

DIAD 205: DISABILITY, DIVERSITY, AND THE MASS MEDIA

Woodring College of Education
Western Washington University
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Office: Miller Hall 238
Classroom: Miller Hall 239
Course Credits: 4

GUR Attribute:

Comparative, Gender & Multicultural Studies Block (BCGM)

Course Description:

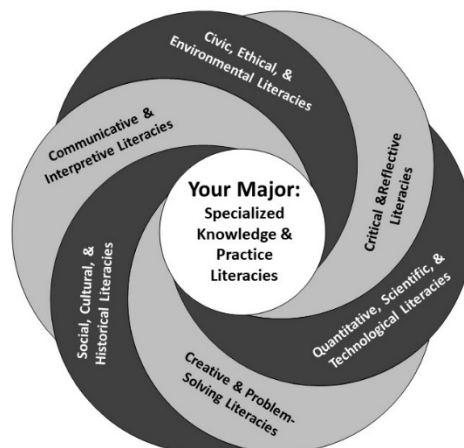
This course is an introduction to how the media portrays people with disabilities and how these images shape how we perceive disability. Students will learn about the history of the disability movement and its impact on how people with disabilities are represented in the media.

Knowledge Areas:

This course meets the requirements of the Social, Cultural & Historical Literacies core knowledge literacy cluster by focusing on how disability is a part of the diverse human experience. Learning this knowledge is accomplished through critical and reflective readings and viewing and interpreting digital media. Modes of assessment will include engaging media and reading assignments, responding to weekly discussion prompts, film critiques, community member interviews, and a final research project and presentation.

GURs:

Foundational Knowledge
& Practice Literacies for
Developing, Integrating,
and Extending Your Core
Capacities



The Critical Disability Studies Program

This is an elective course in the minor in Critical Disability Studies. To learn more about the CDS program or to declare a minor, visit the program's website at

<https://wp.wwu.edu/disabilitycollaborative/program/>

Commitment to Accessibility

I have designed this course to be accessible to the widest variety of students, following Universal Design for Learning principles. This means you should be able to succeed in this class regardless of your physical, neurological, or mental uniqueness. If you ever feel something about the class's structure or practices makes it hard for you to succeed, please talk to me immediately. I am happy to work with you to find solutions.

If you have a disability, you are entitled to support and official accommodations in this class and all your courses through the Disability Access Center. They may have requirements for documentation of your disability. Reach out to that office at disability.wvu.edu.

Course Objectives:

- Understand how mass media frames disability in the context of ableism.
- Understand the changing use of language when referring to people with disabilities and its impact on the media.
- Understand how advertising has influenced the disability movement and the public's perception of individuals with disabilities.
- Understand how the public's perception impacts the quality of life for people with disabilities.
- Examine how the news media presents the inclusion of people with disabilities.
- Understand the history of disability rights.
- Understand how people with disabilities have used the media to challenge these cultural perceptions.
- Understand how perceptions and government systems affect disability employment.

Required Readings:

All readings are available for free through WWU Libraries or online. You do not need to purchase a textbook for this class.

1. Longmore, Paul K. (2003). *Why I Burned My Book and Other Essays on Disability*. Temple University Press. (eBook is available for free under Course Reserve in Canvas)
2. Johnson, Mary (2003). *Make Them Go Away: Clint Eastwood, Christopher Reeve & The Case Against Disability Rights*. The Advocado Press. (Required chapter is available for free in Canvas)
3. Ladau, Emily, *Demystifying Disability: What to Know, What to Say, and How to Be an Ally* (Required chapters is available for free in Canvas)
4. Davis, Lennard J. (2013). *The Disability Studies Reader*. 4th edition. Taylor & Francis Group. (eBook is available for free under Course Reserve in Canvas)
5. Additional articles listed in schedule below and in Canvas (articles may change throughout the course).

Required Films:

Analyzing films is a core part of this media course. Some of these films are rated R. Access to a Netflix subscription is a course requirement.

Stream on Netflix/YouTube:

- [*Crip Camp*](#)

Stream on Netflix:

- [*Rising Phoenix*](#)

Stream via Course Reserves:

- [*Code of Freaks*](#)
- [*Including Samuel*](#)
- [*Million Dollar Baby*](#)
- [*Me Before You*](#)
- [*The Peanut Butter Falcon*](#)

Stream via 72-hour screening link

- *25 Prospect Street*

Class Format:

Films and lectures are available on Canvas for students to watch before class. Class time will be used for small group discussions. At the beginning of each class, students will vote via a Google Form on which discussion questions or quotes they want to discuss. Starting with the option with the highest votes, we will spend 10 minutes discussing each question in small groups, followed by 5-10 minutes of full class discussion. Each group will assign a notetaker to take notes in a shared Google doc so that the full class can benefit from different discussion points. Discussion posts are due before class on Canvas to help you be prepared to participate in these discussions actively.

Professional Expectations:

Maintain a professional manner when interacting with the professor and other students. In discussions, you will be expected to be sensitive and respectful to others when discussing controversial issues. Failure to adhere to these expectations will result in a reduction of the course grade.

Participation Guidelines:

When participating in discussions, be respectful to your classmates. Please be respectful of personal pronouns. Consider terminology when discussing diversity issues, including race, sexual orientation, disability, ethnicity, and religious affiliations. Please speak with me if you have questions or concerns about these expectations.

Communications and Office Hours:

I encourage students to email or meet with me with any questions or discuss disability-related topics. I respond between 9-10am and once in the late afternoon on weekdays. I will respond within two business days. I will not answer emails after 5pm or on weekends until the next business day. Please plan in case you have questions on your assignments.

Office hours are by appointment. Please use my [Calendly](#) link to schedule a meeting with me via Zoom. I am typically in my office (MH 238) from 1:30-1:50pm on Tuesdays and Wednesdays.

Activities and Assignments:

All assignments will be submitted via Canvas. Paper and email submissions will not be accepted.

Late Work Policy:

Late work is penalized 10% every day it's late. If it is more than 10 days late, it will not be accepted. Exceptions to this policy will only be made for DAC-approved accommodations. Extra credit points are available to make up for missing points.

Total Points:

Assignment	Due Date	Possible Points
Syllabus Quiz	September 29	10
Discussion Posts	Weekly	90
Attendance	Weekly	45
Interview/Film Project	October 13	25
Netflix Critique Project	November 17	25
Final Presentation Outline	November 3	15
Final Presentation	December 6	30
Final Presentation Peer Evaluations	December 11	10
Total Points		250
Possible Extra Credit Points		20

1. Syllabus Quiz (10 points) – due on September 29

This syllabus is very detailed to help ensure your success in this course. In an asynchronous class, it is very important to understand the course requirements fully. Carefully review this syllabus and email me with any questions you have. Then, certify that you have reviewed and understand the syllabus by completing the syllabus quiz.

2. Weekly Discussion Posts and Responses (10 points each, 9 weeks) – due each Monday at 5 pm

Each week, you will respond to two discussion questions before class on the Discussion Board on Canvas. The goal of the discussion posts is to prepare you for in-class discussions. You will also post a discussion question or a quote to discuss during class. We will switch between discussion questions and quotes each week. Discussion questions must be open-ended, not questions with yes/no answers.

Your post needs to answer each question in paragraph form and support your answer with at least one reference from the required reading and at least one reference from the media/lecture for that week. Make it clear what you are referencing in your response.

There is no length requirement. Write as much as you need to answer the question and support your answer with references.

Discussion Board Rubric	Points Possible
Answer each question	4 points
One reference to the assigned reading in each question	2 points
One reference to the assigned media/lecture in each question	2 points
Provide a discussion question or a quote to discuss in class.	2 points
Total	10 points possible

3. Attendance (5 points each, 9 classes)

A big part of the learning in this course is your participation in the in-class small group discussions. To make up attendance points, pick one of the discussion questions or quotes we discussed in that class and write your thoughts on that question or quote. These submissions are due by 11:59pm on Thursday, December 7.

4. Interview/Film Project (25 points + 10 extra credit points) – due on October 13

Choose to view and critique a film referenced in the *Code of Freaks* film or interview someone with a disability. Assignment details will be posted in Canvas, and you will submit a 3-5-page, double-spaced paper. A movie that is already assigned in this course cannot be used. You may submit an additional movie critique for up to 10 extra credit points. The assignment rubric will be posted with the assignments in Canvas.

5. Netflix Critique Project (25 points + 10 extra credit points) – due on November 17

Research and choose an original Netflix show/series to view and critique. Assignment details will be posted in Canvas, and you will submit a 3-5-page, double-spaced paper. You may submit an additional movie critique for up to 10 extra credit points. The assignment rubric will be posted with the assignments in Canvas.

6. Final Presentation Outline (15 points) – due on November 3

Choose a disability-related topic and research how it affects people with disabilities (including how it's represented in the media). Rubrics for the final presentation and outline will be posted with the assignments in Canvas.

Submit a detailed outline of your topic, key points, and media sources you plan to use. The instructor will then provide feedback to help you prepare and strengthen your final presentation.

7. Final Presentation (30 points) – due on December 6 (no late submissions accepted)

Prepare and record an 8-10 minute presentation on your chosen topic. Record it using the Panopto Video Tool in Canvas or upload the video in the Panopto Assignment Folder. More details and a rubric will be posted with the assignment in Canvas.

Final presentations will be graded by your peers using the provided rubric. Your grade on the final will be the average of the scores you received from your peers. The professor will review some of the presentations and update scores as necessary.

8. Final Presentation Peer Evaluations (10 points) – due on December 11 (no late submissions accepted)

You will be assigned three presentations to watch and provide peer review evaluations by completing the final presentation rubric and providing written feedback to your peers.

Grading Scale:

Grades are based on a percentage of points earned.

Score	Letter Grade
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-81	C +
75-77	C
70-74	C-
67-69	D+
65-66	D
60-64	D-
< 60	F

University and Department Policies

Please see the [Syllabi@WWU](#) page for details on the university policies.

Course Changes

This syllabus and course schedule are subject to change. Changes, if any, will be announced in Canvas. Students will be held responsible for all changes.

Course Schedule

The following pages contain a detailed course schedule. Each module will become available at 12:00 a.m. the Friday before that week. Additional articles may be added on Canvas if recent articles match the course topics.

Week	Topic	Readings/Media/Lectures	Assignments/In-Class Discussions
1 9/27- 10/4	History of Disability Media	<p>READ:</p> <ul style="list-style-type: none"> • <i>Demystifying Disability</i>: Chapter 1: So, What Is Disability, Anyway? (PDF in Canvas) • <i>Why I Burned My Book</i>: Ch. 7 - Screening Stereotypes: Images of Disabled People in Television and Motion Pictures • News Media Models of Disability • I Don't Want To Be 'Inspiring' • 'Inspiration Porn': Paralympians Know It When They See It <p>WATCH:</p> <ul style="list-style-type: none"> • Code of Freaks (Course Reserves) • Stella Young's TED Talk: "I'm not your inspiration, thank you very much" 	<p>SYLLABUS QUIZ (due 9/29 at 11:59 pm)</p> <p>CANVAS DISCUSSION BOARD (due 10/2 at 5 pm)</p> <p>IN-CLASS DISCUSSION (10/3 or 10/4) – no class on 9/27</p>
2 10/3- 10/11	Disability Rights Movement	<p>READ:</p> <ul style="list-style-type: none"> • <i>Demystifying Disability</i>: Chapter 2: Understanding Disability as Part of a Whole Person (PDF in Canvas) • <i>Why I Burned My Book</i>: Ch. 3 - Uncovering the Hidden History of Disabled People • <i>Why I Burned My Book</i>: Ch. 5 - The Disability Rights Movement: Activism in the 1970s and Beyond <p>WATCH:</p> <ul style="list-style-type: none"> • Crip Camp (Netflix/YouTube) <p>LECTURES:</p> <ul style="list-style-type: none"> • Disability Terminology • Disability Rights Movement 	<p>CANVAS DISCUSSION BOARD (due 10/9 at 5 pm)</p> <p>IN-CLASS DISCUSSION (10/10 or 10/11)</p>
3 10/10- 10/18	Inclusion in Education	<p>READ:</p> <ul style="list-style-type: none"> • <i>Why I Burned My Book</i>: Ch. 11 - The Second Phase: From Disability Rights to Disability Culture <p>WATCH:</p> <ul style="list-style-type: none"> • Including Samuel (Course Reserves) <p>LECTURE:</p> <ul style="list-style-type: none"> • Inclusion in Education 	<p>INTERVIEW/MOVIE PROJECT (due 10/13)</p> <p>CANVAS DISCUSSION BOARD (due 10/16 at 5 pm)</p> <p>IN-CLASS DISCUSSION (10/17 or 10/18)</p>

<p>4 10/17- 10/25</p>	<p>Assisted Suicide (week 1)</p>	<p><u>READ:</u></p> <ul style="list-style-type: none"> • <i>Make Them Go Away</i> - Book Introduction & Ch. 1 - Clint Eastwood and Christopher Reeve (PDF in Canvas) • <i>Why I Burned My Book</i>: Ch. 8 - Elizabeth Bouvia, Assisted Suicide, and Social Prejudice <p><u>WATCH:</u></p> <ul style="list-style-type: none"> • Million Dollar Baby (Course Reserves) <p><u>LECTURE:</u></p> <ul style="list-style-type: none"> • Camera Shots and Film Storytelling 	<p>CANVAS DISCUSSION BOARD (due 10/23 at 5 pm)</p> <p>IN-CLASS DISCUSSION (10/24 or 10/25)</p>
<p>5 10/24- 11/1</p>	<p>Assisted Suicide (week 2)</p>	<p><u>READ:</u></p> <ul style="list-style-type: none"> • <i>Why I Burned My Book</i>: Ch. 9 - The Resistance: The Disability Rights Movement and Assisted Suicide • <i>Why I Burned My Book</i>: Ch. 10 - Medical Decision Making and People with Disabilities: A Clash of Cultures <p><u>WATCH:</u></p> <ul style="list-style-type: none"> • Me Before You (Course Reserves) • Why I Hate "ME BEFORE YOU" (YouTube) • OPTIONAL DISCUSSION BOARD: Penguin Bloom (Netflix) <p><u>LECTURE:</u></p> <ul style="list-style-type: none"> • Medical Decision Making, Assisted Suicide and the Disability Community's Response 	<p>CANVAS DISCUSSION BOARD (due 10/30 at 5 pm)</p> <p>IN-CLASS DISCUSSION (10/31 or 11/1)</p>
<p>6 10/31- 11/8</p>	<p>Disability Employment and Benefits</p>	<p><u>READ:</u></p> <ul style="list-style-type: none"> • <i>Why I Burned My Book</i>: Ch. 12 - Princeton and Peter Singer • <i>Why I Burned My Book</i>: Ch. 13 - Why I Burned My Book <p><u>WATCH:</u></p> <ul style="list-style-type: none"> • 25 Prospect St (film access available from 12:00 am on 10/29 to 11:59 pm on 10/31) <p><u>LECTURE:</u></p> <ul style="list-style-type: none"> • Disability Employment and Benefits 	<p>FINAL PRESENTATION OUTLINE (due 11/3 at 11:59 pm)</p> <p>CANVAS DISCUSSION BOARD (due 11/6 at 5 pm)</p> <p>IN-CLASS DISCUSSION (11/7 or 11/8)</p>

7 11/7- 11/15	Adaptive Sports	<p>READ:</p> <ul style="list-style-type: none"> ● Paralympians See a Big Welcome in a Small Title Change ● 'It's So Much Money.' Paralympic Athletes Just Scored a Major Victory for Equal Pay ● Paralympics Vs. Special Olympics: What's The Difference Between The Games? ● 'Inspiration Porn': Paralympians Know It When They See It <p>WATCH:</p> <ul style="list-style-type: none"> ● Rising Phoenix (Netflix) ● We're The Superhumans Rio Paralympics 2016 Trailer 	<p>CANVAS DISCUSSION BOARD (due 11/13 at 5 pm)</p> <p>IN-CLASS DISCUSSION (11/14 or 11/15)</p>
8 11/14- 11/22	Mental Health and Intellectual Disabilities	<p>READ:</p> <ul style="list-style-type: none"> ● <i>The Disability Studies Reader: Ch. 9 - A Mad Fight: Psychiatry and Disability Activism</i> ● <i>The Disability Studies Reader: Ch. 22 - Defining Mental Disability</i> ● The Peanut Butter Falcon's Ripple Effect – in the Disability Community and in Hollywood <p>WATCH:</p> <ul style="list-style-type: none"> ● The Peanut Butter Falcon (Course Reserves) <p>LECTURE:</p> <ul style="list-style-type: none"> ● Intellectual Disabilities (Guest Lecture) 	<p>NETFLIX MOVIE PROJECT (due 11/17 at 11:59 pm)</p> <p>CANVAS DISCUSSION BOARD (due 11/20 at 5 pm)</p> <p>IN-CLASS DISCUSSION (11/21 or 11/22)</p>
9 11/21- 11/29	Thanksgiving Week	Finish your final presentations and have a great Thanksgiving!	NO CLASS

<p>10 11/28- 12/6</p>	<p>Inclusive Marketing</p>	<p><u>READ:</u></p> <ul style="list-style-type: none"> ● Nielsen Finds Disabilities Largely Missing From TV Ads ● Kylie Jenner Slammed For Posing In Wheelchair In Latest Photo Shoot ● Athletes With Disabilities Share Mixed Feelings After Nike Signs Runner With Cerebral Palsy <p><u>WATCH:</u></p> <ul style="list-style-type: none"> ● Marketing ads and other clips on Canvas <p><u>LECTURE:</u></p> <ul style="list-style-type: none"> ● Inclusive Marketing 	<p>CANVAS DISCUSSION BOARD (due 12/4 at 5 pm)</p> <p>IN-CLASS DISCUSSION (12/5 or 12/6)</p>
<p>11 12/5- 12/13</p>	<p>Final Presentations</p>	<p><u>WATCH:</u></p> <ul style="list-style-type: none"> ● Final Presentations 	<p>NO CLASS DURING FINALS WEEK</p> <p>FINAL PRESENTATIONS (due 12/7 at 5pm)</p> <p>FINAL PRESENTATION PEER EVALUATIONS (due 12/10 at 11:59 pm)</p> <p>ATTENDENCE MAKE UP SUBMISSIONS (OPTIONAL) (due 12/7 at 11:59 pm)</p>