

**CORE 209 (L01)**  
**Disability Theory & Everyday Life**

**Instructors:**

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

Office Hours: Wednesdays 1:30-2:30pm (Foothills Campus)  
Email Policy: Student emails will be answered during office hours

**Time and Location:**

Lecture 01    Tuesday 12:30-15:15                      ST 132

Please consult course schedule to confirm location of individual sessions.

**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 that 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

Through completion of this course:

- 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, which are freely available to students. This class uses a variety of materials and mediums to introduce theoretical concepts.

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

## A Note regarding readings

A list of required readings 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 of the 2019-2020 Calendar.

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

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

**Late assignments will lose 25% per day late past the deadline for all assignments.** In this case, assignments will **NOT** be accepted more than 48 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. **There will be NO exceptions to this policy.**

**Extensions will NOT be granted** on any assignments or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted

for religious reasons, **students are responsible for providing advance (14-day) notice and adhering to other guidelines on this matter**, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **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:**

#### **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**

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. 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 class 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. 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](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**

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/](http://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](mailto: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	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
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@su.ucalgary.ca](mailto: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, 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. 10	Introduction to Disability Theory	<b>Read:</b> <ul style="list-style-type: none"> <li>• Course Outline</li> </ul>	
Week 2 Sept. 17	Key Debates in Disability Studies	<b>Read:</b> <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>a) Introduction</li> <li>b) Buzzwords</li> <li>c) The Basics (The Beginning, Big Players, Key Debates &amp; The State of Theory)</li> </ol> </li> </ul> <b>Watch:</b> <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 #1
Week 3 Sept. 24	History and Development of Disability Studies	<b>Read:</b> <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>	Pre-Class Quiz #2



		<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>	
Week 4 Oct. 1	The Dominant Medical Model	<p><b>Read:</b></p> <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 #3
Week 5 Oct. 8	Systemic Violence	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Roehrer 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> <p><b>Listen to:</b></p> <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 #4
Week 6 Oct. 15	Marxist & Materialist Interpretations of Disability	<p><b>Read:</b></p> <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>	Pre-Class Quiz #5

		<p><b>Watch:</b></p> <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>	
Week 7 Oct. 22	<b>Mid Term Exam – No Readings this Week</b>		
Week 8 Oct. 29	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 #6
Week 9 Nov. 5	Post Colonial & Racial Disability Studies	<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 #7
Week 10 Nov. 12	<b>TERM BREAK –NO QUIZ/READINGS THIS WEEK</b>		
Week 11	Mad Studies	<b>Read:</b>	Pre-Class Quiz #8

Nov. 19		<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>	
Week 12 Nov. 26	Literary & 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> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Season 1, episode 1 of the television series Homeland (available on Netflix)</li> </ul>	Pre-Class Quiz #9
Week 13 Dec 3	Contemporary Disability Studies	<p><b>Read:</b></p> <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> <li></li> </ul> <p><b>Watch:</b></p> <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 #10