

CORE 205
Introduction to Disability Studies

Instructors:

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Office Hours/Policy on Answering Student Emails

No office hours/ answering emails within 24 hours

Time and Location:

L01	Thursday 15:30 - 17:20	ST 130
T01	Thursday 17:30 – 18:20	ST 130
L02	Monday 15:00 – 16:50	SA 147
T02	Monday 17:00 – 17:50	SA 147

Please consult course schedule to confirm location of individual sessions.

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
- Artificial Intelligence
- 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.

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

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

Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

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 17, 2019

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, programs, 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: November 21, 2019

3. Practicum Package 30%

This course requires that the students complete a 24-hour (approximately 2 hours 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 5 in-class tutorials by the peer mentors – 10 marks

NOTE:

Each student will be expected to hand in a 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 supporting documentation, 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: November 29, 2019

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: 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: Double Discrimination - Being disabled AND...?

Leading the Group: 10%

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.

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 elements 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 2019-20 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:

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

It is the agreement of all instructors 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 (by D2L) 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 receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. 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

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 class and should not rely solely on material supplied by the instructors.

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>)

Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

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). 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

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 their instructor or to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. 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 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

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

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 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 10 days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

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@su.ucalgary.ca.

Student Success Centre: The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <http://www.ucalgary.ca/emergencyplan/node/55>
<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

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.

Class 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.

Date	Topic	Small group discussion	Practicum Seminar
Sept 9-15	Intro to Course – PD/GW		
Sept 16-22	Intro to Disability Studies– GW		Practicum Seminar
Sept 23-29	History – Eugenics – GW		In class tutorial #1
September 30- Oct 6	Moving beyond the normal- GW		Practicum Seminar
Oct 7-13	Technology and Assistive Devices - GW	Question 1 - Eugenics	Practicum Seminar
Oct 14-20	Sport / Cybathlon – GW	Question 2 – Models of Thinking	In class tutorial #2
Oct 21-27	Artificial Intelligence and Machine Learning - GW	Question 3 – Ableism and its effects on full citizenship	Practicum Seminar
October 28- November 3	Education and Independent Living - PD		In class tutorial #3
Nov 4-10	Living a good life - PD	Question 4 – Sport and Technology	Practicum Seminar
Nov 18-24	Double discrimination - PD		In Class tutorial #4
Nov 25- December 1	Disability and the Arts - PD	Question 5 – Effects of Double	Practicum Seminar

		discrimination and oppression	
Dec 2-6	Changing Attitudes - PD		
	- Last Class - PD		