

**York University**  
**Health Policy and Management and**  
**Graduate Program in Critical Disability Studies**  
**HH/HLST 4130 3.0 and GS/CDIS 5090 3.0**  
**Public Policy and Disabilities**

<b>Course Title:</b>	<b>Public Policy &amp; Disabilities</b>
<b>Course Code:</b>	HH/HLST 4130 3.0 and GS/ CDIS 5090 3.0
<b>Term:</b>	Fall 2017
<b>Class time:</b>	Wednesdays, 11:30 a.m. – 2:30 p.m.
<b>Location:</b>	VH 1156
<b>Instructor:</b>	Madeline Burghardt
<b>Office:</b>	
<b>Office Hours:</b>	Wednesdays, 2:30 p.m. – 4 p.m. or by appointment.
<b>E-mail:</b>	madelinb@yorku.ca

**Course Description:**

This course examines current policy at the international, federal, and provincial levels and the historical and political conditions that have influenced its development. Using a critical disability studies lens, we will examine the ways in which disability is defined by law and policy, and how policy organizes and, in many cases, impedes social life and participation for people with disabilities. Attention will be paid to the ways in which policy shapes access to rights and services, and the extent to which policy influences the distribution of resources in society. We will examine the role of advocacy in policy development, and will explore strategies for its participatory development.

Using a seminar format, guided by current and seminal readings in public policy, as well as some guest lectures, students will be introduced to key policy discourse and documents. Student will complete a critical analysis of one piece of policy that has an impact in the lives of people with disabilities. Students will also complete a research paper which outlines a critical, policy-based response to a current issue for people with disabilities.

**Learning Objectives:**

1. To become familiar with key current policies in various jurisdictions (i.e. international, federal, and provincial), domains (i.e. rights, status); and sectors (i.e. housing, education, & employment) that have an impact on the lives of disabled people.
2. To develop an understanding of the historical, social and political conditions that contribute to policy development and affect its implementation and monitoring.
3. Using an advocacy / activist lens, to critically analyse current key policy in Canada and its impact in the lives of disabled people.

- To begin to propose examples of policy that could implement positive change in the lives of disabled people.

### Course Components:

Component:	Due date:	Evaluation:	Return date:
<b>Seminar participation (includes presentation of one reading)</b>	Ongoing	20%	Ongoing; meet with instructor mid-term; students will receive feedback on presentations via e-mail the week following.
<b>Critical terminology reflection</b>	October 4 <sup>th</sup> , 2017	10%	Oct. 18 <sup>th</sup> , 2017.
<b>Draft of scholarly paper</b>	October 18 <sup>th</sup> , 2017	15%	Nov. 1 <sup>st</sup> , 2017
<b>Critical policy analysis</b>	Nov 8 <sup>th</sup> , 2017	20%	Nov. 22 <sup>nd</sup> , 2017
<b>In-class presentation of final paper-in-progress</b>	Nov. 22 <sup>nd</sup> & 29 <sup>th</sup> , 2017	Part of participation grade (above)	Students will receive feedback via e-mail within a few days of presentation.
<b>Final paper</b>	Dec. 6 <sup>th</sup> , 2017	35%	1 <sup>st</sup> week of winter term

### Course Policies:

#### Accommodations:

I am happy to work out alternate formats for participation as needed. It is also important that students complete their course work in a timely manner whenever possible. If modifications or accommodations would assist you in reaching these goals, please contact me within the first two weeks of the course so that accommodations can be put into place.

For undergraduate students, please see the following University policy on academic accommodations,

<http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>.

as well as guidelines, procedures, and definitions:

<http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>.

Graduate students, please refer to the School of Graduate Studies policy on academic accommodations:

<http://gradstudies.yorku.ca/current-students/regulations/general-information/#accommodation>.

### **Academic Honesty:**

Academic dishonesty, including plagiarism, submitting the same paper twice, or failure to cite sources, is taken seriously and is handled according to York University Policy:

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>.

It is the responsibility of each student to ensure that your work is honest and is not plagiarized.

For further assistance in completing your work with academic integrity, please refer to the Spark Academic Integrity Module:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>.

Students are encouraged to keep drafts of their work until their graded assignments have been returned.

### **Grading:**

Grading will follow the York University grading scheme.

For Undergraduate students:

<b>Grade</b>	<b>Grade Point</b>	<b>Per Cent Range</b>	<b>Description</b>
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

For more detailed descriptions, please refer to:

<http://calendars.registrar.yorku.ca/2012-2013/academic/grades/>.

For graduate students:

Grade			Description pertaining to the program
A+	Exceptional	90–100%	Excellence in writing, research, reading and originality.
A	Excellent	85–89%	Work that shows a superior command of the subject, clearly written, creatively researched.
A-	High	80–84%	Work that shows a superior command of the material but limited in breath or depth of research and/or presentation.
B+	Highly Satisfactory	75–79%	Research and writing skills may be flawed in some visible and correctable way. Critical perspective is present and is consistently applied.
B	Satisfactory	70–74%	Work that meets minimum expectations of a graduate student in research, writing, and reading skills. Critical perspective is present but is not consistently applied.
C	Conditional	60–69%	Unsatisfactory work: flawed in methodology or critical assumption, incoherently organized, poorly written, or superficially researched. Critical perspective is beginning to develop.
F	Failure	0–59%	Work that is far below what is required. Does not address the assignment adequately. Absence of critical perspective. Work that breaches academic honesty will get a minimal penalty of zero.
I	Incomplete	N/A	

Further explanations of policies, guidelines, and expectations for the Critical Disability Studies program can be found at: <http://cds.gradstudies.yorku.ca/current-students/guidelines/>.

### **Learning Environment:**

At the beginning of the term, we will discuss strategies to support everyone’s participation and learning throughout the term. We will work to establish an inclusive and respectful learning environment in which class members can share and receive feedback on their work.

### **Description of Course Components:**

#### **Seminar Participation (ongoing):**

The 20% participation mark will be based on work within each week’s seminar. Full attendance is required. Seminar work will include:

- Attending class with thoughtful questions and comments about the week’s readings.
- Presenting a brief, critical summary of one of the required readings for the course (designated at the beginning of the course). This will include two prepared questions for the class based on the reading.
- Providing a brief presentation of your research essay topic in the final weeks of class (details below).
- Providing constructive and respectful feedback to colleagues’ research presentations.

- Attending a brief one-on-one meeting with the course instructor mid-way through the course to discuss progress, work concerns, etc.
- The participation grade is evaluated on an ongoing basis and is worth 20% of your final grade.
- The approximate breakdown of the participation grade is as follows: 1 mark per class = 12 marks; 3 marks for brief presentation of one article and leading the discussion; 3 marks for brief presentation of final paper; 2 marks for meeting with instructor to discuss work and provide mutual feedback= 20 marks total.
- Those who are uncomfortable with, or are disadvantaged by presenting your ideas in a group may submit written reflections of course content or guest presentations, arranged in advance with the course instructor.

### **Policy terminology critical reflection (due Oct. 4<sup>th</sup>, 2017):**

Choose one of the policy terminologies listed at the end of the course outline.

- Provide a brief definition and explanation of the term—i.e. what are its current meanings? What is its etymology?
- Provide some historical background—i.e. Has the meaning of the term changed over time? How? What do these changes reflect? Has the concept it describes helped or hindered positive policy development? How (or how not)?
- Contextualize the term within current Canadian politics and policy.
- Reflect on the term's past and current connections to disability policy and the lives of people with disabilities in Canada.
- Provide any other reflections of the term from a critical disability perspective.

Your critical reflection will be between 750-1000 words (undergraduate); 1000-1250 words (graduate), double-spaced, Times New Roman font 12. Title page and reference list are not included in the word count. Please submit your reflection by e-mail to the professor on or before Oct. 4<sup>th</sup>, 2017. It is worth 10% of your final grade.

### **Draft of scholarly paper (due Oct. 18<sup>th</sup>, 2017):**

The scholarly paper (draft version) will serve as a research proposal and outline for your final paper. It will address an issue, current or historical, in the field of disability /crip politics, activism, struggle, identity, etc. Length of the draft paper will be approximately 1000-1250 (4-5 pages) for undergraduate; 1250-1500 words (5-6 pages) for graduate students. In your draft paper, you will begin to address the issue by:

- providing a succinct historical background of the issue
- Proposing a research question or statement that indicates a possible direction for your final paper.
- Preliminary literature review
- Intended areas of ongoing literature search for your final paper
- Preliminary observations / critiques of the identified issue and gaps in the field.
- Draft of your potential critique on the topic.
- Complete reference list of the sources used to date.

Your draft scholarly paper will be in Times New Roman 12-font, double-spaced. Please submit it by e-mail to the professor on or before Oct. 18<sup>th</sup>, 2017. It is worth 15% of your final grade.

**Critical policy analysis (due Nov 8<sup>th</sup>, 2017):**

Students will write a 1000-word (i.e. approx 4 pages—undergraduate); 1500-word (i.e. approx. 6 pages—graduate) critical analysis of a current Canadian policy that affects disabled people. Please choose one of the policies that we examine in this course, or a policy of your choosing (please discuss the policy you are planning to critique with the course instructor at least two weeks in advance of the assignment deadline). The list of sources at the end of this course outline may provide some ideas. For example, you may want to analyse the TTC's accessibility policy; the AODA; York University's accommodations policies, etc.

The critical analysis will include the following components:

- Historical background to the development of the policy. For example, what were the social, cultural and political conditions in existence at the time of the policy's development? From what social movement or political agenda did the policy emerge?
- Intended goals of the policy: For whom was the policy intended? How was the policy articulated?
- Implementation history
- Description of any existing evaluation of the policy. Has it been evaluated? How? By whom?
- A critical analysis of the policy, its implementation, and its effects. Who has felt the effects of the policy and its implementation? Has its goals been realized? Why or why not? Has it met the expectations of those whose needs were meant to be served by the policy? Why or why not? Most importantly, provide a critical analysis of the reasons underlying the policy's success or failure. What are the critical, systemic factors (possibly undocumented) that may be assisting or hindering the policy's effectiveness?

Your critical policy analysis will be written in Times New Roman, 12-font, double-spaced. Submit by e-mail to the instructor on or before Wednesday, November 8<sup>th</sup>, 2017. It is worth 20% of your final grade.

**In-class presentation of final paper-in-progress (Nov. 22<sup>nd</sup> & Nov. 29<sup>th</sup>, 2017):**

For the last two classes, students will present their final papers as a work in progress. This will include a brief oral or visual summary of their principle research question or argument, their research strategy, the learning they have encountered thus far, and plans for completion of the paper. This will also serve as an opportunity to receive feedback from the class on their work to contribute towards their final paper. The in-class presentation is part of your participation grade and does not include a written submission.

**Final Scholarly Paper (due Dec. 6<sup>th</sup>, 2017):**

Using the feedback provided by the instructor and peers, write a final version of your draft paper. Include the components of your draft paper (i.e. a chosen disability issue, including historical background, research question or organizing argument, literature review, etc.), and provide a more thorough critical analysis of the issue. In particular, ensure that you include:

- Identification and review of relevant international, federal, provincial, and municipal laws and policy that are related to your identified issue.
- Identification and analysis of political and economic entities, as well as activist groups that have organized around this issue
- Identification and analysis of critiques from activist groups and academics of the policy which has been proposed to address the issue.
- Identification of proposed ways to track how these laws and policies are being implemented and actualized in people's daily lives.
- Identification of areas of need for future research and work in order to improve on existing policy for people with disabilities.
- Critical analyses throughout the paper should draw on current literature from the critical disability studies canon, as well as relevant literature from the fields of law and policy. Search for a variety of perspectives from various stakeholders: consumers, people with disabilities, service providers, funders, legislators, etc.

Your final paper should be approximately 2500-3000 words (10-12 pages)—undergraduate; 3500-4000 words (14-16 pages)—graduate. Please use Times New Roman 12 font, double-spaced. Submit your final paper by e-mail to the instructor on or before Dec. 6<sup>th</sup>, 2017.

### **Supplementary Reading & Resources:**

In addition to the weekly readings listed below, the following books have been placed on 1-day reserve at Scott library.

Boyce, W. et al (2001) *A Seat at the Table: Persons with Disabilities and Policy Making*. Montréal & Kingston: McGill-Queen's University Press.  
Call number: JL 86 P64 S42 2001

Prince, M. (2009) *Absent Citizens: Disability Politics and Policy in Canada*. Toronto: University of Toronto Press.  
Call number: HV 1559 C3 P75 2009

Pothier, D. & Devlin, R. (Eds). (2006) *Critical Disability Theory: Essays in Philosophy Policy, and Law*. Vancouver: UBC Press.  
Call number: HV 1559 C3 C74 2006

McCull, M. & Jongbloed, L. (Eds). (2006) *Disability and Social Policy in Canada, Second Edition*. Toronto: Captus Press.  
Call number: HV1559 C2 C75 2006

Stienstra, D. & Wight-Felske, A. (Eds). (2003) *Making Equality: History of Advocacy and Persons with Disabilities in Canada*. Toronto: Captus Press.

## **Weekly Schedule:**

**Week One: Wednesday, Sept. 13<sup>th</sup>, 2017**

### **Introduction to Public Policy and Critical Foundations**

#### **Required readings:**

Bond, R. & McColl, M. (2013). Introduction/Methodology/Lens. (pp. 4-10). In *A review of disability policy in Canada, 2<sup>nd</sup> edition*. Queen's University: Canadian Disability Policy Alliance. <http://www.disabilitypolicyalliance.ca/wp-content/uploads/2013/10/Disability-Policy-Scan-2013.pdf>.

Gould, D. (2016). Politics. In K. Fritsch, C. O'Connor & AK Thompson (Eds.). *Keywords for radicals* (pp.303-309). Chico, CA & Edinburgh, UK: AK Press.  
Call number: HM 881 K49 2016. On reserve at Scott Library.

Bickenbach, J. E. (2012). Chapter 1: Introduction, Background & History (pp. 1-65). In *Ethics, Law, & Policy*. Thousand Oaks: Sage.  
Call number: HV 1568 B53 2012. On reserve at Scott Library

#### **Supplementary for Undergraduate; Required for Graduate:**

Titchkosky, T. (2006). Policy, disability, reciprocity? In MA McColl & L. Jongbloed (Eds.). *Disability and social policy in Canada, 2<sup>nd</sup> Edition*. (pp.54-71). Concord, ON: Captus Press.  
Call number: HV1559 C2 C75 2006

Fraze, C. (2006). Exile from the china shop: Cultural injunction and disability policy. In MA McColl & L. Jongbloed (Eds.). *Disability and social policy in Canada, 2<sup>nd</sup> Edition*. (pp.357-369). Concord, ON: Captus Press.  
Call number: HV1559 C2 C75 2006

**Week Two: Wednesday, Sept. 20<sup>th</sup>, 2017**

### **Part I: Jurisdictions**

#### **1. International**

#### **Required Readings:**

Lang, R. (2009). The United Nations Convention on the right and dignities for persons with disabilities: A panacea for ending disability discrimination? *ALTER—European Journal of Disability Research* 3(3), 266-285.



Soldatic, K. (2013). The transnational sphere of justice: disability praxis and the politics of impairment. *Disability & Society* 28(6), 744-755.

UN (2006). *Convention on the Rights of Persons with Disabilities (Optional protocol)*. (pp.4-31; contains the 50 articles).  
<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>.

UN (2017). *Homepage of the Convention on the Rights of Persons with Disabilities*.  
<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>.

World Health Organization & World Bank (2011). Understanding disability; Disability: a global picture (Chapters 1 & 2; pp.1-46). In *World Report on Disability*. Geneva: World Health Organization. [http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf).

### **Supplemental for Undergraduate; Required for Graduate:**

Oliver, M. & Barnes, C. (2012). Back to the future: The World Report on Disability. *Disability & Society* 27(4), 575-579.

Bickenbach, J. (2011). The World Report on Disability. *Disability & Society* 26(5), 655-658.  
**Week Three: Wednesday, Sept. 27<sup>th</sup>, 2017**

### **Part I: Jurisdictions**

#### **2. Federal**

#### **Required Readings:**

Bond, R. & McColl, M. (2013). Federal Disability Policy. (pp. 16-31). In *A review of disability policy in Canada, 2<sup>nd</sup> edition*. Queen's University: Canadian Disability Policy Alliance.  
<http://www.disabilitypolicyalliance.ca/wp-content/uploads/2013/10/Disability-Policy-Scan-2013.pdf>.

Jongbloed, L. (2003). Disability policy in Canada: An overview. *Journal of Disability Policy Studies* 13(4), 203-209.

McColl, M., Bond, R. & Shannon, D. (2016). 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* 5(1), 183-210. .

Vazquez, D. (2011). Defining more inclusive social policies for people with disabilities. *Critical Disability Discourse / Discours Critique dans le champ du handicap* 3.

### **Supplementary for Undergraduate, Required for Graduate:**

McColl, M., Shaub, M., Sampson, L., Hong, K. (Summer, 2010). *A Canadians with Disabilities Act?* Canadians Disability Policy Alliance, Centre for Health Services and Policy Research, Queen's University, Kingston, Ontario. <http://69.89.31.83/~disabio5/wp-content/uploads/2011/07/CDA-reformat.pdf>.

Employment and Social Development Canada (May, 29, 2017). *Accessible Canada: Creating new federal accessibility legislation: What we learned from Canadians*. Ottawa. <https://www.canada.ca/content/dam/esdc-edsc/documents/programs/planned-accessibility-legislation/reports/consultations-what-we-learned/naaw-2017-eng.pdf>.

## **Week Four: Wednesday, Oct.4<sup>th</sup>, 2017**

### **Part I: Jurisdictions**

#### **3. Provincial & Local**

**Note:** Students are encouraged to bring to class one example of a municipal or local (i.e. institution-based) policy which we will discuss in class.

#### **Required Readings:**

Beer, C. (2017). *Charting a path forward: Report of the independent review of the Accessibility for Ontarians with Disabilities Act*. <https://www.ontario.ca/page/charting-path-forward-report-independent-review-accessibility-ontarians-disabilities-act>.

Bond, R. & McColl, M. (2013). Ontario Disability Policy. (pp. 94-110). In *A review of disability policy in Canada, 2<sup>nd</sup> edition*. Queen's University: Canadian Disability Policy Alliance. <http://www.disabilitypolicyalliance.ca/wp-content/uploads/2013/10/Disability-Policy-Scan-2013.pdf>.

Chouinard, V. & Crooks, V. (2005). 'Because *they* have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. *Disability & Society* 20(1), 19-32.

Government of Ontario (2005). *Accessibility for Ontarians with Disabilities Act 2005*, S.O., c. 11. <https://www.ontario.ca/laws/statute/05a11#BK0>.

#### **Supplementary for Undergraduate, Required for Graduate:**

Mullings, D. (2013). *A pragmatic look at employment and the Accessibility for Ontarians with Disabilities Act: Lessons from the Americans with Disabilities Act 1990*. York University: Unpublished Major Research Paper.

## **Week Five: Wednesday, Oct. 11<sup>th</sup>, 2017**

## **Part II: Domains**

### **1. Status**

#### **Required Readings:**

Durst, D., South, S. & Bluehardt, M. (September, 2006). Urban First Nations people with disabilities speak out. *Journal of Aboriginal Health*, 3(1), 34-43.

El-Lahib, Y. (2015). The inadmissible “Other”: Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services* 26(3), 209-228.

Menzies, R. (1998). Governing mentalities: The deportation of ‘insane’ and ‘feebleminded’ immigrants out of British Columbia from Confederation to World War II. *Canadian Journal of Law & Society* 13(2), 135-173.

Indigenous and Northern Affairs Canada. (May 2017). About Jordan’s Principle.  
<https://www.aadnc-aandc.gc.ca/eng/1334329827982/1334329861879>.

Zimonjic, P. & Roman, K. (May 10, 2016). Ottawa confirms Jordan’s Principle of equal care for First Nations children. *CBC News*.  
<http://www.cbc.ca/news/politics/jordan-principle-response-indigenous-1.3576187>.

#### **Supplemental for Undergraduate; Required for Graduate:**

Thobani, S. (2007). Introduction. (pp. 3-29). In *Exalted subjects: Studies in the making of race and nation in Canada*. Toronto: University of Toronto Press.  
Call number: FC 103 T54 2007; also available online through eResources at YorkU library.

**Week Six: Wednesday, Oct. 18<sup>th</sup>, 2017**

## **Part II: Domains**

### **2. Rights**

#### **Required Reading:**

Ontario Ministry of Health & Long Term Care (July 25, 2017). *Ontario’s New Prenatal Screening Program*.  
<http://prenatalscreeningontario.ca/whats-new/ontarios-new-prenatal-screening-program/>.

Ontario Ministry of Health & Long Term Care. *Prenatal Screening Tests for the Detection of Down Syndrome*.  
<http://www.health.gov.on.ca/english/providers/program/child/prenatal/downsyndrome.html>

Parens, E. & Asch, A. (2003). The disability rights critique of prenatal genetic testing: Reflections and recommendations. *Mental Retardation and Developmental Disabilities* 9(1), 40-47.

Government of Canada. *Canada Health Act R.S.C. 1985, c. C-6*. Part 3: Primary objective of Canadian health care policy (one paragraph).  
<http://laws-lois.justice.gc.ca/eng/acts/c-6/page-1.html#h-3>.

Read, J. & Clemens, L. (2008). Demonstrably awful: The right to life and the selective non-treatment of disabled babies and young children. In L. Clements & J. Read (Eds.). *Disabled people and the right to life: The protection and violation of disabled people's most basic human rights*. (pp. 148-175).  
Call number: HV 1568 D54 2008. Also available online through eResources at YorkU library.

Rioux, M. & Valentine, F. (2006). Does theory matter? Exploring the nexus between disability, human rights, and public policy. In D. Pothier & R. Devlin (Eds.). *Critical disability theory: Essays in philosophy, politics, policy and law*. (pp.47-69). Vancouver: UBC Press.  
Call number: HV 1559 C3 C74 2006. Also available online through eResources at YorkU library.

### **Supplemental for undergraduate; required for graduate:**

Government of Canada (2017). *Bill C-14: Medical Assistance in dying*.  
<https://www.canada.ca/en/health-canada/services/medical-assistance-dying.html#grievous>.

Vulnerable Persons Standard- La Norme sur la protection des personnes vulnérables. (2017). *Introduction and The Vulnerable Persons Standard*. <http://www.vps-npv.ca/readthestandard>.

## **Week Seven: Wednesday, Oct. 25<sup>th</sup>, 2017**

### **Part III: Sectors**

#### **1. Home and Community**

#### **Required Readings:**

Ben-Moshe, L. (2011). The contested meaning of 'community' in discourses of deinstitutionalization and community living in the field of developmental disability. In A. Carey & R. Scotch (Eds.). *Disability and Community; Research in Social Science and Disability*, vol. 6. (pp. 241-264). Bingley, UK: Emerald.  
Call number: HV 1568 D57 2011.

Ministry of Community & Social Services, Developmental Services Sector (2013). *Ending the Wait: An action agenda to address the housing crisis confronting Ontario adults with*

developmental disabilities.

[http://www.autismontario.com/Client/ASO/AO.nsf/object/endingthewait/\\$file/Ending+the+Wait+final+sep6.pdf](http://www.autismontario.com/Client/ASO/AO.nsf/object/endingthewait/$file/Ending+the+Wait+final+sep6.pdf).

Finkler, L. (2008). Zoned out: Restrictive municipal bylaws and psychiatric survivor housing. In *Honouring the past, shaping the future: 25 years of progress in mental health advocacy and rights protection. Psychiatric patient advocacy office, 25<sup>th</sup> anniversary report.* (pp.27-30). Toronto: The Queen's Printer. Available through eResources at YorkU library.

Krogh, K. & Johnson, J. (2006). A life without living: Challenging medical and economic reductionism in home support policy for people with disabilities. In D. Pothier & R. Devlin (Eds.). *Critical disability theory: Essays in philosophy, politics, policy and law.* (pp.151-176). Vancouver: UBC Press.

Call number: HV 1559 C3 C74 2006. Also available online through eResources at YorkU library.

### **Supplementary for Undergraduate; Required for Graduate:**

Fritsch, K. (2015). Gradations of debility and capacity: Biocapitalism and the neoliberalization of disability relations. *Canadian Journal of Disability Studies* 4(2), 12-48.

**Week Eight: Wednesday, Nov. 1<sup>st</sup>, 2017**

### **Part III: Sectors**

#### **2. Education**

Hibbs, T. & Pothier, D. (2006). Post-secondary education and disabled students: Mining a level playing field or playing in a minefield? In D. Pothier & R. Devlin (Eds.). *Critical disability theory: Essays in philosophy, politics, policy & law.* (pp. 195-219). Vancouver: UBC Press.

Call #: HV 1559 C3 C74 2006. Also available online through eResources at YorkU library.

Lattanzi, P. (2013). Chapter Six: Disability and public education in Ontario; Parts III & IV: Ontario's framework for education services for students with disabilities (pp.13–29 of chapter 6; pp.175-192 of entire document). In ARCH Disability Law Primer.

<http://www.archdisabilitylaw.ca/sites/all/files/ARCH%20Disability%20Law%20Primer%2021%20Mar%2014.pdf>.

Marquis, E., Fudge-Schormans, A., Jung, B., Veitinghoff, C., Wilton, R., & Baptiste, S. (2016). Charting the landscape of accessible education for post-secondary students with disabilities. *Canadian Journal of Disability Studies* 5(2), 42-71.

### **Supplementary for Undergraduate; Required for Graduate:**

Malhotra, R. & Rowe, M. (2014). Chapter three: Educational barriers. (pp.

). In *Exploring disability identity and disability rights through narratives: finding a voice of their own*. London & New York: Routledge.  
Call #: KF 480 M357 2014. On reserve at Scott Library.

## **Week Nine: Wednesday, Nov. 8<sup>th</sup>, 2017**

### **Part III: Sectors**

#### **3. Employment**

Galer, D. (2014). "A place to work like any other"? Sheltered workshops in Canada, 1970-1985. *Canadian Journal of Disability Studies* 3(2), 1-30.

Government of Ontario, (Dec. 2015). Embracing inclusion: A message from Minister Jaszek about sheltered workshops. *Developmental Services, Spotlight on Transformation* 51.  
[http://www.mcass.gov.on.ca/documents/en/mcass/publications/spotlight/DS-Spotlight\\_issue51\\_en.pdf?platform=hootsuite](http://www.mcass.gov.on.ca/documents/en/mcass/publications/spotlight/DS-Spotlight_issue51_en.pdf?platform=hootsuite).

McGuigge, M. (Feb 5<sup>th</sup>, 2017). Canadians with Disabilities Act to focus on employment: Minister. *Global News*.  
<http://globalnews.ca/news/3228515/canadians-with-disabilities-act-to-focus-on-employment-minister/>.

Taylor, S. (March 1, 2004). The right not to work: Power and disability. *Monthly Review* 55(10), 30.

Wilton, R. (2006). Working at the margins: Disabled people and the growth of precarious employment. In D. Pothier & R. Devlin (Eds.). *Critical disability theory: Essays in philosophy, politics, policy & law*. (pp. 130-150). Vancouver: UBC Press.  
Call #: HV 1559 C3 C74 2006. Available through eResources at YorkU library.

### **Supplementary for Undergraduate; Required for Graduate:**

Vick, A. (2014). Living and working precariously with an episodic disability: Barriers in the Canadian context. *Canadian Journal of Disability Studies* 3(3), 1-28.

## **Week Ten: Wednesday, Nov. 15<sup>th</sup>, 2017.**

### **Part IV: Response**

#### **1. Social movements**

Fisher, K. & Robinson, S. (2010). Will policy makers hear my experience? How participatory research contributes to managing interest conflict in policy implementation. *Social Policy & Society* 9(2), 207-220.

Kelly, C. (2013). Towards renewed descriptions of Canadian disability movements: Disability activism outside of the non-profit sector. *Canadian Journal of Disability Studies* 2(1), 1-27.

Lakshmi, L. (2009). Spoken word performance in Sins Invalid 2009, Part II. *You Tube*. (approx.4 minutes).

Prince, M. (2012). Canadian disability activism and political ideas: In and between neoliberalism and social liberalism. *Canadian Journal of Disability Studies* 1(1), 1-34.

### **Supplementary for Undergraduate; Required for Graduate:**

Ben –Moshe, L. (2014). Alternatives to (Disability) Incarceration. In L. Ben-Moshe, C. Chapman, & A. Carey (Eds.). *Disability incarcerated: Imprisonment and disability in the United States and Canada*. (pp.255-272). New York: Palgrave MacMillan.  
Call number: HV 1568 D5688 2014. Also available online through eResources at YorkU Library.

### **Part V: Student Work and Research**

#### **Week Eleven: Wednesday, Nov. 22<sup>nd</sup>, 2017**

- Student presentations on final paper

#### **Week Twelve: Wednesday, Nov. 29<sup>th</sup>, 2017**

- Student presentations on final paper

#### **Last date for submission of final paper:**

- **December 6th, 2017.**

#### **Terms for policy terminology reflection:**

- Access
- Activism
- Advocacy
- Charity
- Citizenship
- Class
- Community
- Discourse
- Distribution
- Eligibility
- Equality
- Equity

- Inclusion
- Justice
- Mainstreaming
- Policy
- Politics
- Rights
- Social Movements
- Social Welfare
- The State

### **List of Resources:**

**Note: Students are encouraged to add to, and to share with the class, additions to this partial list.**

Alliance of equality for blind Canadians: <http://www.blindcanadians.ca/>  
 AODA: <https://www.ontario.ca/laws/statute/05a11>.  
 AODA Alliance: <http://www.aodaalliance.org/>.  
 AODA (non-government) homepage: <http://www.aoda.ca/>.  
 ARCH Disability Law Centre: <http://www.archdisabilitylaw.ca/>.  
 ARCH Disability Law Primer: <http://www.archdisabilitylaw.ca/node/807>.  
 BakerLaw Disability & Human Rights: <http://www.bakerlaw.ca/>.  
 Barrier-Free Canada: <http://barrierfreecanada.org/home/>.  
 Caledon Institute of Social Policy: <http://www.aledoninst.org/>.  
 Canadian Association for Community Living: <http://www.cacl.ca/>.  
 Canadian Association of the Deaf: <http://www.cad.ca/>  
 Canadian Centre for Policy Alternatives: <https://www.policyalternatives.ca/>.  
 Canadian Charter of Rights and Freedoms: <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>.  
 Canadian Disability Policy Alliance: <http://www.disabilitypolicyalliance.ca/>.  
 Community Living Ontario: <http://communitylivingontario.ca/>.  
 Council of Canadians with Disabilities: <http://www.ccdonline.ca/en/socialpolicy/>.  
 CPP- Disability benefits: <https://www.canada.ca/en/services/benefits/publicpensions/cpp/cpp-disability-benefit.html>.  
 Disability Rights International: <https://www.driadvocacy.org/>.  
 Empowerment Council: <http://www.empowermentcouncil.ca/index.html>.  
 Every Canadian Counts: <http://everycanadiancounts.com/>.  
 Government of Canada: <https://www.canada.ca/en/services/benefits/disability.html>.  
 Government of Canada (RDSP): <https://www.canada.ca/en/revenue-agency/services/tax/individuals/topics/registered-disability-savings-plan-rdsp.html>.  
 Independent Living Canada: <http://www.ilcanada.ca/>.  
 Mental Health Commission of Canada: <https://www.mentalhealthcommission.ca/English/>.  
 Ontario Disability Employment Network: <http://odenetwork.com/>.  
 Ontario Human Rights Commission: [http://www.ohrc.on.ca/en/code\\_grounds/disability](http://www.ohrc.on.ca/en/code_grounds/disability).  
 People First of Ontario: <http://www.peoplefirstontario.com/>.  
 Sports for persons with a disability: <http://canada.pch.gc.ca/eng/1414513635858/1414513676681>



UN Convention on the Rights of Persons with Disabilities:

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>.

UN Enable: <https://www.un.org/development/desa/disabilities/>.

Vulnerable Persons Standard : <http://www.vps-npv.ca/>.

World Network of Users and Survivors of Psychiatry: <http://www.wnusp.net/>.