

CORE 209 (L01)
Disability Theory & Everyday Life

Instructors:

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Office Hours/Policy on Answering Student Emails

Office Hours: Tuesdays 12:15pm-1:15pm (On Zoom)

Email Policy: Student emails will be answered during office hours

* Please note that all course communications must occur through your @ucalgary email,

Time and Location:

Lecture 01 Tuesday 9:30am-10:45am via Zoom (Synchronous)

Lab 01 Thursday 9:30-10:45 am via Zoom (Synchronous)

This course will occur in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.) contexts. Dates and times for all synchronous sessions are indicated clearly in the course schedule. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings).

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 theory in the context of disability. Weekly readings and resources promote the comparison and deconstruction of disability theory and in the context of daily living. This blended course involves substantial amounts of in-class work alongside direct instruction. The course provides a strong theoretical foundation, which prepares students to compare ideologies and practices in academic and practical situations as they move through their degree.

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 in disability services.
- 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.

Course Learning Outcomes

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

- 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, 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 three *midterm exams*, demonstrate the ability to explain and compare theories as they relate to disability theory and its application to everyday life
- demonstrate the ability to collaborate effectively with peers to contribute to inquiry-oriented group tasks

Learning Resources

This course uses Open Access resources, which 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.

Recommended Textbooks/Readings

Goodley, D. (2017). *Disability Studies: An interdisciplinary introduction*. (2nd ed). Sage. London.

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:

Weekly Classroom Work & Writing Assignments	25%
Midterm 1 October 1	25%
Midterm 2 October 29	25%
Final Exam TBD (during Registrar scheduled exam period)	25%

A student's final grade for the course is the sum of the separate assessments. It is not necessary to pass each assessment 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:

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 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>).

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).

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.

Attendance

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

Conduct During Lectures/Seminars

The classroom (even when virtual) 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.

Use of Internet and Electronic Communication Devices in Class

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 others during class time.

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/.

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>

MEDIA RECORDING

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for the assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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	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 (<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 <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: September 8, 10th	Introduction to Disability Theory	Course Outline	
Week 2: September 15, 17th	Key Debates in Disability Studies	<p>Read:</p> <ul style="list-style-type: none"> • Disability Studies Key Debates: https://www.shmoop.com/disability-studies/key-debates.html <ol style="list-style-type: none"> a) Introduction b) Buzzwords c) The Basics (The Beginning, Big Players, Key Debates & The State of Theory) <p>Watch:</p> <ul style="list-style-type: none"> • Changing Perceptions of Disability https://globalnews.ca/video/3493222/changing-perceptions-of-disability 	<p>September 17th</p> <p>Week 2 Activity: Due in Dropbox at 11:59pm MT</p>
Week 3: September 22, 24th	Positivism, the Medical Model and Disability Identity	<p>Read:</p> <ul style="list-style-type: none"> • Definition of Positivism in https://opentextbc.ca/introductiontosociology/chapter/chapter1-an-introduction-to-sociology/#section1.3. • Social Model vs Medical Model http://www.disabilitynottinghamshire.org.uk/about/social-model-vs-medical-model-of-disability/ • The Unfinished Body https://www.sciencedirect.com/science/article/pii/S0277953614005796 	<p>September 24th</p> <p>Week 3 Activity: Due in Dropbox at 11:59pm MT</p>
Week 4: September 29, October 1	Systemic Violence	<p>Read:</p> <ul style="list-style-type: none"> • Roeher Institute. (1994). Violence and People with Disabilities: A Review of the Literature. Summary pg. v-xii http://publications.gc.ca/collections/Collection/H72-21-123-1994E.pdf 	<p>Midterm #1</p> <p>October 1</p>

		<ul style="list-style-type: none"> • Sterilization https://www.ohchr.org/EN/NewsEvents/Pages/SterilizationAgainstGirlsWithDisabilities.aspx <p style="text-align: center;">Listen to:</p> <ul style="list-style-type: none"> • A special hell Claudia Malacrida http://www.scienceforthepeople.ca/bookshelf/a-special-hell-institutional-life-in-albertas-eugenic-years 	<p>Available on D2L between 12:01am-11:59pm. You will have 2.0 hours to complete the test</p> <p>No activity this Thursday</p>
Week 5: October 6, 8th	Marxist and Materialist Interpretations and Disability	<p style="text-align: center;">Read:</p> <ul style="list-style-type: none"> • What is Marxism: https://www.allaboutphilosophy.org/what-is-marxism-faq.htm • Marxism and Disability by Roddy Slorach. Link: http://isj.org.uk/marxism-and-disability/ <p style="text-align: center;">Watch:</p> <ul style="list-style-type: none"> • Capitalism & Socialism https://www.youtube.com/watch?v=B3u4EFTwprM 	<p>October 8</p> <p>Week 5 Activity: Due in Dropbox at 11:59pm MT</p>
Week 6: October 13, 15th	Feminist Disability Studies	<p style="text-align: center;">Read:</p> <ul style="list-style-type: none"> • Integrating Disability, Transforming Feminist Theory by Rosemarie Garland-Thomson. Link: https://www.english.upenn.edu/sites/www.english.upenn.edu/files/Garland-Thomson_Rosemarie_Disability-Feminist-Theory.pdf <p style="text-align: center;">Watch:</p> <ul style="list-style-type: none"> • Theories of Gender https://www.youtube.com/watch?v=CquRz_cceH8 	<p>October 15</p> <p>Week 6 Activity: Due in Dropbox at 11:59pm MT</p>
Week 7: October 20, 22nd	Post Colonial and Racial Disability Studies	<p style="text-align: center;">Read:</p> <ul style="list-style-type: none"> • Chapter 1 (Post) colonising Disability by Mark Sherry. Link: http://webhost1.cortland.edu/wp-content/uploads/2014/02/sherry.pdf <p style="text-align: center;">Watch:</p>	<p>Oct 22</p> <p>Week 7 Activity: Due in</p>

		<ul style="list-style-type: none"> • Colonization & the Fur Trade https://www.coursera.org/lecture/indigenous-canada/colonization-7y7wG (Canadian Context) • Decolonization: Crash Course: https://www.youtube.com/watch?v=T_sGTspaF4Y 	Dropbox at 11:59pm MT
Week 8 October 27, 29th	Disability Arts	<p style="text-align: center;">Read:</p> <ul style="list-style-type: none"> • Generating Change. Disability Arts and Culture by Colin Barnes. Link: https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/Barnes-Generating-Change.pdf <p style="text-align: center;">Watch:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=VixUkORZZFM • https://www.sparkdisabilityartfestival.com/festival-info (check it out, you don't have to watch all of them) 	<p>Midterm #2</p> <p>October 29th Available on D2L between 12:01am-11:59pm. You will have 2.0 hours to complete the test</p> <p>No activity this Thursday</p>
Week 9 Nov 3, 5th	Anti Treatment Models	<p style="text-align: center;">Read:</p> <ul style="list-style-type: none"> • Introducing Mad Studies. By Robert Menzies, Brenda A. LeFrançois, and Geoffrey Reaume http://www.academia.edu/3819953/Introducing_Mad_Studies • FIND A DISABILITY ARTS VIDEO TO WATCH 	Week 9 Activity: Due in Dropbox at 11:59pm MT
Week 10: Term Break NO CLASSES OR READINGS THIS WEEK			
Week 11 Nov 17, 19th	Cultural & Literary Disability Studies	<p>Read: (This is a long one, so leave yourself lots of time)</p> <ul style="list-style-type: none"> • The Role of Literature in the Context of Disability: https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/rankin-The-Role-of-Literature-in-the-Context-of-Disability.pdf <p>Watch:</p>	Week 11 Activity: Due in Dropbox at 11:59pm MT

		<ul style="list-style-type: none"> Season 1, episode 1 of the television series Homeland (available on Netflix) 	
Week 12 Nov 24, 26th	Post Modern & Corporeal Disability Studies	Read: <ul style="list-style-type: none"> Disability/Post Modernity: https://www.shmoop.com/disability-studies/disability-postmodernism-text.html Watch: <ul style="list-style-type: none"> Defining Post Modernism: https://www.youtube.com/watch?v=DO_gaxFIRXw 	Week 12 Activity: Due in Dropbox at 11:59pm MT
Week 13 Dec 1, 3rd	Emerging Discourse: Queer Disability Studies, Fat Studies	Read: <ul style="list-style-type: none"> Queer Disability Studies: http://keywords.nyupress.org/disability-studies/essay/queer/ What is Fat Studies? https://theconversation.com/explainer-what-is-fat-studies-63108 	Week 13:
Dec 12-23	Final Exam period	Scheduling to be determined	Final Exam (25%)