

**MDSC 603.12**

*Politics of Inclusion and Exclusion  
A study of law, policy and ethics  
for marginalized individuals and  
groups*

<b>Course Instructor:</b>	<b>Dr. Cheryl Crocker 780-497-5175 Email: Blackboard</b>
<b>Course Dates:</b>	January 11, 2012- April 20, 2012
<b>Location:</b>	Blackboard based course
<b>In class session: AB.</b>	<b>January 11, 2012, 2:30-4:30 pm, FCJ Center, Calgary,</b>
<b>On line sessions:</b>	<b>Weekly asynchronous Elluminate: Jan 31, Feb 14, Mar 13, April 10, April 11. Elluminate sessions are scheduled for 6 pm MST.</b>

**Course Description**

Current topics relevant to inclusion and exclusion will be reviewed. Contemporary influences related to ethics will be examined. The topics will collectively focus on the political, social, ethical and economic impacts of policy.

The ethical underpinnings of legislation, policy and service delivery will be examined. The course will identify and examine the ethical dilemmas in community that provide the foundation for activism.

An examination of research in disability provides an opportunity for the student to learn, understand and compare legislation, policy and ethical frameworks that inform action. Frameworks of choice, respect, consultation, collaboration and cooperation will be examined.

**Prerequisite**

none

## **Required Resources**

Prince, M. (2009). *Absent citizens: Disability politics and policy in Canada*. Toronto, ON: University of Toronto Press.

## **Suggested websites**

### **Canadian Social Research Links**

<http://www.canadiansocialresearch.net/>

### **Disability rights education and defence fund**

<http://www.dredf.org>

### **Disability Studies Resources at Ryerson University Library**

<http://www.ryerson.ca/library/subjects/disability/index.html>

### **In Unison: A Canadian Approach to Disability Issues/Social Policy Renewal**

[http://www.socialunion.ca/pwd/unison/unison\\_e.html](http://www.socialunion.ca/pwd/unison/unison_e.html)

### **National Center for Health Statistics (CDC) International Disability Classifications**

<http://www.cdc.gov/nchs/icd.htm>

### **Social Policy in Canada – Human Resources and Development Canada**

<http://www.hrhc-drhc.gc.ca>

### **United Nations Web Site**

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

### ***Background Policy References:***

*A brief history: Attitudes and treatment of people with disabilities (n.d.).*

Retrieved October 4, 2006, from <http://www.ijik.com/ilarts.html>.

An introduction to social policy. Retrieved October 4, 2006, from

<http://www2.rgu.ac.uk/publicpolicy/introduction/politics.htm>

Armitage, A. (1996). The discipline of social policy. In *Social welfare in Canada revisited* (3 ed.). (pp. 161-177). Don Mills, ON: Oxford University Press Canada.

Bickenbach, J. (2001). Disability human rights, law and policy. In Albrecht, (1, Seelman, K. & Bury, M. (Eds.), *Handbook for Disability Studies* (pp. 565-584). Thousand Oaks, CA: Sage Publications

Bickenbach, J. (2006). Canadian Charter v. American ADA: Individual rights or collective responsibilities. In M. McColl & L. Jongbloed (Eds.), *Disability and social policy in Canada* (pp. 77-86). Concord, ON: Captus University Publications.

Burkbauser, R. & Daly, M. (2002). Policy Watch: U.S. disability policy in a changing environment *Journal of Economic Perspectives*, 16 (1), 213-224.

- Danish disability policy: Small steps, big change? (2003) In Hegelund, 1. (Ed.) (2003), *In search of effective disability policy: Comparing the developments and outcomes of Dutch and Danish disability policies* (pp. 93-109). Amsterdam: Amsterdam University Press.
- Edinbinder, S. (2001). Policy analysis. In *Encyclopedia of social work* (19<sup>th</sup> ed.).pp. Washington, DC: NASW Press.
- Enns, H., & Fricke, Y. (2003). The emergence of a global disability rights movement. In H. Enns, & A. Neufeldt, A. (Eds.), *In pursuit: Canada and disability at home and abroad* (pp. 84-110). Concord, ON: Captus Press.
- Ideas and concepts in social policy. (2003). In K. Blakemore (Ed.). *Social policy: An introduction* (pp. 17-39). Buckingham, UK: Open University Press.
- Mitra, S. (2006). The capability approach and disability. *Journal of disability policy studies*, 16 (4), 236-247.
- Neufeldt, A. (1999). Appearances of disability, discrimination and the transfonnation of rehabilitation practices. In R.Leavitt (Ed.), *Cross-cultural rehabilitation: An international perspective* (pp.25-54). London, UK: W.B. Saunders.
- Palier, B. (2004 January). *Social protection reforms in Europe: Strategies for a new social model*. Ottawa, ON: Canadian Policy Research Networks Inc.
- Public policy analysis. In E. Borgatta, & R. Montgomery (Eds.), *Encyclopedia of sociology* (2<sup>nd</sup> ed.). New York, NY: MacMillian Reference USA.
- Richler, D. (2003). International involvement: A strategy for policy change at home and abroad. In H. Enns & A. Neufeldt. (Eds.), *In pursuit: Canada and disability at home and abroad* (pp. 137- 151). Concord, ON: Captus Press.
- The development of social policy in Britain. (2003), In K. Blakemore (Ed.), *Social policy: An introduction* (pp. 40-59). Buckingham, UK: Open University Press.
- The transnationalization of popular movements: Globalization from below.(2000). In M.G.Wilson & E. Whitmore (Eds.), *Seeds off Ire: Social development in an era of globalism* ( pp. 34-65). Ottawa, ON: Fernwood Publishing.

Other sites and articles will be offered throughout the course and will be part of the requirements for Blackboard conversation.

### **Course Goals**

The course goals are to:

- Provide a solid foundation in understanding the politics of inclusion with a view to determining strategies and mechanisms to positively influence policy.
- study research and policy issues, with the intent of gaining a comparative understanding of different perspectives and approaches
- assess coherency in legislation and policy
- explore the ethical perspectives that influence the determination of legislation, policy and practice
- weave together law, policy and ethics that are foundational to change processes
- examine the relationship to professional ethics and identity
- examine the social, economic and attitudinal influences evident in policy

## **Learner Objectives**

Following completion of this course, students will be able to:

- Understand international, national, provincial and local legislation related to inclusive practices in the domains of early intervention, education, employment, immigration, mental health and aging
- Develop a deeper appreciation of international perspectives and approaches, service structures and language of different jurisdictions.
- Develop an understanding of legislation, regulation, public and social policy, procedures and guidelines that impact individuals and families
- Analyze the coherency of the various instruments, legislation, policy and service delivery frameworks, that impact inclusive practices internationally and nationally
- Identify and evaluate the consequences, intended and unintended, of these collective instruments
- Present a framework for policy development, analysis and change
- Delineate the values and ethical principles that provide the foundation for policy development and implementation.
- Understand differences in approach to disability research issues and/or policies based on cultural, policy and other factors.
- Participate in an on-line dialogue to communicate with peers and instructors.
- Demonstrate a critical social science approach to the topic of policy research, development and dissemination.

Course Name

### ***Academic Integrity***

*The Department of Community Health Sciences expects **intellectual honesty** from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Faculty Regulations in the Faculty of Graduate Studies Calendar, or at [www.ucalgary.ca/pubs/calendar/current/how/How\\_LB.htm](http://www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm).*

### Cut Points For Grades

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Percentage/letter-grade conversions are standard for courses in the Department of Community Health Sciences.

Grade	Course %	Grade Point Value*	Graduate Description*
A+	97-100	4.0	Outstanding
A	90-96.5	4.0	Excellent
A-	85-89.5	3.7	Very good performance
B+	77-84.5	3.3	Good performance
B	72-76.5	3.0	Satisfactory performance
B-	68-71.5	2.7	Minimum pass for students in the Faculty of Grad Studies
C+	63-67.5	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	60-62.5	2.0	

### Late Assignments

- Assignments are due on the specified date by 5 PM. Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
  - The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension
  - There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the Course Coordinator with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

### **Purchasing a Textbook from the University of Calgary Bookstore:**

- Shop online: [www.calgarybookstore.ca](http://www.calgarybookstore.ca) Click on →Shop on-line; Click on →Textbooks; Follow the directions.
- Order by Phone: (403)220-5937; Toll Free 1-877-220-5937
- In person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4

### **Academic Accommodation**

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/drc/> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

### **Evaluation Plan**

Course contributions include on-line discussion, a paper, a presentation and a self evaluation exercise.

<b>Due Dates</b>	<b>% of Final Mark</b>	<b>Evaluation Method</b>
<b>February 17</b>	<b>15%</b>	<b>Policy Framework:</b> Students develop a policy framework that will be used to conduct an analysis of a selected area of interest.
<b>March 23</b>	<b>30%</b>	<b>Policy analysis:</b> Students will choose an area of interest and evaluate the international instruments, federal and provincial legislation, policy and service delivery initiatives that support this area.
<b>April 10-11</b>	<b>25%</b>	<b>Presentation:</b> Based on the policy analysis paper, students will prepare a 15 minute presentation. Presentation to the class will be made on-line using Powerpoint and Elluminate.
<b>April 20</b>	<b>30%</b>	<b>Learning Portfolio (6-7 pages)</b> -Students are required to post at least 2 discussion comments each week. Each student will construct a learning portfolio identifying key insights, confirming or disconfirming viewpoints.

### COURSE TIMETABLE

Week 1	Jan 11	Introduction to course	FCJ Center, Calgary
Week 2	Jan 16-20	Overview of legislation and policy: International, federal, and provincial	Online discussion
Week 3:	Jan 23-27	Jurisdiction and coherency	Online discussion
Week 4:	Jan 31	Program/service delivery	Illuminate session
Week 5	Feb 6-10	Ethical frameworks	Online discussion
Week 6	Feb 14	Policy frameworks	Illuminate session
Week 7	Feb 27-Mar 2	Policy consequences	Online discussion
Week 8	Mar 5-9	Evaluating policy	Online discussion
Week 9	Mar 13	Policy considerations	Illuminate session
Week 10	Mar 19-23	Reconciling the social, personal and professional	Online discussion
Week 11	Mar 26-Mar 30	Conclusions and recommendations	Online discussion
Week 12	April 10-11	Presentations	Illuminate session