

CORE205

Introduction to Disability Studies

Instructors:

Gregor Wolbring
gwolbrin@ucalgary.ca

Patti Desjardine
padesjar@ucalgary.ca

Office Hours/Policy on Answering Student Emails

No office hours/ answering emails within 24 hours

Time and Location:

L01 Thursday 1530-1720 ST 139
T 01 Thursday 1730-1820 ST 139

Please consult course schedule to confirm location of individual sessions.

Online Required Sessions :

None

Prerequisite/Co-Requisite:

None

Course Description:

The social, political, economic, ethics/bioethical, technological and advocacy issues impacting persons with disabilities and their families. Supports professional development tutorials in community practicum.

Overarching Theme

Content to be covered includes: 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

Global Objectives

- 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.

Learning Objectives

By the end of this course, students will be able to:

-through their meaningful participation, demonstrate an introductory understanding of the field of disability studies and its relationship to other fields serving disabled people;

-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;

-listen to the voice of disabled people and of individuals and groups engaged in advocacy for people with disabilities;

- identify and discuss cutting edge issues in the lives of people with disabilities, and analyse critically practices in service settings for people with disabilities;
- critically analyze issues from the perspectives of persons with disabilities and their families.
- 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.
- 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.
- draw connections between various social concerns and disability topics
- assess current controversial issues in the disability field and their broader relevance
- be comfortable interacting with people with disability & have insight into their lives
- understand what Disability Studies is and how it helps us to rethink disability.
- understand the utility of disability studies to their future career plans related to disabled people

Required Textbooks

Disability Studies - a student's guide - Colin Cameron Sage Publications Ltd; 1 edition (Dec 18 2013) ISBN-10: 1446267679 ISBN-13: 978-1446267677

Recommended Textbooks/Readings

Other reading will be available on D2L at beginning of course

A Note regarding readings (include this statement, if applicable)

*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.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. 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.*

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2018-2019Calendar.

In determining the overall grade in the course, the following weights will be used:

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| 1. Midterm Assignment: Reflection on and critical analysis of a book chapter | 20% |
| 2. Bias Free Framework | 25% |
| 3. Practical Journal/blog | 30% |
| 4. In Class Group Discussion Lead | 25% |

ASSIGNMENTS

1. Midterm Assignment: Reflection on and critical analysis of a book chapter **20%**

Students are required to complete a 1000 word reflective and critical analysis assignment. The assignment has the following components: 1) Select one chapter from the textbook of the course and reflect on why you selected the chapter (300 words); 2) Find five academic articles that cover the topic of the chapter you selected and compare critically what these five papers say in relation to what the book chapter content says (700 words). The paper is to be written in American Psychological Association (APA) format for citations and references (there is free reference software available online such as Zotero or Mendeley, or you can buy software such as Endnote). The references do not count toward your word count.

Due October 18, 2018

2. Generating examples for each bias listed in the BIAS FREE Framework **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: Nov. 22, 2018

3. Practicum Package **30%**

This course requires that the students complete a 24-hour (approx 2 hr. per week) practical component in a community-based, off campus location. The practicum package the student will be required to complete in relation to this placement includes the following:

- Ongoing blog of their weekly experiences (no fewer than 8 submissions), marks will be deducted for non-participation in bimonthly practicum seminars – 2% x 8 submissions =16 marks
- Final timesheet and evaluation by the practicum site supervisor – 4 marks
- Completion of five in-class tutorials by the peer mentors – 10 marks

NOTE:

Each student will be expected to hand in a time log of their practicum hours, which is to be signed by the site facilitator and turned in at the final class. Any student who does not complete their hours will be deducted up to 25% from their overall grade in the class. The only exception will be the provision of a medical letter, or a situation that is beyond the control of the student, i.e. emergency circumstances. It is required that students in this situation review this in a meeting with the instructor and the practicum coordinator.

Due: Dec 6, 2018

4. In Class Group Discussion Lead

25%

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- Oct 4 – Eugenics – Good or bad?

Discussion 2 – Oct 11 - How do different models of thinking about disability influence our perception of the differently abled?

Discussion 3 – Oct 25 - Ableism and its effects on full citizenship

Discussion 4 – Nov 1 - Sport and Transhumanism

Discussion 5 – Nov 8 - Effects of Double discrimination and oppression

Facilitating the Group: 10%

A good discussion is focused, lively and interesting. It DOES NOT assume you need to be an expert on the topic, or teach the topic. Rather, you simply need to offer content that will engage and entice your group to discuss the topic. As the facilitator you will need to be well prepared and consider how all group members will be encouraged to participate. As Discussion Facilitator it is your job to:

- Develop at least three (3) key questions to guide your session
- Creatively consider activities that will enhance the discussion session and make the topic interesting.
- Keep your group focused on the topic of the day
- Use time wisely – you will have approx 20-25 min
- Encourage all group members to participate
- Report back to the main group on the discussion you led in a summary at the end of the session.

A copy of the plan of your discussion group should be developed prior to the start of class. This plan could include your key question, ideas for the discussion, bullet points on the topics you want to address and how you want to discuss them, any pre-readings, handout materials, activities or readings you provide for your group. This plan needs to be submitted to the appropriate dropbox BEFORE class begins on the day you are presenting.

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 – 10%

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

***There is no Registrar-scheduled final exam for this course.*

*** A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.*

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2018-19 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (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.

Grading Scheme:

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 0-49%

Missed Components of Term Work:

*It is the agreement of all Faculty and Staff involved in CORE205 that **extensions will NOT be granted** on any assignment. The only exceptions to this are those in keeping with the University Calendar (illness, religious conviction, or domestic affliction) that are received in writing and with supporting documentation. Please be advised that students should notify the instructor before the assignment deadline to discuss.*

Brightspace by Desire2Learn (D2L)

Brightspace 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 Brightspace/D2L.** Only your@ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

Conduct During Lectures and email exchange

Students are expected to conduct themselves in a mature and courteous manner during ALL lectures and email exchanges. 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 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. The use of laptops and other electronic note-taking devices is permitted; however, their use in the classroom should be for course-related work/note-taking only. Please do **NOT be 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.

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. 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.

Conduct during Practicum

It is expected that students will maintain a professional manner while in their community-based practicum placements. As such, students are expected to adhere to all policies and procedures of their practicum site, including attendance/punctuality, attire, language and attitude and respecting all matter of the site as confidential. Students should recognize that they are responsible for their own learning and therefore need to take an active role in their setting. This can be achieved by interacting respectfully with site supervisors and staff, seeking and accepting feedback from site supervisors, designated site mentors and/or the course instructor

while always exerting maximum effort in completing assigned tasks, contracted learning goals and project work (if required). Students are also reminded that they must adhere to the University of Calgary Code of Conduct Policy (<http://www.ucalgary.ca/policies/files/policies/code-of-conduct.pdf>)

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). 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 or Medical Condition

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf). 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 (jljlogan@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/.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. These rules are contained principally in Sections J to L of the *University of Calgary Calendar*. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean (Undergraduate Health and Science Education) for investigation;** infractions will be noted on the record of a student found to be guilty.

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); 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. Work assigned to you by 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. See <http://www.ucalgary.ca/policies/files/policies/privacy-policy-2011.pdf> for more information.

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, which normally begins with the Associate Dean (Undergraduate Health and Science Education). Students must follow the official reappraisal/appeal process and may 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. Students should be aware that concerns about graded term work may only be initiated **within 15 days** of first being notified of the grade.

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

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/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@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 Science Theatres is the Professional Faculties Food Court. For more information, see the University of Calgary's Emergency Management website: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

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 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Course Schedule

The following is a list of topics for class. The readings for a given week are listed in D2L Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The dates for assignments are firm and will not be altered.

Class Schedule

Date	Topic	Small group discussion	Practicum Seminar	Assignment due date
Sept 06	Intro to Course – PD/GW			
Sept 13	Intro to Disability Studies– GW		Practicum Seminar	
Sept 20	History – Eugenics – GW		In class tutorial #1	
Sept 27	Moving beyond the normal- GW		Practicum Seminar	
Oct 4	Technology and Assistive Devices - GW	Question 1 - Eugenics	Practicum Seminar	Practicum Goal sheets Question 1 discussion plan
Oct 11	Sport / Cybathlon – GW	Question 2 – Models of Thinking	In class tutorial #2	Question 1 discussion reflection Question 2 discussion plan
Oct 18	An applied example from the United Nations: TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT – GW		Practicum Seminar	Midterm assignment
Oct 25	Living a good life (PD)	Question 3 – Ableism and its effects on full citizenship	In class tutorial #3	Question 2 reflection Question 3 discussion plan
Nov 1	Double discrimination: PD	Question 4 – Sport and Technology	Practicum Seminar	Question 3 reflection

				Question 4 dicussion plan
Nov 8	Education and Independent Living - PD	Question 5 – Effects of Double discrimination and oppression	In Class tutorial #4	Question 4 reflection Question 5 discussion plan
Nov 15	MIDTERM BREAK – NO CLASS			
Nov 22	Disability and the Arts - PD		Practicum Seminar	Question 5 reflection Final Bias Free
Nov 29	Identity and the myth of normalcy /Changing attitudes- PD		Practicum Seminar	
Dec 6	– Last Class – PD			Completed practicum package