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**The Politics of Disability**  
**Fall 2020 online (Canvas)**

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Office Hours Wednesday 1:30- 2:30 via Zoom

Department of Political Science

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This course examines the politics behind the creation and implementation of public policy related to disability and the allocation of resources to support such policies as well as how disability is or is not taken into consideration when creating non disability specific policy. The overall purposes of this course are to analyze how different experiences with disability and political ideologies influence people's perspectives of contemporary issues as well as to provide students with sufficient knowledge to engage in disability issue advocacy. This will be achieved by examining the participation of individuals with disabilities in interest groups, political parties, and elections and then by looking at specific areas of public policy.

This is an online course and will be offered exclusively online. The primary purpose of this course is to provide Political Science support for students pursuing the new minor in Disability Studies but it will also count for students pursuing the major or minor in Political Science.

### **Learning Goals**

By the end of the semester students should be able to:

1. analyze the degree to which forms of human differences shape a person's experience of and perspective on contemporary issues;
2. recognize how public policy and the competition for scarce resources impacts individuals with disability;
3. explain the degree to which individuals with disabilities are included in party politics;
4. identify barriers facing individuals with disabilities when participating in the democratic process, including campaigns, elections, and policy advocacy;
5. Identify disability issue advocacy groups and explain their successes and failures;
6. create an advocacy plan; and
7. demonstrate improved writing and critical thinking skills.

### **Course Format**

This online course contains weekly modules. Weeks run from Wednesday to Wednesday. Each module from week 1 to 13 includes the reading assignments, a lecture, two discussion

questions, and a quick quiz on the readings and lecture. The week 7 module has a third discussion for the interview project and comments. The week 14 module contains the dropbox for the Advocacy Plan as well as the discussion leading up to it. The final exam (week 15) is its own module.

## Requirements on which Grades are Based

Discussion Participation 25%

Participation in discussions in an online class enhances understanding of the concepts being learned as well as allows for the practice of critical thinking skills, writing skills, and application of the concepts being learned. It also allows students to learn from each other. The discussions will be used not only to look at specific laws and policy, policy outcomes, and challenges but will be used to highlight how public policy is created and influenced. Students need to post their initial post in each discussion by Saturday, 8:00 pm and two more posts in each discussion by Wednesday, 8:00pm.

Weekly Quiz 15%

Weeks 1 – 13 have a timed 10 point multiple choice quiz on the material in the readings and lectures. The instructor reserved the right to use Proctortrack to monitor the quizzes. Quizzes will be due Wednesday 8 pm

Interview Project 20%

One way to understand the politics behind something is to speak to those involved in the politics. Students are asked to choose 1 of 6 projects all of which involve interviewing people. Students will have the option of either submitting a three to four page paper or a three to four minute video in week 7 (by Sat. Oct. 17, 8 pm) sharing what they learned in their interview. Students will reflect on at least two projects submitted by other students in this discussion (responses due by Wednesday Oct. 21 by 8 pm).

The project choices are as follows:

1. Interview a representative of a disability issues advocacy group;
2. Interview a representative of a political party's disability issues or disability caucus,
3. Interview a lawyer that deals with disability issues, such as special education or discrimination,
4. Interview a School Board member,
- 5 Interview a special education teacher
6. Interview a healthcare profession.

Grading for this project is as follows: 70% for submission of a 3 to 4 page paper or 3 to 4 minute video sharing what has been learned from the interview. Questions should seek to understand what role the person plays in relation to disability policy, how laws affect his/her activities/job, and how the political process influences his/her activities/job and success. One can also ask if the person is involved in advocacy/politics or has suggestions to change policy. The remaining 30% of the grade is based on comments students offer on papers submitted by their peers. Comments need to be substantive in nature and focus on the content of the interviews. For example, one can compare what a person has reported as his/her experience to what we are learning class or to what another person has reported as an experience. In order to earn the full 30%, students must reply to at least two peers.

### Advocacy Plan

20%

For this project students are asked to choose one of the policies we are discussing in class. Present a summary of the current status of the policy. Present what you think the policy should be and why. Then present a strategy involving lobbying, political party involvement, and campaigning that you would use to advocate for that policy. In this paper you need to demonstrate an understanding of the policy as well as the politics of disability and how to effectively participate in policy advocacy in the United States. Your paper should be 4 to 6 pages. Specific instructions and a grading rubric can be found under Week 14 in Canvas along with the dropbox for the assignment which is due on Dec. 9 by 8 pm

### Final Exam

20%

The final exam will consist of two essays covering material from the entire semester. This test will be a timed and subject to review in Turnitin. The exam will be posted on Dec. 20 and Due on Dec. 22 by 8 pm. You will have two hours to complete the test once you enter it.

## Required Readings

All required readings will be posted in the weekly Canvas Modules.

## Course Outline (readings)

(All readings are accessible through Canvas)

### Week 1 Introduction

Definitions of disability

Models/Views of Disability

Dorfman, Doron. "Fear of the Disability Con: Perceptions of Fraud and Special Rights Discourse" *Law & Society Review*; Amherst Vol. 53, Iss. 4, (2019): 1-41

Burke, Thomas F, Jeb Barnes. "Layering, Kludgeocracy and Disability Rights: The Limited Influence of the Social Model in American Disability Policy." *Social Policy and Society*; Cambridge Vol. 17, Iss. 1, (Jan 2018): 101-116. DOI:10.1017/S1474746417000367

Little, Becky. (2020, July 24). *When the 'Capitol Crawl' Dramaticized the Need for the Americans with Disabilities Act*. History.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_electronic\\_sources.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html)

## Week 2 Elections, Parties, & Disability Issues and Rights Interest Groups

### Individuals with Disabilities & Voting

Schur, Lisa, Todd Shields, Kay Schriener. Generational Cohorts, Group Membership, and Political Participation by People with Disabilities. *Political Research Quarterly*; Salt Lake City Vol. 58, Iss. 3, (Sep 2005): 487-496. DOI:10.2307/3595617

Hughes, Jessica M F. "Constructing a United Disability Community: The National Council on Disability's Discourse of Unity in the Deliberative System around Disability Rights." *Journal of Public Deliberation*; Berkeley Vol. 12, Iss. 1, (2016): n/a

See Canvass for links to political party disability issues caucus's

## Week 3 The Vocational Rehabilitation Act of 1973

### Testimony from Congressional hearing and debate on the Vocational Rehabilitation Act

Sherman, Susan G, Cheryl Meola, Peter Eischens, Lauren Bethune Scruggs, Stephen Leierer. "Factors Influencing State-Federal Vocational Rehabilitation Agency Consumers" *Journal of Rehabilitation*; Alexandria Vol. 83, Iss. 4, (Oct-Dec 2017): 51-59.

## Week 4 The Americans with Disabilities Act & The Americans with Disabilities Act Amendments

### Testimony from Congressional Hearings and debate on the Americans with Disabilities Act

Gostin, Lawrence O. "The judicial dismantling of the Americans with Disabilities Act." *The Hastings Center Report*; Hastings-on-Hudson Vol. 33, Iss. 2, (Mar/Apr 2003): 9-11.

## Week 5 Americans with Disabilities Act Amendments

### Testimony from Congressional Hearings and debate on American with Disability Act Amendments

## Week 6 Individuals with Disabilities Education Act

### Testimony from Congressional Committee hearings and debate on IDEA

Kirby, Moira. "Implicit Assumptions in Special Education Policy: Promoting Full Inclusion for Students with Learning Disabilities" *Child & Youth Care Forum*; New York Vol. 46, Iss. 2, (Apr 2017): 175-191. DOI:10.1007/s10566-016-9382-x

#### Week 7 Access and Inclusion in Higher Education and submission of the Interview Project

Miller, Stormy C, Mark S. Tucker, Caren L. Sax. "Examining Associations between Postsecondary Education, Earnings, and Provision of College and University Training Related to Individuals with Intellectual and Developmental Disabilities Served by Vocational Rehabilitation." *Journal of Rehabilitation*; Alexandria Vol. 85, Iss. 1, (Jan-Mar 2019): 22-34

Collins, Mary Elizabeth; Carol T. Mowbray. "Understanding the Policy Context for Supporting Students with Psychiatric Disabilities in Higher Education." *Community Mental Health Journal*; New York Vol. 41, Iss. 4, (Aug 2005): 431-50. DOI:10.1007/s10597-005-5079-6

#### Week 8 Disability and Criminal Justice

##### Mental Illness in the Criminal Justice System

Gong, Neil. "That proves you mad, because you know it not": impaired insight and the dilemma of governing psychiatric patients as legal subjects. *Theory and Society*; Dordrecht Vol. 46, Iss. 3, (Jul 2017): 201-228. DOI:10.1007/s11186-017-9288-0

##### Addiction in the Criminal Justice System

Helfgott, Jacqueline B; William S Parkin, Christopher. "Crisis-flagged Misdemeanors in Seattle: Arrests, Referrals, Charges, and Case Dispositions Criminology", *Criminal Justice, Law & Society*; Pullman Vol. 20, Iss. 2, (Aug 2019): 59-85.

#### Week 9 Accessing Healthcare

Hall, Jean P.; Adele Shartzter, Noelle K., Kathleen C. Thomas. "Medicaid Expansion as an Employment Incentive Program for People With Disabilities." *American Journal of Public Health*; Washington Vol. 108, Iss. 9, (Sep 2018): 1235-1237. DOI:10.2105/AJPH.2018.304536

Tsai, Jack; Margaret Middleton, Jennifer Villegas, Cindy Johnson, Randye Retkin, et al. "Medical-Legal Partnerships At Veterans Affairs Medical Centers Improved Housing And Psychosocial Outcomes For Vets." *Health Affairs; Chevy Chase* Vol. 36, Iss. 12, (Dec 2017): 2195-2203. DOI:10.1377/hlthaff.2017.0759

#### Week 10 Transportation

Functional requirements for inclusive transport

Bjerkan, Kristin Ystmark; Liv Rakel Øvstedal. Transportation; New York (Nov 2018): 1-22. DOI:10.1007/s11116-018-9939-7

Adorno, Gail; Noelle Fields, Courtney Cronley, Rupal Parekh, Karen Magruder. "Ageing in a low-density urban city: transportation mobility as a social equity issue" *Ageing and Society*; Cambridge Vol. 38, Iss. 2, (Feb 2018): 296. DOI:10.1017/S0144686X16000994

#### Week 11 Independent Living/Housing

Riley, Glenna, "The Pursuit of Integrated Living: The Fair Housing Act as a Sword for Mentally Disabled Adults Residing in Group Homes." *Columbia Journal of Law and Social Problems*; New York Vol. 45, Iss. 2, (Winter 2011): 177-224.

Serafini, Marilyn . "For People With Disabilities, A Fight For Access To Housing Werber." *Health Affairs*; Chevy Chase Vol. 37, Iss. 3, (Mar 2018): 346-348. DOI:10.1377/hlthaff.2018.0050

#### Week 12 Employment

Chan, Fong, David Strauser, Patrick Maher, Eun-jeong, Robin Jones, et al. "Demand-Side Factors Related to Employment of People with Disabilities: A Survey of Employers in the Midwest Region of the United States." *Journal of Occupational Rehabilitation*; New York Vol. 20, Iss. 4, (Dec 2010): 412-9.

Golden, Thomas P; Susanne M. Bruyere, Arun Karpur, Zafar Nazarov, Sara VanLooy, et. al. "Workforce Development Policy: Unrealized Potential for Americans with Disabilities." *Rehabilitation Research, Policy, and Education*; Athens Vol. 26, Iss. 1, (2012): 5-18.

Silverman, Arielle; Edward Bell, Mary Ann Mendez. "Understanding the Employment Experiences of Americans who are Legally Blind." *Journal of Rehabilitation*; Alexandria Vol. 85, Iss. 1, (Jan-Mar 2019): 44-52.

#### Week 13 Review of Public Policy Formation and lobbying strategies.

Excerpts from *American Government and Politics in the Information Age*. (2016) University of Minnesota Library Publishing.

#### Week 14 Advocacy Plan

Make sure to enter the discussion by Saturday with preliminary advocacy plan for feedback from your classmates and me.

#### Final Exam

### Current Academic Integrity Policy:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

## Technological Requirements

Please visit the [Rutgers Student Tech Guide](#) Rutgers Student Tech Guide page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

## Self-Reporting Absence Application/Late Policy

Students are expected to complete their coursework in a timely fashion; if one expects to be unable to come into the class for an entire week, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. All assignments can be completed with a late penalty of five points. The final exam needs to be taken within the timeframe it is assigned unless there is an emergency. Late penalties will not be given in emergency situations.

## Disability Services

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## Student-Wellness Services:

### [Just In Case Web App](#)

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

## Counseling, ADAP & Psychiatric Services (CAPS)

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

## Violence Prevention & Victim Assistance (VPVA)

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

## Scarlet Listeners

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

**Report a Concern: <http://health.rutgers.edu/do-something-to-help/>**