

Main Courses are those where disability is the primary subject or one of a very few primary subjects

School	Number	Title	Professor	Semester	Description
College	COMPLIT 130	Disability and World Literature	Cantor	Spring 2017	<p>Although people with disabilities are among the most marginalized around the world, disability is becoming an ever more visible metaphor in contemporary narratives. Rather than portraying disability as an inborn condition, these narratives often highlight the way social oppression disrupts physical and social mobility. In these stories, environmental degradation, state violence, gender, caste, religious, and racial discrimination, and grinding poverty are somehow involved in producing characters' physical disabilities. This emphasis on the social construction of disability status parallels the construction of other kinds of marginalization. Yet the question remains: do these narratives actually bear witness to the experience of living with disability around the world, or do they further obscure that experience by using disability as a convenient metaphor for other things? In this course, we will explore a variety of literary and filmic narratives about disability in Latin America, Asia, Africa and the Middle East. We read these narratives in conjunction with two sets of secondary literature. The first set contextualizes the experience of living with disability and its representation in aesthetic forms, primarily from a EuroAmerican perspective. The second set provides insight into the disabling effects of particular social and historical realities of various other world areas. In addition to wrestling with the central question of this course – the potential of fictional narrative to bear witness to the experience of disability – students will be asked to attend to the moments in which models of disability scholarship built in Europe and the United States do and do not fit other cases.</p>

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School	Number	Title	Professor	Semester	Description
College	GHHP 80	Re-imagining Health Care: Effective Altruism and Beyond	Eyal	Spring	Real-world health systems are a mess. They stem from the successful or failed efforts of multiple constituencies with different medical, political, and economic priorities over many years. But what does an ethical health system aspire to achieve in the first place? Does it, for example, seek only to reduce premature death and disability, or also to distribute these burdens more equally? Does it make economic calculations, or emphatically reject putting a dollar sign over human lives? When resources are scarce, does a fair system prioritize patients in the prime of their lives over ones who have already had their “fair share” of life years? Should extra priority go to those who have suffered from severe disability for years—current practice notwithstanding? Students in this seminar will re-think what a health system should try to achieve—an important input toward reforming real-world health systems. The seminar will start with a practical decision: an independent donor has offered your group \$25,000 for charity, and you will debate over two sessions which charity will receive it. To reach a decision, you will evaluate arguments for and against “effective altruism.” The seminar will then build on these insights to tackle, over ten sessions, a larger question: What are the philosophical contours of an ideal health system? A final meeting will examine how this characterization of ethical health systems may have changed your minds about what charity to support. You will then select the winning charity.
College	Ling 73A	Beginning American Sign Language I	Davidson	Fall	This course is an introduction to the language and linguistic structure of American Sign Language and to Deaf culture for students with no prior experience. Focus will be on gaining a foundation for later fluency and understanding the role of ASL in Deaf history, current culture, education, bilingualism, and research.

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School	Number	Title	Professor	Semester	Description
College	Ling 73B	- Beginning American Sign Language II	Davidson	Spring	This course is the second part of the beginning sequence of American Sign Language, an introduction to the language and linguistic structure of American Sign Language and to Deaf culture for students with no prior experience. Focus will be on gaining a foundation for later fluency and understanding the role of ASL in Deaf history, current culture, education, bilingualism, and research.
College	PSY 1611	Develop. Disabilities: Neurobio., Treatment, Implications for Health & Education Policy	Gaab	Spring 2018	Developmental disabilities are highly prevalent and have a substantial impact on the health and educational outcomes of affected children and their families. This course will provide a comprehensive overview of the most common developmental disabilities, including autism, developmental dyslexia, dyscalculia, attention-deficit hyperactivity disorder, and others. Students will review etiological models from different theoretical perspectives with a primary focus on neurodevelopmental trajectories, cognitive variables and environmental factors. We will further discuss diagnostic criteria, symptomatology and key interventional strategies as well as comorbidities and protective factors. This information will be embedded into discussions pertaining to the intersection between typical and atypical neurodevelopment and health/education policy.

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School	Number	Title	Professor	Semester	Description
College	WOMGEN 1275	Disability and Sexuality	Threlkeld	Fall	This course will examine the complex disconnections and intersections between studies of race, gender, sexuality and disability. Why are disabled people so often represented in the popular media as sexless, innocent, and childlike? Why are the few portrayals we do see of disabled people in relationships heterosexual, white, and cis-gendered?. Topics include: shifting definitions of disability and mental illness in relation to sexuality; fetish and desire; vulnerability and violence; the role of technology as cure; neurodiversity; disability art; the media's role in shaping cultural perceptions of disabled people's desires and pleasures; Mad pride and LGBT pride; queer and crip theory; politics and liberation.
College	PSY 980JH	Trauma and Posttraumatic Stress Disorder	Hooley	Fall	Research suggests that the majority of US adults will experience a potentially traumatic event during their lifetime. What factors contribute to positive and negative mental health outcomes following such events? How do we best define what constitutes a "traumatic event"? How is posttraumatic stress disorder (PTSD) most effectively treated? This course is a scientifically-based exploration of psychological trauma and PTSD. We will examine topics related to the diagnosis, etiology, and treatment of trauma-related psychopathology, with a particular focus on empirical research.
College/GSAS	HISTSCI 149	The History and Culture of Stigma	Brandt	Spring	This course will investigate the history of a number of stigmatized conditions and diseases including, for example, cancer, mental illness, addiction, obesity, AIDS, and disability. A central goal will be to understand the stigmatization of disease and its effects in diverse historical and cultural contexts. The course will evaluate both the impact of stigmatization on health disparities and outcomes, as well as attempts to de-stigmatize conditions that are subject to discrimination, prejudice, and isolation.

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School	Number	Title	Professor	Semester	Description
College/GSAS	MUSIC 176R	Music and Disability	Clark	Spring	Through field work, readings, discussions, and presentations, this course will explore topics related to disability in music history, music theory, and performance studies, and examine recent developments in neuroscience, music therapy, and music education. Defining disability as a cultural construction rather than as a medical pathology, the course will also consider the practice of music as a vehicle of empowerment, reflecting on music's generative role in shaping communities and advancing social justice and human rights. Students will design and implement inclusive and democratic community music projects, partnering with local service organizations and educational institutions.
College/GSAS	COMPLIT 132	Disability Studies	Unknown	Fall 2018	From stumbling Oedipus to stammering Moses and stuttering Edward the Sixth, we consider how bodily and verbal paralysis informs literary and philosophical texts. Attention to cinema, sign language, visual arts, and the rise of disability studies in the arts.

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College/GSAS	GHHP 80	[Re-imagining Health Care: Effective Altruism and Beyond]	Unknown	Spring 2019	<p>Real-world health systems are a mess. They stem from the successful or failed efforts of multiple constituencies with different medical, political, and economic priorities over many years. But what does an ethical health system aspire to achieve in the first place? Does it, for example, seek only to reduce premature death and disability, or also to distribute these burdens more equally? Does it make economic calculations, or emphatically reject putting a dollar sign over human lives? When resources are scarce, does a fair system prioritize patients in the prime of their lives over ones who have already had their “fair share” of life years? Should extra priority go to those who have suffered from severe disability for years—current practice notwithstanding? Students in this seminar will re-think what a health system should try to achieve—an important input toward reforming real-world health systems. The seminar will start with a practical decision: an independent donor has offered your group \$25,000 for charity, and you will debate over two sessions which charity will receive it. To reach a decision, you will evaluate arguments for and against “effective altruism.” The seminar will then build on these insights to tackle, over ten sessions, a larger question: What are the philosophical contours of an ideal health system? A final meeting will examine how this characterization of ethical health systems may have changed your minds about what charity to support. You will then select the winning charity.</p>

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School	Number	Title	Professor	Semester	Description
College/GSAS		Sleep and Mental Health	Pace-Schott	Spring	<p>The scientific study of sleep is both highly interdisciplinary and among the most unifying of topics in psychology and the neurosciences. In the past several decades, exciting new discoveries on the neurobiology of sleep have been facilitated by technologies such as functional neuroimaging and molecular genetics. Sleep science exemplifies the translational approach in biomedical science whereby investigators in human and animal research work together to continually advance the field of sleep medicine. Scientific findings increasingly point to the importance of sleep for mental health and optimum performance, as well as to sleep disruption as both a result and potential cause of mental illness. In psychiatric neuroscience, sleep is an area in which many fundamental questions remain unanswered due to the unique challenges of studying human sleep. Despite rapidly accelerating new discoveries and ever-increasing knowledge about the mechanisms and correlates of sleep, much remains controversial. Remarkably, there still is no scientifically agreed upon "function" for this behavioral state that occupies one third of our lives! Why should a behavior as universal as sleep remain mysterious? My great curiosity about sleep is continually stimulated by such questions. By the end of this seminar, I very much hope that students will become similarly fascinated with this enigma that exists right under our noses, and perhaps some may choose to further explore this exciting area of neuroscience. Each student will have the opportunity to ponder and form their own opinions on the functions of sleep. While the seminar will emphasize mental health and sleep medicine, my goal is for students to consider our daily alternation in states of consciousness from many perspectives. These might include sleep's roles at the level of genes and their protein products, sleep's manifestation across animal taxa, its possible evolutionary history and present ecology, sleep's influence on brain development, societal influences on sleep, and how and why consciousness should emerge during sleep in the form of</p>

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					<p>dreams. Following lectures providing an overview of the behavioral neuroscience of sleep, each student will focus on topic related to sleep and mental health that they will research in depth and present to the class. Such topics might include the characteristic abnormalities of sleep occurring in mood, anxiety, psychotic, addictive, autism spectrum or neurodegenerative disorders. Other topics might include the contribution of primary sleep disorders to psychiatric illnesses such as links between sleep apnea and depression, circadian rhythm disorders and bipolar illness, or insomnia as a risk factor for mood and anxiety disorders. Still other topics might include the role of sleep in the trafficking and disposal of abnormal proteins during sleep - disruption of which might constitute an important pathway to neurodegenerative illnesses. Lectures taking place during the first 6-8 classes will cover the basics of sleep behavior, physiology and neuronal control. Subsequent classes will consist of presentations by each student on a topic of their choice in the area of sleep and mental health. The exact number of lectures will thus depend upon class enrollment in order to allow one hour for each student presentation. Readings will consist of chapters in the Sleep Research Society's Basics of Sleep Guide as well as recent review articles dealing with each lecture topic. Each student presenter will assign the class one original-source report and one comprehensive review on their chosen topic. Student evaluation will be based on weekly open-book study questions, in-class discussions, a brief mid-term quiz, a class presentation and a final paper on the same topic as their presentation.</p>



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School	Number	Title	Professor	Semester	Description
Extension	MUSE E-114	Universal Design: Accessibility in Museums as Public Spaces	Monaghan	Spring	How do museums expand and enhance access to all audiences? This course examines the development and application of universal design in museums. Universal design involves creating products and spaces so that they can be used by the widest range of people possible. Universal design evolved from accessible design, a design process that addressed the needs of people with disabilities. Universal design takes into account the full range of human diversity, including physical, perceptual, and cognitive abilities, as well as different body sizes and shapes. By designing for this diversity, we can create spaces that are more functional and more user-friendly for everyone. The course explores current technologies used in universal design, assessments of physical and communication barriers of museum facilities, and cost-effective mediations and adaptations for museums.
GSAS	ANTHRO 2706	Disease, Disability, and the Body	Ralph	Spring 2018	This course will theorize the ways in which disability and disease become linked to inequality. We will explore the social factors that produce forms of suffering, as well as kinds of violence that people experience when social difference is mapped onto the materiality of their bodies.
GSAS	HLTHPOL 3002A	Graduate Reading Course: Mental Health Policy	McGuire	Fall 2018	Participants discuss research on mental health policy and examine how to apply existing work and methodological approaches to their own work. Part one of a two-part series.
GSAS	HLTHPOL 3002B	Graduate Reading Course: Mental Health Policy	McGuire	Spring 2019	Participants discuss research on mental health policy and examine how to apply existing work and methodological approaches to their own work. Part two of a two-part series.

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GSAS		Neurobiology of Psychiatric Disease: From Bench to Bedside	Carlezon, Ressler	Fall	To provide clinical insight and critical analysis of basic and translational science approaches necessary for students to approach psychiatric disorders as scientific problems, and thus contribute future research work with clinical relevance. Each pair of lectures presents 1) basic neuroscience approaches to the neural circuitry, cell and molecular biology underlying disease, followed by 2) clinical neuroscience, genetics, neuroimaging, etc., including case studies of the disorders. The lectures will focus on a range of psychiatric disorders, neural systems underlying behavior, and translational approaches to novel interventions, while providing insight on disease characteristics, current, novel and translationally-informed treatments, gene vs. environmental risk factors, animal models, and gaps in knowledge across the field. There will also be laboratory-based sessions (organized visits to McLean Hospital) to demonstrate examples of basic and human laboratory approaches to the study and treatment of psychiatric illness.

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School	Number	Title	Professor	Semester	Description
GSD	STU 1231	Collaborative Design Engineering Studio I&II	Habbal, Herron, Stark, Witt	Fall/Spring	<p>The first year MDE studio provides the students the opportunity to bridge the gaps between academic fields and practical, real-world stakeholders, and fosters a design intelligence that engages quantitative and qualitative thinking, combining computational, visual, experimental, strategic, and aesthetic methods. The course employs design and systems thinking broadly, and emphasizes that design is both a verb and a noun, the process of realizing intention. With systems thinking, it is the innovative and integrative process of synthesis to create a coherent whole.</p> <p>During the first semester, the studio confronted students with conceptual interactions, sympathies, and questions between design, engineering, and science. Students completed three projects, each intended to develop key skills and methods for a specific subdomain of design engineering: Information Design, Object Design, and Spatial Design. These projects cumulatively gave each student appropriate foundational skills, and collectively ensured that the cohort has a common ethos.</p> <p>This year, the project focus of the Studio is health systems, specifically aging and disability, and the sensory and prosthetic possibilities for transforming these conditions. Each of the three first-semester projects engaged these themes, while cumulatively developing a body of research to be carried forward in the second semester.</p> <p>During the second semester, teams will implement project proposals in concrete form, with an equal emphasis on creative innovation, technical sophistication, economic feasibility, and social utility. The formal meetings of the studio will be two weekly, three-hour sessions. Mondays will be primarily reserved for project pinups and desk critiques, while Wednesdays will</p>

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					provide structured lecture and workshop material and toolkits. Guests will be invited to present perspectives and directions.

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School	Number	Title	Professor	Semester	Description
HGSE	EDU A112	Critical Issues in Special Education Policy and Practice	Schifter	Fall	<p>More than 6 million students in public schools (approximately 13 percent) are identified with disabilities and are eligible for special education services under the Individuals with Disabilities Education Act (IDEA). Funded at over \$11 billion annually, IDEA is the second largest federal program in K-12 schools. The goal of this course is to give students a comprehensive understanding of education policy related to students with disabilities. To do this, we will examine policies in IDEA and the Elementary and Secondary Education Act. In particular, we will explore (1) how students are identified for special education; (2) how students with disabilities are educated in school, and (3) how students with disabilities are included within accountability systems. We will learn about policy and implementation problems including over-representation of minority students in special education, access to charter schools, and appropriate assessment of students with disabilities. We will also explore potential solutions including response to intervention and universal design for learning. The course will draw connections among these issues to promote a comprehensive understanding of education policy pertaining to students with disabilities and its implementation. Students will read relevant statutes, regulations, research and commentary; write reflection posts and policy memos; and actively engage in course activities and assignments.</p>

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School	Number	Title	Professor	Semester	Description
HGSE	EDU A117	Implementing Inclusive Education	Hehir	Fall/Spring	<p>Students with disabilities increasingly are being educated in regular schools and in general education classrooms as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Further, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) and the more recent reauthorization in 2004 require that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide and districtwide assessment programs. These forces have combined to create a need for all public school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to implement successful inclusive education. Specifically, the course will explore (1) the historical and theoretical foundations of inclusive education; (2) research related to implementation; (3) research related to inclusive education; (4) whole-school change models of inclusive education including response to intervention and universal design for learning; (5) controversies surrounding inclusion; and (6) considerations and reservations concerning inclusion as it impacts specific disability populations and age groups. Students will be required to work on a team with a collaborating school and provide recommendations on improving inclusive practice at the school. This team will include a practicing teacher from the building who will be enrolled in the course. Students will also be required to do periodic application exercises applying course content to problems of practice.</p>

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School	Number	Title	Professor	Semester	Description
HGSE	EDU A129	The Federal Government in the Schools	Schifter	Spring	<p>(New course.) Even though the federal government contributes a relatively small amount of funding to schools, the policies established by the federal government can have a large impact. The goal of this course is to develop a comprehensive understanding of the current federal policy landscape, how federal policy is developed, and how federal policy interacts with state and local policy. In particular, the course focuses on federal policies that impact the work of educators in schools including policies on assessment, accountability, special education, bilingual education, early education, school discipline, and school reform. Students will also learn about how policy is developed at the federal level and about how policy at the federal level interacts with policy at the state and local level by engaging in two project-based simulations. The first simulation will ask students to engage in a mock-congressional markup following a bill on seclusion and restraint in schools from introduction through committee mark-up. The second simulation will be a mock-grant competition where students will take on the role of states applying for a grant from the federal government on high school reform. Students will be expected to read relevant statutes, regulations, research and commentary; write reflection posts on the readings; and actively engage in course activities related to the course project.</p>

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School	Number	Title	Professor	Semester	Description
HGSE	EDU T560	Universal Design for Learning: Meeting the Challenge of Individual Differences	Hartmann/Blackorby	Fall	<p>The challenge of individual differences faces every teacher, administrator, and curriculum designer. To meet that challenge, educators are typically equipped with media and materials that are "one size fits all" and that have been designed primarily for a narrow and illusive group of "regular" students. This course will explore an alternative approach--universal design for learning (UDL)--that creates curricula and learning environments that are designed to achieve success for a much wider range of student abilities and disabilities. To do that, the UDL approach takes advantage of advances in two fields: (1) the cognitive neuroscience of learning and individual differences and (2) the universal design of educational technologies and multimedia. This course will explore recent advances in both of these fields through appropriate readings and through media construction exercises designed to prepare and support participants to meet the challenge of individual differences through universal design for learning. Students will work in teams on learning environments that are an expression of UDL.</p>



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School	Number	Title	Professor	Semester	Description
HGSE	EDU H387Y	Child Advocacy Seminar	Groves, Ryan	Fall	<p>First-semester Child Advocacy students will participate in a seminar to support the development of advocacy skills by focusing on a particular advocacy topic: How do schools meet, or not meet, the needs of students who misbehave in school? In many schools, discipline policies and practices result in punitive consequences for students that remove them from class, from the regular activities of the school day, and even from school. The goal of these discipline systems is to hold offending students accountable and remove them from the school environment so that other students can learn. According to research, however, students who are subject to school suspensions do not improve their behavior and have poor academic outcomes. Moreover, the negative consequences of overly punitive disciplinary approaches often fall disproportionately on students of color and students with disabilities. These problems will serve as a platform to explore strategies that advocates can use to effect change at the individual student, school, district, and state level to stop the over-use of exclusionary, punitive school discipline practices and replace them with more effective interventions. Using in-depth case studies and simulations, students will learn how to use the special education and school discipline processes to build an advocacy strategy to promote student success in school. Students will learn about strategies at multiple levels that advocates, including educators, lawyers, researchers, current public school students, and policy makers, have employed to promote changes in discipline policies and practices, school climate, and school culture at the school, district, and state level.</p>

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School	Number	Title	Professor	Semester	Description
HGSE	EDU H860	Reading Difficulties	Christodoulou	Spring	This course provides a conceptual and theoretical foundation for understanding task demands of reading text, and the ways in which readers may struggle in acquiring and developing these skillsets. Reading difficulties will be understood in the context of developmental, socio-cultural, cross-linguistic, and cognitive neuroscience perspectives. Contemporary remediation and compensatory approaches will be reviewed.

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School	Number	Title	Professor	Semester	Description
HKS	DPI-515	Disability Law and Policy	Stein	Spring	<p>According to World Bank estimates, persons with disabilities comprise 15% of the global population, or an estimated one billion individuals. Nevertheless, until the adoption of the UN Convention on the Rights of Persons with Disabilities (CRPD), the world's largest minority group was largely excluded from global human rights protection (e.g., UN human rights treaty work), global initiatives (notably the Millennium Development Goals (MDGs)), and national level law and policy programming with the majority of States having uncoordinated health or social welfare initiatives. The CRPD has now been ratified by 165 States, making it the fastest ratified human rights treaty. Meanwhile, the MDGs successor program, the Sustainable Development Goals (SDGs) were adopted by consensus at the UN in 2016 and require the inclusion of persons with disabilities in their social transformation mandate. In consequence of these global schemes, States are struggling to develop coordinated and efficient national level programming for their disabled populations, until-now their typically neglected yet largest minority group. This course examines how States develop national level programming to include persons with disabilities across a variety of sectors including health, education, employment, community inclusion, and social welfare and development. Throughout the course we will examine critically the tension between human rights and their aspiration of full human flourishing and the constraints placed upon States by resource and other limitations. The instructor participated in the negotiation of the CRPD and has since been involved in disability law, policy, and development initiatives in some three dozen countries. He has also been consulted by UN agencies on the SDGs, and will draw on these experiences when analyzing how States respond to their legal and policy obligations.</p>

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School	Number	Title	Professor	Semester	Description
Law		Disability Rights Law	Stein	Spring	This course encompasses many aspects of disability law and policy, with particular emphasis on the Americans with Disabilities Act, which regulates employment, state and local governments, transportation, and public accommodations. The Bagenstos casebook will be supplemented with some readings, lectures, and other materials on disability theory to provide better context for the legal issues. Cross-registrants are encouraged to apply.
Law		Employment Discrimination	Churchill	Spring	This course will examine civil rights law in the workplace, one of the most hotly litigated bodies of law in recent decades. Although employers have great latitude when making employment decisions under common law, a variety of statutes regulate decisions that are based on protected characteristics, such as race, gender, age, religion, national origin, or disability. On the federal level, those statutes include Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, the Equal Pay Act, the Family & Medical Leave Act, and more. Over time, those statutory protections have been subject to constant review and revision, both by courts called upon to resolve conflicting values and norms and by legislatures responding to competing political pressures. In studying core aspects of the doctrine that have remained relatively stable, as well as aspects that have changed over time, we will examine the forces that have influenced the ongoing development of this area of law. The course will cover various topics related to rights and procedures, including the increased prevalence of mandatory arbitration agreements and the role of class action litigation.

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MIT (available for cross registration)	EC.721	Mobility Technology for, by, and with People with Disabilities	McCambridge/Martin	Fall	Students improve wheelchair technology in developing countries by applying sound engineering practices to create appropriate devices. Lectures focus on wheelchair usage, social stigmas, and manufacturing constraints. Includes lectures by third-world community partners, US wheelchair organizations, and MIT faculty. Multidisciplinary student teams conduct term-long wheelchair projects relating to hardware design. Funded opportunities available for travel to implement class projects at wheelchair workshops in the field.
MIT (available for cross registration)	2.78	Principles and Practice of Assistive Technology	Greenberg	Fall	Students work closely with people with disabilities to develop assistive and adaptive technologies that help them live more independently. Covers design methods and problem-solving strategies; human factors; human-machine interfaces; community perspectives; social and ethical aspects; and assistive technology for motor, cognitive, perceptual, and age-related impairments. Prior knowledge of one or more of the following areas useful: software; electronics; human-computer interaction; cognitive science; mechanical engineering; control; or MIT hobby shop, MIT PSC, or other relevant independent project experience.

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<b>MIT</b> (available for cross registration)	EC722	Prosthetics for the Developing World	McCambridge/Martin	Spring	Introduces the fundamentals of human walking. Provides an overview of different types of gait disabilities and the available technologies that address them. Presents patient perspective as well as current areas of research. Topics focus on lower-limb disabilities, such as polio and above- and below-knee amputation. Covers both developed and developing world techniques for overcoming these disabilities. Includes a term project in which teams of 3 to 5 students manufacture a prototype. Teams meet outside of class and work with a TA (project mentor) to research, design, prototype, and test a solution. Projects focus on low-cost orthotic and prosthetic knee designs for the developing world, as specified by partner organizations in India and Guatemala.
<b>Public Health</b>	SBS 212	Developmental Disabilities I	Helm	Fall	The course focuses on issues confronting professionals who work with people with developmental disabilities, their families, and the system. Materials are organized with a developmental format in mind. Emphasis for first half of semester will be on understanding the professionals' role in diagnosing, evaluating, and assessing children who have developmental disabilities or who are at high risk of acquiring them. Specific discussions of families and services will highlight the second half of the semester. The course uses outside guest speakers who are experts and work in the field.
<b>Public Health</b>	SBS 214	Developmental Disabilities II	Helm	Spring	The course focuses on the community, system and leadership components of the developmental disabilities field. It draws from, but is independent of SBS 212. Course materials are presented by leading experts in the field who will provide the content for each session. Issues of systems change and perspective is maintained.

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Public Health	WGH 304	Issues in Mental Hlth-Ind Stdy	Gottlieb	Fall	This independent study course is offered to students who are enrolled in WGH 210 Fall 2. The course will supplement the themes and topics of WGH 210, including illness constructs, trauma, embodiment, pain and eating disorders with a mentored field and service learning experience. Students will be required to provide 20 hours of service to one of several local sites selected for their relevance to course themes (for example, a shelter, an psychiatric in-patient unit, a school-based clinic), maintain a structured portfolio of reflections and commentary based on field experiences and readings, and attend 2 mentoring sessions.
Public Health	WGH 210	Women, Gender and Health: Critical Issues in Mental Health	Gottlieb	Fall 2	This course explores issues relevant to mental illness, mental health from a gender perspective. Course themes include illness constructs, life cycle and transitions, collective and individual trauma, role and relationship and embodiment. Topics include eating disorders, pain, hormonally mediated mood disorders, and PTSD. Examples highlight US and international experience. Readings are multidisciplinary, including public health and medicine, social sciences, history and literature.