

**Spring 2024**  
**POSC 239/ PCST 239**  
**People with Disabilities in Politics and Society**

**Arthur Blaser**

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**Office Hours:** Tuesday and Thursday 2:30-4:30 and by appointment Monday – Friday (in-person or Zoom)

GE Areas: Global Citizenship, Diversity

Credits: 3

**Catalog Description:**

This course explores the realities and representations of people with disabilities' (PWDs) participation in politics and society. We consider differences 1) over time; 2) between countries and cultures; and 3) between conventional and unconventional strategies for political, social, and economic participation. We examine similarities to, and differences from, representations of other historically disadvantaged groups and social movements including the women's movement, LGBT rights movements, and ethnic movements. The role and implications of charity will also be explored. A final theme is relationships between disability issues and issues of war and peace.

The shift from medical to sociopolitical to cultural/critical approaches for understanding disability issues is central to this course. We also consider what is meant by moral, charity, deficit, vocational rehabilitation, administrative/programmatic, social welfare, independent living, minority group, civil rights, human rights, and disability justice approaches to disability issues.

This course explicitly addresses issues of diversity, equity, and inclusion by addressing how and why disabled people are historically treated differently and the economic, social, and consequences related to different claimed or

unclaimed identities. Guest speakers will highlight some areas of similarities and differences.

### **Program Learning Outcomes (Department of Political Science)**

- Use theoretical perspectives to identify and explain domestic and global political problems and the linkages among them.
- Demonstrate the habit of accessing sources of political knowledge and the skill to critically interpret, assess and apply evidence.

### **Program Learning Outcomes (Department of Peace Studies)**

Peace Studies Department learning outcomes introduced in this course:

- Evaluate the micro (psychology and interactional), societal (organizational, institutional, and group-level), and/or macro (international and state-level) causes of current events and major world conflicts, especially those of the 20th and 21st centuries.
- Navigate cultural differences and assess how to apply culturally appropriate techniques related to human rights, peace education, mediation, diplomacy, conflict management, community building, and nonviolent activism, building respect for human dignity and self-reflection.
- Gain an appreciation for and articulate the variety of disciplines' roles in peacebuilding and conflict prevention, management, and resolution.

### **DEI Learning Outcomes**

- Interpret identity as multifaceted and constituting multiple categories of difference, such as race, gender identity, national or ethnic origin, religion, sex, sexual orientation, socio-economic background, age, and disability as operating by individual and group.
- Describe how cultures (including our own) are shaped by the intersections of a variety of factors such as race, gender identity, national or ethnic origin, religion, sex, sexual orientation, socio-economic background, age, disability, and other socially constructed categories of difference.
- Communicate how sociocultural status and access to (or distribution of) resources are informed and impacted by cultural practices within historical, social, cultural, and economic systems.

### **General Education Learning Outcome:**

GE 7CC Learning Outcome: Engages in the theoretical and/or applied aspects of political, civic or social engagement in group affiliations.

### **Global Studies Inquiry Learning Outcome**

Connects contemporary social and/or environmental topics to their origins and analyzes their effects on our increasingly globalized world.

### **Course Learning Outcomes:**

1. To instill in an understanding of people's roles in the political and social arenas—how students and people with disabilities are impacted by assumptions and policies about disability and the influence they have over them.
2. To encourage students to comprehend contending theoretical paradigms for analyzing disability issues.
3. To assist students in applying these frameworks to contemporary issues, so as to better understand political, economic and social forces affecting disability issues.
4. To encourage critically evaluating news sources, and seeking out alternative news sources regarding disability issues.

### **Required Texts:**

- Patty Berne and Sins Invalid, eds, *Skin, Tooth, and Bone: The Basis of Movement is Our People*, (2019: Order from [https://www.flipcause.com/secure/reward\\_step2/OTMxNQ==/65827](https://www.flipcause.com/secure/reward_step2/OTMxNQ==/65827)) .
- Almost all the other readings will either be open access or available without charge through Leatherby Library including excerpts from the recommended texts.

### **Recommended Texts:**

[The parts assigned will be accessible without charge, but you may be interested in acquiring one or more of the full works below]

- Catapano, Peter and Rosemarie Garland-Thomson, eds. (2019) *About Us: Essays from the Disability Series of the New York Times*. New York: W.W. Norton.
- Haller, Beth (2024) [Disabled People Transforming Media Culture for a More Inclusive World](#), Routledge.
- Hamraie, Aimi (2017). [Building Access: Universal Design and the Politics of Disability](#). University of Minnesota Press, <https://doi.org/10.5749/j.ctt1pwt79d>.

- Heumann, Judy (2020) *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist*. Boston: Beacon Press.
- Mills, Mara and Rebecca Sanchez, eds., (2023) [Crip Authorship: Disability as Method](#), New York University Press.
- Schalk, Sami (2022) [Black Disability Politics](#), Duke University Press
- Shakespeare, Tom (2018) [Disability: The Basics](#). London: Routledge.
- Wong, Alice (2022) [Year of the Tiger: An Activist's Life](#). New York: Penguin Random House

Course participants will subscribe to the free emails at

<http://www.disabilityscoop.org/>

*Disability Scoop's* emails come twice weekly and have short descriptions and links to stories about disability policy, entertainment, and health issues.

**and**

A second news source, for which they will become “experts” by regularly consulting the website and reading some posts (about one per week—your choice). Choose between:

- <https://disabilityarts.online/about/signup/> . “*DAO Online*” is an email digest from Disability Arts (UK) with posts about disability arts and culture.
- [Bazon Center for Mental Health Law](#) [subscribe to the monthly briefings]
- [Department of Justice](#) [disability rights cases, settlements]
- [Disability Rights International](#) [e-blasts, updates]
- [Kaiser Family Foundation](#) [your choice]
- [Disability Debrief](#): A disability lens on world news, and resources from 145+ countries.
- California Disability-Senior Community Action Network: To receive the free CDCAN Reports, send email request, with "Subscribe CDCAN" in the subject line, to Marty Omoto at: [martyomoto@att.net](mailto:martyomoto@att.net)

You should indicate your chosen news sources on the Googledoc at

<https://docs.google.com/document/d/1hu1v Js1s2 Kuh2B2Laiymynu-iIxgLbnr2fqVKEhkU/edit> by Friday, February 2<sup>nd</sup>.

### **Major Study Units:**

1. Approaches, models, vocabulary
2. Disabled people throughout history

3. Media and Disability
4. Health Policy, Education, and Disability
5. Narratives of Disability Experiences
6. Section 504 of the Rehabilitation Act
7. The Americans with Disabilities Act of 1990
8. Disability pride: post ADA
9. Global Disability Rights Movements

### **Methods of Evaluation:**

1. **Regular attendance and participation** are expected. It is the quality, more than the quantity of participation, that counts. **(20% of grade)**

- a. Class members will each be responsible for identifying a “gem” (particularly notable passage) from a day’s reading, being a “point person” for answering questions about the reading for that class and previous classes and mentioning something of interest about an individual or organization that will be discussed during the week.

Sign up at

<https://docs.google.com/document/d/1dP5-AP1OwzH0kjFIP2tqxWKXqPr5XrWWz6J3P07Bqjs/edit>

- b. A component of your participation grade will be at least three brief (one to two paragraph) Canvas posts. Suggested topics for posts include.

- Course-related observations about disability and society based on experience with housing, amusement parks, transportation, education, employment, or recreation.
- PWD’s in politics and society in an area (somewhere you have lived or visited) that is very different from Orange County
- News reporting on “PWDs in Politics and Society” and 2024 elections
- Speakers or movies such as “I Didn’t See You There,” “All the Light We Cannot See,” “Still: A Michael J. Fox Movie,” “My Disability Roadmap,” or “Rising Phoenix.”

Everyone should have posted at least once by March 1; at least twice by April 1 and three times by May 1.

2. **Website or concept presentation.** This includes a PowerPoint presentation (4 or 5 slides posted to Canvas) and/or talking about it/them briefly in class. You should show familiarity with sources providing different perspectives on the concept or site. Usually, two or three websites will be

examined per week. The sign-up sheet for websites is at **(10% of grade total)**.

[https://docs.google.com/spreadsheets/d/18N8DRMj8Kyo1IZailemOd3k11cZMucSuXe23J\\_CmQsM/edit#gid=0](https://docs.google.com/spreadsheets/d/18N8DRMj8Kyo1IZailemOd3k11cZMucSuXe23J_CmQsM/edit#gid=0)

**3. Quizzes.** These will usually be comprised of one to three open-ended questions. They will be based primarily on course materials (the readings and the electronic news sources), and on what has happened in class. Quizzes [untimed] will be posted on Canvas every two weeks beginning February 8<sup>th</sup>, and due at midnight the following Sunday. We will discuss the format for each quiz during the preceding class session. (pass-fail). **(10% of grade total)**.

**4. Paper on disability blogs, “zines,” or other new social media.** The blogs or other social media [e.g. Twitter/X, Bluestar Productions, HiveSocial, Tik-Tok] should be selected from a list that will be available on Canvas, or from similar alternatives. They need to be relevant to our course topic, and to the topics in our course materials [including newsletters and back issues, materials on our schedule, and Canvas links]. Five typed pages [double spaced]. **(15% of grade)**

- Papers should include at least one source obtained through library search engines (such as Sage Online) and should draw on course materials. Papers should indicate how and why assessments of political or social developments vary. [Usually, not everyone will agree that “Everything is wonderful” or “Everything is terrible.” You should explain why and might offer and defend your own conclusions.]
- Papers should draw on at least four entries per new media source, from at least two new media sources as described in a separate handout. Entries read, uses of outside sources, and of course materials should be listed in notes or references. APA, MLA, or any consistent format is acceptable.
- **Submitted papers should be posted on Canvas by Saturday March 2, 11:59 PM.**

#### **5. Project: Access Practices, Disability-Related Organization(s), or Media Analysis**

The major course assignment is intended to include but go beyond writing of a paper. There are three options:

- If you choose *Option A, Access Practices*, you'll examine at least one, preferably two or more websites, malls, entertainment complexes, sports stadiums, parks, parking lots, residences, transportation facilities, or sidewalks. You will investigate relevant advocates and standards and discuss whether and why they are effective (or not).
- If you choose *Option B, Disability Related Organization*, you'll learn and write about an Orange County or nearby organization through which PWDs participate in society. You will eventually observe and/or volunteer for at least five hours, and read about similar organizations in local, international, and global communities. Possibilities that we will talk about in the course include the Dayle McIntosh Center, Recreation Access Motivating People [handcycling at Bolsa Chica State Beach, second Saturdays], L'Arche Wavecrest, MobilityDogs- West Coast Project and many others.
- If you choose *Option C, Media or Text Analysis*, you will be systematically examining two, three, or more newspapers, history books, television shows, or movies. Do they reflect changing attitudes? How do they relate to what we have studied in this course, especially to the assigned materials? Be sure to discuss consumers (the audience) as well as the producers of the medium or text.

[Email me if you are interested in an option D (similar but not identical to one of these options above.)]

With any option:

- By **Tuesday, February 20** you should post on Canvas at least one page describing what will you be doing, how will you be doing it, and including one specific example of what you'll be investigating (for instance, a newspaper article or an iPhone photo)
- By **Tuesday, March 12**: You should send me an email—at least two paragraphs, describing how your project is coming. How can I help?
- By **Thursday, May 2**: You will have submitted 6-10 pages of text, with photos, tables, or figures [not to be included in the page count]. References should be listed (MLA, APA, or any system of citation is fine) and should include where appropriate:
  - At least one source from the disability press [e.g. [www.raggededgemagazine.com](http://www.raggededgemagazine.com), [www.mouthmagazine.com](http://www.mouthmagazine.com), <https://disabilityvisibilityproject.com/> or [www.newmobility.com](http://www.newmobility.com)] or a disability "beat" [e.g. Andrew Pulrang in Forbes,

<https://www.forbes.com/sites/andrewpulrang/?sh=50dc69044e25>]

- Use of course materials on schedule.
- An entry from a disability-focused reference work such as the *Encyclopedia of Disability*, *Disability Experiences: Memoirs, Autobiographies, and Other Personal Narratives*, or *Disability in American Life: An Encyclopedia of Concepts, Policies, and Controversies*; and
- An article from a disability studies journal (*Disability Studies Quarterly*, *Scandinavian Journal of Disability Research*, *Review of Disability Studies*, or *Disability and Society*)

Projects that involve non-print sources (for instance, interviews) are strongly encouraged. Excessive reliance on web sources is discouraged, although you'll find that much of the best recent material on PWDs in politics and society is on the web. **(25% of grade)**

**6. Final Exam.** Precise format and questions will be posted and discussed in class by April 19. Probably an essay and some short answer questions (open-ended). Open book, notes, and computer with take-home option **(20% of Grade)**

**Grading Scale for all assignments: 93-100% A, 90-92% A-, 87-89% B+, 83-86% B, 80-82% B-, etc.**

**[Note: Work received after midnight on the due date may be penalized 5 points per day. Please submit papers through Canvas, and check originality through "Turn It In."]**

**Attendance Policy:**

Regularly attending the class sessions (75-100%) is necessary to do well in the course. Although I will generally not call roll, I will occasionally check participation partly to determine who is here and who is not. If you will not be attending a course session, please send me an email and familiarize yourself with the day's Canvas page (under "Modules").

**Equity and Diversity:**

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined



in Chapman's Harassment and Discrimination Policy:

<https://www.chapman.edu/faculty-staff/human-resources/files/harassment-and-discrimination-policy.pdf> . Any violations of this policy should be discussed with the professor, the Dean of Students, and/or otherwise reported in accordance with this policy.

### **Students with Disabilities:**

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodation in this class, please follow the proper notification procedure for informing your professor(s). This notification process must take more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or ([www.chapman.edu/students/student-health-services/disability-services](http://www.chapman.edu/students/student-health-services/disability-services)) if you have questions regarding this procedure or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

From Margaret Price, *Mad at School: Rhetorics of Mental Disability and Academic Life* (Ann Arbor, MI: University of Michigan Press, 2011):

"I assume that all of us have different ways of learning, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the handouts I provide may be difficult to absorb. Please communicate with me as soon as you can about your individual learning needs and how this course can best accommodate them."

### **Religious Accommodation at Chapman University**

It is the responsibility of each student to review the syllabus including exam date within the first three weeks of the semester and to inform me regarding any possible conflicts with major religious holidays. We will work with student(s), to accommodate the student(s) using reasonable means, such as rescheduling exams and assignment deadlines that fall on major religious

observances and holidays. Please see the full description of Chapman University's policy on religious accommodation at <https://www.chapman.edu/about/our-family/leadership/provosts-office/religious-accomodation.aspx>

### **Chapman University Academic Integrity Policy**

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university. All sources that you are relying on (including prior work, conversation with peers, what you've learned in another course, ChatGPT, and Wikipedia) need to be acknowledged. Their value is in leading you to better sources and analysis.

**Very Tentative Dates, Readings, and Speakers:** Some minor changes are likely, especially in likely guests. The evolving schedule will be on Canvas. Please check it regularly. Because of topic and assignment choices you may want to read something scheduled for a future class. Unless I indicate otherwise, you should read each week's material before Tuesday's class. *[Readings should be completed before the date indicated; Newsletters should be read as they arrive]*

*Sometime before April 26, [but the sooner the better]: you should become familiar with the following, (which might be based on familiarity from a previous class):*

- [\*Crip Camp: A Disability Revolution\*](#) [film]
- [\*Inspiration porn and the objectification of disability: Stella Young at TEDxSydney 2014\*](#) [short video]
- [\*Nutshell on federal disability law\*](#) [book—skim]

### **Week One: Introduction to the course; Approaches to disability issues** **[January 30, February 1]**

For February 1:

- **Reading**
  - [Shakespeare: Preface – Chapter 1: “Understanding Disability.”](#)
  - Paul Longmore, [“The Second Phase: From Disability Rights to Disability Culture”](#) *The Disability Rag & ReSource*, September/October 1995.
  - Sins Invalid (SI): Foreword, *Articulating Disability Justice* pp. 4-24

- **Articles introduced:**
  - Ed Yong for the “New York Times,” [Opinion: What reporting about long Covid taught me](#), *Salt Lake City Tribune*, December 12, 2023.
  - Vilissa Thompson, [The Media, Disability, and Me](#), *The Nation*, December 14, 2023
- **Presentation:**
  - Disability Scoop [www.disabilitycoop.org](http://www.disabilitycoop.org) and [Disabled Arts Online](#) (February 1)

**Guest:** Lisa Boskovich, Lecturer in Disability Studies, Chapman [February 1]  
 Sign up for [news sources, gem, site or concept](#) by Friday February 2<sup>nd</sup>

**Week Two: PWD’s as a very diverse group-some demographics and vocabulary [February 6, 8]**

**Reading:**

- [Beth Haller, “Journalists should learn to carefully traverse a variety of disability terminology”](#) January 7, 2016
- Art Blaser, [A Billion People with Disabilities by 2000](#), *Ragged Edge Online*, July/August 1998
- Bonnielin Swenor and Scott Landes, [The next Census could undercount the number of disabled Americans by 20 million](#), *Stat*, November 27, 2023
- SI Glossary (142-174, skim)

**Presentations:**

- [National Center on Disability and Journalism](#) (Especially style guide)
- [World Report on Disability](#), Introduction (skim from the remainder of the report).

**Guest:** [Kurt Weston](#), photographer, AIDS activist

**Week Three: Neurodiversity [February 13<sup>th</sup>, 15<sup>th</sup>]**

**Reading:**

- Autistic Self-Advocacy Network, “For Whose Benefit?: Evidence, Ethics, and Effectiveness of Autism Interventions, Executive Summary and Ethical Guidance Brief.” December 2021.  
<https://autisticadvocacy.org/policy/briefs/intervention-ethics/>
- Erik Trekell, DO-IT Staff, [How to Be an Ally of the Neurodiversity Movement](#), *Do-it*, December, 2023

- Lydia Brown, [“The Significance of Semantics: Person-First Language: Why It Matters.”](#) *Autistic Hoya*, April 4<sup>th</sup>, 2011
- Simone Brixius–Anderko, [Being neurodivergent in academia: Nothing wrong with me](#), *ASBMBTODAY*, Nov. 19, 2023. American Society for Biochemistry and Molecular Biology.
- Video, [People Like Me](#), Marrok Sedgewick [20:01]

**Presentations:**

- [Autistic Self-Advocacy Network](#)
- [Authoring Autism, Melanie Yergeau](#)

**Guest:** Dr. LouAnne Boyd, Department of Computer Science, Chapman  
By February 20: post of tentative topic for final paper

**Week Four: Audism and Deafhood/Universal Design for Learning  
 [February 20<sup>th</sup>, 22<sup>nd</sup>]**

**Reading:**

- SI, Audism and Deafhood, pp. 72-93
- Aimi Hamraie, [Building Access: Universal Design and the Politics of Disability](#). *University of Minnesota Press*, 2017 “Disability Justice,” pp. 255-261.
- S.E. Smith, [The Future of Design Is Designing for Disability](#), *The Nation*, August 1, 2023
- John Spencer, [What is Universal Design for Learning \(UDL\)?](#) 6:07 video excerpt.

**Presentations**

- [CAST](#) (formerly Center for Applied Special Technology) / [Design Council UK: Inclusive Design](#)
- Smithsonian Institution, An Artifact History of Disability in America: <http://everybody.si.edu/>

**Guest:** [Rhi Gutierrez](#), Director of Digital Learning, Boston Public Schools (in person)

**Week Five: Design, Emergency Management, Environment [February 27<sup>th</sup>, 29<sup>th</sup> ]**

**Reading:**

- California Office of Emergency Services, [Emergency Preparedness Guide/Toolkit for Individuals with Disabilities](#), December 2021. [written by Department of Rehabilitation, part of Governor’s office]
- Vincenzo Piscopo [CEO, United Spinal], [Inaccessible hurdles between me and my love of hotels](#), Dec 1, 2023.
- Kristen Munson, [Beyond the Bare Minimum: A Vision for Inclusive Design](#), *Utah State Magazine*, July 29, 2021 [about Sachin Pavithran, Ph.D, ‘12, from Dubai]
- Jayme Johnson, [Go Ahead and Stare: Accessibility vs. Accommodations](#), *The Medium*, July 31, 2021.
- Keitaro Fukuchi, [Study: Those in long-term care more at risk after 2011 quake](#), *Asahi Shimbun*, December 11, 2023.
- SI, A Call to Action from Survivors of Environmental Injury pp. 94-106

### **Presentations**

- U.S. Department of Transportation and PWDs, e.g. [Airline Passengers with Disabilities Bill of Rights](#), July, 2022
- Self-driving vehicles and PWDs, e.g. Cecelia Black and Anna Zivarts, [Robotaxis Won’t Get Us There, So Let’s Stop Being Used to Sell a Future that Doesn’t Serve Us](#), *Disability Visibility Project*, December 3, 2023.

**Guest:** [Claudine Jaenichen](#), Graphic Design, Chapman

### **Week Six: Community, Disability, and Agency [March 5<sup>th</sup>, 7<sup>th</sup>]**

#### **Reading:**

- Rabbi Julia Watts Belser, [What Yom Kippur Can Teach Us About the Brutality of Ableism](#), *Time*, September 24, 2023.
- Josie Byzek, [A Spirit Runs Through Us All](#), *New Mobility*, May 2, 2022
- Religious News Service, [William Barber departs pulpit of Greenleaf Church with an ode to the power of disability](#)
- Kelsie Acton. “Plain Language for Disability Culture,” in Mills, Mara and Rebecca Sanchez, eds., (2023) [Crip Authorship: Disability as Method](#), New York University Press.
- SI, Mixed Ability Organizing pp. 64-71

#### **Presentations:**

- [L’Arche](#)
- [The Arc](#)
- Rabbi Julia Watts [Belser](#)

**Guests:** [Wavecrest](#) community core members, director Dr. Stan Smith

## Week Seven: Media and an Inclusive World [March 12<sup>th</sup>, 14<sup>th</sup>]

### Reading:

- Haller, Beth (2024) [Disabled People Transforming Media Culture for a More Inclusive World](#), Routledge. Chapter 2
- Allen Sarkin, ['Dumb and Dumber' Directors Peter and Bobby Farrelly Discuss Portraying Disability](#), *Los Angeles Magazine*, January 12, 2024.
- Ikeda, Satoshi, Hiroko Fukuda Siddiqi, Mayuko Mori, Hiromitsu Kawajiri, Misa Hirasawa, Takashi Kawaguchi, and Kaoru Yasuda. 2022. ["An Online Art Project Based on the Affirmative Model of Disability in Japan."](#) *International Journal of Art & Design Education* 41 (4): 532–46. doi:10.1111/jade.12438.
- Jim Lebrecht, [Oscar-Nominated 'Crip Camp' Co-Director Jim LeBrecht Praises 'Still: A Michael J. Fox Movie': It Shows How Authentic Representation Is Possible](#), *IndieWire*, January 13, 2024

### Presentations:

- [Global Alliance for Disability in Media and Entertainment](#)
- [Disability News Service](#) [UK]

**Guest:** Dr. [Beth Haller](#). Cofounder of Global Alliance on Disability in Media and Entertainment, Professor Emeritus of New Media, Towson State University (Zoom)

## Week Eight: Law, Policy [March 26<sup>th</sup>, 28<sup>th</sup>]

### Reading:

- Karla Gilbride [8-2023, has been nominated by Biden as EEOC general counsel, confirmation pending] (2022) ["Evolving Beyond Reasonable Accommodations Towards "Off-Shelf Accessible" Workplaces and Campuses."](#) *American University Journal of Gender, Social Policy & the Law*: Vol. 30: Iss. 3, Article 1. Available at: <https://digitalcommons.wcl.american.edu/jgspl/vol30/iss3/1>
- Margaret Price, [Time Harms: Disabled Faculty Navigating the Accommodations Loop](#), *South Atlantic Quarterly* (April 01 2021) 120 (2): 257–277. <https://doi.org/10.1215/00382876-8915966> [can access through Leatherby].
- Alison Hewitt, [UCLA creates first disability studies major at a California public university](#). December 20, 2023
- SI, Solidarity Statements pp. 47-59

### Presentations:

- [UCLA Disability Studies, Society for Disability Studies](#)
- [Disability Rights Bar Association](#), similar professional groups, [AHEAD](#)

**Guest:** [Katherine Perez](#), Coelho Center, Loyola Law School (Zoom)

**Week Nine: Access and Accommodation in Higher Education, Chapman experiences [April 2<sup>nd</sup>, 4<sup>th</sup>]**

**Reading:**

- Darla Schumm, [It's Time for 'Crip Time'](#), *Inside Higher Education*, June 27, 2022
- Jay Dolmage (2017), [Disability on Campus, on Film: Framing the Failures of Higher Education.](#) from [Academic Ableism](#), University of Michigan Press.
- U.S. Department of Justice, [Justice Department Reaches Agreement with Brown University to Ensure Equal Access for Students with Mental Health Disabilities](#), August 10, 2021.
- Dan Goodley, Rebecca Lawthom, Kirsty Liddiard and Katherine Runswick-Cole, [Key Concerns for Critical Disability Studies](#), *The International Journal of Disability and Social Justice*, November 2021, Vol. 1, No. 1 (November 2021), pp. 27-49
- Zhou, Ziqian. (2023). [Disabilities in Higher Education: Beyond 'Accommodation'](#). *Journal of Disability Studies in Education*, 3(2), 191-216. <https://doi.org/10.1163/25888803-bja10021>

**Presentations:**

- Universities and colleges rankings, e.g. College Consensus, [Best Disability Friendly Colleges and Universities for 2022: Top Schools For Disabled Students](#); Intelligent, [Best Disability-Friendly Colleges of 2023](#); Premium Schools, [15 Best Disability Friendly Colleges in 2023](#) [last updated April, 2023]; *New Mobility*, [Wheels on Campus: A Guide to Wheelchair-Friendly Higher Education](#), 2020
- Professional journals, e.g. [Disability Studies Quarterly](#), [Disability and Society](#), [Review of Disability Studies](#)
- Leading programs in disability studies (and/or belonging): [Syracuse University](#), [University of Leeds \(UK\)](#), [University of Illinois](#), others

**Guest:** TBD

**Week Ten: Chapman's minor, creative writing [April 9<sup>th</sup>, 11<sup>th</sup>]**

**Reading:**

- Lia Purpura, Stephen Kuusisto, [Attendant Surprise: An Interview with Stephen Kuusisto](#), *The Georgia Review*, Vol. 62, No. 4 (Winter 2008), pp. 673-686 (14 pages)
- Kenny Fries, [What's Wrong with This Picture?](#), *Poetry Foundation*, n.d,
- SI, *Disability Liberated*, 107-113
- Jan Grue. [The disabled villain: why sensitivity reading can't kill off this ugly trope](#), *The Guardian*, 14 Mar 2023
- Ralph James Savarese, [Reading fiction with Temple Grandin: Yes, people with autism can understand literature](#), *Salon*, September 2, 2018.

**Presentations:**

- [Chapman's disability studies minor](#), disabled student services
- [Sins Invalid](#)

**Guests:** 9<sup>th</sup> Brian Glaser, Paula Apodaca [in person], [Jason Thornberry](#) [Zoom]

**Week Eleven: Disability and Policy Rights, Advocacy, Activism [April 16<sup>th</sup>, 18<sup>th</sup>]**

**Reading:**

- Lessor, R.G. and Blaser, A.W. (2023). Disability Rights Movement(s) (United States). In *The Wiley-Blackwell Encyclopedia of Social and Political Movements* (eds D.A. Snow, D. Porta, B. Klandermans and D. McAdam). <https://doi-org.chapman.idm.oclc.org/10.1002/9780470674871.wbespm717> [electronic reserve]
- Rachana Pradhan, [Millions of Dollars Flow From Pharma to Patient Advocacy Groups](#), *KFF Health News*, December 15, 2023.
- Abigail Cuffey, [Andraéa LaVant Went From Hiding Her Disability To Proudly Taking Up Space](#), *Women's Health*, Dec 28, 2023. "I've transformed into someone who is going to disrupt."
- Disability Rights California, [Care Court Will Become a Path Toward Institutionalization](#), October 27, 2023. Debra Roth, DRC Senior Legislative Advocate. Originally in *Daily Journal*

**Presentations:**

- [National Disability Rights Network, Disability Rights California](#)
- Online Archive of California, [The Disability Rights and Independent Living Movement Oral History Project/Berkeley Library Collection on the Disability Rights Movement](#)
- [The American Association of People with Disabilities, Respectability](#)



**Guest:** Brooke Weitzman, [Elder Law and Disability Rights Center](#)

**Week Twelve: Disabled (and “wired”) youth, assistive technology [April 23<sup>rd</sup>, 25<sup>th</sup>]**

**Reading:**

- Global Accessibility News, [Nearly 240 million Children with Disabilities Around the World, UNICEF’s Most Comprehensive Statistical Analysis Finds](#), November 22 2021.
- Temple Jones, Chelsea. (2019). [Review of Meryl Alper, Giving Voice: Mobile Communication, Disability, and Inequality](#) (2017). *Canadian Journal of Disability Studies*, 8(3), 169–173.  
<https://doi.org/10.15353/cjds.v8i3.514>
- Leiter, Valerie. (2011), "Bowling together: Foundations of Community among Youth with Disabilities", Carey, A.C. and Scotch, R.K. (Ed.) *Disability and Community* (Research in Social Science and Disability, Vol. 6), Emerald Group Publishing Limited, Leeds, pp. 3-25.  
[https://doi.org/10.1108/S1479-3547\(2011\)0000006004](https://doi.org/10.1108/S1479-3547(2011)0000006004) [[available through Leatherby Libraries](#)]
- SI Sexuality pp. 114-123

**Presentations:**

- [Youth Organizing](#), California Federation of Independent Living Centers
- [National Center for College Students with Disabilities \(NCCSD\)](#)
- [National Council on Independent Living, Dayle McIntosh Center, Disability Community Resource Center](#)

**Guest:** TBD

**Week Thirteen: Diversity, Equity, Inclusion, Belonging, intersections [April 30<sup>th</sup>, May 2<sup>nd</sup>]**

**Reading:**

- Laila Freeman, [Center for Undergraduate Excellence’s move to Memorial Hall raises accessibility concerns among students, faculty](#), *The Panther*, Sep 29, 2023
- Carly Murphy, [Chapman University Leads the National DEI Discussion with the 2023 Summit on Disability and Inclusion, Putting Disability at the Forefront](#), *Chapman News*, August 2, 2023
- SI, Access suggestions, pp. 28-46

- Sarah Kim, [As an Asian Woman With a Disability, I Am Triply Invisible](#), *Glamour*, May 25, 2021

**Presentations:**

- [Chapman's DEI sites](#)
- [Disability Equality Index](#).

**Guest:** 11:30-12:15, [Dr. Reg Chhen Stewart, Ph.D., Vice President of Diversity, Equity and Inclusion](#)

**Week Fourteen: Disabled Futures, alternative pasts and present(?), upcoming elections [May 7<sup>th</sup>, May 9<sup>th</sup>]**

**Reading:**

- Easter Seals [with AARP, Pathfinder Foundation], [2022 State of Voters with Disabilities Survey](#)
- Sami Schalk, (2022) "(Not a) Conclusion: The Present and Futures of Black Disability Politics," in [Black Disability Politics](#), Duke University Press p. 154-160
- Blaser, Arthur. (1996). "A Brilliant Future with Disabilities." *Futurist* 30 (5): 40. <https://research-ebsco-com.chapman.idm.oclc.org/linkprocessor/plink?id=b1794b02-cbc8-3012-a265-40bbc2a29766>
- SI Timelines, pp. 124-142

**Presentations:**

- Ford Foundation, Disability Futures Fellows: <https://www.fordfoundation.org/work/investing-in-individuals/disability-futures-fellows/>
- Center for Genetics and Society: <http://www.geneticsandsociety.org/>

**Guests:** people around Chapman, Spoonies

**Final Exam: 1:30 – 4:00 Monday May 13<sup>th</sup>**