

CORE 205
Introduction to Disability Studies

Instructors:

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Office Hours/Policy on Answering Student Emails

No office hours.

Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 24 hours.

Time and Location:

Class CORE 205 01

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

CORE 205 T01 Wednesday 11:00PM - 11:50PM 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:

- Introduction to disability studies
- Eugenics
- The relationship of disability studies with other fields serving 'disabled people'
- The body image discourse in disability studies
- The discourse around what causes disablement
- Indigenous disabled people
- Impact of new and emerging science and technology on disabled people
- The global situation of disabled people
- Sport

- Violence and Abuse
- Artificial Intelligence/robotics
- Human Enhancement
- Double Discrimination/intersectionality
- Education
- Arts
- Law
- COVID-19
- Sustainability

Global Objectives

- To offer an introductory overview of disability studies and its relationship to professional fields serving disabled people
- 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 including the issue of indigenous disabled people and intersectionality
- To expose students to present and future challenges and possibilities for disabled people
- 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 (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 exists 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;
- through reading the material to understand some of the limitations of the academic disability studies discourse (indigenous disabled people and intersectionality)
- 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 studies related topics without fear of reprisal from others 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
- 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

Readings will be available on D2L at beginning of course. No textbook required

Recommended Textbooks/Readings

Readings will be available on D2L at beginning of course. No textbook required

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.

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 2021-2022 Calendar.

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

1) Week 2 breakout room groups read a paper by an indigenous disabled person, summarizes the main point the group thinks it makes and gives at least 3 questions the article raises for the group	1%	GROUP ASSIGNMENT Due on Wed. at end of day 11:59 pm September 15 week 2 (content of your submission is not graded but can be read by everyone)
2) Students post on D2L five questions for each of the topics for which guest speakers are planned so	1%	GROUP ASSIGNMENT Due Sunday at end of day 11:59 pm September 19 week 2 (content of your submission is

the guest speakers can plan. The guest speaker weeks are weeks 8,9,12,13.		not graded but can be read by everyone)
3) Weekly postings of three questions and three take home messages from the Monday lecture of a given week: (week 2-5 and 7-9, 11-14)	11*2% = 22%	INDIVIDUAL ASSIGNMENT Due Monday's 11:59 pm of the given week (pass if done or fail if not done; (content of your submission is not graded but can be read by everyone)
4) 8 surveys filled out survey Friday before week 2,4,5,8,9,11,12,14	8*2% = 16%	INDIVIDUAL ASSIGNMENT Due Friday end of day 11:59 pm before the given week (content of your submission is not graded and no one can link you to how you answer the survey besides me the instructor) I will post a summary of the answers on Monday of the given week the survey is for to all students but without identifying names of students
5) Breakout room group discussions during Monday lecture of weeks 3,4,7,11,14	5%	INDIVIDUAL ASSIGNMENT as in discussion leader is judged by fellow students in group (each student gets judged 1 time in their group by their peers).
6) Mid Term Assignment Bias Free Framework	30%	INDIVIDUAL ASSIGNMENT Due Monday Oct 18, 9am (quality of the answer IS graded)
7) CRPD and COVID group Assignment	25%	GROUP ASSIGNMENT Due November 15, 9am (quality of the answer IS graded)

Assignments

1. Breakout room group discussions during Monday lecture of week 2

During week 1 of class, you will be put into groups you keep during the whole course including each group gets a Zoom breakout room assigned in week 1 they use every Monday after the lecture.

Week 2 breakout room groups read a paper by an indigenous disabled person, summarizes the main point the group thinks it makes and gives at least 3 questions the article raises for the group You post your group thoughts in D2L.

Due Week 2 Wednesday September 15 end of day 11:59 pm of week 2

2. Group assignment: week 2

Groups post on D2L by the end of week 2, five questions for each of the topics for which guest speakers are planned so the guest speakers can plan. The guest speaker weeks are weeks 8,9,12,13. You post your questions on D2L.

Due on Sunday September 19 end of day 11:59 pm of week 2

3. Individual Assignment: Weekly postings of three questions and three take home messages from the Monday lecture

Students post after each of the weekly 2 hours lecture 3 questions the lecture raised for them and 3 epiphanies/take home messages they had / things that were new to them at the end of the day 11:59 pm of the lecture

Due: weekly, week 2-5 and 7-14 at end of the day (11:59 pm) of the Monday lecture.

4. Individual Assignment: Surveys

Students fill out a survey on Friday (till 11:59 pm) before a given week

Due: Friday before week 2,4,5,8,9,11,12,14

5. Breakout room group discussions during Monday lecture of weeks 3,4,7,11,14

During week 1 of class, you will be put into groups you keep during the whole course including each group gets a Zoom breakout room assigned in week 1 they use every Monday after the lecture. For weeks 3,4,7,11,14 you discuss the topic of that week and you post a short recap of your discussion (250-500 words in D2L. One of you will lead the discussion (You should decide in week one who wants to lead the topic for which of these five weeks.

Judged by fellow students in group (each student gets judged 1 time in their group by their peers after the breakout group session)

6. Midterm Assignment Generating examples for each bias listed in the BIAS FREE Framework

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, ability based disablism, ageism, etc. in research, legislation, policies, programs, service delivery or practices. Students are asked to generate examples

of the different types of biases

Due: October 18, 2021

7. UN Convention on the rights of persons with disabilities (CRPD) and COVID: Group assignment

An integral element of Disability Studies research is to be able to critically question the underlying societal beliefs and values of a community, 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.

Write a critical assessment of the CRPD within the Canadian context.

I added a table into D2L with over 150 action items of the CRPD that governments are supposed to act on. All of these action items suggest a problem, and I added the following eight questions as columns into the table to guide your analysis.

- 1) Which of these problems did you think about/were aware of before the class started?
- 2) Which of these 2006 action items are not applicable to Canada? Put an x for what you think does NOT apply to Canada?
- 3) Which of the action items applicable to Canada do you think have been fixed within the Canadian/ Alberta context since 2006?
- 4) Which action items do you think still need to be fixed in Canada?
- 5) Of the action item(s) you identified as needing fixing in question 4, which is/are focused on by the different levels of the Canadian government (national, provincial, municipal)?
- 6) Of the action item(s) you identified as needing fixing in question 4, which is/are focused on by Canadian Non-governmental Organizations?
- 7) Which action items are still in need of being addressed might be impacted by Covid and its aftermath?
- 8) Of the action items you identified as being fixed, which might be impacted by Covid and its aftermath and could become a problem again?

Pre work for the analysis: fill out Table (not graded).

Analysis part 1: Self reflection

Question 1 is about self-reflection. You should each give yourself a number and then add the number for each of you into the column 2 to see the differences you have had in awareness before the course. And you should write up for each of you a short critical self-reflection on what you answered in question 1 and a short piece that engaged with looking at the answer as a group answer. Were there differences between you? Why?

750 words minimum (not counting references) 30% of total assignment mark

Analysis part 2: question 2-6

Critically analyse your answers to questions 2-6 and make use of at least 6 sources (3 academic, 3 non-academic such as policy reports..) A minimum of six sources are required. You are encouraged to use many more sources.

1000 words minimum (not counting references) 40% of total assignment mark

Analysis part 3 Covid and beyond: question 7-8

Critically analyse your answers to questions 7-8 and make use of at least 6 sources (3 academic, 3 non-academic such as policy reports (national/international) ..) different from your six sources you used in Part 2 that cover non-medical aspects of COVID and disabled people. A minimum of six sources are required. You are encouraged to use many more sources.

1000 words minimum (not counting references) 40% of total assignment mark

All parts are due at the same time, but you can work on the assignment throughout the course.

Due Date – November 15, 2021

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 2021-22 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:

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.

For the surveys and the Weekly postings of three questions and three take home messages from the Monday lecture:

Extensions will not be granted: Students are expected to post their assignment at the stated deadline. Students failing to post at the stated deadline will receive a mark of zero for that week.

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. However, the student has to alert the instructor before the delay (by e-mail) or, in very exceptional circumstances, after the delay has happened. It is not the role of the instructor to inquire why a student missed a deadline. If students become aware at the time the instructor gives the end mark that they missed an assignment somewhere during the course, it cannot be fixed at the end of the course. Therefore, the student should make sure that they have sent in their assignments at any given week.

For the BIAS FREE Framework assignment

Extensions will not be granted: Students are expected to post their assignment at the stated deadline. For each day a student is late in posting their BIAS FREE Framework assignment, their mark will be deducted by 10%. If nothing is sent in by end of day Sunday 11:59 pm of the week the BIAS FREE was due, the mark for this assignment given is a 0. 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 and by alerting the instructor (by e-mail) before the delay or, in very exceptional circumstances, after the delay has happened. However, it is not the role of the instructor to inquire why a student missed a deadline. If a student become aware at the time the instructor gives the end mark that they missed the assignment, it cannot be fixed at the end of the course. Therefore, the student should make sure that they have sent in their assignment in time.

CRPD and COVID group project

Extensions will not be granted: The student groups are expected to post their assignment at the stated deadline. For each day a group is late in posting their group project, their mark will be deducted by 10%. If nothing is sent in by end of day 11:59 pm Sunday of the week the Group project was due, the mark for this assignment given is a 0. 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 and by alerting the instructor (by e-mail) before the delay or, in very exceptional circumstances, after the delay has happened.

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 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 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/legal-services/university-policies-procedures>.

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>). 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/.

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 Dr. Ebba Kurz (kurz@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

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. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

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	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. 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 Mo 11:00 – 12:50 Wed 11:00 – 11:50	Lecture(zoom)	3 epiphany/ and 3 questions Due at Monday 11:59pm on the day after each Monday class	Ability expectation Survey due every Friday end of day 11:59 pm before the class takes place	The five weeks where one of you leads your breakout room group and gets judged by the group
Week 1- Sept 7 a Tuesday so no class only the 1 hour one Sept 8	Intro to Course	-	Ability expectation basics Due Fri end of day 11:59 pm before week 2 starts	
Week 2 - Sept 13 and 15	Intro to Disability Studies Intersectionality/Indigenous people		-	
Week 3 - Sept 20- and 22	History – Eugenics		Ability expectation new normal Ability Creep Ability Security Due Fri end of day 11:59 pm before week4 starts	x
Week 4 - Sept 27 and 29	Moving beyond the normal-Technology		Health equity due Fri end of day 11:59 pm before week 5 starts	x
Week 5 – Oct 4 and 6	Meaning of Health Health Equity		-	
Week 6 – Oct 11 (University closed) and 13	-	-	-	

OCT 18	BIAS FREE MIDTERM ASSIGNMENT DUE			
Week 7 – Oct 18 and 20	Robotics Artificial Intelligence and Machine Learning		Ability expectation Education Due Fri end of day 11:59 pm before week 8 starts	x
Week 8 – Oct 25 and 27	Education		Ability studies and Abuse and violence Due Fri end of day 11:59 pm before week 9 starts	
Week 9 Nov 1 and 3	Abuse and Violence		-	
Week 10 - Nov 7-13	READING WEEK, No class	-	Sustainability/environmental activism Due Fri end of day 11:59 pm before week11 starts	
NOV 15	GROUP ASSIGNMENT DUE			
Week 11 - Nov 15 and 17	Sustainability/environmental activism		Art survey Due Fri end of day 11:59 pm before week 12 starts	x
Week 12 - Nov 22 and 24	Arts (Ruth Bieber)		-	
Week 13 – November 29 and December 1	Global South (Anita or Tanmoy)		Ability and Covid Due Fri end of day 11:59 pm before week 14 starts	
Week 14- Dec 6 and 8	Covid and Disabled people		-	x