



## PSY306Y0 Special Topics: Disability: Culture and Inclusion

Oxford, UK, August, 2023

Class dates and times: See dates below: 9:00am – 12:00pm

Room Location: TBD

### Instructor

**Dr. Stuart Kamenetsky**

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Office hours: TBD

### Course Description

Interdisciplinary seminar on the life-long development of individuals with exceptionalities. Topics include controversial social and educational issues (e.g., inclusion vs. segregation), legal, family, and economic issues, disability across the lifespan, communication disorders, hearing and visual impairment, autism, and acquired brain injury. Special emphasis will be placed on the social and historical factors that play a determining role as to whether impairment leads to the psychological experience of disability.

Unofficial Exclusions (UTM): PSY345H5, 442Y5. **Please consult with Instructor.**

Prerequisites: Enrollment in any Psychology or Social Science Major or Specialist and completion of 8.0 FCE.

### Readings and Videos

#### Readings (books):

1. Hardman, M.L., Drew, C.J., & Egan, M.W. (2017). Human Exceptionality: School, Community, and Family, 12th Edition. Wadsworth. **(Textbook)**
2. Marks, D. (1999). Disability: Controversial debates and psychosocial perspectives. **(Optional)**
3. Murphy, R.F. (2001). The body silent: The Different World of the Disabled. New York: WW Norton

#### Readings (articles):

1. Spindel, A., Kamenetsky, S., Waxman, E., & Danish, K. (2015, July) The Accessibility for Ontarians with Disabilities Act - Advocacy and Implementation. Paper presented at the 6<sup>th</sup> International Conference on Disabilities – Unity & Diversity in Action, Tel Aviv, Israel. **(will be provided on Quercus)**
2. Elkin, F.W. (1980) Rethinking "Bill 82": A Critical Examination of Mandatory Special Education Legislation in Ontario. Ottawa Law Review 14:314.
3. Dimakos, C., Kamenetsky, S., Bouchard, C., Condeluci, A., Curran, J., Flagler, M., Flaherty, P., Fromknecht, J., Howard, M., Williams, J., & Zimmerman, R. (2016). Somewhere to live, something to do, someone to love: Examining levels and sources of social capital among people with disabilities. Canadian Journal of Disability Studies 5(4).
4. Cheng, M. & Udry, J. (2002): Sexual behaviors of physically disabled adolescents in the United States. J Adolesc Health. 2002 Jul;31(1):48-58.
5. Cheng, M. & Udry, J. (2005): Sexual experiences of adolescents with low cognitive abilities in the U.S. Journal of Developmental and Physical Disabilities, Volume 17, Issue 2, pp. 155 – 172.
6. O'Brien, Mark (1990): On seeing a sexual surrogate. The Sun.
7. Dolnick, Edward (1993): Deafness as culture. The Atlantic Monthly; 272, 3; pg. 37
8. Kamenetsky, S., Dimakos, C., Aslemand, A., Saleh, A., & Ali, S. (2016). Eliciting help without pity: The effects of changing media images on perceptions of disability. Journal of Social Work in Disability & Rehabilitation 15(1): 1-21.



**Videos:**

1. The Sessions (Fox Searchlight Pictures, 2012)
2. Additional videos will be assigned in class

**Course Evaluation**

	Date	Value
Term Test 1	August 17, 2023	30 %
Term Test 2	August 31, 2023	35 %
Submissions 1	August 21, 2023 via Quercus by 5:00 pm	12.5 %
Submissions 2	August 29, 2023 via Quercus by 5:00 pm	12.5 %
Book Club	August 24, 2023	5 %
Participation		5 %

**Tests:** Will consist of multiple-choice questions based on the text, and short answers based on lecture material. **It is highly recommended that you bring a laptop with you as tests will be held in class on Quercus. Alternate arrangements will be made for students who do not have laptops.**

**Submissions:** Will consist of a question about each of the sites visited. Students will be required to connect what they have learned from the visit with information they may obtain from published sources. Further instructions will be provided on separate handout and will be discussed in class.

**Participation:** Participation grades will be earned through speaking and asking questions during class time, as well as by displaying an excellent attitude towards learning throughout the course. Please note that **attendance is mandatory** for the full class time as well as field trips. Absence due to illness or emergencies should be reported to the Course Instructor. Students will be penalized for unauthorized absences from class and/or field trips.

**Book Club:** Students will make brief presentations about the book “The Body Silent”.

**Course Webpage**

The website associated with this course is accessible via <http://q.utoronto.ca>

Note: You don't need to create a new login for Quercus; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/> In order to access course material, monitor course information, write tests, submit papers, and view your grades you must log into Quercus.

**IMPORTANT COURSE POLICIES \*\*PLEASE READ\*\***

**Missed Tests**

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request to be granted special consideration. Students must present their case to the instructor and may be required to provide an absence declaration and/or present original supporting documentation (depending on university policy at that time). Students have up to one week from the date of the missed test to submit request.

**Extension of Time for Submission of Assignments**

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request directly to the Instructor for the period up to and including the last day of the term.

**Penalties for Lateness**

A penalty of 10% per calendar day (i.e., including week-ends and holidays).

**Accessibility Services**

All students regardless of learning styles and needs are welcome in this course as per university policy. If you have a disability/health consideration that may require accommodations, please approach the AccessAbility Resource Centre at your campus well in advance and keep the instructor informed.



### **Academic Honesty and Plagiarism**

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. When students are suspected of cheating or another academic offence, they are typically surprised at how formally and seriously the matter is dealt with -- and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. Please take the time to review the Academic Integrity website:

<http://www.artsci.utoronto.ca/osai>

Common types of academic offences are:

- Plagiarizing/concocted references
- Collaboration/unauthorized assistance
- Purchasing work
- Recycling work - "double-dipping"
- Resubmitting of altered work for re-grading
- Electronic devices (cell phones) or any unauthorized aids
- Altering medical certificates and official university documents

From the Code of Behaviour on Academic Matters: "It shall be an offence for a student to knowingly: represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism. Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known." All students must refer to the following website to obtain information on what constitutes plagiarism. <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>



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Date	Week	Activity	Readings
August 7	1	<b>Lecture:</b> A Multidisciplinary View of Exceptionality	Hardman: Ch.1 Reading 1
August 8	1	<b>Field trip to London*</b> 10:00 am Langdon Down Museum of Learning Disability 2:00 pm Bethlem Museum of the Mind	
August 9	1	<b>Lecture:</b> Special Education <b>Field trip (Oxford)*</b> 2:00 pm: Campus accessibility tour	Hardman: Ch.2, 3 Reading 2
August 10	1	<b>Lecture:</b> Early Childhood, Secondary School, and Adult Life	Hardman: Ch.3, 4, 6 (Families – <b>no lecture</b> ) Reading 3
August 14	2	<b>Lecture:</b> Diversity and Sexuality	Hardman: Ch.5 Reading 4, 5, 6, Video 1
August 15	2	<b>Field trip to London*</b> 10:30 am British Optical Association Museum 1:30 pm London Science Museum	
August 16	2	<b>Lecture:</b> Hearing Impairment	Hardman: Ch. 13 (section on hearing) Reading 7
August 17	2	<b>Mid-Term Test (Hardman 1, 2, 3, 4, 5, 6)</b>	
August 21	3	<b>Lecture:</b> Visual Impairment <b>Submission 1 DUE</b>	Ch.13 (section on vision)
August 22	3	<b>Field trip to London*</b> 10:00 am Old Operating Theatre Museum & Herb Garret 1:00 pm The Galton Collections (UCL) 3:00 pm Freud Museum	
August 23	3	<b>Lecture:</b> Communication Disorders	Ch.10
August 24	3	<b>Lecture:</b> Acquired Brain Injury <b>2:00 pm Book Club*</b>	Ch.14
August 28	4	<b>Lecture:</b> Autism	Ch.11
August 29	4	<b>Lecture:</b> Giftedness <b>Submission 2 DUE</b>	Ch.12 (Mild and Severe Disabilities – <b>no lecture</b> ), 15
August 30	4	<b>Lecture:</b> Controversial Issues	Reading 8 Marks (optional)
August 31	4	<b>Test 2 (Hardman 10, 11, 12, 13, 14, 15)</b>	

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**Subject to change – to be confirmed**