

**CORE205**  
**Introduction to Disability Studies**

**Instructors:**

Gregor Wolbring  
gwolbrin@ucalgary.ca

Patricia Desjardine  
padesjar@ucalgary.ca

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

No office hours. Please note that all course communications must occur through your @ucalgary email, and we will respond to emails sent via student's @ucalgary emails within 24 hours.

**Time and Location:**

Class CORE 205-01

CORE 205	L01 Wednesday	11:00AM - 12:50PM synchronous through Zoom in D2L
CORE 205	T01 Wednesday	1:00PM - 1:50PM synchronous through Zoom in D2L

Class CORE 205 -02

CORE 205	L02 Wednesday	2:00PM - 3:50PM synchronous through Zoom in D2L
CORE 205	T02 Wednesday	4:00PM - 4:50PM synchronous through Zoom in D2L

Offered synchronous through Zoom in D2L

**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 related to community organizations.

**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
- Sports
- 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.

### **Course Learning Outcomes**

By the end of this course, students will be able 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 (via Zoom) 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

### Learning Resources

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 readings will be available on D2L at beginning of course

### 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.

### Learning Technology Requirements

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.

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

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/>.

### Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar.

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

1. Midterm Assignment: Reflection on and critical analysis of a book chapter	20%
2. Bias Free Framework	25%
3. Community Review group assignment	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 14, 2020**

---

### 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 25, 2020**

---

### 3. Community Review group assignment

30%

An integral element of Disability Studies research is to be able to critically question the underlying societal beliefs and values of a community organization, as it pertains to how policies, supports and services for disabled individuals are assessed, developed and implemented.

This project is meant to assist students in building their research skills and critical thinking capabilities in relation to Disability Studies research according to CRDS values and beliefs. The intent of this project is twofold;

**Part A:** To invite students to consider how language use provides insight into what people may believe about disabled individuals within a particular chosen topic area.

**Part B:** A critical review and reflection of how 5 different local disability related organizations (of the student's choice) appear to have responded to the needs of their clients/patients/students during the COVID pandemic.

**THIS IS A GROUP PROJECT.** To organize groups, students will individually choose a research-related domain from the variety of topics offered in the required course text *Disability Studies: A Student's Guide*. Students will then be organized into groups of 4-5 individuals, based on their chosen topics. Groups will work with instructors, peer mentors during Zoom sessions and weekly seminars. Groups are also

expected to meet remotely, outside course time to complete the steps to this project. **In keeping with public health guidelines, students are strongly discouraged from meeting face to face.**

This project is organized into sections to facilitate student learning at each step of their research process.

## **Part A**

**Step One:** Choosing a topic and research sources.

- Review Cameron's text and choose a topic different from that which you explored for your midterm assignment. Your chosen topic **MUST** be one that coincides with available content you can research (ie: agency websites related to that topic, accessible policy documents pertaining to that topic, etc.) At least one of these sources must reflect at least one of the community partners listed on D2L.
  
- Statement of Purpose – A 100-200 word rationale including:
  - Why your group chose this particular topic
  - Five proposed research sources – Properly APA referenced

**Step One Due Date – September 23, 2020**

**Step Two:** Developing a research question and key word list

- Based on CORE 205 course content related to disability models and CRDS values, develop a research question pertinent to your group's topic.
  - Example: What model of disability do the five sports-based agency websites your group have chosen, appear to follow based on the language they use?
  
- Develop a list of potential key words your group will use to assist you in addressing your research question (no fewer than 5)
  - Example based on question above: inclusion/inclusive, specialized, therapy/ therapeutic, disability-specific label (autism, cerebral palsy, etc), behaviour

**Step Two Due Date – October 7, 2020**

**Step Three:** Community Response to COVID-19

- Choose four different research sources (no more than two can be the same as your prior research sources)
- Review how each of these sources appear to have adapted their services to meet the quarantine requirements of COVID-19 in spring/summer and into fall of 2020.

**Step Three Due Date – October 28, 2020**

**Step Four:** Research results

- Groups will collectively write up their research results in one submission, following APA formatting guidelines using the following headings:
  - Introduction
  - Research Question and Key Words
  - Sources used
  - Findings
  - Discussion and Conclusion

- COVID-19 findings and reflection

### Final submission of all four steps – December 2, 2020

---

#### 4. Zoom or in-class Group Discussion Lead

25%

##### Description:

An important goal for this course is for you 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 on Zoom to discuss readings, news events, new trends, issues, and experiences. Each group member will have the opportunity to lead the discussion group once.

##### Discussion Groups:

Discussion groups will meet on Zoom 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:** Week 5/Oct 7 - Eugenics – Good or bad?
- **Discussion 2:** Week 7 /Oct 21 - How do different models of thinking about disability influence our perception of the differently abled?
- **Discussion 3:** Week 9/Nov 4 - Influence of other oppressed community movements on the disability community - Ableism
- **Discussion 4:** Week 11/Nov 18 - Sport and Transhumanism
- **Discussion 5:** Week 13/Dec 2 - Double Discrimination - Being disabled AND...other examples of marginalization.

##### 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, hand-out 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 (via Zoom) 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 search.
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 2020-21 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). Sources used in research papers must be properly documented. 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	96-100
A	Excellent performance	90-95
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 CORE 205 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.

#### Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine ([kurz@ucalgary.ca](mailto:kurz@ucalgary.ca)).

#### Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in



these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

### **Conduct During Lectures/Seminars**

The classroom (even a virtual one) 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 frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/policies/forms/title>.

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

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>.

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **Copyright**

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **Instructor Intellectual Property**

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) 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.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodations to instructors. 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.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>  
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **Recording of Lectures**

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

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

## **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

## **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 (<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 [suvice@ucalgary.ca](mailto:suvice@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 <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	Lecture(zoom or face to face)	Small group Discussion (Zoom or face to face)	Assignment Due dates -	Peer Mentor Seminars – to be held weekly according to the peer mentor group
Week 1- Sept 9	Intro to Course – PD/GW			Seminar
Week 2 - Sept 16	Intro to Disability Studies– GW			Seminar
Week 3 - Sept 23	History – Eugenics – GW		-Community Review step 1 due	Seminar
Week 4 - Sept 30	Interrogating normalcy - PD			Seminar
Week 5 – Oct 7	Moving beyond the normal- GW	Question 1 - Eugenics	-Discussion Lead 1 Preplan due -Community Review Step 2 due	Seminar
Week 6 – Oct 14	Technology and Assistive Devices - GW		-Midterm Assignment due	Seminar
Week 7 – Oct 21	Sport / Cybathlon – GW	Question 2: Models of Thinking	-Discussion Lead 1 Review due -Discussion Lead 2 Preplan due	Seminar
Week 8 – Oct 28	Education and Independent Living - PD		-Discussion Lead 2 Review due -Community Review Step 3 due	Seminar
Week 9 Nov 4 –	Living an exemplary life - PD	Question 3: Ableism and its effects on full citizenship	-Discussion Lead 3 Preplan due	Seminar
Week 10 - Nov 9-13	<b>READING WEEK, No class</b>			
Week 11 - Nov 18	Artificial Intelligence and Machine Learning - GW	Question 4: Sport – Section 1	-Discussion Lead 3 Review Due -Discussion Lead 4 Preplan due	Seminar
Week 12 - Nov 25	Double discrimination - PD		-Bias Free Assignment due	Seminar
Week 13 – Dec 2	Disability and the Arts - PD	Question 5: Effects of Double	-Discussion Lead 4 Review Due	

		Discrimination and Oppression	-Discussion Lead 5 Preplan Due -Community Review Step 4 due	
Week 14- Dec 9	Wrap Up and Review – PD/GW		-Discussion Lead 5 Review due	