



PSY306Y0 Special Topics: Disability: Culture and Inclusion

Oxford, UK, August, 2025

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

Room Location: TBD

Instructor

Dr. Stuart Kamenetsky

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Deerfield Hall Room 4006

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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 (additional readings may be required during the course)

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 6th International Conference on Disabilities – Unity & Diversity in Action, Tel Aviv, Israel. **(available 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.
9. Kamenetsky, S.B., & Xu, H. (2022, June). Hanyao – a Pandemic Story. Abilities Magazine.



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Videos:

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

Course Evaluation

	Date	Value
Term Test 1	August 13, 2025	30 %
Term Test 2	August 28, 2025	36 %
Submission 1 (one topic)	August 8, 2025 via Quercus by 5:00 pm	6 %
Submission 2 (one topic)	August 18, 2025 via Quercus by 5:00 pm	6 %
Submission 3-4 (two topics)	August 29, 2025 via Quercus by 5:00 pm	12 %
Book Club presentation	August 20, 2025	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

Final version July 12, 2025



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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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Day/Date	Week	Activity	Readings
Monday August 4	1	Lecture: A Multidisciplinary View of Exceptionality	Hardman: Ch.1 Reading 1
Tuesday August 5	1	Lecture: Special Education Field trip (Oxford) 1:30 pm: Campus accessibility tour	Hardman: Ch.2, 3 Reading 2
Wednesday August 6	1	Lecture: Early Childhood, Secondary School, and Adult Life 2:00 pm optional writing workshop	Hardman: Ch.3, 4, 6 (Families – no lecture) Reading 3
Thursday August 7	1	Lecture: Diversity and Sexuality	Hardman: Ch.5 Reading 4, 5, 6, Video 1
Monday August 11	2	Lecture: Hearing Impairment	Hardman: Ch. 13 (section on hearing) Reading 7
Tuesday August 12	2	Lecture: Visual Impairment	Ch.13 (section on vision)
Wednesday August 13	2	Mid-Term Test (Hardman 1, 2, 3, 4, 5, 6)	
Thursday August 14	2	Field trip (London) 10:00 am London Science Museum 2:30 pm British Optical Association Museum	
Monday August 18	3	Guest speaker: 9:00 am Dr. Robert Adam: Deaf culture Lecture: Communication Disorders	Ch.10 Reading 9
Tuesday August 19	3	Lecture: Acquired Brain Injury, Autism	Ch.11, 14
Wednesday August 20	3	Guest speaker: 9:00 am Ms. Micaela Ziv: Diversity & education 10:30 am Book Club 2:00 pm optional graduate school information session	Reading 3
Thursday August 21	3	Field trip to London* 10:00 am Foundling Museum 1:00 pm The Galton Collection (UCL) 3:30 pm Freud Museum	
Monday August 25	4	Lecture: Giftedness	Ch.12 (Mild and Severe Disabilities – no lecture), 15
Tuesday August 26	4	Field trip (London) 10:30 am Bethlem Museum of the Mind 3:00 pm Windsor Castle	



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Wednesday August 27	4	Lecture: Controversial Issues	Reading 8 Marks (optional)
Thursday August 28	4	Test 2 (Hardman 10, 11, 12, 13, 14, 15)	