

## **CORE 209**

### **Disability Theory and Everyday Life**

#### **Instructors:**

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403-220-3973

#### **Office Hours/Policy on Answering Student Emails**

Office Hours: Tuesdays 3:15-4:15pm outside of our classroom

Email Policy: Student emails will be answered within 24 hours of receipt during the week and within 72 hours over the weekend

#### **Time and Location:**

L01 Tuesday 12:30 – 15:15 ST 126

#### **Online Required Sessions :**

No online sessions will be required for this course; however, materials and in-class work will be posted on D2L

#### **Prerequisite/Co-Requisite:**

None

#### **Course Description:**

An overview of theories employed in community rehabilitation and disability studies.

#### **Overarching Theme**

This course explores the role of lifespan/development theory in the context of disability. Weekly readings and resources promote the comparison and deconstruction of disability theory and lifespan theory in the context of daily living. This blended course involves substantial amounts of in-class work alongside direct instruction. The course provides a foundation which prepares students to compare ideologies and practices in academic and practical situations

#### **Global Objectives**

- Analyze disability issues from a theoretical, research and practice perspective.
- Become aware of basic theoretical foundations and philosophies which inform disability studies.

- Evaluate relevant service approaches and exemplary practices across the lifespan.
- Develop an understanding of the meaning of living with a disabling condition.
- Compare and contrast models of disability theory with day-to-day occurrences.
- Outline current theoretical and research-based approaches related to community rehabilitation and disability studies across the lifespan.

## Learning Objectives

- Weekly quizzes will be used to ensure readings have been completed prior to scheduled classes and to evaluate students understanding of assigned readings.
- Students will demonstrate the awareness of the impact of disability in the context of a specific culture, as well as the impact of disability on development and transitions.
- Through an in-class activities and group work students will demonstrate the ability to describe individual and societal issues of disability across the lifespan, and analyze and explain these issues in the context of theory and practice.
- Through *a midterm and final exam*, students will demonstrate the ability to explain and compare theories as they relate to disability across the life span.
- Students will demonstrate the ability to collaborate effectively with peers to contribute to inquiry-oriented group tasks

## Required Textbooks

This course uses Open Access resources that are freely available to students. This class uses a variety of materials and media to introduce theoretical concepts.

All readings and course materials are listed in your weekly schedule.

## A Note regarding readings

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 2018-2019 Calendar.

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

<b><i>Weekly Pre-Class Quiz</i></b> (Weeks 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13)	<b>15%</b>
<b><i>Weekly Classroom Work &amp; Writing Assignments</i></b>	<b>15%</b>
<b><i>Midterm Exam</i></b>	<b>30%</b>
<b><i>Final Exam (Registrar-scheduled exam period)</i></b>	<b>40%</b>

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:

**Students will lose 25% per day late past the deadline for all assignments. Students who miss a quiz will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.**

It is the agreement of all Faculty involved in CORE 209 that **extensions will NOT be granted** on any assignment or quizzes. 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 they get all posted communications and documents and that they receive 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:

### Attendance

Students are expected to attend every class. Both weekly quiz and course work grades are based on this attendance and cannot be made up outside of class.

### 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 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.

### **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 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](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](mailto: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/](http://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	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **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/](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 [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@ucalgary.ca](mailto: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, associated readings, and assignment / exam due dates. 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 exam dates are firm and will not be altered.

Date	Module / Topics	Readings	Assignments & Due Dates
Week 1: Sept 11	Introduction to Disability Theory	Syllabus	Quiz #1 Syllabus
Week 2: Sept 18	Key Debates in Disability Studies	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Disability Studies Key Debates:  <a href="https://www.shmoop.com/disability-studies/key-debates.html">https://www.shmoop.com/disability-studies/key-debates.html</a> <ol style="list-style-type: none"> <li>Introduction</li> <li>Buzzwords</li> <li>The Basics (The Beginning, Big Players, Key Debates &amp; The State of Theory)</li> </ol> </li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Changing Perceptions of Disability <a href="https://globalnews.ca/video/3493222/changing-perceptions-of-disability">https://globalnews.ca/video/3493222/changing-perceptions-of-disability</a></li> </ul>	Pre-Class Quiz #2
Week 3: Sept 25	History and Development of Disability Studies	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Canadian Disability Rights Movement  <a href="https://www.thecanadianencyclopedia.ca/en/article/disability-rights-movement/">https://www.thecanadianencyclopedia.ca/en/article/disability-rights-movement/</a></li> <li>History of Disability Studies  <a href="https://www.shmoop.com/disability-studies/timeline.html">https://www.shmoop.com/disability-studies/timeline.html</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>DS Rights Movement in BC  <a href="https://youtu.be/bA_D5Qd1mg8">https://youtu.be/bA_D5Qd1mg8</a></li> </ul>	Pre-Class Quiz #3



Week 4: Oct 2	The Dominant Medical Model	<b>Read:</b> <ul style="list-style-type: none"> <li>Definition of Positivism in <a href="https://opentextbc.ca/introductiontosociology/chapter/chapter1-an-introduction-to-sociology/#section1.3">https://opentextbc.ca/introductiontosociology/chapter/chapter1-an-introduction-to-sociology/#section1.3</a>.</li> <li>Social Model vs Medical Model <a href="http://www.disabilitynottinghamshire.org.uk/about/social-model-vs-medical-model-of-disability/">http://www.disabilitynottinghamshire.org.uk/about/social-model-vs-medical-model-of-disability/</a></li> <li>The Unfinished Body <a href="https://www.sciencedirect.com/science/article/pii/S0277953614005796">https://www.sciencedirect.com/science/article/pii/S0277953614005796</a></li> </ul>	Pre-Class Quiz #4
Week 5: Oct 9	Systemic Violence	<b>Read:</b> <ul style="list-style-type: none"> <li>Roeher Institute. (1994). Violence and People with Disabilities: A Review of the Literature. Summary pg. v-xii <a href="http://publications.gc.ca/collections/Collection/H72-21-123-1994E.pdf">http://publications.gc.ca/collections/Collection/H72-21-123-1994E.pdf</a></li> <li>Sterilization <a href="https://www.ohchr.org/EN/NewsEvents/Pages/SterilizationAgainstGirlsWithDisabilities.aspx">https://www.ohchr.org/EN/NewsEvents/Pages/SterilizationAgainstGirlsWithDisabilities.aspx</a></li> </ul> <b>Listen to:</b> <ul style="list-style-type: none"> <li>A special hell Claudia Malacrida <a href="http://www.scienceforthepeople.ca/bookshelf/a-special-hell-institutional-life-in-albertas-eugenic-years">http://www.scienceforthepeople.ca/bookshelf/a-special-hell-institutional-life-in-albertas-eugenic-years</a></li> </ul>	Pre-Class Quiz #5
Week 6: Oct 16	Marxist & Materialist Interpretations of Disability	<b>Read:</b> <ul style="list-style-type: none"> <li>What is Marxism: <a href="https://www.allaboutphilosophy.org/what-is-marxism-faq.htm">https://www.allaboutphilosophy.org/what-is-marxism-faq.htm</a></li> <li>Marxism and Disability by Roddy Slorach. Link: <a href="http://isj.org.uk/marxism-and-disability/">http://isj.org.uk/marxism-and-disability/</a></li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>Capitalism &amp; Socialism <a href="https://www.youtube.com/watch?v=B3u4EFTwprM">https://www.youtube.com/watch?v=B3u4EFTwprM</a></li> </ul>	Pre-Class Quiz #6
Week 7: Oct 23	<b>MIDTERM EXAM – NO READINGS THIS WEEK</b>		

Week 8: Oct 30	Feminist Disability Studies	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Integrating Disability, Transforming Feminist Theory by Rosemarie Garland-Thomson. Link: <a href="https://www.english.upenn.edu/sites/www.english.upenn.edu/files/Garland-Thomson_Rosemarie_Disability-Feminist-Theory.pdf">https://www.english.upenn.edu/sites/www.english.upenn.edu/files/Garland-Thomson_Rosemarie_Disability-Feminist-Theory.pdf</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Theories of Gender <a href="https://www.youtube.com/watch?v=CquRz_cceH8">https://www.youtube.com/watch?v=CquRz_cceH8</a></li> </ul>	Pre-Class Quiz #7
Week 9: Nov 6	Post Colonial & Racial Studies and Disability	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 1 (Post) colonising Disability by Mark Sherry. Link: <a href="http://webhost1.cortland.edu/wp-content/uploads/2014/02/sherry.pdf">http://webhost1.cortland.edu/wp-content/uploads/2014/02/sherry.pdf</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Colonization &amp; the Fur Trade <a href="https://www.coursera.org/lecture/indigenous-canada/colonization-7y7wG">https://www.coursera.org/lecture/indigenous-canada/colonization-7y7wG</a> (Canadian Context)</li> <li>Decolonization: Crash Course: <a href="https://www.youtube.com/watch?v=T_sGTspaF4Y">https://www.youtube.com/watch?v=T_sGTspaF4Y</a></li> </ul>	Pre-Class Quiz #8
Week 10: Nov 13	<b>Fall Break – No Class this Week</b>		
Week 11: Nov 20	Mad Studies	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Introducing Mad Studies. By Robert Menzies, Brenda A. LeFrançois, and Geoffrey Reaume <a href="http://www.academia.edu/3819953/Introducing_Mad_Studies">http://www.academia.edu/3819953/Introducing_Mad_Studies</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>MPA Video: The Inmates are Running the Asylum: <a href="https://www.youtube.com/watch?v=JwyaRU1svrA">https://www.youtube.com/watch?v=JwyaRU1svrA</a></li> </ul>	Pre-Class Quiz #9
Week 12: Nov 27	Literary and Cultural Disability Studies	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>The Role of Literature in the Context of Disability: <a href="https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/rankin-The-Role-of-Literature-in-the-Context-of-Disability.pdf">https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/rankin-The-Role-of-Literature-in-the-Context-of-Disability.pdf</a></li> </ul>	Pre-Class Quiz #10

		<b>Watch:</b> <ul style="list-style-type: none"> <li>Season 1, episode 1 of the television series Homeland (available on Netflix)</li> </ul>	
Week 13: Dec 4	Corporeal, Post-Modern and Queer Studies in Disability	<b>Read:</b> <ul style="list-style-type: none"> <li>Disability/Post Modernity: <a href="https://www.shmoop.com/disability-studies/disability-postmodernism-text.html">https://www.shmoop.com/disability-studies/disability-postmodernism-text.html</a></li> <li>Queer Disability Studies: <a href="http://keywords.nyupress.org/disability-studies/essay/queer/">http://keywords.nyupress.org/disability-studies/essay/queer/</a></li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>Defining Post Modernism: <a href="https://www.youtube.com/watch?v=DO_gaxFIRXw">https://www.youtube.com/watch?v=DO_gaxFIRXw</a></li> </ul>	Pre-Class Quiz #11
<b>Final Exam: Date TBA</b>			