

DISABILITY WORK AND SOCIETY 37:575:365:01
Spring 2018

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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. Please bring hardcopies of the readings to class. Assigned readings are on the Sakai website. Supplemental material will also be handed out in class or added to the Sakai website.

Please turn off cell phones during class time, as they can be distracting. 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 (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. Measuring exercise to determine ADA compliance of buildings (5% of overall grade).

Using the “ADA Checklist for Readily Achievable Barrier Removal” (available on Sakai), with a tape measure 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 on week 13.

3. One short paper based on an interview of person with a disability, or book review of a memoir of person with a disability (2-4 pages) (10% of overall grade).

Option 1: You will interview a friend, family member, or acquaintance who has a disability about their experiences of school, work, or community. The interview questions and consent forms (approved by the Rutgers Institutional Review Board for protection of human subjects) will be handed out in class. We will cover interview techniques and protocols in class.

Option 2: You will read a memoir of a person with a disability, and write a book review of it, relating the person’s experiences to the ideas we have covered in class. A list of possible books to review will be handed out in class, but you may use another book if you check with me first.

4. 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 May 1st.

You should submit papers on Sakai (see instructions below), and also submit hardcopies in class. 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.

5. 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).

6. Class participation (10% 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 Disability"
4. Click on "Resources" at the left
5. Click on the folder titled "37:575:365:01 Disability 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 either by copying text into the "Submission" box or 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. 18): Introduction

Videos on students with disabilities

Class 2 (Jan. 25): Stigma and Models of Disability

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. 1-13 (“Changing Views of Disability,” “Plan of Book,” “Models of Disability”)

Video show in class: “I am not your inspiration”

Class 3 (Feb. 1): Responses to Disability and Disability Culture

Lisa Schur, “Disability and the Psychology of Political Participation,” Journal of Disability Policy Studies, Vol. 9, No. 2, 1998, pp. 3-31.

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.

Videos shown in class: “Total Permission: Push Me Collection, London 2012”
“I Have 99 Problems and Disability is Only One”

Class 4 (Feb. 8): History of People with Disabilities

Guest speakers: Debbie Hehir, Middlesex County Office of People with Disabilities, New Brunswick, NJ

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.

Video shown in class: "Abandoned to Their Fate"

Class 5 (Feb. 15): Measuring Disability and Economic Inclusion

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

"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. 1 excerpt pp. 14-26 ("Measuring Disability")
Ch. 2 pp. 27-49 ("Economic Inclusion")
Ch. 3 excerpt pp. 64-75 ("A Closer Look at Employment")

Class 6 (Feb. 22): 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)

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)

Wallace v. Veterans Administration (former drug addiction)

In Class Mock Trial Exercise

Class 7 (March 1): Social Psychology and Disability Discrimination

Guest Speaker: Professor Mason Ameri, Rutgers Business School

Readings to be announced

Class 8 (March 8): First exam

SPRING BREAK

Class 9 (March 22) Political Participation

Guest Speaker: Jim Dickson, National Council on Independent Living

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

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

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

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

Video shown in class: “Our Fight for Disability Rights, and Why We’re Not Done Yet”

Class 10 (March 29): Intersectionality: Race, Gender, and Disability

Short paper based on interview or memoir due
Proposed research paper topic due

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

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.

"Since Slavery Black Disabled Separated from Black Community", 1 page

Videos shown in class: "The Beauty of Disability"
"Murderball"

Class 11 (April 5): Social Inclusion, Invisible Disabilities

Guest Speaker: Christopher Manente, Executive Director, Rutgers Center for Adult Autism Services

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed? Ch. 5, pp. 117-142, 146-155 ("Social Inclusion")

Other readings to be announced

Class 12 (April 12): Issues Affecting People with Psychiatric Disabilities

Guest Speakers: Joni Dolce and George Brice, Integrated Employment Institute, Department of Psychiatric Rehabilitation, Rutgers School of Health Professions

Patricia Deegan, "Recovery as Journey of the Heart," Psychiatric Rehabilitation Journal, Winter 1996, Vol. 19, No. 3, pp. 91-97.

Margaret Swarbrick, "A Wellness Approach," Psychiatric Rehabilitation Journal, Spring 2006, Vol. 29, No. 4, pp. 311-314.

Larry Davidson and David Roe, "Recovery From Versus Recovery In Serious Mental Illness," Journal of Mental Health, August 2007, Vol. 16, No. 4, pp. 459-470.

Class 13 (April 19): The Built Environment and Universal Design

Schur, Kruse, and Blanck, People with Disabilities: Sidelined or Mainstreamed? Ch. 5 pp. 142-146 ("Accessibility 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.

Assignment due: use the “ADA Checklist for Readily Achievable Barrier Removal” to assess a public building at Rutgers or elsewhere.

Student presentations of disability-related news articles

Ruth O’Brien, ed., Voices from the Edge (New York: Oxford University Press, 2004):

Ruth O’Brien, ed. “Taxis, Trains, and Sidewalks: Navigating the ADA’s Mass Transit Provisions,” pp. 154-161.

Review for second exam

Class 14 (April 26): Second exam