CRI 3340- Disability, Society and the Law

Fall 2019

Wednesdays, 10am-12PM
Location: CG265

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Office hours: Wednesdays, 12:15-1:15 or by appointment
Course website: on Quercus

Course Description:

This course situates disability within a social, legal and political context. We will focus on how disability serves as a basis for exclusion from social, political and economic institutions as well as the ways in which actors (policymakers, activists, etc.) seek to undermine this system of discrimination through institutional (i.e., the law) and extra-institutional means (i.e., protest). We will investigate a variety of related themes including the social model of disability, social justice, disability and the criminal justice system, antidiscrimination policy and judicial transformations, the evolution of the disability rights movement and the future of disability politics and the law.

Evaluation:

Critical Response Memo: 20%

Group Discussion Leading Activity: 20%

Op-ed (750 words) due Nov 27: 25%

Policy brief (1000 words) due Dec 4: 25%

Active In-Class Involvement: 10%

Assignments are given letter grades of A, A, A-, B+ etc.

The success of the seminar relies heavily on student engagement. The assignments in this course are meant to encourage active engagement with the course themes, concepts and issues.

You will be responsible for completing a Memo (Critical Response Paper) during the term. This assignment engages the weekly readings to identify emergent trends, contemporary social/political/economic problems, policy issues, and key challenges and considerations. It should be between 2-3 pages, double-spaced, and in 12-pt font. It is due end of day of the date you selected
to write the memo (submitted through Quercus). Absolutely no late papers accepted. See course website for guidelines.

You are expected to bring up insights from your critical response papers as well as that week’s readings as part of our conversation in seminar. Please read ahead of the lecture.

In addition to the memo, students will also lead discussion on a regular session’s topic. Teams of two to three students will be responsible for leading class discussion during each week of the semester [except for Sept 11, Oct 16 & Oct 23]. They will be expected to lead class discussion to engage students around key topics.

***YOU CANNOT SIGN UP FOR DISCUSSION LEADING IN THE SAME WEEK IN WHICH YOU ARE WRITING YOUR MEMO***

Discussion leaders should meet to plan this part of the class. You should keep your initial comments to 10 to 15 minutes in total (do not summarize the readings). To facilitate discussion, you should rely on activities, discussion questions, and/or interesting vignettes to draw students into the discussion. This will be followed by a creative exercise, where students will lead the students in applying the course material for the week. The instructor welcomes the opportunity to provide ideas and feedback to develop an engaging and appropriate exercise. In the past, students have used case studies, news articles, short video clips, Kahoot quizzes, interactive activities, etc.

The key is to ensure students are actively engaging with the concepts and themes.

You must submit a written outline (**each team member must submit the group’s outline via Quercus***) of what you plan to do as discussion leaders one week before hand (including any additional materials and activities you plan to use) through Quercus. The outline is not a summary of the readings but a plan for identifying key issues, assessing the evidence, and raising questions that can be pursued through class discussion.

Some of the readings (see below) include policy briefs and op-ed pieces which you should use as models for the other two key assignments in this course (see course website for guidelines).

Attendance: Students who attend class will be more likely to understand the material and will therefore be in a better position to do well in the course. Students who, for whatever reason, miss a lecture will have to make arrangements to get notes from another student.

Assignment Submission and Late Assignment Policy:

All assignments must be submitted through Quercus; all are due at 11:59PM. To avoid any technical glitches (or other problems), please leave yourself some room to submit the assignment (i.e., not 5 minutes before the time in which it’s due). Unless there is a system wide Quercus issue acknowledged and identified by IT Support, failure to submit online by the due date time (submitting something beyond midnight counts a late) will result in a late penalty. The late penalty consists of 5% off the assignment for everyday in which the assignment is due (so if an assignment is worth 25%, 1.25 will be deducted for each late day).
**With the exception of extenuating circumstances for which appropriate documentation is required, all work is submitted through Quercus on the due date. There are no hardcopy or emailed assignments. DO NOT EMAIL ASSIGNMENTS!**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

1. Using someone else’s ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

It is the responsibility of each student to be able to demonstrate the originality of his or her work. Failure to properly reference figures, concepts, and quotations that are not your own will result in academic penalties, as required by the University of Toronto’s policy on plagiarism. At a minimum, for every assignment, the sources of all data and ideas must be properly referenced using a standard academic referencing style such as Chicago, APA, or MLA. If you are unclear about what constitutes plagiarism or how to reference sources, please visit: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

Submitted through Quercus, all assignments are subject to Turn It In.

Note: Turnitin.com is a tool that will assist in detecting textual similarities between compared works. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

**Remarking Policy:**

Please submit a detailed memo in writing in which you specify the portions of the assignment that you believe were marked incorrectly, and why you think the marking was incorrect. A legitimate explanation must be provided using specific reasons, not general statements.

Please note:

1. Your request for remarking must be submitted in writing to the person who originally marked your work. We will not remark any work based on a student’s verbal request. You will receive a written response on the reevaluation. The deadline for requesting a remarking is TWO WEEKS from the date the term work was made available for pickup. Late requests will not be accepted.
2. If your work was originally marked by the instructor and you wish to request a remark, the instructor will remark the entire assignment.
The Instructor will remark the entire assignment, not simply the questions or portion you believe were scored improperly. Note that in the course of remarking your assignment, he/she may discover errors or defects that were not originally detected on the paper. As a result, it is possible that your revised mark may actually go down, rather than going up or staying the same. The revised mark stands. It is not to your advantage to submit a request for a second remarking unless you believe you will actually gain points.

Accessibility:

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom, or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or http://studentlife.utoronto.ca/accessibility.

Please consult the Code of Student Conduct:

http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm

Other:

Copyright

"Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor’s explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to “publish” them in any way. It is absolutely forbidden for a student to publish an instructor’s notes to a website or sell them in any form without formal permission."

Course Schedule and Readings:

Students are responsible for all assigned readings, whether or not such readings are specifically covered in class.

All readings can be accessed on any computer on campus or with any U of T VPN or direct connection through the U of T Library from home (our library has licenses to all these journals). In circumstance where articles are not available, they will be made so through the course website.

Students are expected to attend class lecture and discussion every week, having completed the assigned readings for the week, and prepared to actively participate in discussion of the topic of the week. Required readings should be completed before the class.

We will devote the first part of class to discussion of the readings, led by discussion leaders/memo writers. Please note that the lectures are not replacements for readings, but rather supplements to the readings.
Lectures might provide overviews on the topics covered for the week, or they may focus on a particular issue related to the readings.

**Course Schedule:**

***note: you may have to cut and paste external links in your browser or use Google (instead of clicking them directly).***

**Sept 11: Course Introduction/ Group Discussion Leading & Memo Sign-Up**

**Sept 18: Defining & Measuring Disability**

Disability in survey research - Barbara Altman, National Center for Health Statistics, CDC and Sharon Barnattt, Gallaudet University


**Sept 25: Social Model of Disability, Human Rights and the Law**


**Oct 2: Institutionalization and Trans-incarceration**


Ben-Moshe, Liat. Disabling Incarceration: Connecting Disability to Divergent Confinements in the USA 2011 Critical Sociology 39(3) 385–403

Op-ed: American Prospect - The Bipartisan Failure to Address Long-term Home-based Care for Disabled Americans

Oct 9: From Rehabilitation policy to Civil Rights Legislation


Oct 16: Guest Speaker TBA

Oct 23 – Guest speaker TBA.

Oct 30: Labor market discrimination


**Op-ed:** How to Aid the ADA [https://www.usatoday.com/story/opinion/2015/07/19/americans-disabilities-act-how--fix-column/30199847/](https://www.usatoday.com/story/opinion/2015/07/19/americans-disabilities-act-how--fix-column/30199847/)


**Nov 6: Education, Mainstreaming and Civil Rights**

Turnbull. Individuals With Disabilities Education Act Reauthorization: Accountability and Personal Responsibility


**Nov 13: Disability, the Law and the Courts**


People with Disabilities and the Charter: Disability Rights at the Supreme Court of Canada Under the Charter of Rights and Freedoms. Canadian Journal of Disability Studies

Op-ed: Legal Mobilization and Policy Enforcement: A Tale of Two Policies and Two Movements?

Nov 20: Disability Rights Movement and Political Advocacy


Nov 27: Disability and the Criminal Justice System


Policy brief, Disabled Prisoners in Canada: https://disabilitycreditcanada.com/disabled-prisoners-canada/

Nov 27 – Op-ed due

Dec 4: Future Directions

Mary Ann McColl et al, A CANADIANS WITH DISABILITIES ACT?


Dec 4 – Policy Brief due