

A - New Course Proposal V. 7.2022 : Entry # 2285**DEAN Decision**

Approved

Date

09/12/2022

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

10/28/2022

GEC Decision

Approved

Date

10/25/2022

APIRC Decision

Approved

Date

12/02/2022

Begin Form**Today's Date**

09/09/2022

Your Name:

Caroline Mobley

Your Email:cmobley@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

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Chris Franks

Email address of your Department Chaircfranks@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught for the first time?

Fall 2023

Information for the Registrar**Choose the department designator for your proposed course from the list below.**

PHL

Proposed Course Number

3026

Is this course cross listed?

No

Does this course replace a current course?

No

Enter the title of your proposed course

Philosophy of Disability

Enter the catalog description of your proposed course

The goal of this course is to better understand the nature of disability, the myriad ways disability shapes identity in a society, and what a genuinely inclusive society might look like. Through a philosophical lens, we will study models of disability, disability rights movements, disability rights law, and a variety of issues that people with disabilities face today.

Choose your proposed course's number of credits from the list below

4

How will the course be graded?

Letter grade

Please select the course repeat option for your proposed course:

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Not repeatable for credit

Offering cycle for your proposed course:

Yearly

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

One of the following courses or by permission of the instructor:

PHL 2006

PHL 2008

PHL 2010

PHL 2013

PHL 2016

PHL 2019

PHL 2043

PHL 2045

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Diversity

Does this course count towards a major or a minor?

Yes

Please list the major / minor and whether it is required or an elective

Philosophy Major - Elective / Philosophy Minor - Elective

Will this course fulfill any of the below University academic program requirements?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

A - New Course Proposal V. 7.2022 : Entry # 2285**Has it been reviewed and approved by the Global Experience Committee?**

No

Information for Curriculum Review**Rationale for new course & consistency with departmental mission**

Philosophy of Disability is a much needed, new, and growing subfield that uses philosophical principles and methodologies to understand and interpret the nature of disability, analyze and improve past and present interpretations, and evaluate what effects those interpretations have on people with and without disabilities. It is also deeply concerned with how we ought to move forward and build a more just society that appropriately accepts differences in ability. These matters are pressing and require our attention and engagement. Philosophy of Disability understands the pressing nature of these matters. Thus, this subfield is focused on both theoretical understanding and practical application that is useful to people with and without disabilities in the real world.

In this course, students investigate an underexplored yet major feature of human life—disability—in depth and what it means for those who experience it and those who are connected to those who experience it. The course engages students' critical thinking and ethical reasoning abilities as they analyze theories, concepts, historical events, and the treatment of people with disabilities in different times and places. Significantly, this course provides students with a vocabulary for talking about disability. Having such a vocabulary helps those with and without disabilities to better understand disability in the real world, how it affects them, and what they owe one another. This is good for the students in its own right; but it also serves the academic purpose of helping students see the connections between theory and practice.

Moreover, many of the major contributors to this particular subfield are people with disabilities; such representation is somewhat rare in academic discourse. Studying such a discourse demonstrates to students that the contributions of people with disabilities matter. It is essential for students to learn how to respect people with disabilities by engaging with them seriously.

Please list all student learning outcomes for this course

- Analytic skills #3: Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.
- Ethical Reasoning # 3: Reflect critically on their own values in light of alternatives.
- Appreciation of Difference #1: Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.
- Appreciation of Difference #3: Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally.

Please list any units or content areas that will be required for all sections of this course

All sections of this course must consider the medical and social models of disability.

Please list any assignments, tests, or other assessments that will be required for all sections of this course

N/A

Please list any readings or other materials that will be required for all sections of this course

N/A

Please list any course policies that will be required for all sections of this course

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N/A

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?

N/A

Sample Syllabus

- [PHL-3026-Philosophy-of-Disability-Sample-Syllabus.docx](#)