

**INTRODUCTION TO DISABILITY STUDIES:
HISTORY, RIGHTS, JUSTICE, AND INCLUSION**
Spring 2023
37:575:265

NOTE: This is a draft syllabus and not all guest lectures have been confirmed yet—some of the dates may be rearranged based on instructor availability.

Prof. Lisa Schur
Department of Labor Studies and Employment Relations
Labor Education Center 150B
848-932-1743
LSchur@smlr.rutgers.edu
Office hours: By appointment

This course is an introduction to disability studies with a multidisciplinary perspective. It will explore economic, historical, political, cultural, and legal forces that have shaped social policy and the experiences of people with disabilities. We will study classic and current writings and videos on topics that include work and the labor market; attitudes, stigma, and discrimination; gender and race; politics and the disability rights movement; how people with disabilities are portrayed in the media; participation in arts and sports; accessibility of the built environment; the role of technology; and community and political engagement.

The study of disability can teach us not just about one particular group, but also about how society understands and responds to human variation and diversity in general. Through the lens of disability, we will explore assumptions about how society is structured, how those assumptions shape institutions and policies, and how society can be changed to improve opportunities for disadvantaged groups. The course should also help to strengthen your ability to read for analytical insight, summarize texts, pick out key ideas, and discuss and debate ideas in groups.

Classwork and Preparation for Class

This is a remote synchronous class that meets Mondays 10:20-1:20. The assigned readings and videos are on the Canvas website.

If you have a health problem or other emergency that requires you to miss a class, please inform me of the situation before the class if possible, or as soon after the class as you can. If you need a disability accommodation, I will be glad to make reasonable accommodations if you provide some documentation at the beginning of the semester or as soon as the condition develops.

It is important to participate in discussions and group activities. Explain your views. Don't be afraid to ask questions! Also listen – don't monopolize the discussion or ignore other views.

Requirements

1. Two current events stories on disability to be presented and discussed in class (10% of overall grade).

You will bring to class two different current items that involve people with disabilities. These items can be newspaper articles, magazine articles, web-based material, pictures of situations that impact on the lives of people with disabilities, and summaries of scenarios that involve people with disabilities. Your two submissions will be accepted from now until the last day of class. The original article should be submitted with a brief, half-page summary of why you chose that particular item.

2. Research paper (8-10 pages, more if you want) (20% of overall grade).

This paper will be on one of the topics we have covered that you find especially interesting, or on another disability-related topic. This paper should: a) summarize the main points, b) relate it to other relevant readings, including at least one book or article from outside the syllabus, c) evaluate the strengths and/or weaknesses of the authors' arguments, and d) relate it to your own experiences or current events if relevant. You should submit your proposed paper topic in the class after the midterm. The full paper is due on xxx.

You should submit papers on Canvas. The Canvas site will submit papers to Turnitin.com to ensure that they are original and there is no plagiarism. Late papers will be downgraded by a third of a grade (e.g., A to A-) for 1-2 days late, two-thirds of a grade (e.g., A to B+) for 3-4 days late, and a full grade for 5 or more days late.

3. Two exams (40% of overall grade)

The first exam will cover the readings and presentations in the first half of the course, and the second exam will cover readings and presentation in the second half of the course (it will not be cumulative).

4. Class participation (20% of overall grade).

This course emphasizes student participation. There will be two types of participation: in-class discussions, and on-line discussion forums. All students are expected to attend class prepared to discuss the readings and participate in discussions.

There will be eight discussion forums, where you will be given a discussion question, and everyone is required to respond to the question as well as to two posts from your classmates. You need to participate in at least six of the eight forums. Extra credit will be given if you participate in more than six forums.

5. Choice of either:

a) Measuring exercise to determine ADA compliance of buildings (10% of overall grade)

Using the “ADA Checklist for Readily Achievable Barrier Removal” (available on Sakai), with a tape measure and checklist that you will be given in class, you will pick a public building on the Rutgers campus or another location, and see if it complies with ADA requirements for accessibility. The completed checklist should be turned in by week 13.

b) Self-guided walkability audit looking at path of travel, say from the train station or bus stop to an RU Building, to be turned in by week 13 (10% of overall grade)

Readings and Videos

There are about 50-60 pages of reading in each week, plus videos. The readings and videos are available on the Canvas website. If you have any problems accessing the material please let me know.

Note: This draft illustrates the topics and material we will cover but this may change as guest lecturers add suggestions.

The topics are clustered under four broad headings:

- A. Introduction (weeks 1 to 4)**
- B. Economic and Political Inclusion (weeks 5 to 8)**
- C. Social Inclusion (weeks 9 to 11)**
- D. Sports, Recreation, and Creative Arts (weeks 12 to 14)**

A. INTRODUCTION

Week 1 (Class on January 23rd): Introduction

Videos for discussion on students with disabilities

Reading:

Joseph Shapiro, "[Disability Pride: The High Expectations of a New Generation](#)," New York Times, July 17, 2020. (Note: there is also a 12 minute audio version available at this site.)

Non-graded discussion forum: Meet your learning community

Optional:

["Beyond the Law's Promise: 30 Years Since the Passage of the Americans With Disabilities Act,"](#) New York Times, July 17, 2020.

Week 2 (Class on January 30th): Stigma, Models of Disability, and Measurement

Discussion forum: Who has a disability?

Readings:

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed Ch. 1, pp. 1-26 ("Changing Views of Disability," "Plan of Book," "Models of Disability" "Measuring Disability"), and Ch. 5, pp. 118-121 ("Social Stigma")

Richard Scotch and Kay Schriener, "Disability as Human Variation: Implications for Policy," Annals of the American Academy of Political and Social Science, 37, 1997, pp. 148-160.

Video:

Stella Young, "[I'm not your inspiration, thank you very much](#)"

Optional:

Erving Goffman, selections from "Stigma", The Disabilities Studies Reader, Lennard Davis (ed.), 1997, NY Routledge, pp. 203-215.

Harlan Hahn, "Toward a Politics of Disability: Definitions, Disciplines, and Policies," Social Science Journal, 22(4), October 1985, pp. 87-105.

Week 3 (Class on February 6): History of Disability and Disability Studies

Guest lecturer: Rich Cairn, Director, Emerging America, Library of Congress Teaching with Primary Sources Program at Collaborative for Education Services

Discussion forum: Questions on history of disability

Readings:

Douglas Baynton, "[Disability and the Justification of Inequality in American History](#)," excerpted from *The New Disability History: American Perspectives*, ed. by Paul K. Longmore and Lauri Umansky (New York: New York University Press, 2001).

Ed Roberts, "[Celebrating a Disability Rights Milestone: Ed Roberts' 504 Victory Speech](#)" April 30, 1977

Can also listen to audio recording at [Victory Speeches and Protest Songs | Paul K. Longmore Institute on Disability \(sfsu.edu\)](#)

Quenna Lalonde and Jozen Argetsinger, "Disability History: From Almshouses to Civil Rights Library of Congress," Teaching with Primary Sources Program at the Collaborative for Educational Services, [Argetsinger-TPS_DisabilityHistory_PSSet-2020.pdf](#)

Video:

"Abandoned to Their Fate"

Optional:

Disability History Museum, "Rev. Thomas Gallaudet," <https://www.disabilitymuseum.org/dhm/edu/essay.html?id=37> . (Accessed 10/06/2020).

Dorothea Dix, Memorial to the Legislature of Massachusetts. (1843). <https://www.disabilitymuseum.org/dhm/lib/detail.html?id=737&page=all>

Nellie Bly. (1887). Ten Days in a Madhouse. <https://www.disabilitymuseum.org/dhm/lib/detail.html?id=1123>

Week 4 (Class on February 13): Intersectionality and Disability

Guest lecturer: Sarah Orsak, Doctoral candidate, Department of Women's and Gender Studies

Readings:

Schur, Kruse, and Blanck, [People with Disabilities: Sidelined or Mainstreamed?](#) Ch. 6 pp. 156-193 ("Gender, Race, Ethnicity, and Disability")

Erevelles, Nirmala, and Andrea Minear. "Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality." *Journal of Literary &*

Cultural Disability Studies 4, no. 2 (January 1, 2010): 127–45.
<https://doi.org/10.3828/jlcds.2010.11>.

Schalk, Sami, and Jina B. Kim. “Integrating Race, Transforming Feminist Disability Studies.” *Signs: Journal of Women in Culture and Society* 46, no. 1 (September 1, 2020): 31–55. <https://doi.org/10.1086/709213>.

Gill, Michael, and Nirmala Erevelles. “The Absent Presence of Elsie Lacks: Hauntings at the Intersection of Race, Class, Gender, and Disability.” *African American Review* 50, no. 2 (July 21, 2017): 123–37.
<https://doi.org/10.1353/afa.2017.0017>.

Thomas Gerschick, “Sisyphus in a Wheelchair: Men with Physical Disabilities Confront Gender Domination,” *Everyday Inequalities*, Jodi O’Brien and Judith Howard, eds. (Malden, MA: Blackwell Publishers, 1998), pp. 189-211.

“Since Slavery Black Disabled Separated from Black Community,” 1 page

Videos:

“The Beauty of Disability”

“Murderball”

B. ECONOMIC AND POLITICAL INCLUSION

Week 5 (Class on February 20): Employment and Economic Inclusion

Guest lecturer: Professor Douglas Kruse, School of Management and Labor Relations, Rutgers University

Discussion forum: How to reduce barriers to employment for people with disabilities?

Readings:

“Do Employers Discriminate Against the Disabled?” Arizona State University, 2007,
<http://knowledge.wpcarey.asu.edu/article.cfm?articleid=1349>, pp. 1-2.

Schur, Kruse, and Blanck, *People with Disabilities: Sidelined or Mainstreamed?*
Ch. 2 pp. 27-49 (“Economic Inclusion”)
Ch. 3 excerpt pp. 64-75 (“A Closer Look at Employment”)

Video:

“Why is job opportunity still lagging for people with disabilities?” *PBS NewsHour*,
Mar 16, 2017

Week 6 (Class on February 27): Management and Social Psychology

Guest lecturer: Professor Mason Ameri, Rutgers Business School

Readings:

Noam Scheiber, "Fake Cover Letters Expose Discrimination Against Disabled," *New York Times*, Nov. 2, 2015.

Magdalena Zawisza, "[The terrifying power of stereotypes – and how to deal with them](#)," *The Conversation*, August 28, 2018.

Pooja Jain-Link and Julia Taylor Kennedy, "[Why People Hide Their Disabilities at Work](#)," *Harvard Business Review*, June 3, 2019.

Odile Rohmer and Eva Louvet, "Implicit measures of the stereotype content associated with disability," *British Journal of Social Psychology* (2012), 51, 732–740.

Optional:

Arthur, Winfred Jr., and Dennis Doverspike. "Achieving Diversity and Reducing Discrimination in the Workplace Through Human Resource Management Practices: Implications of Research and Theory for Staffing, Training, and Rewarding Performance," in Robert Dipboye and Adrienne Colella, eds., Discrimination at Work: The Psychological and Organizational Bases (Mahwah, NJ: Lawrence Erlbaum, 2005).

Hamilton David, and Steven Sherman, "Perceiving Persons and Groups," Psychological Review, 103(2), 1996: 336-355.

Maier, Nancy A., Gregory W. Ulferts, and Terry L. Howard, "Organizational Hiring Practices Of Persons With Disabilities: A Study And Review Of Corporations, Small Businesses, Non-Profit Organizations, Foundations, And The US Government," Journal of Diversity Management, Fall 2012 Volume 7, Number 2.

Week 7 (Class on March 6): Disability Law: The Rehab Act and the ADA

Readings:

Definition of disability

Twomey pp. 553-564, 567-570, 783-787, 789-792

Cook v. State of Rhode Island (obesity)

Horgan v. Simmons (HIV positive)

Ellison v. Software Spectrum (cancer)

EEOC, "Notice Concerning The ADA Amendments Act of 2008"

Barlow v. Walgreen's (back pain)

“Otherwise-qualified” for employment position
Treadwell v. Alexander (otherwise-qualified)
Palmer v. Circuit Court (direct threat defense)

Reasonable accommodations
Twomey pp. 564-567, 571-574
Huber v. Wal-Mart (reasonable accommodation)

In Class Mock Trial Exercise

SPRING BREAK: NO CLASS MARCH 13

Week 8 (Class on March 20): Political Inclusion and Disability Activism

Guest lecturers:

Professor Cynthia Simon, Department of Political Science, Rutgers University
Jim Dickson, National Council on Independent Living
Michelle Bishop, National Disability Rights Network

Readings:

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed?
Ch. 4, pp. 86-116 (“Political Inclusion”)

Powell, Sierra; Johnson, April A “Patterns and Mechanism of Political Participation among People with Disability.” Journal of Health Politics, Policy & Law. Jun2019, Vol. 44 Issue 3, p381-422. 42p. 10 Charts, 5 Graphs. DOI: 10.1215/03616878-7367000.

Erkulwater, Jennifer L. “How the Nation's Largest Minority Became White: Race, Politics and the Disability Rights Movement, 1970 -1980.” Journal of Policy History. Jul2018, Vol. 30 Issue 3, p367-399. 33p. DOI: 10.1017/S0898030618000143.

Video:

Sarah Barton, “[Defiant Lives](#)”
Lisa Schur and Douglas Kruse, “Disability and Voting Accessibility in the 2020 Elections,” AAPD/REVUP presentation

Optional:

[U.S. Election Assistance Commission Study on Disability and Voting Accessibility in the 2020 Elections | U.S. Election Assistance Commission \(eac.gov\)](#)

Review for first exam

C. SOCIAL INCLUSION

Week 9 (Class on March 27): Social Inclusion, Computer and Online Access, Violence and Incarceration

Guest lecturer: Professor Mason Ameri, Rutgers Business School

Readings:

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed? Ch. 5, pp. 117-118, 121-133, 137-142 (“Social Inclusion”)

Niraj Choksi and Katie Benner, “[Airbnb Hosts More Likely to Reject the Disabled, a Study Finds](#),” *New York Times*, June 2, 2017,

Alison Frankel, “11th Circuit’s Winn-Dixie ruling deepens confusion on ADA and digital access,” Reuters, April 8, 2021.

Eliot Oberholtzer, “New report: Disabled people targeted by violence at high rates,” July 18, 2017

Videos:

Mason Ameri, “[Fear of the Unknown: The Risky Side of First Impressions](#),” TEDxRutgers, April 24, 2019.

“[Sex abuse against people with disabilities is widespread -- and hard to uncover](#),” PBS NewsHour, January 17, 2018.

First Exam

Week 10 (Class on April 3): Access to the Built Environment and Universal Design

Guest lecturers:

Dr. Jennifer Senick, Rutgers Center for Green Building, Bloustein School
Karen Alexander, Director, New Jersey Travel Independence Program, Bloustein School

Assignment: Either

- (a) use the “ADA Checklist for Readily Achievable Barrier Removal” to assess a public building at Rutgers or elsewhere, or
- (b) do a walkability audit

Readings:

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed?
Chapter 5 pp. 142-146 (“Accessibility and Universal Design”)

Excerpts from Norman, D. A. (2013). Revised and expanded edition. *The design of everyday things*. New York: Basic Books.

“Chapter One: The Psychopathology of Everyday Things” pp. 1-19

“Chapter Six: Design Thinking, Designing for Special People”, pp. 243-247

National Council on Disability, “Transportation Update: Where We've Gone and What We've Learned”

Event launching report: [National Council on Disability Releases Transportation Access and Policy Report at Quarterly Meeting in Pittsburgh, PA | NCD.gov](#)

Full report (link to be updated): [Transportation Update: Where We've Gone and What We've Learned | NCD.gov](#)

Molly Follette Story, James L. Mueller, and Ronald L. Mace, The Universal Design File: Designing for People of All Ages and Abilities (Center for Universal Design, North Carolina State University, www.design.ncsu.edu, 1998):

“Introduction,” pp. 1-4

“Understanding the Spectrum of Human Abilities,” pp. 16-30

“Principles of Universal Design and Their Application,” pp. 32-35.

Optional:

one or more case studies presented in Chapter 4 at

http://www.design.ncsu.edu/cud/pubs_p/pudfiletoc.htm.

Week 11 (Class on April 10): Education

Guest lecturers:

Robin Roscigno, Doctoral candidate, Rutgers Graduate School of Education

Kathy Loder-Murphy, Assistant Director, Rutgers Office of Disability Services

Lorren Whitaker, Coordinator, Rutgers Office of Disability Services

Discussion forum: Inclusive and Exclusive Practices at Rutgers

Readings:

Schur, Kruse, and Blanck, *People with Disabilities: Sidelined or Mainstreamed?*
Chapter 5 pp. 146-155 (“Education”)

Thomas, S. B. (2000). College students and disability law. *The Journal of Special Education*, 33(4), 248-257.

Darnell, W. (2020). An exploration of instructors' accommodation discourse on the first day of class. *Teaching in Higher Education*, 1-15.

Lilah Burke, "Disability as Diversity," November 12, 2020,
<https://www.insidehighered.com/news/2020/11/12/could-disability-be-further-included-diversity-efforts>

Andrew Pulrang, "Words Matter, And It's Time To Explore The Meaning of 'Ableism'," *Forbes*,
<https://www.forbes.com/sites/andrewpulrang/2020/10/25/words-matter-and-its-time-to-explore-the-meaning-of-ableism/?sh=677301e47162>

Videos (choose two):

[Struggling in College? 3 Steps to Student Accommodations](#)

[Learning Disability in Higher Education... Lexie Garrity, TEDxVanderbiltUniversity](#)

[Transitioning To College with a Disability](#)

[Overcoming Ableism: What You Don't Know As An Able Bodied Person | Naty Rico | TEDxUCIrvine](#)

D. SPORTS, RECREATION and CREATIVE ARTS:

Week 12 (Class on April 17): Sports and Recreation

Guest lecturer:

Professor Javier Robles, Kinesiology and Health Department

Readings:

Pullen, Emma; Jackson, Daniel; Silk, Michael. Watching Disability: UK Audience Perceptions of the Paralympics, Equality, and Social Change." *European Journal of Communication*. Oct2020, Vol. 35 Issue 5, pp. 469-483. 15p. DOI: 10.1177/0267323120909290.

Powis, Ben; Macbeth, Jessica Louise. We Know Who is A Cheat and Who is Not: But What Can We Do? Athletes Perspective on Classification in Visually Impaired Sport *International Review for the Sociology of Sport*. Aug2020, Vol. 55 Issue 5, pp. 588-602. 15p. DOI: 10.1177/1012690218825209

Videos:

[Real Champions: Charles - YouTube](#)

Week 13 (Class on April 24): Creative Arts and Expression

Guest lecturers:

Professor Jeff Friedman, Dance Department, Mason Gross School of the Arts
Ellen Williams, Department of 4-H Youth Development, School of Environmental
and Biological Sciences

Poetry:

Wade, Cheryl Marie. "Poems," *The Disabilities Studies Reader*, 2nd edition,
Lennard Davis, ed. (New York: Routledge, 2006), pp. 411-412.

Autobiography:

Lehrer, Riva. "Prologue" (audio excerpt) and "Chapters 1-10," pp. 5-72. In *Golem Girl: A Memoir* (New York City: One World Press, 2020) (For access to 4'49" prologue audio excerpt and print excerpt, go to:

<https://www.penguinrandomhouse.com/books/605368/golem-girl-by-riva-lehrer/>

Please read or watch at least three of the following six readings and videos.

Music:

1. da Fonseca-Wollheim, Corinna. "Making Music Visible: Singing in Sign." *New York Times*, April 9, 2021.

<https://www.nytimes.com/2021/04/09/arts/music/asl-music-deaf-culture.html?smid=url-share>

Performance Art:

2. Video: Wade, Cheryl Marie, writer and performer. *Disability Culture Rap* (22'40"). Jerry Smith, Director. Rick Cardenas and Mary Kay Kennedy, Executive Producers. Advocating Change Together, Producer, 2000.

<https://youtu.be/-KnJwUMTP8s>

Mixed-ability Performance:

3. Online interview, print text: Cheng, Scarlett, with Emmaly Wiederholt, interviewer. "Unleashing Artistic Potential in Hong Kong." *Stance on Dance*.

January 11, 2021. <http://stanceondance.com/2021/01/11/scarlette-cheng-hong-kong/>

Theater:

4. Essay, print text: Batuman, Elif. "Can Greek Tragedy Get Us Through the Pandemic?" *New York Times*, September 1, 2020.

<https://www.newyorker.com/culture/culture-desk/can-greek-tragedy-get-us-through-the-pandemic>

Dance:

5. Video: Latsky, Heidi, filmmaker, director and editor. Lincoln Center for the Performing Arts, commissioner. *Solo Flight ADA30* (9'44"). Premiere, New York City, 2020. <https://vimeo.com/434372040/30acf3175e>
6. Paterson, Ellice, Artistic Director, Abilities Dance Boston, with Colton Bradford, interviewer. "Local dance company moves equity forward through art," April 14, 2021. https://www.necn.com/news/local/dance-company-moves-equity-forward-through-art/2446667/?amp&fbclid=IwAR0K3yF6dPFqHyZ2j4dUEI5bL75zpqKTSquhKRlhgFGItbyKSkM_CcGEEml

Week 14 (Class on May 1): Media Representations

Discussion forum: Find and post at least one image of a person with a disability from a movie, ad, commercial, or video, and explain how it fits into discussions we've had

Readings:

Ace Metrix, "[Disabilities in Advertising: Representation is on the Rise.](#)"

Joseph Shapiro, No Pity: People with Disabilities Forging a New Civil Rights Movement (New York: Three Rivers Press, 1994), Chap. 1, pp. 12-40.

Paul Longmore, "Screening Stereotypes," Images of the Disabled, Disabling Images Gartner, ed. (New York: Praeger, 1987), pp. 65-79.

Videos:

"Total Permission: Push Me Collection, London 2012"

"I Have 99 Problems and Disability is Only One"

Jerry Lewis MDA Telethon

Review for second exam

Week 15 (Exam period, no class)

Second exam

Paper due