

DISABILITY WORK AND SOCIETY 37:575:365:01
Spring 2015

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Course Schedule: Thursdays, 3:55PM – 6:55PM, Hickman Hall, Rm. 202
Office hours: By appointment

This course provides a multidisciplinary perspective on issues affecting people with disabilities. The overall purpose is to provide an understanding of the social, economic, historical, political, cultural, and legal forces that have shaped policy and the experiences of people with disabilities. We will explore classic and current writings 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; accessibility of the built environment; sports; community and political engagement; and cross-cultural differences.

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

Class attendance is mandatory and reading assignments are expected to be completed before class. Assigned readings are on the Sakai website. Supplemental material will also be handed out in class or added to the Sakai 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 have any type of health condition or disability that requires 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 (20% 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 for undergraduates, 10-12 pages for Master's students) (25% 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 the last day of class.

You should submit papers on Sakai (see instructions below). The Sakai 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 (15% of overall grade).

This course emphasizes student participation. All students are expected to attend class prepared to discuss the readings and participate in discussions.

Readings

There are about 50-60 pages of reading in each week. The readings are available on Sakai. To obtain the readings do the following:

1. Go to <http://sakai.rutgers.edu>
2. Enter your Rutgers ID and password in the upper right corner
3. Click on the tab that says "37:575:365:01"

4. Click on “Resources” at the left
5. Click on the folder titled “37:575:365:01 Disability Wrk & Soc Resources”
6. Click on the folder for the week you want, then the file you want to download. Many of the readings are in Adobe Acrobat format. If your computer doesn’t have it, you can download the reader for free at <http://www.adobe.com/products/acrobat/readstep2.html>

Submitting papers to Sakai

Follow the directions above to get onto the Sakai site, and click on “Assignments” on the left so that you can see a list of the assignments. After selecting an assignment, you can submit your paper by attaching a file.

Also, please check “Announcements” on the left of the Sakai site each week for any updates on the class and assignments.

Class 1 (Jan. 22): Introduction

Film on students with disabilities

Class 2 (Jan. 29): Models of Disability; Stigma, Respect, and Disability Etiquette

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.

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.

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed Ch. 1, pp. 1-8 (“Changing Views of Disability,” “Plan of Book,” “Models of Disability”)

Irving Zola, 1993, “Self, Identity, and the Naming Question,” Social Science and Medicine 36:167-173

Michelle Fine and Adrienne Asch, “Disability Beyond Stigma: Social Interaction, Discrimination and Activism,” in Perspectives on Disability, (Mark Nagler, ed), 1993, Health Markets Research, Palo Alto, CA, pp. 49-62.

Film shown in class: “Abandoned to Their Fate”

Guest speakers: Debbie Hehir, Personal Attendant Services Program Coordinator, and Judith Cusumano, Director, Middlesex County Office of People with Disabilities, New Brunswick, NJ

Class 3 (Feb. 5): Representations of Disability in Popular Culture

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

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.

Video shown in class: “Total Permission: Push Me Collection, London 2012”

Class 4 (Feb. 12): People with Disabilities and Informed Decision Making: A Framework for Our Use?

READINGS TO BE ANNOUNCED

Class 5 (Feb. 19): Measuring Disability, Economic Inclusion, & Employment

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed?
Ch. 1 pp. 9-17 (“Measuring Disability”)
Ch. 2 pp. 1-16 (“Economic Inclusion”)

“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. 3 excerpt pp. 1-13 (“A Closer Look at Employment”)

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

Class 6 (Feb. 26): Disability and Employment Law

Rehabilitation Act, Americans with Disabilities Act
Definition of disability

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

Cook v. State of Rhode Island (obesity)

School Board of Nassau County, Florida v. Arline (contagious diseases)

Horgan v. Simmons (HIV positive)

Ellison v. Software Spectrum (cancer)

The ADA Amendments Act of 2008

Barlow v. Walgreen’s (back pain)

“Otherwise-qualified” for employment position, reasonable accommodations

Treadwell v. Alexander (otherwise-qualified)

Palmer v. Circuit Court (direct threat defense)

Twomey pp. 564-567, 571-574

U.S. Airways v. Barnett (seniority systems)

Huber v. Wal-Mart (reasonable accommodation)

Guest Speaker: Professor Lisa Schur, School of Management and Labor Relations, Rutgers University

Class 7 (Feb. 26): Disability and Employment Law (cont.)

Reasonable accommodations (cont.)

Wallace v. Veterans Administration (former drug addiction)
Lyons v. Legal Aid Society (reasonable accommodations, undue hardship defense)
Valdez v. McGill (reasonable accommodation, interactive process)

In Class Mock Trial: *Martinson v. Kinney Shoes*

Class 8 (Mar. 5): Political Participation

Joseph Shapiro, No Pity: People with Disabilities Forging a New Civil Rights Movement (New York: Three Rivers Press, 1994), Chap. 2 (pp. 41-73) and Chap. 4 (pp. 105-141).

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed?
Ch. 4, pp. 1-19 (“Political Inclusion”)

Korte, G.. “Study Shows Voters with Disabilities Face Access Barriers,” USA Today,
August 9, 2012, page 4.

Class 9 (Mar. 12): Disability Activism

Film shown in class: “When Billy Broke His Head”

Thomas Shakespeare, “Disabled People’s Self-Organization,” Disability and Society Vol.
8, 1993, pp. 249-264.

Richard Wilkinson and Kate Pickett, The Spirit Level (Bloomsbury Press, 2010), pp. 63-102

Ethan Ellis blogs on inequality and disability

Guest Speaker: Ethan Ellis, Founder, Next Step, Inc. or Jim Dickson, former political director, American Association of People with disabilities

Class 10 (Mar. 26): Social Inclusion

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed?
Ch. 5, pp. 1-24 (“Social Inclusion”)

In class: Social distance survey

Guest Speaker: Principal Sam Garrison, Newark Public Schools

Review for first exam

Class 11 (Apr. 2): MIDTERM

Class 12 (Apr. 9): Gender and Disability, Race and Disability

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed?
Ch. 6 pp. 1-16 (“Gender”)

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.

William John Hanna and Elizabeth Rogovsky, “On the Situation of African-American Women with Physical Disabilities,” Perspectives on Disability, Mark Nagler, ed. (Palo Alto, CA: Health Markets Research, 1993), pp. 149-159.

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed?
Ch. 6 pp. 17-26 (“Race and Ethnicity”)

Film shown in class: “Murderball”

Class 13 (Apr. 16): Cross Cultural Perspectives on Disability

Benedicte Ingstad, “Disability in the Developing World,” in Handbook of Disability Studies, edited by G. Albrecht, K. Seelman, and M. Bury (Sage Publications, 2001), pp. 772-792

Film in class: “Music by Prudence”

Guest Speaker: Jane Dunham, National Black Disability Coalition

Class 14 (Apr. 23): The Built Environment and Universal Design

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.

Class 15 (Apr. 30): Disability and Sports

“Former NFL Players: Disabilities, Benefits, and Related Issues, Congressional Research Service, 2008.

--Focus on pages 1-18 and 119-127

*Guest Speaker: Robert Angelo, Department of Labor Studies and Employment Relations,
Rutgers University*

Class 15 (May 7): FINAL EXAM

NOTE:

RESEARCH PAPER DUE MAY 11, by 11:59:59 PM, EST.