“The government says we need to replace our corporate ladder with a ramp.”

DIS 530: Disability Policy

**Semester: Fall 2016**

Time and Location: On-line course.

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* E-mail is the most effective way to reach us during this course.

**Course Description:**

Analyzes the historical context of current disability policy. Critically examines the major federal legislative policies that guide disability responses. Applies, compares, and contrasts multiple viewpoints of policy and identifies needed policy change through diverse ethical frameworks.

**Course Objectives**

Students in this course will:

1. Distinguish between policy and law;
2. Use Disjuncture Theory as a framework through which to analyze disability policy as value based and non-rational;
3. Apply ethical frameworks to policy analysis;
4. Compare the content, values, and outcomes of global policies
5. Analyze and compare the intended and unintended consequences of approaches to disability policy.

Prerequisites: None
Credits: 3

**Course Design**

This is an asynchronous online course. Assignments and interaction occur weekly and should be completed the week that they are assigned. However, you do not have to log-on to Blackboard at any pre-set times. It is up to each individual student to select the times of day to participate. Please keep in mind that this course is interactive so please prepare and post your work in a timely fashion.

The assigned readings and resources will be available on-line in the **Course Readings and Resources folder**. Please read regularly to keep up with the course workload.

There are five assignments for this course detailed below: 1. Posting of reading responses; 2. Participation in instructor guided questions and activities; 3. Regular responses to other students; 4. the completion of a policy video; 5. Response to the videos in your study group.

**Course Format**

This course will use a variety of instruction methods.
1. Recorded audio and visual lecture. These can be found in Session Materials. Some of the videos will be on YouTube (the address and names to be provided); other audio-visual lectures will be linked to an identified site.
2. Short and full length film;
3. Some of the lectures will be in the form of PowerPoint lecture notes with attached audio file.
4. Some of the lectures will be in the form of word document outlines.

Contacting us: Please feel free to contact us in several ways. If you have a general question about the class material, processes, and assignments, please post it in your Study Group so that all students can benefit from your inquiry. If you have a specific question that does not concern others, please write to us at the email addresses listed above.

Technology Needs

Reliable Internet Access. Since this is an on-line course, you will need reliable access to the Internet.

1) To be successful in an online course you will need access to an Internet-ready computer (PC or Mac) with high-end capacity in terms of speed and RAM.
2) Please remember that there are technical support people who are helping with this course. We understand that there can be technical problems or computer “glitches”. If you experience a technical problem, DO NOT PANIC. These types of problems can be solved and we can make allowances for such problems. Just let us know if you cannot resolve a problem.
3) For content-related problems such as broken links, content or tables not available: post a note in your Study Group or contact us directly.

Course Policies

Announcements/E-mails

It is your responsibility to check Announcements regularly and to keep a functioning e-mail account.

Academic honesty (plagiarism, etc.):

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at The University of Maine. As stated in the University of Maine’s online “Student Handbook,” plagiarism (the submission of another’s work without appropriate attribution) and cheating are violations of The University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated may act upon such
evidence, and should report the case to the supervising faculty member or the Department Chair for appropriate action.

**Student Accommodations:**

Any student who may need special arrangements or accommodations to meet the requirements of this course is encouraged to contact us at your earliest convenience.

**Course Grading:**

The course grading scale is based on percentage points, so that 91-100% = A, 81-90% = B, 71-80% = C, 61-70% = D, and below 60% is failing.

Grading is on a plus/minus basis.

Requests for a grade of I (Incomplete) will be considered only when a student has a situation preventing completion of the course and assignments within the normal summer course schedule and has already completed 75% of the course work with satisfactory grades.

**Required readings and resources:**

All course readings will be posted in Readings and Resources in PDF format or are listed on the syllabus with a URL at which they can be located.

We will NOT have an assigned textbook for this course.

**Assignments:**

**Assignment # 1: Reading and resource summary/critique: 20%**

Please post responses for each of the assigned readings and resources to your study group for each session. Responses should include:

- Summary of the major points in the assigned work
- Any questions that you have
- Critical commentary (agreement or disagreement with some or all of the assigned work and why)

While these postings are required for the course, you will not earn a letter or number grade for each reading. We are taking this approach in order to stimulate thought, not to elicit “correct” responses. The grading is either completed or not completed.
Assignment #2: Participation in instructor guided questions and activities: 20%.

Post responses to instructor guided questions and activities to your study group prior to the next session. This will allow us as well as your colleagues an opportunity to read your posting and engage in a discussion.

Assignment #3. Dialogue
Please read the posts from all students in your study group from assignment #2 and respond. Please do not just agree but discuss substantive thinking about the work of others: 10%

Guidelines for dialogue

To promote a safe and open environment for sharing, please follow these simple guidelines during discussions:

* Respect another person's ideas even if you do not share his/her beliefs.
* Focus responses on the ideas offered by others. Doing so will allow us to learn from open dialogue and criticism without taking comments personally.
* Address any concerns immediately to us privately (the instructors).

Assignment #4- Policy gaming: Create a virtual/video lecture and write a plan using contemporary strategies to convince your audience that a policy should be enacted or that others should be social changers: 30%

Some readings to start:

To connect to YouTube and to find information regarding how to upload a video please go to http://www.youtube.com/.

Please let us know if you have any questions about video recording and uploading to YouTube. Once your video is uploaded, a URL will be generated through which others can access your video. Please post that URL to your study group.

For information about YouTube you may go to http://en.wikipedia.org/wiki/YouTube

If your computer does not have a video camera and audio recorder, you may use one of the computers in Fogler Library or libraries near your home have video cameras. You can use your cell phone or tablet as well.
Assignment #5 - Response to Assignment #4 - 20%

View each policy in your study group. Write a concise statement including the following:

Should this policy be passed?  
Why or why not?  
What consequences may not have been anticipated? How did the strategies and arguments influence your approval or disapproval, willingness to participate?

Please refer to the course readings to justify your response.

Course Outline

Week of August 29th – Session 1: Introduction and Overview and Syllabus

Introductions
Please post:
- Your name and discipline or academic background
- What you hope to learn from this class
- Your current definition of disability policy and the source/s for this definition (e.g. citations from scholarly literature, a specific piece of policy or legislation)
- Anything else you want to tell everyone about yourself that is relevant to your studies

Audio/Video lecture

Watch:  http://www.youtube.com/watch?v=zqrqWkxMhmw&feature=share

Discuss the following questions:
- What perspectives were discussed in the video?  
- With whom did you agree and why?  
- Comments and thoughts on how this video informs euthanasia policy

Week of September 5th - Session 2: Setting the context for disability in 2015- 
Three major models: medical, social, disjuncture

Readings:  Excerpt from DePoy and Gilson, Chapter 10 (Disjuncture)  
Bickenbach-Chapter 1 (2012)

Respond to instructor guided questions and exercises

Week of September 12th – Session 3: What is Policy? Exploration of policy- what is it? What it isn't, what is similar to but not? What are its elements?
Readings: Definition of public policy: 
http://www.civiced.org/pc-program/instructional-component/public-policy

Watch: https://youtu.be/wXYsA5yVSY
This video will guide Assignment #4

Definitions of public law

Listen to review of Baumgartner:
https://search.yahoo.com/yhs/search?p=frank+r.+baumgartner+video&ei=UTF-8&hspart=mozilla&hsimp=yhs-001

Respond to instructor guided questions and exercises

Week of September 19th – Session 4: Major disability policy approaches: Exclusive, embedded, and implicit


Week of September 26th – Session 5: Ethics in Policy, Introduction: A matter of how best and why to distribute resources, opportunity, rights, and life

Watch: Ethical Theories 1
https://m.youtube.com/watch?list=UU0cLb8CsFoiJD5go_9S_DBrw&params=0AFIAVgD&v=QqM1-hmHUaY&mode=NORMAL

Reading: Distributive justice: http://plato.stanford.edu/entries/justice-distributive/

Sen’s flute parable
https://answers.yahoo.com/question/index?qid=20131123223954AAtgxAk

Respond to instructor guided questions and exercises

Week of October 3rd – Session 6: Frameworks of ethics and justice applied to disability

Respond to instructor guided questions and exercises

**Week of October 10th – Session 7:** Issue 1: Who belongs to humanness and why is this arena relevant to disability policy?

Watch:  
https://www.youtube.com/watch?v=_P1lwri5IIk  
https://www.youtube.com/watch?v=15JgeGx6nQs

Readings: Hubbard In Davis Dis Studies Reader, Chapter 6  
http://www.utilitarian.net/singer/by/1993----.htm

sReadings: McBryde Johnson

Respond to instructor guided questions and exercises

**Week of October 17th – Session 8:** Humanness continued- biopolitics

Readings: Reeve – “Biopolitics and bare life: Does the impaired body provide contemporary examples of homo sacer?”

Watch Amour: http://bp-manager.ume.maine.edu/viewResource.html?guid=75C3ED7C79B3E0761FF0BE1EAE84683

Respond to instructor guided questions and exercises

**Week of October 24 – Session 9: Are these Really Human Rights policies**

Readings:  
http://www.humanrights.com/what-are-human-rights.html  
and  
http://www.eeoc.gov/laws/statutes/adaa_info.cfm (read text of ADA and ADAAA and browse other links of interest)

Respond to instructor guided questions and exercises

**Week of October 31 – Session 10: Issues in Distribution of Resources**

**Read:** Riddle in Bickenbach, Felder and Schmidtz

Respond to instructor guided questions and exercises

**Week of November 7 – Session 11: Issues in sheltered employment**

**Read:**  
http://communityresearcher.blogspot.com/2015/03/exploitive-labour-for-persons-with.html
Listen and/or read: http://www.npr.org/2014/04/23/305854409/subminimum-wages-for-the-disabled-godsend-or-exploitation

Respond to instructor guided questions and exercises

**Week of November 14th – Session 12: Ethics of Genetic Enhancement**

**Reading**
Read: Berube in Davis

**Watch:** Gattaca

http://bp-manager.ume.maine.edu/viewResource.html?guid=CC1A58ECD0C20AFEABB69FC2B890A8D7

Respond to instructor guided questions and exercises

**Sessions 13 and 14 – Weeks of November 21 and November 28:** Prepare and present Assignment #4 (post by Nov. 29th)

**Readings:** View presentations

Complete Assignment #5 for each presentation in your study group

**Sessions 15 – Week of December 5:** Wrap-up