EDUCATION 98/198
“Engaged Scholarship Around Disability: Goalball, Power Soccer & Golf with Marty”
Lecture: Tuesday 5:30-6:30
Engaged Scholarship Activity: Friday

Instructor of Record
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Course Facilitators
Matt Grigorieff: mattg@berkeley.edu
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Activity / Sport Contacts
Goalball
Brandon Young: planb314@gmail.com
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Power Soccer
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Golf with Marty
Marty Turcios: mtgolf@berkeley.edu

Rec Sports Building Access / Facilities Contact
Brigitte Lossing: blossing@berkeley.edu

Course Description
This course provides all students a chance to critically reflect on the theoretical in conjunction with the practical experience of playing inclusive sports. The course will survey topics including disability theory, inclusivity in education, disability sport, and engaged scholarship. Students will be required to do reading assignments nearly every week (while reflecting on guided reading questions and/or keywords to watch out for), occasional short write-ups about the readings, a midterm project or essay, and two reflection papers (one at the beginning of the course and a final reflection paper at the end).

In this course, students will facilitate and participate in engaged scholarship opportunities around disability. Students will attend the course **two times a week**- once for a lecture/discussion of texts on **Tuesday** from 5:30 to 6:30 at Hearst Room 242 and a second time on **Friday** for the weekly engaged scholarship activity designed to bring together students with and without disabilities to play sport. Students can choose among the following engaged scholarship activities:

1. Blindfolded Soccer (Goalball)- Meets Fridays from 2-3PM in the RSF.
2. GoKart Soccer (Power Soccer)- Meets Fridays from 1:30-2:30PM in the RSF.

3. Golf with Marty (instructor has disability Cerebral Palsy) any 1 hour block from 9AM - 2PM on Friday

Note: For 2 units of credit, the student must attend the required one hour weekly lecture (Tuesdays 5:30 to 6:30PM Hearst Room 242) and commit to one of the following engaged activities above (Goalball and Power Soccer inside RSF) or Golf with Marty every Friday for one hour.

Examples of what students can expect to learn and do in this course:

1. Research within the field of disability sports
2. Interact, participate, and build camaraderie with athletes of all abilities
3. Critically think about and create models of inclusivity and integration within educational institutions.
4. Learn about the philosophy of disability and incorporate this understanding into the framework of American sport culture.
5. Participate in community events such as BORP tournaments and practices and attend Disabled Students Union meetings.

Course Requirements

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance / Participation</td>
<td>40%</td>
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<tr>
<td>First Reflection Paper</td>
<td>10%</td>
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<tr>
<td>Reading Response Essay</td>
<td>15%</td>
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<tr>
<td>Community Involvement</td>
<td>5%</td>
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<tr>
<td>Final Reflection Paper</td>
<td>30%</td>
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Note: ED 98/198 is graded on a P/NP basis. Students will receive a Pass for the satisfactory completion of the components outlined above. Students cannot pass without a final reflection paper turned in.

Attendance/ Participation 40%

Active participation in the class is extremely important for the success of this class- we need you here and on time at both the discussion and engaged scholarship activity! Active participation includes having completed all assigned readings before class meetings, engaging in discussion and in-class activities/exercises, and attending your engaged scholarship activity every week. Given that this is a community engaged course, each class meeting provides a unique and open environment for students to reflect on and compare experiences on site. **Students can miss no more than 3 classes. Exceeding 3 absences is an automatic ‘NP’.** Please speak to one of the course facilitators (via email or in person) if you have schedule conflicts.

First Reflection Paper 10%
The first reflection paper is designed for you to reflect on the first class and answer why you would like to take the course and what topics around disability and sports interest you. Have you had any experience with disability, sports, or have an interest with such? If applicable, you can also write about your first time learning / engaging in an activity such as Goalball, Power Soccer, or Golf with Marty. Enrollment in the course is not possible without this first essay being complete.

Reading Response Essay 15%

Mid way through the semester students will respond to H.G. Wells’ ‘Country of the Blind’ reading by placing that story into the context of the engaged student activity and other reading from the course. **Prompt:** “What is your interpretation of the last scene of the Country of the Blind? What do you think happened to Nunez and why did he make the decision that he did? Put yourself in Nunez's place in the last scene. Reflect on what you have learned about expectations of disability (can relate to another text or engaged activity). Also, why did you, now acting as Nunez, make the decision that led you to this conclusion?”

Community Involvement (5%):

There are many opportunities for students to participate in community events related to the disability community. In past semesters, students have enjoyed participating in local BORP practices with community members who oftentimes were former goalball Paralympic players (BORP Goalball practices normally occur from 7-9pm on Wednesdays at the West Campus Boys Gym, 2100 Browning (at Addison), Berkeley to practice and play—please verify with Jonathan and/or Brandon if BORP will be holding a practice). Other examples are attending a DSU meeting (Wed nights), helping at a BORP tournament (power soccer etc.), and possibly helping at a UC Berkeley held power soccer class (Saturdays).

Final Reflection Paper 30%

Students are required to write a three-to-five page paper that is a structured reflection of their experience playing goalball and the course readings. The first reflection paper for the course may be useful for this final paper as a tool to look back on first experiences and expectations and to document how these experiences and expectations may or may not have changed. The paper will either be due during dead week or finals week- students can collectively decide on the most fitting date for all.
## Course Schedule

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<tr>
<th>Week</th>
<th>Discussion</th>
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<td><strong>Week 1 (September 8)</strong>&lt;br&gt;Orientation and select engaged scholarship activities</td>
<td>Welcome to the course! Review the course syllabus and get to know each other!&lt;br&gt;Philosophy of the Disability Community&lt;br&gt;<strong>Assignment:</strong> Write a reflection paper of expectations for the class and experiences on 1st day.</td>
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Benefit of Sport, health, and beneficial outcomes (health, employment, inclusion, etc.). [Paul, testimonies from community]  
Emerson et al. (--). Disablement and Health. |
|---|---|
| Week 6 (October 13) | Assignment:  
Emerson et al. (----). Disablement and Health.  
| Week 7 (October 20) | Read parts of Tanya Titchkosky’s “Looking Blind: A Revelation of Culture’s Eye”  
“The Country of the Blind.”  
Assignment: Respond to prompt in 2 pages. |
| Week 8 (October 27) | Due: Country of the Blind essay response  
[critical piece on this topic TBD] |
<p>| Week 9 (November 3) | --- |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>10</td>
<td>November 10</td>
<td>Student choice</td>
<td>Revisit Emerson, Vick, et. al. Disablement and Health article (week 5)</td>
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<td>Disability and the Global Perspective</td>
<td>Reading TBD by guest lecturer</td>
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<td>[guest lecture: Martha Saavedra]</td>
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<tr>
<td>11</td>
<td>November 17</td>
<td>[student choice]</td>
<td></td>
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<tr>
<td>12</td>
<td>November 24</td>
<td>Disability and Sport: Advantage or Disadvantage?</td>
<td>Watch ‘Fixed’ and discuss movie in relation to reading.</td>
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<td>13</td>
<td>December 1</td>
<td>Discuss our experiences playing goalball and powersoccer in light of these readings. How does your experience relate to these readings? Class recap</td>
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<tr>
<td>14</td>
<td>December 8</td>
<td>RRR</td>
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<td>15</td>
<td>December 15</td>
<td>FINALS WEEK: No Class. Paper due by email by 11:59 pm December 15th.</td>
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Themes for Student Choice

Gender and disability sport
Race and disability sport
Cognitive disabilities in the context of sport
Physical Education
Health and Disability
Rehabilitation, Veterans
Narrative in Disability Sports
Supercrip: Disability Sport in the Media
Paralympics/Olympic Debate

Possible Course Reading Additions:
