

**William Paterson University  
College of Education  
Department of Special Education & Counseling  
Disability Studies Program**



**DIS 4090-080: Disability in a Global Society  
Online Class**

**Winter Session, 2024**

**December 18, 2023-January 24, 2024**

**Credit: Three Semester Hours**

**UCC Area 6 Global Awareness**

***Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Application,  
Dispositions***

**Professor:** Karen Decker. Ph.D., LPC, NCC, ACS  
**Office:** VR 3012  
**Phone:** 973-720-3442  
**Email:** [deckerk1@wpunj.edu](mailto:deckerk1@wpunj.edu)  
**Office Hours:** Virtually by appointment

**Department:** Cicile Samiz, Program Coordinator  
Phone: (973) 720-2118  
Email: [samizc@wpunj.edu](mailto:samizc@wpunj.edu)

Dear Class:

Welcome to DIS 4090: Disability in a Global Society. This is a 3 credit online course, and as such, we will have weekly BlackBoard (BB) activities and discussions about the material for you to complete on your own time each week to make up for class time. In order to keep us on track, I am creating a class week: Monday - Sunday night. That means that each week on Monday morning, material for that week will become available, and the discussions and/or activities will be due in full the following Sunday night by 11:59 pm. Be sure to read the instructions in the BB forums when they open. You will need to post three times on two separate days. Your initial post will be due by Thursday **night at 11:59 pm** and the two response posts are due by Sunday **at 11:59 pm**. **You must post your initial post and two response posts on different days.**

Your attendance for the week will be monitored through your participation in activities throughout the week. Due to the flexibility in time that you have to complete the week's activities (versus having to be in class a particular night for 2.5 hours), there is an expectation that you will be able to participate in each class every week. If you anticipate any problems with this, please speak to me ahead of time.

In addition to the weekly material, there are five other assignments due throughout the semester. Each assignment is described in the syllabus and in the Assignments area on BlackBoard. **These assignments will be due by 11:59pm on Wednesday the week they are due.** Please be sure to stay up on your readings and use the material I post for you in ways that will help you learn.

Just because this is an online class doesn't mean we can't meet virtually, if necessary. If ever you need to speak with me about assignments, topics, or any other reason, please don't hesitate to contact me via email as soon as an issue arises. Together we'll have a great winter semester!

Dr. Decker

### **Required Text**

None assigned

### **Course Description**

The life experiences of individuals with disabilities vary greatly throughout the world. How societies view individual rights and confidentiality as well as issues surrounding independence differ from one country to the next. In many countries, there are no standards or requirements for providing access or accommodations for individuals with disabilities. The intent of this interdisciplinary course in Disability Studies is to serve as an overview of the social, behavioral, political and cultural construct of disability across the global society through the lens of the ongoing implementation of the UN Convention on the Rights of Persons with Disabilities. This course will critically examine the wide variety of cultural and legal approaches to disability services and accommodations around the world, and explore how globalization and immigration has impacted and changed these practices.

### **Course Prerequisites**

None

### **Attendance**

Attendance in an online class is similar to attendance in an in-person class. If you miss posting during a specific week, then you are considered absent that week. No make-ups of any missed discussion board work will be given, so if you miss a discussion, you will not earn points for that week.

**Policy on Academic Integrity and Behavior:** As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities. William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed. Violations of the Academic Integrity Policy include, but may not be limited to, the following examples: Plagiarism, lying, cheating, collusion, and other concerns. Resolution of violations include, but are not limited to: Resubmission of the assignment in question, failure of the assignment, failure of the course, withdrawal from the course with no credit received, the imposition of other appropriate penalties with the consent of the student, and recommendation to the President of suspension or expulsion from the University.

All assignments submitted in this course must be your own and the ideas and contributions of others must be appropriately acknowledged (cited). The use of Artificial Intelligence (AI) programs and tools (e.g., ChatGPT) in this course are at the discretion of the instructor to ensure that they are being used to support your learning. Any use of AI programs or tools outside of what is permitted by the instructor and without proper attribution (citation) is a form of academic dishonesty which may result in grade penalties and/or subject to disciplinary action per the Academic Integrity Policy. This course permits AI to edit original ideas. Students may use AI to improve sentence fluency, spelling, and grammar; however, use of AI for content development will be considered in violation of the Academic Integrity Policy. For the complete policy, please see the Academic Integrity Policy at <http://www.wpunj.edu/academics/graduate-studies-and-research/academic-policies.dot>

**Academic Assistance:** Students experiencing difficulty meeting course requirements should inform me as soon as possible. I am always available on e-mail. Students with a documented disability who wish to discuss academic accommodations should also see me. Help and assistance is provided through the

Academic Support Center (x3324), the Writing Center (x2633), and the Office of Disability Services (x2853).

### **Statement on Disabilities:**

It is the policy of the College of Education at William Paterson University to create inclusive learning environments where all students have maximum opportunities for success. To that end, assistance is provided through the Academic Support Center in Raubinger Hall (973-720-3324), and the Writing Center in Room 128 in the Atrium (973-720-2633). In addition, if aspects of the instruction or design of this course create barriers to your full participation or to an accurate assessment of achievement, such as time-limited exams, it is the responsibility of the student to identify him/herself and request assistance from the Accessibility Resource Center and to provide the instructor with a list of accommodations approved by the Accessibility Resource Center. Accommodations are mandated by the Americans with Disabilities Act. If you have a disability, or suspect that you have a disability, the first step is to contact the Accessibility Resource Center in Room 134 University Commons/Speert Hall (973-720-2853) and <http://www2.wpunj.edu/studentservices/disability>. Appropriate accommodations will be generated based upon evidence of a documented disability. Please be aware that students with disabilities are responsible for meeting the same standards for mastery of course content as students without disabilities.

### **Course Requirements**

#### **Discussion Boards: (5 @ 10 points each= 50 points)**

This class uses a discussion board as the primary mode of learning, and since it is a **discussion** board, we need to go back and forth with our classmates in order to really discuss a topic. We really can't go back and forth if you only get on the discussion board once a week. Since most undergraduate classes are held 2 days a week, in this class your discussions must take place on two separate days to count for full credit.

As stated above, weekly materials will become available on Monday mornings. You must post your initial response to the question anytime between Monday and Thursday at 11:59 pm. Your response posts can be done any day following your initial post until 11:59 pm on Sunday. You will need to post at LEAST two replies to your classmates (response posts) for full points. So, you need at least 3 posts total each week - your initial post and two replies - but that is the minimum. Please participate as much as you can; the discussions can get very interesting, and you will be amazed at how much you learn.

Each week the overall discussion board is worth 10 points. Your initial post is worth 5 points; each response post is worth 2,5 points. To earn all 10 points:

- your initial post must be on time
- your initial post must reflect the readings
- you must post in both time frames
- you must respond to two classmates in a way that adds to the discussion. (just agreeing with someone, or writing a sentence or two will not earn the full points).

We discuss one topic for the week, and then after the week is over, the discussion board times out. You cannot post early or late to the discussion board, and **none of the points from the discussion board can be made up**. The readings and the discussion questions can be found on the syllabus if you want to check ahead, but the discussion board will open and close by itself, and it will only be open for 1 week.

The discussion board is the make or break part of this class. This is not a self-paced class, but it is paced the same as an in-person class. The assignments are aimed to introduce new ideas and challenge your thinking a bit. The discussion board may only be worth 10 points each week, but that is 50 points over the entire class. In other words, just doing the assignments whenever you can fit them in is not going to work for this class. You must actively participate in the discussion board each week.

It is important to set aside specific time each week for any online class. Students who spend the time on the discussion board each week say that they find the topics and discussions very interesting, and they usually get the highest grades. The students who forget to post, or spend minimal time on posts, usually see that reflected in their grades.

**Each week the discussion board is worth 10 points. Posts outside of the dates for the week will not count towards the grade. There will be no make-up assignments for missed discussion boards, and no late posts will be accepted. If there is a situation where you think you will not complete the post in the specified time, please email me immediately.**

**Discussion Board Rubric**

Discussion Board Rubric	Expected quality	Below average quality	Unacceptable
Initial post (up to 5 points)	<p><u>You must have all four of these to earn 5 points</u></p> <ul style="list-style-type: none"> <li>Your initial post is on time</li> <li>The initial post completely answers the questions asked.</li> <li>The initial post demonstrates that you have completed all of the assigned readings.</li> <li>Your initial post must be free of any spelling and/or grammar errors</li> </ul> <p>(4-5 points)</p>	<ul style="list-style-type: none"> <li>Your initial post is not on time,</li> <li>Your initial post does not answer the question asked</li> <li>The initial post demonstrates that you have completed some of the assigned readings.</li> <li>Your initial post must be free of any spelling and/or grammar errors</li> </ul> <p>(1 to 3.5 points)</p>	<ul style="list-style-type: none"> <li>You do not have an initial post for the week.</li> <li>Your initial post does not demonstrate that you have completed the assigned readings.</li> <li>The initial post contains spelling or grammar errors</li> </ul> <p>(0 -1 points)</p>
Discussions with classmates (up to 2.5 points each)	<p><u>You must have all four of these to earn 2.5 points</u></p> <ul style="list-style-type: none"> <li>Your replies/ questions to classmates must move the conversation forward and be about the topic that week.</li> <li>You have answered questions asked of you if they are asked within an appropriate time frame.</li> </ul>	<ul style="list-style-type: none"> <li>Your replies/ questions to classmates are simple statements or agreements that do not forward the conversation, or they are off topic.</li> <li>You must meet the minimum number of replies/questions to classmates</li> <li>Your replies are completed all in the same time frame, but</li> </ul>	<ul style="list-style-type: none"> <li>You do not have any replied to your classmates.</li> <li>You did not meet the minimum number of replies/questions to classmates.</li> <li>Your replies/ questions to classmates are off topic.</li> <li>Your replies are all in the same time</li> </ul>

	<ul style="list-style-type: none"> <li>You must meet the minimum number of replies/ questions to classmates</li> <li>Your replies must be completed within the time frame listed</li> </ul> (up to 2.5 points)	not in the same time frame as your initial post. (1 to 2 points)	frame. (0-1 points)
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**Other Assignments (50 points):** All other assignments should be submitted on Blackboard by the due date and time. **For all assignments, late assignments will not be accepted.** If there is some reason that you will not be able to turn in an assignment on time, **please speak to me ahead of time.**

**Assignment 1: Reflection Paper (5 points) – Due Friday, December 22nd by 11:59 pm**

What is your current frame of reference and perception regarding individuals with disabilities? Who do you know with a disability and how well do you know their struggles and barriers? How do you think your perception was framed by the way you grew up? How did your elders teach you about individuals with disabilities by their words and their actions?

**Assignment 2: Reflection Paper (5 points) - Due Friday, December 29th by 11:59 pm**

Look around the Human Rights Watch website - <https://www.hrw.org/topic/disability-rights>. Watch the videos and read the news and reports. What did you find that impacted you and why did it impact you?

**Assignment 3: Compare/contrast (10 points)- Due Friday, January 5th by 11:59 pm**

Pick three countries/ regions from the *National and Regional Strategic Plans of Disability* (<https://dredf.org/legal-advocacy/international-disability-rights/resources/national-and-regional-strategic-plans-on-disability/>) and contrast the rights of individuals with disabilities in those regions.

**Assignment 4: Movie Review(15 points) - Due Friday, January 12th by 11:59 pm**

Write a 2-4 page narrative paper reacting to what you saw in the BBC Documentary *The World's Worst Place to be Disabled* (<https://www.youtube.com/watch?v=D9qF4gnXaDo>)? What did you learn? Did you have any strong emotions when you watched this? What needs to be done and what can you do?

**Assignment 6: Google Impact Challenge (15 points) - Due Friday, January 19th by 11:59 pm**

Take the Google ball and run with it! If you could get a Google Impact Challenge / Disability Grant to create something to alleviate a global challenge for individuals with disabilities – what would it be and why? Discuss the problem and the solution as if money is not object. Rules are available here: <https://www.google.org/impactchallenge/disabilities/gic-legal.pdf#:~:text=Google%20impact%20challenge>

**Summary of Course Assignments:**

1. Reflection Paper 1	5 points
2. Reflection Paper 2	5 points
3. Compare/Contrast	10 points
4. Movie Review	15 points

5. Google Impact Challenge	15 points
6. Discussion Boards (10 pts each x5)	50 points
<b>Total</b>	<b>100 points</b>

### Grading Scale

93-100	=A
90 -92	=A-
87-89	=B+
83-86	=B
80-82	=B-
77-79	=C+
73-76	=C
70-72	=C-
67-69	=D+
60-66	=D
Less than 60	F

### Grading Penalties:

- 1 The numerical grade will be reduced for errors in the basic rules of sentence structure, usage, spelling, punctuation, capitalization, or grammar on both the tests and the discussion board. **Be sure to proofread.**
- 2 Assignments submitted beyond midnight on the due date will be penalized 10% per day (except for the discussion board which will be a zero if late) unless you have asked for an extension **before** the due date. If you think an assignment will be late, please contact the professor in advance of the due date to request an extension.
- 3 Discussion boards cannot be done early or late – they must be done within the time frame noted to receive credit.

### Weekly Activities / Assignments Due

**Week 1 – Monday, December 18<sup>th</sup> – Sunday, December 24<sup>th</sup>**

#### **What is Disability Studies?**

**READ:** *Explore the Web site for Society of Disability Studies*

<https://disstudies.org/index.php/sds-principles/>

**WATCH:** *Disability Studies (33.11)* <https://www.youtube.com/watch?v=Ambfhyz0Un8>

**READ:** *The New York Times – Disability Studies: A New Normal*

**PDF will be provided on Blackboard**

#### **Definitions of Disability /Ableism**

**WATCH:** *What is disability? (2.41)*

[https://www.youtube.com/watch?v=3F4Hp0N\\_A1Q](https://www.youtube.com/watch?v=3F4Hp0N_A1Q)

**WATCH:** *Talking about Disability (28.42)*

<https://www.youtube.com/watch?v=5DNAFNyXfdw>

**WATCH:** *Social Model of Disability (3.07)*

<https://www.youtube.com/watch?v=0e24rfTZ2CQ>

**READ:** *What is Ableism -* <http://www.streetsie.com/ableism-definition-normal/>

**WATCH:** *Five harmful things about Ableism – (5:45)*

<https://www.youtube.com/watch?v=DjhzTZhY1PY>

**READ: *Shout out to the Disabled – overcoming Ableism***

<http://www.evancarmichael.com/library/dianne-sutton/Shout-Out-to-the-Disabled--Overcoming-Ableism.html>

\* if any of the links do not work, please copy and paste the link into a browser and try it that way. Blackboard works best in Google Chrome. If it still doesn't work - try to google the title.

#### **Discussion Board:**

**Introduction:** Please take a moment to introduce yourself in this forum on the discussion board. Tell us where you are in your studies and what your plans are. Also, please talk about why you took this class and what you hope to get from it. Even though this is an online course, we want to create a collaborative learning community. **This Board is required but there are no points for it. Please complete it by Wednesday, December 20<sup>th</sup> at 11:59 pm.**

**Discussion 1:** Have you ever thought of the concept of Ableism? What did or did not surprise you? Do you think it is even real? Do you see examples of it in your own life? Where do you rank it as a problem compared to the other "isms" (racism, sexism, anti-Semitism, etc...) and why? Be prepared to defend your ranking!

**Post your initial response to Discussion 1 by 11:59 pm on Thursday, December 21<sup>st</sup>. Please respond to at least two other people by 11:59 pm on Sunday, December 24<sup>th</sup>.**

#### **Assignment 1: Reflection Paper (5 points)**

What is your current frame of reference and perception regarding individuals with disabilities – who do you know with a disability and how well do you know their struggles and barriers? How do you think your perception was framed by the way you grew up? How did your elders teach you about individuals with disabilities by their words and their actions? (1-2 pages; 12 pt font) **Please submit your assignment by Friday, December 22<sup>nd</sup> at 11:59 pm.**

#### **Week 2 – Monday, December 25<sup>th</sup> – Sunday, December 31<sup>st</sup>**

##### **Disability and the Justification of Inequality Around the World**

**READ: *Disability and the Justification of Inequality in American History***

<http://www.disabilitymuseum.org/dhm/edu/essay.html?id=70>

**READ: *Nazi Euthanasia Program: Persecution of the Mentally & Physically Disabled***

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/disabled.html>

**WATCH: *Disabled Holocaust | Destruction of Defenseless People* (9:46)**

<https://www.youtube.com/watch?v=qCHjik64t5w>

**READ: *How much more depraved can ISIS get?***

<http://www.dailymail.co.uk/news/article-3358840/How-depraved-ISIS-Group-s-Sharia-judges-order-children-s-syndrome-disabilities-killed-chilling-echo-Nazis.html>

**READ: *Japan Mass Killing Suspect: 'It Would Be Better If Disabled People Were Dead'***

<https://archive.thinkprogress.org/japan-mass-killing-suspect-it-would-be-better-if-disabled-people-were-dead-5de01115f15c/>

**READ: *UK High Court Allows Mother to Euthanize Severely Disabled Daughter***

<http://www.christianpost.com/news/uk-high-court-allows-mother-to-euthanize-severely-disabled-daughter-joni-eareckson-tada-says-judges-decision-terrifying-129344/>



## Disability as a Human Rights Issue

**READ:** *One Billion Forgotten*

[https://www.hrw.org/sites/default/files/related\\_material/2014%20disabilities\\_program\\_low.pdf](https://www.hrw.org/sites/default/files/related_material/2014%20disabilities_program_low.pdf)

**READ:** *Disability and the Developing World*

<https://www.globalcitizen.org/en/content/living-with-a-disability-in-the-developing-world/>

**READ/WATCH:** *Disability Right are Human Rights* <https://www.opensocietyfoundations.org/voices/disability-rights-are-human-rights>

### Discussion Board:

**Discussion 2:** Philosopher George Santayana once said that those who fail to learn from history are doomed to repeat it. If we look at the history of the Holocaust, how different is the philosophy of some people and cultures around the globe today? Where do you think some cultures are going with these viewpoints? Is there a “slippery slope” to what once was?

**Post your initial response to Discussion 2 by 11:59 pm on Thursday, December 28<sup>th</sup>. Please respond to at least two other people by 11:59 pm on Sunday, December 31<sup>st</sup>**

### Assignment 2: Reflection Paper (5 points)

Look around the Human Rights Watch website - <https://www.hrw.org/topic/disability-rights>. Watch the videos and read the news and reports. What did you find that impacted you and why did it impact you? (1-2 pages; 12 pt font) ***Please submit your assignment by Friday, December 29th at 11:59 pm.***

## Week 3 – Monday, January 1<sup>st</sup> – Sunday, January 7<sup>th</sup>

### Disability and Poverty Around the World

**READ/ WATCH:** *The Disability- Poverty cycle*

<https://www.futurelearn.com/courses/thinking-through-disability/0/steps/15469>

**READ / WATCH:** *Reflecting on disability and poverty*

<https://www.futurelearn.com/courses/thinking-through-disability/0/steps/15470>

**WATCH:** *Cycle of Disability and Poverty*

<https://www.youtube.com/watch?v=i3axZ8-WMaA>

### The United Nations Convention on the Rights of Persons with Disabilities

**READ:** *The United Nations EN Able*

<http://www.un.org/esa/socdev/enable/diswpa04.htm>

**READ:** *UN Enable*

<http://www.un.org/esa/socdev/enable/history.htm>

**READ:** *The United Nations Convention on the Rights of Persons with Disabilities FAQ*

<http://www.un.org/esa/socdev/enable/faqs.htm>

**WATCH:** *Living the Treaty (18:02)*

<https://www.youtube.com/watch?v=LibzYRqfMR4>

**READ:** *#Envision2030: 17 goals to transform the world for persons with disabilities*



<https://www.un.org/development/desa/disabilities/envision2030.html>

## **National and Regional Strategic Plans on Disability**

**Read:** *National and Regional Strategic Plans on Disability*

<http://dredf.org/legal-advocacy/international-disability-rights/resources/national-and-regional-strategic-plans-on-disability/>

### **Discussion Board**

**Discussion 3:** Disability and poverty are linked – with disability being both a cause and consequence of poverty. We have to change it, no doubt, but which one argument is the most important from your perspective – the demographic arguments, social development argument, economic argument or the legal argument – and why?

**Post your initial response to Discussion 3 by 11:59 pm on Thursday, January 4<sup>th</sup>. Please respond to at least two other people by 11:59 pm on Sunday, January 7<sup>th</sup>.**

**Assignment 3: Compare/Contrast (10 points)** Pick three countries/ regions from the *National and Regional Strategic Plans of Disability* (linked above) and compare and contrast the rights of individuals with disabilities in those regions. (2-4 pages; 12 pt font) **Please submit your assignment by Friday, January 5<sup>th</sup> at 11:59 pm.**

**Week 4 – Monday, January 8<sup>th</sup> – Sunday, January 14<sup>th</sup>**

## **Immigration and the Disabled**

**READ:** *Baby Gammy isn't the only one: The ugly law shaming Australia*

<http://www.news.com.au/lifestyle/real-life/baby-gammy-isnt-the-only-one-the-ugly-law-shaming-australia/news-story/02b91be7758e5090c03e50910a7391c6>

**READ:** *Immigration and Disability (Canada)*

<http://www.ccdonline.ca/en/socialpolicy/immigration/immigration-and-disability-23March2012>

**READ:** *Disability & Immigration Law in the United States of America*

<http://www.ccdonline.ca/en/socialpolicy/access-inclusion/disability-and-immigration-law-in-usa>

**LISTEN:** *Ann Coulter Suggests Citizenship Denial to Blind, Disabled Immigrants (1:25)*

<http://www.mediaite.com/online/ann-coulter-suggests-citizenship-denial-to-blind-disabled-immigrants/>

## **The World's Worst Place to Be Disabled?**

**WATCH:** BBC Documentary (2 hours)

<https://www.youtube.com/watch?v=D9qF4gnXaDo>

### **Discussion Board**

**Discussion 4:** Immigration was a huge topic in the last few election cycles and continues to be a focus in current events, but issues that you read about and watched this week never seem to come up. Were you surprised by this information? Is this fair? Do you see both sides of the argument? What do you think is the best policy?

**Post your initial response to Discussion 4 by 11:59 pm on Thursday, January 11<sup>th</sup>. Please respond to at least two other people by 11:59 pm on Sunday, January 14<sup>th</sup>.**

**Assignment 4: Movie Review (15 points)** Write a 2-4 page narrative paper reacting to what you saw in the BBC Documentary. What did you learn? Did you have any strong emotions when you watched this? What needs to be done and what can you do? (2-4 pages; 12 pt font)  
**Please submit your assignment by Friday, January 12<sup>th</sup> at 11:59 pm.**

**Week 5 – Monday, January 15<sup>th</sup> – Sunday, January 21<sup>st</sup>**

### **Looking to the Future: Self-Advocacy**

**READ:** Amina Azimi—*Raising the Voices of the Disabled in Afghanistan* <https://medium.com/local-voices-global-change/amina-azimi-raising-the-voices-of-the-disabled-in-afghanistan-881defb0b1e4#.wxut96bp5>

**READ:** *The Long Road to a Brighter Future*  
<https://medium.com/@dismediachik/the-long-road-to-a-brighter-future-76ed373dc9b9#.2qljkmhgs>

**READ:** *Information is Critical for People with Disabilities*  
<https://medium.com/local-voices-global-change/information-is-critical-for-people-with-disabilities-fe5f6449bbdc#.mypi8rqqp>

**READ/ WATCH:** Disability: a badge or label?  
<https://www.futurelearn.com/courses/thinking-through-disability/1/steps/85754>

### **Google Impact Challenge – Disabilities**

**WATCH-** <https://www.youtube.com/watch?v=munVsXsggSc>

**READ/ EXPLORE the whole website – Big Challenges Call for Big Ideas**  
<https://www.google.org/impactchallenge/disabilities/about.html>

### **Discussion Board**

How have each of the speakers in this week's videos tried to challenge or combat the negative effects of labels? How do the themes in this video relate to ideas about living a good life?

**Post your initial response to Discussion 5 by 11:59 pm on Thursday, January 18<sup>th</sup>. Please respond to at least two other people by 11:59 pm on Sunday, January 21<sup>st</sup>**

**Assignment 5: Google Impact Challenge (15 points)** Take the Google ball and run with it! If you could get a Google Impact Challenge / Disability Grant to create something to alleviate a global challenge for individuals with disabilities – what would it be and why? Discuss the problem and the solution, money is not object. Rules are available here:  
<https://www.google.org/impactchallenge/disabilities/gic-legal.pdf#:~:text=Google%20impact%20challenge>  
**Please submit your assignment by Friday, January 19<sup>th</sup> at 11:59 pm.**