

CORE 591.05
Advanced Study Topics in Community Rehabilitation:
Critical Disability Studies

Instructors:

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Office Hours/Policy on Answering Student Emails

Office Hours: By appointment

Email Policy: 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:

BLOCK WEEK (Aug 30 - Sept 3)

Day: Monday - Friday

Time: 9:00 am - 4:00 pm

Location: ST 128

Prerequisite/Co-Requisite:

54 units.

Course Description:

This course provides an overview of Critical Disability Studies through the exploration of disability theory, social and political understandings of disability, power relations and the centrality of the experience of people with disabilities in the study and implementation of theory and advocacy.

Overarching Theme

This course will provide students with an advanced introduction to the discipline of critical disability studies with an emphasis on giving students the theoretical and practical tools to be critical professionals in their fields. Concretely, this course will explore different understandings of disability, theories of power that explain (and sometimes 'naturalize') forms of inequality, the legacies of a bleak past influenced by eugenics, debates are cure and care, and forms of disability activism that demonstrate transformative opportunities to social change.

Global Objectives

- Critical disability studies as a field of study
- Foundational concepts in critical disability studies
- Theories of power that help students articulate the (re)production of power relations and social inequality
- Canadian historical legacies of eugenics: newgenics
- Politics of cure and care
- The role of professionals in disability justice

Course Learning Outcomes

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

- To draw on foundational disability studies texts and concepts that speak to current theories and debates within the field
- Articulate their ideas about disability and social inequality with nuance by drawing on a conceptual vocabulary shared by disability studies scholars
- Explain the disabling role of social institutions in the creation and reproduction of social inequality
- Critically reflect upon their role as professionals while considering insights from critical disability studies scholarship
- Demonstrate enhanced analytical skills, as well as oral and written communication

Learning Resources

No textbooks are required for this course.

Recommended Textbooks/Readings

Readings and information relevant to each course seminar will be posted to D2L.

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. Critical Disability Studies Dictionary (15%) – Due: August 30 by 11:59pm

What is disability? What about impairment? What about global inequality? In this assignment, students will work in groups in co-creating a course-shared dictionary with keywords relevant to understanding disability and social inequality. Students will collectively research the term, develop their own definition of the term along with an easy read version, provide an example that illustrates the concept, and in a few words articulate why this is a relevant concept to disability studies scholars and activists. In the end, we will have a disability studies keywords dictionary that we can go back to—more details on D2L.

2. Mini Photovoice Project (15%) – Due: August 31 by 11:59pm

Photovoice is a qualitative research approach in which participants are invited to take photos based on a research question and share the thoughts behind that photo. Students will be asked to take 1-2 photos that illustrated dis/ableism in their everyday lives for this assignment. Then, connecting with course readings, students need to reflect on how that image reflects disability studies concepts and critiques—more details on D2L.

3. Historical Textual Analysis (20%) – September 2 by 11:59pm

The history of eugenics in Canada has left a legacy of social ideas and practices, along with detailed documentation of what has happened in our bleak past. The purpose of this assignment is for students to analyze a couple of historical documents through critical disability studies and an intersectional lens. What can we learn about the past through textual analysis of historical records? A lot. More details on D2L.

4. Knowledge Mobilization Product and Write-Up (20%) – September 3 by 11:59pm

Disability studies scholars and activists have long advocated for an emancipatory form of research that can actually lead to social change. In this assignment, students will work in groups to develop knowledge mobilization products (e.g., podcast episode, infographic, poster) that raise awareness about a particular issue relevant to critical disability studies—more details on D2L.

5. Response to Eli Clare's Piece (20%) – September 10 by 11:59pm

The field of disability studies questions dominant understandings of cure, care, and (in)dependence. This assignment invites students to take on Clare's work on cure and caring and reflect on their role as professionals. What does it mean to think about care and "diversity" through a disability justice lens? More details on D2L.

6. Morning Quizzes (2.5% each x 4 = 10%) – Tuesday-Friday Morning

This is a seminar-based course, and thus, an essential component of this course is the in-depth discussions that we will have both as a small and a larger group. I highly encourage you to do the assigned readings and take notes as you're reading them. Classes will start with a class check-in and then we will have a morning quiz to assess your knowledge of the readings.

There is no *final exam in 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 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 assignment 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. 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

Attendance at the seminars is mandatory.

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/>.

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 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, associated readings, and assignment 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.

Date	Module / Topics	Readings	Assignments & Due Dates
Aug 30, 2021	Foundations of Critical Disability Studies	<p>Shakespeare, T. (2010). The social model of disability. In L. Davis, (Ed.), <i>The Disability Studies Reader</i> (214-). New York: Routledge.</p> <p>Tanya T. (2003). <i>Disability, Self, and Society</i>. Toronto: University of Toronto Press. (Chapter 1, <i>Disability: A Social Phenomenon</i>, pp. 3-45).</p> <p>Sinclair, J. (2013). Why I dislike “person first” Language. <i>Autonomy, The Critical Journal of Interdisciplinary Autism Studies</i>, 1(2). Retrieved from http://www.larry-arnold.net/Autonomy/index.php/autonomy/article/view/OP1</p>	CDS Dictionary
Aug 31, 2021	Let’s Talk about Power	<p>Charlton, J.I. (1998). <i>Nothing about Us Without Us: Disability Oppression and Empowerment</i>. University of California Press. Chapter 2 – The Dimensions of Disability Oppression: An Overview. Pp. 27-38.</p> <p>Russel, M., & Malhotra, R. (2009). Capitalism and Disability. <i>Socialist Register</i>, 38, 211-227.</p> <p>Mingus, M. (2013). <i>Mia Mingus on Disability Justice</i> (interview). Link: https://www.youtube.com/watch?v=3CkUazW-jw</p>	Morning Quiz Photovoice Mini Project
Sep 1, 2021	Eugenics to Newgenics	<p>Burghardt, M. (2019). <i>Broken: Institutions, Families, and the Construction of Intellectual Disability</i>. Montreal: McGill-Queen’s University Press. “Introduction: The Asylum’s Accomplice, or the Creation of Intellectual Disability” OR “Chapter 4: Survivors: ‘It wrecked me sadly.’”</p> <p>Hutton, S., Park, P., Levine, M., Johnson, S., & Bramesfeld, K. (2017). Self-Advocacy from the Ashes of the Institution. <i>Canadian Journal of Disability Studies</i>, 6(3), 31-59.</p> <p>What is newgenics?: https://eugenicsnewgenics.com/2014/05/14/what-is-newgenics/</p>	Morning Quiz (2.5) Historical Textual Analysis

Sep 2, 2021	Cure, Caring, and Disability Justice	<p>Clare, E. (2017). Ideology of cure: Brilliant Imperfection. Duke University Press. Chapter: Ideology of Cure.</p> <p>https://www.forbes.com/sites/andrewpulang/2020/09/07/disabled-peoples-feelings-about-cures-are-more-complex-than-you-may-think/?sh=7d5e00de36c6</p> <p>Cultivating Cultures of Care with Dr. Loree Erickson: https://www.youtube.com/watch?v=RnkU_r2MplI</p> <p>Joseph, M., & Nisker, J. (2020). Need for Prominent Core Curricula Designed and Taught by Persons with Disabilities in All Levels of Medical Education. <i>Canadian Journal of Disability Studies</i>, 9(5), 245–264.</p>	<p>Morning Quiz</p> <p>Reaction to Clare’s Piece: What is my role then?</p>
Sep 3, 2021	Disability Research and Activism	<p>Fudge Schormans, A. (2020). Research as Activism? Perspectives of People Labelled/with Intellectual and Developmental Disabilities Engaged in Inclusive Research and Knowledge Co-Production. <i>The Routledge handbook of disability activism</i>. New York: Routledge. Pp. 354-368.</p> <p>Nguyen, X.T. (2018). Critical disability studies at the edge of global development: Why do we need to engage with Southern theory? <i>Canadian Journal of Disability Studies</i>, 7(1), 1-25.</p> <p>The Freedom Tour: http://www.peoplefirstofcanada.ca/the-freedom-tour/</p>	<p>Morning Quiz</p> <p>Knowledge Mobilization Product</p>