

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

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| --- | --- | --- | --- |
| 1. Course subject and number: | **PHI 335** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| 3. College: | **Arts and Letters** | 4. Academic Unit: | **Philosophy** |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

**1. Students will clearly express how disability has influenced various philosophical understandings of the human experience, in class discussions and in their writings.**

**2. Students will explain the ramifications of disability on the psychological, social and political components of human communities.**

**3. Students will compare and contrast the relationships between societies and the global community, especially in relation to worldwide disability movements.**

**4. Students will be able to pose logical arguments about disability issues in an informed and critical manner during class discussion and in their written work.**

**5. Students will demonstrate an informed decision making process about disability and ethics within their personal lives and as citizens.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**Creating a cross-listed course adds flexibility to course offerings and gives students an opportunity to study about ethics and disability issues. Currently there are no courses offered that include a philosophical examination of disability. This course if approved as liberal studies (S & P worlds) ensures higher demand and enrollment and provides options to all students who need 300 level options to meet those requirements.**

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| 7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls)**.** |  |  |

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| 8.  Long course title: | **Ethics and Disability** |
| *(max 100 characters including spaces)* | |

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| 9. Short course title: | **Ethics and Disability** |
| *(max. 30 characters including spaces)* | |

10. Catalog course description *(max. 60 words, excluding requisites):*

**This course examines disability from a philosophical, and especially ethical perspective. It brings the experience of disability to bear on the domain of philosophy to discover whether philosophers have been flawed in fundamental ethical concepts and theories while using the methods and skills of philosophy to help understand disability in new and illuminating ways.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes  No

If yes, include the appropriate plan proposal.

**This course would be offered as an elective in the Minor in Disability Studies.**

12. Does this course duplicate content of existing courses? Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes  No

      If yes, describe the impact. If applicable, include evidence of notification to and/or response from

each impacted academic unit

14. Grading option:      Letter grade Pass/Fail Both

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| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).  \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. | | | |

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| 16. Cross-listed with: | **DIS 335** | | |  | | | | |
| (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).        Please submit a single cross-listed syllabus that will be used for all cross-listed courses. | | | | | | | | |
| 17. May course be repeated for additional units? | | |  | | | Yes     No | | |
| 16a. If yes, maximum units allowed? | |  | | |  | | | |
| 16b. If yes, may course be repeated for additional units in the same term? | | | | | | |  | Yes     No |

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| 18. Prerequisites: |  |  |

If prerequisites, include the rationale for the prerequisites.

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| 19. Co requisites: |  |  |

If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?                   Yes  No

If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | **Dr. Julie Piering, Dr. Jason Matteson, Dr. Greg Kirk** |

22. Classes scheduled before the regular term begins and/or after the regular term ends may require

additional action.  Review “see description” and “see impacts” for “Classes Starting/Ending

Outside Regular Term” under the heading “Forms”

<http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/>.

Do you anticipate this course will be scheduled outside the regular term?   Yes  No

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation?             Yes  No

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?Yes    No

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
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| Reviewed by Curriculum Process Associate | Date |
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| **Approvals**: |  |
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| Department Chair/Unit Head (if appropriate) | Date |
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| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
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| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| **EXTENDED CAMPUSES** |  |
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| Reviewed by Curriculum Process Associate | Date |
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| **Approvals:** |  |
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| Academic Unit Head | Date |
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| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
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Approved as submitted: Yes  No

Approved as modified: Yes  No

PHI / DIS 335: Ethics and Disability

New Course Proposal

**Syllabus**

## General

* Full title: Ethics and Disability
* Course number: PHI 335
* Cross-listing course number: DIS 335 (in SBS, also as part of Disability Minor)
* Home college: College of Arts and Letters
* Home department: Philosophy (Babbitt Academic Annex, Room 106)
* Offering: every third semester
* Class contact hours: 2.5 hours per week
* Credit hours: 3
* Instructors: Jason Matteson, Greg Kirk, or Julie Piering
* Office hours: TBA
* Prerequisites: none

## Course description

The goal of this course is to examine disability from a philosophical, and especially ethical, perspective. We will also bring the experience of disability to bear on the domain of philosophy to discover whether philosophers have been flawed in fundamental ethical concepts and theories. Further, the methods and skills of philosophy will be employed to help us to understand disability in new and hopefully illuminating ways. Along the way we will have the opportunity to think carefully about, and begin to answer, questions like these:

*1. History* – What historical influences have shaped our conceptions and reactions to physical and mental impairments? Biology? Medicine? Religion? Philosophy? A series of contingent circumstances?

*2. Theory* – What are some of the most influential conceptions of disability? How did they come to be and what are their philosophical underpinnings? Are some more accurate or pragmatically useful?

*3. Experience* – Are experiences of disability radically different from, or continuous with, other human experiences? Are there crucial differences between experiences of various disabilities? How does disability interact with other human experiences, for instance, sexuality? How should experiences of disability inform theories of well-being, flourishing, autonomy, personhood, responsibility, and justice?

*4. Responsibility* – What responsibilities are created by being disabled? What responsibilities are created by standing in relationships to the disabled? Can existing accounts of morality, justice, and fairness handle the complexities of disability? If present circumstances are fundamentally unfair, how can we best change them?

## Student Learning Objectives, Expectations, and Outcomes

Students are expected to:

1. proactively engage with difficult reading material with the self-reflective aim of understanding and insight
2. make useful contributions to class discussions, often about complex and emotionally charged issues
3. diligently work to improve philosophical writing skills

Students will gain an expanded understanding of:

1. some variations in the human experience, especially with respect to various disabilities
2. how disability has influenced various philosophical understandings of human experience
3. some ramifications of disability on the psychological, social, and political components of human communities
4. the relationships between societies and the global community, especially in relation to worldwide disability movements

Students who pass this course will be able to:

1. read, write, and discuss disability in an informed and critical manner
2. make better informed decisions about disability and ethics within their personal lives and as citizens

## Course Structure and Examples of Appropriate Readings

Here is an outline of some of the main possible topics and some relevant readings. ‘DSR’ abbreviates *The Disability Studies Reader* by Davis.

1. Methods for Course

* Linton (1999) Applications, 157-183.
* Linton (1999) Divided Curriculum, 71-116.
* Wasserman (2001) Philosophical Issues in the Definition and Social Response…, 219-245.

1. History of Disability and the Philosophy of Disability

* Braddock and Parish (2001) An Institutional History of Disability, 11-54.
* Davis (1995) Constructing Normalcy, DSR 3-17.

1. Alternative Models of Disability

* Wendell (1989) Toward a Feminist Theory of Disability, DSR 336-350.
* Shakespeare (2010) The Social Model of Disability, DSR 266-273.
* Scambler (2012) Long-Term Disabling Conditions and Disability Theory, 136-147.
* Bickenbach (2012) The International Classification of Functioning…, 51-63.

1. Experiences of Disability

* Wendell (1989) Toward a Feminist Theory of Disability, DSR 336-350.
* Shakespeare (2010) The Social Model of Disability, DSR 266-273.
* Scambler (2012) Long-Term Disabling Conditions and Disability Theory, 136-147.
* Bickenbach (2012) The International Classification of Functioning…, 51-63.

1. History and Philosophy of Disability Activism

* Diedrich (2001) Breaking Down: A Phenomenology of Disability, 209-228.
* Baird and Rosenbaum (ed) (2008) The Case of Christopher Reeve, 105-136.
* Lewis (2010) A Mad Fight: Psychiatry and Disability Activism, DSR 160-173.
* Roulston (2012) Disabled People, Work, and Employment: A Global Perspective, 211-222.
* Pearson (2012) Independent Living, 240-251.
* Young and Quibell (2010) Why Rights are Never Enough, 747-764.
* Ginsburg and Rapp (2001) Enabling Disability…, DSR 237-251.

1. Disability, Sex, and Family

* Shuttleworth (2007) Introduction to Special Issue on Disability and Sexuality, 1-11.
* Millett-Gallant (2008) Sculpting Body Ideals, DSR 473-483.
* Malacrida (2012) Mothering and Disability, 390-398.
* Ferguson (2001) Mapping the Family, 373-391.
* Wong (2002) At Home with down Syndrome and Gender, 89-115.
* Skype discussion with Rankin family from South Africa.
* *Monica and David* (2007).

1. Eugenics

* Lombardo (2003) Facing Carrie Buck, 14-16.
* *Buck v. Bell* (1927).
* Hubbard (1990) Abortion and Disability… DSR 107-119.
* Singer (2003) Shopping at the Eugenics Supermarket.

1. Life and Death

* Johnson (2003) Unspeakable Conversations, DSR 573-585.
* Coleman (2006) Testimony to the US Senate Judiciary Committee, 1-10.
* Ho (2008) The Individualist Method of Autonomy and the Challenge of Disability, 193-205.
* Shildrick (2008) Deciding on Death, 209-218.

## Assessment of Student Learning Outcomes

Individual instructors will have the discretion to construct assessments and pace them as they see fit. In general, however, overall course assessments will take roughly this form:

10 – 20% for attendance and participation

50 – 60% for written work, for example some combination of small writing assignments, essay exams, and papers

20 – 30% for a final exam or final project

## Grading System

The course grading system will conform to the following general guidelines:

A = 100%–90%

B = 80%–89%

C = 70%–79%

D = 60%–69%

E = 0%–59%

## Textbook and Required Materials

No specific textbook is required for the course. However, this textbook would be an example of the kind of textbook that would be appropriate as a general reference:

* Davis (ed.) (2010). *The Disability Studies Reader, 3rd ed.* (ISBN: 0415873762)

## Course Policies

* Attendance is required.
* A Dean’s excuse is required to make up major assignments.
* Plagiarism and cheating will not be tolerated.

## University Policies

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website [*http://home.nau.edu/diversity/*.](http://home.nau.edu/diversity/) If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice)or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail)or 928-523-8747 (fax).Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB *Policy and Procedures Manual* is available in each department’s administrative office and each college dean’s office or on their website: [*http://www.research.nau.edu/compliance/irb/index.aspx*](http://www.research.nau.edu/compliance/irb/index.aspx)*.* If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As membersof the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s *Student Handbook*[*http://www4.nau.edu/stulife/handbookdishonesty.htm*](http://www4.nau.edu/stulife/handbookdishonesty.htm)*.*

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time…at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

*The reasonable interpretation of this policy is that for every credit hour, a student shouldexpect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.*

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”