In this course, we will examine the economic impact of disability, both in cost and contribution, in a nontraditional way. We will:

1. explore disability from the capabilities approach rather than from the lack of utility;
2. examine the cost for individuals with disabilities, including but not limited to the direct costs of disability-related services, the indirect costs of time out of work, and the opportunity costs related to disability, e.g., career change, career delays, etc.
3. address the role of individuals with disabilities as consumers contributing to businesses, communities, and states, including the issues of economies of scale;
4. examine what individuals with disabilities contribute, either in what they produce or in what is produced on their behalf in the form of technology or other accommodations.

Textbook:

Required:
http://www.amazon.com/Commodities-Capabilities-Amartya-Sen/dp/0195650387/ref=sr_1_1?keywords=books&qid=1310679705&s=books&sr=1-1

Optional:
https://doi.org/10.1057/978-1-137-53638-9 available as a free download

Other Required Reading: (Will be found on Brightspace for this course)


**Technology Requirements:**

Computer access to the internet is required to successfully navigate this course. You will need to be able to access Brightspace, submit assignments and take quizzes online.

**Brightspace Help:**

Here is the link for Brightspace help and training: [https://web.uri.edu/brightspace/training/](https://web.uri.edu/brightspace/training/).

**Additional sources we may reference:**


Classroom Protocol:

For this hybrid course, CBLS 152 and Brightspace are our “classroom.” Please refer to the Brightspace tutorial video embedded on our course homepage (START HERE) for a detailed screencast on how this course will run via Brightspace, which tools you will need, and how to use those tools. Attendance in the in-person class times (M, W 1-4) and in the online class times (T, TH 1-4) will be imperative for your understanding of the course material. In the online learning environment, “attendance” is measured by your PRESENCE on the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated Please refer to the Schedule of Readings, Discussion Assignments, Quizzes, And Written Assignments at the end of this syllabus and on the Brightspace site for details on how and when you will be expected to contribute to the course.

Grades:

Your grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Participation in discussions</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes:</td>
<td>20%</td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
</tr>
</tbody>
</table>

Class Participation:

Class participation will be based on attendance in class, active involvement in the in-class exercises, and asking questions, both in-person and online.
Grading Scale:

Letter Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Course Total</th>
<th>Grade</th>
<th>Course Total</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>76-79</td>
<td>C+</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>73-75</td>
<td>C</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>83-85</td>
<td>B</td>
<td>66-69</td>
<td>D+</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>60-65</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60</td>
<td></td>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance:

I expect you to actively participate in the class. This means doing the reading, completing the assignments, and participating in the class. You need to be self-motivated. Remember, we are attempting to complete a semester’s work of material in a very short period!

A Note on Plagiarism:

Each piece of work you hand in, including the problem sets and the short papers, must be your original work. While it is appropriate to use the work of others to form the basis of your own research, you must cite your sources every time they are used. If you use words that are not wholly original to you, they must be quoted and given the proper reference. If you have questions about what to include or how to cite something, please feel free to ask. However, if you are found to have plagiarized a source it will be grounds for failure of the class and further academic penalties. Plagiarism will not benefit anybody and will result in very large costs.

Academic Integrity:

Students may work together on assignments, although each student must submit his or her own work. Allowing another to do the work for you will end up only hurting yourself. Any cheating on quizzes will not be tolerated and will result in a failing grade for that quiz and a report to the dean. If you attend all classes and complete all the assignments, passing this class should not be too difficult for most students. If you are struggling with the material, please come to office hours and I will work through it with you.

Disability Accommodations

Any student with a disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098.

Academic Dishonesty

All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be
properly documented, or you will be charged with plagiarism and will receive an F for the paper. In some cases, this may result in you failing the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following website: http://gervaseprograms.georgetown.edu/hc/plagiarism.html, the URI Student Handbook, and UNIVERSITY MANUAL sections on Plagiarism and Cheating at http://www.uri.edu/facsen/8.20-8.27.html - cheating.

Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

Academic Enhancement Center
The work in this course is complex and intensive. To do the best you can, it’s a good idea to visit the Academic Enhancement Center (AEC) in Roosevelt Hall. The AEC offers a comfortable environment in which to study alone or together, with or without a tutor. AEC tutors can answer questions, clarify concepts, check your understanding, and help you to study. You can make an appointment or walk in during office hours -- Monday through Thursday from 9 am. to 9 pm, Friday from 9 am to 1 pm, and Sunday from 4 pm. to 8 pm. For a complete schedule - including when tutors are available specifically for this class - go to www.uri.edu/aec, call (401) 874-2367, or stop by the fourth floor in Roosevelt Hall.

The Writing Center
The Writing Center is for all writers, all disciplines, at all levels, and all stages of writing. If an instructor suggests that you go to the Writing Center, it is not a punishment, and doesn’t mean that you are a terrible writer. It means the instructor wants you to receive more individualized attention to your writing than s/he is able to provide, given the constraints of the class. It will only improve your grade. If possible, call ahead for an appointment (874-4690). Drop-in tutorials are often available. You may make repeat appointments, requesting the same tutor each time if you wish. See their Web Page: http://www.uri.edu/artsci/writing/center/index.shtml for tips on how to make the best of your Writing Center visit.

Standards of Behavior
Students are responsible for being familiar with and adhering to the published "Community Standards of Behavior: University Policies and Regulations which can be accessed in the University Student Handbook. If you must come in late, please do not disrupt the class. Please turn off all cell phones, pagers, or any electronic devices.

Religious Holidays
It is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must provide written notification to each instructor.
Course Outline (Approximate):

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Required Reading</th>
<th>Assignment/Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course; Identification of Individuals w/disability who made significant contributions to science, arts, and politics. Introduction of capabilities model and relationship to models of disability</td>
<td>Sen, Ch. I-IV, VI-VII Mitra, 2006</td>
<td>Discussions Quiz 1 Written Assignment 1</td>
</tr>
<tr>
<td>3</td>
<td>Economic contributions of PWD. Putting the economic picture together</td>
<td>Huffington Post, 2013 The Mighty, 2013 How Stuff Works, 2021</td>
<td>Discussions Written Assignment 3 Chart</td>
</tr>
</tbody>
</table>

Notable Dates:
- Monday, January 16: Martin Luther King Jr. Day
  - No class