

### Calendar Description

An in-depth view of the meaning and scope of disability studies and its relationship to other fields serving and dealing with disabled people such as community rehabilitation. Also covers the history of disability studies, the international scene of disability studies existing today and present and future challenges and possibilities for disability studies.

### Content/Objectives

This course has been designed to provide the student with an opportunity to learn about and understand various historical, present and potential future aspects of the situation, perception and academic inquiries related to disabled people. The course presents considerations, thinking, and existing and future challenges related to disabled people. This is a theory course.

#### The objectives are:

- To give an understanding of the meaning and scope of disability studies and its relationship to professional fields serving disabled people
- To offer an introductory overview of the historical influences and present practices and discourses within disability studies
- To introduce students to the international scene of disability studies existing today
- To expose students to present and future challenges and possibilities within the realm of disability studies
- To outline the diversity of the meaning of disability
- To expose students to the meaning of ableism and the utility of ableism as a lens for academic inquiry into the situation of disabled people but also as a lens to obtain a handle on professional practice related to disabled people

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

### Outcomes/Competencies

Students will, through their meaningful participation, demonstrate an introductory understanding of the field of disability studies and its relationship to other fields serving disabled people. They will, through class participation consisting of dialogue with peers and instructors, demonstrate an application of this knowledge by critically analyzing and synthesizing the historical relevance with present practice and theory while considering where the future challenges and possibilities exist for disability studies and other fields serving disabled people. They will be able to listen to the voice of disabled people and of individuals and groups engaged in advocacy for people with disabilities. They will be able to identify and discuss cutting edge issues in the lives of people with disabilities, and analyse critically practices in service settings for people with disabilities. They will be able to critically analyze issues from the perspectives of persons with disabilities and their families.

By the end of this course we expect students to:

1. Be at ease, respectful and competent to discuss disability and related topics without fear of reprisal from the “politically-correctors” or fear of inadvertently offending someone.
2. Identify the scholarly and practical problems with conventional understandings of disability as personal tragedy, a deficit, and a problem to fix or issue to manage.
3. Draw connections between various social concerns and disability topics
4. Assess current controversial issues in the disability field and their broader relevance
5. Be comfortable interacting with people with disability & have insight into their lives
6. Understand what Disability Studies is and how it helps us to rethink disability.
7. Understand the utility of disability studies to their future career plans related to disabled people

## Assignments

1. Final term paper on a relevant topic	30%
2. BIAS FREE Framework	25%
3. Researching proposal	15%
4. Paper on relationship between disability studies and the field they want to work in	15%
5. In Class Group Discussion Lead	15%

In keeping with the University of Calgary’s emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student’s mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students’ Success Centre’s Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

## Readings

Cameron, Colin (2013) Disability Studies: a student’s guide, SAGE publishing, London UK.

An additional, detailed reading and resource list and other relevant information will be available on D2L. All the reading should be available on D2L or in general online.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b>	<b>CORE 323</b>	<b>INSTRUCTOR:</b> Gregor Wolbring Patti DesJardine
<b>TERM:</b>	<b>Fall 2016</b>	<b>TELEPHONE:</b> 403-210-7083 403-220-2416
<b>SECTION:</b>		<b>EMAIL:</b> gwolbrin@ucalgary.ca padesjar@ucalgary.ca
<b>TIME/DATE:</b>	<b>L01 R, 1530-1720</b> <b>T01 R, 1730-1820</b>	<b>OFFICE HOUR:</b> On-line
<b>LOCATION:</b>	<b>L 01 - EDC 388</b> <b>T 01 - EDC 289</b>	

This three credit half course will provide an in depth view of a) the meaning and scope of disability studies and its relationship to other fields serving and dealing with 'disabled people' such as community rehabilitation; b) the history of disability studies; c) the international scene of disability studies existing today and d) present and future challenges and possibilities for disability studies.

Students will develop a framework for understanding the issues through a weekly series of discussions.

Some of the topics for discussion include:

- The history of disability studies
- The relationship of disability studies with other fields serving 'disabled people'
- The body image discourse in disability studies
- The discourse around what causes disablement
- Disability studies and the concept of health
- Impact of new and emerging science and technology on perception of disability, impairment and health and on the field of disability studies
- The global situation of disabled people
- Sport
- Sustainable development
- Eugenics
- Human Enhancement
- Double Discrimination
- What are open research questions?

**This course will rely heavily on student participation in class discussion**

Class Schedule – reading schedule will be posted on D2L

Date/Lecture	Tutorial (205/323 together)	Small Group Discussion (323 and 205 students together)
Week 1 - Sept 15 – Intro to course - PD/GW		
Week 2 - Sept 22 – Intro to Disability Studies – GW/PD		
Week 3 - Sept 29 – Living a good life? – Social Inclusion and Exclusion PD/?GW/	In class Tutorial 1	
Week 4 - Oct 6 — History – Eugenics – GW		
Week 5 - Oct 13 – Technology and Assistive Devices – GW		Small Group Discussion 1
Week 6 - Oct 20 – Double discrimination: The issue of gender, ethnicity, LGBTQ and living in the Global South – PD –	In Class Tutorial 2	Small Group Discussion 2
Week 7 - Oct 27 – Moving beyond the normal - GW		
Week 8 – Nov 03 – –Sport / Cybathlon – GW –		Small Group Discussion 3
Week 9 - Nov 10 – READING Days		
Week 10 - Nov 17 – Art and Disability PD	In Class Tutorial 3	Small Group Discussion 4
Week 11 - Nov 24 – Changing Attitudes - PD	In Class Tutorial 4	Small Group Discussion 5
Week 12 – Dec 01 – Policy: An applied example from the United Nations : TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT – GW		

Week 13 - Dec 8 – Last class, student thoughts – PD/GW		
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## ASSIGNMENTS

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### **1. How is disability studies and the social situation of disabled people covered within the academic discourses and the professional association of the field you are coming from ?**

**Value 15%**

Students are required to complete a 1500 word paper on how disability studies and the social situation of disabled people is covered within the academic discourses and the professional association of the field the student plans to work in. The paper should include two sections. The first will be a literature review based section where the student shows knowledge on what exists in the literature. The second will be the discussion section where the student will be encouraged to share their own critical analysis thoughts on the content of their lit review research. Both sections should be well thought out and supported by references. A minimum of seven academic peer reviewed article references must be used and 5 references that come from newspapers, magazines, popular books or the internet. The paper is to be written in American Psychological Association (APA) format for citations and references (the university offers to students reworks a free reference software).

The papers will be posted on D2L without your identity but with my comments so you can learn from each other's writings.

Due October 06, 2016

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### **2. Generating examples and solutions for each bias listed in the BIAS FREE Framework**

**Value 25%**

BIAS FREE stands for Building an Integrative Analytical System For Recognizing and Eliminating inEquities. The BIAS FREE Framework is an innovative tool for identifying and eliminating biases that derive from social hierarchies such as sexism, racism, ableism, ageism, etc. in research, legislation, policies, programmes, service delivery or practices. The Framework should be used at all stages of these processes to identify biases that produce and/or maintain social inequities, and to eliminate or reduce the hierarchies at work. Students are asked to generate examples of the different types of biases

**Due: Oct. 20, 2016**

### **3. Research Proposal**

**Value 15%**

- Students in CORE 323 come with an already vibrant sense of the direct service work within their chosen therapeutic discipline. Students are required to complete a 3000 word, 1 year academic disability studies research project proposal, on the topic seen in need of investigation (so NO clinical or medical topic). This proposal could go forward for ethics approval, should the student wish to pursue that project as their year 4 practicum. The proposal has to be feasible to be done by the student.

**Due: Nov 10, 2016**

### **4. Final paper** —

**Value 30%**

Students are required to complete a 3000 word paper that investigates a topic related to disabled people through a disability studies lens. The paper should include two sections. The first will be a literature review based section where the student shows knowledge on what exists in the literature. The second will be the discussion section where the student will be encouraged to share their own critical analysis thoughts on the content of their lit review research and how it relates to the larger themes of the course. Both sections should be well thought out and supported by references. A minimum of seven academic peer reviewed article references must be used and 5 references that come from newspapers, magazines, popular books or the internet. The paper is to be written in

American Psychological Association (APA) format for citations and references (the university offers to students reworks a free reference software).

**Due November 24,2016**

**6. In Class Group Discussion Lead**

**Value 15%**

**Description:**

An important goal for this course is to acquire the ability to discuss and develop informed opinions about topics pertaining to disability studies. You will be assigned to discussion groups that will meet throughout the course to discuss readings, news events, new trends, issues, and experiences. Each group member will have the opportunity to lead the discussion group one time.

**Discussion Groups:**

Discussion groups will meet during regular class time during the course. Your instructors will assign you to a group on the first day of class. Each group will decide who will lead the group for each of the various sessions, which sessions the groups will handle collectively, and submit the leadership schedule to your instructor.

**Discussion Group Topics:**

Discussion 1 – How do different models of thinking about disability influence our perception of the differently abled?

Discussion 2 – Eugenics – Good or bad?

Discussion 3 – Influence of other oppressed community movements on the disability community - Ableism

Discussion 4 – Sport and Transhumanism

Discussion 5 – Can the arts play a role in social change?

**Leading the Group: -5%**

A good discussion is focused, lively and interesting. This occurs when the leader is well prepared and all group members are encouraged to participate. As Discussion Leader it is your job to:

- Develop key questions or activities for the discussion session
- Keep your group focused on the topic of the day
- Use time wisely
- Encourage all group members to participate
- Report back to the main group on the discussion you led

A copy of the plan of your discussion group should be developed prior to the start of class . This plan could include your ideas for the discussion, bullet points on the topics you want to discuss and how you want to discuss them, any pre-readings, handout materials, activities or readings you provide for your group.

**Group Feedback – 5%**

At the end of each small group discussion the participants in the group will evaluate the group leader.

Evaluation will be based on the following points:

- Leader was well prepared for the discussion
- Plan was well thought out
- Leader facilitated session well

**As there is no way to make up this assignment if you miss class on the day you have chosen to lead the Discussion, you will receive a grade of zero for this course requirement if you are not present on that day.**

**Reviewing the Discussion – 5 marks**

One week following the discussion you led, you must submit a Discussion Review to your instructor. If class does not meet the week following your discussion, please submit the review the next class day. The Review should be no longer than two typed pages and should include the following information:

1. Identify two elements of your discussion topic that you feel were effective in addressing your topic. Why did these work well?
2. Identify one element of your discussion topic/plan that presented problems or could have been improved. How did you try to solve these problems? Were your solutions effective? Why?
3. Identify three things about your topic that you learned while developing your discussion plan about this topic from this experience and your research.
4. Briefly describe what the overall consensus of your group about the topic was at the end of your discussion.

The plan and the review should be handed in together.

Grades for your Review will be based on the following criteria:

- Awareness of the elements that contributed to a successful discussion
- Insightfulness of your analysis

### Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

### IMPORTANT DATES FOR FALL 2016

Last day to drop a class without financial penalty - **September 23, 2016.**

Last day to add a course - **September 26, 2016**

Last day to withdraw from a course - **December 9, 2016.**

Tuition and Fee Payment Deadline - **September 30, 2016**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

### Conduct During Lectures



Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

**Students are expected to take notes during each session and should not rely solely on handout material supplied by the instructors.**

### **Electronic Devices**

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. Their use in the classroom is **strongly discouraged** and may be prohibited by instructors except in circumstances related to course content. Should laptops be permitted, their use is limited to taking notes and **NOT to surf the web, check email or do other unrelated work**. Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave. Repeat offences may be considered non-academic misconduct and disciplined accordingly.

Cell phones and similar devices **must be turned off** (not merely silent) during class time. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

### **Copyright**

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students ([library.ucalgary.ca/files/library/guidance\\_for\\_students.pdf](http://library.ucalgary.ca/files/library/guidance_for_students.pdf)). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

### **A Note Regarding Instructor Intellectual Property**

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

### **Academic Accommodations Based on Disability**

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

### **Accommodations on Protected Grounds other than Disability**

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan ([jjlogan@ucalgary](mailto:jjlogan@ucalgary)), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **Academic Misconduct**

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly

suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records.** The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the "Student Misconduct" sections of the University Calendar for further information.

### **Recording of Lectures**

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

### **Other Important Information**

#### **Freedom of Information and Protection of Privacy Act**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

### **Resources for Support of Student Learning and Wellness**

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>

Distress Centre <http://www.distresscentre.com/>

### **Student Ombuds' Office**

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

### **Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep@su.ucalgary.ca](mailto:medrep@su.ucalgary.ca).

### **Emergency Evacuation/Assembly Points**

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The **primary assembly point for the Education Block is Scurfield Hall - Atrium**

### **Safewalk**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

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

- Shop On-line [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