to research the history of the field, major interventions in the field, or something that will give you a good understanding of your future career.
2. Your general interest in your internship site. Why did you choose this site? What else do you want to learn about it?

Finding Your Five Disability Studies Scholarly Sources

* Some good online DS Journals include: [Disability & Society](http://www.tandfonline.com/loi/cdso20#.VbuLfZNViko), [Disability Studies Quarterly](http://dsq-sds.org/), [Review of Disability Studies](http://www.rds.hawaii.edu/ojs/index.php/journal/index), [Canadian Journal of Disability Studies](http://cjds.uwaterloo.ca/index.php/cjds), and [Journal of Literary and Cultural Disability Studies](http://online.liverpooluniversitypress.co.uk/loi/jlcds)
* Some good anthologies include: *The Disability Studies Reader* Volumes 1-4
* Once you find an article/book/chapter that works well for your paper, check the Works Cited for that source. You should be able to find additional sources that will work well for your research paper.

**\*\*SECOND QUARTER STUDENTS ONLY\*\***

## General Requirements

● **DS196: 14-16 pages, double-spaced, Times New Roman, 12 pt font, 1-inch margins**

● **Minimum of fifteen sources, at least five of which are *Disability Studies scholarly sources*.** You may include non-Disability Studies and/or non-scholarly sources, but these will not count toward this minimum requirement either

● Submit your paper on the CCLE site by **11:59 p.m.**, Friday of Finals Week

● Late papers will receive a deduction of 1/3 of a letter grade for each day late

## Paper Topic Ideas

Your second quarter’s final research paper topic will be **modifying an existing program at your internship site or proposing a brand new program for your internship site**. This paper will be much more creative than your first quarter’s paper and will allow you the opportunity to suggest tangible changes that would improve your internship site. The second portion of your paper is a ***continuation*** of your Q1 paper. You may approach this paper in multiple ways:

1. Suggest broad ways to improve your internship site. For instance, if your internship site approaches Autism interventions from a purely medical model, you could argue for why including arts-based approaches and/or less medical interventions would better align with a social model of disability and benefit the members.

2. Choose a specific existing program and redesign it in order to improve it. For instance, if your internship site provides talk therapy for residents but does not provide sessions that include family members, you could redesign the program and argue why including family members would better align with a social model of disability and benefit the members.

3. Design a specific, brand new program for your internship site. You may determine how detailed this program will be. For instance, in the past DS 195CE interns working with college-aged students with disabilities have designed a detailed curriculum for getting students more involved on the UCLA campus.

Connecting Your Q2 Paper to Your Q1 Paper:

- Your Q2 paper should expand on your Q1 paper. The goal for this paper is to refine the work on your Q1 paper and expand it to think through translating your literature review into tangible recommendations / practices.

## Organizing Your Final Paper

In developing your program, you may want to include in your final paper the following sections:

1. A “Problem” Section in which you identify how your internship site currently works and what is missing/could be improved

2. A “Literature Review” Section in which you cite sources to support your program (e.g., some scholarship on why arts-based research aligns with a social model of disability to support your specific program). ***this section of the paper should be more substantial as you are incorporating additional sources that you come across throughout the quarter***

3. A “Proposed Program” Section in which you lay out broadly and/or specifically what changes you would make at your internship site

## Choosing Your Paper Topic:

In choosing your paper topic, it may be helpful to think about your career goals and how they relate to your internship. If you are interested in a specific type of intervention or therapy, you may want to design a program that utilizes this intervention/therapy. Research how these therapies are actually implemented and design a program that implements them.

## Finding Your Five Disability Studies Scholarly Sources

● Some good online DS Journals include: [Disability & Society](http://www.tandfonline.com/loi/cdso20#.VbuLfZNViko), [Disability Studies Quarterly](http://dsq-sds.org/), [Review of Disability Studies](http://www.rds.hawaii.edu/ojs/index.php/journal/index), [Canadian Journal of Disability Studies](http://cjds.uwaterloo.ca/index.php/cjds), and [Journal of Literary and Cultural Disability Studies](http://online.liverpooluniversitypress.co.uk/loi/jlcds)

● Some good anthologies include: *The Disability Studies Reader* Volumes 1-4

● Once you find an article/book/chapter that works well for your paper, check the Works Cited for that source. You should be able to find additional sources that will work well for your research paper.