

CORE 209 (L01)
Disability Theory & Everyday Life

Instructors:

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Office Hours/Policy on Answering Student Emails

Office Hours: Tuesdays 11:15pm-12:15pm (In person & via Zoom)
<https://ucalgary.zoom.us/j/91878527485>

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 **Tuesdays** 9:30–10:45 AM Location: ST 147 (In Person)

Weekly Activities **Thursdays** 9:30-10:45 (In Person)

Location:

Groups 1-6: ST059

Groups 7-12: ST064

Groups 13-18: ST061

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 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.
- 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

Course Learning Outcomes

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

- Demonstrate the awareness of the impact of disability through the examination of prominent disability theory and everyday examples
- Develop an introductory understanding of social justice and its role in disability theory and disability studies
- Through an in-class activities and group work, demonstrate the ability to describe individual and societal issues of disability, 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

Textbook: (Required) Cameron, C. (2014). *Disability studies: a student's guide*.

This course also uses Open Access resources which are freely available to students. This class uses a variety of materials and mediums to introduce theoretical concepts.

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

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.

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:

Weekly Classroom Assignments (Weeks 1, 2, 3, 6, 7, 8, 11, 12, 13)	25%
Midterm 1 October 7th (In Class)	25%
Midterm 2 November 4th (In Class)	25%
Final Exam Registrar-Scheduled Exam During Exam Period (date TBD)	25%

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 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).

Attendance

Students are expected to attend all classes. You will only be able to complete in-class assignments with if you attend class. Students who do not attend activity sessions will receive a grade of zero on their weekly activity.

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/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>).

SAS will process the request and issue letters of accommodations to students, who should share them with 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 their instructor or to the Associate Dean (Undergraduate Health and Science Education), Dr. Ebba Kurz (kurz@ucalgary.ca).

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, 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.

***Readings without links are available through the UofC Library**

Date	Module / Topics	* Readings	Assignments & Due Dates
Week 1: <i>Introduction to Disability Theory</i>	Sept 7	Course Overview	
	Sept 9	<p>Read : Textbook: Chapter 12: Disability Studies</p> <p>Watch: Activity: What is Disability Studies/Disability Theory?</p>	Week 1 Activity Due in Dropbox @ 11:59pm
Week 2: <i>Disability Studies: Key Thinkers & Debates</i>	Sept 14	<p>Read: Textbook: Chapter 34: Normalcy Chapter 35: Oppression</p> <p>Linton, Simi, 1998, "Disability Studies/Not Disability Studies", <i>Disability & Society</i>, 13(4): 525–539. doi:10.1080/09687599826588</p>	
	Sept 16	<p>Read: Critics https://www.shmoop.com/study-guides/literary-schools-of-theory/disability-studies/critics (Garland Thomson, Davis, Linton, Shakespeare)</p> <p>Activity: Disability Theory in our Everyday Environments</p>	Week 2 Activity Due in Dropbox @ 11:59pm
Week 3: <i>Positivism, Progress, and Challenging the Medical Model</i>	Sept 21	<p>Read: Textbook: Chapter 31: Medical Model Chapter 44: Social Model</p> <p>Social Model vs Medical Model http://www.disabilitynottinghamshire.org.uk/index.php/about/social-model-vs-medical-model-of-disability/</p> <p>Read or Watch Definition of Positivism in https://opentextbc.ca/introductiontosociology/chapter/chapter1-anintroduction-to-sociology/#section1.3</p> <p>OR Crash Course: Sociology & the Scientific Method https://youtu.be/ZlwyNldgJBE</p>	

	Sept 23	<p>Read:</p> <p>McLaughlin, J, & Coleman-Fountain, E. (2014). The unfinished body: The medical and social reshaping of disabled young bodies, <i>Social Science & Medicine</i>, (120). 76-84. https://www.sciencedirect.com/science/article/pii/S0277953614005796</p> <p>Activity: The Medical and Social Model and Things in Between</p>	Week 3 Activity Due in Dropbox @ 11:59pm
Week 4: <i>Disability Studies Materialism</i>	Sept 28 th	<p>Read:</p> <p>Textbook: Chapter 6: Bodies Chapter 8: Charity</p> <p>What is Marxism: https://www.allaboutphilosophy.org/what-is-marxism-faq.htm</p> <p>Watch:</p> <p>Crash Course: Capitalism & Socialism https://www.youtube.com/watch?v=B3u4EFTwprM</p>	
	Sept 30	Day of Reconciliation – NO CLASS TODAY	No Activity this Week
Week 5: <i>Foucauldian Theory, Institutional & Systemic Violence</i>	Oct 5	<p>Read:</p> <p>Textbook: Chapter 21: Historical Constructions of Disability Chapter 47: Stigma</p> <p>Tremain, S. (2005). Foucault and the Government of Disability. Introduction. https://philarchive.org/archive/TREFGA (Read pages 1-13, the description of the other book chapters is also interesting)</p> <p>Watch:</p> <p>Philosophy: Michel Foucault https://youtu.be/BBJTeNTZtGU</p>	
	Oct 7	Mid Term Exam #1 (In Class – MC, SA, T/F, Matching)	Mid Term #1 No Activity this Week
Week 6: <i>Indigenous and Post-Colonial Disability Theory</i>	Oct 12	<p>Read:</p> <p>Meekosha, H. (2011). Decolonising disability: thinking and acting globally. <i>Disability & Society</i>, 26(6), 667–682. https://doi.org/10.1080/09687599.2011.602860</p> <p>Yellow Old Woman, P. (2020). Siksikaitstapi Parenting of Children with Disabilities (Unpublished doctoral thesis). University of Calgary, Calgary, AB. Read Chapter 1. https://prism.ucalgary.ca/bitstream/handle/1880/112593/ucalgary_2020_yellowoldwoman_pearl.pdf?sequence=2&isAllowed=y</p>	
	Oct 14	<p>Watch:</p> <p>Decolonization: Crash Course: https://www.youtube.com/watch?v=T_sGTspaF4Y</p>	Week 6 Activity Due in Dropbox @ 11:59pm

		Activity: Equity, Diversity & Inclusion, Ways of Knowing & Disability	
Week 7: <i>Disability, Critical Race Studies & Black Disability Studies</i>	Oct 19	<p>Read:</p> <p>Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. <i>Race, Ethnicity and Education</i>, 16(1), 1–31. https://doi.org/10.1080/13613324.2012.730511</p> <p>Bell, C. (2017). Is Disability Studies Actually White Disability Studies. Pp 406-415. In Davis, L. J. (ed). <i>The disability studies reader</i> (Fifth edition.). Routledge.</p>	
	Oct 21	<p>Listen to:</p> <p>“Aftereffect” Podcast Examines Intersection of Race & Disability https://www.wnycstudios.org/podcasts/takeaway/segments/aftereffect-podcast-examines-intersection-race-and-disability</p> <p>Activity: Student Diversity Presentation</p>	Week 7 Activity: Small Group Presentations in Class
Week 8: <i>Crip Theory</i>	Oct 26	<p>Read:</p> <p>McRuer, R. (2006) “Compulsory Able-Bodiedness and Queer/Disabled Existence”, in L. Davis, <i>Disability Studies Reader</i>, London: Routledge, pp. 301–308.</p> <p>Kafer, Alison, 2003, “Compulsory Bodies: Reflections on Heterosexuality and Able-Bodiedness”, <i>Journal of Women’s History</i>, 15(3): 77–89. doi:10.1353/jowh.2003.0071</p> <p>Gill, M. (2012). “The Specials Meet the Lady Boys of Bangkok: Sexual and Gender Transgression and Smashing Intellectual Disability”, <i>Review of Education, Pedagogy, and Cultural Studies</i>, 34(3–4): 156–169. doi:10.1080/10714413.2012.68728</p>	
	Oct 28	<p>Watch:</p> <p>The Specials: S1E2 “They’re not ladies, they’re LadyBOYS!”. https://youtu.be/XmrFCpqvoC0</p> <p>Activity: Challenging Normativity within Disability Studies</p>	Week 8 Activity Due in Dropbox @ 11:59pm
Week 9: <i>Feminist Disability Studies</i>	Nov 2	<p>Read:</p> <p>Textbook: Chapter 19: Feminist Disability Studies</p> <p>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> <p>Watch:</p> <p>Theories of Gender https://www.youtube.com/watch?v=CquRz_cceH8</p>	
	Nov 4	Mid Term Exam #2 (In Class – MC, SA, T/F, Matching)	Mid Term #2

			No Activity this Week
Week 10: Semester Break No Class or Content this Week			
Week 11: <i>Mad Studies</i>	Nov 16	<p>Read:</p> <p>Introducing Mad Studies. By Robert Menzies, Brenda A. LeFrançois, and Geoffrey Reaume. http://www.academia.edu/3819953/Introducing_Mad_Studies</p> <p>Whitly, R. (2017). Is The Media Getting Better At Portraying Mental Illness? The Huffington Post. https://www.huffingtonpost.ca/robertwhitley/media-portraying-mental-illness_b_14798608.html</p>	
	Nov 18	<p>Watch:</p> <p>Public Perceptions of Mental Illness. A Changing Tide? https://youtu.be/LawrwyBC8RA</p> <p>Activity: Reimagining Madness, Conceptions of Mental Health & Illness</p>	Week 11 Activity Due in Dropbox @ 11:59pm
Week 12 <i>Cultural & Literary Disability Studies</i>	Nov 23	<p>Read:</p> <p>Textbook Chapter 30: Media Representations Chapter 46: Stereotypes</p> <p>Rankin, J. (2018). Novel Conversations: Connecting with Disability in Three Examples of Popular Fiction. <i>Canadian Journal of Disability Studies</i>, 7(3), 52–88. https://doi.org/10.15353/cjds.v7i3.451</p>	
	Nov 25	<p>Read:</p> <p>Stewart S. (2018). The Oscars Love Movies About Disability, Not Disabled Actors https://filmschoolrejects.com/oscars-love-movies-disability-not-disabled-actors/</p> <p>Activity: An analysis of Disability in Popular Culture</p>	Week 12 Activity Due in Dropbox @ 11:59pm
Week 13: <i>Post Modern Disability Theory</i>	Nov 30	<p>Read:</p> <p>Shildrick, M. (2012). Critical disability studies: rethinking the conventions for the age of postmodernity. In <i>Routledge Handbook of Disability Studies</i> (pp. 44–55). Routledge. https://doi.org/10.4324/9780203144114-9</p> <p>Watch:</p> <p>Defining Post Modernism: https://www.youtube.com/watch?v=DO_gaxFIRXw</p>	
	Dec 2	<p>Read:</p>	Week 13 Activity Due

		Lupton, D. (2016). Explainer: What is Fat Studies. https://theconversation.com/explainer-what-is-fat-studies-63108	in Dropbox @ 11:59pm
		Activity: Embodiment and Challenging Universal Truths	
Week 14: Embodied Disability Studies	Dec 7	Read: <i>Body Battlegrounds : Transgressions, Tensions, and Transformations</i> , edited by Chris Bobel, and Samantha Kwan, Vanderbilt University Press, 2019. Choose any chapter from the Living Resistance Section	
	Dec 9	Exam Review	
<i>Dec 13-22</i>		Registrar-Scheduled Final Exam Date TBD	